

Unveiling Halliday's Textual Metafunction in Indonesian and Samoan EFL Textbooks for Year 10

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Abstract. Textual metafunction helps the authors develop text coherently and cohesively and significantly aids readers in understanding the idea, especially in EFL textbooks. EFL textbook has become the essential learning material in EFL classrooms which it should be delivered with clarity to fostered students to grasp the material. Due to the crucial role of EFL textbooks in EFL classrooms, this study aims to unveil how theme-rheme and thematic progression occurred in reading passages of Indonesian and Samoan EFL textbooks. To attain the aims of the study, twelve reading passages from the Indonesian EFL textbook and eight reading passages from the Samoan EFL textbook for year ten were examined. Data that has been examined by theme-rheme proposed by Halliday and Matthiessen (2014) revealed that topical theme is a common type of theme found in Indonesian and Samoan EFL textbooks. Concurrently, these textbooks have the same type order in the occurrence of theme-rheme's type, from the most common to the least type of theme that appeared. However, the Samoan EFL textbook contains a smaller variety of components in theme types due to the limited text genres in it. After examined thematic progression of these textbooks, and it revealed that the zigzag theme pattern was the majority theme pattern. Alongside the zigzag theme pattern becoming the majority pattern, these textbooks had different order for the second and third place of theme pattern due to the various contents of these EFL textbooks. This study provides textual metafunction, especially theme-rheme and thematic progression, which could be analyzed in EFL textbooks and, eventually, in literary texts.

Keywords: EFL Textbooks; reading passages, rheme, theme, thematic progression

Introduction

Textual metafunction is a part of metafunction manifested from ideational and interpersonal metafunction and intended to unveil how the author developed the messages coherently and conveyed them smoothly (Halliday & Matthiessen, 2014; Thompson, 2013). Therefore, textual metafunction was commonly found in students' work and is still a dearth in EFL textbooks. Nevertheless, EFL textbooks

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have become an essential learning material in EFL classrooms. EFL textbooks emerged as a product of the emergence of English as a lingua franca before, during, and after World War II. The emergence of English as an International language has positively influenced people worldwide, allowing them to connect with each other and understand the role of language. Therefore, English has been taught widely as a foreign language (Coleman, 2010; Radić-Bojanić & Topalov, 2016; Silaban et al., 2023). Furthermore, the EFL textbook is still being used in the EFL classroom due to its fostered students learning to be guided and encouraging linguistic competence and cultural awareness even in the digital era (Derakhshan, 2024; Weninger & Kiss, 2013).

Indonesia and Samoa are countries that are still utilizing textbooks as media learning in EFL classrooms. Nevertheless, these two countries have a visible difference in their approach to EFL textbooks. The Indonesian EFL textbook used a Genre-Based approach, while the Samoan EFL textbook used a Cultural approach (Betham-Scanlan, 2022; Lo Bianco, 1990; Ningsih & Gunawan, 2019). The differences in approach in their textbook were caused by the differences in the material taught in the class. Additionally, it led to the intention of this study to discover occurrences, similarities, and differences of theme-rheme and also occurrences, similarities, and differences of thematic progression in Indonesian and Samoan EFL textbooks.

Theme-rheme is a component of textual metafunction where the theme can be found on the first clause and intended to classify the topic, such as a subject or setting, while rheme complements the theme (Halliday & Matthiessen, 2014). Theme has been divided into three types: topical theme, textual theme, and interpersonal theme. Furthermore, no type of theme is superior to the others since all types of themes are important to each other (Thompson, 2013). Theme-rheme has mostly been found in text forms, such as in EFL textbooks, students' writing, and even in the interpretation products (Hernandez, 2020; Hoang, 2021; Xuan & Zhang, 2023). Hence, theme-rheme can also appear in spoken form even if it is rare. In spoken form, a topical theme is the majority theme that can be found since it shows the main topic that needs to be conveyed from the song and chant to the listener (Fatoni et al., 2020).

Another part of textual metafunction is thematic progression. Thematic progression is a way of how the authors build up their idea and make it more bridging between the clause and circumstances with the intention to build text that flows smoothly amidst the theme that becomes content which provides information and rheme that supports the theme (Jing, 2015; Jusoh et al., 2022; Leong, 2022; Sun, 2022).

Thematic progression can be found in every type of text. Thematic progression can be beneficial for speakers, such as reiteration theme patterns with the topical theme was utilized reiteration theme pattern with the topical theme commonly utilized in speech to grasp the attention of interlocutors and convey the speakers' intention that wanted to be conveyed (Sun, 2022; Umiyati, 2019). Furthermore, thematic progression can commonly be found in students' work. Fitriati and Gayatri (2021) have researched thematic progression in students' work, revealing how thematic progression maintains the quality of students' writing. Hence, thematic progression is also effective in fostering academic writing and providing insights for teachers as well (Haji, 2023). Additionally, the

utilization of thematic progression in textbooks is crucial since textbooks still become a medium of learning that were used in the classroom, and the material in textbooks needs to be delivered with smooth flow and needs to be more coherence (Ibáñez et al., 2019; To, 2018).

Thus, many researchers have carried out thematic progression theory and simplified by Eggins (2004), which has shown that there are three types of patterns: reiteration theme or constant theme pattern, zigzag theme pattern, and multiple theme pattern. Moreover, there is still a scarcity of research about textual metafunctions, especially theme-rheme and thematic progression that could be found in EFL textbooks.

This study focuses on eight reading passages that are contained in Indonesian EFL textbooks and twelve reading passages that are contained in Samoan EFL textbooks. Thus, this study intended to discover appearances, similarities, and differences of theme-rheme and appearances of thematic progression in EFL Textbooks, especially in Indonesian and Samoan Textbooks conducive to the crucial EFL textbooks in EFL classrooms. Hence, this study has four research questions: (1) How does theme-rheme appear in EFL Indonesian and Samoa textbooks? (2) What are the patterns of thematic progression that appear in EFL Indonesian and Samoan textbooks? (3) What are the similarities of textual metafunction in EFL Indonesia and Samoa textbooks? (4) What are the differences of textual metafunction in EFL Indonesia and Samoa textbooks?

Method

This study utilized a qualitative method with textual analysis as a research design. According to Mckee (2001), textual analysis is one method for collecting and analyzing data. This method is intended to acquire insights and understanding from text. The data of this study were twelve reading passages from the Indonesian EFL textbook and eight reading passages from the Samoan EFL textbook. Furthermore, the next step was analyzing data.

The data analysis has several steps, including reading and transcribing passages from EFL textbooks. Afterward, researchers segmented sentences into clauses to identify theme-rheme that led to classifying theme-rheme by using the theory of Halliday and Matthiessen (2014) and classifying thematic progression using the framework proposed by Eggins (2004). Moreover, researchers tabulated the findings. Overall, this method was concluded by researchers' interpretation of the analysis findings and intended to enhance further comprehension of the theme and thematic progression found in EFL textbooks.

Findings and Discussion

Conducive to analyze the findings, researchers have been segmented into two parts which conveyed the findings on tables and discussions. Hence, this section has goals to heed answers to research questions about the appearances, similarities, and differences of theme-rheme and appearances of thematic progression in Indonesian and Samoan EFL textbooks, with twelve reading passages from the Indonesian EFL textbook and eight reading passages from Samoan EFL textbook that were chosen and intended to be analyzed in This study. In addition, the table below intends to convey the findings of theme-rheme in Indonesian and Samoan EFL textbooks.

Table 1 The realization of theme in Indonesian and Samoan EFL Textbooks

Types of Themes		Indonesian EFL textbook		Samoan EFL textbook		Total	
		F	%	F	%	F	%
Topical	Marked	95	18.48	112	23.98	207	21.03
	Unmarked	237	46.61	199	42.61	436	44.30
Textual		126	24.51	108	23.64	234	23.78
Interpersonal		56	10.89	48	10.85	104	10.87
Total		514	100	467	100	984	100

Table 1 conveyed theme-rheme's appearances in reading passages contained in Indonesian and Samoan EFL textbooks. In align with the table, data has been analyzed using theme-rheme proposed by Halliday and Matthiessen (2014). The table showed that topical theme had become the majority theme in both EFL Textbooks, with 643 data with a percentage of 68.62%, with 207 data in marked type and 436 data in unmarked type, followed by textual theme with 234 data or 23.78%, and interpersonal theme with 104 data or 10.87%. Researchers have explained each type of theme below.

Topical Theme

Topical theme is a type of theme that aims to start the clause and deliver the idea. The topical theme is intended to serve as a participant, process, and complement (Halliday & Matthiessen, 2014). Additionally, the topical theme most commonly appears in two EFL textbooks, with 332 data in the Indonesian EFL textbook and 311 data in the Samoan EFL textbook that usually occurs in adverbs, nouns, prepositions, and verbs. Furthermore, a topical theme is mandatory in a clause (Halliday & Matthiessen, 2014). Thus, the topical theme has been segmented into unmarked and marked topical themes.

Unmarked Topical Theme

Unmarked topical theme is a topical theme that commonly appears as a nominal, usually playing a role as a subject of a clause or the participant (Halliday & Matthiessen, 2014; Tarigan et al., 2020). In addition, this study found that there were 436 data of unmarked topical themes that were contained in these textbooks.

Table 2. Unmarked Topical Theme

Data	Theme	Rheme
Indonesian EFL textbook (Text 1 P1 C1)	Cristiano Ronaldo <u>S-Proper Noun</u>	has very strong determination.
Samoan EFL textbook (Text 1 P1 C1)	Kilikiti <u>S- Proper Noun</u>	is a South Pacific island version of the English game of cricket

The realization of an unmarked topical theme is conveyed in Table 2. Both excerpts of unmarked topical themes were found in the first clause in the first paragraph. The words “Cristiano Ronaldo” and “Kilikiti”. These words are classified as unmarked topical themes since they are in the form of proper nouns. Proper nouns embedded in Table 2 have indicated that these texts emphasize the main idea of these texts. It was shown with the subject, either in the form of a nominal group complex or a nominal group that occurred in a starting point of text (Meiarista & Widhiyanto, 2020; Siahaan et al., 2023; Tarigan et al., 2020).

Marked Topical Theme

Another type of topical theme is marked topical theme. Marked topical themes explain more about the process or circumstances of texts. The process or circumstances can be called a marked topical theme if it occurred as a starting point (Halliday & Matthiessen, 2014). Thus, below is a table containing excerpts from this study with 207 data marked topical theme.

Table 3. Marked Topical Theme

Data	Theme	Rheme
Indonesian EFL textbook (Text 1 P3 C7)	and created <u>Processes</u>	a world record by scoring the most goals in international football in September 2021.
Samoan EFL textbook (Text 1 P2 C2)	in Kilikiti <u>Circumstances</u>	there may be any number of players in a team.

The marked topical theme is realized in Table 3. The excerpts contained in Table 3 have different forms. In an excerpt from the Indonesian EFL textbook, “and created” is signified as a marked topical theme, especially on the process type. The process type in the marked topical theme is intended to provide information about the context of the text (Larasati et al., 2022). Furthermore, the Samoan EFL textbook excerpt is in the phrase “in Kilikiti.” The phrase “in Kilikiti” occurred at the beginning of the clause. The occurrence in a beginning clause was intended to reveal the circumstances or setting of the context of the text (Siahaan et al., 2023).

Textual Theme

Another theme found in these EFL textbooks is the textual theme. Textual theme is a type of theme that shows the correlation and also a causality of a sentence that links the previous clause with another clause. To link the previous clause with another clause, textual theme ordinarily has been conveyed using conjunctive adjunct, conjunction, and continuative (Feri et al., 2024; Halliday & Matthiessen, 2014). Thus, textual theme has become the second type of theme that appeared in Indonesian and Samoan EFL textbooks with 234 data. Moreover, researchers have given the table below to convey excerpts of textual themes in these textbooks.

Table 4. Textual Theme

Data	Theme		Rheme
Indonesian EFL textbook (Text 1 P1 C4)	because Subordinate Conjunction	a football match	requires a player to run at least 10 kilometers in a single match.
Samoan EFL textbook (Text 1 P2 C6)	but Conjunction	the kilikiti bat	is made from the wood of the fau tree,

Table 4 shows excerpts of textual themes from Indonesian and Samoan EFL textbooks. The word “because” in an excerpt from the Indonesian EFL textbook is classified as a textual theme in a subordinate conjunction. Subordinate conjunction preserved the role of linking the clause with different degrees from the previous clause (Al Otaibe, 2021; Qomariah, 2021). Another form of the textual theme has been found in the excerpt from the Samoan EFL textbook.

The excerpt of textual theme in the Samoan EFL textbook has been depicted in the word “but” can be classified as a textual theme since it is a conjunction. Conjunction is a form of textual theme intended to binds the clause with one and another clause (Qomariah, 2021).

Interpersonal Theme

Interpersonal theme is a theme that conveys the author’s opinion to the reader, and it usually appears before the topical theme (Halliday & Matthiessen, 2014). Interpersonal theme can be known with some sign, such as the appearances before topical theme, and also can be in the form of finite, mood adjunct, Wh-question (Halliday & Matthiessen, 2014; Mahfud et al., 2024). Excerpts of interpersonal themes from Indonesian and Samoan EFL textbooks been displayed in the table below.

Table 5. Interpersonal Theme

Data	Theme		Rheme
Indonesian EFL textbook (Text 1 P1 C5)	Sometimes <i>Mood Adjunct</i>	he	even trained himself continuously from morning until evening.
Samoan EFL textbook (Text 1 P3 C2)	which <i>Mood Adjunct</i>	is usually a strip concrete	in the middle of the village malae.

Table 5 shows the excerpt of the interpersonal themes from Indonesian and Samoan EFL textbooks. The word “Sometimes” is an excerpt of an interpersonal theme in the Indonesian EFL textbook. The word “Sometimes” is a mood adjunct. Mood adjunct is a part of an interpersonal theme that expresses the authors’ intention (Halliday & Matthiessen, 2014; Mahfud et al., 2024). Moreover, this excerpt used the usuality type as the mood adjunct. Another excerpt from the

Samoan EFL textbook conveyed the phrase “is usually.” The phrase “is usually” is classified as a mood adjunct. The mood adjunct to this excerpt was on the usuality type (Mahfud et al., 2024).

Indonesian and Samoan EFL textbooks have twenty reading passages. These passages were divided into twelve reading passages in Indonesian EFL textbooks and eight reading passages in Samoan EFL textbooks. Several reading passages that were analyzed led to theme similarities and differences between these two textbooks.

The similarity between the themes that appeared in Indonesian and Samoan EFL textbooks is visible through the majority and order of themes to appear. Topical theme has become the majority theme because of the notion that a topical theme is required to appear in every clause since it contains an ideational element (Egins, 2004; Halliday & Matthiessen, 2014). The second type that appeared was textual theme, which has the function of connecting clauses to another clause and also making the text more organized. To conclude, interpersonal theme became the last type that appeared, and it happened since reading passages from two textbooks rarely reveal the authors’ judgment. The Indonesian EFL textbook has ten reading passages with exposition text and two with narrative text. Meanwhile, the Samoan EFL textbook has an exposition text, six poetry texts, and a narrative text.

Even though two textbooks have all three types of themes, the difference in theme is visible due to the kind of three types of themes. In the Samoan EFL textbook, interpersonal theme can be found in the obligatory in mood adjunct kind; meanwhile, the Indonesian EFL textbook contains not only the obligatory but also the vocative. On textual theme, the Samoan EFL textbook showed the conjunction and continuative. However, the Indonesian EFL textbook has contained logical relationships. Ultimately, the Indonesian EFL textbook is quite distorted in using topical themes.

Additionally, if we are talking about theme-rheme, we also need to discuss thematic progression. Thematic progression is the approach that the author utilized. This approach is intended to connect one clause to another. Thus, the table below has disclosed the thematic progression in Indonesian and Samoan EFL textbooks.

Table 6 Thematic Progression in EFL Textbooks

Types of Thematic Progressions	Indonesian EFL Textbook		Samoan EFL Textbook		Total	
	F	%	F	%	F	%
Reiteration Theme Pattern	52	21.52	26	11.36	78	15.89
Zigzag Theme Pattern	181	67.51	154	67.25	335	68.22
Multiple Theme Pattern	29	11.81	49	21.39	78	15.89
Total	262	100	229	100	491	100

Table 6 depicted thematic progressions’ patterns in reading passages in Indonesian and Samoan EFL textbooks. In align with the table, the thematic progression proposed by Egins (2004) has analyzed data. Table 6 shows that the

zigzag theme pattern had become the majority theme in both EFL textbooks, with 643 data, with the percentage being 68.22%, with 335 data. Followed by reiteration theme pattern and multiple theme pattern with each type is 78 data or 15.89%. Researchers have explained each type of pattern below.

Reiteration Theme Pattern

Reiteration theme pattern is a type of thematic progression whose theme in the following clause is similar to the previous theme (Eggins, 2004). Reiteration theme pattern has the intention to maintain the main point of the text by repeating the word from the previous theme to another theme (Dashela, 2021). Moreover, the reiteration theme pattern has become a second type common in Indonesian EFL textbooks with 52 data. Meanwhile, the Samoan EFL textbook has 26 data with a reiteration theme pattern. Some figures depicted reiteration theme patterns that were found in Indonesian and Samoan EFL textbooks.

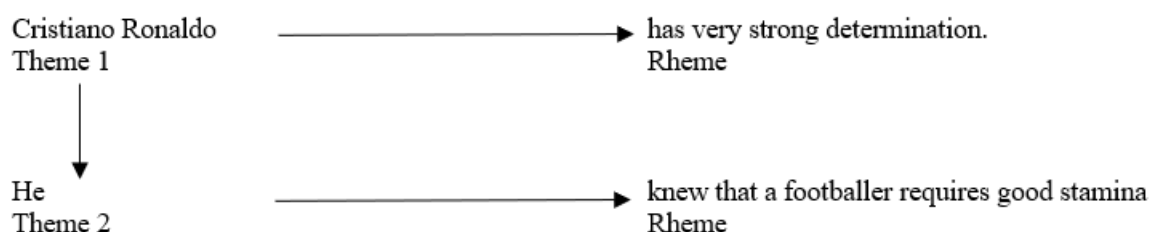


Figure 1. Reiteration Theme Pattern in Indoesian EFL Textbook

Figure 1 conveys the realization of reiteration theme pattern in the Indonesian EFL textbook. In Theme 1, it was stated with “Cristiano Ronaldo”. Theme 1 has been followed by Theme 2. Theme 2 stated “He.” The word “He” on Theme 2 referred to Theme 1 “Cristiano Ronaldo.” Thus, the excerpt in Figure 1 is categorized as a reiteration theme pattern since Theme 2 has been referred to as Theme 1 (Pasaribu, 2023). Additionally, the figure below conveys an excerpt of the reiteration theme pattern in the Samoan EFL textbook.

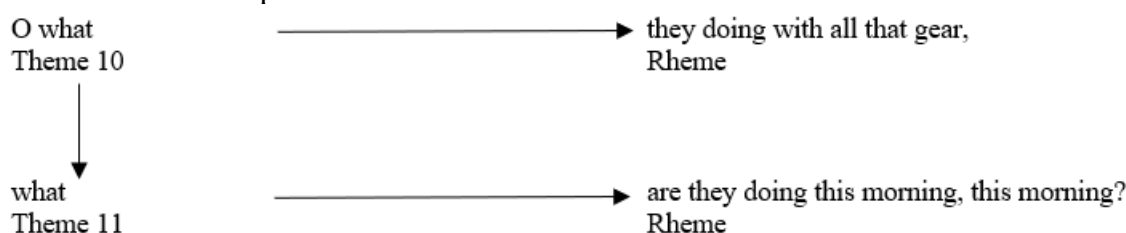


Figure 2. Reiteration Theme Pattern in Samoan EFL Textbook

Figure 2 contains the excerpt of the reiteration theme pattern in the Samoan EFL textbook. Based on Figure 2, the word “what” is repeated from Theme 10 to Theme 11. Since Theme 10 and Theme 11 have repeated, these themes can be categorized as reiteration theme patterns. Reiteration theme pattern is a type of theme pattern that happens when the theme from the previous clause is repeated in the following clause (Dashela, 2021; Eggins, 2004). Since the readers' target of the poem is students, reiteration theme pattern was needed to enhance readers' grip on the contents of the EFL textbook (Gintings, 2020; Hendrawan et al., 2021). The reiteration theme pattern that was used in this excerpt was intended to maintain the focus of the poem.

Zigzag Theme Pattern

Zigzag theme pattern is a type of thematic progression. This type of thematic progression occurs when the theme in the following clause provides additional information for the theme in the previous clause (Eggins, 2004). Likewise, zigzag theme pattern has become a common thematic progression in Indonesian and Samoan EFL textbooks. In the Indonesian EFL textbook, there are 181 data on zigzag theme patterns. Thus, the Samoan EFL textbook has 154 data of zigzag theme patterns. Besides, some figures conveyed excerpts of zigzag theme pattern in Indonesian and Samoan EFL textbooks below.

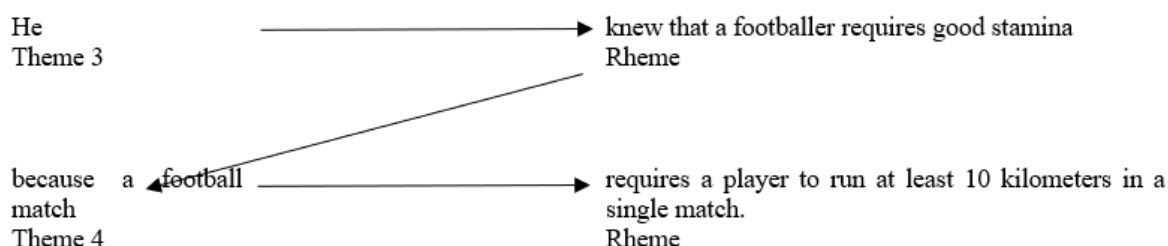


Figure 3. Zigzag Theme Pattern in Indonesian EFL Textbook

Figure 3 illustrates the zigzag theme pattern in the Indonesian EFL textbook. On this figure, Rheme 3 stated, “knew that a footballer requires good stamina.” Rheme 3 has been explained by Theme 4 as “because of a football match.” Furthermore, this excerpt could be categorized as a zigzag theme pattern since Theme 4 intended to give additional information that refers to Rheme 3. This type of pattern was intended to provide more details from the previous rheme to the theme of the following clause (Hendrawan et al., 2021; Pavavijarn, 2022). Moreover, Figure 4 below illustrates the zigzag theme pattern that occurred in the Samoan EFL textbook.

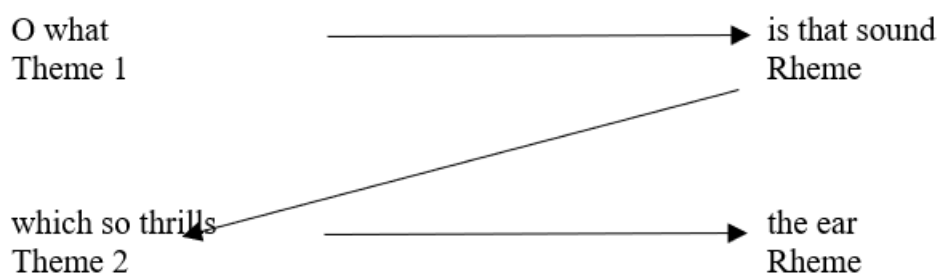


Figure 4. Zigzag Theme Pattern in Samoan EFL Textbook

An excerpt of the zigzag theme pattern in the Samoan EFL textbook has been depicted in Figure 4. In Figure 4, Rheme 1 stated, “Is that sound” which complements the theme. Besides, Theme 2, with the phrase “which so thrills,” was referred to as Rheme 1. This excerpt is categorized as a zigzag theme pattern since Theme 2 occurred to give additional information that referred to Rheme 1 (Pavavijarn, 2022).

Multiple Theme Pattern

Multiple theme pattern is a type of thematic progression that occurs in a text when the rheme on the initial clause becomes a theme in several clauses (Eggins, 2004). Multiple theme pattern has 49 data in the Samoan EFL textbook and 29 data

in the Indonesian EFL textbook. Thus, some figures below are depicted as excerpts of multiple theme patterns in Indonesian and Samoan EFL textbooks.

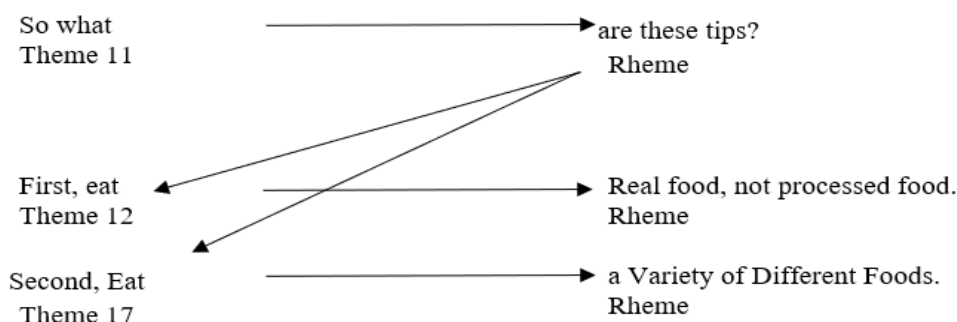


Figure 5. Multiple Theme Pattern in Indonesian EFL Textbook

Figure 5 depicts excerpts of multiple theme patterns that occurred in the Indonesian EFL textbook. In this figure, it was started with Rheme 11, “are these tips?”. Then, it was followed by T12 and T17, which provided several tips. T12 and T17 were referred to R11. Thus, this excerpt can be categorized as multiple theme (Eggins, 2004; Hendrawan et al., 2021). Likewise, the figure below illustrates multiple theme patterns that occurred in the Samoan EFL textbook.

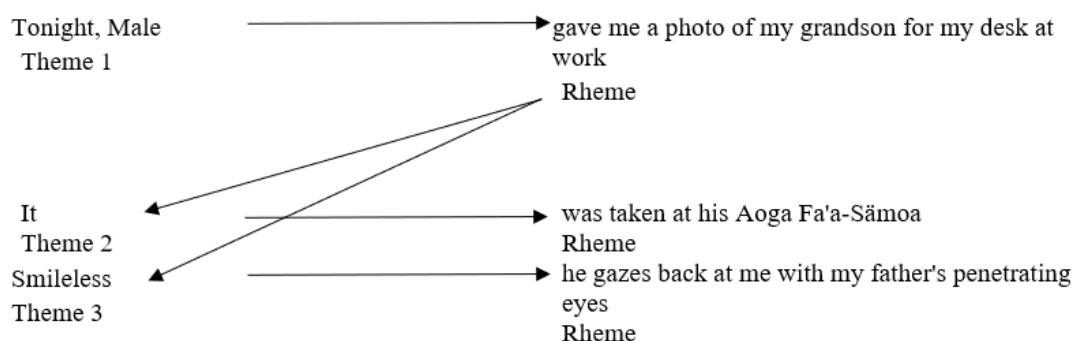


Figure 6. Multiple Theme Pattern in Samoan EFL Textbook

Figure 6 contains an excerpt of multiple theme patterns in the Samoan EFL textbook. This figure shows that Rheme 1 has become a theme for several clauses. Rheme 1 was stated “gave me a photo of my grandson for my desk at work” while Theme 2 with “It”, and “Smileless” in Theme 3. Since T2 and T3 had given additional information about R1, these clauses were suitable for excerpts of multiple theme patterns in the Samoan EFL textbook (Eggins, 2004; Hendrawan et al., 2021).

Additionally, these textbooks are similar to the majority pattern used, the zigzag theme pattern as the majority pattern. The Zigzag theme pattern is usually used in EFL textbooks to introduce new information and make the text more cohesive. Thus, there is a difference between the second and third-place patterns. In the Indonesian EFL textbook, the second type of pattern that was used is the reiteration theme pattern, and it has been concluded that multiple theme patterns are in the last place. Nevertheless, in the Samoan EFL textbook, the second type of pattern used is multiple and reiteration theme patterns. The differences in patterns in these textbooks happened due to the different contents of these textbooks.

Conclusion

The study of Halliday and Matthiessen's (2014) theme-rheme and Eggins's (2004) thematic progression were used by authors of Indonesian and Samoan EFL textbooks. From these two textbooks, twenty reading passages were analyzed by theme-rheme and thematic progression theory. This study analyzed 984 data on themes in Indonesian and Samoan EFL textbooks by Halliday and Matthiessen (2014). Of 984 data, 643 data were topical themes, followed by 234 data textual themes, and interpersonal themes 104 data. Topical theme is commonly found in these textbooks to define the idea that wanted to be conveyed, followed by the textual theme was used to build cohesion between one clause and another. Nevertheless, the interpersonal theme was created to highlight the authors' perception of the text.

According to the findings of theme-rheme in Indonesian and Samoan EFL textbooks, the similarities and differences between theme-rhemes in these textbooks were shown. In similarity, it was the order of the majority of theme, topical theme. Meanwhile, differences can be visible in how authors of these textbooks utilized a variety of themes, and it leads to the findings that Indonesian EFL textbooks have more variety in the element of theme than Samoan EFL textbooks.

Additionally, 491 data on thematic progression in Indonesian and Samoan EFL textbooks were analyzed by Eggins (2004). Zigzag theme pattern has become the majority theme pattern with 335 data, followed by reiteration theme pattern and multiple theme pattern with 78 data for each type of pattern. Zigzag theme pattern was used in Indonesian and Samoan EFL textbooks to attain text cohesion on text. Reiteration theme pattern was used to highlight the idea conveyed in the text. Moreover, multiple theme patterns were rarely found in Indonesian EFL textbooks since they needed an advanced ability to depict contents in textbooks for low achiever students.

Based on this situation, there is a possibility of analyzing the thematic progression of Eggins's (2004) work on literature. Furthermore, future researchers can enhance this research because the data were limited on two EFL textbooks and the scarcity of previous studies that heed theme-rheme and thematic progression in poetry, especially on Samoan EFL textbook. To conclude, researchers suggested that future researchers inquire about the new research horizon in theme-rheme and thematic progression, particularly in the literature field.

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