

CHAPTER FIVE

DISCUSSION OF TEXTS ANALYSIS TAKEN FROM THE TEACHING PROGRAM

Chapter 4 has discussed and provided an overview of teaching program which was conducted in this study. This chapter will turn to discuss detailed analysis and interpretation of six sample texts collected as a part of the teaching program in two teaching cycles. It was intended to answer the first research question of this study “*Can genre based approach help student in writing exposition essay?*” The texts were collected and grouped by the researcher’s colleague.

Concerning the strength and weakness in writing Exposition text, the analysis is focused on exploring the schematic structure, social function, lexicogrammatical features (language features) as proposed by Martin (1985), Gerot and Wignell (1995), Derewianka (1990), Knap and Watkins (2009), and thematic progression. Those analyses are based on Systemic Functional Grammar (SFG) proposed by Halliday (1985, 1994), Martin, Mathiessen and Painter (1994), Gerot and Wignell (1995), Eggins (1994, 2004), and Halliday and Matthiessen (2004).

Overall, the students’ texts were collected from two stages: diagnostic test and independent construction stages. There were three texts taken from diagnostic texts and three from independent construction stage. Prior to independently writing their own texts, the students had constructed and jointly written an

example of Exposition text. The analysis covers three categories of learners' achievement, they are: low, middle, and high. The original composition and complete analysis are enclosed in Appendix 7

5.1 Analysis of High Achiever Student's Text

The discussion and analyses presented below were taken from Text 5.1 and Text 5.2 which were written by a student 1 who was categorized as a high achiever. Text 5.1 was a diagnostic text and Text 5.2 was an independently-constructed text written in the final cycle.

The aspects to be analyzed covered schematic structure and linguistic (lexicogrammatical) features as proposed by Derewianka (1990), Gerot and Wignell (1995), and Knap & Watkin (2009: 190) based on Transitivity system, Conjunction system, and Modality. Moreover, the analysis of Thematic system was aimed at investigating how cohesion and coherence are created in the students' text (see Eggins, 1994: 256).

5.1.1 Analysis of a Schematic Structure and Social Function of Text 5.1 and Text 5.2

The first text to be analysed was taken from diagnostic text (5.1) produced by high achiever student (S1). In the diagnostic stage, the students were asked to write an Exposition essay on any topic. The following text is her composition.

Table 5.1 Diagnostic text produced by high achiever student (Text 5.1)

Title	<p style="text-align: center;">Global Warming Prevention</p> <p>The global warming is very dangerous for our life. This essay will explain about three prevention of global warming. First, we plant many trees on our house yard. It helps to prevent global warming, then we will feel so cool in our house. Second, we must be thrifty paper, the paper is made of wood. Third, if we will go to a place, we should go by public transportation to decrease air pollution. Fourth, we must try to stop smoking because it give disadvantages for other people, and it makes air pollution. Finally, we must turn economizing. <i>This essay has explained about prevention of global warming. As mentioned before, there are five main points of prevention of global warming.</i></p>	<p>Phenomenon</p> <p>Explanations 1-4</p> <p>Conclusion</p>
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In terms of schematic structure, an Exposition essay should consist of three elements i.e. thesis, series of arguments and recommendation or reiteration (Derewianka, 1990; Gerot and Wignell, 1995) Knap and Watkins, 2009. However, as presented in Table 5.1, this text had problems in terms of schematic structure. The first problem was the absence of the appropriate schematic structure elements of the Exposition text. The text did not have a thesis as a starting point of the Exposition text to state the writer's position on the topic, i.e. the danger of global warming for human life. In terms of argumentation, the writer did not elaborate her arguments about why global warming is very dangerous for human live. The writer just explained how to prevent the global warming. The third problem was the absence of reiteration or recommendation as the characteristic of the Exposition text. The writer just restated the explanation about prevention of global warming without reiterating her position or recommending to the reader to do what the writer has written. Thus this text is much closer to the nature of an Explanation genre based on its schematic structure rather than Exposition (see Gerot and Wignell, 1995: 212). This assured the researcher that schematic structure of an Exposition gere should be taught explicitly.

The problem also concerns paragraphing. S1 composed her text only in one paragraph. The writer did not present the elements of the schematic structure of the text in paragraphs, because normally each element in schematic structure is composed in one paragraph.

Pertaining to social function, the function of Exposition genre is to persuade the reader or listener by presenting one side of an argument (Feez and Joyce, 1998, 2004; Derewianka, 1990: 75) and to do what the thesis (arguments) recommend Martin (1985: 17). Text 5.1 has attempted to give an account of how something occurs in a sequence (see Feez and Joyce, 2004: 133) rather than persuade the reader. The writer just explained on what the reader should do with the global warming rather than persuade the reader to do what the thesis and arguments recommended (see Martin 1989). So that, this text is more appropriate to be categorized as an Explanation genre rather than Exposition (see Derewianka, 1990: 60; Feez and Joyce, 2004: 133; Martin, 1989). Thus, regarding the social function of the text, the writer did not seem to understand the function of the Exposition text. The failure in fulfilling the conventional of the social function of the Exposition text was mainly caused by the failure of the schematic structure of the text.

To sum up, the schematic structure discussion demonstrates that S1 did not demonstrate some understanding of the schematic structure on the target genre and its social purposes. In other words, S1 at this stage had not a good control of the schematic structure of and Exposition text.

The next text to be analysed was produced in the Independent Construction of the Text (ICoT). In this stage, S1 wrote to respond the topic “Cell Phone in the Classroom”. The independent construction’ text was written in two sessions by S1 who participated actively in the teaching program. Text 5.2 as it were written by the S1 will be presented in table below.

Table 5.2 Final text produced by high achiever student (Text 5.2)

Title	Cell Phone Should be Banned in the Classroom
Thesis	Technology is very important in globalization era, especially cell phone. Cell phone is needed for daily communication. Nowadays, most of the students use cell phone in the classroom. Cell phone not only has advantages, but also it has disadvantages for students in learning process. There are three reasons why cell phone should be banned in the classroom. Firstly, the distraction comes from the ring tone, secondly, text messages and the last, abusing of internet. So, we think cell phone should be banned in the classroom.
Argument 1 Point	→ <u>First of all, the distraction comes from ring tone.</u> The sound of ring tone or even a vibrating phone can cause a distraction. It can distract students’ concentration because they will be interested to listen the ring tone. Having they listened the ring tone, the students will talk about it with their friends. In addition, distraction also comes from vibrating phone. In fact, the students could use the cell phone with vibrating phone to play their favorite games even while they are having classes. Therefore, the students will not focus anymore to study.
Elaboration	
Argument 2 Point	→ <u>Text messages is another reason why cell phone should be banned in the classroom.</u> It will distract students’ concentration when they know they have a message in their cell phone because they want to read and type the text message directly. Beside that, text messages is also involved in cheating in examination. M. Collins said that in the United Kingdom, candidates sitting public examinations are not allowed mobile telephones at their desks. From that statement we can argue that the students have several ways to find answers illegally for a test quickly. In brief, it is not conducive in learning process to the classroom environment.
Elaboration	
Argument 3 Point	→ <u>Finally, abusing of internet often happens in learning process.</u> Internet has many advantages for students. It can help them to get information easily. However, if internet is used in the classroom, it will be distraction in learning process. Most of the students abuse internet facilities to chat and update status in facebook, twitter, friendster, etc. They can also open sites porn and upload picture and video about classroom situation to YouTube, so there is no privacy in the classroom. Thus, it can give negative effect for their morality and risks of criminal behavior.
Elaboration	
Conclusion (reiteration/ recommendation)	As mentioned before, it is obvious that cell phone has disadvantages if it is used in the classroom. Ring tone, text messages, and abusing of internet are distractions of cell phone in learning process. We may conclude that cell phone should be banned in the classroom.

As can be seen from the Text 5.2 above, the text produced by high achiever students (S1) had fulfilled a conventional schematic structure of Exposition genre comprising thesis (*Technology is very important in globalization era, ...*), series of arguments (*First of all, the distraction comes from ring tone*), and recommendation or reiteration (*... it is obvious that cell phone has disadvantages...*) as proposed by Feez and Joyce (1998, 2004); Derewianka (1990), Gerrot and Wignell (1995: 210) Callaghan and Rothery (1988), Martin (1989), Martin and Rose (2008), and Knap and Watkins (2009). Having attended the teaching program, S1 has gained a lot of improvement in writing an Exposition text. It can be seen from Text 5.2, as presented in table 5.2 is an instance of the Exposition genre.

Unlike Text 5.1, Text 5.2 has the essential elements of the Exposition genre as mentioned above. S1 began her writing with the thesis by writing "*Technology is very important in globalization era, especially cell phone.*" It indicates that the writer thought that cell phone is very important. Moreover, the writer elaborated her thesis by putting background information about the advantages and disadvantages of cell phone for the students in the learning process. This information led to the issue discussed in her thesis. Her thesis viewed why cell phone should be banned in the classroom "*There are three reasons why cell phone should be banned in the classroom. Firstly, the distraction comes from the ring tone, secondly, text messages and the last, abusing of internet. So, we think cell phone should be banned in the classroom.*"

The author's point of view and previews the argument above will be followed then in the next paragraphs (series of arguments). Her good opening statement could grab audiences' attention to read more the text (see Martin, 1985; Feez and Joyce, 1998: 138). The introductory paragraph also successfully predicts a set of themes i.e. *the distraction of the ring tone, text messages and abusing of internet* in the following paragraph (paragraphs of argument).

Having composed the thesis, S1 composed the series of arguments. Series of arguments are aimed at convincing the audience about the issue. The arguments contained some factual information; evidences; description; and explanation that support the thesis (see Feez and Joyce, 1998: 138). S1 wrote three arguments that related to the statement of the issue in her thesis i.e. "*why cell phone should be banned in the classroom.*"

The point of first argument was "*First of all, the distraction comes from ring tone*". S1 elaborated that the sound of ring tone or even a vibrating phone can cause a distraction. The first argument was supported by evidence that ring tone can distract students' concentration because the students will be interested in listening the ring tone. Therefore the students will not focus anymore to study.

The point of second argument was "*Text message is another reason why cell phone should be banned in the classroom.*" The second argument was elaborated by the reason that SMS will distract students' concentration when they know that they have a message in their cell phone because they want to read and reply the SMS directly. Beside that, SMS is also can be used as a cheating media in examination. To support her argument, S1 put the citation from the other text by

writing “*M. Collins said (says) that in the United Kingdom, candidates sitting public examinations are not allowed mobile telephones at their desks.*” It indicates that S1 has good control on the important of the evidence to support her arguments (see Derewinaka, 1990: 76).

The point of third argument was “*Finally, abusing of internet often happens in learning process.*” The writer elaborated her argument by stated that most of the students abuse the internet facilities to chat and update status in their facebook, twitter, friendster, etc and elaborated the abuse of the internet that can give negative effect for the students’ morality.

S1 also wrote appropriate restatement of the thesis. The writer summed up the arguments, reinforced her point of view, reaffirming the general issue under discussion and possibly calling for action (see Derewianka, 1990: 76). It can be seen from her reiteration “*As mentioned before, it is obvious that cell phone has disadvantages if it is used in the classroom....*”

From the review of the schematic structure, Text 5.2 has indicated that S1’s writing skill in terms of schematic structure has improved. In her diagnostic text, S1 did not compose her text in an appropriate schematic structure and the writer just composed her text in one paragraph. The paragraph did not comprise of thesis, series of arguments and reiteration or recommendation. Through the understanding and mastering of the schematic structure and social function of Exposition genre, it has shown that in her Independent Construction stage, the writer composed the text in several paragraphs that comprised of thesis, three arguments and restatement of the thesis (reiteration). It indicates that the writer

understood and achieved the purpose and the function of the Exposition genre that is to persuade the reader or listener by presenting one side of an argument (Feez and Joyce, 1998, 2004; Derewianka, 1990: 75; and Martin, 1985: 17).

The overall organization of her text flows clearly in waves started from the thesis as an introductory paragraph, then introduced the arguments which were supported by the evidence and finally the text was concluded by restating the thesis (reiteration). Good control on schematic structure indicates that the text is interactive and information flows clearly and thus serves to guide readers through the content of the text (Thompson, 2001: 59 cited in Emilia, 2005).

The following table presents the summary of schematic structure produced by high achiever students.

Table 5.3 Summary of schematic structure of the texts 5.1 and 5.2

Diagnostic Text					Independent Construction of Text				
Thesis	Arg. 1	Arg. 2	Arg.3	Reit. Rec.	Thesis	Arg. 1	Arg. 2	Arg.3	Reit. Rec.
-	-	-	-	-	√	√	√	√	√

5.1.2 Analysis of Linguistic Features of Text 5.1 and Text 5.2

This section discusses the grammatical features of the Exposition genre written by high achiever student. The analysis focuses on general participant, kind of the process or experiential meaning (Transitivity system), the use of simple present tense, passive voice, conjunction system, and the interpersonal metafunction (Modality system) as can be seen in the following table.

Table 5.4 Summary of linguistic features from the texts produced by high achiever student

No	Linguistic Features	Diagnostic text	ICOT text
1	Generalised Participant		
	a. human	6	22
	b. non-human	12	44
	Subtotal	18	66
2	Processes:		
	a. Material	11	21
	b. Mental	1	8
	c. Verbal	2	4
	d. Relational	3	14
	e. Behavioral	-	1
	f. Existential	1	1
	Subtotal	18	49
3	Simple Present tense	11	29
4	Passive voice	1	8
5	Conjunction System	9	14
6	Modality System	6	13

Based on the table above it can be seen that S1 applied the appropriate language features for an Exposition genre. In terms of participants, the writer used general participants both human and non-human. The existence of non-human and human participants was the characteristics of the Exposition genre (see Derewianka, 1990:76; Gerot and Wignell, 1995: 210). Based on the table above, the use of non human participants such as in “*Technology is very important in globalization era, especially cell phone.*” as opposed to human participant such as “*We may conclude that cell phone should be banned in the classroom.*” is higher in both texts.

Relating to the process used in the texts, there is the use of variety of the verbs (process types) i.e. material verbs construe doings and happenings, relational verbs construe being and this in two different modes – attribution and

identification, and mental verbs construe person involved in conscious processing, including processes of perception, cognition, opinion and affection (see Derewianka, 1990; Gerot and Wignell, 1995; Knapp and Watkins, 2009). However, behavioral process was only found in Text 5.2. Experientially, the dominance of material, relational, and mental process denotes that the text has fulfilled one of the grammatical features of the Exposition genre (see Gerot and Wignell 1995: 198, 210).

The use of material process indicated that the participants do something “process of doing” usually concrete, tangible action (Eggins, 2004: 215). This means that the participants have made changes in the material world that can be perceived such as motion in space and change in physical make up (see Martin, Matthiessen, and Painter, 1997: 103). The material processes which were produced by S1 is exemplified in “*Nowadays, most of the students use cell phone in the classroom., ... it can distract students’ concentration., ... to chat and update status in facebook, twitter, friendster, etc.*

Moreover, the use of mental processes construe a person involved in conscious processing, including process of perception cognition and affections (Martin, Matthiessen, Painter, 1997: 105). S1 also used mental verb to state what she thinks or feels about the issue. It can be seen from the following clauses taken from Text 5.2 “*So, we think, cell phone should be banned (**cognition**), ... because they will be interested to listen...(**perception**), and ... because they want to read ... (**affection**)”.*

Another feature of experiential meaning of the Exposition genre which was found in S1's text is the use of relational process. Relational process is a state of being, including having. This can be used to identify something or to assign a quality to something (see Gerrot and Wignell, 1995: 67). It can be seen from the following clauses taken from Text 5.2 "*Technology is very important in globalization era,...(attributive), Internet has many advantages ...(possession), and Text messages is another reason ...(attributive).*

Regarding the use of present tense, S1 had applied them in all sentences of the texts. An existence of mainly timeless present tense when presenting position and points in the arguments was the linguistic features of the Exposition text (see Derewianka, 1990: 78, Gerot and Wignell, 1995: 210). It indicated that S1 understood the requirement of using present tense in an Exposition text. The students had applied them in both texts (Text 5.1 and Text 5.2). As in "*The global warming is very dangerous for our life.*" (Text 5.1) and "*Technology is very important in globalization era, ...*" (Text 5.2).

Meanwhile, the use of passive voice, can be found in Text 5.1 such as "... *the paper is made of wood.*" and Text 5.2 such as "*candidates sitting public examinations are not allowed mobile telephones at their desks*". It indicated that S1 is able to use present tense and passive voice as the requirement in Exposition text (Derewianka, 1990: 78; Gerot and Wignell, 1995; and Knapp and Watkins, 2009)

Regarding the use of modality, the use of words that show author's attitudes and judgments of various kinds (see Eggins, 1994: 179) indicating the degree or

qualification or a writer's position in relation to absolute truth or fact, in order to manipulate a reader's perspective (see Knap and Watkins, 2009: 55) can also be found in both texts. In S1's text, modality is used in expressing her judgment about the **probability** as in "*Thus, it can give negative effect...*", **certainty** as in "*...it is obvious that cell phone has disadvantages.*", and **obligation** as in "*We may conclude that cell phone should be banned in the classroom.*"

Concerning the use of conjunctions, S1 used many logical conjunctions both in Text 1 and Text 2. By using conjunctions, the texts look interconnected between processes of adding, comparing, sequencing, and explaining them because these logical conjunctions link activities and messages in sequences (see Martin and Rose, 2007). It was revealed that Text 5.2 contains more conjunctions than Text 5.1 such as the use of **enhancement** in "*because they want to read and type the text message directly.*" That expands on the meaning of another sentence inter of cause, "*Finally, abusing of internet often happens in learning process.*" temporal connection. and also in *if internet is used in the classroom...* which expands on the meaning of another sentence in terms of condition (see Eggins, 2004: 48), the use of **elaboration** as in "*Thus, it can give negative effect..., In fact, the students could use the cell phone*" by which one sentence is a re-saying or representation of a previous sentence (see Eggins, 2004: 47), and the use of **extension** in which the relationship of either **addition** (one sentence adds to the meanings made in another) as in "*In addition, distraction also comes from vibrating phone.*" or variation (one sentence changes the meanings of another, by

contrast of qualification) as in “*Cell phone not only has advantages, but also it has disadvantages*” (see Eggins, 2004: 47).

To summarize, the use of generalized participants, material process, relational process, mental process, verbal process, present tense, passive voice, modality, and conjunction indicated that S1 had applied appropriate linguistic features of an Exposition text. Moreover, various processes (see Table 5.4) used in the text indicated that the S1 has good understanding and control of how to write an Exposition text.

However, it does not mean that S1 did not make any mistakes in constructing sentences into a good text. S1 still made some mistakes especially in constructing complex sentences such as in “*It can distract students’ concentration because they will be interested to listen the ring tone*”. It is better for the S1 to concern on the clause concord in *interested to* should be changed by *interested in listening*. However, although the students make several mistakes in constructing their texts, the researcher would not discussed it in detail because it was not being his concern in his study and it would not be discussed in the further section.

During the process of writing in the Independent construction stage, S1 presented her improvement, though she still made a mistake in arranging sentences. The improvement of S1 writing ability can be shown from the table bellow.

Table 5.5 Summary of language features from the texts produced by high achiever student

Text	Participant		Processes						Simple Present		Conj. system	Mod. system
	Hum.	Non	Mat.	Mental	Verbal	Relat.	Behav.	Exist.	Act.	Pas.		
5.1	√	√	11	1	2	3	-	1	√	√	9	6
5.2	√	√	19	8	4	14	1	1	√	√	14	13

5.1.3 Analyses of Thematic System

This section has to do with the Theme system analysis to find out cohesion and coherence of the texts. The three categories of Thematic system cover topical, textual and interpersonal (see Gerot and Wignell, 1994: 104; Eggins, 1996: 276; and Martin, Matthiessen and Painter, 1997). Textually, Texts 5.1 and 5.2 implemented several types of Theme as summarized in Table 5.6.

Table 5.6 Summary of thematic system from the texts produced by a high achiever student

No	Type of Themes	Diagnostic text	ICoT text
1	Topical		
	a. Unmarked	9	20
	b. Marked	1	3
	Subtotal	10	23
2	Interpersonal	-	1
3	Textual	8	24

It can be viewed from the Table 5.6 that S1 was able to vary the use of Theme in the first (diagnostic) and second (independently writing) texts. Overall, topical Theme dominates Text 5.1. This kind of Theme plays as the central of issue. Meanwhile, the use of textual Theme dominates Text 5.2, this means that S1 has tried to relate one event to another (see Eggins, 2004; Martin and Rose, 2007). One interpersonal Theme indicates the presence of a standpoint (Eemere et.al., 2002 cited in Emilia 2005: 169).

Concerning thematic progressions, the first two clauses of text S1 had a zig-zag pattern but next followed by multiple-Theme pattern, as can be seen in the following example.

The global warming is very dangerous for our life.

This essay will explain about three prevention of global warming.

First, we plant ...

Second, we must be ...

Third, if we will go to a place,

Fourth, we must try to stop

Finally, we must turn economizing.

In the meantime, the second text (Text 5.2) used zig-zag and multiple-Theme pattern. The zig-zag pattern achieves cohesion in the text by building on newly introduced information. Meanwhile, in the multiple-Theme pattern, the Theme in one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses (see Eggins, 2004, 326). The use of both types of Themes progression signifies that S1 was capable in creating a cohesive and coherent text with a clear focus (see Eggins, 2004: 326).

Zig-zag pattern:

Cell phone is needed for daily communication.

Nowadays, most of the students use cell phone in the classroom.

Cell phone not only has advantages, ...

The multiple Theme pattern:

There are three reasons [[why cell phone should be banned in the classroom]]

Firstly, the distraction comes from the ring tone, ...

secondly, text messages ...

and the last, abusing of internet.

Regarding the use of multiple Theme pattern above, students should be made aware that the use of ordinal number such as *firstly and secondly* help the text move forward (see Eggins, 1994: 305 and Emilia, 2010: 63).

In the first paragraph (thesis) of Text 5.2, the element of this text constitutes a macro-Theme: *There are three reasons why cell phone should be banned in the classroom. Firstly, the distraction comes from the ring tone, secondly, text messages and the last, abusing of internet.* Macro theme is a term which is used to indicate the main topic of the whole text or the opening element to forecast how the text will be developed (see Martin and Rose, 2003: 175-205).

These three arguments constituted the hyper-Theme (see Martin and Rose, 2003: 194-195) of these elements of the text. The term hyper-Theme is used to capture that the three of them refer back to the macro Theme for the element, and forward to matters to be discussed. The first hyper Theme is *the distraction comes from the ring tone* links back to the first point in the macro Theme: the evidence provided by *the distraction of ring tone*. This was then elaborated in turn. The second hyper Theme is *text messages* links back to the macro Theme and the third hyper Theme is *abusing of internet*.

This provides a general statement and it predicts what is to come *First of all, the distraction comes from ring tone... (argument 1), Text messages is another reason why cell phone should be banned in the classroom... (argument 2), and Finally, abusing of internet often happens in learning process...(argument 3).* Finally, the writer draw on the preceding text to reiterate and strengthen the points announced in the macro Theme (see Christie and Derewianka, 2008: 118). Macro

theme and hyper theme are useful in that they carry the sense of looking forward and looking back. It can be seen from the following figure.

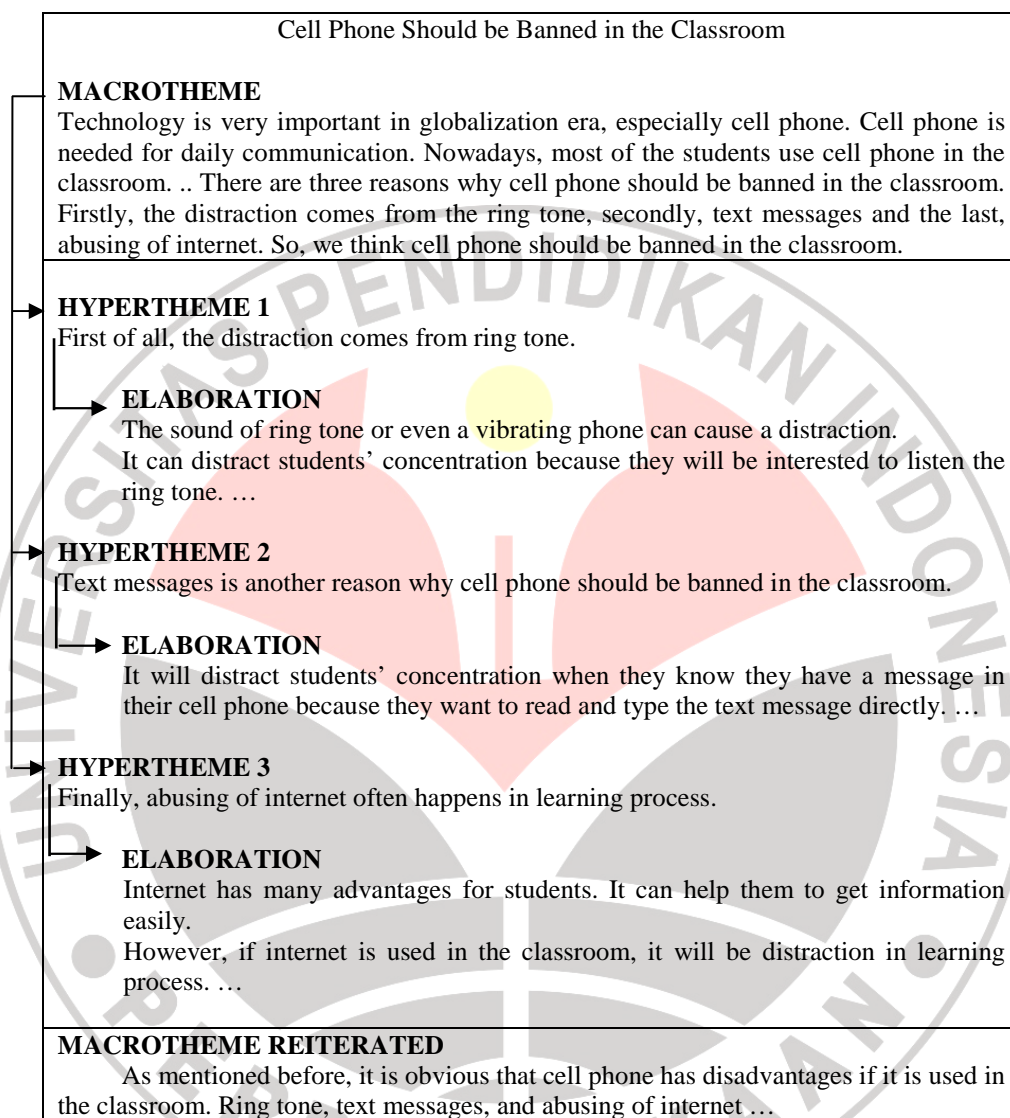


Figure 5.1 Macro-Theme and hyper-Theme development in Text 5.2 (based on Coffin 2006, 73)

Figure 5.1 provides an outline of how S1 manages the flow information through the text. This careful attention to the complex texturing of the argument and the ability to control the flow of information through recurrent pattern of predicting, elaborating and summarizing was not found in the diagnostic text. It

indicated that S1's writing skill of exposition text has improved (see Christie and Derewianka, 2008: 120).

Overall, it can be summed up that students one has gained improvement in her writing Exposition genre. The improvement can be proven from its schematic structure, social function, grammatical features, and coherence and cohesion of her text.

5.2 Analysis of Middle Achiever Student's Text

This section dealt with analyses of texts produced by the middle achiever student (S2). The texts to be analysed were taken from diagnostic test and ICoT stages. As the previous analysis, the analysis focused on the schematic structure, social function, the linguistic features, and the thematic system.

5.2.1 Analysis of a Schematic Structure of Text 5.3 and Text 5.4

The first text to be analysed was diagnostic text produced by a middle achiever student. Text 5.3 is a diagnostic text while Text 5.4 is an independently-constructed text written in the final cycle.

Table 5.7 Diagnostic text produced by a middle achiever student

How to be Great Musician	Title
Today, many people want to be great musician because they will become rich person. So that, this essay will focus on how to be great musician.	Thesis
<p>There are three main points of it. First, you must have good or strong power. Because, playing music needs long period to become expert, so you must practice and practice. In the exercise, you usually spend your power; therefore, you are also diligent to take exercise, in order to you have good power to play music more perfectly. Second, you must have intention. Although playing music is expensive, difficult and many challenges, if you have great intention to learn it. Exactly, that don't become big problem, so you must have great intention before you decide to learn music. Third, you must have sense of music. Based on Robert Frances (psychologist), he found the fact that music influenced our relationship with outside of music. It passed from emotional sympathy to everything. If someone has sense of music, she/he will be easy and she/he will have sensitivity to feel happiness even though sadness that is felt by the other people.</p>	<p>→ Argument 1</p> <p>→ Argument 2</p> <p>→ Argument 3</p>
This essay has discussed how to be great musician. As mentioned before, there are three main points to be great musician. We may conclude that to be great musician is easy to do it.	Reiteration

Text 5.3, as presented in Table 5.7, has revealed that S2 is able to apply the convention of schematic structure of the Exposition text. The text entitled *How to be Great Musician* has discussed the issue that many people want to be a great musician because they will become a rich person. The text seems to be initiated by an appropriate thesis as the starting point of the Exposition text, because the writer did announce the issue that has been her concern and took her position on the issue discussed (see Derewianka, 1990: 76; Gerot and Wignell, 1995: 197 and 210).

At the second paragraph, S2 presented the three main points how to be a great musician and why. The clauses such as “*First, you must have good or strong power...*”, “*Second, you must have intention ...*”, “*Third, you must have sense of music...*” could be categorized as the series of arguments (see Gerot and Wignell,

1995: 212). The three main points of argument in Text 5.3 were put in one paragraph.

In the conclusion part, S2 restated her statement how to be a great musician and the writer stated that to be a great musician is easy. This means that the writer just gave her personal evaluation or judgment that to be a great musician is easy to do (see Knap and Watkins, 2009). Thus, based on its schematic structure, this text is much closer to the nature of an Exposition text.

Regarding its schematic structure, Text 5.3 has shown that S2 seemed able to construct an Exposition text appropriately. This means that the writer had a good control of the schematic structure in constructing a text. However, the text was still had a problem in terms of paragraphing because S2 composed her arguments only in one paragraph. It is better for the writer to compose the arguments in separate paragraph because this paragraph usually consists of point of argument and elaboration.

Pertaining to social function, Text 5.3 indicated that the writer understood and achieved the social function of an Exposition text that is to persuade the reader or listener by presenting one side of an argument (Feez and Joyce, 1998, 2004; Derewianka, 1990: 75; and Martin, 1985: 17).

The next text to be analysed was produced in the Independent Construction of the Text (ICoT) stage. In this stage, S2 wrote to respond to the topic “Bilingual Education in Indonesia”. Text 5.4 as it was written by S2 will be presented in Table 5.8 below.

Table 5.8 Final text produced by a middle achiever student (Text 5.4)

Title	Bilingual Education is not Suitable for Indonesian Schools
Thesis	Many educators promote bilingual education as a way of improving speaking English to face globalization, but bilingual education fails to provide student with the basic education they need to explore. Based on the fact, bilingual education should be considered to adopt in Indonesian schools. First, human resource may not ready to accept bilingual education. Second, there are not circumstance with speaking English. The last, bilingual education need much money.
Argument 1 Elaboration	<u>The first, both teachers and students may not ready to accept bilingual education.</u> For example, when the teacher of biology teaches the subject by using English, He will be more concern to language than the basic material because he is afraid if he will speak not grammatically. However, it can make a problem because student don't understand what the teacher says, so student haven't deep understanding from the subject. Another example, when the teacher of biology do the test, the students must answer the test using English. Almost student understand the question, but it is too difficult to elaborate the answer by using English because they are lack vocabulary, so they get bad score.
Argument 2 Elaboration	<u>Second, if bilingual education has implemented in Indonesian schools, it has been possible to recognize that there are parallel language in existence within the society or community.</u> It means that society should support bilingual education, but there are not circumstance which speaking English in Indonesia. Therefore, if bilingual education implement in Indonesian schools, it will not useful.
Argument 3 Elaboration	<u>The last, bilingual education spend much money.</u> For example, students of SBI must pay high cost of school fee, and books. Another example, after 30 years of experimentation in US, bilingual education spent billion of dollars, yet these programs have failed. It means that if Indonesia applies bilingual education, it will spend budget of government and need long time to apply it. As we know that budget of education is given 20% from APBN. So, bilingual education can't apply in Indonesian schools.
Conclusion Restatement of the thesis	Therefore, I think bilingual education is not suitable for Indonesian schools because of three reasons. First, human resource may not ready to accept bilingual education. Second, there are not circumstance with speaking English, and bilingual education need much money.

As can be seen from Text 5.4 above, the text has fulfilled a conventional schematic structure of an Exposition genre comprising thesis, series of arguments, and recommendation or reiteration as proposed by Feez and Joyce (1998, 2004), Derewianka (1990), Gerrot and Wignell (1995: 210) Callaghan and Rothery (1988), Martin (1989), Martin and Rose (2008), and Knap and Watkins (2009: 202). Having attended the teaching program, S1 has gained a lot of improvement in writing an Exposition text. It can be seen from Text 5.4, as presented in Table 5.8.

Text 5.4 has the essential elements of the Exposition genre. S2 initiated her writing with the thesis *“Many educators promote bilingual education as a way of improving speaking English to face globalization, but bilingual education fails to provide student with the basic education they need to explore.”* It indicates that the writer thought that bilingual education is not suitable for Indonesian students. The thesis views why bilingual education should be reconsidered to be adopted in Indonesian schools, it comprises several reasons *“First, human resource may not ready to accept bilingual education. Second, there are(is) not(no) circumstance with speaking English. The last, bilingual education need(s) much money.”* The author’s point of view and previews the arguments will be followed then in the next paragraphs by the series of arguments. Her good opening statement could grab audiences’ attention to read more the text (see Martin, 1985; Feez and Joyce, 1998: 138). The introductory paragraph also successfully predicts a set of themes in the following paragraph.

Having composed the thesis, the writer composed the series of arguments. As discussed in high achiever text, series of arguments is aimed at convincing the audience about the issue. The writer wrote three arguments related to the statement of the issue in her thesis that why bilingual education is not suitable for Indonesian schools.

The first argument was *“... both teacher and students may not ready to accept bilingual education”*. S2 elaborated why they were not ready toward the implementation of bilingual education, because both of them have a problem with their English, they were afraid if they speak ungrammatically. Therefore both

teacher and students would be more concerned with their English rather than the subjects matter it self. This fact had supported her first argument, so this made the argument sound logical (see Feez and Joyce, 2002; Derewianka, 2004: 76). The second argument was *“Second, if bilingual education has implemented in Indonesian schools, it has been possible to recognize that there are parallel language in existence within the society or community.”* This argument elaborated that in Indonesia there was not circumstance that supports students and teacher to speak English naturally like in ESL countries such as in Singapore. The third argument was *“The last, bilingual education spends much money.”* The writer provided her argument by stated that bilingual school students must pay higher than regular school and the writer gave an example of the budget spent by bilingual schools in America.

The arguments of Text 5.4 were supported by the evidence and example. S2 did the same thing as S1 did in the previous section that all the arguments related directly back to the statement of position, and there were often internal links between the various points, too. It was in line with Derewianka (1990: 76) and Feez and Joyce (2000: 138) who say that the argument should be provided by evidence or possible example.

In terms of conclusion, S2 summed up the arguments and reinforced her personal point of view by reaffirming the general issue under discussion *Therefore, I think bilingual education is not suitable for Indonesian schools because of three reasons. ...* (see Derewianka, 1990: 76).

From the review of the schematic structure, it indicates that S1's writing skill has improved. Through understanding and mastering of the schematic structure and social function of Exposition genre, it has shown that in her Independent Construction stage, the writer composed the text in several paragraphs that comprised thesis, three arguments and restatement of the thesis (reiteration). It indicates that the writer understood the purpose and the function of the Exposition genre that is to persuade the reader or listener by presenting one side of an argument (Feez and Joyce, 1998, 2004; Derewianka, 1990: 75).

The following table presents the summary of schematic structure produced by middle achiever students.

Table 5.9 Summary of schematic structure of the texts 5.3 and 5.4

Diagnostic Text					Independent Construction of Text				
Thesis	Arg. 1	Arg. 2	Arg.3	Reit. Rec.	Thesis	Arg. 1	Arg. 2	Arg.3	Reit. Rec.
-	-	-	-	-	√	√	√	√	√

5.2.2 Analysis of Linguistic Features of Text 5.3 and Text 5.4

The analysis of linguistic features of the text results in a description about general participants, kind of the process or experiential meaning (Transitivity system), the use of simple present tense, passive voice, conjunction system and interpersonal metafunction (modality system). From the result of analysis, it is found that S2 has applied the appropriate linguistic features of the Exposition text as follows.

Table 5.10 Summary of linguistic features from the text produced by a middle achiever student

No	Linguistic Features	Diagnostic text	ICoT text
1	Generalised Participant		
	a. human	24	21
	b. non-human	11	43
	Subtotal	35	64
2	Processes:		
	a. Material	5	25
	b. Mental	3	10
	c. Verbal	2	8
	d. Relational	14	13
	e. Behavioral	-	1
	f. Existential	2	4
	Subtotal	26	61
3	Simple Present Tense	11	25
4	Passive	-	5
5	Conjunction System	14	29
6	Modality System	7	11

Based on the table above it can be seen that S2 applied the appropriate language features for an Exposition genre. With respect to the participants, the existence of the generalized participants, both human and non human was the characteristic of the Exposition text (Derewianka, 1990: 76; Gerot and Wignell, 1995: 199 and 210). Regarding the use of human and non human participants, the use of human participant in Text 5.3 is higher than non human such as “*First, you must have good or strong power.*” However, Text 5.4 indicated that the use of non human participant was higher than human participant such as “*The last, bilingual education spend much money.*”

Regarding the process used in the texts, the use of variety of verb (process type) i.e. material (action), mental, relational (linking), existential, behavioral and verbal, were found in both texts. However, behavioral process was only found in

the Text 5.4. Experientially, the dominance of material, relational, and mental process denotes that the text has fulfilled on of the lexicogrammatical features of the Exposition genre (see Gerot and Wignel 1995: 196 and 210).

The use of material process indicates that the participants do something “process of doing” usually concrete, tangible action (Eggins, 2004: 215). This means that the participants have made changes in the material world that can be perceived such as motion in space and change in physical make up (see Martin, Matthiessen, and Painter, 1997: 103). The material processes which were produced by S2 can be seen from the sample of Text 5.4 “... *society should support bilingual education., ... students of SBI must pay high cost of school fee ...*, and ... *it will spend budget of government, etc.*”

Moreover, the use of mental process construes a person involved in conscious processing, including process of perception cognition and affections (Martin, Matthiessen, Painter, 1997: 105). The S2 also used mental verb to state what she thinks or feels about issue. It can be seen from the following clauses taken from the Text 5.4 “*Almost students understand the question (cognition), ... and need long time (affection)*”

Another feature of experiential meaning of the Exposition genre which was found in S2’s text is the use of relational process to state of being, including having. This can be used to identify something or to assign a quality to something (see Gerrot and Wignell, 1995: 67). It can be seen from the following clauses taken from the Text 5.4 ... *because he is afraid,... (attributive).*

Regarding the use of present tense verbs, S2 had applied them in all her text (Text 5.3 and Text 5.4). These indicate that S2 was able to use present tense verb as the requirements of the Exposition genre (see Derewianka, 1990:78; Gerot & Wignell, 1995: 210).

However, in terms the use of passive voice, it was just revealed in the Text 5.4 as in “*Bilingual education should be considered to adopt in Indonesian schools.*” It indicates that S2 has an ability to use passive voice as the language features of the Exposition text (see Derewianka, 1990: 78; Gerot and Wignell, 198, 210).

Regarding the use of modality, the use of words that show author’s attitudes and judgments of various kinds” (see Eggins, 1994: 179) and indicate the degree or qualification or a writer’s position in relation to absolute truth or fact, in order to manipulate a reader’s perspective (see Knap and Watkins, 2009: 55) is the language features usually found in exposition text (see Derewianka, 1990; Gerot and Wignell, 1995; and Anderson and Anderson, 1997). can also be found in Text 5.3 and 5.4 expressing her judgment about the **probability** (Eggins, 1994:179) as in “*human resource may not (be) ready...*”, and **obligation** as in “*...the students must answer the test using English.*” and “*It means that society should support bilingual education,...*”

Concerning the use of conjunctions, S2 used many kinds of conjunctions, both in Text 5.3 and Text 5.4. By using conjunction, the texts look interconnected between processes—adding, comparing, sequencing, and explaining them. These are logical meanings that link activities and messages in sequences (see Martin

and Rose 2007). Text 5.3 is more dominated by the temporal conjunction such as in “*First, you must have good or strong power. Second, you must have intention. Third, you must have sense of music.*”

Moreover, Text 5.4 has various types of conjunction such as the use of **enhancement** in “*because he is afraid if he will speak not grammatically.*” which expands on the meaning of another sentence inter of cause, and also in which expand on the meaning of another sentence in term of condition (see Eggins, 2004: 48), the use of **elaboration** in “*For example, when the teacher of biology teaches the subject by using English, ...*”, by which one sentence is a re-saying or representation of a previous sentence (see Eggins, 2004: 47), and the use of **extension** in which the relationship of either addition (one sentence adds to the meanings made in another) such in “*It means that society should support bilingual education, but there are (is) not circumstance which speaking English in Indonesia. Therefore, if bilingual education implement in Indonesian schools, it will not useful*” (see Eggins, 2004: 47).

To summarize the use of generalized participants, material process, relational process, mental process, verbal process, present tense, passive voice modality and conjunction indicated that S1 had applied appropriate linguistic features of the Exposition text. Moreover, various processes (see table 5.10) used in the text indicated that the S2 has a good understanding and control how to write an Exposition text. Moreover, various process used in the text indicates that the students has good understanding in how to write exposition text. Therefore, Text

5.4 can be considered as a good exposition text as suggested by Derewianka, (1990), Gerot and Wignell (1995).

During the process of writing in the Independent construction stage, S2 presented her improvement, although the writer still made a mistake in arranging sentences. The improvement of S2 writing ability is shown in the table.

Table 5.11 Summary of language features from the texts produced by middle achiever student

Text	Participant		Processes						Simple Present		Conj. system	Mod. system
	Hum.	Non	Mat.	Mental	Verbal	Relat.	Behav.	Exist.	Act.	Pas.		
5.1	√	√	11	1	2	3	-	1	√	-	9	6
5.2	√	√	19	8	4	14	1	1	√	√	14	13

5.2.3 Analyses of Thematic System

This section has to do with thematic system analysis to find out how the texts cohesive and coherence. The three categories of thematic system cover topical, textual and interpersonal (Gerot and Wignell, 1994: 104; Eggins, 1996: 276). Textually, Texts 5.3 and 5.4 implemented several types of Theme as summarized in the table below.

Table 5.12 Summary of thematic system from the texts produced by Middle achiever student

No	Type of Themes	Diagnostic text	ICoT text
1	Topical		
	a. Unmarked	5	10
	b. Marked	4	1
	Subtotal	9	11
2	Interpersonal	1	-
3	Textual	16	38

It can be viewed from the table that S2 was able to vary the use of Theme in the first (diagnostic test) and second (independently writing) texts. Overall, textual Themes dominate the both texts (Text 5.3 and 5.4). This indicated that S2 has tried to relate one event to another (see Eggins, 2004; Martin and Rose, 2007). One interpersonal Theme realized indicates the presence of a standpoint (Eemere et.al., 2002 cited in Emilia 2005: 169).

As it was discussed in analyzing high achiever student's text, concerning thematic progressions, middle achiever is diagnostic text (Text 5.3) implemented re-iteration in her thesis. The Theme enters into relation with a number of different Themes, or the same element occurs regularly as Theme (see Emilia, 2010: 23). For example:

Today, many people want to be great musician

↓
Because they will become reach person.

Moreover, Text 5.4 implemented zig-zag pattern in its thesis. The content of the Theme of the second sentence or clause derive from the content of the previous Theme (see Emilia, 2010: 22). For example:

Many educators promote bilingual education as away ...

←
but bilingual education should be considered to adopt ...

zig-zag pattern achieves cohesion in the text by building on newly introduced information.

Meanwhile, in the multiple-Theme pattern which was found in the Text 5.4, the Theme in one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses (Eggins,

2004, 326). The use of both types of Themes progression signifies that S2 was able to create a cohesive and coherent text with a clear focus (see Eggins, 2004: 326). It can be seen from the following example:

The multiple Theme pattern:

Based on the fact, bilingual education should be considered to adopt in Indonesia school.

First, human resource may not ready to accept bilingual education

Second, there are(is) not circumstance ...

The last, bilingual education need(s) much money

Regarding the multiple Theme pattern above, students should be made aware that the use of ordinal number such as *first and second* helps the text move forward (see Eggins, 1994: 305 and Emilia, 2010: 63).

In the first paragraph (thesis) of Text 5.4, the element of this text constitutes a macro-Theme i.e. *Based on the fact, bilingual education should be considered to adopt in Indonesia school.* This statement is used to indicate the main topic of the whole text or the opening element to forecast how the text will be developed (see Martin and Rose, 2003: 197; Christie and Derewianka, 2008: 118)

The next paragraph, these three arguments constituted the hyper-Theme (see Martin and Rose, 2003: 194-195) of these elements of the text. The term hyper-Theme is used to capture that the three both refer back to the opening element with its macro Theme for the element and it bring the text to a close reviewing the points amassed as well as draws conclusion from what has been discussed in the previous stage, i.e. *Based on the fact bilingual education should be considered to adopt in Indonesian schools.* The hyper Theme is: ***First, human resource may not***

ready to accept bilingual education, **second**, there is no circumstance with speaking English, **the last**, bilingual education need much money. This provides a general statement and it predicts what is to come.

The first, both teacher and students may not ready ... (argument 1)

Second, if bilingual education has implemented... (argument 2)

The last, bilingual education spend much money ... (argument 3)

As discussed in the previous section, macro theme and hyper theme are useful in that they carry the sense of looking forward and looking back. Overall, having analysed and compared Text 5.3 and Text 5.4, it can be summed up that students one has gained improvement in her writing Exposition genre. The improvement can be proved from its schematic structure, grammatical features, and coherence and cohesiveness of her text.

5.3 Analysis of Low Achiever Student's Text

This section presents an analysis of the Exposition text (Text 5.5 and Text 5.6) written by Student 3 who was categorized as low achiever. The texts were taken from the two stages comprising diagnostic stage (Text 5.5) and Independent Construction of the Text in the final cycle (Text 5.6). As the two previous analyses, the aspects to be analyzed covered schematic structure and linguistic (lexicogrammatical) features as proposed by Derewianka (1990), Gerot and Wignell (1994), and Knap and Watkins, (2009: 190) based on Transitivity system, Conjunction system, and Modality. Moreover, the analysis was also based on Thematic system.

5.3.1 Analysis of a Schematic Structure of Text 5.5 and Text 5.6

The first text to be analysed was taken from diagnostic text (5.5) produced by low achiever student (S3). In diagnostic stage, the students were asked to write an Exposition essay in any topic. The text will presented as follows.

Table 5.13 Diagnostic text produced by low achiever student (Text 5.5)

Gaza Line	Title
On television we can see the news about the expansion of territory in violation of israel Palestina borders. Gaja line is a place where Muslims and Jews fighting over Jerusalem congregation, Muslims have place which is name a Al-Aqsha and Jews have a place which is name a Abraham temple. Ther are some reasons why them fight to get Jerusalem.	?
First reason, Israel is a national zionism which want to colonize Palestines, because them believe that their nation is a great nation in the word, and them are supported by their power. Next reason, both of them have same history on past time, which are Israel has a holy place Abraham temple, and Palestine has a holy place Al-Aqsha. Abraham temple is very important place for Jews, like wise muslims especially for Palestines is very important.	Argument
In conclusion, fighting between Israel and Palestine will not final because, both of them have a princively about their religion very strong.	Conclusion

In terms of schematic structure, an Exposition text should consist of three elements, i.e. thesis, series of arguments recommendation or reiteration (see Derewianka, 1990; Gerot and Wignell, 1995; Anderson and Anderson, 1997; Joyce and Feez, 2004; Knap and Watkins, 2009). Text 5.5, as presented in Table 5.13, has revealed that S3 still had a problem in applying the convention of schematic structure of the Exposition text appropriately, especially in terms of thesis. The first paragraph, it cannot be categorized as a thesis because he did not state his point of view (position) and previews (outlines) the main argument that will be written in text.

The next paragraph discussed the arguments which presented the cause of conflict between Israelis and Palestinians. There were two arguments presented in

his text. However, the two arguments in Text 5.5 were put in one paragraph and the arguments presented was not elaborated well and supported by the facts or evidence to support the arguments, he just put his reason why the arguments happened. In the last paragraph, he stated his position and tried to convince the readers that the conflict between Israel and Palestine will be not finish because of their strong believes on their religion.

Regarding its schematic structure, Text 5.5 has shown that S3 seemed unable to construct an Exposition text appropriately. The text was still had a problem in its of thesis (paragraph 1). However, he had stated arguments (paragraph 2), and conclusion (paragraph 3) appropriately. This means that the writer did not have a good control of the schematic structure in constructing a text.

To sum up, the schematic structure discussion demonstrates that the text is constructed in three elements. The student did not demonstrate his understanding of the schematic structure of the target genre and some sense of its special purpose. In other words, the student at this stage did not have a good control of the schematic structure of the Exposition text.

The next, Text 5.6 to be analysed was produced in Independent Construction of the Text (ICoT) stage. In this stage, the student wrote to respond the topic “Cell Phone in the Classroom”. Text 5.6 was written by S3 will and be presented in table below.

Table 5.14 Independent construction text produced by low achiever student (Text 5.6)

Title	Why Cell Phones Should Be Banned In The Classroom
Thesis	<p>In technology modern we know the cell phones as smart tool. Technology can be useful when the user can use the technology with wisdom. Cell phones for some students is very important, and they bring cell phone in classroom. However in the classroom cell phones can be polemic in many situation one example, students bring cell phone in learning process. Classroom is a place where students search knowledge, beside that they can interact each other in the classroom. In the classrooms have norms which we must obey because we live in social community. On of the rules in classroom on some schools are banned to used cell phones in the classroom. This season I will discussion the topic why cell phones should be banned in the classrooms. In my opinion there are many reasons cell phones should be banned, firstly cell phones are like devil in the classroom, secondly cell phone have radiation to our health, and finally cell phones can distract our concentration.</p>
<p>Argument 1</p> <p>Point</p> <p>Elaboration</p> <p>Argument 2</p> <p>Point</p> <p>Elaboration</p> <p>Argument 3</p> <p>Point</p> <p>Elaboration</p>	<p>As we know the characteristic of devil tempts us to plunge into ruin. When we are in the classroom, sometimes our friends offer us the pictures or video which is to have content the pornography that tempts us to look what the picture or video content. In other case if our friends or some specially our live “girl friend or boy friend” send a messages for us, we will open that messages with hastening. Maybe that messages is very important for us and we can not refuse to read that messages. So that, in the learning process is not optimal, moreover, that matter can be divisive on concentration.</p> <p>The cell phones have the tools which can be damage to our health. Blue tooth is one of the tools which is lasser of blue tooth have radiation to our nerve brain. In the other case the lasser of blue tooth could die human body because the lasser damage nervous system. And then cell phones have a receive tool signal when we call someone or save our cell phones in the pocket, unconsciously electromagnetic waves can make new disease for such as cancer, tumors, neurogical disorder of the brain.</p> <p>The finally cell phones can distract our concentration in learning process. Cell phone distract the learning, furthermore, it can disturb the students when the ring-tone ringing all of the students in the classroom look for the souch sound. In other words that is to distract in the learning process. Sometimes the students use cell phone for something not good, one example students call their friends which is in the classrooms middle of learning process.</p>
Conclusion	<p>In conclusion, I think cell phones should be banned in the classroom. There are the many reasons why cell phones should be banned, firstly cell phones can be representated as devil when use in the classroom, secondly cell phones can make disease to our health, and the last is cell phones distract our concentration in learning process.</p>

As can be seen from the Text 5.6 above, the text produced by a low achiever students (S1) had fulfilled a conventional schematic structure of Exposition genre comprising thesis, series of arguments, and recommendation or reiteration as

proposed by by Feez and Joyce (1998, 2004); Derewianka (1990), Gerrot and Wignell (1995:210) Callaghan and Rothery (1988), Anderon and Anderon, (1997), Martin (1989) and Martin and Rose (2008). S3 began his writing with thesis *“In technology modern we know the cell phones as smart tool.”* It indicates that the writer thought that cell phone is very important. Moreover, the writer put his argument about the advantages of cell phone when it is used wisely and disadvantages of cell phone when it is used in learning process. This information led to the issue discussed in thesis. The thesis viewed why cell phone should be banned in the classroom. *“In my opinion there are many reasons cell phones should be banned, firstly cell phones are like devil in the classroom, secondly cell phone have radiation to our health, and finally cell phones can distract our concentration.”* The author’s point of view above would be elaborated then in the next paragraphs (series of arguments). The introductory paragraph seems to succeed in predicting a set of themes in the following paragraph.

Having composed the thesis, S3 composed series of arguments is aimed at convincing the audience about the issue. The arguments contained any factual information, evidence, description and explanation that support the thesis (Feez and Joyce, 1998: 138). S3 wrote three arguments that related to the statement of the issue in his thesis that why cell phone should be banned in the classroom.

The first argument was *“As we know the characteristic of devil tempts us to plunge into ruin”*. S3 did not elaborate explicitly about the characteristics of devil that tempts the people into ruin. He elaborated the characteristics of devil that tempts the people to plunge into the ruin through the use of picture, video porn

and SMS that produced by cell phone. He argued that picture, video, and SMS in cell phone has a characteristic like a devil because it is easy to hide, effortless to use, leaving no physical evidence behind of use. He thought that the distraction came from picture, video, and SMS as devil that would plunge the students into the ruin because those things could distract students' concentration in their learning process. The evidence made the argument sound logical (see Feez and Joyce, 2002; Derewianka, 2004: 76)

The second argument was *“The cell phones have the tools which can be damage to our health.”* The second argument seems irrelevant to the title of the text because the second argument elaborates the reason why cell phone should be banned in the context of physical health, so it is irrelevant to the topic that why cell phone should be banned in the classroom. However, although the argument seem irrelevant with the topic, in elaborating his argument, it was supported by the evidence like blue tooth radiation and electromagnetic wave produced by cell phone can increase human nervous disorder.

The third argument was *“The finally cell phones can distract our concentration in learning process.”* The writer provided the argument by stating that most of the students abuse internet facilities to chat and update status in their facebook, twitter, friendster, and etc and elaborated an abuses (mal-function) of the internet that can give negative effects on the students' morality.

In his text, each of the arguments was supported by the evidence and example. All the arguments related directly back to the statement of position, and there were often internal links between the various points, too. It was in line with

Derewianka (2004: 76) and Feez and Joyce (2000: 138) who say that the argument should be provided by evidence or possible example.

S3 also wrote appropriate restatement of the thesis. The writer summed up the arguments and reinforced his point of view of the arguments presented, reaffirming the general issue under discussion and possibly calling for action (see Derewianka, 1990: 76). It can be seen from the conclusion as *“In my opinion there are many reasons cell phones should be banned, firstly cell phones are like devil in the classroom, secondly cell phone have radiation to our health, and finally cell phones can distract our concentration.”*

From the review of the schematic structure, it indicates that S3's writing skill has improved. In the diagnostic text, S3 did not compose his text in an appropriate schematic structure. The writer composed the text without appropriate thesis. Through understanding and mastering of the schematic structure and social function of the Exposition genre, it has shown that in the Independent Construction stage, the writer composed the text in several paragraphs that comprised thesis, three arguments supported by the facts and evidences and restatement of the thesis (reiteration). It indicates that the writer understood and achieved the social function of the Exposition text that is to persuade the reader or listener by presenting one side of an argument (see Feez and Joyce, 1998, 2004; Derewianka, 1990: 75). Good control on the schematic structure indicates that the text is interactive and information flows clearly and thus serves to guide readers through the content of the text (Thompson, 2001: 59 cited in Emilia, 2005).

The following table presents the summary of schematic structure produced by low achiever students.

Table 5.15 The summary of schematic structure of text 5.5 and 5.6

Diagnostic Text					Independent Construction of Text				
Thesis	Arg. 1	Arg. 2	Arg.3	Reit. Rec.	Thesis	Arg. 1	Arg. 2	Arg.3	Reit. Rec.
-	√	√	-	√	√	√	√	√	√

5.3.2 Analysis of Linguistic Features of Text 5.5 and Text 5.6

The schematic structure and social function of the text have been discussed in the previous section. This section will discuss on analyzing lexicogrammatical of the Exposition genre concerning general participant, kind of the process or experiential (Transitivity system), the use of simple present tense whether it is active or passive, conjunction system and then closed by the interpersonal metafunction (modality system) as can be seen in the following table.

Table 5.16 Summary of linguistic features in the texts produced by low achiever student

No	Linguistic Features	Diagnostic Text	ICoT Text
1	Generalised Participant		
	a. human	3	20
	b. non-human	18	57
	Subtotal	21	77
2	Processes types		
	a. Material	4	31
	b. Mental	2	4
	c. Verbal	-	3
	d. Relational	11	16
	e. Behavioral	-	2
	f. Existential	1	2
	Subtotal	18	58

3	Present Tense	10	26
4	Passive	1	6
5	Conjunction System	9	24
6	Modality System	3	20

Based on the table above it can be seen that S3 applied the appropriate language features for an Exposition genre. In terms of participants, the writer used general participant both human and non-human. The existence of non-human and human was the characteristics of the Exposition genre (see Derewianka, 1990:76; Gerot and Wignell, 1995: 210; Anderson and Anderson, 1997: 124). Based on the table above, the use of non-human participants as opposed to human participant is higher in both texts.

Relating to the process used in the texts, four kinds of process comprising material, mental, relational, and existential, were founded in the diagnostic text (Text 5.5) and all kind of process types was found in the ICoT text (Text 5.6). Experientially, the dominance of material and relational process denotes that the text has fulfilled one of the lexicogrammatical features of the Exposition genre (see Derewianka, 1990; Gerot and Wignel 1995: 210; Knap and Watkins, 2009).

The material processes which were produced by S3 can be seen from the Text 5.6 is exemplified in “*They bring cell phone in the classroom., They can interact each other in the classroom., and Cell phone can distract our concentration.*”

Moreover, the use of mental process construes a person involved in conscious processing, including process of perception cognition and affections (Martin, Matthiessen, Painter, 1997: 105). The S3 also use mental verb to state what the writer thinks or feels about issue. It can be seen from the following

clauses taken from the Text 5.6 “As we know the characteristic of devil. I think cell phone should be banned (cognition), On television we can see the news... (perception)”

Another feature of experiential meaning of the Exposition genre which was found in S2’s text is the use of relational process to state of being, including having. This can be used to identify something or to assign a quality to something (see Gerrot and Wignell, 1995: 67). It can be seen from the following clauses taken from the Text 5.6 *Technology can be useful, Cell phones are like a devil in classroom (attributive).*

Regarding the use of present tense verbs, S3 had applied them in all her text (Text 5.3 and Text 5.4). These indicate that S2 was able to use present tense verb as the requirements of the Exposition genre (see Derewianka, 1990:78; Gerot &Wignell, 1995: 210).

However, in terms the use of passive voice, it was just revealed in the Text 5.6 as in “*Cell phone should be banned in the classroom*” It indicates that S2 has an ability to use passive voice as the language features of the Exposition text (see Derewianka, 1990: 78; Gerot and Wignel, 198, 210).

Regarding the use of modality, the use of words that show author’s attitudes and judgments of various kinds” (see Eggins, 1994: 179) and indicate the degree or qualification or a writer’s position in relation to absolute truth or fact, in order to manipulate a reader’s perspective (see Knap and Watkins, 2009: 55) is the language features usually found in exposition text (see Derewianka, 1990; Gerot and Wignell, 1995; and Anderson and Anderson, 1997). can also be found in Text

5.5 and 5.6 expressing the judgment about the **probability** (Egins, 1994:179) as in “*Technology can be useful ...*”, and **obligation** as in “*...we must obey because we live in social community.*” and *cell phone should be banned in the classroom*”

Concerning the use of conjunctions, S2 used many of kind conjunctions, both in the Text 5.5 and Text 5.6. By using conjunction, the texts look interconnected between processes—adding, comparing, sequencing, and explaining them. These are logical meanings that link activities and messages in sequences (see Martin and Rose 2007). Moreover, Text 5.6 had various types of conjunction such as the use of **enhancement** in “*... because, both of them have a princively (principle) about their religion*” which expands on the meaning of another sentence inter of cause, and also in which expand on the meaning of another sentence in term of condition (see Egins, 2004: 48). The use of **extension** in which the relationship of either addition (one sentence adds to the meanings made in another) such in “*... furthermore it can disturb the students.*” (see Egins, 2004: 47).

To summarize the use of generalized participants, material process, relational process, mental process, verbal process, present tense, passive voice modality and conjunction indicated that S1 had applied appropriate linguistic features of the Exposition text. Moreover, various processes (see table 5.15) used in the text indicated that the S2 has a good understanding and control how to write an Exposition text. Moreover, various process used in the text indicates that the students has good understanding in how to write exposition text. Therefore, Text

5.6 can be considered as a good exposition text as suggested by Derewianka, (1990), Gerot and Wignell (1995).

During the process of writing in the Independent construction stage, S2 presented his improvement, though he still made a mistake in arranging sentences.

The improvement of S3 writing ability can be shown from the table bellow.

Table 5.17 Summary of language features from the texts produced by low achiever student

Text	Participant		Processes						Simple Present		Conj. system	Mod. system
	Hum.	Non	Mat.	Mental	Verbal	Relat.	Behav.	Exist.	Act.	Pas.		
5.5	√	√	4	2	-	11	-	1	√	√	9	3
5.6	√	√	31	4	3	16	2	2	√	√	24	20

5.3.3 Analyses of Thematic System

This section has to do with the Theme system analysis to find out cohesiveness and coherence of the texts. The three categories of Thematic system cover topical, textual and interpersonal (see Gerot and Wignell, 1994: 104; Eggins, 1996: 276; and Martin, Matthiessen and Painter, 1997). Textually, texts 5.5 and 5.6 implemented several types of Theme as summarized in the table below.

Table 5.18 Summary of thematic system from the texts produced by low achiever student

No	Type of Themes	Diagnostic text	ICoT text
1	Topical		
	a. Unmarked	3	18
	b. Marked	2	7
	Subtotal	5	25
2	Interpersonal	-	3
3	Textual	13	30

It can be viewed from the Table 5.17 that S1 was able to vary the use of Theme in the first (diagnostic test) and second (independently writing) texts. Overall, textual Theme dominates Text 5.5 and Text 5.6. This kind of Theme indicates that S1 has tried to relate one event to another (see Eggins, 2004; Martin and Rose, 2007). Three interpersonal Theme realized indicates the presence of a standpoint (Eemere et.al., 2002 cited in Emilia 2005: 169).

Concerning thematic progressions, Text 5.5 at the first paragraph had multiple-Theme pattern, as can be seen in the following example.

Ther(e) are some reasons why them(they) fight to get Jerusalllem

First reason, Israel is ...

Next reason, both of them have same history ...

Moreover, Text 5.6 used multiple-Theme pattern in his thesis. The multiple-Theme pattern, the Theme in one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses (see Eggins, 2004, 326). The use of both types of Themes progression signifies that S1 was capable in creating a cohesive and coherent text with a clear focus (see Eggins, 2004: 326).

The multiple Theme pattern:

In my opinion there are many reasons cell phone should be banned,

Firstly, cell phone are like devil in the classroom,

secondly, cell phone has radiation to our health,

and finally cell phones can distract our concentration.

Regarding the use of multiple Theme pattern above, students should be made aware that the use of ordinal number such as *firstly and secondly* help the text move forward (see Eggins, 1994: 305 and Emilia, 2010: 63).

In the first paragraph (thesis) of Text 5.6, the element of this text constitutes a macro-Theme: *There are three reasons why cell phone should be banned, firstly cell phones are like devil in the classroom, secondly cell phone has radiaton to our health, and finally cell phones can distract our concentration.* Moreover, these three arguments constituted the hyper-Theme (see Martin and Rose, 2003: 194-195) of these elements of the text. The term hyper-Theme is used to capture that the three both refer back to the macro Theme for the element, and forward to matters to be discussed. The first hyper Theme is links back to the first point in the macro Theme and so the second and the third hyper Theme. This provides a general statement and it predicts what is to come in the arguments. Finally, the writer draw on the preceding text to reiterate and strengthen the points announced in the macro Theme (see Christie and Derewianka, 2008: 118). Macro theme and hyper theme are useful in that they carry the sense of looking forward and looking back. It can be seen from the following figure.

Overall, having analysed and compared Text 5.5 and Text 5.6, it can be summed up that students one has gained improvement in her writing Exposition genre. The improvement can be proved from its schematic structure, social function, grammatical features, and coherence and cohesiveness of his text.

5.4 Conclusion

This chapter has discussed samples of text produced by the students in the teaching program. The texts created in Independent Construction show that the students with different level of achievement seemed to have an improvement on their writing skills. The schematic structure of these texts suggests the students' improvement in capacity to construct a successfully organized text. The grammatical analysis shows the students' development in their competence in linguistic features of the target genre. Students' theme progression shows that it helps the students to create the text more cohesive and coherence.

Thus it seems that the first research question that whether GBA can help students in writing an Exposition essay is already answered. The data from the students' text analysis should be supported by the data from interview regarding the students' perception on the implementation of the GBA and the issues emerged in the teaching program.