



Textual Meaning of English Textbook Instruction (A Case of Buku Bahasa Inggris Kelas X by Indonesian Ministry of Education and Culture)

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Abstract

This study is about analysis of textual meanings in English textbook instructions. The main purpose of this study is to analyse the textual meanings found in the textbook instructions to support the learning objectives. Textual meaning is indicated by Theme and Rheme within the clauses. Halliday and Matthiessen (2014) said that theme is coded by three elements, they are topical, textual and interpersonal. The student textbook entitled Bahasa Inggris Kelas X 2017 Revision published by The Indonesian Ministry of Education and Culture was chosen as the object of the study because it is the most widely used textbook in state schools in Indonesia. Meanwhile, the data were the instruction clauses in Chapters 1-7 (the first semester) of the textbook.

The findings show that the English textbook instructions in Chapters 1-7 contains Unmarked Topical Theme (76%), Textual Theme (17%), Marked Topical Theme (5%), and Interpersonal Theme (2%). Unmarked Topical Theme is the most dominant type of Theme found in the clauses which is realized by verb. It is in line with the dominant mood type of the instruction, that is imperative which thematized verb in the clauses (Halliday and Mattheissein, 2014). It can be inferred that the instructions are clear and concise which meant that the instructions were good enough to support the learning objectives (Flake, 2017). Thus, it is concluded that instructions in Chapters 1-7 have good choices of Theme which meets the characteristics of good instructions to support the learning objectives.

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INTRODUCTION

In a teaching and learning process, media are used by teachers to support and help the teaching process. They may be in various forms, such as textbooks, power point, video, or even flashcards. Brown (2001) argued that the most supportive materials for ELT (English Language Teaching) is textbook. Moreover, a good textbook should contain clear instruction, systematic coverage of syllabus, and adequate guidance for the teacher (Ur, 1996). Clear instruction plays a significant role since it also helps students to achieve the learning objectives based on the curriculum (Tyler, 2013). Considering the importance of instruction and, to my knowledge, there has not been any studies on the analysis of textbook instruction, this study focused on the investigation of the textbook instruction from Systemic Functional Linguistics (SFL) point of view specifically Textual function.

Instruction in textbook is significant for learners. It is mentioned by Reigeluth and Carr-Chellman (2009) who state that instructions show how to help learners learn, which means identifying ways to help learners construct knowledge. So, it helps the learners a lot in achieving the learning objectives based on the curriculum because instructions and curriculum has an intimate relationship (Flake, 2017). Therefore, the good instructions are necessary, and the characteristics are mentioned as follows.

- 1) Story (a progression of the telling of events) (Levy, 1996).
- 2) carrying out activities clearly and concisely but adequately articulated (Tomlinson, 2003).
- 3) A thorough understanding of the procedure in all its technical detail.
- 4) Our ability to put ourselves in the place of the reader, the person trying to use our instructions.

Those characteristics of good instructions should be had in the textbook instructions including in the English textbook. The English textbook used by the Indonesian students to learn English at schools is the English textbook published by Indonesian Ministry of Education and Culture, entitled *Bahasa Inggris* (Hasmiati et al, 2015). Some English textbook investigations had been conducted in terms of instructions, tasks, and activities. However, one of the research found that the English textbook instruction was not good enough for students since it did not help them to build their critical thinking (Maharani et. al, 2018). Therefore, this research aims to analyse the English textbook instructions more based on another point of view which is Textual function.

Textual function is regarded as an enabling or facilitating function since both the others—construing experience and enacting interpersonal relations – depend on being able to build up sequences of discourse, organizing the discursive flow, and creating cohesion and continuity as it moves along (Halliday, 2014). The textual function has the main systems which are Theme and Rheme (Halliday, 1994). According to Halliday and Matthiessen (2014) say Theme is the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. Moreover, Gerot and Wignell (1994) agreed that Theme can be divided into a number of categories: Ideational, Textual and Interpersonal.

METHODS

This study is objectively to describe the social phenomena in the textbook through the researcher's point of view. It uses discourse analysis in analyzing the data, and it is also helped by quantitative data in the findings. Moreover, this study is using multiple perspectives in a research project about SFL analysis of English textbook.

This study uses the student textbook entitled *Bahasa Inggris Kelas X* 2017 revision published by Indonesian Ministry of Education and Culture as the object of the study. It is analyzing the instruction clauses in Chapter 1-7 (the first semester). In analyzing the data, first, the researcher identifies the clauses of instruction part in Chapter 1-7. Second, the researcher is coding the identified clause with Theme and Rheme under the clause in form of table. Then, the researcher calculate the percentages of each Theme type in the instruction clauses. Finally, the researcher analyses how the textual meanings within the instruction part of English textbook support the learning objectives.

In analysing the data, the researcher uses tables to code the clauses with Theme and Rheme. For example.

Listen to your teacher explanation	
Theme	Rheme

FINDINGS AND DISCUSSION

The analysis of Theme Rheme in the English textbook instructions are done by using M.A.K. Halliday's theory, 2014. This part consists of Theme choices and Theme choices and learning objectives.

Theme Choices

According to Halliday (2014), there are three types of Theme: Ideational (Unmarked and Marked), Textual, and Interpersonal Theme. Those types of Theme are found in the English textbook instructions as follows.

Table 2. Theme choices in English textbook instructions

Chapter	Topical				Textual	Interpersonal	TOTAL		
	Marked	Unmarked							
1	3	3%	92	78%	23	19%	0	0%	118
2	3	3%	73	78%	17	18%	1	1%	94
3	4	6%	52	79%	9	14%	1	2%	66
4	13	8%	109	71%	28	18%	4	3%	154
5	2	2%	67	77%	16	18%	2	2%	87
6	4	7%	45	75%	11	18%	0	0%	60
7	5	7%	58	77%	10	13%	2	3%	75
TOTAL	34	5%	496	76%	114	17%	10	2%	654

As showed in the Table above, all types of theme were found in the clauses of instruction part in the English textbook. The types of theme are Topical (Marked and Unmarked), Textual, and Interpersonal Theme which occurs differently in each chapter of the textbook. The most frequent Theme choice is Unmarked Topical Theme (76%). Halliday (2014) mentions that imperative moods commonly use Unmarked Topical Theme. It occurs in the data analysis with verbal group as the most frequent thematized element in the Unmarked Topical Theme, for examples:

- 1) **listen to** your teacher's explanation;
- 2) **write down** the English words for the following Indonesian words.

Then, the next frequent Theme is Textual Theme (17%). Textual Theme works cohesively to relate the clause to its context. It occurs in the textbook instruction to connect one clause to another. The most frequent thematized element in the Textual Meaning is structural, for examples,

- 1) **and** show you how to play Chinese Whisper;
- 2) **then** answer the questions following that.

The next frequent Theme is Marked Topical Theme (5%). Marked Topical Theme is when a clause is started with adverbial group or prepositional phrase or complement. While the most frequent thematized element in Marked Topical Theme is prepositional phrase, for examples,

- 1) **at the end of this chapter**, ask yourself the following questions to identify how effective your learning process is;
- 2) **in turns**, give a compliment to your classmates.

Last, the least Theme choice is Interpersonal Theme (2%). Interpersonal Theme has three elements, they are Finite, Modal Adjunct, and Vocative. While in the English textbook instructions, Interpersonal only occurs 10 times and the most thematized element is Finite, for examples,

- 1) **don't** hesitate;
- 2) **do** you know these places?

Theme Choices and Learning Objectives

Thus, all Theme types occur in the English textbook instructions. Those Theme choices will define the main point of the message in the clause that the writer wants to deliver. It becomes important in instruction clauses because it supports the learning objectives of the English textbook. It is explained by Flake (2017) that it helps the learners a lot in achieving the learning objectives from the curriculum since it has an intimate relationship.

From the findings, it is found that in the instructions, the most frequent Theme is Unmarked Topical Theme (76%) which thematized the verbal group. Instructions has the main characteristics which are clear and concise (Tomlinson, 2003), and it is imperative. It has the Theme choice in the initial part of the clause which commonly becomes Unmarked Topical Theme (Halliday and Matthiessein, 2014). Therefore, the English textbook instructions support the learning objectives because it is clear and concise based on the Unmarked Topical Theme found.

The next finding, it shows that the Textual Theme is also found (17%) in the English textbook instructions. Textual Theme indicates the way clauses link inherently (Halliday, 2014). While the good instructions which support the learning objectives should indicate 'story' or a progression of an events (Levy, 1996). Therefore, it is reasonable if the Textual Themes are also found in the instructions. It means that the English textbook instructions fit into the good and supportive instructions to the learning objectives.

Furthermore, Marked Topical Theme is also found (5%) in the English textbook instructions. Marked Topical Theme in imperative sentences may be found when Adjuncts are found in the clause with an explicit subject (Halliday, 2014). It is used to organise the text explicitly from the perspective of time, emphasising the chronological sequencing of the instructions. Instructions needs a thorough understanding in all its technical detail to support the learning objectives in the textbook. Thus, the English textbook instructions are considered to be supportive for the learning objectives since it also contains Marked Topical Theme.

Then, Interpersonal Theme is found least of all (2%). Interpersonal Theme projects the writer's angle on the value of what the clause is saying (Halliday, 2014). In instructions, the ability to put ourself in the place of the reader, the person trying to use our instructions, is needed. Thus, it is reasonable why the Interpersonal Theme is found least of all in instructions. To make a supportive instructions for achieving the learning objectives, it is not regularly used because the writer wants to deliver the instructions for all the readers, not for a certain person only.

From the explanation above, the relation of the English textbook instructions and learning objectives can be considered as a good relation. The instructions which consist of Unmarked Topical, Textual, Marked Topical, and Interpersonal Themes with its own percentage fit the characteristics of good instructions which support the learning objectives of the English textbook.

The results of Theme Rheme analysis from the English Textbook instructions revealed interesting Thematic choices. The instructions of English Textbook entitled Bahasa Inggris for Tenth Graders Senior High School published by Indonesian Ministry of Education and Culture contains all Theme types. However, each Theme type has different percentage. The most significant and frequent Theme choice is Unmarked Topical Theme. It is common to happen in instructions since it is imperatives (Halliday, 2014). It indicates the clearness and conciseness of the instructions to support learning objectives. While the least frequent Theme choice is Interpersonal Theme. It indicates that the instruction writer is able to understand the position of the readers/students. Thus, it can be revealed that the instructions in the English textbook for Tenth Grade published by The Indonesian Ministry of Education and Culture have good instructions to achive learning objectives. Moreover, it can be also supported by another studies conducted by Sari (2018), and Ayu and Indrawati (2018) which revealed that the English textbook activities and tasks are considered as a

good level. Their results support the current study because clear instruction and varied activities and tasks cannot be separated from the good textbook categories (Ur, 1996).

The results of this analysis is different from the previous study conducted by Maharani et.al (2018) which concluded that the instructions in the English textbook is considered as not good instructions based on how it builds students' critical thinking. It is different because they used Bloom Taxonomy, Tomlinson (2003), and Richard (2001) theories to evaluate the instructions of English textbook. They concluded that the English textbook instructions were considered not helping the students' critical thinking enough. In short, based on the textual meaning analysis, the instructions of English textbook is classified as good instructions.

From the explanation above, the results of this study contribute in education field especially for the English students, teachers, and English language teaching. It can help the students in learning English or to achieve the learning objectives in ELT. Students are demanded to be more active than the teacher as the use 2013 curriculum. They have to explore by themselves more than depending on teacher's explanation. Thus, they will be helped by the good instructions in English textbook to understand the materials and do the activities/tasks well. The results can also be inferred that good instructions from Textual meaning point of view is important since it helps the readers to more focus to the main topic of the clause message. For the English teachers, it can help them to understand about the English textbook instructions and to create good instructions especially based on Textual meaning. Moreover, it also contributes in supporting the succeed of ELT since the good instructions means a lot in achieving the learning objectives.

CONCLUSION

The study analyzes Theme choices in Chapter 1-7 of English textbook instructions for Tenth Grade published by the Indonesian Ministry of Education and Culture. According to the data analysis and the results of the study in the previous chapter, the conclusions can be drawn as follows.

First, the English textbook instructions in Chapter 1-7 consist of Unmarked Topical (76%), Textual (17%), Marked Topical (5%), and Interpersonal Theme (2%). The Unmarked Topical Theme is the most frequent Theme choice in the English textbook instructions. While the Interpersonal Theme is the least of all.

Second, the Theme choices in the English textbook instructions in Chapter 1-7 meet the characteristics of good instructions. The instructions are commonly imperatives, and regularly using Unmarked Topical Theme (Halliday and Matthiessein, 2014). Moreover, the Textual Theme is also needed since the good instructions should link inherently to indicate the progression of the events (Levy, 1996). Then, the Marked Topical Theme is found because the good instructions should be organized chronologically because it needs a thorough understanding in all its technical detail. Last, Interpersonal Theme also exists as the good instructions requires the ability of the writer to put themselves in the position of the readers. Thus, the Theme choices found in the analysis meets the characteristics of good instructions which supports the learning objectives (Flake, 2017).

From the conclusions above it can be inferred that the English textbook instructions is significant to support the learning objectives. Furthermore, it can be analyzed through the Textual meaning underlying in the instruction clauses. Thus, the English textbook instructions in Chapter 1-7 for Tenth Grade published by the Indonesian Ministry of Education and Culture are categorized as good instructions from the Textual function point of view.

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