

# Educational Consideration in the Textbooks: A Systemic Linguistic- Based Study

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## ABSTRACT

This study deals with Educational Consideration in the Textbooks. The objective of this study is to analyze the text types used in the textbooks. This research used qualitative descriptive method. The technique of collecting data was through observing the textbooks and analyzing the text types in the textbooks. The results of this study found that the textbooks used four text types, descriptive text is the most dominant text type found ( 57.90%), while the least dominant text type found is narrative text. The realization of the text types is found from the generic structure and also linguistic feature.

**Keywords:** Educational Consideration, Text Type, Textbook.

## 1. INTRODUCTION

Consideration is an important case to state a rule toward education. It can be seen how government gives efforts toward the education. Indonesia has done a big effort to solve Indonesian' education by including text types in textbooks for students. The result showed that most of Indonesian university students do not still know all text types. Students generally use text types in textbooks although in primary school until senior high school. It means that there is a difference in text types used in textbooks of students and university of students.

Dirgeyasa ( 2018) stated that genre is a text type or writing activity or process of how the writing is produced. There are fifteen text types, namely; recount text, narrative text, spoof text, anecdote text, descriptive text, report text, explanation text, procedure text, hortatory exposition text, analytical exposition text, discussion text, news item text, commentary text, critical review text and book review text. It means that a text brings function based on the goal of the text. It has its own features, variables, attributes, and characteristics. Amy ( 2004) stated that genre is harmful concept. It names what writers have treated formal features. This study focused on text types used in the textbooks of State Islamic School. This study was hold to see text types works and gives the solution for students in using text types. This study purposed to

analyze the text types used in the textbooks of State Islamic School. Putu ( 2016) analyzed Indonesian primary school textbook used more explanation genre, while both of Indonesian and English textbooks of primary school students frequently used factual genre or more specifically the genre of reckon. It told that textbooks of primary school frequently used factual genre.

## 2. LITERATURE REVIEW

### 2.1 Text Types

Dirgeyasa ( 2018) stated that genre is a text type or writing activity or process of how the writing is produced. There are fifteen text types, namely; recount text, narrative text, spoof text, anecdote text, descriptive text, report text, explanation text, procedure text, hortatory exposition text, analytical exposition text, discussion text, news item text, commentary text, critical review text and book review text. It means that a text brings function based on the goal of the text. It has its own features, variables, attributes, and characteristics. Amy ( 2004) stated that genre is harmful concept. It names what writers have treated formal features.

Recount text is a text type that recounts experiences in the past time. Narrative text is a text which tells real

experiences in detail. Spoof text is a text which tells an amusing event occurred in the past time. Anecdote text is a text which tells an unordinary course and give a point what participants learn from the incident. Descriptive text is a text type which depicts thing, human and an idea. Report text is a text type that tells natural or non-natural case or social case. Explanation text is a text type which explains a process of something natural or social phenomenon. Procedure text is a text type which describes ways of thing is achieved in a series of stages. Hortatory exposition text is a text type which presents logical arguments of a particular point of view. Analytical exposition text is a text type that presents logical arguments of a certain view. Discussion text is a text type that discusses a case. News item text is a text type which tells life events in a news form. Commentary text is a text which explains process involving evaluation of a socio cultural phenomenon. Critical review text is a text type which criticizes an article. Book review text is a text which describes or evaluates a book.

**3. RESEARCH METHOD**

This research used descriptive qualitative research. Miles, Huberman, and Saldan (2014) stated that qualitative research is conducted through three sequences of activities, namely; abbreviating data, presenting data and also picturing and proving conclusion.

The data of this research were text types used in the textbooks. The text types were realized from the generic structure and linguistic feature. The source of data were four textbooks of first grade university students of State Islamic School. The textbooks are used by the first grade student of State Islamic School for all faculties in that institute.

**4. RESULTS AND DISCUSSION**

Based on theory of Dirgeyasa (2018), there are fifteen text types used for academic degree., they are recount text, narrative text, spoof text, anecdote text, descriptive text, report text, explanation text, procedure text, hortatory exposition text, analytical exposition text, discussion text, news item text, commentary text, critical review text, and book review text. There are four text types used in the textbooks. They are descriptive text, recount text, narrative text and report text. It can be seen in the table 4.1 below.

**Table 4.1.** shows text types used in the textbooks.

No	Text Types	Number	Proportions (%)
1	Recount	2	10.53
2	Narrative	1	5.26

3	Descriptive	11	57.90
4	Report	5	26.31
Total		19	100

There are four text types found in the textbooks namely descriptive text, recount text, narrative text and report text. The most dominant text type used is descriptive text (57.90%) and the least dominant text types used is narrative text ( 26.31%).

Realization of the text types are found from the obligatory and also optional elements of the structure. The optional element of the structure is not applied in descriptive text and narrative text, because the titles or the topics of the case in descriptive text and narrative text have been included. The topic of the case in descriptive text is included in identification, while the topic of the case in narrative text is included in orientation.

**5. CONCLUSION**

There are four text types used in the four textbooks, they are descriptive text, recount text, narrative text and report text. The dominant text type used in the four textbooks is descriptive text. It is because the topics found in the textbooks dominantly describing about thing. The realizationa of the text types found from the generic structure and also linguistics feature. The generic structure or elemet of the structure are also devided into obligatory and optional elements of the structure. The optional element of the structure is not used in descriptive text and also narrative text. It is because the titles/ topics of the cases in descriptive text and narrative text have been included. In descriptive text, the topic is included in the identification, while in narrative text, the topic is included in orientation. Thus descriptive text and narrative text do not use optional element of the structure.

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