

THE ENGLISH TEXT TYPES APPLIED IN ENGLISH TEXTBOOKS FOR STUDENTS OF ISLAMIC EDUCATION DEPARTMENT

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Abstract

This research aims at describing the English text types applied in English Textbooks for students of Islamic Education Department. The teaching must be relevant with the students' needs and the purpose of language teaching. One of the purposes is for understanding the different text types. Moreover, the college students should be in epistemic level. In this level, they are expected to be able to use English in transforming knowledge. The findings reported that there are ten text types applied in the textbooks. The dominant text is Information Report while the least is News Item. Almost the materials contain information related to Islamic knowledge. It also integrates the knowledge of how to use language for different purposes and functions, how to produce and understand different text types, and what the common linguistic features of each text type.

Keywords: Text types, English textbooks, Islamic Education Department Students

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis teks bahasa Inggris yang terdapat di beberapa buku ajar mata kuliah Bahasa Inggris bagi mahasiswa PAI (Pendidikan Agama Islam). Pengajaran bahasa Inggris memang harus relevan dengan kebutuhan mahasiswa dan tujuan pengajaran bahasa. Salah satu tujuannya adalah memahami berbagai jenis teks. Apalagi, mahasiswa seharusnya sudah berada pada level epistemik. Pada level ini, mereka diharapkan mampu menggunakan bahasa Inggris untuk mentransformasikan pengetahuan. Hasil penelitian menunjukkan ada 10 (sepuluh) jenis teks yang terdapat di beberapa buku ajar tersebut. Jenis teks yang paling dominan yaitu Information Report. Hampir semua materi di buku-buku ajar tersebut berisi informasi terkait dengan pengetahuan keislaman. Materi tersebut juga mengintegrasikan pengetahuan bagaimana penggunaan bahasa untuk fungsi dan tujuan yang berbeda, bagaimana menghasilkan dan memahami jenis teks tersebut, serta fitur linguistiknya.

Kata kunci: Jenis-jenis teks, Buku ajar bahasa Inggris, Mahasiswa PAI

INTRODUCTION

The English for the students of Islamic Education Department need a specific design. The design should be appropriate with the context and the goal of language teaching. The goal of language teaching today is Communicative Competence (Celce-Murcia, 2008:45 & Richards, 2006:2). In Indonesia, the target competence is the competence of using the language to communicate (Suwarsih, 2013:147). It includes the knowledge of how to use language for different purposes and functions, how to use the language based on the settings and participants, how

to produce and understand different text types (e.g. narratives, descriptions), and strategies to maintain communication in spite of the limitation of language knowledge (Richards, 2006:3).

In this study, English belongs to English for Specific Purpose (ESP) whereas learners need English in order to use it in specific occupational or educational settings (Richards, 2006:12). Here, it is in Islamic Education setting. Furthermore, based on literacy level, the college students should be in epistemic level. In this level, they are expected to be able to use English in transforming knowledge (Wells in Hammond, 1992:10). Therefore, the productive language skill is very essential, whether spoken or written English. In this case, it will focus on written English since it will analyze the English text types applied in English textbooks used by students of Islamic Education Department.

Related to the goal above, one of the competences is to understand the text types. Therefore, the students should master some English text types, containing Description, Narrative, Report, Recount, Exposition, Procedure, Explanation, and Discussion. Those text types have different communicative purposes, generic structures, and language features. Those text types are also commonly called as genre.

There are many studies on English genre. Most of them discuss the implementation of Genre-Based Approach (GBA) or Text-Based Instruction (TBI) on English Language Teaching (ELT). Those researches reported that GBA has been successfully implemented in many levels of schools (primary, secondary, and university). It can enhance the students' skill, basically, on understanding the English text types related to their needs.

From background of the study above, therefore, the writer propose an analysis on English text types applied in some English textbooks for students of Islamic Education Department. The analysis will describe the English text types in those books to identify what kinds of genre (texts), the most and the least type of the texts presented in those books. The descriptions include the social function or communicative purposes, the generic structures, and the linguistic features. Then, the findings are expected to be able to be used as a reference to develop the English language teaching and learning whether in developing the course design, the learning materials, the tasks, etc. based on the needs of the students.

METHOD

This research belongs to a qualitative research to describe the English text types applied in English textbooks for students of Islamic Education Department. The population of this research is all the text (reading passages) presented in the English textbooks used by the students of Islamic Education Department. There are five English textbooks which is analyzed:

1. "English for Islamic Studies" (Darwis, 1995)

2. "Islamic English: a competence-based reading and self-reference" (Syah, 2005)
3. "*Pembelajaran Bahasa Inggris Pendekatan Qur'ani*" (Sari, 2007)
4. "English for Islamic Studies" (Kardimin, 2013)
5. "English for Islamic Learning for College Students" (Kardimin, 2011)

Meanwhile, in analyzing the data, the researcher used total sampling. She analyses all the data. Therefore, the population is also used as the sample.

The researcher used one instrument of data collection, namely documentation. In analyzing the data, the main method used here is "Structural Analysis" to determine the generic structures and the linguistic features of the English text types presented in the textbooks.

FINDINGS AND DISCUSSION

Based on the analysis, there are 10 English text types found in the English Textbooks for students of Islamic Education Department. In book 1 "English for Islamic Studies" (Darwis, 2001), there are 9 English text types applied in book 1. The most text type is Report, followed by Recount, Hortatory Exposition, Analytical Exposition and Explanation, then Description, Procedure, News Item, and Discussion. Meanwhile, there is no Narrative text in book 1.

In book 2 "English for Islamic Studies" Untuk Perguruan Tinggi Islam Negeri dan Swasta (Kardimin, 2013), there are 30 chapters. Therefore, there are also 30 passages. It found that there are only 6 English text types. The most text type is Report, followed by Analytical Exposition, Hortatory Exposition, Discussion, Explanation, and Narrative. The other types are not presented here—Description, Procedure, News Item, and Recount.

In book 3 "English for Islamic Learning for College Students" (Kardimin, 2011), there are 7 types of English text. They are Analytical Exposition—as the most text type—then Information Report, followed by Explanation, Description, Narrative, Hortatory Exposition, and Discussion. Meanwhile, Procedure text, News Item, and Recount are not applied here.

In book 4 "Islamic English (A Competency-Based Reading and Self-Study Reference" (Kardimin, 2011), there are 22 chapters. From the data, Information Report text is the most text type. The next is Analytical Exposition, followed by Hortatory Exposition, Recount, Discussion, and Explanation. Therefore, there are only 5 English text types in this book.

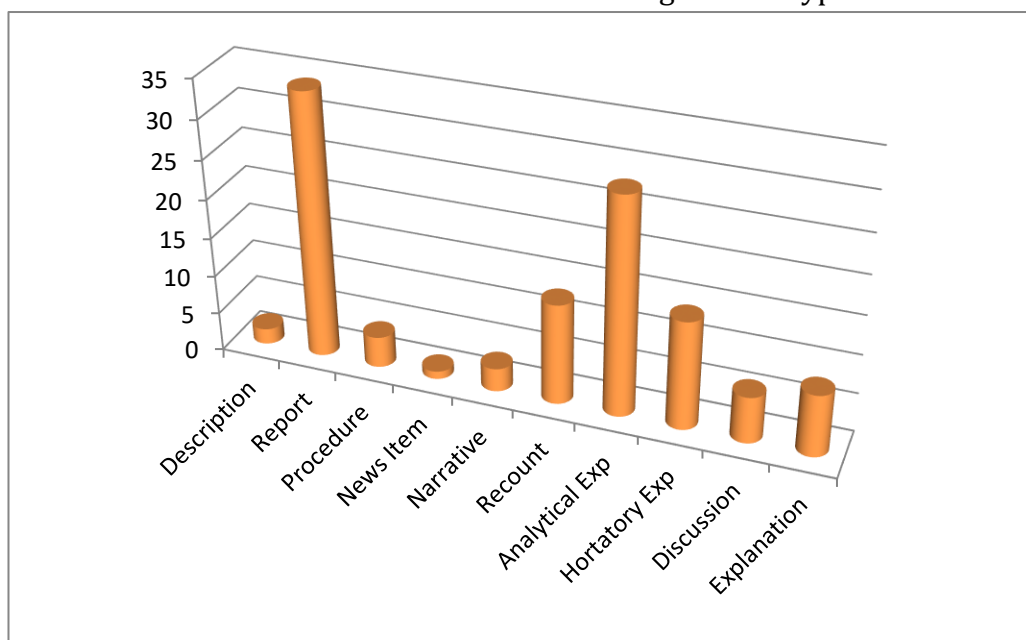
In book 5 "*Pembelajaran Bahasa Inggris Pendekatan Qur'ani*" (Sari, 2007), there are only 7 passages found in six chapters. There are 5 English text types. The most text type is Procedure text. Narrative, Recount, Analytical Exposition, and Explanation have the same number—one text for each. Meanwhile, Description, Information Report, News Item, Hortatory Exposition, and Discussion are not applied here.

Totally, based on the findings, there are 113 English text types found in book 1, book 2, book 3, book 4, and book 5: Information Report (34 texts), Analytical Exposition (28 texts), Hortatory Exposition (14 texts), Recount (13 texts), Explanation (8 texts), Discussion (6 texts), Procedure (4 texts), Narrative (93 texts), Description (2 texts), and News Item (1 text). The number and percentages of all the text types are presented in table 1 below followed by the distribution of all the English text types (see chart 1).

Table 1. The percentages of all the English text types

Num.	The English Text Types	Quantity	Percentage
1.	Description	2	1,78
2	Information Report	34	30,08
3	Procedure	4	3,54
4	News Item	1	0,88
5	Narrative	3	2,65
6	Recount	13	11,51
7	Analytical Exposition	28	24,78
8	Hortatory Exposition	14	12,39
9	Discussion	6	5,3
10	Explanation	8	7,09
TOTAL		113	100

Chart 1. Distribution of all the English text types



From the table and chart above, the arrangement of all the English text types from the most to the least type is Information Report (34 texts), Analytical Exposition (28 texts), Hortatory Exposition (14 texts), Recount (13 texts),

Explanation (8 texts), Discussion (6 texts), Procedure (4 texts), Narrative (93 texts), Description (2 texts), and News Item (1 text).

Table 2. The Information Report Texts

Num	Title of the Passages	Book	Chapter
1	Faith	1 Part 1	6
2	Islam	1 Part 1	7
3	The Qur'an (1)	1 Part 1	9
4	The Qur'an (2)	1 Part 1	10
5	The Prophet (1)	1 Part 1	12
6	The Prophet (2)	1 Part 1	13
7	The Angels	1 Part 1	14
8	Fasting in Islam	1 Part 2	9
9	Divine Tax	1 Part 2	10
10	Pilgrimage (1)	1 Part 2	11
11	What is Islam	2	2
12	The Qur'an	2	3
13	Angels	2	5
14	<i>Akherat</i>	2	6
15	Prophet	2	7
16	The Mosque in Islam	2	8
17	<i>Zakat</i>	2	9
18	The Essence of Fasting	2	10
19	The Qur'an	2	11
20	God	2	12
21	The Religion of Islam	2	14
22	Holy Book	3	2
23	The Qur'an and the Prophet	3	4
24	Hypertext Qur'an	3	12
25	The Wisdom Behind Jihad	3	14
26	What are the Pillars of Islam?	3	15
27	The Deen of Islam	3	18
28	Islam	4	1
29	Crystallization of Islam Thought, Concepts, and Methodology	4	5
30	Education Systems in An Ideological State: Major Issues and Concerns in Pakistan	4	6
31	Community and Ethics	4	9
32	The Problems of Language Use	4	13
33	Central Asia: From Communism to Democracy and Islam	4	15
34	The Background of Islam	4	21

The Information Report is the most text type found in the textbooks. The communicative purpose is to provide information about the topic with its classification. The Generic Structure contains the general classification then the

description. The Linguistic Features include: Focus on generic participants, use of present simple tense, no temporal sequence, use of being and having clause, use of nominal groups (noun phrases). There are 34 texts from totally 113 texts found in 5 textbooks (see table 2).

From the table 2 above, it can be seen that the Information Report text is mostly applied in book 2 (11 passages), followed by book 1 (10 passages), then book 4 (7 passages), then book 3 (6 passages). Meanwhile, it was not found in book 5. In addition, as presented in the findings above, the least text type is “News Item” text. This text is only found in book 1 - part 2 - chapter 7.

Analytical Exposition text is mostly applied in book 3. The Communicative Purpose is to persuade the reader that something is or is not a case. The Generic Structure contains three parts: Thesis which introduces the topic, Arguments to support the topic, and Summing Up or the conclusion. The Linguistic Features include: use of causal and additive connectives to construct argument, verbs of being and having, verbs of thinking and feeling (emotive words), modality to indicate writer’s attitude. The examples of the passages are Islamic Values (chapter 1), “Equality in Islam” (chapter 3), etc.

Hortatory Exposition is to persuade reader or listener that something should or should not be the case. In this research, it is mostly found in book 2. The generic structure begins with thesis, followed by arguments, and recommendation. The linguistic features include: focus on generic participants, use of specific participants that refer to the writer and audience, use of simple present tense, use of mental processes to state what the writer thinks or feels about issue (e.g. realize, feel), use of material processes to state what happen (e.g. is polluting, drive, spend), use of relational process to state what is or should be (e.g. doesn’t seem to have been, is). The passages are for examples: “Accepting an Invitation” (chapter 17), “Visiting the Sick” (chapter 18), “The Blessing of Being Pregnancy” (chapter 28), etc.

Recount text is majority found in book 1. It retells a series of events in the order they occurred or tell what happened in the past. The text begins with “orientation” followed by sequence of events. The last part is “reorientation” as closure or comment on the event. The linguistic features are: use of past tense, focus on specific participant, use of past action verbs, noun phrases, temporal connectives to indicate sequence of events, and circumstances of time and place. The examples are “Prophet Muhammad” (part one chapter 1-3), “The Beginning of the Revelation” (part two chapter 2), “Dawn of Islam” (part two chapter 3-5), etc.

Explanation text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena. This kind of text, in this study, is mostly found in book 3, for examples: “How Islam Fought Terrorism” (chapter 7), “Prohibition on Pork” (chapter 19-20), etc. This text begins by phenomenon identification. Then there is an explanation sequence which explains why or how something works or occurs. The features include: It should focus on generic (non-

human participant), use present tense, use the words to link arguments, use mainly of material and relational processes, use of temporal and causal circumstance and conjunctions.

Discussion text discusses different points of view and makes a judgment. Therefore, the social function of "Discussion Text" is to present (at least) two points of view about an issue (the arguments for and the argument against) with supporting evidence. At the end of the text, the writer gives the conclusion and suggestion. The generic structure contains: Issue, Arguments for and arguments against, then conclusion and recommendation. The linguistic features involve: focus on generic participants, use of material process (e.g. has produced, have developed, to feed), use of relational process (e.g. is, could have, cause, are), use of mental process (e.g. feel), etc. This kind of text is mostly found in book 2.

Procedure text is mostly found in book 5, the titles are: "Method of Wudhu" (chapter 3), "Al-Ghusl, The Washing or Bath" (chapter 4), and "Tayyamum" (chapter 5). This text gives us instructions for doing something. The purpose of this text is to describe how something is accomplished through a sequence of actions or steps. The generic structure of Procedure text consists of the goal, the materials, and steps or procedures to be followed. Meanwhile, the linguistic features of this text include use of simple present tense (often use of imperative sentence), use of temporal conjunction (e.g. first, second, then, finally, etc.), use of adverbs to tell the detail measurement.

Narrative text tells a story. This text is only presented once in book 2 by the title "The Creation of Adam" (chapter 13), once in book 3 by the title "Muhammad, The Prophet of Allah" (chapter 16), and once in book 5 by the title "The Tailor" (chapter 6). The social function is to amuse or to entertain a reader or listener. The generic structure of a narrative text consists of Orientation, Complication tells the audience about the problems, Resolution tells the audience the anti-climax or answer to the problem, Coda provides a comment or moral value based on the story. The common linguistic features of a Narrative text contain: Focus on specific characters (participants), Use of past tense, action verbs, time of connectives (e.g. then, before that).

Description text is to describe a particular person, place, or thing. It begins with a identification then the description of specific details. The sentence that conveys this general impression in any paragraph is called the topic sentence. Otherwise, the other sentences which explain the specific details of the general impression are called the supporting sentences. The linguistic features of Description: Focus on specific participant, Use of simple present tense, Use of verbs of being and having, Use of adjective to build up long nominal group or noun phrase. There are only two passages of Description in this data. They are in book 1 by the title "Allah The God (chapter 4) and in book 3 by the title "Definition of Terrorism" (chapter 9).

The last and the least is News Item. The purpose of this text is to inform readers or listeners about events of the day which are considered news-worthy or important (Hammond, 1992:84). The generic structure contains headline, a summary recount of a newsworthy event, background events, and sources. This text use short information in the headline, use verbs of action to retell the story, and use verbs of thinking and feeling to give insight into the participants' reactions to events. In addition, it focuses on circumstances of time and place. In this finding, the text is presented in book 2 by the title "The Quranic Recitation Festival" (part two chapter 7)

CONCLUSION

There are 10 English text types found in the English textbooks used by the students of Islamic Education Department. Those texts are Information Report, Analytical Exposition, Hortatory Exposition, Recount, Explanation, Discussion, Procedure, Narrative, Description, and News Item. The dominant type is Information Report (30,08%), meanwhile the least type is News Item (0,88%). Those types are separated in five books.

Book 1 contains nine text types, book 3 has seven text types, book 2, 4, and book 5 contain six text types. It represents that each book does not contain those ten text types. In addition, the separation of the text types is not balanced, such as in book 2, it has eleven Information Report texts, meanwhile the other types only contain one to eight texts. This unbalancing of text type separation also happens in the other textbooks. One type is dominant while the others only have few numbers.

Related to the epistemic level, the college students are expected to able to use English in transforming knowledge. Almost the materials or topics in the texts contain information related to Islamic knowledge. It also integrates the knowledge of how to use language for different purposes and functions, how to use the language based on the settings and participants, how to produce and understand different text types (e.g. narratives, descriptions), and what the common linguistic features of each text type.

Understanding different text types is one of the purposes in language teaching to achieve communicative competence. Therefore, the materials should contain many different text types. Besides, those types should be balanced its number of examples presented in the textbooks.

Related to teaching activities, the teachers or lecturers should also master in understanding the English text types before he or she deliver the materials. Text based instruction should be done through teaching learning cycles as proposed by experts of GBA (Genre-Based approach). It include BKoF (Building Knowledge of the Field), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), Independent Construction of the Text (ICoT), Linking Related Texts.

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