



**TEXTUAL MEANINGS OF
ENGLISH TEXTBOOK INSTRUCTION**
(A Case of *Buku Bahasa Inggris Kelas X*
by Indonesian Ministry of Education and Culture)

A Final Project
Submitted in Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan*
in English

by
Ifita Kharisma Rosi
2201415164

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SEMARANG
2019**

APPROVAL

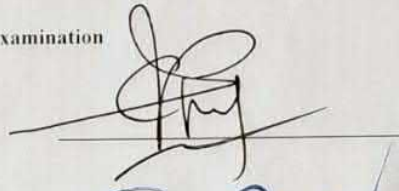
This final project was approved by the Board of Examination of the English Department of Faculty of Languages and Arts of Universitas Negeri Semarang on 16 September 2019

Board of Examination

1. Chairperson

Drs. Eko Raharjo, M. Hum.

NIP 196510181992031001



2. Secretary

Dr. Rudi Hartono, S.S., M.Pd.

NIP 196909072002121001



3. First Examiner

Widhiyanto, S.Pd., M.Pd., Ph.D.

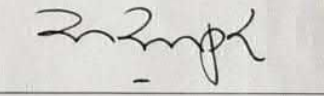
NIP 197309052005011001



4. Second Examiner

Intan Permata Hapsari, S.Pd., M.Pd.

NIP 197402242005012001



5. Third Examiner/Advisor

Yusnita Sylvia Ningrum, S.S., M.Pd.

NIP 197803292008122003



Approved by
The Dean of Languages and Arts faculty

Dr. Sri Reteki Urip, M.Hum.
NIP 196202211989012001



DECLARATION OF ORIGINALITY

I, Iflita Kharisma Rosi, hereby declare that this final project entitled *Textual Meanings of English Textbook Instruction (A Case of Buku Bahasa Inggris Kelas X by Indonesian Ministry of Education and Culture)* is my own work and has not been submitted in any forms for another degree or diploma at any universities or other institutes of tertiary education. Information derived in the text and lists of references are given in the bibliography.

Semarang, 16 Agustus 2019



Iflita Kharisma Rosi

MOTTO AND DEDICATION

Narrated Abu Musa: The Prophet ﷺ said, “Near the establishment of the Hour there will be days during which (religious) knowledge will be taken away (vanish),” (Sahih Al-Bukhari 7064)

“Oh Allah, protect me from being involved with the useless knowledge which keeps people away from You.”

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin. The first and foremost, I would like to express my greatest gratitude to Allah SWT the Almighty for His blessing, grace, and love in completing this final project. Shalawat and greeting are always delivered to my Great Prophet Muhammad SAW for his syafaat in this dunya.

Secondly, I would like to express my deepest gratitude also to my advisor, Yusnita Sylvia Ningrum, S.S., M.Pd. for her constructive guidance, patience, and insightful suggestions to complete this final project.

Thirdly, the process of completing this final project is also supported by other lecturers of English Department. I would like to appreciate them for having been sharing their priceless experience and knowledge.

Most importantly, this final project is impossible to be done without loves and prayer of my beloved parents, Wiriana and Sri Welasih Rahayu. Their supports always mean everything to me. Therefore this final project is dedicated for them. My special thanks are for my greatest partners, Citta, Nadiyah and Erika, and also my beloved friends, Nanda, Shella, Yuli, and Shelly for their loves and supports.

Finally, I hope this final project will bring benefits for readers. I also look forward any suggestions and critics to the betterment of this final project.

Semarang, 16 Agustus 2019

Ifिता Kharisma Rosi

ABSTRACT

Rosi, Ifrita Kharisma. 2019. *Textual Meanings of English Textbook Instruction (A Case of Buku Bahasa Inggris Kelas X by Indonesian Ministry of Education and Culture)*, Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Yusnita Sylvia Ningrum, S.S., M.Pd.

Keywords: *students' English textbook, theme choice, textbook instructions, textual meanings*

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, p. 105) 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 & Matthiessen, 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.

TABLE OF CONTENTS

APPROVAL	Error! Bookmark not defined.
DECLARATION OF ORIGINALITY	ii
ACKNOWLEDGEMENTS.....	v
ABSTRACT	vi
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	ix
LIST OF TABLES	x
LIST OF APPENDICES	xi
I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	3
1.3 Research Questions	4
1.4 Purposes of the Study.....	4
1.5 Limitation of the Study	5
1.6 Significance of the Study	5
1.7 Outline of the Report.....	5
II REVIEW OF RELATED LITERATURE.....	7
2.1 Review of Previous Studies	7
2.2 Review of Related Literatures.....	10
2.2.1 Textbook as Teaching and Learning Media	10
2.2.2 English Textbook in Indonesia	13
2.2.3 Learning Objectives.....	14

2.2.4	Language of Instruction.....	15
2.2.5	Systemic Functional Linguistics.....	18
2.2.6	Text.....	19
2.2.7	Textual Meaning.....	20
2.3	Theoretical Framework.....	26
III METHODS OF INVESTIGATION		28
3.1	Research Design.....	28
3.2	Object of the Study.....	28
3.3	Roles of the Researcher.....	29
3.4	Unit of Analysis	29
3.5	Procedures of Collecting the Data.....	30
3.6	Procedures of Analysing the Data.....	30
IV FINDINGS AND DISCUSSIONS		34
4.1	Findings.....	34
4.2	Discussions.....	53
V CONCLUSIONS AND SUGGESTIONS		57
5.1	Conclusions.....	57
5.2	Suggestions	58
BIBLIOGRAPHY		60
APPENDIX		64

LIST OF FIGURES

Figure

2.1 Theoretical Framework	27
---------------------------------	----

LIST OF TABLES

Tables

3.1	Theme Choices	31
3.2	Marked Theme.....	31
3.3	Unmarked Theme	32
3.4	Textual Theme.....	32
3.5	Interpersonal Theme	33
4.1	Theme Choices in English Textbook Instructions.....	35
4.2	Marked Topical Theme.....	36
4.3	Unmarked Topical Theme	41
4.4	Textual Theme.....	47
4.5	Interpersonal Theme	51

LIST OF APPENDICES

Appendix

English Textbook Instructions Analysis	64
--	----

CHAPTER I

INTRODUCTION

This chapter deals with introduction of the study which consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, limitation of the study, significance of the study, and outline of the report.

1.1 Background of the Study

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) comes through textbook. Textbooks have been considered to play a key role in the process of school education, determining what and how teachers teach (Elliot & Woodward, 1990). However, Richards (2002) finds that selected textbook sometimes may not reflect students' needs, can deskill teachers, and might be not affordable for some students. Brown (1995, p. 159-163) points out that a textbook should fit the approaches, needs, syllabus, goals, objectives, and contents of the curriculum. It suggests that textbook is helpful for students to achieve the learning competences based on the curriculum. In addition, Ur (1996, p. 186) mentions textbook content includes clear instruction, systematic coverage of syllabus, and adequate guidance for the teacher. It can be inferred that instruction is one of important elements of a textbook.

Instruction, in general, has a crucial role in teaching and learning process. It facilitates learning (Reigeluth & Carr-Chellman, 2009, p. 4), controls the lesson or activity as well as the students, (Sowell, 2017); it also helps students to achieve the learning objectives based on the curriculum (Tyler, 2013). As for instruction in a textbook, it should be written in a simple and concise writing. It is because instructions that are ill-defined can be just as confusing as instructions that are too wordy, detailed, or complex (Sowell, 2017, p.15). If the instruction is written well, the message of the instruction can be delivered clearly to the students without confusing them.

Indonesian students learn English as a Foreign Language (EFL) at schools using an English textbook published by Indonesian Ministry of Education and Culture, entitled *Bahasa Inggris* (Hasmiati et. al., 2015). It is based on Curriculum 2013, and it has also been revised for several times. The significance of the textbook in English classroom has attracted educators and researchers (for example, Ayu and Indrawati, 2018; Maharani et. al., 2018; Sari et. al., 2018) to study it from several aspects. Considering the importance of instruction and, to my knowledge, there has not been any studies on the textual meaning of textbook instruction, this study focuses on the investigation of the textbook instruction from Systemic Functional Linguistics (SFL) point of view.

SFL perceives language as conveying three meanings, interpersonal meaning or meaning of language to show relationship between interlocutors; ideational meaning or meaning of language to represent the world or experience; and textual meaning or meaning of language to organize a message (Halliday &

Matthiessen, 2004). Whether a message of a text, including textbook instruction, is successfully delivered or not, it depends on how the writers organize the message into the text; how the writers put the message in a text; what comes first (Theme) and what follows (Rheme) in a text. In accordance with it, this study investigated the instruction of an English textbook for the tenth grade of senior high school in Indonesia from its textual meaning to find out whether the textbook instructions deliver the message effectively or not.

1.2 Reasons for Choosing the Topic

There are several underlying reasons of choosing this topic. First, textbook instruction plays an important role for learning process. As Reigeluth and CarrChellman (2009, p. 6) stated that instructions show how to help learners learn, that is identifying ways to help learners construct knowledge. Therefore, textbook instruction is necessary to be analyzed in order to find out it contains clear message or not.

Second, Bonhacker (2010) argues that there have not been a lot of studies that have developed and studied teaching materials informed by Theme and Thematic Progression. This study is an effort to respond to Bonhacker's concern, particularly investigating textbook instruction using Theme analysis.

Third, the English Textbook for the Tenth Grade of Senior High School published by the Ministry of Education and Culture was chosen because it is the most used English textbook in Indonesian high schools for the Tenth Grade. It is also based on Curriculum 2013, and has been revised for several times. It

contains more illustrations and instructions than the eleventh grade's English textbook and the twelfth grade's English textbook.

1.3 Research Questions

Based on the background of the study above, the problems statement of this study are as follows:

- (1) What Theme choices are displayed in the English Textbook instructions for the Tenth Grade Senior High School?
- (2) What is the implication of the Theme choices in the English Textbook instructions for the Tenth Grade Senior High School to achieve the learning objectives?

1.4 Purposes of the Study

This study aims to:

- (1) identify the Theme choices displayed in the instruction part of English Textbook for the Tenth Grade Senior High School;
- (2) explain the implication of the theme choices in the instruction part of English Textbook for the Tenth Grade Senior High School to achieve the learning objectives.

1.5 Limitation of the Study

This study focuses on the instruction part in English Textbook for the Tenth Grade of Senior High School, 2017 revised edition, published by Indonesian Ministry of Education and Culture. It focuses on the first semester materials or Chapter 1 until Chapter 7 of the textbook. Specifically, the clauses of the instruction were analyzed through textual meanings. The theory of Theme and Rheme used is the one proposed by Halliday and Matthiessen (2014).

1.6 Significance of the Study

By conducting this study, I expect to give more knowledge about discourse analysis in terms of SFL (Textual meaning). Furthermore, it is also expected to help or be used for other researchers who are interested in similar study.

Practically, this study helps the readers to find out a good textually constructed textbook instruction. It is also expected to help the textbook author to write a good textbook instruction so that the message of the instruction can be delivered well.

Pedagogically, this study is expected to be useful for the teachers to know how to write or speak a textually good instruction.

1.7 Outline of the Report

There are five chapters in this study. Each chapter has different contents. Chapter One is the introduction which consists of background of the study, reasons for

choosing the topic, research questions, purposes of the study, limitation of the study, significance of the study, and outline of the study.

Chapter Two is about review of related literature which contains review of the previous studies, review of the related theories, and theoretical framework. In Chapter Three, it presents the methods of investigation which consists of the approach of the study, object of the study, procedures of collecting the data, procedures of analyzing the data, and procedures of reporting the result.

Chapter Four is about findings and discussions of the study which is also supported by explanation by the analysis. Finally, in the last chapter, Chapter Five presents the conclusions and suggestions related to the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three subchapters. The first subchapter is review of previous studies which relates to this topic. The next is theoretical background underlying this topic. The last is theoretical framework of this study.

2.1 Review of Previous Studies

A number of studies concerning about English textbook have been previously done. These researchers proposed to evaluate a particular part of English textbook. Maharani et. al. (2018), Sari et. al. (2018), Ayu and Indrawati (2018) evaluate the same English textbook published by Indonesian Ministry of Education and Culture for the Tenth Grade in Senior High School. Maharani et. al., (2018) makes a judgement about the quality of the textbook based on her evaluation of the instruction part in the textbook. She used Tomlinson (2003) and Richard (2001) theory of good instruction criteria, and also Bloom Taxonomy to find out if the instruction evaluated can help students to reach their critical thinking or not. The results of instruction evaluation show that the textbook cannot be categorized into a good textbook. She concludes that this textbook cannot be used as a teaching material used for teaching and learning process, unless there is a massive and overall revision done in order to boost the quality of this textbook especially for building critical thinking. On the contrary, Sari et. al. (2018) and Ayu and

Indrawati (2018) found a contrast result based on their findings. They conclude that the English textbook is categorized as a good textbook based on the activities and tasks of textbook analysis. Sari et. al. (2018) used Tomlinson's (2003) principles as the guideline to evaluate the activities in the textbook. The results show that most activities are categorized as the good activities suggested. Ayu and Indrawati (2018) also claim in their study that the textbook is categorized as a good one. They focus on analyzing the tasks in the textbook. They use Makundan et. al. (2011) evaluation checklist to evaluate the tasks whether they meet the objectives based on 2013 curriculum or not. The results show that the textbook contains interesting tasks which meet the objectives in 2013 curriculum.

Those three studies have their own focus on evaluating the same English textbook. However, this study was not designed as a textbook evaluation. Instead it was a discourse study to investigate the construction of instruction textually in English textbook.

Another study which relates to this study was conducted by Aryani (2013) entitled *A Thematic Progression Analysis in Reading Texts in English Book "Interlanguage: English For Senior High School Students X"*. It aims to find out the types of Theme and to find out the Thematic progression in 10 reading texts of the English textbook. The findings show that there are 321 Ideational Themes, 115 Textual Themes, and 5 Interpersonal Themes. Moreover, it also shows that there are 229 reiteration or constant, 92 zig zag and 6 multiple themes. Therefore, it is concluded that all the reading texts have coherence.

The study is similar to the current study since it also analyzes a part of English textbook using discourse analysis specifically Theme and Rheme. However, the textbook analyzed is different from the current study because the current study analyzes the English textbook published by Indonesian Ministry of Education and Culture. The analysis is also a bit different because the current study only analyzes Theme and Rheme, it does not include the Thematic Patterns. The focus of the study is also different since her study focuses on the reading texts while the current study focuses on the instruction part in the textbook.

Another study about Theme Rheme analysis was conducted by Puspa (2016) entitled "*Theme and Rheme in Short Story of The Twelve Dancing Princesses: A Functional Grammar Approach*". The study focused on analyzing the Theme choices including the Thematic elements in the short story. It analyzed a short story entitled: *The Twelve Dancing Princesses* by Brothers Grimm. It used Theme theories by M.A.K. Halliday, Linda Gerot and Peter Wighell, and Thomas Bloor and Meriel Bloor. It is found that two types of theme (Topical and Textual Themes) exist, while Interpersonal Theme could not be found in the data. Finally, it shows that in the Theme-Rheme structure of a text clause by clause, we gain an insight into its texture and understand how the writer made clear to us the nature of his underlying concerns.

The study by Puspa (2016) has similarity with the current study. It only focuses on the Thematic choices of the text. It also uses Halliday's theory of Theme. However, it uses a short story as the data, while the current study uses textbook instruction as the data.

2.2 Review of Related Literatures

In this subchapters, some related literatures are provided to support the analysis of the study. These literatures are employed as the base of the analysis of the study. This subchapter consists of textbook as teaching and learning media, learning objectives, language of instructions, systemic functional linguistics, text, and textual meaning.

2.2.1 Textbook as Teaching and Learning Media

Media are common tools to support the teaching and learning process. Some authors (Borich, 2002, Brown, Lewis, Harclerod, 1977, Kemp & Daylon, 1998, Mehra, 1992, Chandra et. al., 1989, Leedham et. al., 1973) classified media into print media, graphic media, photograpic media, audio media, televisions/video, computers, simulations and games. Every type of those media has different examples and purposes. One of the print media's examples is textbook.

Textbooks have become popular in supporting teaching and learning process. Brown (1994, p. 14) states that the most obvious and common form of material supports for language instruction comes through textbooks. Maffia, Dias, Brauna and Cruz (as cited in Shah et. al., 2015) add that textbooks are also considered by majority of teachers as the individual teaching source. Thus, it can be implied that textbook is the most used media in teaching and learning process including English language teaching (ELT).

The popularity of textbook may be caused by the roles which are highlighted by some experts. Garinger (as cited in Anjaneyulu, 2014) states that

using a textbook is one of the most effective and readily available ways to relieve some of the pressures put on teachers, lessen preparation time, provide ready-made activities and finally provide concrete samples of classroom progress through which external stakeholders can be satisfied. Cunningsworth (1995, p.7) also adds that there are several functions and roles of textbook which are:

- (a) a resource of presentation material
- (b) a source of activities for practice and communicative interaction
- (c) a reference book (grammar, vocabulary, pronunciation)
- (d) a syllabus
- (e) a resource for self-directed learning or self-access
- (f) a support for less experienced teachers.

The usefulness of textbook above is due to the good content of textbook. Harmer (as cited in Hanifa, 2018) highlights a textbook is useful since it is presented attractively, consists of consistent grammar syllabus as well as appropriate vocabulary exposure and practice, provides teachers with the procedure and extra ideas, and gives learners a chance to prepare for what is coming and review what they have done. Ur (1996, p.186) provides a criteria about the content of a textbook as follows:

- (a) Objectives explicitly laid out in an introduction and implemented in the material
- (b) Approach educationally and socially acceptable to target community
- (c) Clear attractive layout, print easy to read
- (d) Interesting topics and tasks

- (e) Varied topics and tasks, so as to provide for different learner levels, learning styles, interests, etc.
- (f) Clear instructions
- (g) Systematic coverage of syllabus
- (h) Content clearly organized and graded (sequenced by difficulty)
- (i) Periodic review and test sections
- (j) Plenty of authentic language
- (k) Good pronunciation explanation and practice
- (l) Good vocabulary explanation and practice
- (m) Good grammar presentation and practice
- (n) Fluency practice in all four skills
- (o) Encourage learners to develop own learning strategies and to become independent in their learning
- (p) Adequate guidance for the teacher, not too heavy preparation load
- (q) Audio cassettes
- (r) Readily available locally

In addition, Brown (2001) asserts that the most supportive materials for ELT comes through textbook. Therefore the contents of textbooks above are required for all textbooks including English textbook as ELT materials.

The explanation about textbook above leads to an understanding of a good textbook with its content and characteristics.

2.2.2 English Textbook in Indonesia

Indonesian students learn English as a foreign language. It has been conducted for years since the national curriculum includes English as one of the compulsory subjects in school. Hasmiati et. al. (2015) mention that English has been made a compulsory subject from SLTP up to university level in the country, and has even been extended during the last few years to a number of primary schools in capital cities. Most of them learn English using textbook to facilitate the learning process in school.

Hasmiati et. al. (2015) state that English textbook published by the Indonesian Ministry of Education and Culture is the most used textbook in Indonesia to learn English in school. It has been more than two years Indonesian Ministry of Education and Culture published the English textbooks based on 2013 curriculum to be distributed to schools. The English textbooks are divided into two categories; teacher book and student book. The teacher book is a kind of guidance book for teacher to learn how to implement the student book in order to make the learning activities more effective. It contains the English learning scopes, core and basic competences, examples of assessments, and the guidelines of the student book including the technical guidelines. Meanwhile, the student book contains several chapters are divided based on the English core and basic competences in 2013 curriculum. Each chapter has several learning activities based on five language skills, they are listening, speaking, writing, reading, and grammar. Every learning activity is always started by instructions which help the students to understand what they should do.

2.2.3 Learning Objectives

Learning objectives form the foundation for selecting appropriate content, learning activities, and assessment measures (Sweet, 2009, p. 1). In other words, it answers the question what the students should be able to do in the end of learning activity. Harden (2002, p. 152) states that it is owned by the curriculum developer and reflects a more teacher-centred approach to the curriculum. Therefore, learning objectives and curriculum has a significant relationship which brings the following advantages:

- (a) Planning instructions
- (b) Facilitating evaluation
- (c) Aiding in communication with others
- (d) Improving instructions
- (e) Producing new insights (Sweet, 2009, p. 3)

There are two advantages of learning objectives that should be highlighted in this study: planning instructions and improving instructions. The advantage of learning objectives is to be used as a guide to teaching, as when planning different instructional methods for presenting various types of content based on the desired learning outcomes. In addition, to improve instruction in a particular lesson, learning objective is usually begun with the learning objectives for that lesson (Sweet, 2009, p. 4). Thus, it can be inferred that learning objectives in the textbook is derived from curriculum, and it also has a significant role for instructions of the textbook.

2.2.4 Language of Instruction

One of the criteria of a good textbook is it contains clear instructions. Reigeluth & Carr-Chellman (2009, p. 4) define instruction as anything that is done purposely to facilitate learning. Instruction is also an effort to assist or to shape growth (Bruner, 1966, p. 1). It can be concluded that instruction is a guidance for learning process.

Instruction can be delivered by speaking and writing. There are some types of writing instruction. Some experts (e.g. Cutler & Graham, 2008; Pollington, Wilcox, & Morrison, 2001) have classified it into two main categories, they are traditional instruction and writing workshop (or process approaches for Cutler and Graham). Traditional instruction is typically based on textbooks or worksheets, organized around a series of skills defined by the teacher, and emphasizes grammar and conventions. Meanwhile, writer's workshops typically begin with teachers sharing writing and providing a mini-lesson, based on what the teacher has determined students need, to the entire class or small groups. So the instruction in the textbook, which is classified as traditional instruction, is limited by the teacher because it leads to teacher-center learning.

Instruction in textbook has some significance for learners. It is mentioned by Reigeluth and CarrChellman (2009, p. 6) who state that instructions show how to help learners learn, which means identifying ways to help learners construct knowledge. Those bring more advantages for learners. Moreover, it helps the learners a lot in achieving the learning objectives from the curriculum. It is supported by Flake (2017, p. 83) that instruction and curriculum has an intimate

relationship. He explains that the direction of instruction is provided by curriculum since instruction is the method of delivering academic curriculum. Levy (as cited in Tomlinson, 2005) mentions that effective curriculum and instruction for high able students will include at least the following elements:

- (a) A topic: dictated by standards, curriculum guides, and textbooks.
- (b) A focus on “the genius of the topic”: what is unique about the topic, why it is worthy of our time, how it gives purpose to our lives.
- (c) Illustrations: examples that embody the genius of the topic, ways to make the abstract become concrete and real in the eyes of learners.
- (d) Experiences: examples in the lives of students that connect with the abstractions at the heart of the topic’s genius. If students do not have such experiences, the teacher must build them with the students.
- (e) Questions: prompts that help students connect their lives, the important ideas in the topic, and the broader world.
- (f) Story: a progression of the telling of events in the science or math or history or art so that students grasp its beginning, middle, end, protagonists, antagonists, drama, and themes.
- (g) Activities: endeavors that directly and personally link students with the important ideas and skills of the topic.
- (h) Skills and habits: carefully planned practice and application to ensure that students become competent and comfortable with the skills and work habits necessary to turn knowing into doing.

- (i) Products: opportunities for students to see knowledge come to life, to transport what they have learned. Good products are natural, purposeful, authentic, connective, unique, relevant, and significant (to the discipline, the student, and the broader community).
- (j) Evaluation: opportunities throughout a unit for both student and teacher to understand a given learner's progression at a particular moment in the flow of the unit. These call on students to express their understanding of the genius of the topic, using essential skills and habits. They are a natural part of instruction, not an intrusion or interruption in it.

The elements above will help in creating instruction to achieve the learning objectives effectively. In conclusion, instruction may exist without curriculum but would serve no direct purpose.

Instruction and curriculum are not enough if the instruction is not clear. Ur (1996) highlights that it should be clear for all learners. Thus, it is important to how the instruction should be. According to McMurray and Race (2017, p. 1), good instructions require some characteristics as follows,

- (a) Clear, concise writing
- (b) A thorough understanding of the procedure in all its technical detail
- (c) Our ability to put ourselves in the place of the reader, the person trying to use our instructions
- (d) Our ability to visualize the procedure in great detail and to capture that awareness on paper

(e) Finally, our willingness to go that extra distance and test our instructions on the kind of person we wrote them for.

Moreover, Tomlinson (2003, p. 53) also states that the instructions are for carrying out activities clearly and concisely but adequately articulated. In conclusion, the way language instruction in a textbook written will relate to the achievement of learning objectives.

According to the explanation of the importance of language instruction above, this study focuses on the construction of language instruction in the tenth-grade textbook by Indonesian Ministry of Education and Culture textually.

2.2.5 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is an approach to language developed largely by M.A.K. Halliday and his followers during the 1960s in the United Kingdom, and later in Australia (O'Donnell, 2012). It aims to explain how individuals use language and how language is structured for its different usages in accomplishing everyday social life (Eggins, 2004). According this, language is seen as 'systemic' because it consists of a set of choice systems, in which each system provides the speaker/writer with a variety of ways to express their intended meaning, and it is 'functional' because it serves functional purposes. The functional aspects of language are simultaneously expressed in the three types of meaning which called metafunctions.

In Systemic Functional Linguistics, metafunctions are divided into three, they are: ideational (experiential and logical); interpersonal; and textual (Halliday

& Matthiessen, 2014, p. 85). Ideational function means that it names things, thus construing them into categories; and then, typically, goes further and construes the categories into taxonomies, often using more names for doing so. Interpersonal metafunction means while construing, language is always also enacting: enacting our personal and social relationships with the other people around us. Textual metafunction 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 & Matthiessen, 2014).

In this study, textual function is used to analyze the English textbook instructions. Thus, this study focuses on analyzing how the writer of the English textbook organized the messages in the instruction.

2.2.6 Text

According to Halliday (1985) language is understood in its relationship to social structure. It is a tool for people to communicate to each other. Then, how people interpret the information or meaning from language, it is called text. Moreover, it is impossible to understand the meaning of what someone has said or written without knowing something about the context surrounding the text.

According to SFL, Martin (as cited in Figueiredo, 2010) states if we can understand what the interlocutor writes or says, we can also draw conclusions about the context of situation. The relation between language and context is one of

‘realization’: the text ‘realizes’ the situation and the linguistic system ‘realizes’ the culture. The context of situation is a theoretical construct for explaining how a text relates to the social processes within which it is located (Halliday, 1978, p. 10). The organization of language and of its contexts of use is functional, that is, it serves the three linguistic metafunctions: ideational, interpersonal and textual.

Thus, the relationship between text and context above, in this study, is the same as the English textbook instructions and the learning objectives. How the English textbook instructions functions as a text creates a relevance to its context or the learning objectives is analyzed through Textual function.

2.2.7 Textual Meaning

As mentioned before, Halliday and Matthiessen (2014, p. 85) divide metafunctions into three functions, they are ideational, interpersonal, and textual meanings. Textual meaning will be employed in this study for analyzing the English textbook instructions. It is concerned with the creation of text and the way we organize our meanings into the text that makes sense. One of the main textual systems is Theme and Rheme (Halliday, 1994). According to Halliday and Matthiessen (2014, p. 89), Theme is the element that serves as the point of departure of the message; it is one which locates and orients the clause within its context.

Halliday and Matthiessen (2014, p. 105) say that theme is coded by three elements; they are topical, textual and interpersonal. Topical Theme is the Theme of a clause that ends with the first constituent that is either participant,

circumstance or process. Textual Theme can be continuative, conjunction, and conjunctive Adjunct. Then, Interpersonal Theme can be vocative, modal/comment adjunct, and finite verbal operator (Halliday & Matthiessen, 2014, p. 107). Moreover, Gerot and Wignell (1994) agree that Theme can be divided into a number of categories: Ideational, Textual and Interpersonal. They explain them with the examples as follows.

2.2.4.1 Ideational Theme

Gerot and Wignell (1994, p. 104) explain that the Ideational, or Topical Theme is usually but not always the first nominal group in the clause. They divide Topical Theme into two categories, they are Unmarked Topical Theme and Marked Topical Theme.

2.2.4.1.1 *Unmarked Theme*

In the unmarked case, the Topical Theme is also the Subject, like the following examples, taken from Gerot and Wignell (1995, p. 104).

Nominal group as Theme

Jack *went up the hill*

Theme	Rheme
-------	-------

Nominal group complex as Theme

Jack and Jill *went up the hill*

Theme	Rheme
-------	-------

Embedded clause

((What Jack and Jill did)) was go up the hill

Theme	Rheme
-------	-------

2.2.4.1.2 *Marked Theme*

A Topical Theme which is not the Subject is called a Marked Topical Theme. The examples are provided below, taken from Gerot and Wignell (1995, p. 105).

Adverbial as Theme

Down *Jack fell*

Marked Theme	Rheme
--------------	-------

Prepositional phrase as Theme

Up the hill *Jack and Jill went*

Marked Theme	Rheme
--------------	-------

Complement as Theme

His crown *he broke*

Marked Theme	Rheme
--------------	-------

2.2.4.2 Textual Theme

Textual Themes relate the clause to its context. They can be Continuatives and/or Conjunctive Adjuncts and Conjunctions.

2.2.4.2.1 *Continuatives and Conjunctive Adjuncts*

Egins (2004, p. 305) states that Continuity Adjuncts are words which are used in spoken dialogue to indicate that the speaker's contribution is somehow related to (continuous with) what a previous speaker has said in an earlier turn.

The line between Conjunctions and Conjunctive Adjuncts is often a fine one. Conjunctions tend to provide Textual Themes within a clause complex and are called Structural Themes. Conjunctive Adjuncts, on the other hand, tend to (but do not always) join text outside of clause complexes. The examples are provided below, taken from Gerot and Wignell (1995, p. 106).

Well, on the other hand, we could wait

Cont.	Conjunctive	Topical	Rheme
Theme			

Well, on the other hand, if we wait until...

Cont.	Conjunctive	Structural	Topical	Rheme
Theme				

2.2.4.2.2 *Continuatives*

Continuatives are a small set of items which, if they are there, are always at the beginning of the clause and signal that a new move is beginning, for example: *well, right, OK, now, anyway, of course*. The following example is taken from Gerot and Wignell (1995, p. 106)

Right, what we need to do today is revise for our test.

Cont.	Topical	Rheme
Theme		

2.2.4.3 Interpersonal Theme

Interpersonal elements occurring before the Topical Theme are also thematic. They are divided into Modal Adjuncts, Vocatives, Finite or Wh-elements.

2.2.4.3.1 Modal Adjuncts

According to Halliday and Matthiessen (2014, p. 108), Modal Adjuncts are used to express the speaker/writer's judgment on or attitude to the content of the message. It is characteristic of dialogue, in which the speaker may be calling the attention of the listener, or else expressing his or her own angle on the matter in hand. The examples are provided below, taken from Gerot and Wignell (1995, p. 107).

Perhaps we can wait until next week

Modal	Topical	Rheme
Intepersonal		
Theme		

2.2.4.3.2 *Vocatives*

Vocatives (a name or nickname used to address someone) are only thematic if they occur before the Topical Theme, a Finite verb or a Modal Adjunct. The following example is taken from Gerot and Wignell (1995, p. 107)

Dearly beloved we are gathered here today

Vocatives	Topical	Rheme
Theme		

2.2.4.3.3 *Finite or Wh-elements*

Halliday and Matthiessen (2014, p. 101) mention that Wh-elements function as the unmarked Theme of a WH- interrogative clause. the following example is taken from Gerot and Wignell (1995, p. 108)

Mary, didn't we decide to wait until next week?

Vocatives	Finite	Topical	Rheme
Interpersonal			
Theme			

2.2.4.4 Theme and Mood

In conveying the textual meaning of a text, there is an element which is chosen as a Theme. According to Halliday and Matthiessen (2014, p. 97), it depends on the choice of Mood. There are two types of Mood, indicative (declarative or interrogative) and imperative. Indicative can be declarative which gives

information, or interrogative which demands information. However, imperative demands goods and services.

Imperative clauses are classified into two forms, '*I want you to do something*' or '*let's do something*'. For example, '*You keep quiet!*', it will be Marked Theme since it means '*as for you, keep quiet*'. The more typical form is simply '*keep quiet!*' with the verb in thematic position. The function of the verb in the Mood structure is Predicator. Therefore, the Predicator is the Unmarked Theme. The imperative is the only type of clause in which the Predicator (the verb) is regularly found as Theme (Halliday & Matthiessen, 2014, p. 103).

2.3 Theoretical Framework

This current study is a discourse study since the main purpose is to find out the textual meaning realized in a text, which is the instruction part of the English Textbook for the Tenth Grade of Senior High School published by Indonesian Ministry of Education and Culture. The instruction part was limited into the half of the textbook, or Chapter 1 until Chapter 7, which is designed to be used in the first semester. There are several theories underpinning this study. In general, this discourse study employed Systemic Functional Linguistics/SFL (Halliday & Matthiessen, 2014) theories and analytical tools to analyze and answer the research problems of the study. As SFL acknowledges text and context interrelationship, the analysis in this study was put in the framework along with its underlying theories. In particular, the social purpose of creating a text is manifested in the learning objectives of the text –in this case the textbook. Theory

of learning objectives by Sweet (2009) was highlighted to support the analysis. The theme analysis was motivated by Halliday and Matthiessen's (2014) textual function, and finally Tomlinson's (2003), McMurray and Race's (2017), and Flake's (2017) language of instruction was employed to complete the whole textual analysis of textbook instruction of the text. The theoretical framework of this study is described in the following figure.

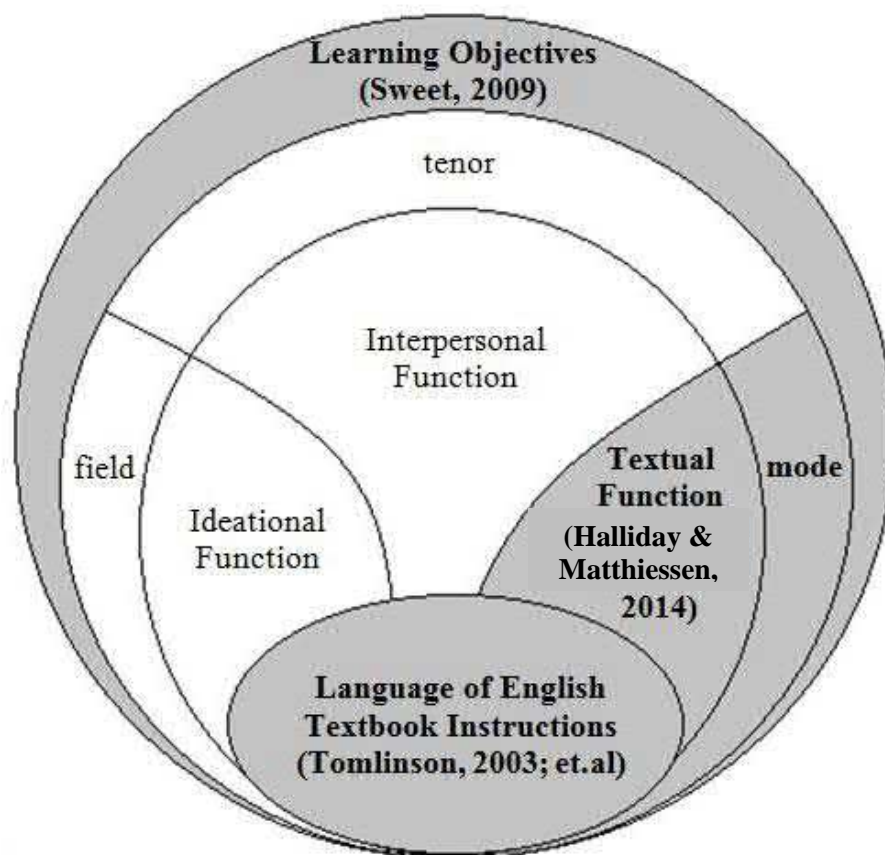


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The final chapter presents the conclusions from the findings and discussions in the previous chapter. It also provides the suggestions for the readers who are interested in conducting similar research.

1.1 Conclusions

The study analyzes Theme choices in Chapter 1-7 of English textbook instructions for the 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. However, 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 use Unmarked Topical Theme (Halliday & Matthiessen, 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 (McMurray and Race, 2017). Last, Interpersonal Theme also exists as the good instructions requires the ability of the writer to put themselves in the position of the readers (McMurray and Race, 2017). Thus, the Theme choices found in the analysis meet 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 are 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 the Tenth Grade published by the Indonesian Ministry of Education and Culture are categorized as good instructions from the Textual function point of view.

1.2 Suggestions

Considering the results and significance of the study, I suggest that this study will be useful for the English teachers, the students, and the researchers.

First, I suggest that the English teachers master the knowledge of Thematic choices because it will be very useful for them in order to create good instructions. They need to pay more attention to the use of Theme and Rheme which indicates the focus of a clause.

Second, the students can find the focus of the sentences more easily if they know about Theme Rheme. The students are not directly taught about Theme and Rheme, but the teacher can construct a good textually instructions in the learning

process. Thus, even though they do not master Theme Rheme, if the instructions are written or spoken well from the Textual function point of view, it makes them learn to know how a good textually instruction is.

Third, it is addressed to other researchers who are interested in the similar study. It is also important if they continue this study by analyzing the Thematic structures and Thematic progression with the same data in order to deepen the research. Otherwise, they can conduct a similar study about Textual function in textbook because it is still rarely found in Indonesia. Hopefully, this study can be one of examples to enrich their study.

BIBLIOGRAPHY

- Anjaneyulu, Thotapally. (2014). A Critical Analysis of the English Language Textbooks in Andhra Pradesh, India. *ELT Research Journal*, 3 (4), 181-200. Retrieved from: <http://www.eltrj.com>
- Aryani, Ayu Windy. (2013). *A Thematic Progression Analysis in Reading Texts in English Book "Interlanguage: English For Senior High School Students X"* (Final Project). English Education Department Teaching Training and Education Faculty, Muria Kudus University.
- Ayu, M., & Indrawati, R. (2018). EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook. *Teknosastik*, 16(1), 21-25.
- Bloor, T., & Bloor, M. (2013). *The Functional Analysis of English* (3rd ed.). Philadelphia, PA: Saunders.
- Bohnacker, U. (2010). The Clause-Initial Position in L2 Swedish Declaratives: Word Order Variation and Discourse Pragmatics. *The Nordic Languages and Second Language Acquisition Theory: Special Issue of Nordic Journal of Linguistics*, 33(2), 105–143.
- Borich, Gary D. (2002). *Observation Skills for Effective Teaching* (4th ed.). New Jersey: Prentice Hall.
- Brown J., Lewis, R., Harclerod, F. (1977). *Instruction Technology, Media and Methods* (5th Ed.). New York: Mcgraw-Hill.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- Brown, J. D. (1995). *The Elements of Language Curriculum*. Boston, Massachusetts: Heinle & Heinle Publishers.
- Bruner, J. S. (1966). *Toward A Theory of Instruction*. Cambridge: Harvard University Press.
- Chandra, A., Shah, A & Joshi, U. (1989). *Fundamentals of Teaching Home Science*. New Delhi: Sterling Publishers, Private Limited.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: The Bath Press.

- Cutler, L. and Graham, S. (2008). Primary Grade Writing Instruction: A National Survey. *Journal of Educational Psychology*, 100, (907–919).
doi: <http://dx.doi.org/10.1037/a0012656>
- Denzin, N., & Lincoln, Y. (2011). *The SAGE Handbook of Qualitative Research*. Thousand Oaks, California: Sage Publications.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. New York: Oxford University Press.
- Eggs, S. (1994) *An Introduction to Systemic Functional Linguistics*. London: Pinter.
- Eggs, S. (2004). *An Introduction Systemic Functional Linguistics* (2nd Ed.). London & NY: Continuum.
- Elliott, D. L., & Woodward, A. (1990). *Textbook Use and Teacher Professionalism*. Chicago: The National Society for the Study of Education.
- Figueiredo, Débora. (2010). Context, Register and Genre: Implications for Language Education. *Revista Signos*, 43(1), 119-141.
- Flake, Lee Hatch. (2017). A Look at the Relationship of Curriculum and Instruction and The Art and Science of Teaching. *Asian Journal of Education and Training*, 3(2), 82-85.
- Gerot, L. And Wignell, P. (1995). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.
- Halliday, M., & Matthiessen, C. (2004). *An Introduction to Functional Grammar* (3rd Ed.). London: Arnold.
- Halliday, M., & Matthiessen, C. (2014). *Systemic Functional Grammar* (4th ed.). London & New York: Routledge.
- Halliday, M.A.K. (1978). *Language as A Social Semiotic*. London: Edward Arnorld.
- Halliday, M.A.K. (1985). *An Introduction to Functional Grammar* (1st ed.). London: Arnold Publication.
- Halliday, M.A.K. (1994). *Systemic Functional Grammar* (2nd ed.). London: Hodder Arnold Publication.
- Hanifa, Rizaldy. (2018). EFL Published Materials: An Evaluation of English Textbooks for Junior High School in Indonesia. *Advances in Language and Literary Studies*, 9 (2), 166-174.
doi: <http://dx.doi.org/10.7575/aiac.all.v.9n.2p.166>

- Harden, R.M. (2002). Learning Outcomes and Instructional Objectives: Is There A Difference?. *Medical Teacher*, 24(2), 151-155.
doi: 10.1080/0142159022020687
- Hasmiati, et al. (2015). Designing an English Course Book for High School Students Based on 2013 Curriculum with Local Content Materials. *Journal of Language Teaching and Research*, 6(6), 1240-1249.
doi: <http://dx.doi.org/10.17507/jltr.0606.11>
- Kemp, J. E. & Daylon, D. K. (1998). *Planning and Producing Instructional Media*. New York: Harper & Row Publishers.
- Leedham, J., Gibson, T & McArtney T. (1973). *Educational Technology: A First Look*. Bath UK: Pitman Publishing.
- Levy, Steven. (1996). *Starting from Scratch: One Classroom Builds Its Own Curriculum* (1st ed.). Portsmouth, New Hampshire: Heinemann.
- Maffia, A. M. C., Dias, L. S. M., Brauna, R. C. A., & Cruz, R. (2003). Analysis of Teachers' Performance in the Selection Program of Science Textbook. *Paper Presented at the Meeting of the European Science Education Research Association*.
- Maharani, S., Syafei, A. F., & Fatimah, S. (2018). An Evaluation on the Instructions in the English Textbook for 10th Grade Students Entitled Bahasa Inggris Published by Ministry of Education and Culture of Indonesia. *E-Journal of English Language & Literature*, 7(3), 520-530.
- McMurray, J., Race, C. (2017). Writing Instructions. In *Sexy Technical Communication* (2nd ed., pp. 1-17). Georgia: Galileo, University System of Georgia.
- Mehra, V. (1992). *Instructional System Design An Innovation in Educational Technology*. Delhi: S. S. Publishers.
- Morley, G. David. (2000). *Syntax in Functional Grammar: An Introduction to Lexicogrammar in Systemic Linguistics*. London: Continuum.
- O'Donnell, M. (2012). Introduction to Systemic Functional Linguistics for Discourse Analysis. *Language, Function and Cognition*, 1-8.
- Pollington, M. F., Wilcox, B. and Morrison, T. G. (2001). Self-Perception in Writing: The Effects of Writing Workshop and Traditional Instruction on Intermediate Grade Students. *Reading Psychology*, 22, 249–265.
doi: <http://dx.doi.org/10.1080/02702710127640>.

- Puspa, V. M. (2016). Theme and Rheme in Short Story of the Twelve Dancing Princesses: A Functional Grammar Approach. *Barista* , 3 (1), 49-63.
- Reigeluth & Carr-Chellman. (2009). *Instructional Design Theories Volume III*. UK: Routledge.
- Richards, J. C. (2002). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Sari, I. P., Syafei, A. F., & Fatimah, S. (2018). An Analysis of the Activities in Bahasa Inggris Textbook for 10th Grade Students Published by the Indonesian Ministry of Education and Culture. *Journal of English Language Teaching* , 7(3), 426-235.
- Simpson, J. A., Weiner, E. S. C. (1989). *The Oxford English Dictionary*. Oxford: Clarendon Press.
- Sowell. (2017). Good Instruction-Giving in the Second-Language Classroom. *English Teaching Forum*, 55(3), 10-19.
- Sweet, Michael. (2009). *Writing Learning Objectives*. University of Texas Austin. Retrieved from:
<http://www.utexas.edu/academic/diia/assessment/iar/students/plan/objectives/bloom-emphasize.php>
- Tomlinson, B. (Ed). (2003). *Developing Materials for Language Teaching*. London: Continuum.
- Tomlinson, Carol Ann. (2005). Quality Curriculum and Instruction for Highly Able Students. *Theory into Practice*, 44(2), 160-166.
- Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. UK: Cambridge Press.
- Wertz, F. J., Charmaz, K., McMullen, L. M., Josselson, R., Anderson, R., & McSpadden, E. (2011). *Five Ways of Doing Qualitative Analysis: Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. New York: The Guilford Press.
- Widiati, U., Rohmah, Z., & Furaidah. (2017). *Bahasa Inggris Kelas X*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.