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**TEXT TYPES USED IN THE TEXTBOOKS:
A SYSTEMIC LINGUISTIC–BASED STUDY**

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ABSTRACT

In teaching, almost all schools use textbooks. In teaching, the schools give the textbooks to students as the medium of teaching. The textbooks do not only include lessons and practices, but they also include texts and even various text types. The text types are given to the students as medium of practicing the lessons that the students focusing. Halliday (1989:12) states context consists of three aspects, namely field, tenor and mode. The objective of this study is to reason for the various text types are realized in the textbooks of the first Grade of State Islamic School. Donal (2010: 29) states that qualitative research is a study that aims to understand a phenomenon that focuses on the total picture. Research design in this study was done by descriptive qualitative research. Data analysis in this research is there are 19 text types used in the textbooks of the first Grade of State Islamic School. The technique for collecting data is observation which observesthe reason for the use of the text types in the textbooks and then analyzed the reason for the use of the text types in the textbooks by using Miles, Huberman and Saldana model (2014: 31) with three steps of data analysis such as abbreviating data, presenting data and picturing and proving conclusion. The findings show that the reason for the use of the text types in the textbooks of the first Grade of State Islamic School is based on the three aspects of context, namely field, tenor and mode.

Keywords: *Texts, Text Types, Systemic Linguistic, Textbooks*

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INTRODUCTION

Textbook is one of medium of teaching learning. As a medium of teaching learning, students use textbooks. In teaching, almost all schools use textbooks. The textbooks do not only include lessons and practices, but they also include texts and even various text types. There are four textbooks used by the first Grade students of State Islamic School, namely textbook English 1, textbook English 2, textbook English 3 and textbook English 4 (Minda, 2020). And the textbooks are used for all faculties, namely for law faculty, education faculty, economy faculty and also lecturer faculty. The first textbook uses descriptive text, recount text, narrative text and report text. The second textbook uses recount text, report text and descriptive text. The third and fourth textbooks only use descriptive text. The use of text types in the textbooks influences to the students to reach and practice the lessons that the students focusing. They are interesting to be analyzed because they apply simple text types as academic degree students should cover higher text types level. As Minda (2021) said that KKM that the university students have to reach for English lesson is 70. Fact, the students still study about descriptive text, recount text, narrative text and report text. Moreover, the students also still study grammar starting from beginner, elementary, pre-intermediate and intermediate. It can be shown that the students study grammar starting from the basic until to the highest. Thus, it is found that there is something different in the textbooks of the school compared with other schools' textbooks.

A language is a medium to tell, share and discuss ideas and information (Herbert and Eve, 1977: 9). It means that a person uses the language to interact with another person. The person interacts with another person to fulfill his need of his life as a human being. The person can use the language in verbal and also written form. On the other hand, the language can be oral and in a symbol. He uses the language to give and ask information in his life. Language is a way of communicating ideas and feeling (Zeki Hamawand, 2011: 1). The person uses the language to make social relationship. He can use the language to communicate, to send whatever are in his mind. He can also get other opinions, ideas and also information from another person. Every person intertwines. Therefore, a tool of human's communication is a language. Then it makes the language becomes a great topic in the life. The language is generally realized in written form, namely in a text.

Linguistics is a type of semiotics (Halliday, 1989: 4). It is a case of the study of meaning. It means that language has a system of meaning. Socio- semiotics means that the system of meaning is taken from social system, or a culture. Culture means a sequence of meaning system taken from the culture. It means that the language has relationship with

social pattern, considering the social pattern as one case of the social system. Social pattern is an aspect of human experience.

A text is a systemic connection between a social environment and also grammar of language (Halliday, 1989:11). Text does not only include grammar, but also brings the social meaning and functional meaning of the language. Text and context are together. They are cases of the same process. Where is a text, there is a context. Halliday (1989:5) state a context is a text that accompanies a language. It makes a bridge connects the language and the context. Further Halliday (1989:12) states context consists of three aspects, namely field, tenor and mode. He explains that field is a topic or case occurring; tenor is a participant holding section; and mode is a language item. Context theory as the linguistic framework for the analysis of text types used in the textbooks of the first Grade of State Islamic School. In this research to identification of the text types used in the textbooks of the first Grade of State Islamic School used by Halliday's theory. Putu (2016:614) analyzed the types of genre used in reading textbook and evaluated how the function was realized. It showed that Indonesian and English textbooks used dominantly factual genre or more specifically the genre of reckon. But there were more explanation genre in Indonesian textbook. Both of the textbooks used material process. Maria (2017:373) analyzed the genres used in drawing duties in material of teaching English. Its result showed that the part of writing process genres invoked in every text type part based on the situation. The subdivision of the text type and correct 'coding' of the text type is looked to show variety. Timothy (2016:163) investigated about giving instructional suggestion to improve students' reading fluency. Its result showed that rhyming poetry, songs lyrics, readers theater scripts, and speeches were the ways to improve reading fluency and also the reading comprehension. Elizabeth (2017:331) analyzed about offering grammatical point in understanding explanation text and argumentative text. Its result showed that grammar could help the students in analyzing explanation and argument texts, especially the analysis focusing on information management across noun phrases for the explanations, and on verb taking and modality for the arguments. Sasan (2020:155) investigated whether funny and non- funny text types influence the learners' vocabulary. Its result showed that vocabulary learning was better using humorous texts for less proficient students. On the other hand, humorous texts made a long learning of the target words for more proficient students. Rasha (2016:320) also analyzed the effect of text types on reading comprehension performance. Its result showed that students cover and apply better on narrative text compared to expository text in reading comprehension. Abigail (2016) study investigated text structure and reading comprehension in designing. Its result showed that

filling better descriptions of test reading items, and applying more representative text items, will understand better the text for reader comprehension. Mina (2019:39) analyzed the effect of text type on students' verb learning through glossing. Its result showed that glossing in expository text made students more proficiency in learning verb and had better performance than narrative text. Isabel (2017:13) investigated genre and text type of modern recipe books. Its result showed that the recent females' modern recipe books show the continued structures of previous period but also variety structures in picturing the modern recipe pattern. Rizqi (2019:32) investigated the capability of students in writing recount in a paragraph. Its result told capability of students in constructing paragraph of recount text was average. Alfi (2020:533) also analyzed the roles of text readability and question difficulty. Its result showed that concludeable and valuable questions of reading were thought mostly complex in almost all reading text levels. Jamal (2020) analyzed effect impact of quality of subtly and form of short text in social media. The result showed that short-text quality led to trust. Mojtaba (2016:91) analyzed the effect of kind of text, length of text and trouble of text in reminding vocabulary by adding information. Its result showed that short texts was considered long, simple considered difficult, and adding information by response toward kind could help learners retained addition vocabularies more fine. Sowmya (2019:349) also analyzed the understanding between expert annotations and reader's comprehension. Its result showed that there were differences between readers' responses in comprehension question. Riana (2020:120) investigated the recount text used in textbooks of the tenth grade learners. Its result showed that there are four recount texts used in textbooks. The four forms of recount used type of process and also linguistic elements, but the differences were social goals and generic structure.

METHODOLOGY

Bogdan and Biklen (2006: 106) defines data as the rough materials researchers collect from the world they are studying they are particular that form the basic of analysis. The data of this study are 19 text types used in the textbook English 1, 2, 3 and 4.

The source of the data these text types were taken from textbooks. There are four textbooks. They are:

1. The first textbook includes descriptive text, recount text, narrative text and report text.
2. The second textbook includes recount text, report text and descriptive text.
3. The third textbook includes descriptive text.
4. The fourth textbook includes descriptive text.

The textbooks are used by the first Grade students from all subjects, namely for law faculty, education faculty, economy faculty and also lecturer faculty for two semesters which start from beginner level, elementary level, pre-intermediate level and intermediate level.

The data in this research were analyzed using qualitative method. Donal (2010:29) states that qualitative method is a method with focus on total picture of a phenomenon. Gay (2009:7) also states that qualitative study is a study that aims at understanding of phenomenon deeply about ways things are, why they are in those ways and how participants in the context feel them. There were some steps of analyzing the data in this research. This research has procedures of collecting is as follow:

- a. The reseacher analyzed the text types.
- b. The reseacher identified why the text types are realized in the textbooks.
- c. The reseacher has made a conclusion based on the result of the analysis.

FINDING AND DISCUSSION

In the textbooks, there are four text types used in the textbooks of the first Grade of State Islamic School, namely descriptive text, recount text, narrative text and report text, and to analyze the reason for the use of the text types by using the three aspects of context (Halliday, 1989:12), they are field, tenor and mode. The field is a topic or case occuring; the tenor is a participant holding section; and the mode is a language item. The reason of the use of the text types can be found through the three aspects of context. The data of the linguistic reason for the use of the text types were implemented by 4 textbooks and 19 text types are presented into the table below:

Table 1. Linguistic Reason for the Use of the Text Types in the Textbooks

Textbook	Types of Text	Features of the Context of Situation		
		Field	Tenor	Mode
Textbook 1	Descriptive	International school	School, teacher and student.	Verb <i>to be</i> (questions and short answers)
	Recount	A child of the 1980s	TV show, actor, singer and football player	Was/were
	Narrative	The Beatles' last day	Band	Past simple regular verbs

				(affirmative & negative)
	Descriptive	Pub quiz	Question	Past simple question
	Report	Going shopping	Place for shopping	Functional language in a shop
Textbook 2	Recount	Getting through	Mobile phone	Pronunciation and functional language: (intonation) and (telephone English)
	Report	The family in Britain	Family members	Wh- questions & possessive 's
	Descriptive	Number 10 Downing Street	Rooms	There is/ there are; how many
	Report	Author	Book	Past simple irregular verbs; past time expressions
	Descriptive	Rice	Dish	How much/ how many
	Descriptive	Rice	Dish	How much/ how many
	Report	Traffic law	Driver	Action verb
	Report	Face	Coin	Whose & possessive pronouns
Textbook 3	Descriptive	National Health Service (NHS)	Nurse, doctor and worker	Question review
	Descriptive	American magazine <i>Time</i>	The biggest effect person	Present perfect (questions & negative)
	Descriptive	Friends reunited	Friend	Questions with auxiliary verbs
	Descriptive	Great Britain	Country	Some, many & most
	Descriptive	Coffee break	Coffee	Superlatives
Textbook 4	Descriptive	Titanic	Film	Passive with agent

The table clarifies that the reason of the use of the text types in the textbooks based on the three aspects of context namely field, tenor and mode. And then field, tenor and mode are related one each other. They intertwine. The use of the text types is related to the grammar,

functional language and vocabulary that the students focusing in the lesson. Thus the only use of four text types, namely descriptive text, recount text, narative text and report text, they are caused by the grammatical point, functional language and also vocabulary that the students focusing in the lesson.

CONCLUSIONS

After analyzing the data in the four textbooks, the researcher has found that context has a role to define text types used in the textbooks. Thus it is important to know context, especially in the use of text types in the textbooks. The important of understanding of context in the textbooks has done and the result some points concluded as the following:

1. There are three aspects of context that realized by textbooks. The three aspects of context are field, tenor and mode. The field is a topic or case occuring; the tenor is a participant holding section; and the mode is a language item. The field, tenor and mode are related one each other. They intertwine. The three aspects of context affect to the use of the descriptivetext, recount text, narative text and report text.
2. There is relation between the grammar, functional language and vocabulary that the students focusing in the lesson and the use of the text types. The use of the text types is related to the grammar, functional language and vocabulary that the students focusing in the lesson.
3. The reason for the use of the text types were realized from the linguistic reason. The linguistic reason is shown that the use of the text types depends on the context. The textbooks used the three aspects of context, namely field, tenor and mode, because context was very important. Context and text are together. Where is a text, there is a context. The use of the text and the grammar, functional language and vocabulary will have the correlation if the use of the text considers the context, namely the three aspects of context, namely fielf, tenor and mode.

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