TEXTUAL FUNCTION OF AL QUR'AN SURAH AL-INSYIQAQ

(SYSTEMIC FUNCTIONAL GRAMMAR ANALYSIS)

A THESIS

Submitted to Faculty of Cultural Sciences, Hasanuddin University in Partial

Fulfilment of the Requirements to Obtain a Bachelor's Degree in

English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

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HASANUDDIN UNIVERSITY MAKASSAR

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With reference to the letter of the Dean Faculty of Cultural Sciences Hasanuddin University No. 1641/UN4.9.1/KEP/2021 on the 26th August 2021 regarding supervision, we hereby confirm approve the thesis draft by Nur Qalbi Ramadhani (F041181324) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.
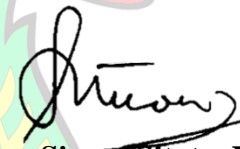
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THESIS

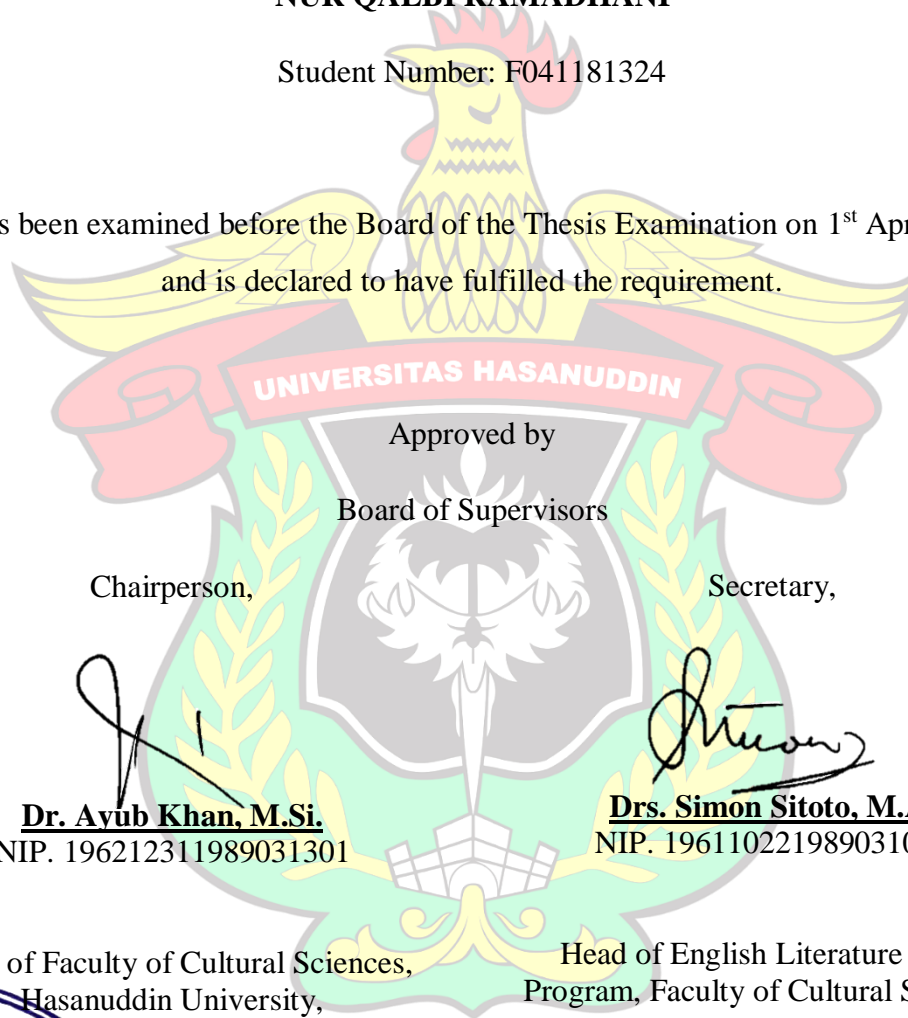**TEXTUAL FUNCTION OF AL-QUR'AN SURAH AL-INSYIQAQ**

(SYSTEMIC FUNCTIONAL GRAMMAR ANALYSIS)

By

NUR QALBI RAMADHANI

Student Number: F041181324

It has been examined before the Board of the Thesis Examination on 1st April 2022
and is declared to have fulfilled the requirement.

Approved by

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iv

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Today, 1st April 2022, The Board of Thesis Examination has kindly approved a thesis by **NUR QALBI RAMADHANI** (F041181324) entitled:

TEXTUAL FUNCTION OF AL-QUR'AN SURAH AL-INSYIQAQ

(SYSTEMIC FUNCTIONAL GRAMMAR ANALYSIS)

Submitted in fulfillment one of the requirements of undergraduate thesis examination to obtain Sarjana Degree at English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 1st April 2022

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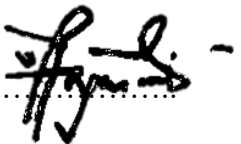**HASANUDDIN UNIVERSITY**

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This thesis by **NUR QALBI RAMADHANI** (F041181324) entitled, **TEXTUAL FUNCTION OF AL-QUR'AN SURAH AL-INSYIQAQ (SYSTEMIC FUNCTIONAL GRAMMAR ANALYSIS)** has been revised as advised during examination on 1st April 2022 and approved by The Board of Undergraduate Thesis Examiners:

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The undersigned,

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Title of the Thesis   : Textual Function of Al-Qur'an Surah Al-Insyiqaq (Systemic Functional Grammar Analysis)

Department/Faculty   : English Literature Study Program/Cultural Sciences

Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, 8th April 2022

Nur Qalbi Ramadhani

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ABSTRAK

NUR QALBI RAMADHANI. 2022. Fungsi Tekstual dari Al-Qur'an Surah Al-Insyiqaq (dibimbing oleh **Ayub Khan** dan **Simon Sitoto**).

Tujuan dari penelitian ini adalah untuk menganalisis fungsi textual dari Al-Qur'an Surah Al-Insyiqaq dan untuk meneliti theme-rheme, mengkalisifikasi tipe-tipenya, serta menjelaskan hubungan dan perkembangan teksnya.

Penelitian ini menggunakan metode deskriptif kualitatif dengan sebuah pendekatan tata bahasa fungsional. Data yang digunakan dalam penelitian ini adalah salah satu Surah yang terdapat dalam Al-Qur'an (kitab suci kaum muslim) yang disebut Surah Al-Insyiqaq. Data dikumpulkan dengan membagi semua klausa yang terdapat dalam keseluruhan teks yang berisi 25 ayat. Oleh karena itu, penulis menemukan 33 klausa.

Hasil dari analisis data menunjukkan bahwa theme yang digunakan dalam Surah Al-Insyiqaq adalah textual theme, topical theme (marked, unmarked, dan elliptical theme), serta interpersonal theme yang didominasi oleh textual theme. Dalam perkembangan tematik, disimpulkan bahwa pola tematik dalam Al-Qur'an Surah Al-Insyiqaq adalah pola parallel dalam membuat tiap klausa menjadi koheren secara keseluruhan. Selanjutnya, dalam analisis konteks ditemukan bahwa peran bahasa dalam Surah adalah ancillary sementara tipe interaksi yang digunakan adalah monologic. Rhetorical trust yang digunakan adalah deskriptif.

Kata kunci: teks, tata bahasa fungsional, fungsi tekstual, theme, rheme, perkembangan tematik, konteks.

ABSTRACT

NUR QALBI RAMADHANI. 2022. Textual Function of Al-Qur'an Surah Al-Insyiqaq (supervised by **Ayub Khan** and **Simon Sitoto**).

The aim of the study is to analyse the textual function of Al-Qur'an Surah Al-Insyiqaq and to investigate theme-rheme, classify their types, and describe their relationships and text development.

This research used qualitative descriptive method with a functional grammar approach. The research data were one of Surah in Al-Qur'an (holy book of muslims) named Surah Al-Insyiqaq. They were collected by dividing all clauses from the whole of 25 verses of the text. Therefore, the writer found 33 clauses.

The results of data analysis show that Themes used in Surah Al-Insyiqaq are textual theme, topical theme (marked, unmarked, and elliptical theme), and interpersonal theme dominated by textual theme. In thematic development, it is concluded that the thematic pattern in Al-Qur'an Surah Al-Insyiqaq is the parallel pattern in bringing each clause to coherent whole. In addition, analysis of context found that the role of language of the Surah is ancillary while the type of interaction is monologic. The rhetorical trust used is descriptive.

Keywords: text, functional grammar, textual function, theme, rheme, thematic progression, context.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

In this chapter, the background of the study containing information of chosen topic is provided. It is followed by the identification of the problems, the scope of the study to centralise and to limit the research, the research questions, the objectivities of the study in presenting its aims, and the significance to show the benefits of the study.

A.   Background of Study

People produce text when they interact, whether it is when they speak or write. The term 'text' is referring to any instance of language, in any medium, that makes sense to someone who knows the language. Text is a rich, many-faceted phenomenon that to a grammarian means in many different ways. It will be able to be explored from many different points of view. Text can be distinguished two main angles of vision. One focuses on the text as an object in its own right, and another one focuses on the text as an instrument for finding out about something else.

Every text has its grammar. However, good grammar can help the readers of a text understand the meanings include in it. To talk about grammar, there is a theory developed by Halliday (1994) and named Systemic Functional Grammar.

Systemic grammar or functional grammar sees language as a system. It sees the language having a potential meaning with different functions. For instance, the phrase "the sad girl" has its own function. 'The' is the deictic functioning to pick out, 'sad' is the epithet to describe, and 'girl' is the thing to be picked out and described. On the other hand, the phrase "sleeping mask" has different meanings.

It could mean that mask is sleeping or mask that is used while sleeping. By functional grammar, people will be able to know that the first meaning, sleeping is to describe and the second meaning mask is to classify.

Furthermore, functional grammar is a mean to analyse the way a text is delivered and its messages inside, emphasizing the way spoken and written language operating in different social situations. In particular, it is very useful in showing how texts work beyond the level of the sentence, how different texts are structured, and how language varies to suit the purpose of the users. It takes on a descriptive approach and focuses on groups of words that function to make meanings.

Systemic functional theory according to Halliday (1994) has three main functions. The first is as a tool of reflect things. The second is as a tool to act things. The third is to enable the two functions to be coherent in order to make the elements of language are organised. All these three are called ideational, interpersonal and textual function.

Moreover, systemic grammar is intimately connected to functional grammar seeing language as system with functions. People use language to express how they feel, to communicate to each other. In using language, people need cohesion and coherent of our text to make others understand what people say.

Different from traditional grammar which is context independent (loose sentences), functional grammar is a context dependent. It means that in functional grammar someone analyses clause by clause found in a text.

Accordingly, this study concerns on textual function. In textual function, someone can analyse ideational and interpersonal function by searching out the

themes of the clause. Besides, through analysing the clauses and finding out the themes as well as its thematic progressions people can easily get and understand the message of the text.

As the explanation has been shown above, the writer finally takes a choice for the title that is "Textual Function of Al-Qur'an Surah Al-Insyiqaq".

B.   Identification of Problem

Based on the background of the study above, the writer finds some problems as follow:

1. Every Surah in Al-Qur'an has particular purposes to be known by muslims.

2. Using textual function is one way to understand the Surah.

3. The readers find difficulties to apply some types of theme in the text.

4. The readers of Surah Al-Insyiqaq find difficulties to understand the thematic development within the Surah.

5. The readers of Surah Al-Insyiqaq sometimes find difficulties to relate text to context (mode).

C.   Scope of Problem

A good text should be coherent since it keeps the readers and listeners well informed about the messages in the text. This is able to be known by using the textual function.

In this study, the writer focuses on the types of theme relate to rheme occurring in the Surah, thematic development and the relationship between text and context (mode) of Surah Al-Insyiqaq.

D.   **Research Question**

Related to the scope of problem above, the research questions of this study are set as follow:

1. How is the relationship between theme and rheme in Surah Al-Insyiqaq?

2. How is the thematic progression found in Surah Al-Insyiqaq?

3. How is the relationship between textual and contextual meaning of Surah Al-Insyiqaq?

E.   **Objective of Study**

The objectivities aimed to be achieved by the study are as follow:

1. To find out the types of theme and rheme in Surah Al-Insyiqaq.

2. To determine the thematic progression in Surah Al-Insyiqaq.

3. To disclose the relationship between textual and contextual meaning of Surah Al-Insyiqaq in the contextual description of mode.

F.   **Significance of Study**

In the part of linguistic subject, particularly Systemic Functional Grammar, is really helpful in exploring and examining more about the linguistic context in terms of the three functions. They are related to any aspects of linguistic context in social situation.

Theoretically, this study helps readers especially students in understanding the meanings behind a text by using functional grammar approach. Besides, this study is practically hoped to be a reference for students or researchers who have

interests in studying systemic functional theory, notably in exploring textual meaning.

CHAPTER II

LITERATURE REVIEW

This chapter presents two sections, previous study and theoretical background of this research. In previous study, it is provided some similar researches review correlated previously. Furthermore, in showing the relationship between one theory to the others, theoretical frameworks are presented in the next section.

A.   Previous Study

Some related studies have been conducted by researchers who have interests in Systemic Functional Grammar especially textual meaning although they each have different objects of the study. The following studies can support this writing.

One of the studies correlated to the textual function is conducted by Arunsirot (2013), *An Analysis of Textual Metafunctions in Thai EFL Students' Writing*. The objective of the study is to investigate the English writing skill obtaining some concrete information in students' problem in writing English by Systemic Functional Grammar in Thai EFL students. The researcher focuses on the analysis of textual meaning of text. The result reveals that there are five problems of the theme in terms of theme selections and thematic progression patterns. The study is expected to provide not only Thai learners with a better understanding of problem in order to develop their writing performance, but will also provide teachers with information of students writing performance.

The next study is conducted by Muhammad Aly Nasri Rembon (2000) titled *Textual Function in Editorial of The Jakarta Post*. The writer of this study analyses

the textual function in editorial of Jakarta Post. He uses descriptive method in analysing the data. He reveals the themes, rhemes, and its thematic progression found in the chosen text.

Furthermore, a study by M. Syafriel Karim H. (2001), *A Textual Function in an Opinion Article of Tempo Magazine,* also analyses the textual function in an opinion of Tempo Magazine. He describes the theme, rhemes and the thematic progression of the chosen article.

Another related study is from Satiti Ayu Kusumawati (2011), *Meaning Realized in Written Recount Text*. This study not only focuses on the textual meaning, but also analyses the ideational and interpersonal meanings. The method used in this study is descriptive qualitative, since the data are in the form of words. She collects the data by using several steps of procedures, those are taking the data (students' writings) directly from the school, choosing the best four of all, analysed the data using three metafunctions approach, discussing, and the last step is taking conclusion.

From the previous studies above, the writer finds out that all the writers who take Textual Grammar analysis in their writing mostly have data in the form of words or texts. What makes this study differs from the studies mentioned is the object and all of them do not relate to context which becomes one of the focuses of this study.

B. Theoretical Background

1. Text

Text is concentrated on meaning and structure. Its type is that it has the same sort of meaning and the same kind of structure. Text or discourse is the field of functional grammar. It is not just sentence as the key construction as seen in traditional grammar, structural grammar and transformational grammar. The concept 'text' is viewed as a process, not product. Moreover, Halliday and Hasan (1985:1) states that:

> *A text may be spoken or written, prose or verse, dialogue or monologue. It may be anything from a single proverb to a whole play, from a momentary cry for helping to an all-day discussion on a committee. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. It is sometimes envisaged to be some kind of super sentence, a grammatical unit that is larger than a sentence but it is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on. It is realized by constituency, the composition of larger units out of smaller ones. But this is misleading. It is not something that is like a sentence, only bigger, it is not something that differs from a sentence in kind.*

In other words, a text, whether it is spoken or written, consists of several sentences built up by structure and grammatical clauses in order to convey messages in it. Furthermore, Halliday and Hasan (1985:1) explains that "*text is best regarded as a semantic unit, a unit of meaning. Thus, it is related to a clause or sentence by a realization and not by size.*" The term 'realization' is the coding of one symbolic system in another. The text does not consist of sentences; it is realized by, or encoded in sentences. Halliday and Hasan (1985) said that text is the main part of a printed or written work, as distinguish from index, pictures, notes and the like, the exact wording of a printed or written work: a recession adopted by un editor as representative of the actual wording of the writer, a subject or theme; the words of musical composition; a textbook, a passage of scriptures; a bold-faced type, a large-size hand-writing.

2.   Context

Context is situation/condition that influences language choice. Butt et al (1995) defined that context always influences text. We can think that context with things influencing, act upon and are connected with the language choices made when creating or interpreting the text. Someone who uses English will be influenced by context in their language choices. In the same way, context allows us to classify the use of English into the right purpose.

The extralinguistic world surrounding language provides two kinds of context (Butt et al., 1995), namely:

a.   Context of culture

Context of culture is important in determining the way language choice make meaning. Language used shows us the values, beliefs, and attitudes of the culture. It can be seen as the sum of all of the meanings, which is possible to mean in a culture.

b.   Context of situation

Context of situation is an abstraction, which can be defined as the sum of the motivating feature of the text construction that makes it what it is. The use of language in a particular context of situation contains three main factors influencing the language choices people make are as follow:

1)   Field of discourse

It deals with the field of human experience which encompassed but the text and its purpose in encompassing it. Field of discourse also reflects the reality of the experience of participants performing activities in certain circumstances. The metalanguages used for this are:

a) Experiential domain is what the text about, i.e. the process, participants, and circumstances;

b) Short term goal refers to immediate purposes of the production of the text;

c) Long term goal refers to the text's places in the larger scheme of things.

2) Tenor of discourse

It concerns the social relationship between the speaker or writer and the addressee who in involves in a certain situation, their relationship, status and roles. It relates to who involves in the social activities. The metalanguages used for this are:

a) Social roles or agentive are the roles of the speaker/writer and the addressee, e.g. a mother and her child or teacher and student.

b) Status is related to mood choices of the speaker, i.e. who asks questions or who gives information.

c) Social distance measures how well the participants know each other, whether they speak familiarly (minimal) or distantly (maximal).

3) Mode of communication

People may use spoken or written language in communicating. When people use spoken language, people make choices that are different from the systems of the written language. People use the word 'mode' to refer to these differing means of communication-spoken and written (Halliday & Hasan, 1985). To simplify, it talks about the nature of the text and the roles language plays in it. The metalanguages used for this are:

a) Role of interaction is either constitutive (the whole activities) or ancillary (some activities in the text).

b) Mode of interaction refers to whether the text is all spoken by one person (monologic) or participate (dialogic).

c) Channel is how the text received originally, i.e. phonic or graphic or visually.

d) Rhetorical trust refers to the overall feelings of the text such as instructional, persuasive, or literary.

3.   Functional Grammar

Functional grammar focuses on the use of language. It seems language as a system where choices motivated by the purposes for which language is used. Halliday (1985) determines a functional grammar as a natural grammar, in the sense that everything in it is be able to be explained eventually by reference to how language is used. In the field of linguistic, the main alternative to functional grammar is formal grammar concerned with the ways in which our genes constrain the shape of grammar, so does constraining what people can and cannot say.

Systemic functional grammar is concerned primarily with the choices grammar makes available to speakers and writers. These choices relate the intention of speakers and writers to the concrete forms of a language.

Halliday's functional grammar (Malmkjaer, 1995) is the interpretation of the grammatical patterns in terms of configurations of functions and its focus is the usage of the language. Here, he thinks that language has certain functions and by grammar and its users, the language is potential to have meaning. He makes no

separation of grammatical and pragmatic competence; he sees grammar as a meaning potential shared by a language and its speakers.

Halliday's functional grammar (Malmkjaer, 1995) is based on the premise that language has two major functions, metafunctions, for its users; it is a means of reflecting on things, and a means of acting on things-though the only things it is possible to act on by means of a symbolic system such as language are humans (and some animals). He calls these two functions the ideational "content' function and the interpersonal function both these functions rely on a third, the textual function; which enables the other two to be realized, and which ensures that the language used is relevant. The textual function represents the language user's text forming potential.

The most important unit for a grammatical analysis is the clause. To identify clauses, people have to start using what they know about grammar to divide up the text. Martin, Matthiessen, and Painter (1995) propose three ways to identify clauses as follow:

a.   Ideational meaning

Ideational meaning is the representation of experience: our experience of the world that lies about us, and also inside us, the world of our imagination. It is meaning in the sense of "content'. It tells us about the shared understanding of the real world. Halliday (Butt et al, 2001) says that people use language to talk about our experience of the world, including the world in our minds. Furthermore, Lock (1996) also defines that experiential (ideational) meaning concerns with how language represents the experiences and how our thoughts are expressed, feeling and its actions, happenings, feelings, beliefs, situations, states and those relate to

circumstance of time, place, manner and so on. For instance, the sentence "I don't misunderstand him when he says 'come over for a cup' (it is obviously not for a cup of fish sauce or tomato sauce)." In other words, speakers bring their world knowledge to communicative interaction. The ideational function of the clause is that of representing function of the clause and representing what in the broadest sense people call "processes': actions, events, processes of consciousness, and relations.

b.   Interpersonal meaning

Interpersonal meaning is meaning as a form of action: the speaker or writer doing something to the listener or reader by means of language. It tells us about the relationship among speakers, listener, and writer communication. The meaning may signal things such as degree of familiarity (e.g. close, intimate, casual etc.), attitudes on certain issues, feeling (lousy, inspired and enthusiastic). The interpersonal function of clause is that of exchanging roles in rhetorical interaction: statements, questions, offer and command, together with accompanying modalities.

Interpersonal meaning is used to encode interaction. The distinction which concerns the kind of commodity currently exchanged are the difference between using language to exchange information and using it to exchange goods and services and the type of interaction take place (Butt et al, 2004).

c.   Textual meaning

Textual meaning is relevance to the context both the preceding (and following) text. It tells us about the way the text (e.g. invitation letter, conversation, a request) is constructed. How all the words, tones, intonation hang together to say what people mean to say. The textual function of the clause is that of constructing

a message. The message is constructed in terms of Theme and Rheme. One element of clause is given the special status by being put first (theme) and then it combines with the rest of the clause to constitute the message.

Language is used to build up the cohesive and coherent of texts, so people can organize experiental, logical, and interpersonal meanings into a linear and coherent whole. When a text is coherent, the readers or listeners will be well informed about the meaning of the text.

Halliday (1985:53) says that "the textual function is that of constructing a message". As being said, textual meaning is used to organize the two previous functions that those are Ideational and Interpersonal function. Therefore, their production is not random. Shortly, it is used to organize our experiential, logical called ideational meanings and to organize interpersonal meanings into a linear and coherent whole.

Textual meaning analyses the element of theme and rheme. According to Butt et al (1995: 91), "to analyse and discuss textual meanings we need a simple and distinct metalanguage: we call the first element as theme and the rest of the clause as rheme.

1)   Theme

Every clause has its own message in it. Every language does. What makes it different from one language to another is the way of the messages is put. For example, in Japanese the message is put before suffix. It is different from English. In English, the message can be found at the first position of the clause, called Theme. In textual meaning, people can analyse the theme that usually occurs in the beginning of a clause. According to Halliday (1985), the definition of Theme as

given by that is the element which serves as ─the starting point for the message: it is what the clause is going on to be about.

Three types of theme are:

a)   Topical (Ideational) Theme

According to Gerot and Wignell (1994: 104), "The ideational or Topical Theme is usually but not always the first nominal group in the clause.... in the unmarked case the Topical Theme is also Subject. A Topical Theme which is not the Subject is called a Marked Topical Theme."

If the first topical element of declarative clause is also the subject of the clause, then the theme is called 'Unmarked' or neutral given the theme no special prominence.

Meanwhile, if the first topical element of declarative clause is not the subject, or something other than subject, then the theme is called 'Marked' or unneutral one. The most usual of Marked Theme is an adverbial group or somewhat distractedly or prepositional phrase.

b)   Interpersonal Theme

Interpersonal theme includes Finite (realized by an auxiliary verb), Wh-element (signalling that an answer is required from the addressee), Vocative (identifying the addressee in the exchange), Adjunct/Mood adjunct (realised by adverb), and the first and second 'mental' clauses which express the speaker's opinion.

c)   Textual Theme

There are several kinds of linkers that can function as textual theme. They are Conjunctive Adjunct, Coordinate (structural) conjunction linking two clauses,

Subordinate Conjunctions linking two clauses, and Continuitive indicating a relationship to previous discourse.
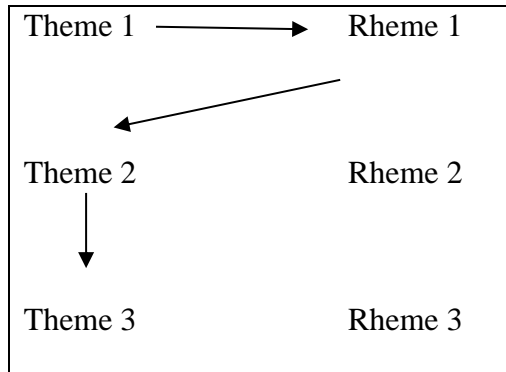
2) Rheme

Everything that is not the Theme is the Rheme. It explains new information of a clause. According to Eggins (1994:275), ―the definition of Rheme is that it is the part of the clause in which the Theme is developed. Since people typically depart from the familiar to head towards the unfamiliar, the Rheme typically contains unfamiliar, or ―new, information.

3) Thematic Progression

Thematic progression is a part of the text development in which to place the elements from theme and rheme, or by repeating the meaning from the theme of one clause in the theme of subsequence clauses. Because readers and addressees need to be reassured that they are following the development of the text, many texts are signposted by placing elements from the Rheme of one clause into the Theme of the text, or by repeating meanings from the Theme of one clause in the Theme of subsequent clauses.

Theme	Rheme
Phonetics and phonology	Are concerned with speech with the ways in which human produced and hear speech.
Talking and listening to each other	Are so much part of human life.
That they often	Seem unremarkable.

The Thematic Progression is as follows:

Theme 1 ———→	Rheme 1
Theme 2	Rheme 2
Theme 3	Rheme 3

(Butt et al, 1994)

From the above tables, it is shown that clause 1 has theme and rheme. The rheme of clause 1, *are concerned with speech with the ways in which human produced and hear speech*, becomes the theme in clause 2. The theme in clause 2 which is *talking and listening to each other* is the other way of saying produced and hear speech as in rheme clause 1. The thematic progression is to draw an arrow from theme clause 1 to its rheme. So does clause 2. Since rheme clause 1 is the theme in clause 2, the arrow drawn is from rheme clause 1 to theme clause 2. It is different from the clause 3. The word *they* in theme clause 3 is referring to *talking and listening* as in theme clause 2. Thus, an arrow is put between theme clause 2 and theme clause 3. This thematic progression help readers to understand and know that they are on the right track and following the development of the text.