

# Bukti Turnitin

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## Genres Classification and Generic Structures in the English Language Textbooks of Economics and Islamic Economics in an Indonesian University

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### Abstract

Textbooks provide students with models of written scientific literacy and also access to a wide range of knowledge. However, deconstructing their text structures which has potential contribution to facilitating students' reading comprehension receives lack of attention. The present study is to classify the genres and their generic structures within the textbooks used at Universitas Islam Negeri, North Sumatra, Indonesia (UIN-SU) for the purpose of teaching reading Economics and Islamic Economics texts. Data of the study were two textbooks of Economics and Islamic Economics. Five main genre frameworks based on Systemic Functional Linguistics (SFL) were used as method of text analysis: Report, Explanation, History, Argument, and Response genres. In the Economics, 17 genre types including two new ones under four main genre families of Explanation, Report, Argument, and History were found. On the other hand, in its counterpart, 25 genre types including 6 new ones under five genre families of History, Report, Explanation, Argument, and Response were identified. The difference of the key findings between the textbooks is proposed to be the consequences of the ideological discrepancy to which the textbooks belong as well as the resource discrepancy from which the two sub-disciplines of Economics are oriented.

**Keywords:** genre classification, generic structure, SFL, textbook, Islamic economics

### Introduction

The central importance of textbooks in academic life is uncontested. They give learners access to a wide range of knowledge across disciplines (The United Nations Educational, Scientific and Cultural Organization, 2009) because they are storage of arranged knowledge and constituting one amongst the principal means by which the ideas and analytical techniques of a field are needed. They play a significant part in the learners' experience and comprehension of a subject matter by giving a coherently sequenced epistemic map of the disciplinary landscape (Hyland, 2000). Besides building up the ability to read and write, they also promote critical thinking, autonomy and creativity (UNESCO, 2009). Previous studies show that textbooks very dominantly structure and guide the instructions in classrooms (Elliot & Woodward, 1990; Stern & Roseman, 2004). They are central learning medium composed of texts and/or pictures

intended to realize a particular set of instructive results. They are printed and bound books including descriptions and directions for facilitating series of learning exercises. They also provide models of written scientific literacy for learners (Martin, 1993; Hyland, 2000).

Although textbooks serve the key roles and have the crucial pedagogy purposes which need to be achieved, they are hard to be read by students. One of the difficulties is due to the text structures aspect (Lee & Spratley, 2010). Texts which constitute the textbooks are organized through particular structures (Strong et al, 2002). It is formal schemata from which student's knowledge of the text structure is derived in order that they are able to engage top-down processing strategies, such as predicting and inferencing (Uso-Juan & Flor, 2006). The students' knowledge of text structure is of importance to facilitate them to present the major and supporting ideas, and also the process of making meaning of the text. Knowledge of text structure has been observed to be especially valuable in helping readers to separate amongst essential and less significant information and also the organization and recall of information (Leon & Carretero, 1995). Knowledge of the text structure deals with recognition of the organization of the whole and top-level text structures. Hence, the absence of awareness to information organization of the text expressed as one of factors that prompt understanding problems. Text structure awareness has been proved to be an effective reading strategy for reading comprehension enhancement and information recall (Meyer, 1975; McGee, 1982; Carrell, 1985, 1992; Richgels et al, 1987; Dickson, 1999; Zhang, 2008; Zarrati, Nambiar, & Maasum, 2014).

The difficulty is, therefore, expected to be overcome if the text structure can be unfolded. The unfolding of the structure of the texts in the discipline of Economics which is indeed the ultimate objective of this present research was designed to be carried out by investigating the configurations of the genres to which the Economics texts belong or through which the texts were structured. In spite of having the crucial roles on academic, pedagogic, and science world, textbooks are claimed to be a neglected genre and there is not abundant knowledge regarding textbooks' rhetorical organization, relationship to other genres, and disciplinary variations (Hyland, 2000).

## Literature Review

Research which focuses on how to make textbooks accessible for students or to provide benefits in facilitating the students in reading textbooks, such as unfolding their text structure, considerably lacks attention. Only a few studies were concerned with how the structures of science texts in textbooks were unfolded. Unsworth (1995) investigated eighteen texts taken from textbooks of three fields of science in primary and secondary schools. They were analyzed to find out both the variation of explanation genre across the school science textbooks and the linguistic variations within and across the explanation genres. The results showed that schematic structure potential of *Orientation ^ Implication/Deduction Sequences ^ Closure* was applicable in the textbooks across the school levels. The variations across the explanation types were found in *Orientation* and *Closure* stages. At the intermediate level, the *Orientation* stage was described in terms of *Phenomenon Identification*, *Phenomenon Background* and *Explanation Preview*. The *Closure* stage was described in terms of *Conclusion*, *Extension* and *Elaboration*. The description of the *Implication/Deduction Sequences* causes the *Explanation* types to have varied structures, such as the *Conditions ^ Trigger ^ Transformation* elements in the realizational explanations of coal formation.

Behnam and Mozaheb (2013) carried out content analysis of three English Language textbooks in Iranian high schools. They found that Islam as dominant religion in Iran, was taught indirectly and was an integral to the EFL school textbooks. In the context of Iran as an Islamic country, the textbooks were found to promote Islamic ideology and its teachings to high school students.

Parodi (2010) examined the rhetorical organization of 126 university textbooks in the Spanish language from four disciplines: social work, psychology, industrial chemistry, and construction engineering. The frequency of macro-moves, moves and steps that occurred in the level of text segments of those textbooks was counted to see the distinctions among the four disciplines. The result presented that three macro-moves and ten moves were used in the books of the four disciplines. The macro-moves are *Preamble, Conceptualization and Exercising* and *Corollary*. Each of the macro-moves has several moves. The macro-move *Corollary*, for instance, consisted of three major moves: *Solutions and Answers, Specifications* and *Guidelines*.

Nesi and Gardner (2012) is one of the most comprehensive genre analyses in SFL tradition which explored massive academic texts written by UK university students. However, the data were university students' writings retrieved from BAWE (The British Academic Written English) corpus that are different kind from the data in the vast corpus used in this present investigation.

Azar (2012) examined twenty-two preface sections of academic textbooks in the areas of linguistics and applied linguistics in terms of possible move structures and the types of signaling (i.e. linguistic or textual devices). The results showed that four moves were identified to explain the different rhetorical purposes used by the textbook writers to create a niche and establish the importance of the textbooks. The four moves were *Establishing the Necessities of the Readership, Establishing Orientations, Outlining the Scope of the Chapters*, and *Acknowledging*. The linguistics features which came along with the moves were positive adjectives to show the writers' attitude (*professional, authoritative, influential*, etc.), personal pronouns for self-representation, and boosters (*never, confirm*, etc.).

The existing related studies can indicate that there is no previous research carried out in order to unfold the way texts of Economics in university level under two different paradigms, perspectives, or approaches are structured. Therefore, this present research could be considered as the first effort to classify the genres and unfold the generic structure of these two university textbooks of Economics and Islamic Economics. In order to explore what kind of the genres along with the structure arranging the texts within the two textbooks, Islamic Economics and Economics, and to discover whether there are similarities or differences from one Economics to another, this present study attempts to classify what possible genres that the two Economics textbooks have and what patterns that they might follow to construct the genres.

Three key research questions are important to be addressed in this present research. They are as follows

1. What are the genres and their generic structures in the English language textbook of Economics used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?
2. What are the genres and their generic structures in the English language textbook of Islamic Economics used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?
3. What are the similarities and differences of the genres and their generic structures used in the English Language textbooks of Islamic Economics and those of Economics?

## Method

### Data

The data consisted of two target textbooks under the main discipline of Economics. One deals with Economics which is simply called the Economics whereas the counterpart is Islamic Economics which is also known as Shari'a Economics. These textbooks were recommended by teachers of both Economics and Islamic Economics at the Faculty of Islamic Economics and Business (FEBI) in Islamic State University of North Sumatra, Indonesia as they are used as teaching resources by the teachers and seem to be compulsory reading for all students under the faculty. The recommendation was because the textbooks have several advantages for the students, in particular. Firstly, the textbooks contain richer and deeper substances. The students can enrich, deepen and broaden their knowledge of their fields. Secondly, the students can enhance their familiarity with terms in their respective discipline which are mostly in the English language. Thirdly, the textbooks present more updated matters so that the students can update their knowledge and will not be left behind from international students. To teachers alone, they can also take benefits for their professional development. The given textbooks will be very helpful for them who are writing up new themes or recently occurring issues which are not yet covered within the existing Indonesian literature. The first textbook entitled *Principles of Microeconomics* was authored in 2002 by Gregory Mankiw, Harvard Professor of Economics. It consisted of 20 chapters with 238 sections and 497 pages with around 247,402 running words. The second textbook entitled *Islamic Economics: A Short History* was authored in 2006 by Ahmed El-Ashker and Rodney Wilson, prominent scholars in Islamic Economics. It was written in 9 chapters with 223 sections and 429 pages with approximately 179,068 running words. Both textbooks are quite comparable to be used as the target texts in this present study in terms of the length of the texts and the subject matters.

### Analysis Frameworks and Procedures

In the view of Systemic Functional Linguistics (SFL), genre is referred to as types of text which present to the audience various contents, purposes, and social contexts (Martin and Rose, 2008) in the related science fields. SFL scholars widely classify texts into many genres, including Explanation genres, Report genres, History genres, etc. One major genre (genre family) can be specifically categorized into several sub-genres. For instance, Explanation genres can be classified into several sub-categories, such as Sequential Explanation genre, Consequential Explanation genre, etc. Generic structure is the structure of the text which consists of stages by which the text goes through. Generic structure usually consists of the beginning, middle, and ending stages (Martin, 1990). Stage means the function or purpose of sentences or paragraphs which contributes towards the achievement of the social purpose of the text. A stage can be presented by a single sentence or a long paragraph.

Several major efforts in unfolding the text structure in science textbooks were carried out at school level through Systemic Functional Linguistics (SFL) approach. James Martin and his associates, such as Robert Veel, Frances Christie, Caroline Coffin, David Rose, and Beverly Derewianka through Disadvantaged School Programs conducted in 1992, developed an account of genre through SFL perspective. These SFL-genre frameworks were selected as the analysis frameworks of the present research mainly because SFL as genre approach is considered suitable with the nature of the texts within the textbooks which are the data of the present study. The

main features of SFL are also found in the characteristics of the textbooks per se: social purpose of the textbooks along with the presented content matters throughout the texts (Field), the patterns of how the texts are organized through written language (Mode), and the audience who is the textbook readers (Tenor). These genre frameworks were also proved by the Sydney School scholars to be sufficiently workable to unfold and identify the genre types and their structures within a number of texts in various subjects in the field of science which were taught particularly in primary and secondary schools.

Genres of Explanation primarily are to account for any events that happened on the basis of causal relationship.

**Table 1.** Analysis Framework of Explanation Genres and the Generic Structure Adopted from Veel (1997), Martin and Rose (2008), and Derewianka and Jones (2012)

No	22 Explanation Genres	Generic Structure
1	Sequential Explanation	<i>Phenomenon Identification ^ Explanation Sequence</i>
2	Causal Explanation	<i>Phenomenon Identification ^ Explanation Sequence</i>
3	Factorial Explanation	<i>Phenomenon Identification ^ Factors</i>
4	Theoretical Explanation	<i>Statement of Theory ^ Elaborations</i>
5	Conditional Explanation	<i>Phenomenon Identification ^ Explanations</i>
6	Consequential Explanation	<i>Input ^ Consequences ^ Reinforcement of Consequences</i>
7	Cyclical Explanation	<i>Phenomenon Identification ^ Explanations</i>
8	System Explanation	<i>Phenomenon Identification ^ Explanations</i>

Genres of Report are mainly to classify and describe the features of entities.

**Table 2.** Analysis Framework of Report Genres and the Generic Structure Adopted from Martin and Rose (2008), Rose (2012), and Derewianka and Jones (2012)

No	Report Genres	Generic Structure
1	Descriptive Report	<i>Classification ^ Description</i>
2	Classifying Report	<i>Classification ^ Types</i>
3	Compositional Report	<i>Classification ^ Components</i>
4	Comparative Report	<i>Classification ^ Description</i>

Genres of History are primarily to record historical events and entities by chronicling their episodes and their features based on particular standpoints.

**Table 3.** Analysis Framework of History Genres and the Generic Structure Adopted from Coffin (1997; 2006), Christie and Derewianka (2010), and (Derewianka and Jones, 2012)

No	History Genres	11 Generic Structure
1	Historical Recount	<i>Background ^ Record of Events ^ (Deduction)</i>
2	Historical Account	<i>Background ^ Account Sequence ^ (Deduction)</i>
3	Historical Report	<i>Identification ^ Descriptions</i>
4	Historical Site Studies	<i>Site Identification ^ Site Descriptions</i>
5	Period Studies	<i>Period Identification ^ Period Descriptions</i>
6	Biography	<i>Person Identification ^ Episodes ^ (Evaluation)</i>

Genres of Argument are mainly to persuade the readers that something is an issue by arguing for or against the case.

**Table 4.** Analysis Framework of Argument Genres and the Generic Structures Adopted from Coffin (1997; 2006), and Christie and Derewianka (2010)

No	Argument Genres	19	Generic Structure
1	Exposition		<i>(Background) ^ Thesis ^ Arguments ^ Reinforcement of thesis</i>
2	Discussion		<i>(Background) ^ Issues ^ Perspectives ^ Position.</i>
3	Challenge genre		<i>Challenged Position ^ Rebuttal Argument ^ Antithesis</i>

Genres of Response are mainly to interpret and evaluate other texts.

**Table 5.** Analysis Framework of Response Genres and the Generic Structures Adopted from Christie and Derewianka (2010)

No	Response Genres	Generic Structure
1	Personal Response	<i>Response ^ Observation</i>
2	Review	<i>Context ^ Text Description ^ Text Judgement</i>
3	Character Analysis	<i>Character Presentation ^ Character Description ^ Character Judgement</i>
4	Thematic Interpretation	<i>Theme Identification ^ Element Evaluation ^ Theme Reaffirmation</i>

The analysis procedure used in this present study was adopted from the steps to do text deconstruction in the modelling phase used by several Sydney School scholars in the genre pedagogy (Derewianka, 1990; Derewianka & Jones, 2012). The whole sections of the two textbooks were analyzed. The analysis was carried out in three steps: 1) reading every sentence and paragraph to conceive their meaning, 2) understanding the function expressed by each sentence(s) or paragraph(s) and labelling the function with the appropriate stage according to the models of the genre which were incorporated as the analysis framework, and 3) comprehending how the structure was developed from one stage to another, which eventually made up an overall organized text and presented a particular kind of genre. At this step, the analysis can be done back and forth (Personal communication with David Rose, 2017).

### Reliability of the Analysis

Reliability of the analysis was carried out through confirming the coding rubrics assisted by the second coder who independently coded the same texts. The coder was an SFL professor in Universitas Negeri Medan, North Sumatra, Indonesia who has been working on SFL for 30 years. Both of the coders sat together to check the coding rubrics. Many rubrics were similar yet a few discrepancies also happened between the coders. During the checking, discussion was inevitable which could be considered as a very interesting step in this process. The discussion dealt with any potential reasons why the coding discrepancies across the coders happened, the ambiguity of the language and its limitedness as the resources of making meaning, the variety and the complexity of the structure of the genres which were very closely related to the structure of knowledge presented, and other issues either linguistic or non-linguistic related to the analysis. In the end, the coding rubrics were calculated by using percent agreement. Percent agreement represents the number of coding agreement between two different coders who analyzed 68 sections of the entire textbooks, and was divided by the total number of the coding.

The percent agreement in this study was split into two: one on the genre level and the other one on the stage level. Finally, the percent agreement on genre classification (genre level) in the main corpus was 88.5%. Also, the percent agreement on the generic structure analysis (stage level) was 88.7%. Orwin (1994) claimed that more than 75% of reliability is excellent. Therefore, the given number, which was higher than 75%, was considered sufficiently reliable in this present research. Moreover, in order to support any claims drawn, explanations constructed, and description<sup>6</sup> presented surrounding the generated findings of the genres and their structures within the two university textbooks of Economics and Islamic Economics, a discourse-based interview was carried out as one of instruments to improve the reliability of the present research. One Economics specialist informant was interviewed. The specialist was selected because he recommended the two textbooks to be data of the present research. More importantly, he used the textbooks to teach both Economics and Islamic Economics subjects and has more than 20 years of teaching experience in Department of Islamic Economics, UIN-SU, Indonesia.

## Results and Discussion

Research Question 1: What are the genres and their generic structures<sup>7</sup> in the English language textbook of Economics used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

Table 6 identifies 15 types of genre along with their generic structures<sup>4</sup> found in the English Language textbook of Economics which have also been recognized in the analysis frameworks. The stages in the brackets are to show that they are optional. The number in the total column is to show the frequency of occurrences of any given genre within the analyzed passages of the textbooks.

**Table 6.** Existing Genres and their Generic Structures Found in the Economics Textbook

No.	Genres	Generic Structures	Total	%
1	Causal Explanation	<i>Phenomenon Identification ^ Explanations</i>	89	23
2	Conditional Explanation	<i>Phenomenon Identification ^ Conditions</i>	60	15.5
3	Descriptive Report	<i>Classification ^ Descriptions</i>	58	15
4	Consequential Explanation	<i>Input ^ Consequences ^ (Reinforcement of Consequences)</i>	34	9
5	Exposition	<i>(Background) ^ Thesis ^ Arguments ^ (Reinforcement of Thesis)</i>	25	6.5
6	Discussion	<i>Background ^ Issue ^ Perspectives</i>	18	5
7	Factorial Explanation	<i>Phenomenon Identification ^ Factors</i>	16	4.1
8	Classifying Report	<i>Classification ^ Types</i>	16	4.1
9	Comparative Report	<i>Classification ^ Descriptions</i>	13	3.4
10	Theoretical Explanation	<i>Statement of Theory ^ Elaborations</i>	11	3
11	Challenge	<i>Challenged Position ^ Rebuttal Arguments ^ Anti-thesis</i>	5	1.3
12	Compositional Report	<i>Classification ^ Components</i>	3	1
13	Sequential Explanation	<i>Phenomenon Identification ^ Explanations</i>	1	0.3
14	Systemic Explanation	<i>Phenomenon Identification ^ Explanations</i>	1	0.3
15	Historical Account	<i>Background ^ Account Sequence ^ Deduction</i>	1	0.3

Table 7 shows two new genres found in the Economics along with their potential structures. They are considered new because the purposes of the texts are quite or entirely different from those presented in the analysis frameworks. Therefore, they are considered unknown in the existing frameworks. The unfolded structures of the new genres can consist of

both compulsory and optional stages but not limited to the ones presented in Table 7. Therefore, the structures are considered potential. The stages inside the brackets refer to the optional ones.

**Table 7.** New Genres and Their Potential Structures Found in the English Language Textbook of Economics

No	Genres	Potential Structures	Total	%
1	Preview	<i>Background ^ Overviews ^ Previewing Details</i>	19	5
2	Responsive Explanation	<i>Phenomenon Identification ^ (Explanation) ^ Responses</i>	17	4.4

Preview genre is to give the readers a general view of the present chapter which is about to be in coverage. The genre is always found in the opening section of the textbook chapters. However, it does not always appear in every chapter. This genre usually moves through three key stages: *Background*, *Overview*, and *Previewing Details*. *Background* stage is frequently found in the beginning paragraph to start the current chapter. This contextual stage is to give the readers common sense, factual or historical information rather than the interpretive one toward the key theme(s) which are about to be put in focus in the current chapter. It usually mentions theme-related things which people daily encounter in their real life. The following excerpt exemplifies the backgrounding paragraph.

*You walk into a bookstore to buy a book to read during your next vacation. On the store's shelves you find a Sue Grafton mystery, a Stephen King thriller, a Danielle Steel romance, a David McCullough history, and many other choices. When you pick out a book and buy it, what kind of market are you participating in? (EC16S1).*

E = Economics      C= Chapter    S= Section

*Overview* stage is to provide general and brief summary of the last adjacent chapter(s) which are considered related to the main themes of the current chapter. This middle stage is regarded optional because in the corpus, it is not always found. Its existence perhaps can be grammatically signaled by the use of simple past or present perfect and the wordings that are presented in the following excerpts.

*The focus of the preceding two chapters has been scientific. We have seen how supply and demand...(EC6S1). We began our study of taxes in Chapter 6. There we saw how a tax on good effects its price.....(EC8S1).*

*Previewing Details* stage, although, is in the last part of the genre, it is the crucial one. Thus, its existence is considered obligatory and its emergence is usually recurrent. This stage usually uses simple past or present perfect and several wordings but may not be limited to those presented in the following excerpts.

*This chapter offers our first look at policy (EC6S1). In this chapter, we take up the topic (EC7S1).*

At a glance, Responsive Explanation looks identical to genre of Causal Explanation in the given framework (Veel, 1997). However, this genre is proposed to be different because it indicates that there are situations that have a particular tendency to be considered as problem. Because the phenomena raise a particular concern, they require any responses in order to handle,

reduce, or solve them. This genre usually moves through three stages: *Phenomenon Identification*, *Explanation*, and *Response*. *Phenomenon Identification* introduces a problematic phenomenon which needs to be concerned. This stage usually addresses difficulty, obstacle or any matter regarded as problem, prior to the introduction of the problem; any particular contextual information can also be given. The concept of *Problem* can be signaled by any possible lexical items: problem, failure, threat, etc. The given excerpt show how problematic phenomenon is introduced.

Roads can be either public goods or common resources. If a road is not congested, then one person's use does not affect anyone else. In this case, use is not rival in consumption, and the road is a public good. Yet if a road is congested, then use of that road yields a negative externality. When one person drives on the road, it becomes more crowded, and other people must drive more slowly. In this case, the road is a common resource. (EC11S11)

The *Explanation* stage can be considered optional and looks similar with the explanation in Causal Explanation. This stage has to be considered logically connected to the *Response* stage which comes afterward. It reveals the economic reason of why or how the problem occurs. Therefore, this stage is presented on the basis of cause and effect. The given explanation may reflect the responses which are about to be presented as the proper solution to the phenomenon. In this case, the *Response* stage which follows has a logical basis from the *Explanation* stage. The following *Response* paragraph is presented to clearly show how a solution is given to respond the problem in the above phenomenon.

One way for the government to address the problem of road congestion is to charge drivers a toll. A toll is, in essence, a corrective tax on the externality of congestion. Sometimes, as in the case of local roads, tolls are not a practical solution because the cost of collecting them is too high. But the city of London has found increasing tolls to be a very effective way to reduce congestion, and as the accompanying. In the News box discusses, a similar plan is being considered for New York City. (EC11S11)

The recommended response toward the problematic phenomena can be either partially or completely based on the given explanation of why or how the phenomena happen. To some extent, the given response may not be necessarily effective to solve the phenomena. Therefore, another response can follow. Thus, this stage can be recurrent depends on how effective or efficient the given response is to solve the problematic phenomena.

Research Question 2: What are the genres and their generic structures in the English language textbook of Islamic Economics used by Indonesian students in the State Islamic University of North Sumatera (UIN-SU), Indonesia?

Table 8 sums up 19 types of genre along with their most commonly stages found in the Islamic Economic textbook which have been well recognized in the analysis frameworks.

**Table 8.** Existing Genres and their Generic Structures Found in the Islamic Economics Textbook

No.	Genres	Generic Structures	Total	%
1	Descriptive Report	<i>Classification ^ Descriptions</i>	46	15.3
2	Factorial Explanation	<i>Phenomenon Identification ^ Factors</i>	27	9

3	Biography	<i>Person Identification ^ Episodes ^ (Evaluation)</i>	27	9
4	Classifying Report	<i>Classification ^ Types</i>	25	8.3
5	Exposition	<i>(Background) ^ Thesis ^ Arguments ^ Reinforcement of Thesis</i>	25	8.3
6	Historical Report	<i>Identification ^ Descriptions</i>	24	8
7	Book Review	<i>Book Identification ^ Context ^ Text Descriptions ^ Text Judgement</i>	18	6
8	Consequential Explanation	<i>Plot ^ Consequences</i>	11	3.6
9	Historical Recount	<i>Background ^ Record of Events ^ (Deduction)</i>	10	3.3
10	Historical Account	<i>Background ^ Account Sequence ^ (Deduction)</i>	10	3.3
11	Conditional Explanation	<i>Phenomenon Identification ^ Conditions</i>	10	3.3
12	Discussion	<i>(Background) ^ Issue ^ Perspectives</i>	7	2.3
13	Period Studies	<i>Period Identification ^ Period Descriptions</i>	6	2
14	Challenge	<i>Challenged Position ^ Rebuttal Arguments ^ Anti-thesis</i>	6	2
15	Causal Explanation	<i>Phenomenon Identification ^ Explanations</i>	5	1.7
16	Compositional Report	<i>Classification ^ Components</i>	3	1
17	Comparative Report	<i>Classification ^ Descriptions</i>	3	1
18	Theoretical Explanation	<i>Statement of Theory ^ Elaborations</i>	2	0.7
19	Historical Site Studies	<i>Site Identification ^ Site Descriptions</i>	1	0.3

The listed genres in Table 9 are considered new due to the unfolded purposes of the texts are found to be quite or entirely different from those presented in the analysis frameworks. The structures unfolded within the new genres are considered potential because they can consist of both compulsory and optional stages but might not be limited to the presented ones. The stages with the brackets refer to the optional ones.

**Table 9.** New Genres and Their Potential Structures Found in the Islamic Economics Textbook

No.	Genres	Potential Structures	Total	%
1	Historical Categorizing Report	<i>(Background) ^ Categorization ^ Categories ^ (Deduction/Conclusion)</i>	18	6
2	Historical Movement Studies	<i>(Background) ^ Movement Identification ^ Movement Descriptions ^ Evaluation</i>	7	2.3
3	Compositional Historical Period Studies	<i>(Background) ^ Period Division ^ Periods</i>	4	1.3
4	Gradual Explanation	<i>(Background) ^ Phenomenon Identification ^ Grades</i>	3	1
5	Historical Comparative Report	<i>Categorization ^ Comparisons</i>	2	0.7
6	Compositional Historical Site Studies	<i>Site Division ^ Site Elements</i>	2	0.7

4 Research Questions 3: What are the similarities and differences of the genres and their generic structures used in the English Language textbooks of Economics and those of Islamic Economics?

Table 10 reports that the genres unfolded within the two textbooks under major discipline of Economics do not only possess similarities but also differences.

**Table 10.** Comparison and Contrast of the Overall Genres Found in both of the English Language Textbook of Economics and that of Islamic Economics

No.	Genres	Economics Textbook	Islamic Economics Textbook
1	Causal Explanation	V	V
2	Conditional Explanation	V	V
3	Descriptive Report	V	V
4	Consequential Explanation	V	V
5	Exposition	V	V
6	Preview	V	X
7	Discussion	V	V
8	Responsive Explanation	V	X
9	Factorial Explanation	V	V
10	Classifying Report	V	V
11	Comparative Report	V	V
12	Theoretical Explanation	V	V
13	Challenge	V	V
14	Compositional Report	V	V
15	Sequential Explanation	V	V
16	Systemic Explanation	V	X
17	Historical Account	V	V
18	Book Review	X	V
19	Biography	X	V
20	Historical Report	X	V
21	Historical Categorizing Report	X	V
22	Historical Movement Studies	X	V
23	Period Studies	X	V
24	Compositional Historical Period Studies	X	V
25	Gradual Explanation	X	V
26	Historical Comparative Report	X	V
27	Compositional Historical Site Studies	X	V
28	Historical Site Studies	X	V

V= available

X= not available

The commonalities between the two textbooks can be summed up in several aspects. First, the genres of Report are quite frequently used. Table 10 shows that Descriptive Report genre is found to be quite favored within both of the textbooks. The dominance of this genre in both Economics agrees with the Sydney School's claim that Report genres are the major genres in science textbooks (Martin, 1990, & Shea, 1988 cited in Veel, 1997). The interviewed Economics specialist informant confirmed the finding of this group of classifying-oriented genre (Descriptive Report, Classifying Report, Compositional Report, and Comparative Report) that it is of great importance for students to know about the epistemes of the field and what subject matters that they need to pay attention to in their Economics training. Students need to understand the given field matters and concepts, such as price, cost, production, labour, supply, and demand before they put the countless goods that they meet everywhere in their daily life into necessary classifications and descriptions. Those goods are very ordinary which include what they eat, drink, wear, watch, ride, and many else. Their very important task is to turn those very ordinary goods into economics-loaded entities. So, the way how they perceive the ice cream that they buy, the tv shows that they watch, and any goods and services that they consume on daily basis are no longer identical to that of laymen. At this extent, they become well-informed and thoughtful persons of economy. This finding is also supported by Samuel (1990) that language is

utilized by Economics scholars for the purpose of describing the economies. Therefore, regardless of the difference in ideological orientation or disciplinary resources of the two Economics, they are considered similar since they belong to the same discipline of Economics and is also under social sciences.

Second, the genres of Argument seem to be quite preferred in both of the textbooks with similar percentage, 12-13 %. Quite surprisingly, based on Table 6 and Table 8, Exposition genre has identical number of occurrences within the two Economics. The interviewed Economics specialist confirmed that the revealed findings of the presence of Exposition as well as the other Argument genres in Economics discourse are not surprising because since the birth of the discipline, economics ideas and theories per se are constantly proven, disproven, and revised. Therefore, this present study can conclude that these Argument genres could be important and effective linguistic resources to exhibit that the given ideas and theories are proven to be true or otherwise, and also what challenges and dialectical struggles that the ideas suffer, particularly to the Economics novice, the undergraduate readers of the book. The existence of this group of Argument genres (Exposition, Discussion, and Challenge) in both textbooks might also indicate that they emphasize the importance of being critical. The notion of being critical can be referred to as not necessarily accepting any information or fact provided by the resources without verifying or examining its falsifiability, accuracy, or reliability. Paul and Elder (2006) mention that critical readers constantly open their minds and evaluate the relevant information. Thus, it is crucial for the students to adopt this critical way as an important technique in reading. Not surprisingly, the interviewed specialist informant confirmed that being critical is actually prerequisite to be university student.

Thirdly, within the two textbooks, several extra stages are found and scattered around and across the genres. These new stages can be considered new and optional in many cases of occurrence since they are not or barely not recognized in the analysis frameworks. Table 11 lists the whole extra stages along with their functions. All of the stages, except *Background*, are found as the last ones to put the genres to an end.

**Table 11.** Extra Stages Found Across the Genres and their Functions within the Textbooks of Economics and Islamic Economics

No.	Stages	Function	Excerpts	Note
1	Background	To give factual, contextual information, such as common-sense knowledge, historical information which could be ideological, logical, etc.	5 Al “Scarface” Capone, the notorious 1920s gangster and crime boss, was never convicted for his many violent crimes. Yet eventually, he did go to jail—for tax evasion. He had neglected to heed Ben Franklin’s observation that “in this world 5 thing is certain but death and taxes.	Taken from genre of Preview (EC12S1)
2	Evaluation	To assess how effective, clear, the given ideas, choices, claims, variables, described points, phenomena, etc. The assessment can be positive or negative, or both.	3 Although these alternative policies are often better than price controls, they are not perfect. Rent and wage subsidies cost the government money and, therefore, require higher taxes. As we see in the next section, taxation has costs of its own.	Taken from Challenge genre (EC6S8)
3	Significance	To show the importance of the given phenomena,	3 Despite the political disturbances in the Islamic empire, particularly during the	Period Studies

		persons, theories, assumptions, etc.	last phase of the Abbasid regime, the period witnessed much progress in education, science, culture, and economic development as shown below.	(IEC4S2)
4	Reinforcement	To emphasize the effectiveness of the factors, phenomena, etc.	The argument boils down into that while Islamic economists and Shari'ah scholars accept mutual and cooperative forms of insurance, they are divided on profitable insurance: some accept it with caution, and others admonish it with rebuke. But both groups have one thing in mind: the interest of the insured.	Discussion genre (IEC9S13)
5	Implication	To present any potential consequences that could happen in the future.	The administration of both Zakah and Kharaj would have had several implications on compliance costs, the administrative burden, and the net benefit of the tax. In the absence of the state discretion with regard to the tax rate or base, the net revenue of tax can be increased by minimising administrative costs and potential waste of revenue through efficiency; hence, maximising the net revenue.	Descriptive Report (IEC5S21)
6	Summary	To sum up or briefly restate the given explanations, descriptions, ideas, etc.	To sum up, it might fair to say that Muslim writers on Islamic economics, who were the Ulama' of the day, mostly judges and jurists, were too preoccupied by several factors to give the Islamic economic literature a further impetus during that period. These factors were mainly the consolidation of coherent schools of religious sects and the need to respond to them, the novelty of the Greek philosophy and the curious desire to explore it and react to it Islamically, and the exogenous military aggression of the neighbouring forces.	Conditional Explanation (IEC6S7)
7	Conclusion	To withdraw important lessons from the given explanations, ideas, descriptions, etc.	In the end, the firm adjusts its level of production until the quantity reaches QMAX, at which marginal revenue equals marginal cost. Thus, the monopolist's profit maximizing quantity of output is determined by the intersection of the marginal-revenue curve and the marginal-cost curve. In Figure 4, this intersection occurs at point	Conditional Explanation (EC15S5)
8	Deduction	To give significant meaning by withdrawing the historical importance of key events in relation to how the events significantly affected other events or their surrounding areas.	The expansion of the Islamic state, or the empire as it might be called, brought with it changes in Islamic society that necessitated a fresh outlook in dealing with economic issues. The contribution of the second caliph in this respect was particularly admirable.	Historical Recount (IEC3S6)

IE = Economics C= Chapter S= Section

Although the two textbooks from which the genres unfolded are under the same discipline of Economics, they turn out to have several discrepancies. First, in the Islamic Economics, the most dominant genre, as presented in Table 8, is History genres with more than one third of the overall genres unfolded. The dominance of these genres can be understood because the textbook under the analytical deconstruction contains historical features, such as the purposes, perspectives, chronicles of the events, etc. The key purpose of this textbook is clearly stated by the authors in the preface section. El-Ashker and Wilson (2006) mention that

This study intends to link the past with the present, in preparation for the future. The remit covers the development of Muslim economic thought from the emergence of Islam, long before economics became a separate discipline. Concern with economic issues predates the development of the analytical tools associated with contemporary economics, and these concerns were evident in the writings of the early Muslim jurists. (p.xi)

This historical approach in studying Economics on the basis of Islamic ideology could be explained in relation to Foucault's approach (1972) in his influential ideas of the archaeology of knowledge. Through the archaeological approach, the authors of the present textbook seem to attempt to investigate and disclose the discursive formations of the objects of the Islamic Economics and also present to the readers the comparison or the changes of the way the given Economics concepts were treated and defined within the field from one historical period to another. For example, the distribution of *Ghanimah* (the conquered lands) was differently treated from his predecessor (the Prophet) during the period of Caliph Umar. This is one of Caliph Umar's many breakthroughs. His originality in Economic thinking led him to be known as an innovator Caliph (leader).

Contrarily, Explanation genres are the most dominant ones in the Economics textbook. Their dominance may show they are central important tools to account for the results of constant observations, investigations, and analyses of the key events (Field) by the economists through written language (Mode). The economic events under scrutiny are unfolded in order to figure out how and why the events happened. These genres are also found in the Islamic Economics one. Although the genres, as shown in Table 8, are not the dominant ones in the present Islamic Economics textbook, they are not the least one either. Their occurrence made up approximately one fifth of the total genres.

One genre under Explanation genre family is proposed to be new: Gradual Explanation. This genre may generally look the same as Cyclical Explanation (Derewianka and Jones, 2012). However, it has a distinctive parameter that its key purpose is quite different from the latter. It is to explain particular phenomena that happened in linear and gradual mechanism rather than the cyclical one since the phenomena have encountered a particular escalation. This genre can be constructed through two key stages: *Phenomenon Identification* and *Grade*. *Phenomenon Identification* introduces a particular phenomenon and outline how the phenomenon about to be explained through several gradual phases. The phases are then explained through the next stage: *Grade*. The idea of gradual here is understood when the current stage (*Grade 1*) is denied or changed because the given entity takes another form in the next stage (*Grade 2*). This middle stage has to repeatedly emerge in the text.

The occurrence of the newly derived Explanation, Gradual Explanation, is considered as the result of the nature of the ideological texts (Al-Qur'an) which were revealed gradually over period of about 23 years, since 609 CE until 632 CE to the Prophet, Muhammad, who was the

last messenger to his people in Arab land. The interviewed specialist informed that those ideological texts serving as a fundamental source of Islamic law were revealed due to various reasons (*asbabun nuzul*). Many times, the texts were revealed as answers of the inquiries put forwarded to the Prophet by his disciples, fellows, and people of Mecca (Makkah). The reasons could serve as contexts which have to be understood to gain a proper understanding of the given texts. Although the time when the ideological texts were revealed was long behind these present days, the specialist informant added that the contexts of the texts can be still transferrable to the present time. Then, it can be said that the ideological texts are relevant to be read, understood, and believed as crucial guidance for humankind's actions, behaviors, and traditions in these modern days. Thus, the presence of this genre family within the Islamic Economics could indicate that this genre family is also necessary in Islamic Economics discourse. The occurrence of the genres in both the textbooks seems connected to Parkin (1998) who stated that the main task of the discipline and all Economics scholars is to understand how economic world works. Okasha (2002) also claimed that to "explain how the world works" is indeed the key purpose of science.

Second, several new genres under History genres are found in the Islamic Economics textbook. Based on Table 9, there are six newly derived History genres: Historical Categorizing Report, Historical Movement Studies, Compositional Historical Period Studies, Historical Comparative Report, and Compositional Historical Site Studies. As presented in Table 8, almost one third of the History genres are the new ones. Their derivation from the existing ones in the analysis frameworks might strongly indicate the complexity and the width of knowledge, ideas, themes and the subject matters, etc. within the discipline under investigation in higher education which is not or less found in the lower educational levels, such as primary and secondary education in which the analysis frameworks of the present study are used and derived from.

On the other hand, based on Table 7, there is not any new History genre found in its counterpart yet one new Explanation genre emerges: Responsive Explanation. Its emergence seems to show students of Economics how critical thinking is practiced since the genre is problem-solving oriented. The interviewed Economics specialist confirmed that this problem-solving pattern is also recognized in Management. PDCA (Plan, Do, Check, Act) is one crucial approach in problem solving. To identify and characterize risks are the initial step, Plan, in the risk management. Risks can be referred to as uncertain situations or events which cause disadvantages. This step turns out to be identical to the first stage in this genre: *Phenomenon Identification* where problems and threats (congested roads, the land grazing, the excessive fishing and whaling, and the elephants hunting for their ivories, etc.) are identified and introduced to the readers. The interviewed specialist continued that after the problems are identified, the sources or the key causes of the problems have also to be investigated. The next stage, *Explanation*, could be important step involved in the Plan. Based on the above explanations, this newly derived genre could be concluded as an important genre in both Economics and Management Science because it has ability to present problem solving features (Field) through written language (Mode).

Thirdly, Book Review, as presented in Table 10, is one typical Response genre and turns out to be found in the Islamic Economics alone. The existence of the reviewed important literature of Islamic Economics (through Book Review) along with the authors (in the Biography genre) in the given historical time long before the birth of its counterpart, modern Economic

Science in 18<sup>th</sup> century, seems to be an indicator of the great novelty of the ideas of Islamic Economics scholars who had preempted the modern economic thoughts which come later (El-Ashker & Wilson, 2006). The authors of the textbook describe the Economics concepts, such as production, specialization, cooperation, money through historical approach by reviewing the works of the past scholars. The reviews of the scholars' works are simply a part of the big account of the Islamic history. These scholars were selected by the authors for their importance and contributions, such as Abu Yusuf (public finance) and Al-Shaibani (earnings). Therefore, this could indicate that one of the functions of this textbook is to serve as secondary resource within the Islamic Economics pedagogy. However, the interviewed Economics specialist informant emphasized that it is important for Economics students to read not only the secondary resources but also the primary ones. If the students simply rely on the secondary resources in their learning, the knowledge gained by the students about any subject matters and their theoretical development will not be sufficient. On the other hand, in its counterpart, the author of the Economics describes the economic concepts, principles, assumptions, and theories, through a first-hand account rather than a second-hand one which perhaps causes Response genre to be absent in the present Economics textbook. Cases, choices, and examples are explained on causal basis through Explanation genres immediately by the author. Thus, the Economics can be considered as a direct source both for teachers and students within the Economics pedagogy.

The difference of the two Economics can be considered due to discrepancy of ideological orientation governing the discipline, disciplinary resources from which the field originates, and also the agreed principles among the scientific community members. On the other hand, the similarities of the two Economics textbooks are due to the common subject matters which have drawn Islamic scholars' attention since the birth of Islam until the golden period of Islam before its counterpart, the modern Economic science, was born. The Islamic practices on the basis of Islamic law (Qur'an and Hadith) begun before Islamic Economics came into existence as a discipline.

## Conclusion

This present research was to deconstruct the structure of the texts within two textbooks of Economics and Islamic Economics in order to classify types of the genres and configure generic or potential structures of the genres. Based on the five main genre frameworks adopted from SFL: Explanation, Report, History, Argument, and Response genre families, the analysis results showed that 17 types of genre including two new ones under four main genre families were folded. Explanation genres were found to be the most dominant ones in the Economics one followed by Report, Argument, and History genres, consecutively. On the other hand, 25 types of genre including 6 new ones under five genre families were identified within the Islamic Economics textbook where History genres were the most dominant genre family followed by Report, Explanation, Argument, and Response genres, consecutively. The similarities between the two textbooks are in terms of the presence of Report and Argument genre families. In the stage level, several new but optional stages were found in both of the Economics across the unfolded genres. On the other hand, the discrepancies between them are in terms of the presence or absence of the three main genre families: History, Explanation, and Response. Within the Islamic Economics, History genres were the most dominant one whereas within the Economics one, Explanation genres were the most dominant one. The Response genres were found in the Islamic Economics alone. Both the Economics and Islamic Economics textbooks have a lot of

common economic issues since those issues had actually been the main concerns of Economics scholars along with the birth of societies where any economic activities had happened. Yet, one of the fundamental differences between the two sub-Economics fields: Economics and Islamic Economics is the way how those issues should be responded on the basis of ideological orientation, paradigms of the discipline, or the agreed principles. To Islamic Economics scholars per se, the complexity of the economic issues is very crucial in terms of how they have to be responded strictly following the Islamic Law presented in the historical ideological texts (Qur'an and Hadith) as the foundation of Islamic Economics (El-Ashker & Wilson, 2006) since particular issues can be increasingly complex across the time. Besides, many economic issues, which did not exist during the periods of the Prophet and the Four Caliphs (the key historical periods) turn out to occur in the modern time.

The variety of the genres shown in the findings is logical consequence of the width and variety of the subject matters (field) within both the Economics and Islamic Economics that students will encounter and read during their training. Therefore, they need to be taught about the genres along with the structures before they read any Economics texts presenting the subject matters in order that their formal schema (background knowledge of the genre) can facilitate their reading comprehension (Uso-Juan & Flor, 2006; Leon & Carretero, 1995).

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