

CHAPTER V

EMPOWERMENT REFLECTED IN THE STUDENTS’ RESEARCH PROPOSALS

5.1 Introduction

The previous section has presented the empowerment reflected in the implementation of genre pedagogy in learning to write a research proposal. Cognitive and psychological empowerment were reflected in the teaching program which were conducted within three cycles. This section presents the empowerment reflected in the students’ research proposals.

Section 5.2 will present the empowerment reflected in jointly constructed background text (Text 5.1). Text 5.1 is a background text produced by a group in joint construction stage of learning cycle. This text was written by a group of three students representing three levels of achievement (Hesti, Tomi, and Risda). Background text was chosen for the deep analysis and discussion because it contains review of previous studies representing literature review section (Swales & Feak, 2004; Emilia, 2008). Furthermore, Section 5.3 presents the empowerment reflected in two independent background texts (Text 5.2 and Text 5.3). Text 5.2 was written by Hesti (pesudonym) who represented low achiever and Text 5.3 which was written by Risda (pesudonym) who represented high achiever.

Finally, Section 5.4 will present the empowerment reflected in all parts of research proposals produced independently by six students. These six students consisted of two students representing each level of achievement.

5.2 Empowerment Reflected in the Jointly Constructed Background Text (Text 5.1)

This section will comprehensively describe and discuss the empowerment reflected in the jointly constructed text through the analysis of schematic structure and linguistic features of the sample of jointly constructed research proposal. Because of the interest of the space, only the analysis of background, as a part of a

research proposal that will be presented and discussed. Another reason for choosing the background for the analysis is because it contains review of previous studies representing literature review section (Swales & Feak, 2004; Emilia, 2008). In addition, the students' empowerment can be shown in background through the employment of the three moves.

Of five texts produced by 5 groups, one text (Text 5.1) was chosen for the analysis. Text 5.1 was written by a group of three students representing low, middle, and high achiever students (Hesti, Tomi, and Risda). The result of the background part analysis indicates that this group was cognitively and psychologically empowered as this group had a good control of schematic structure and linguistic features of research proposal. The students in this group were able to write all moves of background. In addition, the background is written based on the linguistic features recommended by the theorists. This is the result of the building knowledge of the field and modelling stages of genre pedagogy. In building knowledge stage, the students were helped to engage with the various research topics, find and read research articles, analyze and synthesize the theories related to their topics. Meanwhile, in modelling the genre stage, the students were taught how to write each move of the background and its linguistic features.

Following is the discussion of empowerment reflected in Text 5.1. Text 5.1 which was written by a group of students during joint construction stage is presented in Table 5.1.

Table 5. 1 Background Text as the Jointly Constructed Text (Text 5.1)

<p>Move 1a: showing that the area of research is important</p>	<p>Move 1: Establishing a research territory Language teachers have shown much interest in extensive reading. Extensive reading, according to Day and Bamford (1998), Harold Palmer is the first to use the term extensive in referring to a large amount of reading with a focus on the meaning of the text. Reading extensively has the advantage of being both informative and pleasurable. In other words, extensive reading has real-world purposes in reading.</p>
<p>Move 1c: introducing and reviewing items of previous research in the area</p>	<p>A considerable number of L1 (first language) and L2/FL (second or foreign language) reading studies propose the potential benefits of extensive reading in promoting language learners' vocabulary learning (Cho & Krashen, 1994; Day, Omura, & Hiramatsu, 1991)</p>
<p>Move 1a: showing that the area of research is</p>	<p>As a component of language, vocabulary is essential to improve reading fluency. When learners have a large sight vocabulary, they decode more</p>

<p>important</p> <p>Move 2a: indicating a gap</p> <p>Move 3: outlining purposes/aims of the present research</p>	<p>words automatically. As a result, they can save their cognitive resources to comprehend a text. It is crucial that learners have opportunities to keep seeing the words that they have seen before. Thus, a number of researchers recommend extensive reading to increase sight vocabulary (Renandya & Jacobs, 2002; Samuels, 2006). According to Pazhakhil (2010), the data collected from EFL learners' interview at the end of the program and its comparison with learners' profile before the experiment showed that they agreed that extensive reading enhanced their vocabulary knowledge and it also changed their attitudes toward reading in a positive way.</p> <p>Move 2: Establishing a niche However, few studies on the effect of extensive reading towards students' vocabulary mastery have been conducted in the secondary level.</p> <p>Move 3: Occupying the niche Therefore, the researcher will try this method at school environment. The researcher will investigate the effect of using extensive reading in Junior high school towards the students' vocabulary mastery</p>
---	--

5.2.1 Schematic Structure and Purpose of Introduction (Text 5.1)

Text 5.1 written by group 1 effectively introduces the research on extensive reading to improve students' vocabulary mastery. It achieves the communicative purposes of introduction through three moves, i.e. to establish a research territory, to identify a niche or gap in the territory, and to signal how the topic in question occupies that niche (Swales and Feak, 2004; Paltridge & Starfield, 2007; and Emilia, 2008). All moves of the background recommended by the theories are well written indicating the positive impact of modelling the genre stage in which the students were taught how to write each move of the background section of a research proposal.

Move 1: Establishing research territory

There are two sub-moves out of four sub-moves in move 1 of introduction (establish research territory) as suggested by Swales and Feak (2004), Paltridge and Starfield (2007), and Emilia (2008) found in Text 5.1. This text begins by the expression of the importance of extensive reading. This is identified as move 1a which shows that the area of the research is important. Further, another move 1a is also presented by the expression of showing that the area of research on vocabulary is important. Move 1a is categorized as an optional move of introduction (Swales & Feak, 2004; Emilia, 2008). Although this move is

optional, this group is able to produce which indicate that cognitive empowerment is reflected in this text.

Move 1c (introducing and reviewing items of previous research in the area) is found in Text 5.1. Studies on extensive reading and vocabulary are mentioned to establish research territory:

A considerable number of L1 (first language) and L2/FL (second or foreign language) reading studies propose the potential benefits of extensive reading [[in promoting language learners' vocabulary learning]] (Cho & Krashen, 1994; Day, Omura, & Hiramatsu, 1991)

The excerpt shows that the students were able to produce move 1c which is identified as an obligatory move by Swales and Feak (2004) and Emilia (2008). This is the result of the learning process in the modelling stage in which each move was explicitly taught especially the move which was considered difficult and problematic as this sub-move, based on the research done by Widiastuti (2010) and Allison et al. (1998) became a problem as no students had introduced and reviewed items of previous research in their research area.

Move 2: Establishing a niche

Move 2 (establishing a niche) found in Text 5.1 is presented by the expression that less study on extensive reading to improve students' vocabulary mastery is conducted in the secondary level. This is identified as move 2a (indicating a gap in the previous research). This move based on Swales and Feak (2004) and Emilia (2008) is obligatory. Another sub-move or move 2b (identifying a problem) which is optional or supporting the obligatory move to establish the niche is not found in Text 5.1. The possible reason for the absence of move 2b is because this submove is not an obligatory move.

Move 3: Occupying the niche

The communicative purpose of move 3 is occupying the niche (Swales & Feak, 2004; Emilia, 2008). This move is shown in Text 5.1 by the the expression of the purposes of the study:

Therefore, the researcher will try this method at school environment. The researcher will investigate how the effect of using extensive reading in Junior high school towards the students' vocabulary mastery.

Move 3 in Text 5.1 belongs to what Swales and Feak (2004) categorize as purposive as the writer indicates the purpose of the research that is to examine the effect of extensive reading towards the students' vocabulary mastery in a junior high school. This move according to Swales and Feak (2004) and Emilia (2008) is obligatory. Writing this obligatory move suggests that the students successfully fulfill the essential element of move 2. However, the other submoves: outlining the theoretical position and describing the methods used in the study are not mentioned in Text 5.1. These submoves are optional moves. Thus, the communicative purpose of move 3 is still achieved although these sub-moves are not applied in Text 5.1.

To sum up, the schematic structure of Text 5.1 suggests that this text has essential elements of introduction or research background recommended by the theorists (Swales & Feak, 2004; Emilia, 2008). Thus, the communicative purpose of an introduction chapter which is to create a research space for the writer (CARS) as the theorists posit has been achieved. The students' ability in producing the text is regarded as the result of the learning process in building knowledge of the field and modelling stages. In building knowledge of the field stage, the students were helped to engage with the various research topics, find and read research articles, analyze and synthesize the theories related to their interests. Meanwhile, in the modelling stage, the students were taught explicitly how to write each move of the background. This suggests that the teaching process in the stages of genre pedagogy could empower the students in cognitive dimension as they were able to produce sound introduction section as recommended by the theorists as mentioned in Chapter II.

The schematic structure of Text 5.1 has been elaborated. The next section will present the result of the linguistic features analysis of every element of Text 5.1.

5.2.2 Linguistic Features of Introduction of Proposal 1 (Text 5.1)

a. Typical Language Used in Text 5.1

The analysis of linguistic features of Text 5.1 reveals the students's ability to write every move of an introduction with appropriate linguistic features. This ability is the result of building knowledge of the field stage in which appropriate words were taught. In addition, this is also the result of modelling stage in which the students were taught how to write each move with appropriate linguistic features. For example, move 1a which shows that the general area of research is important often uses verbs in either the present tense or the present perfect tense in the sentence which makes these claims to *centrality* (Swales and Feak, 2004). The first move 1a in Text 5.1 (clause 1) uses present perfect tense:

1. Language teachers have shown much interest in extensive reading.

The underlined verb (have shown) in the first sentence of move 1a is in present perfect tense which means that the interest of the language teacher in extensive reading continues up to the present moment. In addition, the second move 1a in Text 5.1 (see clause 6) contains adjective, shown in italics, indicating the importance or interest of the study:

6. As a component of language, vocabulary is *essential* to improve reading fluency.

The use of adjective that emphasizes importance or interest of the study in Text 5.1 is in line with what has been suggested by Swales and Feak (2004) that the importance of the topic to be investigated should be emphasized. This text shows that vocabulary is essential to improve reading fluency. The correct tenses and adjectives written by the students in this group indicates the result of modelling the genre stage in which the students were exposed the use of this tenses and adjective to claim centrality.

Move 2 which signals the gap of the study is proposed after reviewing the related previous studies (Paltridge & Starfield, 2007). This gap, according to Atkinson and Curtis (1998) as quoted in Paltridge and Starfield (2007) is often evaluative in a negative way. Move 2 in Text 4.1 uses the word *few*, shown in Italics, indicating an evaluation in a negative way:

16. However, *few* studies on the effect of extensive reading towards students' vocabulary mastery have been conducted in the secondary level.

Besides using evaluative word, move 2 of introduction is signalled with gap statement word or phrases (Swales & Feak, 2004; Emila, 2008). Move 2 in Text 4.1 employs the word *however* (underlined word) indicating the gap of the present study with the previous ones. The students' ability to employ the evaluative and gap words of this text is the result of modelling the genre stage. This indicates that this stage cognitively empowered the students to write appropriate linguistic features of this text.

Move 3 in Text 4.1 shows the purpose or aim of the present study. This move is signalled by the switch of the authors from impersonal to personal as seen in the following sentence:

...the researcher will try this method at school environment.

In addition, the use of the word 'this' as the reference is also the signal of move 3. Nevertheless, move 3 of Text 4.1 has fulfilled the linguistic features of move 3 proposed by the theorists. This is the result of modelling the genre stage in which appropriate linguistic feature of this move was explicitly taught.

To conclude, the students in this group were able to write each move of background text with appropriate linguistic features, such as the correct tenses, adjectives, evaluative words, gap statement, and personal language. The ability of the students in this group is the result of building knowledge and modelling the genre stages in which the knowledge on linguistic features of research background was explicitly taught. The students could use appropriate expressions relevant to the topic. It suggests that building knowledge and modelling the genre stage could cognitively empower the students.

b. Analysis and Discussion of Thematic Progression of Text 5.1

There are two kinds of thematic progression found in Text 5.1. They are zig-zag pattern and theme re-iteration. Below is an example of zig-zag pattern found in the text:

1. Language teachers have shown much interest in extensive reading
2. Extensive reading, according to Day and Bamford (1998), Harold Palmer is the first to use the term extensive in referring to a large amount of reading with a focus on the meaning of the text.

At the first clause, extensive reading becomes the rheme. Further, it becomes the theme at the second clause. Meanwhile, Theme-reiteration found in Text 5.1 in which extensive reading becomes the themes in two clauses is:

1. extensive reading enhanced their vocabulary knowledge
2. and it also changed their attitudes toward reading in a positive way.

The ability of the students in this group to develop the theme as shown in the thematic progressions above suggests that in joint construction stage, by the help of the teacher, they could work together in developing cohesive text. However, the analysis of the text in terms of its thematic progression still revealed that they still needed practice and guidance. The students still needed guidance in terms of how to develop their ideas in order to create all patterns of thematic progression. In addition, more practice like analyzing thematic progression patterns of many kinds of texts was also necessary.

c. Analysis and Discussion of Transitivity of Text 5.1

The result of the analysis of Text 5.1 shows that the students in this group, by the help of the teacher, were able to use various types of processes. The students' ability to use various processes is the result of building knowledge of the field stage in which they were exposed to various texts containing various expressions that can be used to write this section. The processes types found in Text 5.1 can be seen in Table 5.2.

Table 5. 2 Types of Processes found in Text 5.1

Types of processes	Material	Mental	Verbal	Behavioral	Relational	Existential
Frequency	20	14	8	0	19	0

Table 5.2. shows the various types of processes written by the students in this group. This suggests that they were able to produce a dialogic writing. Among those processes, material processes are frequently used in Text 5.1. The

use of material process indicates that the writers or students try to show the readers what happen as material processes “construe doing or happening” (Eggins, 1994; Martin, mathiesen & painter, 1997; Emilia, 2014). The use of this type of process is suitable with the communicative purpose of introduction that is to create research space by showing that the topic is worth researched (Swales & Feak, 2004) as seen in the following example:

extensive reading *enhanced* their vocabulary knowledge

The word ‘enhanced’ is the example of material process that shows the ‘doing’ of enhancing. Furthermore, verbal processes or processes of saying (Halliday, 1994) is also found in the jointly constructed text which indicates that the writers quote experts or researchers to support their study. Quoting other experts’ or researchers’ saying is obligatory in writing research introduction to provide the basis for research in the field of study (Swales & Feak, 2004; Emilia, 2008). In addition, the presence of quotation indicates that the text is analytical (Emilia, 2005) as seen in the following example taken from Text 4.1:

as **stated** by Edward (1997:149), “Vocabulary is one of the important factors in all language teaching;

The word ‘stated’ is an example a verb of verbal process. It is used to present the expert’s voice to make the argument more convincing.

The next type of processes found in text 5.1 is mental process or process of sensing which encodes meaning or feeling (Eggins, 1994; Emilia, 2014). From three classes of mental processes as suggested by Eggins (1994), Halliday & Mathiesen (2004), cognition and perception are found in the writers’ introduction. This suggests that the writers try to show the process of cognition and perception which might happen to convince that the topic is worth researched. The example of mental process can be seen in the following example:

they can save their cognitive resources to comprehend a text

The word ‘comprehend’ is the example of mental process which shows the process of cognition.

To conclude, the analysis of schematic structure and linguistic features of text 5.1 as the product of joint construction stage shows that this text reflects

cognitive as well as psychological empowerment. The text reflects cognitive empowerment as it is written based on the appropriate schematic structure and linguistic features. Moreover, it also reflects psychological empowerment through the use of linguistic resources showing their confidence. The students' confidence is shown from the employment of verbal processes and mental processes which makes the arguments stronger. The students' ability to produce this text is the result of explicit teaching in building knowledge and modelling the genre stages. In building knowledge stage, the students were engaged with the research topics and previous studies by reading, analyzing, comparing and contrasting several introduction texts. In modelling the genre stage, the students were explicitly taught how to write each move of introduction and its linguistic features. Thus, it suggests that the teaching stages of genre pedagogy empower the students cognitively and psychologically.

The analysis of Text 5.1 has been presented. To find out the students' improvement of their writing, the analysis of the text written independently needs to be elaborated.

5.3 Empowerment Reflected in Independently Constructed Background Text (Text 5.2 and Text 5.3)

This section presents the empowerment reflected in the independently constructed background texts through the deep analysis and discussion of schematic structure and linguistic features of the background texts written by low achiever (Text 5.2) and high achiever (Text 5.3) joining the group whose joint construction text was analysed in the previous section. These texts are analyzed in terms of schematic structure and linguistic features. Text 5.2 can be seen in Table 5.3 and Text 5.3 can be seen in Table 5.4.

Table 5. 3 Independent Construction Text Written by Low Achiever (Text 5.2)

Move 1a: showing that the area of research is important	The study of speaking English has become an important aspect of language as long as it is important to be learnt in international world. Speaking English is the important skill that should be practiced by the students for communication because many countries in the world use it for communication. As pointed by Richards (2008), the mastery of speaking skills in English is a priority for many second language learners. Speaking should be mastered in order to	Move 1: Establishing research territory
--	---	--

	<p>communicate with others. Kayi (2006) stated that the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and their life. Nunan (1991) also argued that speaking is the most important aspect of learning a second foreign language.</p> <p>...</p>	
<p>Move 2b: identifying a problem</p>	<p>However, many students find difficulties in speaking aspect in English language learning. As Huda (1999:72) claimed that theoral communication is the important skill required for the English language teacher but it is the most difficult tskill to develop. Based on the researcher’s informal interview with the teacher in SMP Plus Muhammadiyah Tangerang on Friday, May 1, 2015, it was found that most students found it difficult to speak in English. The first problem, the students are nervous and shy to speak. Second, the students have lack of motivation to speak. Third, the teacher teaches speaking by using retelling story monotonously. There are some ways that teacher can do to solve students’ problem in speaking English</p>	<p>Move 2: Establishing a niche</p>
<p>Move 1d: defining term</p>	<p>Generally, scripted role play is more popular than unscripted role play. However, unscripted role play is real life conversation that occurs naturally. Based on the statement, it is expected that the English teacher can know that using unscripted role play can help some shy students to be active and enjoy their roles acting in speaking English activities.....</p>	<p>Move 1: Establishing research territory</p>
<p>Move 1d: defining term</p>	<p>In Indonesian context, there are several text types based on Peraturan Menteri Pendidikan nasional (Tahun 2006 .No.23). The researcher chooses “Narrative Texts”, as thematerial. Meyers (2005) states that Narrative is one of the most powerful way of communicating with others. Anderson (1997:8) states that narrative is a piece of text tells a story and, in doing so,entertains or informs the reader or listener.</p>	
<p>Move 2a: Reveiwing previous studies</p>	<p>Many recent studies have focused on teaching speaking by using role play technique especially focus onimproving students’ speaking ability in using role play or the effectiveness using role play technique in teaching-learning process. The Expert Educators (Jones, et al., 1994; Van Ments , 1983, Susanti, 2007, and Harun & Nadiroh) have done research about increase students’ speaking ability using role play technique.</p>	<p>Move 1: Establishing research territory</p>
<p>Move 2a: Indicating a gap</p>	<p>However, few studies explain more about the implementation of using role play in teaching speaking, specifically teaching speaking by using unscripted role play of narrative text.</p>	<p>Move 2: establishing a niche</p>
<p>Move 3: outlining purposes of present research</p>	<p>Based on the explanation above, that is why the researcher will investigate how the unscripted role play is implemented in Teaching Speaking of Narrative Text at ninth grade of SMP Plus SMP Muhammadiyah Tangerang.</p>	<p>Move 3: Occupying the niche</p>

Table 5. 4 Independent construction text written by high achiever (Text 5.3)

Move 1a: showing that the area of research is important	Speaking skill has become an important aspect of language since it is used for communication. As Nunan (1999:24) argues, “the most people, mastering the art of speaking is the most important aspects of learning a second language or foreign language and success is measured in terms of the ability to carry but a conversation in the language.”	Move 1: Establishing research territory
Move 2b: identifying a problem	Although it is used for communication, sometimes there are so many problems occurred in mastering speaking skill especially for countries that use English as foreign language as Richard and Renandya (2002, p. 204) stated that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use language appropriately in social interaction.	Move 2: Occupying a niche
Move 1c: introducing and reviewing previous studies	Numerous studies have been conducted to resolve the speaking problem in EFL learning, such as by conducting storytelling, drama, role play, and debate. Somjay (2015) has conducted a research about debate technique in improving student’s speaking ability at Bodindecha School, Thailand. In Indonesian context, there have been various studies about debate such as by Wicaksono (2014) in analyzing the British Parliamentary Debate in improving student speaking skill at Sultan Ageng Tirtayasa University, Junaidi (2011) at SMAN 1 Sakra Lombok Timur, Hasanah (2012) MTS AS Miftahul Huda Pabelan which resulted that there were some improvements in speaking ability of the student after using debating technique.	Move 1: Establishing research territory
Move 2a: indicating a gap	However, it can be said that the study is still less because only a few institutions which used this technique. Moreover, this technique is less elaborated in a village school area.	Move 2: Occupying a niche
Move 2b: Identifying a problem	Based on the researcher interview with the teacher in SMAN 19 Kabupaten Tangerang, the same crucial problem also happened in that school where most of the students lack of having good speaking skill. They are afraid to speak in English because of lack confidence. Most of them do not know the things that they have to speak. ...	Move 2: Occupying a niche
Move 1d: defining term	Because one of the successful teaching results for English teacher of EFL (English as Foreign Language) is on how to make the student can be more active to speak English. Debate technique is never used in this school. Debate is a teaching way to improve verbal communication and teach critical thinking for the students where they can be more active in every situation. Besides, it can be an active learning Because the students will learn how to construct their ideas, work in group ...	Move 1: Establishing research territory
Move 3a: outlining purposes of the present research	Therefore, it is an urgency for the researcher to make a research about the effectiveness of using debate technique in improving student’s speaking ability at SMAN 19 Kabupaten Tangerang. Considering the some identification of problem above, the	Move 3: Occupying the niche

	researcher believes that having a debate technique will be effective in improving student's speaking ability at SMAN 19 Kabupaten Tangerang.	
--	--	--

5.3.1 Analyses and Discussions of the Schematic Structure and Linguistic Features of Independent Construction Texts (Text 5.2 and 5.3)

The analysis result of schematic structure and linguistic results of independent construction texts (Text 5.2 and Text 5.3) shows that both texts successfully achieve the communicative purpose of introduction as they contain appropriate elements and linguistic features recommended by the theorists (Swales & Feak, 2004; Bunton, 2002; Paltridge & Starfield, 2007, Emilia, 2014). The next sections elaborate the analysis and discussions of the two texts.

5.3.1.1 Analyses and Discussions of the Schematic Structure of Text 5.2 and Text 5.3

Both texts contain appropriate elements or moves recommended by the theorists. The moves, compared to joint construction texts, are varied. It suggests that the students were cognitively empowered as the texts they produced were better than before. It is the result of modelling the genre stage in which the students were explicitly taught how to write every move of introduction.

Move 1: Establishing research territory

To establish research territory, compared to joint construction text, both texts are written in three moves, i.e. reviewing previous studies, showing that the research is important, and defining term. It indicates the students' improvement of their abilities as the impact of the teaching program.

Both writers choose sub move 1a or showing that the area of research is important that is 'speaking' to establish research territory. This sub move was optional (Swales & Feak, 2004), but the writers were able to write this submove indicating they were cognitively empowered. Following are move 1a written by both writers:

The study of speaking English has become an important aspect of language as long as it is important to be learnt in international world (Text 5.2)

Speaking skill has become an important aspect of language since it is used for communication. (Text 5.3)

Furthermore, both low achiever and high achiever were able to review previous studies as an obligatory move (Swales & Feak, 2004). Their abilities in reviewing previous studies indicates their cognitive empowerment as it has been mentioned before that reviewing previous studies has been a problem for students (Widiastuti, 2010). See the following excerpts:

The Expert Educator (Jones, et al., 1994) as cited from The Dictionary of Education, Van Ments (1983) in Graves (2008:7) Susanti (2007: 40), and Harun & Nadiroh (N.D.) that all of them have done research about increase students' speaking ability using role play technique. (Text 5.2)

In Indonesian context, there have been various studies about debate such as by Wicaksono (2014) in analyzing the British Parliamentary Debate in improving student speaking skill at Sultan Ageng Tirtayasa University, Junaidi (2011) at SMAN 1 Sakra Lombok Timur, Hasanah (2012) MTS AS Miftahul Huda Pabelan (Text 5.3)

Both students are able to review previous studies. The next sub move found in both text is defining term. Defining term sub move is not found in Text 4.1 as a sample of the jointly constructed texts. The term 'narrative' in Text 5.2 and the term 'debate' in Text 5.3 are defined to introduce the readers to the writers' topic of study.

Anderson (1997:8) states that Narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. (Text 5.2)

Debate is a teaching way to improve verbal communication and teach critical thinking for the students where they can be more active in every situation. (Text 5.3)

The excerpts confirms that the students' abilities, to some extent, have improved. The improvement of the students' writing is the indicator of empowerment as the result of the teaching program.

Establishing a niche

There are two sub moves found in both text to establish a niche. The first sub move is identifying a problem. This sub move is not found in joint construction text meaning that there is improvement of students' understanding on how to establish a niche. See the following move 1a written by both students:

However, many students find difficulties in speaking aspect in English language learning. As Huda (1999:72) claimed that theoral communication is the important skill required for the English language teacher but it is the most difficult skill to develop. (Text 5.2)

Based on the researcher interview with the teacher in SMAN 19 Kabupaten Tangerang, the same crucial problem also happened in that school where most of the students lack of having good speaking skill. They are afraid to speak in English because of lack confidence. (Text 5.3)

The second sub move to establish a niche written by the students is indicating a gap which is categorized as obligatory move as suggested by Swales and Feak (2004). Following are examples of this sub move:

However, few studies explain more about the implementation of using role play in teaching speaking, specifically teaching speaking by using unscripted role play of narrative text. (Text 5.2)

However, it can be said that it is still less because only a few institutions which used this technique. Moreover, this technique is less elaborated in a village school area. (Text 5.3)

Occupying the niche

To occupy the niche, both writers write the purpose and description of their research as seen in the following excerpts:

Based on the explanation above, that is why the researcher will investigate how the unscripted role play is implemented in Teaching Speaking of Narrative Text at ninth grade of SMP Plus SMP Muhammadiyah Tangerang. (Text 5.2)

Therefore, it is an urgency for the researcher to make a research about the effectiveness of using debate technique in improving student's speaking ability at SMAN 19 Kabupaten Tangerang. (Text 5.3)

In sum, the analysis of the schematic structures of Text 5.2 and Text 5.3 gives evidence that both students were able to write research background with good schematic structure indicating they were cognitively empowered. Their ability is the result of the modelling the genre stage with its empowering activities that enable them to write research background with appropriate schematic structures.

The next section will discuss the linguistic features of every element of Text 5.2 and Text 5.3. The typical language used in Text 5.2 and Text 5.3 will be discussed. Further, the theme development pattern and transitivity systems of Text 5.2 and Text 5.3 will also be discussed. The discussion of the linguistic features of the texts will show the empowerment reflected in this texts.

5.3.1.2 Analyses and Discussions of Linguistic Features of Text 5.2 and Text 5.3

This section discusses the result analyses of Text 5.2 and text 5.3 in terms of their linguistic features as suggested by the theorists. The analysis of the linguistic features of Text 5.2 and Text 5.3 revealed that the students were able to write the moves of introduction with appropriate linguistic features. This ability is the result of the modelling the genre stage in which the linguistic features of introduction were explicitly taught and discussed.

a. Typical Language Used in Text 5.2 and Text 5.3

The analysis of typical language used in both texts reveals that the moves are written with appropriate typical language recommended by the theorists. First, move 1a which shows that the general area of research is important often uses verbs in either the present tense or the present perfect tense in the sentence which makes these claims to *centrality* (Swales and Feak, 2004) as shown in the following examples.

The study of speaking English has become an *important* aspect of language as long as it is important to be learnt in international world (Text 5.2)

Speaking skill has become an *important* aspect of language (Text 5.3)

The underlined verb in the first sentence of move 1a is in present perfect means that the study on speaking skill continues up to the moment. In addition, this sub move in both texts contain adjectives, shown in italics, which show the importance or interest of the study.

Move 2 which signals the gap of the study is proposed after reviewing the previous studies related to the present study (Paltridge & Starfield, 2007). This gap, according to Atkinson and Curtis (1998) as quoted in Paltridge and Starfield (2007) is often evaluative in a negative way. Move 2 in Text 5.2 and Text 5.3 use the words *few* and *less*, shown in Italics, which indicate an evaluation in a negative way:

However, *few* studies explain more about the implementation of using role play in teaching speaking, specifically teaching speaking by using unscripted role play of narrative text.

However, it can be said that it is still *less* because only a *few* institutions which used this method. Moreover, this technique is *less* elaborated in a village school area (Text 5.3)

Besides using evaluative word, move 2 of introduction is signalled with gap statement word or phrases (Swales & Feak, 2004). Move 2 in Text 5.2 and Text 5.3 employs the word *however* (underlined word) indicating the gap of the present study with the previous ones.

Finally, move 3 in Text 5.2 and Text 5.3 show the purpose or aim of the present study. It is called purposive as suggested by Swales and Feak (2004). The most striking difference on the way the move 3 is written between Text 5.2 and Text 5.3 is that text 5.3 which is written by high achiever is stronger as it uses the word 'believe', 'urgency' to convince the purpose of her study.

Based on the explanation above, that is why the researcher will investigate how the unscripted role play is implemented in Teaching Speaking of Narrative Text at ninth grade of SMP Plus SMP Muhammadiyah Tangerang. (Text 5.2)

Therefore, it is an urgency for the researcher to make a research about the effectiveness of using debate technique in improving student's speaking ability at SMAN 19 Kabupaten Tangerang. (Text 5.3)

To conclude, both Text 5.2 and Text 5.3 are written with appropriate linguistic features in which each move is well written indicating the writers of both texts are cognitively empowered. This is the result of modelling the genre stage with its empowering activities that enabled the students to write the move with the correct linguistic features.

b. Analyses and Discussions of Thematic Progression of Text 5.2 and Text 5.3

Both writers of Text 2 and Text 3 were able to use all theme development patterns. Theme reiteration pattern is found in Text 5.2 and Text 5.3.

↓ **Speaking** is the most important aspect of learning a second foreign language.

↓ **Speaking** is "the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety context" (Chaney, 1998, p. 13),

↓ **Speaking** is a crucial part of second language learning and teaching. (Text 5.2)

Meanwhile, in text 5.3:

↓ **Debate** technique is never used in this school.
 ↓ **Debate** is a teaching way to improve verbal communication and teach critical thinking
 ↓ for the students where they can be more active in every situation
 ↓
Besides, it can be an active learning (Text 5.3)

“Speaking’ becomes the theme of every clause of the excerpt taken from Text 5.2, whereas “debate” becomes the theme of every clause of the excerpt taken from Text 5.3. The next thematic progression found in Text 5.2 and Text 5.3 is zig-zag pattern:

Speaking seems to be an important skill that **learners** should acquire.
 ←
However, many students find difficulties in speaking aspect in English language learning (Text 5.2)

Meanwhile, zigzag pattern found in Text 5.3 is:

Based on the researcher interview with the teacher in SMAN 19 Kabupaten Tangerang, the same crucial problem also happened in that school where most of the students lack of having good speaking skill
 ←
 They are afraid to speak in English (Text 5.3)

In Text 5.2, the word ‘learners’ is as the rheme of the first sentence. It then becomes the theme of the second sentence. Meanwhile in Text 5.3, the word ‘the students’ which is the rheme at the first sentence becomes the theme at the second sentence.

Compared to Text 5.1 or a sample of jointly constructed text, Text 5.2 and Text 5.3 show significant difference in terms of the thematic progression. The thematic progression in both texts occurs in longer period or more than two clauses. It indicates that the texts reflect students’ cognitive empowerment as the result of the teaching especially in joint construction stage in which the teacher explicitly taught how to develop their ideas (Derewianka & Jones, 2012).

c. Analyses and Discussions of Transitivity of Text 5.2 and Text 5.3

The transitivity analysis result of Text 5.2 and Text 5.3 revealed that both writers were able to use various verbs in their background (See Appendix 9 for the

analysis). The students' ability in employing the various types of processes is the result of building knowledge stage in which the students practised to use the words needed to write research background. The types of processes that the students used in their texts can be seen in Table 5.5

Table 5. 5 Types of Processes Found in Text 5.2 and Text 5.3

Types of processes	Material	Mental	Verbal	Behavioral	Relational	Existential
Text 5.2	25	9	18	0	23	5
Text 5.3	24	8	10	0	14	5

Table 5.5 shows that the both texts employ various types of processes. Among the types of processes, material processes seem to be mostly found in both texts. This indicates that the writers attempt to show what they do in creating research space (Swales & Feak, 2004) as material process according to Gerrot and Wignell (1994 as cited in Emilia, 2014, p.151) “express the notion that some entity physically does something which may be done to some other entity”. See the following examples:

...although it *is used* for communication (Text 5.3)

Numerous studies *have been conducted to resolve* the speaking problem in EFL learning, such as by *conducting* storytelling, drama, role play, and debate. (Text 5.3)

The next type of processes chosen by both writers are verbal process or processes of saying. The existence of this type of processes indicates that the students “can project second order representations of experience” (Williams, 1993 as cited in Emilia, 2014, p. 157).

Mental processes or sensing verbs are verbs found in Text 5.2 and Text 5.3. This type of process to describe what people think, desire, feel, and perceive (Derewianka, 2011). Among three classification of mental processes suggested by Eggins (2004), Halliday and Mathiesen (2004), cognition or processes of thinking, knowing or understanding are mostly found in both texts. See following example:

Considering some identification of problem above, the researcher **believes** that having a debate technique will be effective in improving student's speaking ability at SMAN 19 Kabupaten Tangerang. (Text 5.3)

The words “considering” and “believes” are the mental verbs in cognition category. The employment of these words are important to convince the readers.

The presence of these type of processes is value of building knowledge stage as has been discussed earlier. This also suggests that the students were psychologically empowered.

This section has presented the empowerment reflected in two background texts which were independently constructed. The next section will present the empowerment reflected in all parts of the students' research proposals.

5.4 Empowerment Reflected in the Independently Constructed Texts

This section presents the empowerment reflected in the students' research proposals. Six out of 15 research proposals independently produced by the students were analyzed in terms of their schematic structures and linguistic features. These six proposals represented three level of achievements. Proposal 1 and 2 were written by low achiever, Proposal 3 and 4 were written by middle achiever, while Proposal 5 and 6 were written by high achiever. The analysis results show that in general, all proposals have fulfilled the criteria of a good research proposal as they are written based on the schematic structures and linguistic features proposed by the theorists. This indicates that the students have good control on the good schematic structures and linguistic features of research proposal. It therefore suggests that the research proposals produced by the students reflect their cognitive and psychological empowerment.

Next section will present the general result of the analysis of research proposal in terms of schematic structures and linguistic features. The presentation will be divided into three parts: introduction, literature review and methodology.

5.4.1 General Result of Analysis of Schematic Structures and Linguistic Features of Introduction

The analysis result of the introduction part of the research proposals shows that in general, the students have a good control of good schematic structures and linguistic features of introduction of research proposal.

5.4.1.1 General Result of Analysis and Discussion of Schematic Structures of Introduction

The results show that all research proposals contain all elements of introduction. The elements of introduction, such as background, research questions, research objectives, and research significances were written in appropriate structure. Furthermore, the analysis of research background, as a part of introduction, shows that it is written based on the appropriate structure as suggested by Swales and Feak (2004) and Emilia (2008). The background of research proposals contain three moves as suggested by the theorists. It suggests that cognitive empowerment is reflected in the students' research proposal as the impact of learning process, especially in modelling the genre stage in which the students were taught how to write every move in introduction. Table 5.6 shows the analysis of schematic structures of background of the research written by six students.

Table 5. 6 Analysis of Schematic Structure of the Research Proposal Background

Proposal	Research Introduction Elements		
	Establishing Research Territory (Move 1)	Occupying niche (Move 2)	Establishing niche (Move 3)
Proposal 1 (Hesti)	<ul style="list-style-type: none"> - Speaking English is the important skill that should be practiced by the students for communication - The Expert Educator (Jones, et al., 1994) as cited from The Dictionary of Education, Van Ments (1983) in Graves (2008:7) Susanti (2007: 40) have done research to increase students' speaking ability using role play technique. 	However, few studies explain more about the implementation of using role play in teaching speaking.	Based on the explanation above, the researcher will investigate how the unscripted role play is implemented in teaching speaking
Proposal 2 (Lia)	<ul style="list-style-type: none"> - In learning foreign language, vocabulary plays an important role - It is supported by Zhang and Annual (2008) who studied the correlation of vocabulary knowledge in foreign language learning 	However, based on the previous studies, there are only few researchers that do their research using crossword puzzle game to improve students' vocabulary.	Therefore, the research aims to examine whether crossword puzzle game can improve students' vocabulary

Proposal 3 (Tomi)	- Among four skills, writing is one of important skill that should be mastered by the students - Many recent studies have focused on writing problem identification (Collins & Parkhurst, 1996; Sattayatham & Honsa, 2007; Sattayatham & Ratanapinyowong, 2008; Jenwitheesuk, 2009).	However, in Indonesia, previous research in this field has less concentrated on analysis of writing text	This research is intended to find out students' ability and difficulties in writing descriptive text
Proposal 4 (Ina)	- Moreover, speaking is even seen as the most important and difficult skill among the other language skills in learning English for foreign language (Christianson, Hoskin and Watanabe, 2009; Diyyab, Eman and Mashoub, 2013 Louma...	However, few study talk about the effectiveness of video as a media in teaching speaking at junior school level.	Therefore, the present study aims at investigating how video can be the media to improve students' speaking ability
Proposal 5 (Ria)	- Ramelan (1990) stated that reading is a very important part in life - The influence of background knowledge on the comprehension of a text has been widely studied and has raised much controversy (Aebersold& Field, 2005; Carrell, Devine & Eskey, 1998; Hudson, 2007; Vacca, 2008	However, the previous research in this field are less concentrated on using the Interactive Compensatory Model of Learning (ICML	this study will investigate the influence of the Interactive Compensatory Model of Learning (ICML) toward reading
Proposal 6 (Risda)	- Speaking skill has become an important aspect of language since it is used for communication. - In Indonesian context, there have been various studies about debate such as by Wicaksono (2014)..., Junaidi (2011),... Hasanah (2012) ...	However, it can be said that it is still less because only a few institutions which used this technique.. Moreover, this technique is less elaborated in a village school area.	Therefore, it is an urgency for the researcher to make a research about the effectiveness of using debate technique in improving student's speaking ability

Table 5.6 shows that all students have good control on the schematic structure of introduction of research proposals or research background (See Appendix 9 for the complete background texts). The research proposal introduction that they produced independently achieved the communicative purposes of introduction, i.e. to establish a research territory, to identify a niche or gap in the territory, and to signal how the topic in question occupies that niche (Swales and Feak, 2004; Paltridge & Starfield, 2007; and Emilia, 2008). The explanation on each move is following:

Move 1: Establishing research territory

To establish research territory or move 1 of introduction, all students mentioned the importance of general research area. Showing the importance of research area is an optional sub-move 1 (Swales & Feak, 2004; Paltridge &

Starfield, 2007, and Emilia, 2008). This optional sub-move 1 can help readers understand that the research is important to be conducted. All students whether low or high achiever were able to mention the importance of the research area. Proposal 1, written by low achiever, for example, establishes research territory by showing the importance of speaking:

Speaking English is the important skill that should be practiced by the students for communication (Proposal 1)

The excerpt shows that in Proposal 1, the student mentioned that speaking skill was favorite topic in English learning and teaching field. Thus, the student tried to convince the readers why this skill was necessary to study. Further, still in move 1, reviewing previous research should be done to establish research territory. Reviewing previous research according to Swales and Feak (2004) and Emilia (2008) is obligatory. All students could preview the previous research in the area. For example Proposal which was written by Ria (high achiever) shows items of the previous research:

The influence of background knowledge on the comprehension of a text has been widely studied and has raised much controversy (Aebersold & Field, 2005; Carrell, Devine & Eskey, 1998; Hudson, 2007; Vacca, 2008 (Proposal 5)

Although reviewing previous research in the area is usually a problem for the students, the analysis result of introduction texts produced by the students shows that they were able to write this obligatory move. The students' ability to review previous research in their independent text seems to suggest that the students are cognitively empowered. They have been reminded to write this obligatory move and they have been successful to perform this move on their writing. This suggests the value of explicit teaching that this pedagogy offers (Feez & Joyce, 1998; Cope & Kalantzis, 1993; Hyland, 2004). This indicates that modelling the genre stage empowers the students to write this move in appropriate way.

Move 2: Establishing a niche

Move 2 or establishing a niche is found in all introduction of research proposals produced by the students. They establish a niche by stating that their topics are rarely investigated. This is identified as move 2a: indicating a gap in the

Murti Ayu Wijayanti, 2019

GENRE PEDAGOGY AND STUDENT EMPOWERMENT: A CASE IN LEARNING TO WRITE A RESEARCH PROPOSAL

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

previous research (Swales & Feak, 2004). This submove is obligatory move. It therefore suggests that the students are cognitively empowered as they can produce this obligatory sub-move. The low achiever (Hesti) who wrote Proposal 1, for example, states the gap of the study:

However, few studies explain more about the implementation of using role play in teaching speaking, specifically teaching speaking (Proposal 1)

Hesti has written the research gap. However, the gap she formulates is not really strong. She only mentioned about few studies which were conducted on teaching speaking by using roleplay, but she did not propose in which part of the previous studies which needed to be filled by her own study. Compared to the low achiever, the high achiever (Risda) stated the research gap more detail:

However, it can be said that it is still less because only a few institutions which used this technique.. Moreover, this technique is less elaborated in a village school area (Proposal 6)

Risda directly mentioned the area which was less elaborated by the previous studies. The previous studies which have been conducted in Indonesian context are not in village area which will probably give different result.

Those excerpts show the students ability to produce obligatory move 2a. However, move 2b: identifying a problem/need is not found in all students' research proposal. Move 2b is optional move (Swales & Feak, 2004). Thus, although this optional move is not written, the purpose of move 2 which is to establish niche is still achieved. The possible reason was that the students only focused on the obligatory sub-move in this move. It became the researcher's note as writing all moves whether the obligatory and optionals are needed to produce sound research proposal.

Move 3: Occupying the niche

After stating the research gap to establish niche, to occupy the niche, all students have to outline the purposes of their research. This is obligatory move suggested by Swales and Feak (2004). It seems to suggest that the students are cognitively empowered as they are able to occupy the niche as the final move of introduction. Tomi in proposal 3, for example, writes:

This research is intended to find out students' ability and difficulties in writing descriptive text (Proposal 3)

Furthermore, Ria writes:

...this study will investigate the influence of the Interactive Compensatory Model of Learning (ICML) toward reading (Proposal 5)

Both Tomi and Lia provided the purposes of their research to occupy the niche. Furthermore, compared to the text produced by the students in joint construction stage in which the move 3 was only purposive, the texts produced by the students independently showed improvement as they provided more detailed information.

Lia in Proposal 2 writes:

Therefore, this research aims to examine whether crossword puzzle game can improve students' vocabulary. The technique that is used by the researcher is test. It is to know whether there is improvement on students' vocabulary before and after using crossword puzzle game in teaching and learning (Proposal 2).

Move 3 produced by Lia was categorized as purposive because she mentioned her research aims. Moreover, Move 3 she wrote was also descriptive as she described how the research would be conducted. It indicates that the writing of the students improved as the result of the teaching process especially modelling the genre stage. This stage enabled the students to write this move appropriately.

To sum up, the students were able to produce all moves of introduction as recommended by the theorists. This ability is the result of the modelling the genre stage in which the students were explicitly taught how to write each move correctly.

5.4.1.2 General Result of Analysis and Discussion of Linguistic Features of Introduction

The result of linguistic features of the introduction of research proposals produced by the students independently show the value of cognitive empowerment as well as psychological empowerment. The next section will elaborate how empowerment is reflected in the introduction of research proposals in terms of their linguistic features.

a. Analysis of Typical Language Used in the Introduction of Students' Research Proposals

All introduction of reseach proposals produced by the students contain three moves with appropriate typical language (Atkinson and Curtis, 1998 quoted in Paltridge & Starfield, 2007). Firstly, move 1 of every introduction of research proposal analyzed is in present or perfect tense. It is in line with that of Swales and Feak (2004). Hesti in Proposal 1, for example, wrote:

The study of speaking English has become an important aspect of language (proposal 1)

Moreover, Tomi in Proposal 3 wrote:

Many recent studies have focused on writing problem identification in categorizing error types frequently made by student in sentences (Proposal 3)

The underlined verbs in the two excerpts above are in present perfect tense which function to describe a state that continues up to the present moment. The verbs show that the studies of speaking and writing still play important role in language learning which continues up to the moment. Moreover, move 1 is often signalled by adjectives which show the importance of the study as shown in the following excerpt:

Among four skills, writing is one of *important* skill that should be mastered by the students (Proposal 3)

The word in Italics is the adjective that shows the importance or interest of the study. The employment of correct tenses and adjective is the result of modelling the genre stage in which typical language in move 1 of introduction was taught.

Secondly, move 2 which is to establish niche by signalling the gap is often realised by evaluative words as suggested by Atkinson and Curtis (1998) in Paltridge and Starfield (2007). In Proposal 5, for example, the gap was written:

However, the previous research in this field is *less* concentrated on the using of the Interactive Compensatory Model of Learning (ICML) (proposal 5)

The word 'less' (in Italics) is used to show the gap of the study. Moreover, the word 'however' (underlined) is also used to signal the gap (Swales & Feak, 2004).

The presence of those words in this move is the impact of the teaching, especially modelling the genre stage.

Finally, move 3 which is signalled with the use of the word ‘this’ to refer to the author’s study is also found in the introduction of the students’ research proposals as seen in Proposal 2:

Therefore, this research aims to examine whether crossword puzzle game can improve students’ vocabulary.(Proposal 2).

Overall, the research proposal introduction produced by the students independently, in terms of linguistic features which are better than the text produced in joint construction stage, to some extent, show the students cognitive empowerment. This improvement is the result of the teaching especially modelling the genre stage in which the students learned how to write each move of introduction text.

b. Analysis of Thematic Progression of Introduction of the Students Research Proposals

This section elaborates the introduction of the students’ research proposals in terms of the thematic progression. Thematic progression shows how the ideas are developed (Eggs, 1994; Emilia, 2014). The analysis of the thematic progression of the students’ introduction shows that the students are able to develop their ideas through various patterns of thematic progression. It indicates that the students’ research proposals reflect cognitive empowerment as the result of the joint construction stage of genre pedagogy. The detail explanation of thematic progression patterns found in the students’ research proposal introduction is following:

The Theme Re-iteration Pattern

Following are the examples of this pattern taken from the students research proposal introduction:

Recently, speaking has become a favorite topic for analysis in English learning teaching field.



Moreover, speaking is even seen as the most important and difficult skill among the other language skills in learning English for foreign language (Christianson, Hoskin and

Watanabe, 2009; Diyyab, Eman and Mashoub, 2013 Louma, 2004; Ulusoy and Muhamet, 2013;) (Proposal 4)

In addition, this pattern is also found in Proposal 6:

They are afraid to speak in English because of lack confidence.
 ↓
 Most of them do not know the things that they have to speak.
 ↓
 They have some limitation of time to enhance their speaking skill (Proposal 6)

The themes of the sentences taken from Proposal 4 are similar: speaking. ‘Speaking’ as the theme of the first sentence becomes the themes of the next sentence. While the themes of the sentences taken from Proposal 6 is: they. ‘They’ is the theme of the first sentence which then becomes the themes for the second and third sentences.

The employment of this pattern indicates the students’ ability to maintain the cohesion of the text as this pattern as argued by Eggins (1994) can give the text clear focus. Thus, using this pattern, the cohesion of the text can be maintained as the ideas will not be obscure.

The Zig-zag Pattern or Linear Thematic Progression

Zig-zag pattern or linear thematic progression is also found in all introduction of the students’ research proposals. Zig-zag pattern means the content of the Theme of the second sentence or clause is derived from the content of previous Rheme (Eggins, 1994; Emilia: 2014). The example of zig-zag pattern found in the students research proposal introduction are following:

However, it can be said that it is still less because only a few institutions which used this technique.
 ↘
 Moreover, this technique is less elaborated in a village school area. (Proposal 6)

The content of the Rheme of the first sentence is ‘technique’ which then becomes the content of the Theme in the second sentence. The use of this pattern can maintain the cohesion of the text as it introduces new information.

The Multiple Theme Pattern or Progression with Derived Themes

The multiple rheme pattern is also found in the students’ proposals. This pattern means that the passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from that general notion,

but are not identical to one another (Emilia, 2005; Emilia, 2014). Following is the example of this pattern taken from the student's research proposal introduction part.

The research objectives are:

To find out the students' ability in writing Descriptive Text.

To find out the students' difficulties in writing Descriptive Text.

The writer provides new information as the objectives of the research. The new information is derived from the general notion: research objectives. The presence of this pattern indicates the students' ability in keeping the whole ideas connected to one another.

In short, the students' ability in employing various pattern of thematic progression patterns is the impact of the teaching stage especially joint construction stage in which the students were taught how to develop ideas in steps.

c. Analysis of Transitivity of the Introduction of the Students Research Proposals

This part discusses the result and discussion of transitivity analysis of the introduction part of the students' research proposals, especially the background part. The analysis result shows that the students wrote all types of processes (See Appendix 7 for transitivity analysis of the students research proposal). It suggests that the students' research proposals reflect cognitive and psychological empowerment. Table 5.7 shows the types of processes found in the students' research proposal introduction:

Table 5. 7 Types of Processes Found in the Introduction of the Students' Research Proposals

Category		Proposal					
		Proposal 1 (Hesti)	Proposal 2 (Lia)	Proposal 3 (Tomi)	Proposal 4 (Ina)	Proposal 5 (Ria)	Proposal 6 (Risda)
Material process	Number	25	41	24	14	37	24
	Percentage	31%	37%	47%	35%	37%	39%
Mental process	Number	9	28	8	9	17	8
	Percentage	11%	25%	15%	22,5%	17%	13%
Verbal process	Number	18	14	3	5	13	10
	Percentage	23%	13%	6%	12,5%	13%	16,5%

Behavioral process	Number	0	1	0	0	0	0
	Percentage	0%	1%	0%	0%	0%	0%
Relational Attributive	Number	12	5	1	4	14	6
	Percentage	15%	5%	2%	10%	14%	10%
Relational Identifying	Number	9	10	6	5	12	4
	Percentage	11%	1%	12%	12,5%	12%	7%
Relational Possessive	Number	2	3	3	0	2	2
	Percentage	3%	3%	6%	0%	2%	3,5%
Existential process	Number	5	7	6	2	5	5
	Percentage	6%	6%	12%	5%	5%	8%
Relational causative	Number	0	1	0	1	0	2
	Percentage	0%	1%	0%	2,5%	0%	3,5%
total number		80	110	51	80	100	61
total percentage		100%	100%	100%	00%	100%	100%

Table 5.7 shows that all introduction of the students' research proposal employ various processes. The presence of these various processes is the result of the teaching through genre pedagogy, especially at building knowledge stage in which the students were exposed with various words or verbs useful to write this section. Among all processes, material process is mostly found in the research proposal introduction. The use of material process indicates that the writers or students try to show the readers what happen as material processes "contrue doing or happening" (Eggins, 1994; Martin, mathiesen & painter, 1997; Emilia, 2014). This is suitable with the communicative purpose of introduction that is to create research space by showing that the topic is worth researched (Swales & Feak, 2004). An example of material process taken from Proposal 4 is following:

... speaking is an interactive process of **constructing** meaning...(from Proposal 4)

Furthermore, verbal processes or processes of saying (Halliday, 1994) are also found in all introduction of the students' research proposals indicating that the students quote experts or researchers to support their study. Quoting other experts' or researchers' saying is obligatory in writing research introduction to provide basis for research in the field of study (Swales & Feak, 2004; Emilia, 2008). Furthermore, the presence of quotation indicates that the text is analytical (Emilia, 2005) as seen in the following example taken from Proposal 1:

Murti Ayu Wijayanti, 2019

GENRE PEDAGOGY AND STUDENT EMPOWERMENT: A CASE IN LEARNING TO WRITE A RESEARCH PROPOSAL

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

O'Malley and Pierce (1996) *argued* that speaking seems to be an important skill that learners should acquire. (from Proposal 1)

The word 'argued' is an example of a verb of verbal process. It is used to present the expert's voice to make the argument more convincing. The next type of processes found in the writers' introduction is mental processes or processes of sensing which encode meaning or feeling (Eggins, 1994; Emilia, 2014). From three classes of mental processes as suggested by Eggins (1994), Halliday & Mathiesen (2004), cognition and perception are found in the writers' introduction. This suggests that the writers try to show the process of cognition and perception which might happen to convince that the topic is worth researched. Observe an excerpt taken from Proposal 6 as the example of mental process:

... the researcher believes that having a debate technique will be effective in improving student's speaking ability ... (from Proposal 6)

The underlined word (believes) is an example of cognition which shows the writer's thinking about the topic. The use of this word is to provide strong argument to convince the readers. It suggests that the introduction that the students produce independently reflect their confidence as a sign of psychological empowerment (Stromquist, 2009).

In sum, the analysis of introduction of the students' research proposals presented in this section showed that the students were cognitively and psychologically empowered as they were able to write the introduction research with good schematic structure and linguistic features proposed by the theorists. The students' ability in using these processes is the result of the teaching through genre pedagogy especially at modelling the genre stage in which the students were taught to write this part using the correct schematic structures and linguistic features.

The following sections will describe the general result of analysis of the schematic structure and linguistic features of the next part of research proposal: literature review section.

5.4.2 General Result of Analysis of Schematic Structures and Linguistic Features of Literature Review

This section describes the findings of analysis of schematic structures and linguistic features of literature review of the students' research proposals. The findings show that the students are able to write literature review with good schematic structure and linguistic features as suggested by theorists. This indicates that students writing shows their cognitive empowerment. This suggests that the students' literature review reflects the students' cognitive empowerment as the result of modelling the genre stage. At modelling the genre stage, the teacher explicitly taught how to formulate literature review with appropriate schematic structure.

5.4.2.1 General Result of Analysis and Discussion of Schematic Structure of Literature Review

The result shows that all literature review of the students' research proposals cover descriptive and explanatory or topics and methodological theories as suggested by Hart (2005) (See Appendix 8.1 for the complete analysis). Thus, the literature review achieves its communicative purpose that is to show that the student is familiar with the previous research and opinion on the topic and understands their relevance to the study being planned (Fraenkel and Wallen, 1993; Feak and Swales, 2009). This can be seen in Table 5.8, an example of literature review coverage from Proposal 6 written by Risda (See the complete analysis of schematic structure of the literature review in Appendix 8.1).

Table 5. 8 Types and coverage of the theories discussed in the literature review section (written by Risda)

Topic literatures (Descriptive Theory)	<ul style="list-style-type: none"> - The Nature of Speaking - The Definition of Speaking - The Techniques in Teaching Speaking - The Functions of Speaking - The Definition of Debate - The Elements of Debate
Methodological literatures (Explanatory Theory)	<ul style="list-style-type: none"> - Teaching Speaking by Using Debate - Previous Studies

Table 5.8 shows the writer's ability to provide knowledge or theories as the basis of her study (Glathorn & Joyner, 2005). As the descriptive theories, the

writer mentions the theories as the basis of the study. Whereas as explanatory theories, the writer is able to relate the theories with the topic of her study. Furthermore, she also reviews the related previous studies as the basis for her research to fill the gaps of the previous studies.

In sum, the literature review written by Risda has achieved its function that is to provide the conceptual framework of her study (Emilia, 2008). Therefore, this suggests that the literature review reflects cognitive empowerment as the result of the teaching using genre pedagogy especially at modelling the genre stage.

5.4.2.2 General Result of Linguistic Features Analysis and Discussion of Literature Review

The result of linguistic features analysis of literature review section shows that the students have good control on linguistic features of literature section. It seems to suggest that the students are cognitively and psychologically empowered as the impact of the teaching of genre pedagogy. The following section describes and discuss the analysis of linguistic features of literature review section.

a. Analysis of Typical Language Used in Literature Review

The result of literature review section analysis shows that the students are able to use the typical language of literature review section as suggested by the theorists, such as the citation pattern or ways of citation. The ability of the students to cite indicates that the texts they produce are analytical with critical arguments (Emilia, 2005). These critical arguments are important to support the students' statements (Swales & Feak, 2004). It therefore suggests that the students' writing reflect their cognitive and psychological empowerment.

Of three patterns of citing as suggested by Paltridge and Starfield (2007) two patterns can be found in the literature section written by the students. They are central reporting and non reporting.

a. Central reporting:

Central reporting means when an author is directly reported as being responsible for a particular finding or argument and placed in subject position in

the sentence. This pattern of citing seems to be mostly found in the students' literature section as seen in the following examples taken from the students literature review section.

Rajagukguk (2012) conducted the study to find out factors causing low ability in the speaking class, to identify the effectiveness of videos in the speaking class in improving the students' speaking proficiency, *and* to describe the effectiveness of videos in increasing students' motivation in the speaking class. (from Proposal 4)

Another example of this pattern of citing is from Proposal 3 written by Tomi:

Brown (2001: 344) states that in the writing activity, intensive writing can be done by presenting a paragraph to students in which they have to alter a given structure throughout (from Proposal 3)

This pattern emphasizes the author or theorists cited or it is often called as "literature dominant" (Clare, 2003, p. 26).

b. Non-reporting

Another way to quote is called non-reporting when the results of a piece of research are presented with less focus being given to the author or the actual study and no 'reporting verbs' such as 'claim' or 'shown' are used as shown in the following examples taken from the students' literature review section:

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts (Chaney, 1998, p. 13) (From Proposal 1)

The knowledge about the meaning of words is called vocabulary (Kamil and Heibert, 2005) (from Proposal 2)

Those excerpts above exemplify non reporting quotation. The use of this pattern shows that the students are able to show their own voice by giving less focus to the authors they cite.

In sum, the citations found in the students' literature review section indicate the students' effort to strengthen their proposed arguments (Swales & Feak, 2004). It suggests that the literature review written by the students reflects cognitive empowerment as they were able to analyze and synthesize the relevant theories and previous studies. Furthermore, the citations also shows the students' confidence as they were able to present the experts' voice to convince the readers. It therefore suggests that the students' literature review texts reflect psychological

empowerment. The students' ability to write citations is the result of the teaching cycle especially modelling stage in which the students were taught how to write several types of citations.

b. Analysis of Thematic Progression of Literature Review

In writing literature review, the students were able to use all thematic progression patterns as suggested by the theorists (Eggins, 1994, Emilia, 2014) to develop their ideas. Following are the examples of these three patterns found in the students' literature review section:

The Theme Re-iteration Pattern

As has been mentioned before, theme re-iteration pattern means the elements of the Theme occurs regularly as Themes as seen from the students research proposal literature review section:

Speaking is a basic of person skillto produce language that has meaning and be understood by other people that involves producing, receiving and processing information
 ↓
 Speaking skill is always related to communication.
 ↓
 Speaking skill itself can be stated as the skill to use the language accuratelyto express meanings in order to transfer or to get knowledge and information from other people in the whole life situation

The themes of the sentences taken from Proposal 4 are similar: speaking. 'Speaking' as the theme of the first sentence becomes the themes of the next sentence. It suggests that the writer attempts to keep the focus.

The Zig-zag Pattern od Linear Thematic Progression

Zig-zag pattern or linear thematic progression is also found in all students research proposal literature review section. The example of zig-zag pattern found in the students research proposal introduction is following:

Many students find difficulties in speaking aspect in English language learning.

Oral communication is the important skill required for the English language teacher (from Proposal 1)

'speaking' as the rheme of the first sentence later becomes the theme of the next sentence. It indicates that the writer tries to develop her ideas by proposing new information.

Murti Ayu Wijayanti, 2019

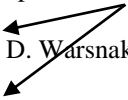
GENRE PEDAGOGY AND STUDENT EMPOWERMENT: A CASE IN LEARNING TO WRITE A RESEARCH PROPOSAL

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

The Multiple Theme Pattern or Progression with Derived Themes

The students also wrote their literature review using multiple theme pattern. The passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from that general notion, but are not identical to one another (Emilia, 2005; Emilia, 2014). Following is the example of this pattern taken from the student's research proposal literature review section.

There are two previous studies that have been done by other researchers...
 First, Amber D. Warsnak (2006) conducted....
 Second, Zheng Lin (2002) conducted a research... (from Proposal 2)



The writer of Proposal 2 used this pattern to provide different information which still concerned on the notion she mentioned before.

The students' ability to develop ideas through several patterns of thematic progression is the impact of the joint construction stage in which the students were empowered cognitively through the teaching of how to construct and develop ideas.

c. Analysis of Transitivity of Literature Review

In terms of transitivity analysis, the students's ability to write all kinds of processes in writing literature review section indicate their ability to produce good literature review. They were able to use various kinds of verbs, such as material, verbal, mental, etc (see Appendix 9 for complete transitivity analysis of students' research proposals). The verbs written by the students can be described in Table 5.9.

Table 5. 9 Processes in literature review section of research proposal

Category		Proposal					
		Proposal 1 (Hesti)	Proposal 2 (Lia)	Proposal 3 (Tomi)	Proposal 4 (Ina)	Proposal 5 (Ria)	Proposal 6 (Risda)
Material process	Total	210	90	116	109	109	118
	percentage	52,5%	34%	50,5%	40%	43%	43%
Mental process	Total	58	73	40	65	41	65
	percentage	14,5%	28%	17,5%	24%	16,5%	23,5%
Verbal process	Total	31	25	16	28	26	40
	percentage	8%	10%	7%	10%	10%	14,5%
Behavioral	Total	2	0	2	0	11	1

Murti Ayu Wijayanti, 2019

GENRE PEDAGOGY AND STUDENT EMPOWERMENT: A CASE IN LEARNING TO WRITE A RESEARCH PROPOSAL

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

process	percentage	0,5%	0%	1%	0%	4,5%	0,5%
Relational Attributive	Total	32	17	12	13	7	14
	percentage	8%	7%	5%	5%	3%	5%
Relational Identifying	Total	36	29	24	34	41	21
	percentage	9%	11%	10,5%	12,5%	16,5%	8%
Relational Possessive	Total	6	7	8	5	3	4
	percentage	1,5%	2%	3,5%	2%	1%	1%
Existential process	Total	17	12	11	13	13	11
	percentage	4%	5%	5%	5%	5%	4%
Relational causative	Total	8	9	0	4	1	1
	percentage	2%	3%	0%	1,5%	0,5%	0,5%
total number		400	262	229	262	252	275
total percentage		100%	100%	100%	100%	100%	100%

Table 5.9 shows the result of transitivity analysis of literature review section sample written by the students. The result showed that all students were able to write various processes in their literature review section. From all processes, material processes are mostly found in the students' literature review section. The use of material processes in this section shows the students' abilities in explaining the topic. This is suitable with the purpose of literature review that is as a means of demonstrating an author's knowledge about a particular field of study (Hart, 1998; Randolph, 2009) as seen in the following examples:

As it *provides* a general guideline by the experts for English teacher [[*to implement* role play technique]], especially of unscripted role play to easier the students to be active in speaking class start from act role play focus based on narrative text. (Proposal 1)

In addition, the purpose of reading according to Grabe and Stoller (2002), *has been classified* into four purposes (Proposal 5)

Moreover, students *can develop* their oral communication in language with overwhelm speaking as their skills (Proposal 6)

The words in italic in the examples above are the example of material processes taken from the students' literature review sections. Employing this type of processes allow the students to elaborate their familiarity on their topics.

The next processes found in the literature review section employed by the students are mental processes. The use of mental processes shows the students' ability to show their position or stance which is considered as one of the typical

language of literature review as suggested by Paltridge and Starfield (2007) as shown in the examples below.

Based on the problems above, the researcher and reader can know students' problem of speaking (Proposal 1)

in order the reader can understand the ideas of the written activities. (Proposal 3)

Therefore, the students also need to focus on pronunciation, grammar, vocabulary, fluency, and body language to achieve an effective speaking activity (Proposal 6)

The examples above display the employment of mental processes indicating the stance of the writers to convince the readers. In regard to verbal processes deployed by the students in the literature review, this suggests the students' ability to justify their arguments by quoting appropriate theorists and researchers. Justification is important as literature review is "legitimate and publishable scholarly document" (LeCompte & colleagues, 2003, p. 124).

Furthermore, Marzano (2004: 28) **states** that there ~~are~~ six steps for teaching vocabulary. (Proposal 2)

In addition, Elbow (1973) in Brown (2001: 336) also **says** that writing **is** a two-step process. (Proposal 3)

In addition, Erricson (1996) **proposed** that the interactive compensatory model process... (Proposal 5)

The words 'states', 'says', 'proposed' at the examples above are verbal processes that show the presence of citation. The existence of citation indicates the students' effort to present other's voices to show that the arguments proposed are critical (Emilia, 2005).

All in all, the analysis of schematic structures and linguistic features of literature review section written by the students independently suggests that the students' texts reflect cognitive and psychological empowerment. The texts are considered to reflect cognitive empowerment as they are written using an appropriate schematic structures and linguistic features of literature review as suggested by the theorists. Further, the presence of citation to strengthen the writers' arguments found in this section also indicates that the texts reflect cognitive empowerment. Meanwhile, the texts also reflect psychological empowerment as they display the writers' confidence through the employment of appropriate linguistic resources.

5.4.3 General Result and Discussion of Analysis of Schematic Structures and Linguistic Features of Methodology

From the result analysis of methodology of the students' research proposals, in general, the students are able to show their abilities in writing this section with good schematic structures and linguistic features. Having a good control of schematic structure and linguistic feature of good methodology, the students seem to achieve the purpose of methodology that is to describe how the research will be conducted, and how the data will be obtained and analyzed (Emerson, 2007). It indicates that the methodology section they write reflects students empowerment in terms of cognitive dimension as the impact of the teaching program, especially in modelling the genre stage. The stage empowers the students through activities that enabled them to write the methodology of research proposal.

5.4.3.1 General Result of Analysis and Discussion of Schematic Structure of Methodology

The analysis of schematic structure of methodology section shows that the students have a good control of schematic structure of methodology section of research proposal (see Appendix 8 for the schematic structure analysis of methodology section). They are able to write this section with appropriate elements suggested by the theorists (Swales & Feak, 2004; Paltridge & Starfield, 2007; Emilia, 2014). This ability is the result of the modelling the genre stage in which each element of methodology was explicitly exposed to the students. The example of methodology written by one of the students can be seen in Table 5.10.

Table 5. 10 Example of Elements of Methodology Section of Research Proposal 6

Elements of methodology	Proposal 6
Research design	The experimental research is chosen to find out the student's improvement in speaking ability.
Research site and participants	The study will be carried out at SMAN 19 Kabupaten Tangerang... This research site was chosen for two reasons... In this present study, there will be group of populations and samples [[who are the students in SMAN 19 Kabupaten Tangerang
Data collection technique	Answering those research questions, researcher employs four data collection techniques, namely: test, observation, interview, and questionnaire, during and after the treatment
Data Analysis	T test is used to know the significance of student's speaking ability improvement

Table 5.10 gives evidence of the student's ability to write the methodology section with appropriate elements and the justification. Firstly, in research design element, the writer mentioned experimental research as her research design. In addition, she also justified her choice by giving the purpose of choosing the design (Swales and Feak, 2004; Paltidge and Starfield, 2007; Emilia, 2008).

Secondly, in research site and participants element, the writer was able to mention the place to conduct her research and the research subject. Further, she also provided the reasons why she chose the research site and participants. Thirdly, in data collection technique, the writer was able to mention the way she collected the data. She also explained how every technique of data collection was conducted as Fraenkel and Wallen (1993) suggested. Finally, in data analysis element, the writer could mention how the data were analyzed. She further elaborated how the data from each instrument were analyzed step by step.

The ability of the students to write the methodology with appropriate schematic structures indicates their cognitive empowerment. This ability is the result of the modelling the genre stage in which they were taught explicitly how to write every element of methodology of research proposal.

5.4.3.2 General Result of Analysis and Discussion of Linguistic Features of Methodology

In general, the analysis result of the methodology section written by the students indicates that they have good control of linguistic features of research proposal methodology. The methodology fulfills typical language used in this section, various verbs used, and theme development. This suggests that the students' methodology section reflects empowerment in terms of cognitive dimension.

a. Analysis of Typical Language Used in Methodology

In terms of typical language used in methodology section, the result analysis suggests the students' ability to use typical language of methodology section as suggested by the theorists, such as language to build argument and

justify the students' choice related to the research and the use of impersonal language (Swales and Feak, 2004; Paltridge and Starfield, 2007; Emilia, 2008, 2014).

Language to build argument and justify the choice of methodology

The analysis of the students' methodology shows the students' ability to build argument and justify their choice regarding their research. The argument and justification are needed to achieve the communicative purpose of methodology section. The students began with simple *description* but quickly moved to the higher order activities such as *presenting a more detailed consideration*, and *consider* through to *argue*, emphasizing that in this section the students are building a justification for his/her choice regarding his/her research as shown in the following example.

Corresponding to the research questions and purposes, this study will employ experimental research design using quantitative method. This study employs experimental research because of three reasons.

First, this study has purpose to know the influence of the treatment...

Second, this study will use random sampling participants, which is consisted of one experimental group and one control group...

Third, this study will be processed using statistical analysis... (from Proposal 5)

The writer began by describing the research method she was going to use. She later moved to the explanation by using organizational pattern. The use of organizational pattern, such as *first*, *second*, and *third* (italic words) shows the student's effort to give more explanation to justify her choice (Swales and Feak, 2004; Paltridge and Starfield, 2007; Emilia, 2008, 2014). It indicates that the students are cognitively empowered. This is the result of modelling the genre stage in which the use of organizational pattern was taught.

Impersonal language

The employment of impersonal language in methodology section as contended by Paltridge and Starfield (2007) is to keep the writing objective. They argue that it is the process of research that needs to be displayed, while the

researcher who conducts the research is not important. Regarding this, the analysis of the students' methodology section texts showed that most students were able to use impersonal language to emphasize the process involved. Some of them were able to use impersonal language as seen in the following examples.

Questionnaire will be delivered to the students to get the data about the use of role play in speaking learning strategy (from Proposal 1)

...they are treated in different ways: the experimental group is taught by using English debate activities in their speaking activities *and* the control group is taught by using presentation (from Proposal 6).

The excerpts show the students' effort in using impersonal language. They were able to use passive voice as the sign of impersonal language showing the process of the research not the researcher. However, some students still struggled to use impersonal language and tend to write the active sentences as shown in the examples below.

In this research, the researcher uses a technique in collecting the data that is test. (Proposal 2)

The researcher will conduct the research ... (Proposal 4)

The examples above show that the students still struggled to use impersonal language. Thus, the guidance from the teacher through explicit teaching was still needed.

b. Analysis of Thematic Progression of Methodology

In terms of thematic progression, as the result of the teaching program, all students were able to employ all various patterns of thematic progression. The examples of each pattern are as follows.

Theme reiteration pattern:

The participants are the students in 8th grade at SMPN 1 Kota Serang.

↓
The participants are in the second of junior high school *because the researcher* realizes that ...|

↓
They are still having many problems in speaking (from Proposal 4)

The word 'the participants' in those three sentences are the themes of the sentences. Using this pattern allows the students to keep their focus and helps maintain a strong topical focus (Eggins, 1994; Emilia, 2014).

Zig-zag pattern:

Corresponding to the research questions and purposes, this present study employs a quantitative approach dealing with **an experimental research**.

The experimental research is chosen to find out the student's improvement in speaking ability

In the first sentence, 'experimental research' is the sentence rheme. Further, at the second sentence, this word becomes the theme to present new information to the readers (Eggins, 1994; Emilia, 2014).

Multiple theme pattern:

This research site has been chosen for **two reasons**.

First, it is accessible since the researcher is alumni of that school.

Second, based on information from one of English teacher there ... (from Proposal 5)

The second and third sentences are the elaboration of the first general notion. Using this pattern allows the students to make some exploration based on the general notion.

In short, the excerpts above show the students' ability in employing various patterns of thematic progression. This indicates the students' ability in developing their ideas as the result of the teaching cycles especially joint construction stage. Compared to the text composed in joint construction text stage, the development of students ideas improve as they are able to develop their ideas longer than that in joint construction text stage.

c. Analysis of Transitivity of Methodology

In general, the analysis of methodology section of research proposal shows that the students are able to write this section with the various types of processes. The processes chosen by the students are presented in Table 5.11.

Table 5. 11 Types of Processes Found in the Students' Research Proposal Methodology Section

Category		Proposal					
		Proposal 1 (Hesti)	Proposal 2 (Lia)	Proposal 3 (Tomi)	Proposal 4 (Ina)	Proposal 5 (Ria)	Proposal 6 (Risda)
Material process	Total	56	91	60	48	68	82
	Percentage	62%	54%	67%	43,5%	65%	54%
Mental	Total	9	17	6	25	10	18

process	Percentage	10,5%	10%	7%	23%	9,5%	12%
Verbal process	Total	10	5	3	6	4	15
	Percentage	11,5%	2,5%	4%	5,5%	4%	10%
Behavioral process	Total	0	0	1	0	1	0
	Percentage	0%	0%	1%	0%	1%	0%
Relational Attributive	Total	5	13	3	5	7	4
	Percentage	5%	7,5%	4%	4,5%	7%	2,5%
Relational Identifying	Total	3	32	9	19	10	18
	Percentage	3%	19%	10%	17,5%	9,5%	12%
Relational Possessive	Total	3	1	2	3	3	4
	Percentage	3%	0,5%	3%	2,5%	3%	2,5%
Existential process	Total	3	11	3	4	1	10
	Percentage	3%	6,5%	4%	3,5%	1%	7%
Relational causative	Total	2	0	0	0	0	0
	Percentage	2%	0%	0%	0%	0%	0%
total number		91	170	87	170	104	151
total percentage		100%	100%	100%	100%	100%	100%

Table 5.11 shows that among all process types, material processes which “construe doing or happening” (Eggins, 1994, Martin, Mathiessen and Painter, 1997) are the most frequently found in the students’ methodology section text. The use of this type confirms the purpose of methodology section that is to describe how the research is conducted through various of activities. Thus, the activities which are realized through material processes are frequently found in the text. The example of material processes from the students’ methodology section are following:

This research *will be conducted* in second grade of MTs. ... (Proposal 3)

... whether the treatment *can help* the students or not. (Proposal 4)

The teacher *will then pick* another student (Proposal 6)

The words in Italic (*will be conducted, can help, will then pick*) are the examples of material processes. The next type of processes frequently chosen by the students are mental processes which encode meaning or feeling (Eggins, 1994; Emilia, 2014) as seen in the following examples:

... because the writer realized that... (Proposal 1)

Firstly, case study typically observes the characteristics of an individual unit deeply (Proposal 3)

First, this study has purpose to know the influence of the treatment (Proposal 6)

The underlined words (realized, observes, know) are the examples of mental processes found in the students' methodology section. The employment of these processes indicate the students' psychological empowerment.

To conclude, the presence of the various processes in methodology section indicates the students' cognitive and psychological empowerment. The students' ability to employ various processes is the result of the learning process, especially building knowledge of the field stage as in this stage, the students were exposed with a number of texts containing expressions which can be used to write this section.

This section has presented the empowerment reflected in the each part of the students' research proposal. Cognitive and psychological empowerment is reflected in the students' research proposals through the analysis of the research proposal's schematic structure and linguistic features.

5.5 Conclusion

To conclude, the analysis of schematic structure and linguistic features of the students' research proposals shows that despite some grammatical mistakes, the texts reflect both cognitive and psychological empowerment as the students are able to write their research proposal based on the appropriate schematic structure and linguistic features as proposed by the theorists as the impact of the teaching program through its empowering stages. The grammatical mistakes found in the students' research proposal do not necessarily indicate that the teaching program was not successful as Emilia and Hamied (2015) reported that the teaching of writing does not mean to teach the students write perfectly as writing, as a part of literacy development, takes time.

Furthermore, how the students respond to the teaching program is necessary to discuss to find out further about the empowerment reflected in the teaching program. The students' responses towards the teaching program will be elaborated in the following chapter.