

TABLE OF CONTENTS

PAGE OF APPROVAL	
STATEMENT OF AUTHORIZATION	i
PREFACE.....	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES AND TEXTS	x
LIST OF FIGURES	xii
CHAPTER I INTRODUCTION.....	1
1.1 The Research Background.....	1
1.2 The Research Questions	3
1.3 The Purpose of the Research	3
1.4 The Scope of the Research	3
1.5 The Significant of the Research	4
1.6 The Clarification of Related Terms.....	5
1.7 The Organization of the Paper.....	6

CHAPTER II THEORITICAL FOUNDATION	7
2.1 Writing.....	7
2.2 The Genre-Based Approach to Teaching Writing.....	8
2.2.1 Systemic Functional Linguistic (SFL)	8
2.2.1.1 Text and Context.....	11
2.2.1.2 Intertextuality.....	15
2.2.1.3 Metafunctions	16
2.2.2 The SFL Genre-Based Approach	19
2.2.3 Teaching Model of The SFL Genre-Based Approach.....	21
2.3 Discussion Text	32
2.3.1 Social Purpose of Discussion Text.....	33
2.3.2 Schematic Structure of Discussion Text	35
2.3.3 Linguistic Features of Discussion Text.....	36
2.3.4 Example of Discussion Text	38
2.4 Findings on Related Study	49
2.5 Concluding Remark.....	40
CHAPTER III RESEARCH METHODOLOGY	42
3.1 Research Design	42
3.2 Site and Participant.....	43

3.3 Data Collection Technique	43
3.3.1 Preliminary Observation	43
3.3.2 Implementation of the Genre-Based Approach.....	44
3.3.3 Analysis of Texts.....	44
3.3.4 Interview.....	45
3.4 Data Analysis Technique.....	46
3.5 Systemic Functional Linguistic as the Tool to Analyze Students' Texts.	47
3.5.1 Theme System	48
3.5.2 Transitivity System	51
3.5.2.1 Material Process: Process of Doing	52
3.5.2.2 Mental Process: Process of Sensing.....	52
3.5.2.3 Verbal Process: Process of Saying.....	53
3.5.2.4 Relational Process: Process of Being.....	54
3.5.2.5 Existential Process	55
3.5.3 Conjunction	56
3.5.4 Modality	58
3.6 Sample of Procedure Analysis Text	59
3.7 Concluding Remark.....	63
CHAPTER IV FINDING AND DISCUSSION	64

4.1 Data from Preliminary Observation	64
4.2 Data from the Implementation of the Genre-Based Approach.....	67
4.2.1 Building Knowledge of the Field	67
4.2.2 Modeling	71
4.2.3 Joint Construction	77
4.2.4 Independent Construction	80
4.3 Data from Text Analysis of Students' Writing Texts.....	83
4.3.1 Text 4.1 and Text 4.2 Analyses.....	84
4.3.1.1 Schematic Structure of Text 4.1 and Text 4.2	85
4.3.1.2 Linguistic Features of Text 4.1 and Text 4.2.....	87
4.3.2 Text 4.3 and Text 4.4 Analyses.....	89
4.3.2.1 Schematic Structure of Text 4.3 and Text 4.4	90
4.3.2.2 Linguistic Features of Text 4.3 and Text 4.4.....	92
4.3.3 Text 4.5 and Text 4.6 Analyses.....	94
4.3.3.1 Schematic Structure of Text 4.5 and Text 4.6	97
4.3.3.2 Linguistic Features of Text 4.5 and Text 4.6.....	99
4.3 Data from Interview	102
4.4 Concluding Remark.....	111
CHAPTER V CONCLUSION AND SUGGESTIONS.....	112

5.1 Conclusion.....	112
5.2 Suggestions.....	114
BIBLIOGRAPHY	115
APPENDICES	121
APPENDIX A LESSON PLANS	121
APPENDIX B RESEARCH OBSERVATION NOTES	122
APPENDIX C STUDENTS' WRITING TEXTS	123
APPENDIX D STUDENTS' INTERVIEW TRANSCRIPTIONS	124
ABOUT WRITER.....	125

LIST OF TABLES AND TEXTS

Table 2.1 The Use of Situational Context.....	12
Table 2.2 The Example of Spoken and Written Text	13
Table 2.3 The Schematic Structure of Discussion Genre	27
Table 2.4 The Example of Discussion Text	38
Table 3.1 Example of Topical Theme	48
Table 3.2 Example of Interpersonal Theme	49
Table 3.3 Example of Textual Theme.....	49
Table 3.4 Example of Longer Unit Theme.....	50
Table 3.5 Example of Material Process.....	52
Table 3.6 Example of Mental Process	53
Table 3.7 Example of Verbal Process.....	53

Table 3.8 Example of Verbal Process for Reporting.....	54
Table 3.8 Example of Relational Process	55
Table 3.9 Example of Existential Process	56
Table 3.10 Types of Conjunction and Examples of Clauses Used in Enhancement	57
Table 3.11 The Examples of Modality.....	58
Table 3.12 Text Analysis Procedure of Students' Final Writing Product ..	59
Table 4.1 The Example of Discussion Text in Modeling Stage	74
Text 4.1 Discussion Text about the Use of Handphone in <i>angkot</i> (Draft 1/Low-Achieving Students)	84
Text 4.2 Discussion Text about the Use of Handphone in <i>angkot</i> (Final Draft /Low-Achieving Students)	85
Text 4.3 Discussion Text about the Use of Handphone in Public Place (Draft 1/Middle-Achieving Students).....	89
Text 4.4 Discussion Text about the Use of Handphone in Public Place (Final Draft /Middle-Achieving Students)	89
Text 4.5 Discussion Text about the Advantages and Disadvantages of Handphone (Draft 1/High-Achieving Students).....	95
Text 4.6 Discussion Text about the Advantages and Disadvantages of Handphone (Final Draft/High-Achieving Students).....	96

LIST OF FIGURES

Figure 2.1 Genre and Register in Relation to Language	14
Figure 2.2 Relationship between Language, Register, and Genre.....	18
Figure 2.3 A Model of SFL GBA	22
Figure 2.4 The Example of Semantic Map.....	25
Figure 3.1 The Example of Multiple Theme Pattern	51
Figure 3.2 The Example of Zig-zag Pattern	51
Figure 4.1 The Example of Students' Worksheet	73
Figure 4.2 Students' Group Working on Joint Construction Stage	79
Figure 4.3 Semantic Map Made by Two Students in Independent Construction.....	81

