



The Analysis of Mood and Speech Function in the Tenth-grade English Textbook of Senior High School

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ABSTRACT

This study is intended to analyze the narrative texts involved in the tenth-grade English textbook published by the Indonesian Ministry of Education and Culture. In this case, this research only focuses on mood types and speech functions. This qualitative study uses discourse analysis. The writer analyzed the data using three stages outlined by Miles and Huberman (2014). The first process is data condensation, during which the writer selects, focuses, simplifies, abstracts, and transforms. In the second phase, the author presents the data using a coding system. The final step is to draw a conclusion or verify it. The writer in this step calculated the data into percentage and gives the description to describe the percentage. From the data and the analysis has done, there are 214 clauses found in the three narrative texts in the tenth-grade English textbook published by Indonesian Ministry of Education and Culture. Therefore, the dominant mood used in the narrative texts in the tenth-grade English textbook published by the Indonesian Ministry of Education and Culture is the declarative mood, with a total number of 191 clauses with a percentage of 89,25%. For the speech function, the percentage of the statement clauses was 89,25% (191 statements were found). The dominant speech function used in the narrative texts in the tenth-grade English textbook. This study has some consequences for how teachers choose words while teaching. The teacher might use a precise format when instructing the students so that they recognize what the teacher is saying. Furthermore, teachers must be able to select the appropriate words while expressing, asking, offering, and demanding while teaching English to students in the classroom so that the students can understand the teachers' statements, commands, questions, and offers.

INTRODUCTION

A language is a tool that people use to communicate with one another. According to Haryani and Putry (2020), language is essential for people to communicate with one another, initiating interactions and conveying goods, services, or information. People use language as a tool for communicating with each other. It means that people use language to convey every kind of feeling, describe some objects, or tell something to other people. Because of that, people should learn how to speak and write correctly because people communicate with each other to convey meaning. In this globalization era, English is considered an

international language in this world. In order to achieve good communication, the Indonesian Ministry of Education mandates all schools in Indonesia to learn both spoken and written English. In supporting the teaching-learning process, the Indonesian Ministry of Education and Culture facilitates all students in Indonesia with an English textbook.

In the teaching-learning process, a textbook is one of many essential components. A textbook is commonly utilized as a teaching resource by teachers and students. Saud (2022) states that the term 'textbook' refers to a course book that is used by both the teacher and the students. Textbooks are one of the guidelines that should be followed systematically as the basis for a language course. This research will focus on analyzing the tenth-grade English textbook published by the Indonesian Ministry of Education and Culture. The textbook is utilized for curriculum 2013 revised 2017. The teacher should teach many text types in the tenth English textbook published by the Indonesian Ministry of Education and Culture. One example of English textbook material is a narrative text taught in the tenth grade of Senior High School in Indonesia. It is a story that tells the readers about something interesting that aims to amuse and entertain the readers or viewers. Mitra (2017) states that narrative describes as a spoken or written account connected events or stories. It describes that narrative text is a representation of certain situation or process in specific way as to reflect or harmonize set of aims or values.

Narrative text is a text that contain generic structures in developing the stories. Anderson & Anderson (1998) state that narrative text's generic structures contain five elements. Firstly, an orientation that tells the readers about the main characters, where the action takes place, and when the action takes place. Secondly, complication or rising action that tells the readers about the events, the problem arises, and the complication that involves the main characters. Thirdly, the sequence of an event or the story's climax tells the readers how the characters react to the complication. Fourth is a resolution that tells the readers how the implication may be resolved. Finally, the reorientation. It is an optional closure of the event. Narrative texts contain dialogue and narrative descriptions between the characters or the narrator. The narrative description from the narrator and the dialogue between the characters used to build the story in narrative texts. Accordingly, the narrative description from the narrator and the dialogue between the characters contain context and meaning from the story. The interaction between the characters in the narrative texts conveyed through exchanging expression such as offering, asking, giving information and many other. It can be concluded that the characters in the narrative texts use language to make meaning. In order to understand the context of the story, the reader must be able to understand the narrative description from the narrator and also the dialogue between the characters. It deals with interpersonal meaning. The primary interpersonal function encompasses all language uses to express social and personal relationship. It means that language is used to exchange information or services among people. Interpersonal meaning in this case means the reader must understand the meaning of the dialogue between the characters and what the narrator said in the story.

However, most readers of the narrative texts in the tenth-grade textbook published by the Indonesian Ministry of Education and Culture struggle to understand the message and context of the dialogue between the characters in the narrative texts. Readers may misinterpret the characters or the narrator's words when reading the narrative texts. This happens if the readers cannot determine the meaning of what the narrator said or the characters said in the narrative texts. In addition, it can happen when the writer not add the proper punctuation in the dialogue or narrative description of the narrative texts. Therefore, the readers cannot understand what the mood system types or speech functions realized in the narrative texts in the tenth-grade English textbook published by Indonesian Ministry of Education and Culture. It means that the readers do not understand which one shows when the characters stating facts, asking questions, or requesting something. In addition, the readers also do not understand which one shows when the characters stating something, offering something, expressing command, or asking for information to another character in the narrative texts.

Thus, because of the reasons above, the readers of the narrative texts must understand about mood system types and speech function. In this case, the readers have no idea about what is mood system types and speech function because their knowledge is limited. It can be concluded that it is important for them to have knowledge about mood system types and speech function because those terms express interpersonal meaning. There are two main types of mood system, those are indicative and imperative. Indicative consists of declarative and interrogative. In addition, there are two main types of speech function; giving and demanding. Giving itself consists of offer and statement. Meanwhile, demanding consists of command and question.

This study is intended to analyze the narrative texts involved in the tenth-grade English textbook published by the Indonesian Ministry of Education and Culture. In this case, this research only focuses on mood types and speech functions. The writer analyzed the mood types and speech function because the characters in the narrative texts often using those terms to deliver and exchange their messages to other characters.

According to Halliday and Matthiessen (2014), Systemic Functional Linguistics (SFL) is the three meta-functions of language; ideational, interpersonal, and textual meta-function. Each of these three meta-functions is concerned with a different part of the universe and a different manner of clause meaning. Clauses as representation are the focus of ideational meaning. The textual meaning concerns with clauses as messages and the verbal environment, particularly the flow of information in a text. Finally, interpersonal meaning concerns with the social world, particularly the interaction between speaker and hearer, as well as clauses and exchanges.

The mood system themselves are involved in interpersonal functions. The mood system, according to Rahayu and Bilmona (2021), is all about commodity exchange and the assigning of roles of giving and

demanding by those who interact in a speech event, which includes speakers, writers, and audiences. A clause is divided into mood and residue in interpersonal meta-function, with the mood element further divided into Subject and Finite. There are two basic mood types: indicative and imperative. The indicative is subdivided into two terms, which are declarative and interrogative. In the declarative mood, the speaker provides information to the listeners. Whereas in the interrogative mood, the speaker asks for information. Therefore, an imperative mood is used when people give commands or requests to others.

There are only two basic sorts of speech roles that lie underneath all the more particular forms that we may someday be able to recognize; those are; giving and demanding. Halliday and Matthiesen (2014) stated that each giving and demand contains goods-&-services and also information. An exchange of goods-&-services is when the speaker says something to the hearer intending to get the hearer to do something for the speaker. Meanwhile, if the speaker says something to the hearer to get the hearer to tell the speaker something that is called an exchange of information.

From the explanation above, Halliday and Matthiesen (2014) divided the four essential speech functions. Those are; offer, question, statement, and command. The statement is a way of giving information by stating or the act of stating in speech and writing. In order to respond to the statement, there are two ways. Those are; acknowledgment and contradiction. Therefore, a question is an interrogative question used to seek confirmation or to ask something that incites or begs for a response. Answer and disclaimer can be used to respond to the question by speaker. Offer is a willingness to contribute or to perform something or bring it forward for acceptance or rejection. In order to respond to the speaker's offer, the hearer can use acceptance and rejection. A command is a method of receiving information, goods, or services by commanding the listener to provide them. Undertaking and rejection can be used to respond to the speaker's command.

The writer particularly interested in this topic for a specific reason. First, the writer recognized that narrative text is included in the tenth-grade English textbook published by the Indonesian Ministry of Education and Culture. Narrative texts frequently include dialogue between characters or from the narrator. Characters in the dialogue frequently use mood system types or speech functions to deliver and exchange their message to one another. Second, this research is worthwhile because the findings can be used to provide additional information about mood types and speech function to students enrolled in the English Department's study program. Third, none of the English Education Department students at Universitas Tidar studied mood system and speech function together specifically in the narrative text in the Indonesian Ministry of Education and Culture's tenth-grade English textbook. Therefore, based on the explanation above the writer interested in analyzing the mood system types and speech function in narrative texts in the tenth-grade English textbook published by Indonesian Ministry of Education and Culture based on Halliday's SFL (Systemic Functional Linguistics) theory of mood types and speech function.

From the background of the study above, the writer found the problem of the study in the following questions:

1. What mood types and speech function are realized in the narrative texts in the tenth English textbook published by the Indonesian Ministry of Education and Culture?
2. What the dominant mood and speech function used in the narrative texts in the tenth English textbook published by the Indonesian Ministry of Education and Culture?

METHODS

In this research, the writer used the qualitative method specifically Discourse Analysis (DA) by Celce-Murcia and Oltshain (2000) which states that the study of language in usage that extends beyond sentence boundaries. In this research, the writer combined DA (Discourse Analysis) and Halliday's SFL theory to analyze the narrative texts in the tenth-grade English textbook published by the Indonesian Ministry of Education and Culture. The analysis is focusing on Halliday's SFL theory of mood types and speech functions. The data resources of this study are three narrative texts from the textbook. Those are; Issumboshi in Chapter 12, Malin Kundang in Chapter 13, and the last one is Strong Wind in Chapter 14. Therefore, the data resources in this study are the tenth-grade English textbook published by Indonesian Ministry of Education and Culture. Furthermore, the theory from Halliday and Matthiesen (2014)'s Systemic Functional Linguistics is used in this study as a research instrument specifically mood and speech function. In analyzing the data, the writer did some steps. The steps are; data condensation, data display, and the last step is drawing conclusion. In the data condensation the writer looking and selecting the clauses appears in those narrative texts. Then, in data display, the writer determined the mood pattern and then enters it into the tables to break down the mood structure. The last step is drawing conclusion/verification. In this step the writer calculated the data into percentage after completing the written rept of the analysis. The researcher calculated the data by using the formula below:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage of mood system types and speech function categories

f = Number of each speech function and mood system types categories

N = Total number of the data (mood system types and speech function categories)

RESULTS AND DISCUSSION

The study's findings are presented in this section, followed by a discussion. The three narrative texts of the English textbook is analyzed using mood type theory from Halliday and Matthiesen (2014). From the

data analysis has done, the writer found that there were 214 clauses from three different narrative texts. The classifications of clauses divided into declarative, interrogative, and imperative mood. Table 1 shows the result of mood types analysis.

Table 1. Mood Types (Halliday and Matthiessen: 2014)

Text	Mood Types			TOTAL CLAUSES	
	Declarative Mood	Interrogative Mood	Imperative Mood		
Issumboshi	76 clauses	5 clauses	9 clauses	214 clauses	
Malin Kundang	42 clauses	0 clause	1 clause		
Strong Wind	73 clauses	8 clauses	0 clauses		
TOTAL	191 clauses	13 clauses	10 clause		
Percentage	89,25%	6,07%	4,68%		100%

According to Table 1, there are two types of mood systems: declarative and imperative. The declarative mood was discovered to be more dominant in the mood system than the other types. There are two main findings of mood system types in this study.

Indicative Mood

There are two kinds of indicative mood types. Firstly, the declarative mood. Declarative mood is composed of Subject (S) and Finite (F), which can be summarized as mood elements that influence mood types. The second is interrogative mood. Same as the declarative one, the interrogative mood consists of Finite (F) and Subject (S). Based on the three narrative texts in the English textbook for Senior High School, it was found that in the first narrative text entitled ‘Issumboshi’, 76 clauses was categorized as the declarative mood. Then, 5 clauses are indicated as interrogative.

Most of the clauses of those three narrative texts are dominantly by the declarative mood. The declarative mood is used to exchange information. It can be seen from the example below.

Table 2. Excerpt 1

Once upon a time	there	was	an old couple who didn't have a child
ACI	ACI	F	S
R			M



The clause above is realized in the first narrative text entitled 'Issumboshi'. This clause is classified as a declarative mood because, in this clause, the narrator states something regarding the narrative text. Concerning the structure, this clause has a structure consisting of a subject and followed by a finite. The subject of this clause is in the phrase 'an old couple who did not have a child' and followed by a finite 'was.' Besides, there is a residue element, namely a circumstantial adjunct 'once upon a time,' 'there' which functioned to answer the question 'where.'

Table 3. Excerpt 2

They	asked	God	every day
S	F	P	ACI
M		R	

This clause reveals a declarative mood because, in this clause, the narrator provided information about the story to the readers. As for the structure, subject and finite are the structures. The subject of this clause is 'they' followed by past finite that is merged with the predicator in the word 'asked.' It can be concluded that the finite of this clause is a past finite. Therefore, residue elements are also the additional elements of this clause, namely the predicator 'ask,' a complement 'God,' and a circumstantial adjunct 'every day.'

Table 4. Excerpt 3

Malin Kundang who was with his beautiful wife and his ship crews	denied
S	F
M	R

The clause above was realized in the second narrative text entitled 'Malin Kundang'. This clause is classified as a declarative mood. Concerning the structure, this clause consists of the subject in the phrase 'Malin Kundang who was with his beautiful wife and his ship crews' followed by a past finite bonded with the predicator in the word 'denied.' In addition, there are residue elements called predicator 'deny'.

Table 5. Excerpt 4

Finally,	feeling enraged	she	cursed	Malin Kundang
ACM	ACI	S	F	P
R	M	R		

This clause was realized in the second narrative text entitled ‘Malin Kundang’. The clause above demonstrates a declarative mood because, in this clause, the narrator provides information regarding the narrative text to the readers. As for the structure, this clause has a subject structure followed by a finite. The subject of this clause is ‘she’ followed by a finite bonded with a predicator in the word ‘cursed.’ Therefore, there are residue elements, namely circumstantial adjuncts, in the phrase ‘feeling enraged.’ Then, there are other residue elements called predicator ‘curse’ and a complement ‘Malin Kundang.’ Besides, a comment adjunct ‘finally’ does not belong to a mood or residue element.

Table 6. Excerpt 5

she	would	ask
S	F	P
	M	R

The clause above was realized in the third narrative text entitled ‘Strong Wind’. This clause demonstrates a declarative mood because, in this clause, the narrator provides information to the readers. As for the structure, this clause has a structure that consists of a subject and is followed by a finite. The subject of this clause is ‘she’ followed by a finite ‘would.’ Therefore, there is a residue element, namely the predicator in the word ‘ask.’ In addition, in the beginning of this clause there is a phrase ‘when his sister saw him coming’ that indicated a circumstantial adjunct.

Table 7. Excerpt 6

Each girl	would	answer
S	F	P
	M	R

The clause above was realized in the third narrative text entitled ‘Strong Wind’. This clause is classified as a declarative mood because, in this clause, the narrator gives information to the readers. Concerning the structure, this clause has a structure that consists of a subject and is followed by a finite. The subject of this clause is ‘each girl’ followed by a finite ‘would.’ In addition, there is also a residue element called predicator in the word ‘answer.’

Imperative Mood

The imperative mood is a type of expression that is typically used to issue a command or to request that others do something. The structure of imperative mood does not always consist of a Subject (S) and Finite (F). The imperative mood may consist of the Subject (S) only, Finite (F) only or there is no mood element in the

structure. However, in an imperative mood, a Predicator is necessary. Nine imperative mood exist in those three different narrative texts. The results has shown below.

Table 8. Excerpt 7

Please	give	us	a child
P	F	S	C
M			R

This clause was found in the first narrative text entitled ‘Issumboshi’. The clause above can be identified as imperative mood because there are elements of imperative mood. The structure of the clause above consisted of the finite ‘give,’ a predicator ‘please,’ and a subject ‘us.’ Therefore, there is also a residue element, namely complement, in the phrase ‘a child’. This clause is considered an imperative mood because the old couple requesting something.

Table 9. Excerpt 8

Help	me!
P	C
R	

This clause above is from the first narrative text entitled ‘Issumboshi’. This clause is an example of an imperative mood. The character used it to give commands to another character. Here, the Princess said, “Help me!” to Issumboshi to ask for help. Concerning the structure, it could be seen that imperative mood has no subject and is finite. Nevertheless, it has a predicator as a sign of the structure of imperative mood. Therefore, the word ‘me’ acts as a complement to complete the clause.

Table 10. Excerpt 9

Enough	old woman!
C	C
R	

This clause was found in the narrative text entitled ‘Malin Kundang’. This clause is an example of an imperative mood. The character used it to give commands to another character. Malin Kundang said, “Enough, old woman!” to his mother. Concerning the structure, it could be seen that imperative mood has no subject and is finite. Nevertheless, it has a predicator as a sign of the structure of imperative mood. Therefore, the word old woman acts as a complement to complete the clause.

Speech Function

According to Halliday and Matthiessen (2014) there are two different types of speech function. The first one is giving that consist of offer and statement. The second one is demanding that consist of command and question. In this study, there are 214 clauses are found. The result of speech function are shown in the table below

Table 11. Speech Function (Halliday and Matthiessen: 2014)

Text	Speech Function				TOTAL CLAUSES
	Offer	Statement	Question	Command	
1	1 clause	76 clauses	4 clauses	8 clauses	214 clauses
2	0 clause	41 clauses	0 clause	1 clause	
3	0 clause	73 clauses	8 clauses	0 clause	
TOTAL	1 clause	192 clauses	12 clauses	10 clauses	
Percentage	0,46%	89,71%	5,60%	4,20%	100%

The following result is also shown in the table above. From the table above, the percentage of the statement clauses was 89,71% (192 statements were found). Then, there are question clauses 5,60% (12 questions were found). Therefore, there are also command clauses with the the percentage 4,67% (10 commands were found). Finally, the last type of speech function realized in those three narrative text is offer with the percentage 0,46% (1 offer found). In conclusion, the dominant speech function used in those three narrative text are statement clauses. In this section, there are four main results were found. The results explained below.

Offer

Offer is a willingness to contribute or to perform something or bring it forward for acceptance or rejection. In those three narrative texts, only an offer found and it is in the form of question mark. This clause has found in the first narrative text entitled 'Issumboshi'. This clause was delivered from Issumboshi and it is for the demons. It is in a question form, but the speech function is an offer to the demon. This clause is a touch of sarcasm to the demon while Issumboshi tries to help the Princess.

Statement

Statement is used to tell something to other people. In these three narrative texts, there are 192 statement clauses were found. The statements in these narrative texts are explained below.

- 1) Once upon a time there was an old couple who didn't have a child. (Text 1, excerpt 1)

This clause demonstrates a statement because, in this clause, the narrator informs to the readers regarding the narrative text entitled 'Strong Wind.'

- 2) They heard a cute cry. (Text 1, excerpt 4)

This clause is demonstrated a statement. It is used by the narrator to give information regarding to the characters' condition of the narrative text.

- 3) "I employ you." (Text 1)

This clause was delivered by the King to the main character (Issumboshi). In this clause, the King said to Issumboshi that he would employ Issumboshi. This clause demonstrated a statement.

- 4) "Malin Kundang has become rich," (Text 2)

The excerpt above was provided by the character (the local person) of the narrative text 'Malin Kundang'. In this clause, the local person stated that Malin Kundang is now rich. In conclusion, this clause is a statement.

- 5) "and now he is here,"

The excerpt above was provided by the character (the local person) of the narrative text 'Malin Kundang'. In this clause, the local person stated that Malin Kundang is in the town. In conclusion, this clause is a statement.

- 6) She had pleaded Malin Kundang to look at her and admit

The clause above was delivered by the narrator of the narrative text 'Malin Kundang'. In this clause, the narrator provided information regarding what did Malin Kundang's mother do to get Malin Kundang look at her. It can be concluded that the speech function type of this clause is a statement.

- 7) "I have never had a mother like you, a dirty and ugly woman!"

In this clause, the main character (Malin Kundang) said something bad to his mother. It can be concluded that the speech function type of this clause is a statement.

- 8) "I see him!"

The girl responded to Strong Wind's sister question about did her see Strong Wind. It can be defined that the speech function type of this clause is a statement.

- 9) "You have not see him!"

This clause was delivered by one of the characters in the narrative text 'Strong Wind'. In this clause, Strong Wind's sister stated to the older sisters that they have lied. It means that this clause is a statement.

- 10) They went home very sad.

In this clause, the narrator provided information to the readers regarding the two older sisters' condition after they cannot see Strong Wind. Therefore, it can be concluded that this clause is a statement.

Question

Question is used for asking for information to the hearer. In these three different narrative text, there are 12 questions found. The results are explained below.

- 1) “Hey, Issumboshi, do you want to be eaten by a frog?”

This question was delivered by the children in the village that tried to bully Issumboshi because his body was so small. It can be concluded as a question because in this clause, the children in the village ask for information to the main character (Issumboshi).

- 2) “Is he safe?”

This question was delivered by the character (Grandmother) that still worried about Issumboshi. This clause can be defined as a question because Grandmother wondering about Issumboshi.

- 3) “Why do you want to meet me?”

This question was delivered by the character in the narrative text ‘Issumboshi’. This question is directed to Issumboshi by the King. This clause can be identified as a question because in this clause, the King wanted to know why Issumboshi want to meet him.

- 4) “What is he pulling his sled with?”

This question was delivered by Strong Wind’s sister in order to know that the girls could see Strong Wind or not. This question is directed to the girls who wants to see Strong Wind.

- 5) “Do you see him?”

This question is intended to ask the youngest daughter whether she could see Strong Wind or not. It was delivered by Strong Wind’s sister to the youngest daughter.

- 6) “And what is the bowstring made of?”

This question is intended to ask the youngest daughter regarding the main character (Strong Wind). This question was delivered by Strong Wind’s sister to the youngest daughter after Strong Wind let her see him.

Command

Command is used for expressing request to the other people. In these three different narrative texts of this English textbook, there are 10 command clauses found. The results of command clauses are explained below:

- 1) “Please give us a child,”

This clause was delivered by the characters of the narrative text ‘Issumboshi’, Grandfather and Grandmother. They ask for a child to God. This clause can be defined as a command because in this clause, the characters make a request.

- 2) “Grow up quickly.”

This example of command above was delivered by Grandmother to Issumboshi. She wanted to Issumboshi grow up quickly, because she cannot see other people bullying Issumboshi because of his small body. This clause can be defined as a command because in this clause, the character (Grandmother) make a request to the other character (Issumboshi).

3) “Please let me be your retainer.”

This clause was delivered by the main character of the narrative text ‘Issumboshi’ to the other character (the Feudal Lord). This clause can be identified as a command because it includes Issumboshi’s appeal to the Feudal Lord that he wanted to be his retainer.

4) “Help me!”

This clause was delivered by the Princess to Issumboshi. This clause can be defined as a command because in this clause, the Princess need a help because she was attacked by the demons.

5) “So please spare me,”

This command was delivered by the demon who left behind to the main character (Issumboshi). In this clause, the demon was beg Issumboshi to let him go.

6) “Enough, old woman!”

The main character of this narrative text ‘Malin Kundang’ addressed the clause above to his mother. This clause can be identified as a command since Malin Kundang instructs his mother to stop talking and begging to accept that she is Malin Kundang’s mother.

CONCLUSION

Based on the data analysis and discussion in the discussion section, there are three mood types found in the narrative texts in the tenth-grade English textbook published by the Indonesian Ministry of Education and Culture. Those are declarative, interrogative, and imperative. As a result, declarative mood with a percentage of 89,25% is highly used by the narrator and the characters of the narrative texts in the textbook. The declarative mood is used for telling or stating a fact to the audience. Besides, the interrogative mood with a percentage of 6,07%, and imperative mood with a percentage of 4,68% also employed in the narrative texts. In this case, interrogative mood is used to ask for information from other characters and imperative mood is used to give command or make a request to other characters in the narrative texts in the tenth-grade English textbook published by Indonesian Ministry of Education and Culture.

There are also speech function used in the narrative texts. The dominant speech function used in the narrative texts is a statement with a percentage of 89,25%. It is used by the narrator to give information related to the narrative text and also used by the character to give a fact to the other character in the narrative texts. In addition, other speech function also employed by the narrator and the characters in some narrative text in the

tenth-grade English textbook published by Indonesian Ministry of Education and Culture such as offer (0,46%), question (5,60%), and also command (4,67%).

Finally, the writer would like to give suggestions based on the data analysis and discussion. Firstly, English teachers are suggested to choose the proper clause structure while teaching English. Consequently, the students are clear and can understand the teachers' words. Secondly, for the other researcher, it is recommended for other researchers who want to conduct research in the same field to expand the research that has not yet been done in this research.

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