

**A GENRE BASED APPROACH TO TEACHING WRITING
AN EXPOSITION IN AN EFL CONTEXT
(A Case Study at a Private University in West Java)**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Master's Degree
in English Education**



By
DADAN JAUHARA
0807995

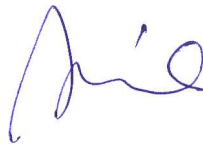
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APPROVAL PAGE

This thesis entitled “*A Genre Based Approach to Teaching Writing an Exposition in an EFL Context (A Case Study at a Private University in West Java)*”.

Approved by supervisors:

Main Supervisor



Emi Emilia, M.Ed., Ph.D.

Co-Supervisor



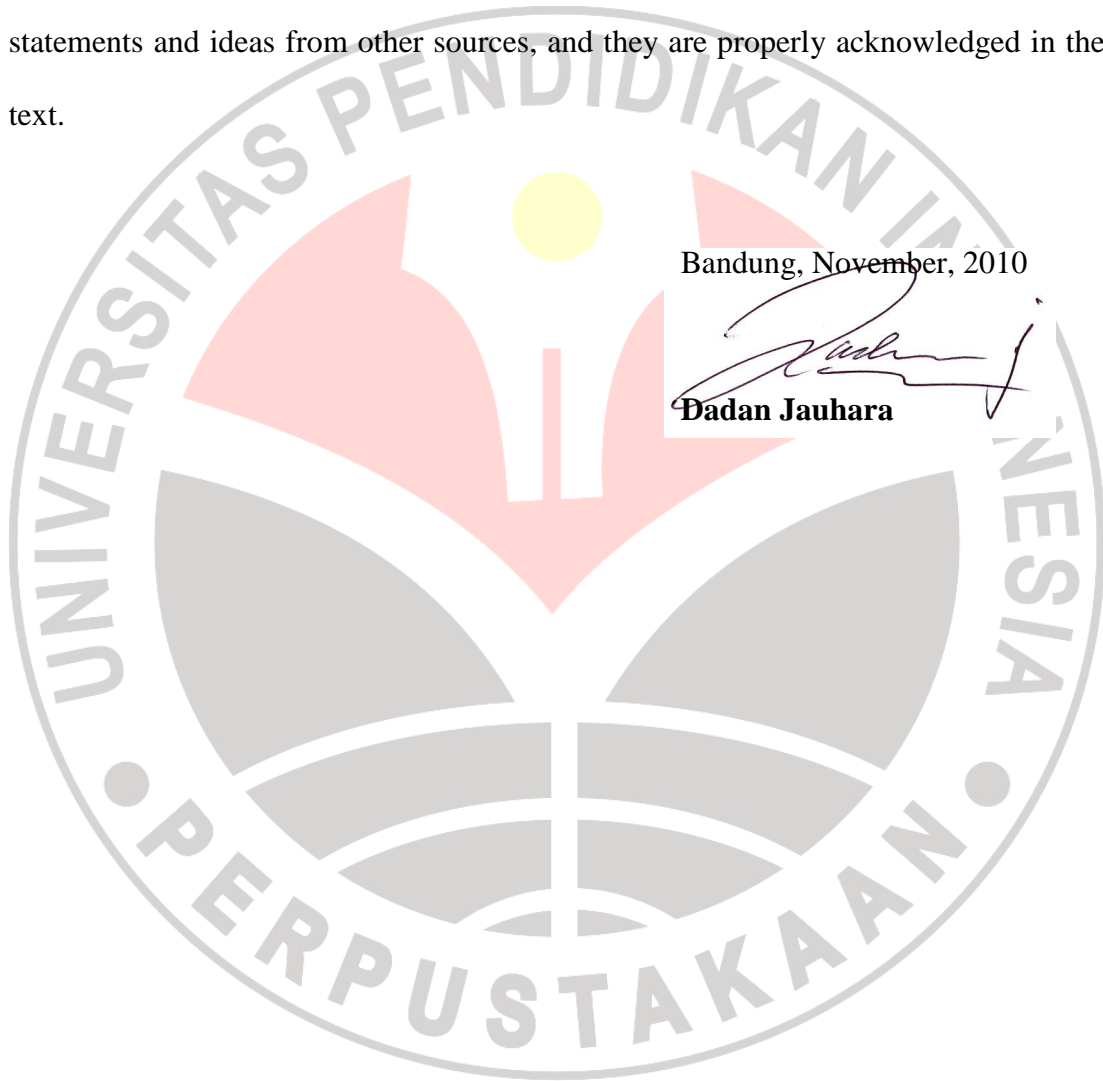
Iwa Lukmana, M.A., Ph.D.

DECLARATION

I hereby certify that this thesis entitled “*A Genre Based Approach to Teaching Writing an Exposition in an EFL Context (A Case Study at a Private University in West Java)*” is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the text.

Bandung, November, 2010


Dadan Jauhara



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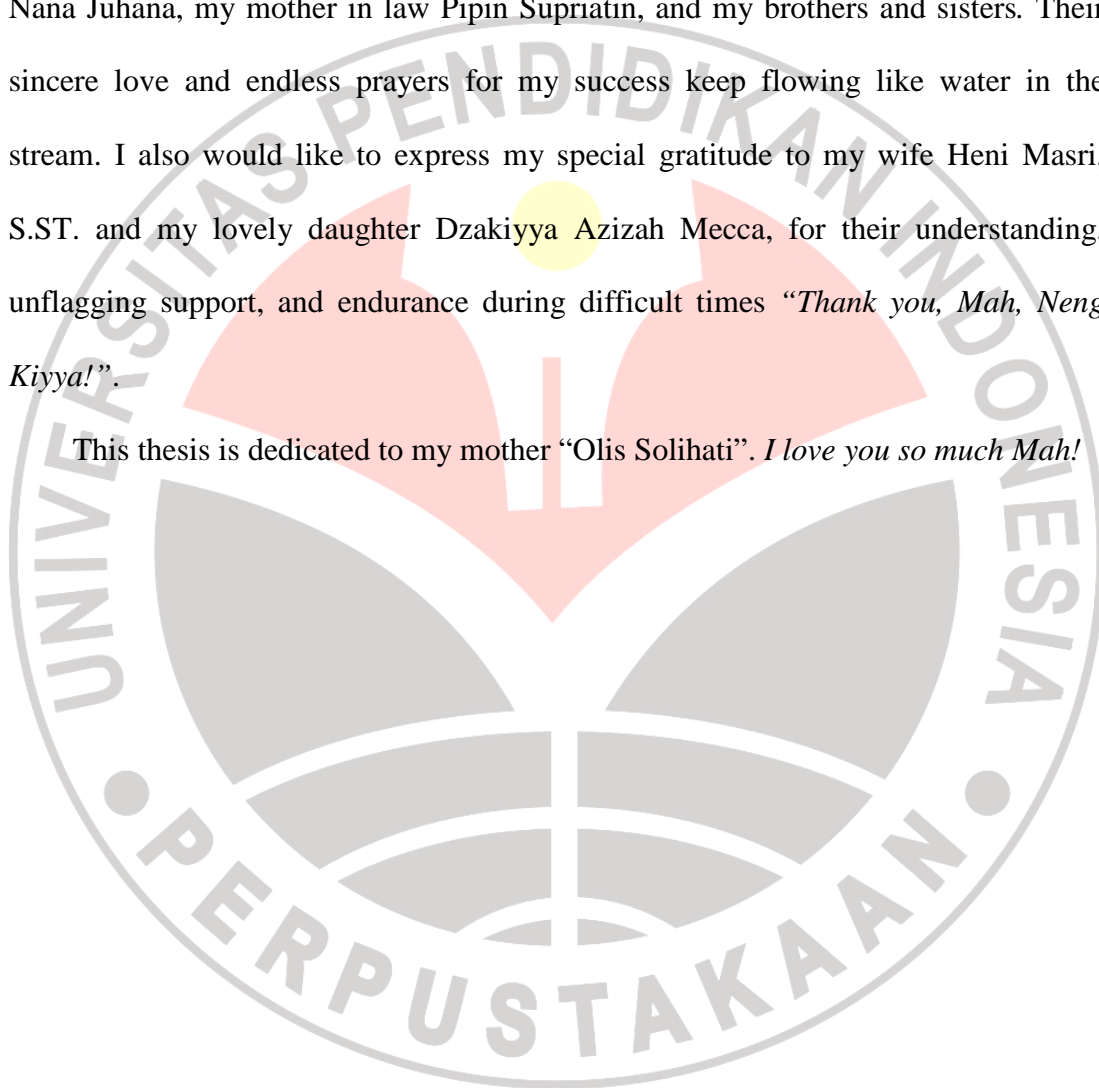
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ABSTRACT

This study aims to investigate the teaching and learning of writing under the genre based approach to improve students' writing skills particularly in writing an Exposition text in a tertiary EFL context in Indonesia. This study employed a qualitative research design, embraced the characteristics of a case study and to some extent a program evaluation. This research was conducted in one private university in West Java employing multiple data collection techniques, particularly classroom observation by the researcher and his colleague, students' written journal on the teaching program, collection of sample students' texts, which were then analysed by using systemic functional grammar (SFG), and interview with the participants. The study reveals three findings related to the research questions. First, regarding the analysis of the students' texts, most of the students have shown a substantial progress in terms of schematic structure, social function, linguistic features and thematic progression. Second, most of the students respond to the teaching program positively. Third, there were some issues that emerged in the implementation of the teaching program, especially in the stage of joint construction, when the discussion in group was stuck and group members could not share their idea anymore. Finally, the solutions were proposed to solve the students' problems i.e. that the teacher should be more active and pay more attention to the groups which really need help and remind them that everyone has an equal right to contribute his/her idea in a group work. It is thus recommended that (1) the GBA be implemented in teaching writing to university students, and (2) the teaching of English grammar should be related to the teaching of writing or vice versa and explicitly should be focused on the aspects of language that enable students to use the language for different purposes and contexts.

TABLE OF CONTENT

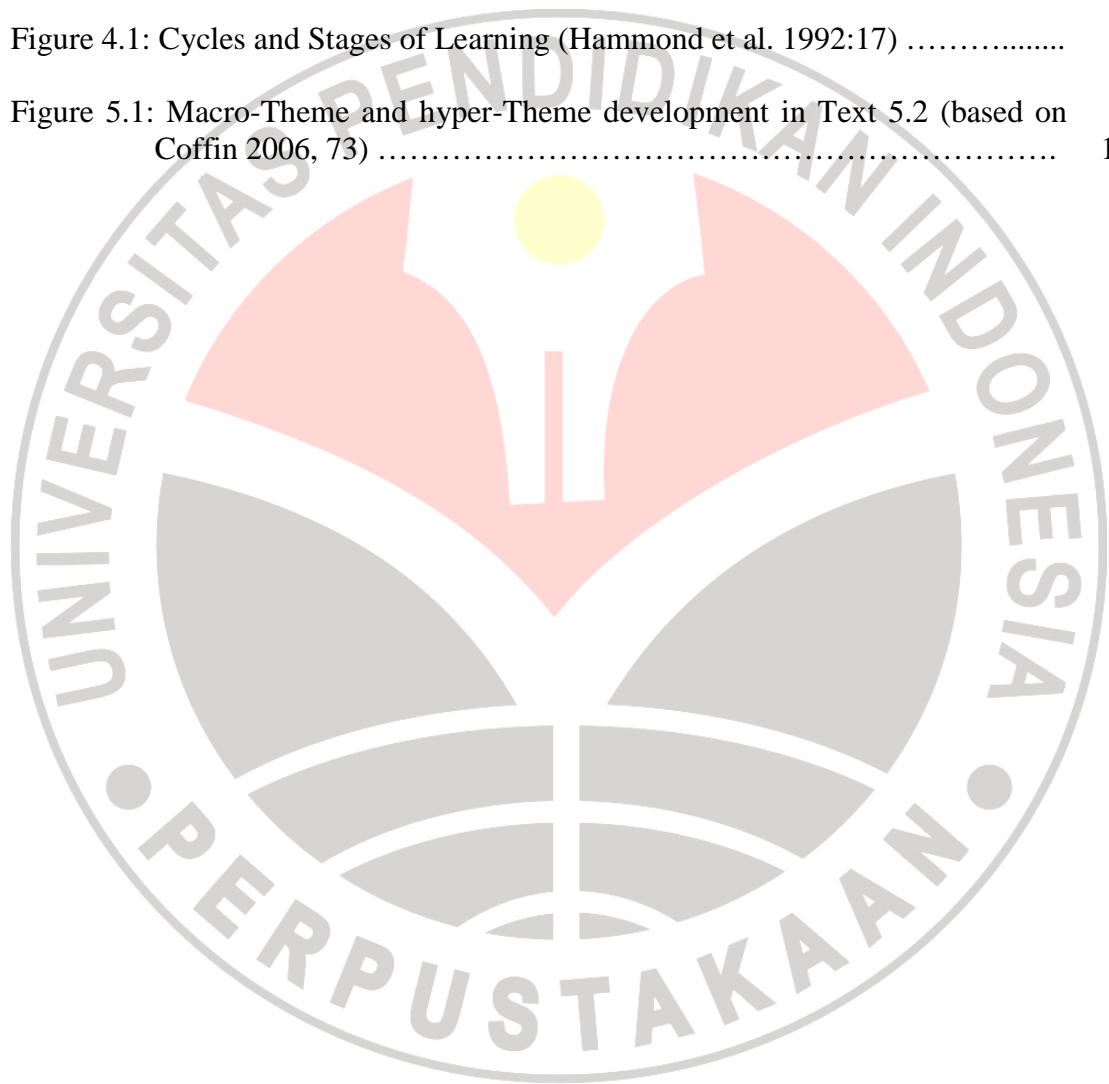
| | |
|---|-----|
| APPROVAL PAGE | i |
| DECLARATION | ii |
| ACKNOWLEDGEMENT | iii |
| ABSTRACT | v |
| TABLE OF CONTENTS | vi |
| LIST OF FIGURES | ix |
| LIST OF TABLE | x |
| | |
| CHAPTER I: INTRODUCTION | 1 |
| 1.1 Background of the Study | 1 |
| 1.2 Research Questions | 3 |
| 1.3 Research Objectives | 3 |
| 1.4 Significances of the Research | 4 |
| 1.5 Scope of the Thesis | 5 |
| 1.6 Clarification of the Terms | 5 |
| 1.7 Organization of the Thesis | 6 |
| CHAPTER TWO: REVIEW OF THE LITERATURE | 7 |
| 2.1 Systemic Functional Linguistic (SFL) | 7 |
| 2.1.1 Basic Principles of Systemic Functional Linguistics | 8 |
| 2.1.2 Text and Context | 9 |
| 2.1.3 Metafunctions | 12 |
| 2.1.4 Systemic Functional Grammar | 14 |
| 2.1.4.1 Defining Functional Grammar | 15 |
| 2.1.4.2 Thematic System | 15 |
| 2.1.4.3 Transitivity System | 18 |
| 2.1.4.3.1 Process Types and Their Participants | 18 |
| 2.1.4.3.2 Circumstances | 23 |
| 2.1.4.4 Conjunction System | 23 |
| 2.1.4.5 The Role of Modality in Exposition Text | 25 |
| 2.2 The SFL Genre Based Approach | 27 |
| 2.2.1 The Concept of Genre | 28 |
| 2.2.2 The Major Goal of the Genre Based Approach | 30 |
| 2.2.3 Basic Principles of the Genre Based Approach | 31 |
| 2.2.4 The Curriculum Cycle in the Genre Based Approach | 33 |
| 2.2.4.1 Preparation (Building Knowledge of Field) | 33 |
| 2.2.4.2 Modeling and Deconstruction of the Text | 35 |
| 2.2.4.3 Joint Construction of the Text | 36 |
| 2.2.4.4 Independent Construction of the Text | 37 |
| 2.2.5 The Nature of an Exposition Genre | 39 |
| 2.2.5.1 Definition of Exposition Text | 40 |
| 2.2.5.2 Types of Exposition Text | 41 |
| 2.2.5.3 Schematic Structure | 42 |

| | |
|---|-----------|
| 2.2.5.4 Language Features..... | 43 |
| 2.2.6 Issues in Genre Based Approach | 44 |
| 2.3 Related Research | 45 |
| 2.4 Conclusion..... | 47 |
| CHAPTER THREE: RESEARCH METHODOLOGY | 48 |
| 3.1 Research Design | 48 |
| 3.2 Research Site | 50 |
| 3.3 Participants | 50 |
| 3.4 Data Collection Techniques..... | 51 |
| 3.4.1 Classroom Observation | 51 |
| 3.4.2 The Collection of Students Writing Text | 52 |
| 3.4.3 Interviews | 53 |
| 3.5 Data Analysis | 54 |
| 3.5.1 Classroom Observation Data Analysis | 55 |
| 3.5.2 Documentation of the Students' Text Analysis | 56 |
| 3.5.3 Interviews Analysis | 56 |
| 3.6 Validity | 57 |
| 3.7 Conclusion | 58 |
| CHAPTER FOUR: THE TEACHING PROGRAM | 59 |
| 4.1 Preliminary Phase of the Teaching Program | 59 |
| 4.1.1 Activity 1: Informing the Students with the Teaching Program | 59 |
| 4.1.2 Activity 2: Diagnostic Writing | 61 |
| 4.1.3 Activity 3: Deciding the Topic of Writing | 61 |
| 4.1.4 Activity 4: Searching for Texts and Reading Materials | 62 |
| 4.2 Teaching Program (Implementation of the GBA) | 63 |
| 4.2.1 Teaching Cycle 1 | 65 |
| 4.2.1.1 Building Knowledge of Field | 66 |
| 4.2.1.2 Modeling of the Text (Deconstruction) | 71 |
| 4.2.1.3 Joint Construction of Text | 75 |
| 4.2.1.4 Independent Construction of Text | 81 |
| 4.2.2 Teaching Cycle 2 | 83 |
| 4.2.2.1 Building Knowledge of Field (BKoF) | 83 |
| 4.2.2.2 Joint Construction of Text (JCoT) | 85 |
| 4.2.2.3 Independent Construction of Text (ICoT) | 85 |
| 4.3 Conclusion | 85 |
| CHAPTER FIVE: ANALYSIS OF TEXTS PRODUCED IN THE TEACHING PROGRAM | 87 |
| 5.1 Analysis of High Achiever Student's Text | 88 |
| 5.1.1 Analysis of Schematic Structure and Social Function of Text 5.1 and Text 5.2 | 88 |
| 5.1.2 Analysis of Linguistic Features of Text 5.1 and 5.2 | 95 |
| 5.1.3 Analysis of Thematic System | 101 |

| | |
|---|------------|
| 5.2 Analysis of Middle Achiever Student’s Text | 105 |
| 5.2.1 Analysis of Schematic Structure and Social Function of Text 5.3 and Text 5.4 | 105 |
| 5.2.2 Analysis of Linguistic Features of Text 5.3 and 5.4 | 111 |
| 5.2.3 Analysis of Thematic System | 116 |
| 5.3 Analysis of Low Achiever Student’s Tex | 118 |
| 5.3.1 Analysis of Schematic Structure and Social Function of Text 5.5 and Text 5.6 | 119 |
| 5.3.2 Analysis of Linguistic Features of Text 5.5 and 5.6 | 126 |
| 5.3.3 Analysis of Thematic System | 130 |
| 5.4 Conclusion | 133 |
| CHAPTER SIX: DISCUSSION OF INTERVIEW DATA..... | 134 |
| 6.1 Students’ Response on the Teaching and Learning Writing Under the GBA | 135 |
| 6.2 Students’ Response on the Steps of Teaching and Learning Writing Under the GBA | 143 |
| 6.2.1 Building Knowledge of Field (BKoF) | 144 |
| 6.2.2 Modeling | 145 |
| 6.2.3 Joint Construction | 146 |
| 6.2.4 Independent Construction | 148 |
| 6.3 Students’ Suggestion for the Improvement of the Teaching Program | 149 |
| 6.4 Conclusion | 151 |
| CHAPTER SEVEN: CONCLUSIONS AND SUGGESTIONS | 153 |
| 7.1 Conclusions | 153 |
| 7.2 Suggestions | 156 |
| BIBLIOGRAPHY | 158 |
| APPENDICES | 166 |

LIST OF FIGURES

| | |
|---|-----|
| Figure 2.1: Relationship between language, register and genre (Christie and Derewianka, 2008:7) | 13 |
| Figure 2.2: Relational Processes (Adapted from Eggins, 2004:239) | 19 |
| Figure 4.1: Cycles and Stages of Learning (Hammond et al. 1992:17) | 64 |
| Figure 5.1: Macro-Theme and hyper-Theme development in Text 5.2 (based on Coffin 2006, 73) | 104 |



LIST OF TABLES

| | |
|---|-----|
| Table 2.1 Context, metafunction and grammar adopted from Christie and Unsworth (2000: 9) | 14 |
| Table 2.2 Summary of Process types, their meanings, and key participant | 22 |
| Table 2.3 Circumstances Types | 23 |
| Table 2.4 Types of Conjunctions and Example of Clause in Enhancement | 24 |
| Table 2.5 Conjunction realizing equal and unequal dependency | 25 |
| Table 2.6 Modality: Types, Value and Polarity | 26 |
| Table 2.7 Summary of Activities in Curriculum Cycle (Adopted from Gibbons 2002, 2009, and Derewianka, 1990) | 38 |
| Table 2.8 Exposition Genre and Its Features | 40 |
| Table 2.9 The schematic structure of an Exposition (Adapted from Derewianka, 1990; Gerot and Wignell, 1995; Anderson and Anderson, 1997; Joyce and Feez, 2004; and Gibbons, 2002, 2009) . | 42 |
| Table 4.1 Summary of the Teaching Program | 86 |
| Table 5.1 Diagnostic text produced by high achiever student (Text 5.1) | 89 |
| Table 5.2 Final text produced by high achiever student (Text 5.2) | 91 |
| Table 5.3 Summary of schematic structure of the texts 5.1 and 5.2 | 95 |
| Table 5.4 Summary of linguistic features from the texts produced by high achiever student | 96 |
| Table 5.5 Summary of language features from the texts produced by high achiever student | 100 |
| Table 5.6 Summary of thematic system from the texts produced by high achiever student | 101 |
| Table 5.7 Diagnostic text produced by middle achiever student (Text 5.3) | 106 |
| Table 5.8 Final text produced by middle achiever student (Text 5.4) | 108 |
| Table 5.9 Summary of schematic structure of the texts 5.3 and 5.4 | 111 |
| Table 5.10 Summary of linguistic features from the texts produced by Middle achiever student | 112 |
| Table 5.11 Summary of language features from the texts produced by middle achiever student | 116 |
| Table 5.12 Summary of thematic system from the texts produced by Middle achiever student | 116 |
| Table 5.13 Diagnostic text produced by low achiever student (Text 5.5) | 120 |
| Table 5.14 Final text produced by low achiever student (Text 5.6) | 122 |
| Table 5.15 Summary of schematic structure of the texts 5.5 and 5.6 | 126 |
| Table 5.16 Summary of linguistic features from the texts produced by low achiever student | 126 |
| Table 5.17 Summary of language features from the texts produced by low achiever student | 130 |
| Table 5.18 Summary of thematic system from the texts produced by low achiever student | 130 |