INTERPERSONAL TEXTS IN COMPETENCE STANDARDS
AND BASIC COMPETENCE OF
SENIOR HIGH SCHOOL
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A. INTRODUCTION

The Government Regulation PP No 19, 2005 says, “Language education in Indonesia should develop language competence with special emphasis on reading and writing according to the literacy level set up for every level of education”.

Explicitly, the government emphasizes the improvement of the nation’s literacy level in every level of education with reading and writing as the major focus. Implicitly, the government expects the learners to develop their competence to communicate in written and spoken language. Here, the language learners are expected to have social skills that will give them benefits in real lives. In other words, competence-based curriculum of English is the centre of attention of the regulation. Language itself plays important roles in learners’ intellectual, social, and emotional and is the key to the success of learning other studies. It is expected that language will help learners to get known themselves, their culture and others’, express their ideas and feelings, take a part in the society, make responsible decisions, find and make use of their analytical and imaginative competence.

B. English Competence

One of the latest models in language pedagogy developed by Celce-murcia et al (1995) says that language is not just a set of rules. Language is a means of communication. This model suggests that the ultimate competence is communicative competence; learners use the language to participate in the community. Communicative competence is also called discourse competence. It means that if one communicates well in either spoken or written language, he is involved in a text that is a communication act influenced by the topic communicated, the people involved, and the channel used. This is in line with language model stated by Halliday (1978) which views language as a social semiotic system. According to this model, when one thinks of a language, at least there are three aspects considered: a context, a text, and a language system. The relationship of a context and a text is drawn below.

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Diagram 1: The Relationship between Context and Text

1. Context

Language lives in any contexts that influence and are closely related to language choices one makes when creating and interpreting a text. In any contexts, one uses a language to perform three main functions (Agustien: 2006).
   a. Ideational function (to express ideas),
   b. Interpersonal function (to interact with others),
   c. Textual function (to deliver the message)

Diagram 2: Language functions
2. Text

Basically, a verbal communication event is a process of creating a text either spoken or written which happens when one interprets and responds to a text in a context. A text is a product of situation and culture contexts. A text is a semantic unit, a unit of language that makes sense. When it does not make sense, it is not a text; it is not communication. Communication happens only when we make sensible texts. Therefore, if our main goal is to develop communicative competence or the ability to communicate, we need to develop a curriculum or a syllabus that is text-based.

C. Literacy Levels

It is important to set expectations for literacy in English for every education level. According to Wells (1987), there are four literacy levels.

1. Performative Level
   In this level, learners are expected to be able to use English to accompany actions, participate in classroom and school interactions, and recognize simple written English. This level is expected to be acquired by elementary school graduates.

2. Functional Level
   This level expects learners to use English to get things done and use English for survival purposes (buying and selling, reading and writing simple texts, asking and giving permission). This level is for junior high school graduates.

3. Informational Level
   This level acquires the learners to access accumulated knowledge and use English in informal and formal contexts. This level is expected to be possessed by senior high school graduates.

4. Epistemic Level
   This level is addressed to university graduates to be able to use English to transform knowledge (doing research, writing reports) and use English for aesthetic purposes.
D. Competence Standards and Basic Competence

In 2004 curriculum, there is a continuum from spoken language to written language. The spoken language starts in a form of language accompanying action and ends with language as reflection. Various texts occur in both spoken and written languages.

1. Spoken language
   a. Short functional texts, eg. announcements, instructions etc.
   b. Transactional texts, eg. buying and selling, borrowing, apologizing etc.
   c. Interpersonal texts, eg. offering help, expressing greeting, complaining etc.
   d. Monologues, e.g. texts in various genres.

2. Written language
   a. Short functional texts
   b. Essays in various genres

E. Interpersonal Texts in Competence Standards and Basic Competence of Senior High School

Interpersonal texts are texts used to promote social relationship. They prepare the learners to face the social life with English. The curriculum of grade X of senior high school says about interpersonal texts should be acquired.

Ungkapan untuk berkenalan, bertemu/ berpisah, menyetujui ajakan/ tawaran/ undangan, menerima/membaca janji, menyiapkan perasaan bahagia, menunjukkan perhatian dan simpati, berterima kasih, memujii, menyampaikan ucapan selamat, menyatakan rasa terkejut, tidak percaya dsb.

Examples:

<table>
<thead>
<tr>
<th>SELF-INTRODUCING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joko : &quot;Hi, my name is Joko. I'm from Yogyakarta. What is your name?&quot;</td>
</tr>
<tr>
<td>Sandi: &quot;I'm Sandi.&quot;</td>
</tr>
<tr>
<td>Joko : &quot;Where are you from, Sandi?&quot;</td>
</tr>
<tr>
<td>Sandi: &quot;I'm from Solo.&quot;</td>
</tr>
<tr>
<td>Joko : &quot;Well......nice to meet you.&quot;</td>
</tr>
<tr>
<td>Sandi: &quot;Nice to meet you too.&quot;</td>
</tr>
</tbody>
</table>

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INTRODUCING OTHERS

Lina: “Dr. Amir, I’d like to introduce you to my roommate, Erna. Erna, this is Dr. Amir, my professor.”
Dr. Amir: “How do you do, Erna? It’s nice to meet you.”
Erna: “It’s nice to meet you too, Dr. Amir.”

Task:

Make introductions based on the following situations:
1. You are on a bus going to Jakarta on business. You introduce yourself to the elderly man beside you.
2. You and your sister are sitting in a theater, waiting for the movie to begin. Someone you know comes up and asks to join you. You introduce the two people to each other.
3. You are at a job interview. You introduce yourself to the department manager.
4. Your father is visiting you for a few days and goes to school with you. You introduce him to your classmates and your English teacher.
5. You are alone at lunch in the school cafeteria. You take your tray to a table where a familiar-looking man is sitting. You ask to join him and introduce yourself.

Interpersonal texts in grade XI are:

Ungkapan untuk menyatakan puas/tidak puas, menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, bahagia, sedih, lega, sakit, malu, marah, jengkel, dsb.

Examples:

EXPRESSION SATISFACTION

Retro: “How’s your vacation in Bali?”
Ayu: “It was terrific! The beaches are beautiful and the sun set from Tanah Lot is magnificent.”
Retro: “Really? What else did you do there?”
Ayu: “Oh, I went parasailing. It was the most breath-taking thing that I’ve ever done.”
Retro: “Wow, it must be a very fun trip for you.”
Ayu: “Yes, I’m very satisfied with my vacation there. You must go there.”
Retro: “Yes, I think I’ll do that.”

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EXPRESSING DISSATISFACTION

Andi: "Agus, I thought you were on vacation."
Agus: "Well, got back early."
Andi: "Why?"
Agus: "I didn’t really enjoy being there."
Andi: "What happened?"
Agus: "Well, the beach was very dirty, and when I got there it was raining heavily. What made it worse was the hotel where I stayed had a bad service."
Andi: "You seem to be unhappy with your condition."
Agus: "Yes, I’m quite displeased about it."

Task:

Make dialogues expressing satisfaction or dissatisfaction based on the following situations.
1. You have dinner in a restaurant. The waiter serves you well and the food is delicious.
2. You studied hard for an exam and you got the highest score for it.
3. You try a new hair cut, and everybody says that you look much younger in it.
4. You’ve booked for a flight but there are not any seats left.
5. Your have done your assignment all night long, and your teacher asked you to rewrite it.

Meanwhile, the interpersonal texts in grade XII cover the following:

Ungkapan untuk menyatakan keluhan, mendorong semangat, menyatakan penyesalan, mengakui kesalahan, berjanji, memudahkan, dsb.

Example:

COMPLAINING

Karen feels that her roommate isn’t doing her share of the housework.

Karen: "Jane, I think it’s your turn to do the dishes, isn’t it?"
Jane: "Is it? I don’t remember."
Karen: "Well, I did them last night and Sunday. Your turn is today and tomorrow."

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Task:

Read each situation and make a complaint in which you put the blame on someone or something else.

1. You're on a plane. You asked for a pillow a half hour ago, and the flight attendant still has not brought you one.
2. You are studying and your roommate is humming to herself. This sound is annoying you.
3. In a restaurant, you are unhappy because there have been several things wrong with the food you ordered.
4. You have been standing in line at a movie theater for thirty minutes. A teenager cuts in line.
5. You lent your favorite book to your friend and he lost it.

F. CONCLUSION

The 2004 English curriculum is designed to be competence based. In other words, learners are expected to have competence to communicate in English as one of their life skills. Learners communicate to obtain news, to express condolences, to offer help and so on. These acts of communication are communicative events; the events that occurred with purposes; the events that happened in contexts. The communicative events are realized in texts either spoken or written. One type of texts in the curriculum is transactional texts used to establish and maintain social relationships. Through this text, learners are provided with the ability to engage with others in a community; how to express speech acts, attitude, and feelings.
REFERENCES


Wells, B. 1987. *Apprenticeship in Literacy*. In *Interaction* 18, 1/2

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