The Application of Tri-N in Genre-Based Indonesian Textbook for Junior High School

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To cite this article:

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Abstract

Learning Bahasa Indonesia in Curriculum 2013 (K13) is based on the communicative, CLIL, scientific, and genre-based approaches by considering the Bloom’s revised highest taxonomy stage named creating. Ki Hadjar Dewantara had long coined Tri-N (niteni, nirokke, nambahi) which is relevant to the scientific approach and the process of creating. Niteni is the process of marking by paying close attention, using all the senses, digging deeper information, and reasoning by connecting knowledge already possessed from excavated products. Nirokke is imitating what is taught through a model / example / example from the teacher / learning resource by involving the mind, sensing, feeling / conscience and spirituality integrally and harmoniously. Nambahi is the process of adding to what he has learned in developing his creativity and ideas through the activities of designing, creating, and improvising. The Tri-N is mostly presented in the textbooks. This study aims to describe the application of the Niteni, Nirokke, and supplementary processes in genre-based Bahasa Indonesia textbooks used in Junior High Schools. The present descriptive qualitative research found that the Tri-N always existed on all genres such as description, explanation, procedure, exposition, and narrative.

Keywords: Genre, Textbook, Niteni, Nirokke, Nambahi

Introduction

Textbooks as a learning tool compiled nationally consist of student books and teacher books. The Bahasa Indonesia materials in junior high include four language skills, namely listening, speaking, reading, and writing which are integrated into one genre. Those are designed on four language learning approaches; communicative, Content and Language Integrated Learning (CLIL), scientific, and Genre Based Approach (GBA).

The main goal of the Communicative approach in language learning is the learners’ ability in using the language for communication. This means that communication is the language learning product which comprises in speaking and writing skills. In other words, learners are emphasized on mastery of language skills rather than mastery of language structure (Pranowo, 2015). The second approach set is the Content and Language Integrated Learning (CLIL). It focuses on comprehending the topic being taught as well as the language used by regarding some principles as follows; (a) the contents of the text in the form of models or assignments with character and the development of insights and concerns as citizens and as citizens of the world, (b) linguistic elements (communication) become important elements for expressing various language goals in life, (c) each type of text has a different structure of thinking (cognition) that must be realized so that communication is more effective; and (d) successful language culture (communication) must involve ethics, language politeness, and culture (international, national, and local) (Coyle in Yustilio, 2019).

In addition to the CLIL approach, the scientific approach and Genre Based Approach (GBA) also aim to achieve the learner’s Indonesian language competence optimally. The scientific approach or scientific approach is seen as a new approach in learning, because so far the learning approach that is generally known is the learning approach that is oriented or student-centered and the learning approach that is oriented or teacher-centered (Prifhatni, 2014: 290-291). According to Sani (2014: 50-54) the scientific approach is closely related to the scientific method.
Scientific methods generally involve observations or observations needed for the formulation of hypotheses or data collection. According to Hosnan (2014: 34-35) a scientific approach is a learning process that is designed so that students can actively construct concepts, laws, or principles through stages of observing (to identify or find a problem), formulate a problem, propose or formulate hypothesis, collecting data with various techniques, analyzing data, drawing conclusions and communicating concepts, laws or principles that are "discovered".

A genre-based approach or Genre Based Approach (GBA) is a learning approach that helps students be more competent in language, able to communicate through mastering language skills including listening, speaking, reading and writing activities. Martin (1987: 250) refers to genre as a unit of events that is oriented or directed to achieve certain goals in social processes. A text is essentially born and determined by social and real-world contexts. In connection with this, Slamet (2012: 56-57), states that GBA aims to prepare students to enter the real world of language use by focusing on how language is used to achieve various kinds of goals. Mahsun (2014) identified two contexts underlying a text, namely the cultural context and the context of the situation.

The scientific approach concept is similar to the teachings of Ki Hadjar Dewantara, namely the Tri-N concept. Ki Hadjar Dewantara has long coined Tri-N (niteni, niroke, nambhai) which is very relevant to the scientific approach and the process of creating the revised edition of Bloom. In Bloom's revised edition of taxonomy the highest capability is creativity. Textbooks as the principal handbook for teachers and students in the teaching and learning process must apply a scientific approach. In Tamansiswa teachings known as Tri-N. Roses and Martin (2014) divided the stages of genre-based learning into four steps, namely (1) building the context (building the context), (2) examining the model and deconstructing the text, (3) building the text together -sama (joint construction of the text), and (4) building text independently (independent construction of the text). In other words, the first and second steps are the niteni process; the third step is the nirokke process; and the fourth step is the process of adding.

Tri-N according to Prihatni (2014: 299) is associated with a scientific approach. While learning Indonesian Curriculum 13 must also be genre based. Therefore, the Tri-N process in this study is based on a communicative, scientific, and GBA approach. Based on the various theories of the approach, in this research, niteni is a process of marking by paying close attention, using all the senses, digging deeper information, and reasoning by connecting knowledge already possessed from excavated results. Niteni indicators in this study, namely (a) observing using the sense of sight; (b) observing using the sense of hearing; (c) observing using the sense of smell; (d) observing using the sense of touch; (e) observing using the taste buds; (f) digging deeper information from observations; and (f) reasoning by connecting knowledge already possessed with the results of the excavation.

Nirokke is imitating what is taught through a model / example / example from the teacher / learning resource by involving the mind, sensing, feeling / conscience and spirituality integrally and harmoniously. Indicators of the nirokke process in this study, namely (a) mimicking by reciting / through sound; (b) imitate by reading; (c) imitate by writing; (d) mimicking through movement; (e) imitate by trying / experimenting; (f) imitate to demonstrate / practice; and (g) mimicking the design. Whereas nambahi is the process of adding to what he has learned in developing his creativity and ideas through the activities of designing, creating, and improvising. The nambahi indicators in this study, namely (a) supplementing by designing; (b) supplement by creating; and (c) supplement by improvising.

Based on the description above, this study aims to describe the application of the niteni, nirokke, and supplementary processes in the genre-based Indonesian SMP textbooks. The genres that represent as a limitation in this study are the genre of description, explanation, procedure, exposition, and narration.

Method

The research method used is descriptive qualitative analysis of interactive models Miles Huberman. The data of this research are in the form of words, phrases, sentences, paragraphs and discourses containing operational verbs contained in Indonesian VII, VIII, and IX grade Indonesian textbooks. In this study, the data will be obtained from the results of research data collection Desi Tria Astuti, S. Rahayu and Siwi Damayanti, Indonesian textbooks for grades VII, VII and IX of 2013 Curriculum.

In this study, the instrument is a researcher who is equipped with a set of theories and data cards that contain operational verb studies in textbooks. Furthermore, the instrument is validated by experts or expert judgment made
by language teaching experts. The instrument is in the form of a data card and the results of a textbook review. The form of data cards in the form of assessment instruments and operational definitions are in the appendix.

According to Sugiyono (2010: 308) data collection techniques are the most important step in conducting research because the research objective is to obtain data. This study uses documentation data collection techniques because the data source is found in Indonesian language textbooks for grade VII, VIII, and IX SMP Curriculum 2013.

According to Sangidu (2007: 73) data analysis aims to simplify data into a form that is easier to read and interpret. In this study, the analysis model used is the Miles and Huberman interactive analysis model. Miles and Huberman analysis techniques basically consist of three components that need to be known in the process of data analysis, namely reduction, data presentation, and verification and conclusions.

Results and Discussion
This research is genre based research. The genres representing this research are description, explanation, procedure, exposition, and narrative genres. The following are examples of the niteni, nirokke, and nabahi.

1. Genre Description
According to KBBI (2008), description text is a type of text that aims to describe or describe in words clearly and in detail. By reading the description text, the reader seems to see, hear, feel, understand, and experience the events contained in the reading. The following is an example of the niteni process in the description text.

(1) Pay attention to nouns and words that follow the nouns described in text 1 and text 2. (Class VII, page 23)
The quote above explains how the ability of niteni / observing students to use the sense of sight by observing, observing and paying attention to the description text. Quotes (1) students are required to be able to examine nouns and words that follow the nouns described in text 1 and text 2.

The following is an example of the nirokke process in the description text.

(2) Activity 1.3
a) Cross-read with one of your friends to give each other an assessment of your summary! (Class VIII, page 7)
Quote (2) explains how the students' ability is imitated by reading a text. Quote (2) requires students to cross read a text with a friend.

The following is an example of the nabahi process in the description text.

(3) Make the experimental report text make this rainbow in the form of paragraphs. Use your own language according to what you understand about the rainbow experiment! (Class IX, page 28)
Quotation (3) requires students to create or create experimental report text using their own language with a description development pattern. Previously students made an experiment to make a rainbow, then made report text.

2. Exploration Genre
According to KBBI (2008), explanation means "explanation" or "exposure". Kosasih (2014: 183) said the linguistic features that mark explanatory texts are not much different from the features or linguistic rules commonly found in procedural texts, especially in terms of the use of adverbs of time and conjunctions. The following is an example of the niteni process in the explanatory text.

(4) Activity 5.4
a) Pay attention to the text about the reverse flow!
   Based on the main ideas that you have noted, arrange a summary. Use your own words. Also pay attention to the cohesiveness between the sentences! (Class VIII, page 135)

Quotation (4) is an example of the niteni process by digging deeper information from observations in the text about the reverse flow. Quotation (4) is a re-order that requires students to pay attention back to the inter-fetal cohesion contained in the textbook about the occurrence of backflow. From this process, students are expected to be able to understand cohesiveness between each other.

The following is an example of the nirokke process in the explanatory text.

(5) Read the following text for 50 seconds. Then sort it into logical paragraph sequences: 1-2-3, 3-2-1, 1-3-2, 2-3-1, or 2-1-3? (Class IX, page 135)
The above quote is an example of imitation by reading text. Quotation (5) is an order that requires students to read the text contained in a textbook with 50 seconds and sort the paragraphs to make it logical.

The following is an example of the process of *nambahi* to the explanatory text.

(6) Mark the cat’s text with which part of the curve is the general definition / general description and which part is the description. Fill in the following table! See sample details in the Beach text table! (Class VII, page 143)

In quotation (6) students are required to be able to fill the table on page 143 by improvising.

3. Genre procedure

Text procedure is a type of text in the form of an activity phase to complete an activity or method in the form of a certain step in solving a problem. The following is an example of the *nitenci* process in the procedure text.

(7) "Hold the angklung with your left hand" (Class VII, page 83)

Quotation (7) students are required to observe (use the sense of touch) by holding the angklung with the left hand.

The following is an example of the *nirokke* process in the procedure text.

(8) How to write a report reading a book?
   Follow the 10 steps below!
   a) Don't read books
   b) Still don't read books
   c) Make notes about interesting things to report
   d) Read a book
   e) Be attentive
   f) Review the book and take notes
   g) Summarize the book
   h) Judging books
   i) Type of book
   j) Review the purpose of reporting the book.
   (Class IX, pages 3-4)

The quotation above requires students to follow the steps by practicing what has been determined in the textbook and verbally presenting the book reading report. Quote (8) requires students to follow 10 steps on how to prepare a report reading a book.

The following is an example of the *nambahi* process in the procedure text.

(9) Activity 6.6
   a) Pair it!
   b) Example!
      Show examples of sentences from a review text that uses the following words!
   c) Example!
      Make an example sentence using the following words! (Class VIII, page 170)

Quotation (9) is an instruction that requires students to create or make an article based on their respective thoughts based on the steps that have been determined. Quotation (9) requires students to make examples of sentences that use words contained in student books.

4. Exposition genre

According to KBBI (2008), exposition text is one type of text in the form of a description (exposure) which aims to explain the purpose and objectives. According to Wijaya, et al (2019), exposition text is a text that compares information, explanations, or information about something. Following is an example of the *nitenci* process text in the exposition text.

(10) Consider the following text snippet!
    "Before that, the condition of Indonesia's forests was really alarming. In a period of 50 years, Indonesia's forests experienced an area of 64 million hectares. Clearing of natural forests in the lowlands of Sulawesi has been wiped out ". (Class VIII, page 68)
Quotation (10) is an instruction that requires students to pay attention to the text snippet contained in the student book. Based on these two quotations students must observe the predetermined texts contained in the student book. Quote (10) requires students to pay attention to the text excerpt contained in the textbook on "Forest Conditions in Indonesia"

The following is an example of the nirokke process in the exposition text.

(11) Act like a television reporter who is voicing in a video about Indonesian flora and fauna. (Class VII, page 158)

In quote (11) students are required to be able to practice or act like a reporter or imitate the style of a reporter from the text of the exposition of Indonesian flora and fauna.

The following is an example of the process of nambahi in exposition text.

(12) Mind maps of the contents of the book

Fill in the boxes below to show a mind map of the contents of the book. (Class IX, page 7)

Quote (12) requires students to fill in the boxes exactly as the examples in the textbook are based on each student's understanding to show a mind map of the contents of the book.

5. Narrative genre

According to KBBI (2008), narrative text is one type of text that contains the narration of a story or event. Meanwhile, according to Wijaya, et al (2019), the narrative text is a text that seeks to describe an event by paying attention to the chronological order of the event. In this type of writing, discourse does not have to be imaginative, but can be an objective text. Here is an example of the niteni process in narrative texts

(13) Pay attention to the information about the following narrative structure Discuss with your seatmate or front of your teacher. (Class IX, page 60)

The quotation above requires students to dig deeper information from the observations by discussing and giving information about the contents of each paragraph of the short story that is read. Quote (13) requires students to discuss with their classmates.

The following is an example of the nirokke process in the narrative text.

(14) Write the background! (Class VII, page 77)

"Environmental fantasy stories, technological sophistication, and heroes"

In the quote above students are required to be able to write a background about environmental fantasy stories, technological sophistication, and heroes on page 77.

An example of the process of nambahi to the narrative text is as follows.

(15) Activity 8.9

a) As a group make a drama script. The work must be truly the result of imagination or shared experience. Note also the structure and rules of language, as you have learned above.
b) Ask for responses or suggestions from other groups about the play, especially with regard to the appeal of the story, the originality of the theme, the structural skill, and the accuracy of the language rules. (Class VIII, page 229)

Quotation (15) is an order that requires students to create or make a work in the form of writing. Quote (15) requires students to make drama scripts with the imagination or the results of students' thinking, and still pay attention to the structure, as well as the language rules of drama scripts.

Conclusion

Textbooks as a learning tool compiled nationally consist of student books and teacher books. Indonesian language material in junior high includes four language skills, namely listening, speaking, reading, and writing in an integrated manner that is packaged in one genre. The learning component consists of students, teachers, strategies, material, media, and evaluation. Indonesian textbooks for curriculum K13 SMP use communicative approaches,
Content and Language Integrated Learning (CLIL), scientific, and Genre Based Approach or genre-based (GBA). The scientific approach is essentially an approach that follows the flow of scientific approaches. Meanwhile, in the revised Bloom's taxonomy the highest ability is creation / creativity. Ki Hadjar Dewantara has long come up with Tri-N (niteni, niroke, add on) which is very relevant to the scientific approach and the process of creating the revised edition of Blum. Textbooks as the principal handbook for teachers and students in the teaching and learning process must apply a scientific approach. In Tamansiswa teachings known as Tri-N.

The research method used is descriptive qualitative analysis with Miles Huberman interactive model. The genres representing this research are description, explanation, procedure, exposition, and narrative genres. The results showed that in these genres the process of niteni, nirokke, and adding always appeared in Indonesian textbooks VII, VIII, IX SMP Curriculum 2013.

Acknowledgements or Notes

Thank to the LP3M, Universitas Sarjanawiyata Tamansiswa, which has funded the publication of the current research. The researcher also thank to three students namely Desi Tria Astuti, S. Rahayu, and Siwi Damayanti as the data collectors in Umbrella Research.

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