RESEARCH OF TEXT AND CONTRIBUTION IN TEACHING JAPANESE

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ABSTRACT

This study aims to describe main problems of Japanese language text study, current text research and its application in Japanese language learning. Referring to the understanding of text as the largest and most comprehensive set of language study, the understanding of concepts and limitations in text study required for language learners, especially foreign languages learners, students should understand the concept and limitation of the text. The research method used descriptive qualitative research methods. The study results gained conclusion that text in Japanese language studies focused on study of text structure, especially discussion of text coherence. The views on this issue become a basis for understanding applied in teaching Japanese as a foreign language. This study focuses on discussion mentioned various research problems that can be raised and an example of text study research results applied with Japanese Language Text Structure Classification, Japanese Language Material Teaching, and contrastif language study

Keywords: Text, Coherence Text, Structure of Text

INTRODUCTION

Scientific research in particular the study of Linguistics evolved every moment to explain linguistic phenomena those are developed continuesly as well as find linguistic norms which characterize for each language. Dynamism as the characteristics of these language has encourage a variety of scientific study of linguistics fields directly or indirectly.

Whereas in Linguistics fields is divided into various subfields study and there are any relation to each other. One of linguistics study fields that developed in the late 19th century was text or discourse as the highest and most complete language units (Tokieda, 1950).

Tokieda Motoki (1950) gave rise idea that linguistic studies should be continued and not just stop at the linguistic unit in the form of words and sentences only, need to continue a unit of language that is bigger than it, is text or discourse 'bunshou' as one part in the field of Japanese grammar.

Whereas if we check the libraries of Europe about the emergence of a discourse (United Kingdom: discourse) was first proposed by z. s. Harris because it feels there is something incomplete against "the grammar of sentence". From this fact it can be noted that the term of text 'bunshou' already known first as a
section in the Japanese linguistic study by Tokieda, before west linguists
discussed it. However, the development of Japanese text study just developed in
the 1980s. Scientific study by Ichikawa Takashi (1978), Nagano Ken (1978, 1986),
Sakuma Mayumi (2000), Nomura Makio (2000), and others is an example of
some researchers who developed the idea text concept which advanced by
Tokieda (1950).

Definition of text or discourse has been expressed by experts in a variety of
viewpoints. One of the many definitions that exist and often becomes a reference
in Japanese language research is Teramura (1994) opinion as in the following
quote.

…あるとき、ある場所での二人または数人の会話や、ある人のいくつかの文
が連なって、全体で一つの、たとえば新聞記事、社説、あるいは一日の
日記、短篇小説、さらには何千枚もの長編小説や論文といったもの
がまとめあげられていく、そういう文の集合を「談話」とか、「文章」とか「テクスト」とよぶ。

（寺村、1994:10）

According to Teramura (1994), the definition of text emphasize in
characteristics of elements composing a text which generally consists of a few
sentences that are interconnected, and overall forming a unity of meaning. This
meaning is no different with already existing meaning. But unfortunately the
concept of this text has not been a lot of concreted in the form of studies that
raised issue of how the textforming elements relate to each other in forming a
unity of meaning?

It can not be denied that the research on text in Japanese language as well as
in other languages is still a new research fields, mean is it has not been a lot of
interested by Japanese language researcher. Many things are still not explained by
Japanese linguists on one side. On the other hand these opportunities open up new
research to raise the problem of text field and its scope. Based on text concept as
the largest and most complete language units in language study, and its very
complex nature are often ruled out, much of the discussion focused on units of
language in form of a sentence as its largest unit.
This paper uses a description method with documentation technical in problems discussion. Specifically, this study begins with the search text in various studies on Japanese language since it was first introduced by Tokieda 1950 to nowadays study. After the studies of experts writing about texts in Japanese and a variety of conclusions that can be raised. Furthermore, in the final discussion mentioned various research problems that can be raised and an example of text study research results and the conclusion.

As mentioned at the beginning, research of Japanese text language has not much to do. The researches of text still raised issues regarding concept introduction, the alignment of text fields from Europe’s references into Japanese (Ichikawa:1978, Nagano:1986, Sakuma:2000). Therefore, practical studies of concepts application into Japanese language by focusing on a particular type text is very necessary. Indeed this is already a lot text studies which is practical research appear, but the amount is still not a lot as well as study of text structure Japanese language still required further studies to clarify the characteristics of Japanese language. Before submitting practical research about Japanese language text that already done (in Japanese), herewith a outline summary of libraries studies results about Japanese language text.

RESULTS
Definition and Limitation Text in Japanese Language
There is a lot of definition of text in Japanese language. Each providing a definition based on the viewpoint of the research which used in discussing text as the largest of linguistic unit. Following description the is a definition and limitation of text concept in Japanese language from two sides, Japanese language professionals dictionary and linguists view of text and discourse fields.

A. Definition and Limitation of the Text in the Professionals Dictionary
Japanese language research despite any sub - field that is being discussed, it's usually the discussion always started from the concept submission that gained from already exists definition in the dictionary. Professional dictionaries is not a commonly dictionary. This dictionary contains the essence of concept of all matters relating to Japanese language as a result of the experts’s thought in their each fields. No exception of text concept in Japanese language. According to the
professionals dictionary of Japanese language, text concept can be described in the following descript:

Sano (1977) in "Kokugogaku Kenkyuu" defines text in detail as well as the basic text concept in Japanese language, as in the following quote.

【定義】それ自身完結し統一ある現実の言語表現を言う。その前後に、内容上の脈絡である文脈を持たない表現であり、また、その表現の内部では、文法論上の文や段落などの連接によって認められる文脈が一貫し、かつ、完結しているものである。

【definition】text refers to the linguistic expression of a real form, have a unity and wholeness independently. A unit of expression regardless of the context in meaning with before and after context. In addition, in unit of expression is called the text itself formed over a collection of sentences or paragraphs in grammar fields which forms a unity, as well as the meaning of being completed.

Kokugogaku Gakkai (1980) in "Kokugogaku Daijiten" defines text and concept as follows.

それ自身完結し統一ある言語表現。文法学上の文も、それ自身完結し統一したものと言われているが、例えば、「私は学生です。」というような文は、具体的には一連の会話の中でとらえられたもので、厳密に言えば、それ自身完結し統一したものとは言うことができない。（中略）

【目的】国語学の対象としての意義】従来の言語研究では、言語において究極不可分単位的要素を摘出し、その合において言語事象を説明するという方法がとられていた。単語論を出発点として文論へ向かうのが、それである。語が材料であって、文あるいは文章は、それの組み合わせから成り立つと見られていた。

The form of expression language which has own completeness and unity. In the grammar fields, text has own unity characterized, therefore if there are sentences such as 'watashiwa gakuseidesu' (I am a student) is actually a part of a conversation, specifically mentioned that the sentence is a phrase which has not unity characterized and comprehensiveness. (abbreviation)【purpose as an object in linguistic study】in linguistic research nowadays allows using the method of merging after elaborating smallest elements unit linguistic study. is started from a word, then resumed in sentences is one example. This means that the sentence, text formed from combined words, or word is as a base for bigger unity form.

Whereas, Matsumura (1971) in "Nihon Bunpo Daijiten" confirms that text as part of the Japanese linguistic research as a state language. Text field of study includes following themes. 1 the nature of the text 2 Form the pattern development context and connectives 3 correlation between sentence formation
process 4 units of language "bundan" and the correlation between "bundan" 5 text
6 construction classification text next,

1 Text character
2 Pattern form of context development and conjuncts
3 Correlation between sentence
4 Formation process of language unit “bundan” and correlation between
   “bundan”
5 Text construction
6 Text classification

Hereinafter, in "Nihon Bunpou Daijiten" (1971:734-735) mentioned that text
structure analysis method be distinguished onto 4 kinds of methods is analytical
methods through model of theme development, analytical methods through unity
theme, analytical methods through the placement/composition of contents ,
analytical methods through the relationship of meaning between paragraphs.
Yamaguchi and Akimoto in "Bunpo Nihongo Bunshouron is as field of research
related to the text in the form of text study, and understanding of bunshou are 4
types, one of them is language unit which parallel with words or sentences, which
the text as a part in grammatical language field in Koike et.all. (1997)[10] make
the basic frame field of research relation with text, and fields of text study is
divided into three classifications.
1) classification of text structure
2) classification of text development
3) classification of text character

Further various descriptions of text basic concept as mentioned above, a
summary of which can be submitted is text as the highest and most complete
language units which have a unitary character 'touitsusei' and 'kanketsusei' unit.
Furthermore, the problem which is described through text research was not apart
from the problem of text unity and integrity in Japanese. In addition, the issues
raised through text study from various explanation above it can be concluded that
text research is a research that will study the issue of text structure. Text structure
as the main problems in text study can be described in sub themes are varied in
accordance with the research purpose, but still within the structure problems area.
B. Definition and Limitations of Text According to the Linguist

B.1 Tokieda Motoki (1950)

Tokieda (1950) concluded that language study scientifically as a part of grammar research besides morphology and syntax fields, and need to add with larger units of text as a part of grammar research. Related with the summary, Tokieda (1950:21) expressed his opinion as follows:

Tokieda’s idea emphasizes on text research as the largest and completeness of language units, is carried out by the reality of linguistic that the text as a unity therefore linguistic research in this fields did not starting from the word as the smallest unit which is step by step joined with other words and form of text as a whole. However text research done by looking at the fact that the text as a whole, therefore many of text research the raised the problems concerned the problems of how text-forming units able to make webs of meaning which eventually form a text unity.

Tokieda (1950) emphasized that the field of text study has a core on the development context/meaning interconnectedness of various sentences that formed the text. Therefore, Tokieda emphasized that the problem of how text developed as the main character of text study. At the same time the character has become a point of view to study of text construction.

However, Tokieda (1950) just submitted a basic concept research of a text in Japanese language and put this field research as a Japanese language linguistic research. Previous Japanese language text research was indeed a lot done on the research of rhetoric and diction. Tokieda (1950) has not filed a research methods text concretely concerning problems in Japanese language text research.

B.2 Ichikawa Takashi (1978)

Ichikawa (1978) continue thought of text that has been introduced by Tokieda (1950), by outlining the basic concepts concerning problem Japanese language text. First thing presented in the basic concept of text is how the
characteristics of language is called with text and classification text structure of Japanese language in generally.

Ichikawa (1978) propose two terms to specify the units of a particular language are called text or not.

(a) Text formed by more than two sentences and each unit of sentence form a unity as the unity of context/meaning. (Tougousei)
(b) not tied up in other contexts which preceded, or ending, but in forming a unity in text itself. (zentaisei)

Ichikawa (1978) proposed two concepts in the text study is connecting and setting/preparation of text. Connecting is called rensetsu, including connected between sentences ‘bun no rensetsu’, and connection between paragraph ‘danrakuno rensetsu’. While settings/drafting is called ‘hairetsu’. Ichikawa (1978) raised the problem of conjunctions, demonstrative pronouns, and repetition as a tool/developer form the context in text. While the context is defined as a network of meanings that are formed from combined sentences of common text.

Research results of Ichikawa (1978) concerning classification of text structure can be summarize through the following chart.

<table>
<thead>
<tr>
<th>Ichidanshiki (text model with one paragrap=text has only one paragraph)</th>
<th>text model completed with text summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nidanshiki</td>
<td>text model is not completed with text summary</td>
</tr>
<tr>
<td>Sandanshiki</td>
<td>text model completed with text summary</td>
</tr>
<tr>
<td>Tadanshikihitoukatsugata (text model is not completed with integratif summary)(text model with many paragraph)</td>
<td>text model is not completed with text summary</td>
</tr>
</tbody>
</table>

From the text structure, Ichikawa (1978:156-157) concluded that text structure of Japanese language text distinguished on two large groups viewed from the placement of main paragraph. Each group divided into several sub classification as in the following summary.

1. The text which contained of main paragraph 'toukatsugata'
   a. text with main paragraphs at the beginning 'toukatsushiki'
   b. text with main paragraphs at the end 'bikatsushiki'
c. text with main paragraphs at the beginning and the end 'soukatsushiki'
d. text with main paragraphs at the middle part 'chuukatsushiki'

2. The text that has not main paragraphs inside 'hitoukatsugata'

Furthermore, Ichikawa (1978:7) expresses the problems that became object of
text Japanese language study research is the basic concept of text 'tokushitsu'
structure sentences form no 'bunshou nobunmyaku' text classification 'bunshou
no bunrui' structure sentences of development form in text,
'bunmyakutenkaikeitai', relationship between sentences and paragraphs 'bun ya
danraku no kankei', setting/preparation of sentences and paragraphs 'bun ya
danraku no hairetsu', and structure of macro text 'bunshouzentai no kousei'. The
research of Ichikawa (1978) focus more on the issue of form of relationship
between sentences and paragraphs and form of sentence settings/preparation and
paragraphs in Japanese language general text.

B.3 Nagano Ken (1986)

Nagano (1986) continue the thought of text concept that has been introduced
by Tokieda (1950) with various revisions and filing a clear point of view in the
Japanese language study. Nagano emphasized again that text is a largest language
unit in linguistic study, in particular, text is one of study fields in language
grammatical level. As part of language grammatical level, Nagano (1986)
proposed the concept of "rensetsuron", "rensaron", and "toukatsuron".

The positions and viewpoints of Nagano (1986) in proposing text concept was
based on text form that merging of two or more sentences (one sentence can be
called as text, but usually a combination of two or more sentences) which forms a
unity of meaning. Therefore, the main and ending of text study object istext
structure particularly how the unity of meaning in a text can be formed. To study
this issue Nagano proposed three basic concepts of research text rensetsu, rensa,
and toukatsu as it has been presented at the beginning of this sub chapter.
Nagano proposed several viewpoints based on three basic concepts of text
research. Point of view according to Nagano (1986) research can be summarize in
a simple summary as follows.

A. Point of View Rensetsu 'Conjunction Form Between Text Elements Forming'
This point of view can be applied to see conjunction form of sentences or paragraphs which make up the text as a whole. Text structure can be approached and specified through this point of view to see the conjunction of text elements form (sentences, paragraphs) in forming of unity meaning 'touitsusei'. That means, Nagano emphasized that outlining form of connecting between each sentences and paragraph in text will get text structure in a whole with classifying it. This point of view places emphasis on the function of conjunction phrase, words and demonstrative phrases, and repetition main words and phrases in the text.

B. Point of View Rensa ‘Chain Hook’

This point of view is defined as a chain hook between the elements forming text, especially relationships between sentences in the text. This viewpoint suggests that text is a one connection of elements forming and have relation with each other is similar to the connection at chain of vehicles. Nagano detailing the relationship of chain hook form in three types of viewpoint. First, the subject chain is the relationship of chain hook formed from a whole subject of each sentence which is a filler of text structure. Second, the predicate chain is the relationship of chain hook formed from a whole predicate of each sentence which is a filler of text structure. Third, the main vocabulary chain is a chain relationship hook formed from a whole main vocabulary which repeated and connected to each other filling text structure overall.

C. Point of View Toukatsu ‘Main Sentence/Paragraph of The Underlying Another Sentence/Paragraph’

This point of view emphasized on any main sentence/paragraph or not which underlying theme discussion which filling a whole of text structure. Main sentence/paragraph is the essence of theme that text author will be submitted and usually it will be a summary of the text. This point of view distinguished text type are Toukatsushiki, Bikatsushiki, Soukatsushiki, or Chuukatsushiki. Main sentences, main paragraphs in Japanese usually has a particular sign which indicates that the section is a summary, theme essence which authors want to deliver to others. The signs form which has functions to build unity text ‘toukatsusei’ in text itself.
B.4 Teramura Hideo (1994)

Teramura (1994) proposed that Japanese language Linguistics research interests has changed, detailing of linguistic phenomenon with sentence as the largest unit in research at previous, changed to text/discourse as the higher unit than sentence. Many research results are already done in morphology and syntax. But there are many other linguistic problems that have not been able to reach on both of areas, especially related to the essence of language as a communication tool which in fact the communication language do not one sentence.

Teramura raised the issue that the communication language which is done by two or more persons in real life is not made up of one sentence then the communication is complete. Language communication is communication that inside are so many sentences which have connecting with other and build a intact and complete communication. Because of those reasons, Teramura (1990) emapshized that language research area needs to be expanded and fill in text fields/discourse as a research object. An example in Japanese, the problem of natural language or not of a phrase or sentence that is used, whether the used sentence is effectively, the determination of grammatical sentence is good or not,option of auxiliary word use waand ga, or the issue of relation between one context with another which uses the pronoun, deiksis, as well as various other language problems are not enough approached with syntax or semantics only.

Teramura stated that communication unit has unity characterized ’matomari’ as well as a article on one news in newspaper, one day note in diaries, speeches, newspaper editorials, scientific writings of a thesis or dissertation which consisting of thousands pages is realisation of any text/discourse also. Characteristics of language units called text or not depend on there is any feature unity ‘matomari’ or not in that language unit.

Teramura (1994:11) mentioned the point of view of text research clearly that text research is research which study structure or text construction as a main subject study. Considering text as a unity consist of various elements composing text, and each of these elements relate to each other to form a whole and unity of text. Hence the problem which should be discussed in research text structure in addition to text structure is description of text formed elements,relationships of
text formed elements, as well as the functions for text formed elements to build text unity.

B.5 Sakuma Mayumi (2000)

Sakuma (2000) continued text concept from Ichikawa (1978), Nagano (1986), in particular Nagano’s concept about toukatsusei. Toukatsusei/Toukatsuron is point of view to study the construction based on detection of topic sentences or topic paragraphs/main paragraph. The difference between this two researchers are on the problem of term elements unit to composing text. Sakuma make units forming text called ‘dan’, while Nagano using term ‘danraku’ to designate a unit element forming text. The difference between ‘dan’ and ‘danraku’ according to both of linguist is on the point of view being used. Dan as a term for a unit text is forming base on meaning. Whereas danraku as designation for unit forming a text base not on the meaning, but based on forms/physical characteristics, is replacement of new line, and indented into with one tap. However, another Sakuma’s explanation (1987) suggested ‘dan’ concept as a grammatical unit over sentence and under text/discourse. And generally are defined the same as paragraphs in general linguistic meaning. Dan is emphasize on two sings are form and meaning. Form side is always starts with a new line and indented one tap into. Whereas in meaning side, ‘dan’ contains one main idea, and in it had a express which have function create coherence ‘toukatsusei’ in it.

Back on issues in this paper, Sakuma emphasis on concept of toukatsusei to study Japanese language text construction and classifying it. Toukatsusei is a concept in text study which discuss coherence problem of ‘touitsusei’ and ‘kanketsusei’ in text. Coherence in this case mean to a harmony between sentences to each other. While the integrity mean combined of one sentences to each other forming a whole meaning and complete with clearly prefix and suffix. In another expression, combined concepts of touitsusei and kanketsusei which make up the unity of ‘matomari’ is a part in the concept Toukatsusei ‘coherence’.

Coherence in Japanese language text can be observed, due to a particular expression form which have function to conclude, unity and also formed a unit called ‘Dan’ “paragraph”. Sakuma (2000) mentions the expression with
‘Bunmyaku Tenkai Keitai’ a form which have function to develop connected meaning and classified on to six groups such as the following quote. The point of view of research to outlining text structure to be more clear is called 'connected meaning develop form' as expression form which has function to concluded/unity meaning in a sentence or paragraph. Each form has function of coherence with diverse degrees and have relation directly with formation of text classification. The connected meaning develop intended to six types of expression forms.

(a) conjunction  (b) demonstrative pronouns  (c) repetition
(d) elipsis      (e) Theme                        (f) Rema

Theory concept about the connected meaning develop form is often become references by other researchers nowadays as the point of view of research to describe, classify Japanese language text structure. One of them, Toukatsukinou (toukatsusei) is a research viewpoint to see text construction based on layout of main topic sentence/main paragraph. Sakuma classifies Japanese language text based on the layout of topic sentence or main topics/main paragraph as follows.

A.  *Kaishibu Hanpukugata* (topic sentence is repeated on beginning);
B.  *Chuukanbu Hanpukugata* (topic sentence is repeated on middle);
C.  *Shuuryoubu Hanpukugata* (topic sentence is repeated on ending);
D.  *Nijuu Hanpukugata* (topic sentence is repeated twice, i.e on beginning – ending, beginning – middle, middle – ending);
E.  *Tajuu Hanpukugata* (topic sentence is repeated on each of text part with repetition),
F.  *Hihanpukugata* (topic sentence dissapear on text).

**Text Concept Conclusion According To Expert**

Text study in Japanese language are often called *bunshouron, tekusuto, atau danwa* is a part of linguistic research which a part of rhetorics and diction at previous. Tokieda Motoki (1950) returns 'spirit' of text research on a track that should be part of Japanese linguistic research ‘Kokugogaku’ or ‘Nihongogaku’, and furthermore Tokieda's view will be a base of text researches which is done nowadays.
Tokieda has expression more about basic concept and text nature as a part of Japanese linguistic research. Concept development, practical research by applying a particular viewpoint to outlining text structure is done by researchers afterwards. Researchers in the field of Japanese language text is as already described in beginning Ichikawa (1978), Nagano (1986), Sakuma (2000), as well as other researchers is capable research which outlining research of Japanese language text. Moreover, Sakuma`s research result be a many references, rationale of current advance studies.

The main text field problem and especially is description of text structure, mainly is coherence `toukatsusei` which underlying unity and a whole of `touitsusei` and `kanketsusei`. Studies listed above is detailing text structure with a variety of viewpoints research. Related to the text structure, Nomura (2000) divides text structure scheme in three large sections.

A. Micro-Level structure: level of text structure which have relationships between sentences, speech based on indicators forms and words meanings in categories of syntax field.

B. Mezo-Level structure: level of text structure which have relation with unity of meaning within a paragraph, as well as text based on meaning indicators and words function, certain expressions.

C. Macro Level structure: level of text structure which see the text as a social or cultural system which is based on a structure indicator, or a part of text certain and also text typology.

Classification structure was made by Nomura (2000) in addition can be used as a basis for selecting research point of view used—although it still needs further clarification – can also be used to make it easier to get to know text structure which be a part of problem research that will be done. Whereas for point of view of research, Sakuma`s opinion (2000) about six expression forms which have function to build text coherence which fills the Japanese language text structure is one of the views which can be used to study of Japaese language text structure. Even, currently so many studies applying one of the viewpoints based on Sakuma`s opinion.
DISCUSSION

Japanese Language Text Structure Classification

One thing which can not be avoided is Japanese language given a huge contribution on Japanese language teaching especially reading comprehension (dokkai) and write (sakubun). Idea application of study results to make a materials in accordance with idea results of such research is a very common example. In a short phrase that the textbook was made after going through theoretical as well as practical studies about a particular topic.

As an example Japanese language text construction divided on three part in macro are joron, honron, ketsuron (check Ichikawa;1978, Sakuma;2000, Shiozawa;1994[11]), some are divided in four sections are ki (起), shou (承), ten (転), ketsu (結) (Hatano: 1953). Japanese language text structure divided on four part is following of China poem which is already long ago taught. In addition, the classification of Japanese language text structure can be distinguished over five major parts are Okori, Uke, Hari, Soe, and Musubi. This five-part structure is based on text of Buddhism which was already known in Japan's society. Here will not be discussed regarding the classification structure where it is right in between these existing classifications. However, for text that proposes logical thought, usually using classification type of three parts are Joron, Honron, and Ketsuron (another term for kaishibu, chuukanbu, shuuryoubu) (Sakuma; 2000, Maynard; 2005).

The results of linguistic study about this text structure classification is cleared in on Japan language learning. Understanding of text structure is applied to enhance the mastery of Japanese language reading understanding, as well as the ability to write in Japanese language. To support this purpose also many of Japanese language textbooks noticed the text structure, or deliberately created by observing Japanese language text structure obtained from the results of linguistic study field. Therefore, it is not rare that the learning materials-new materials created after a study about the material done.

Japanese Language Material Teaching

Along with an explanation on 2.1 above about the utilization of linguistic study results in particular Japan language text classification to make a sharp the
ability of reading understanding and writing that is manifested in textbook creation. In addition, objects that are a source of research data that was already done into teaching materials/learning material of Japanese language to make a sharp of communication ability, especially two mentioned capability above.

However, when using or choosing learning materials should give attention to things such as the suitability of teaching material content with the aim of learning which would like to do, the suitability of material teaching with learners ability, as well as the suitability of material with teaching methods or learning methods. Even the application of the methods of teaching and learning languages is highly necessary synergy with results of language t study.

**Contrastif Language Study**

It is one point of view the research presented here to see linguistic phenomenon of some language that became object of research which will be done. Through this type study in addition will gain a deeper understanding of both language related with research themes into the subject matter, will also gain knowledge and a deeper understanding concerning matters which aspects influenced results of the studies conducted. As a concrete example, the difference text structure of Japanese language and Indonesian language when are reviewed from the placement of a sentence or paragraph topic core obtained a summary that Japanese language of topic sentence is generally in ending of text. While the topic sentence in Indonesian language appear more than one time, the place is spread in some parts of text (Nurhadi, 2013).

This summary when examined more deeply about the background obtained the understanding that Japanese language text (although text argumentative genre) build up between opinion and fact are always balanced, not impose his opinion to the other party/caller/readers. While the Indonesian language text contains many more opinions, subjective revelation of the author when compared to presented facts. It is not detached from the logical form thought, a way of looking toward something form, even can also be related to popular culture language is concerned.

Therefore, increased understanding through language study will affect more of viewpoints, attitudes, and tolerance about cultural diversity, as well as cross-
cultural communication among in many society. The one purpose is interlanguage communication, intercultural communication can run smoothly.

CONCLUSION

Research about text in Japanese language is still relatively new of language grammatical studies field. Many subjects that require deeper study which includes a wide range of problems in this field. Nowadays, this research field is more growing to explain the various kinds of linguistic problems are complex increasingly.

Some examples of description which mentioned in the beginning is a small part of language research text fields in Japanese language learning. Therefore the discussion of these issues needs to be done to provide understanding of Japanese language learners as a foreign language.

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