Analyzing Social Functions in English Textbook Dialogs:
A Study of Bahasa Inggris Kelas X

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Abstract: *This study investigates the representation of social functions of language in dialogs presented in the government-issued 2017 edition English textbook Bahasa Inggris Kelas X. Grounded in Halliday's functional linguistics and the content mapping framework of Widiati et al. (2017), this study aims to identify the social functions of language introduced in the dialogs of the English textbook Bahasa Inggris SMA/MA/SMK/MAK Kelas X (2017 revised edition). Using a qualitative content analysis approach, sixteen dialogs across six chapters were examined and categorized based on their communicative purposes. The analysis revealed four dominant social functions: (1) introducing and mentioning identity, (2) expressing congratulations and compliments, (3) stating and asking about intentions, and (4) retelling past events in chronological order. The findings indicate that while the textbook provides a foundation for developing interpersonal communication, the coverage of social functions is limited, with an emphasis on congratulatory and complimentary expressions. This suggests a need for more balanced representation of diverse communicative purposes to better prepare learners for authentic interaction. The study highlights implications for textbook authors, teachers, and policymakers, recommending further integration of varied social functions and supplementary classroom activities to address the identified gaps.*
Keywords*: social function; dialogs; English textbook; senior high school.*

Analisis Fungsi Sosial dalam Dialog Buku Teks Bahasa Inggris:
Sebuah Studi Bahasa Inggris untuk Kelas X

Abstrak: Penelitian ini mengkaji representasi fungsi sosial bahasa dalam dialog yang disajikan pada buku teks bahasa Inggris pemerintah Bahasa Inggris Kelas X edisi 2017. Berlandaskan pada linguistik fungsional Halliday dan kerangka content mapping dari Widiati et al. (2017), penelitian ini bertujuan untuk mengidentifikasi fungsi sosial bahasa yang terdapat dalam dialog buku teks Bahasa Inggris SMA/MA/SMK/MAK Kelas X (edisi revisi 2017). Dengan menggunakan pendekatan analisis konten kualitatif, enam belas dialog dari enam bab dianalisis dan dikategorikan berdasarkan tujuan komunikatifnya. Hasil analisis menunjukkan empat fungsi sosial dominan, yaitu: (1) memperkenalkan dan menyebutkan identitas, (2) menyampaikan ucapan selamat dan pujian, (3) menyatakan dan menanyakan maksud, serta (4) menceritakan kembali peristiwa masa lalu secara kronologis. Temuan ini mengindikasikan bahwa meskipun buku teks memberikan dasar bagi pengembangan komunikasi interpersonal, cakupan fungsi sosial masih terbatas dengan penekanan pada ekspresi ucapan selamat dan pujian. Hal ini menunjukkan perlunya representasi yang lebih seimbang atas beragam tujuan komunikatif untuk mempersiapkan peserta didik menghadapi interaksi yang autentik. Penelitian ini menekankan implikasi bagi penulis buku teks, guru, dan pembuat kebijakan, serta merekomendasikan integrasi lebih lanjut dari berbagai fungsi sosial dan pengembangan aktivitas pembelajaran tambahan untuk menutup kesenjangan yang teridentifikasi.
Kata kunci: fungsi sosial; percakapan; buku pelajaran bahasa Inggris; SMA.

1. Introduction

Textbooks play a central role in delivering curriculum objectives (Ayu, 2020). They not only enhance students' understanding of the subject matter but also influence attitudes, values, and academic achievement (Attakumah, 2020; Li & Wang, 2024). Heyneman (2010) identifies three major functions of textbooks: supporting national development, shaping curriculum implementation, and influencing student achievement. A qualified textbook employs clear instructional strategies, such as mnemonic, structural, and semantic methods, that enhance comprehension (Marzban & Firoozjahantigh, 2018; Rohmah Fadillah et al., 2022). The way authors arrange textbook content can

significantly impact students' understanding of both the material and the underlying values it conveys (Harahap & Natsir, 2021; Salsabila et al., 2021).

This study focuses on analyzing the social functions of language embedded in dialogs from the government-published English textbook Bahasa Inggris Kelas X SMA/MA/SMK/MAK textbook revised edition 2017, widely used in public and private senior high schools in Indonesia. The analysis aims to identify how social functions are introduced and represented in the dialogs, considering their potential role in building students' character and communication skills. The scope is limited to dialogs because they actively engage students in spoken interaction, promoting both language use and social value comprehension (Doornbosch-Akse & van Vuuren, 2019; Xu et al., 2022). According to Gillies (2019) unlike narrative texts, dialogs require at least two participants which fostering interaction and collaboration between students, that become the key aspects of social learning.

Social functions refer to the purposes, benefits, and impacts of using specific texts in relation to students' learning and their interpersonal relationships (Sels et al., 2021). Chun et al. (2016) describe how language operates in many aspects. Language is shaping the way speakers connect with listeners and reflecting socio-cultural norms (Azul & Hancock, 2020; Hardini & Sitohang, 2019). In this study, social function encompasses the intent, purpose, and value of language use within dialogs, as well as the character-building messages they convey.

Barker (2021) highlights four main social functions of language: socialization (facilitating communication within a community), cultural preservation (passing language and values across generations), development (supporting societal and linguistic growth), and group declaration (asserting community identity). These functions underscore the close relationship between language and social life. Language not only enables communication but also reflects cultural identity and values (Bose & Gao, 2022).

Halliday's (1969) theory of language functions offers a framework for understanding the diverse purposes of language use in educational contexts. His seven models consist of instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational. These cover needs ranging from expressing desires and controlling behavior to exchanging information and fostering creativity. Halliday later condensed these into three metafunctions namely, ideational (expressing content and ideas), interpersonal (managing social relationships), and textual (structuring coherent discourse) (Halliday et al., 2014). These models are particularly relevant for analyzing the language of dialogs, which often combine multiple functions within a single exchange.

In Indonesia, social functions are embedded as part of the curriculum. They indicate the communicative goal of each lesson and often reflect moral and socio-cultural values. Huang (2019) emphasizes that students should derive these values from textbook exercises, particularly dialogs, which provide authentic contexts for interpersonal communication. Adnan & Smith (2001) categorize the social functions of education into seven types: developmental, political, value-based, identity, stratification, economic, and socialization. These functions highlight education's role in shaping individuals not only academically but also as members of a broader community.

Dialogs are essential pedagogical tools for teaching language in a social context (David & Ali, 2021). The term originates from the Greek *dialogos*, meaning "through words," emphasizing the exchange between two or more participants. In textbooks, dialogs model authentic communication, allowing students to practice pronunciation, grammar, and pragmatic skills while internalizing social values (Yates, 2017). Maine (2024) notes that practicing dialogs helps students understand not only the language structure but also the social and cultural contexts in which language is used.

In Bahasa Inggris Kelas X SMA/MA/SMK/MAK textbook revised edition 2017, dialogs are integrated into each thematic unit, often aligned with specific social functions. For example, students practice introducing themselves, congratulating peers, expressing intentions, and sharing cultural stories. Those are linked to a communicative purpose and a character value.

Given the central role of textbooks in implementing the curriculum, understanding how social functions are represented in dialogs can offer insights into both language teaching and character education. While previous studies have analyzed various texts in textbooks (Johan et al., 2022), fewer have examined dialogs as a medium for embedding socio-cultural values. This research seeks to fill that gap by comparing the social functions in Bahasa Inggris Kelas X SMA/MA/SMK/MAK textbook revised edition 2017 with established theoretical frameworks from Halliday, and Adnan & Smith. Therefore, the research question for this study is what are

the social functions of language introduced in the dialogs in the English textbook entitled Bahasa Inggris Kelas X SMA/MA/SMK/MAK textbook revised edition 2017?

By doing so, the study contributes to the understanding of how textbooks can simultaneously serve as linguistic resources and character-building tools. It also provides practical implications for textbook authors, teachers, and policymakers in enhancing the integration of social functions into language learning materials.

2. Materials and Methods

This study employed a qualitative content analysis to examine the social functions of language presented in dialogs from the Bahasa Inggris Kelas X SMA/MA/SMK/MAK textbook revised edition 2017 and the authors are Utami Widiati, Zuliati Rohmah, Furaidah, which was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud* (Center for Curriculum and Books, Research and Development Agency, Ministry of Education and Culture). This method was chosen as it is well-suited for analyzing textual data and identifying underlying meanings within educational materials. The research was conducted in four senior high schools in Bantul, Yogyakarta. The respective schools use the selected textbook as a primary resource.

The primary data source was the 2013 Curriculum-based English textbook published by the Ministry of Education and Culture of Indonesia, containing 16 dialogs from whole chapters in the textbook.

Data were collected using two instruments: the researcher as the primary (human) instrument and document analysis. All dialogs were identified, classified by chapter, and compared with the social functions stated in the textbook's content mapping.

Following Schreier (2024), analysis proceeded through preparation (selecting texts and defining units of analysis), organization (categorizing and refining data), and reporting (presenting findings). A summative content analysis approach was applied to identify and interpret the social functions embedded in the dialogs.

3. Result and Discussion

The primary data source of this study is the textbook Bahasa Inggris SMA/MA/SMK/MAK Kelas X, revised edition 2017, authored by Utami Widiati, Zuliati Rohmah, and Furaidah, and published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. This textbook is used across both SMA/MA and SMK/MAK levels as a unified material, meaning that the same edition applies to both types of schools. Therefore, the analysis is based on a single book. The findings of this study are presented in the following table 1.

Table 1. Social function in the dialog in textbook

	Type	Page	Percentage
Adnan & Smith	Socialization	17, 40, 43, 97, 102, 106, 129, 140	50%
	Value	23, 24, 32, 34a, 34b, 34c, 34d, 34e,	50%
Halliday	Interactional model	1	6.25%
	Personal model	23, 24, 32, 34a, 34b, 34c, 34d, 34e, 40, 43,	62.50%
	Representational model	97, 102, 106, 129, 140	31.25%

The dialog between Edo and Slamet (Chapter 1, p. 17) models the social function of introducing and mentioning identity to develop interactional communication. The text aligns with the social function mapped in the textbook and exemplifies Halliday's interactional model, as both characters establish a relationship through introductions and mutual inquiry. According to Adnan and Smith (2001), this corresponds to the socialization function, fostering communicative competence and encouraging students to engage in polite, contextually appropriate interaction.

This result supports broader findings indicating the importance of language textbooks in cultural and socialization processes (Huang, 2019). For instance, Curdt-Christiansen (2017) study have shown that textbooks play a significant role in language socialization by embedding cultural norms and communicative patterns in educational materials.

Chapter 2 of the textbook (pp. 23–34) contains several dialogs that highlight the social function of expressing congratulations and giving compliments. For instance, Dialog 2 (p. 23) illustrates how Alif's appointment is acknowledged and celebrated by several speakers, demonstrating the use of congratulatory expressions in a social interaction. Similarly, Dialog 3 (p. 24) presents Ditto congratulating Cita on her achievement in a storytelling competition, reinforcing the communicative role of recognizing others' success. Dialog 4 (p. 32) focuses on the exchange of compliments between Rahmi and Sinta, which

models the use of positive language to strengthen interpersonal relationships. Finally, Dialogs 5–9 (p. 34) provide a series of short, visually supported interactions where speakers express admiration and praise, further exemplifying how compliments function in everyday communication.

Each dialog serves the mapped social function, which are congratulating and complimenting to develop interactional communication. This dialogs consistently reflects Halliday's personal model, where language expresses feelings. Adnan and Smith's value function is also evident, as these texts provide models for respectful and appreciative social behavior, promoting positive interpersonal skills among students.

These findings resonate with contemporary research emphasizing that well-designed EFL textbooks can foster learners' communicative skills, creativity, and collaborative language use (Ahmed, 2018). The use of textbook to encourage students in speaking also vital aspects included in the textbook. As mentioned by Pulungan et al. (2024), the lack of collaborative component and the complex communication for practicing in textbook might hinder students' development.

In chapter 3, two dialogs (pp. 40 & 43) explore long-weekend plans. Students were expressing and negotiating intentions. These dialogs, aligned with the mapped social function telling and asking intentions, demonstrate personal model language use (expressing opinion) and serve socialization function, enabling students to practice expressing preferences and decision-making in everyday contexts.
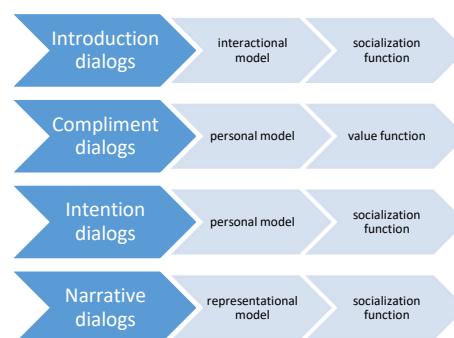
This aligns with the educational focus on 21st-century competencies such as communication and interpersonal skills, commonly integrated into modern textbook design (Muldagaliyeva et al., 2023). The skills included in the textbook could help the students to develop not only English skills but also their confidence when talking to other people.

There are no dialogs found in chapter 4 to 6. Therefore, the result continued to the next chapter which is chapter 7. Three dialogs (pp. 97, 102, 106) present a sequence of events about the Wright brothers' invention journey, matching the mapped social function of retelling a series of past events in order. These dialogs reflect Halliday's representational model, conveying factual information chronologically, and embody Adnan and Smith's socialization function, modeling historical storytelling and informational exchange.

Such narrative sequencing aligns with systemic functional linguistic (SFL) paradigms, which situate language as a social semiotic tied to genre and context (Xie & Tu, 2023). This will help teacher to guide and accompany students in learning and gaining the value from the teaching media, in this case is dialogs.

In Chapter 9 (Battle of Surabaya, p. 129) and Chapter 10 (B.J. Habibie, p. 140), the dialogs similarly recount past events in order—Riza's memory of cleaning a monument and Nadia and Rima discussing Habibie's life. These narratives employ the representational model and support the socialization function by modeling historical awareness and respectful discourse about national figures. These chapters reinforce the textbook's dual role in language instruction and character education, reflecting broader pedagogical trends integrating societal values and historical consciousness into language materials (Hossain, 2024).

Across all dialogs, the social functions mapped by Widiati et al. consistently align with theoretical frameworks from (1969) and Adnan and Smith (2001):

Picture 1. The social functions found in the dialogs

This demonstrates a coherent and intentional alignment between textbook design and language-function theory, supporting the curriculum's goal of embedding character values and communicative competence in language instruction.

Moreover, these findings reinforce evidence from current literature that effective textbooks can integrate social values, foster language socialization, and support communicative skill development.

4. Conclusion and Suggestions

The findings suggest that Bahasa Inggris Kelas X SMA/MA/SMK/MAK textbook revised edition 2017 successfully operationalizes social functions of language within dialogs, making it a strong tool for both language and character

education. Textbook authors and curriculum developers should continue emphasizing dialogic content that reflects social values and real-world communicative purposes.

Based on the analysis of dialogs in Bahasa Inggris Kelas X SMA/MA/SMK/MAK textbook revised edition 2017, the researcher concludes that the social functions of language are effectively represented in the textbook. The study identified four main social functions introduced in the dialogs, in accordance with the content mapping proposed by Widiati et al. The first function is introducing and mentioning identity, which enables students to initiate interactional communication and build social connections with others. The second function is congratulating and complimenting, which helps learners express appreciation and positive feedback, thereby fostering interpersonal relationships and supportive communication. The third function involves telling and asking about intentions, allowing students to convey plans, preferences, or decisions, which promotes clear and meaningful interaction. Lastly, the fourth function is retelling a series of past events in chronological order, or narrative, which provides opportunities for students to practice sequencing, recount experiences, and convey information effectively.

In terms of language function, Halliday's (1969) interactional model, personal model, and representational model were applied across the dialogs. Furthermore, Adnan and Smith's (2001) concepts of value function and socialization function were evident, demonstrating that the dialogs support both interpersonal and informational communication goals.

The findings indicate that the dialogs in this English textbook align well with the intended social functions outlined in the content mapping. Consequently, the textbook serves as an effective medium to introduce and practice the social functions of language. Nevertheless, teachers may not always be fully aware of these functions; therefore, additional analysis and training may be necessary to maximize the pedagogical potential of the dialogs.

However, this study's limitation lies in its reliance on textbook content rather than live classroom implementation. Future research could examine how teachers and students actually use these dialogs and the social impact thereof.

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