

School of Education

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Humanities

**An Investigation of Field, Tenor and Mode
in Indonesian University Students' Academic Writing in English**

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DECLARATION

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

Signature: 

Date: 23/02/2015

ABSTRACT

The overarching purpose of this study is to improve the teaching of academic writing in English in Indonesia. More specifically, the study seeks to enable students to meet the expectations of Australian academics, when continuing their studies at an Australian university. The impetus for the study lies in the persistent problems in English education in Indonesia particularly with the on-going focus on grammatical precision to the detriment of constructing meaningful texts. A Systemic Functional Linguistics (SFL) framework of Field, Tenor, and Mode were used to investigate students' writing. For analysis of FTM markers, a guideline and instrument was designed to identify the extent to which these markers were used in the students' writing. Four texts demonstrating the use of particular markers were made available for ranking by L1 English Academics and by the student writers. The students and L1 English academics ranked four sample texts three times: first on the basis of subject matter (as a correlate of Field), second on the basis of attitude (as a correlate of Tenor), and third on the basis of organisation (as a correlate of Mode). The students and L1 English academics were subsequently interviewed to explain their reasons for ranking the texts as they did. The findings indicate that firstly, FTM markers are encoded in specific ways for specific functions. Secondly, Theme/Rheme distribution seems to have influenced the ranking of the texts by the academics and the students. Thirdly, interviews with the academics and Indonesian students showed that while the two groups had similar ideas of what might contribute to good academic writing, what they actually perceived within a text as exemplars of the criteria may be quite different. Based on these findings, recommendations for changes in the practice of teaching English as a foreign language in Indonesia are made and in particular extending the focus of teaching beyond the level of grammaticality.

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DEDICATION

I dedicate this thesis to my beloved daughters, Alifia Farah Pramudita and Bethari Taufiqoh Syifa, and my beloved wife Sri Utami.

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CHAPTER 1

INTRODUCTION

This chapter briefly introduces the concepts underpinning this thesis. It provides an overview of the rationale, including the background of the study, the purpose of the study, its significance, and the organisation of the thesis.

1.1. Background to the Study

The teaching of English in Indonesia is motivated by the status of English as a Foreign Language (EFL) in that country (Nurkamto, 2003). One of the roles of English in Indonesia is “as a medium through which scientific knowledge, and new technologies can be accessed [and] implemented with a view to succeeding in the global marketplace” (Lauder, 2008), hence it enjoys a high status. As a result, English is taught in all schools and colleges. English instruction begins in Grade 7 with one class of two hours a week. Classes include the skills of reading, writing, and speaking. Listening practice is rare because most schools lack the facilities to teach this (Nurkamto, 2003). Students are also set regular English homework, and at the end of every semester they have a final examination. Preliminary observations suggest that students’ motivation for studying English is mainly so that they can pass these examinations. They do not appear to be highly motivated to study English for communication purposes because English is not part of their daily life. This is because in all aspects of their life, such as in offices, schools, markets, and in the streets Indonesian is used for communication. Therefore, there are very few opportunities for students to be exposed to spoken English, let alone to speak English.

There have been many attempts in Indonesia, both at the institutional and individual level, to improve students’ English ability (Musthafa, 2001). For example, many students attend private English courses after school. They pay a course fee which is much more expensive than it costs for school tuition. Many parents, at considerable expense, also invite English teachers to their homes to teach their children. It has been suggested that those enjoying the privilege of privately funded instruction are those who are more successful in studying English (Kirkpatrick, 2006).

To counter some of the pedagogical difficulties encountered in the EFL area in Indonesia, efforts have been made to improve the quality of language teaching. Specifically this has been done through the renewal of the curriculum. The previous 2004 curriculum was competency-based. In contrast Curriculum 2013, which began to be implemented in 2014, has English integrated across the curriculum (Prasetianto, 2014; Putra, 2014) in what could be described as a Content and Language Integrated Learning (CLIL) approach (Coyle, 2007; Lightbown, 2014). Despite the potential benefit of using this approach, the change in curriculum has not been without controversy and debate, and calls to cancel its implementation continue (e.g., PGRI dukung, 2014; Tim evaluasi, 2014).

In fact, to date Curriculum 2013 has not had any impact on the present situation of EFL in Indonesia. Further, it is a relatively recent innovation in the chronology of the current research. Therefore, Curriculum 2013 is not discussed in this thesis and instead the thesis reflects the impact of Curriculum 2004, which was that used prior to and during the time of the data collection and analysis, and continues to be used by many teachers to the present time.

Curriculum 2004 was designed to equip school students with several competencies. To achieve this, it adopted a genre-based pedagogy (Kurikulum berbasis kompetensi, 2004). At the same time efforts to improve the quality of EFL teaching in tertiary education have been called for, and at local levels, have been attempted (eg. Saukah, 2003 & 2000; Kirkpatrick, 2006; Rustipa, 2014). In Indonesia, at the university level, English is taught by way of English for Specific Purposes (ESP) courses which, in the main, emphasise reading skills (Kirkpatrick, 2006). However, there is a general lack of documentation to support those who are required to implement ESP-based teaching. The research reported in this thesis is an attempt to provide some evidence to enable better documentation of current practices and, in doing so, to help the overall teaching of EFL at the tertiary level in Indonesia.

This aim is a vital because, despite those efforts indicated above, Indonesian students face considerable difficulties using English (Lie, 2007; Marcellino, 2008). For instance, empirical research conducted in 2001 shows that 87.2% of a 250 student sample from Indonesian universities faced such difficulties (Nurkamto, 2003). This is

supported by other research conducted at Malang State University which shows that the average TOEFL score of a wide range of students who registered to study at Master and Doctorate levels is only 415.97, when a TOEFL score of at least 500 is required to continue study abroad, especially in English speaking countries (Saukah, 2003).

1.2. Purpose of the Study and Research Questions

Given this situation, the current study has been conducted to seek more appropriate ways of teaching English in Indonesia. Inappropriate ways of teaching can be detrimental to students in their further English study (e.g., Rochecouste, Oliver & Mulligan, 2012; Sawir, 2005). In particular the current research investigates those factors which may cause Indonesian students' writing in English to be considered less than adequate by academics who are native speakers of English.

Based on Systemic Functional Linguistics (SFL) theory, the research presented in this thesis investigates Indonesian students' encoding of Field, Tenor, and Mode in argumentative academic writing in English. It then explores L1 English academics' understanding of what is appropriate academic writing. Results are then compared to highlight discrepancies. These discrepancies then provide an indication of how the teaching of English in Indonesia could be improved, modified, or even rectified to meet the requirements of entering into Australian universities. To this end, the current research addresses the following research questions:

- How are Field, Tenor and Mode (FTM) displayed in Indonesian university students' academic writing?
- How is Indonesian students' encoding of Field, Tenor and Mode (FTM) reflected in L1 English academics' and Indonesian students' judgement of good academic writing?
- What are the implications from the encoding of Field, Tenor and Mode in Indonesian university students' academic writing for the teaching of EFL in Indonesia?

1.3. Significance of the Study

The significance of this study lies in its contribution to the teaching and learning of English in Indonesia, and to the development of knowledge in Applied Linguistics,

especially the development of Systemic Functional Linguistics (SFL) to inform foreign language (FL) teaching and learning.

There has been extensive research on the teaching of EFL in Indonesia. Topics covered include: the performance of the Indonesian students in TOEFL (Saukah, 2003); Indonesian students' attitudes towards English (Hasan, 1998); general problems in teaching English in Indonesia (Nurkamto, 2003); Indonesian students' grammatical errors (Fauziati, 2011); Indonesian students' mastery of vocabulary (Susanti, 2002), and so on. However, most of these studies have not looked deeply into how English is actually used within different situational contexts. This is important if we are to significantly improve students' ability to communicate in English.

The appropriate use of English in context is a major focus of SFL and, therefore, seems a useful framework given the aim of the current research. This is particularly the case because SFL is claimed by numerous scholars to be an effective framework for analysing texts when evaluating students' writing (e.g., Matthiessen, Slade, & Macken, 1992), for making students' writing more easily understood (e.g., Chanock, 1999), and for improving university students' writing skills (e.g., Smith, 2003). It is also an effective tool to improve the teaching of EFL (Yasuda, 2011; Horarik, 2005). However, there is a dearth of research on how Field, Tenor, and Mode are encoded in Indonesian students' academic texts. As such this research focuses on the use of Field, Tenor, and Mode in Indonesian students' written English texts. These data can then be used for further L2 research and be used to inform EFL teaching in Indonesia.

1.4. Organisation of Thesis

This thesis is organised into eight chapters. Chapter 1 has provided an overview of the rationale and the organisation of the thesis. Chapter 2 includes a review of the literature which informs the theoretical background of this study. It covers FL teaching and learning, the teaching and learning of EFL in Indonesia specifically, FL writing and SFL, SFL in academic writing, and an overview of the SFL approach to text analysis. Chapter 3 contains the methodology, describing how the research was conducted. It includes descriptions of the sampling, the research design and

procedures, and limitation of the research. In Chapters 4, 5 and 6 the findings are presented, while Chapter 7 includes a discussion, and a description of the implications of the study. Finally, the conclusion and contribution of this study to the area are provided in Chapter 8.

CHAPTER 2 LITERATURE REVIEW AND THEORETICAL BACKGROUND

This chapter presents the literature relevant to the area under study and the theoretical framework adopted. The chapter begins by explaining the nature of FL learning and teaching, FL writing, and English language education in Indonesia, informed by Systemic Functional Linguistics (SFL) theory.

2.1. Foreign Language Learning and Teaching.

The term ‘foreign language’ (FL) has been defined in various ways. O’Brien (2004) defines it as a language which is used in a community where people do not have daily access to it. Johnson (2001) defines it as a language that is learned for a certain purpose. Very early on this area of research Broughton, Brumfit, Flavell, Hill and Pincas (1980) described a FL as a language learned based on “instrumental motivation”. Yet, another definition of a FL is that of Knapp, Seidlhofer and Widdowson (2009) who describe a FL as one that “taught and learned, and not acquired”. These various definitions of ‘FL’ can be combined as *a language not accessed in a daily life nor automatically acquired, but learned for a certain purpose*— this is the definition reflected in the current research as it is one that applies to the Indonesian context. This definition makes it clear that there must be a learning process to enable the use of a FL. In particular, there must be learning processes to enable Indonesian people to use English as a FL. This research is an attempt to enable Indonesian people to learn and then to use English, especially written English in academic contexts, in more appropriate ways.

There is some contention about what should be the focus for FL teaching and learning. Richards (1990), for example, suggests that language learning aims at developing grammatical abilities. Similarly, Batstone and Ellis (2009) argue that second language learning should enable students to use the grammar of the language in appropriate ways for different functions. Barkhuizen (2006, p. 559) offers an alternative idea, suggesting that the aim of learning and teaching a FL is to “construct a mental system” of the knowledge of the target language then to use it for real

communication. Similarly in this way Littlewood (2006) proposes that the aim of FL learning and teaching is to develop learner communicative competency which includes linguistic, discourse, pragmatic, sociolinguistic and sociocultural competences. By combining all these aspects it can be seen that the aim of FL learning and teaching is to equip learners with both linguistic and non-linguistic knowledge of the target language to enable them to communicate in a real context.

To achieve these aims, a FL education program must be systematically designed. It should include what to teach, how to teach and how to measure the success of the learning and teaching (Nunan, 1990). In the context of language education what to teach is associated with syllabus design, how to teach is associated with teaching methods, and the success of the teaching is associated with assessment and evaluation. Next these components are described in detail and then related to the current situation in Indonesia.

Syllabus Design

Syllabus design is “concerned with selecting, grading, integrating, and justifying the content” (Nunan, 2001, p.63). In designing a syllabus, designers need to consider many factors, including the purpose of the teaching, the characteristics of the learners, the environment and the facilities available. These factors have resulted in different kinds of syllabi. Nunan differentiates nine kinds:

- i. A grammatical syllabus based on the grammatical points that they will teach,
- ii. A needs analysis syllabus based on the needs of the learners and the language,
- iii. A goals and objectives syllabus based on what is to be achieved,
- iv. A competence-based syllabus based on what learners should be able to do at the end of a course,
- v. A ‘standards movement’ syllabus based on what learners should know and be able to do,
- vi. A notional functional syllabus, based on the functions of a language,
- vii. A content-based syllabus, designed through the content of a subject (note, to some extent this is reflected in Indonesia’s Curriculum 2013),

- viii. A task-based syllabus, designed on what the learners will need to carry out (note: Long, 2005, amongst others, would argue that ii and viii are complementary),
- ix. An integrated approach, based on all factors that affect the nature of teaching and learning context.

Teaching methods

A second main area in FL education concerns the way to teach or the teaching methods. Spada suggests that to make teaching and learning a foreign or second language successful, form must be taught through meaningful contexts (Spada & Lightbown, 1999). Another approach is proposed by Kumaravadivelu (1994) who proposes teaching principles which he calls a “strategic framework”, consisting of ten “macrostrategies” which promote a successful teaching and learning process. These ten principles: “maximise learning opportunities, facilitate negotiated interaction, minimise perceptual mismatches, activate intuitive heuristic, foster language awareness, contextualise linguistic input, integrate language skills, promote learner autonomy, raise cultural consciousness, and ensure social relevance” (p. 32). Ellis (2005) also proposes ten principles of language learning instruction which suggest that language instructors should enable learners: to develop both formulaic expression and rule-based competence, to focus mainly on meaning, to focus also on form, to enhance explicit knowledge of the L2 while focusing on the use in its contexts, to use their built-in syllabus or natural stage of acquisition, to get large amount of input, to have opportunities to produce the language, to have opportunities to interact in the L2, to use individual differences, and to have opportunities for free and controlled production to be assessed. Based on these and the suggestions of other researchers, there is a general agreement that FL should be learned in meaningful contexts.

This has meant that over time language teaching methods have evolved from those that were synthetic in approach – that is involving a ‘building block approach’ focussing on just the structural/grammatical aspects of language, to those that have a meaning and communicative base. Celce-Murcia (2001), Littlewood (2006), and Johnson (2008) describe the kinds of teaching approaches that have developed as a result and these are presented below beginning with those that are more traditional

and grammar focussed, and moving to those that are more contemporary and meaning and form focussed:

- i. The grammar translation approach, which emphasises translating sentences from the target language into the mother tongue and vice versa,
- ii. The direct approach, emphasising the direct use of the target language,
- iii. The reading approach, emphasising reading comprehension,
- iv. Audiolingualism, which emphasises learning by developing habits,
- v. The oral-situational approach, which emphasises the direct use of the spoken target language in a pre-determined situation,
- vi. The cognitive approach, emphasising rule acquisition of the target language by teaching it either inductively or deductively,
- vii. The affective-humanistic approach, emphasising meaningful communication in interactions,
- viii. The comprehension-based approach, emphasising listening comprehension as the main activity,
- ix. The communicative approach, triggering the appropriate use of linguistic knowledge in the appropriate contexts through interactions.

Note, however, in more recent times, Communicative Language Teaching has evolved into Task-based language teaching (see previous page). Different teaching approaches have manifested in different ways. For instance, in the past the affective-humanistic approach has been taught through such methods as the Silent Way, Community Language Learning, Suggestopedia, whereas comprehension-based approaches have included the Total Physical Response method. As indicated more recently such approaches as Task-based learning, Text-based Instruction, Competency-based Instruction, Content-based Instruction, Content Based Language Teaching, and Content and Language Integrated Learning have evolved from Communicative Language Teaching to address the needs and situations of the learners (Coyle, 2007; Freeman, 2000; Knights, 2001; Lightbown, 2014; Nunan, 1990). As Communicative Language Teaching and Genre-based teaching reflect the pedagogy adopted in Indonesian EFL teaching in recent times, these are explained further below.

Communicative Language Teaching

One communicative teaching model that reflects the current aims of Indonesian EFL teaching is that proposed by Celce-Murcia, Dornyei, and Thurrell (1995). They maintain that communicative teaching should include five competencies (see Figure 1).



Figure 1: Model of Communicative competence (Celce-Murcia, Dornyei, and Thurrell, 1995)

This model shows that discourse competence is related to the ability to create a unified message wherein linguistic competence addresses lexico-grammatical learning; sociocultural competence incorporates the cultural context; and actional competence includes the appropriate use of linguistic forms for an intended purpose. Lastly, and encompassing all these, is strategic competence or the ability to solve communicative problems.

Similar to Celce-Murcia, Dornyei and Thurrell (1995), Richards (2006, p. 3) also argues that the goal of teaching language is to equip students with communicative competence which includes:

- i. Knowing how to use language for a range of different purposes and functions;
- ii. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication);
- iii. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations);
- iv. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

In practice however, Communicative Language Teaching (CLT) is sometimes misunderstood. Thompson (1996) reveals four common misunderstandings of CLT by teachers:

- i. CLT means not teaching grammar.
- ii. CLT means teaching only speaking.
- iii. CLT means pair work, which means role play.
- iv. CLT means expecting too much from the teacher.

The converse of these misconceptions suggests that grammar teaching is indeed a part of CLT, as is listening, reading and writing. At the same time it should be noted that individual, pair and collaborative work, in addition to role play, should be used, and that incorporating such activities should not create additional demands for teachers given the numerous resources available. For example pictures or texts such as advertisements downloaded from websites, and so on, can be used.

In Indonesian EFL classes, CLT has been reported as beneficial. Martono (2013), for example, investigated the impact of CLT on college students' motivation to increase their TOEFL scores. The experimental group were taught using CLT, while the control group did not experience CLT and instead they were taught using traditional methods. Results show greater motivation among those taught with CLT, which in turn translated into improved TOEFL scores. Similarly, a study of the use of CLT in an Indonesian high school conducted by Kania (2009) shows CLT to be more successful for enhancing students' achievement in English than conventional teaching methods which emphasize grammar.

Despite these reports of the success CLT in Indonesian high schools, some constraints have also been revealed. For example, Sholihah (2012) found that both teachers and students found role play difficult. Students tended to be passive and shy and did not actively participate in the activities, while teachers had difficulty organising role play because of large class sizes and limited time. In a similar vein, Nadar (2000) found Indonesian teachers lack understanding about the target language culture and they also lack English proficiency and together these hindered their

ability to create authentic role play contexts. In addition, curriculum developers lacked the ability to link language and culture and students feared making mistakes. This study seeks ways of teaching which can help overcome these problems.

Genre-based Teaching

Richards' view of communicative competence (see p. 10 of this thesis) not only is encompassed within CLT, it also can be incorporated within Text-based or Genre-based teaching. This is because of the "staged goal-oriented social process" encompassed within Genre-based teaching (Martin, 2009, p. 10). Similarly, Swales' (1990) definition of genre as communication which has a specific purpose, structure, style, content, and audience highlights the link to communicative competence.

Additionally, the cultural component of genre is reflected in the definition provided by Butt, Fahey, Feez, and Spinks (2012) who define it as a text which has a specific purpose and structure in a specific culture. They also provide specific examples of the different "text types" (p.27) within their genre approach, including recount, narrative, procedure, information report, explanation, exposition, and discussion.

Therefore, it can be seen that genre describes the construction of texts which have a specific purpose and specific structure to communicate within a specific cultural context, such as in academia, business, or office-based communication (Swales, 1990). Thus the goal of genre-based teaching is the mastery of the different text types (Richards, 2006).

It has been claimed that genre-based teaching can be beneficial in three ways:

- i. It offers a principled way to identify and focus upon different types of English texts, providing a framework in which to learn features of grammar and discourse.
- ii. It offers students a set of generic models that are regularly visited in English speaking contexts, illuminating ways they are adapted or accommodated in long bodies of texts wherein several distinct genre may be found.
- iii. It offers the capacity for initiating students into ways of making meaning that are valued in English-speaking communities.

(Christie, 1999)

Because genre-based teaching permits all these things, it also forms a potential basis for reflecting on and critiquing the ways in which knowledge and information are organised and constructed in English language. In particular, it appears to be an appropriate method to teaching writing.

The application of genre-based teaching in the FL context has been reported to be beneficial in a body of research. For example, Marzban and Seifi (2013) found that the teaching of narrative structure improved Iranian EFL students' proficiency in reading. In Thailand, Kongpetch (2006) suggests that genre-based teaching has led to improvement in university students' writing skills.

In Indonesian EFL classes, a genre-based approach has also been used to teach English in Junior and Senior high schools. Research conducted by Fitrawati (2009) of senior high school students suggests that a genre-based approach to teaching reading can improve students' reading as measured by a proficiency test. Moreover, Fitrawati's interviews with the students indicate that genre-based teaching is an approach that can motivate students to read more English texts. Other research done by Lesnawati (2014) also suggests that a genre-based approach improves students' writing skills, especially their ability to use appropriate schematic and linguistic features.

Despite these successes, some problems have also been reported for genre-based teaching in Indonesia. For example, Triastuti (n.d) reports that when using genre-based teaching, Indonesian teachers experience three difficulties: in supplying appropriate input texts, in exposing model texts, and in giving appropriate tasks. Other problems with using genre-based approach were revealed by Mahfud (2011). He found that junior high school EFL teachers in Indonesia did not have enough knowledge of different genres as it was not covered in their training.

There is little evidence in the literature about research on the use of genre-based teaching at universities in Indonesia. One of the few research studies on genre-based teaching at the university level, particularly about Indonesian students' academic writing, was that undertaken by Emilia (2005). She concluded that a critical genre-

based approach can improve students' writing in English. This was demonstrated by students' improvement in using schematic structure, improvement in the use of evidence to support arguments, and improvement in the use of different linguistic resources. She suggests that genre-based teaching should be adopted in university teaching in Indonesia. However, much further evidence is required to support this suggestion. The present research is undertaken as a preliminary step in this regard.

Assessment

The third main area of FL education is assessment. There are two broad types of assessment, formative and summative (Hughes, 2003). Formative assessment is ongoing and conducted to assess students' mastery of the material as it is taught. In contrast summative assessment is conducted at the conclusion of a unit of study to measure students' achievement. One form of assessment is the language test. A test aims to "gather information about the test-takers from observed performance under test conditions" (McNamara, 2006, p. 765). One purpose of the language test is for improving the language teaching program (Shohamy, 2000; Neumann, 2014).

The different purposes of language assessment have resulted in a variety of test designs. Hughes (2003) and Johnson (2008) describe several kinds of tests, for example:

- i. Proficiency tests, designed to measure one's ability in a language,
- ii. Achievement tests, designed to measure the success of a language teaching process,
- iii. Diagnostic tests, designed to analyse learners' strengths and weaknesses, and
- iv. Placement tests, designed to place learners in appropriate class levels.

Furthermore, Rosenthal (2000) suggests that success in learning a FL is not only measured by tests of linguistic knowledge, but also through the demonstration of appropriate use of the language in different contexts.

The variety of syllabi, teaching methods and language tests available have motivated many teachers to consider those that are appropriate for their own teaching environment. Celce-Murcia (2001) also describes other factors that should be taken into consideration in this regard such as the reasons for learning a FL, any

instructional constraints, and students' attitudes and learning styles. Spada and Lightbown (1999) and Gass (2000) extend this list further and suggest that the success of learning and teaching can also be affected by factors including the learners' intelligence, aptitude, personality, motivation and attitude, their learning styles, beliefs, the age of acquisition, and so on. For example, in one early study Ehrman and Oxford (1990) suggested that a learner with an extroverted personality is likely to be more successful in learning situations which promote interaction. In a similar way Wong and Nunan's (2011) research suggests that EFL students with communicative- oriented learning were more successful than students with an examination-oriented learning style.

Given the range of factors that can impact on FL teaching, and the subsequent assessment of learner success, this research seeks to explore more appropriate ways of achieving success in Indonesia, with a particular focus on the skill of academic writing. The following sections discuss how the aspects of what to teach (i.e., syllabus design), how to teach (i.e., teaching methods), and the assessment of EFL are translated into practice in Indonesia.

2.2. Learning and Teaching English as a FL in Indonesia.

Learning and teaching a FL differs from one country to the next. For example, different social and cultural conditions can lead to different policies, different curricula, and different methodologies and assessments. It can also differ according to the language needs of the speakers. As indicated previously, one of the roles of English in Indonesia is "as a medium through which scientific knowledge, and new technologies can be accessed [and] implemented with a view to succeeding in the global marketplace" (Lauder, 2008, p. 3). It is to this end that English is taught at schools and colleges. At the junior and senior high school levels, a national curriculum has been designed and implemented by the Ministry of National Education (Musthafa, 2001). However, the types of curricula that have been implemented since the introduction of EFL in Indonesia have changed several times. The one used in recent times, 2004 Curriculum, is competency-based (Lie, 2007). The objectives of this English curriculum in schools are:

- i. Developing communicative competence in spoken and written English which comprises listening, speaking, reading, and writing;
- ii. Raising awareness regarding the nature and importance of English as a FL and as a major means for learning;
- iii. Developing understanding of the interrelation of language and culture as well as cross-cultural understanding.

(Lie, 2007, p.6)

In addition, one of the overarching aims is that Indonesian students are expected to be able to use English for communicating with other people from different cultures. One of the ways of achieving this is by studying abroad. Questions remain, however, about how well Indonesian students are prepared in their education for this.

The teaching methods outlined in the guidelines for Indonesian teachers are written as '*Satuan Pelajaran*' or lesson units. These are formal, written teaching directions to be used for each class. However, these teaching methods change every time the national curriculum changes. For several decades the communicative approach has been the basis for the lesson units, although in practice teachers have emphasised the teaching of grammar (Lie, 2007). In addition to the use of the communicative approach, more recently genre-based methods have been introduced in schools (Fitrawati, 2009; Sutikno, 2007; Priyanto, 2009).

Assessment of EFL in Indonesia is done by way of both formative and summative tests. The formative tests are usually designed by *Musyawarah Guru Mata Pelajaran* (MGMP) - a group of English teachers from several schools of the same level. In contrast the summative tests are designed by the local ministry or the National Ministry of Education. The English tests are usually oriented towards grammar and are written in the form of multiple choices (Musthafa, 2001). As such the assessment does not reflect those teaching methodologies that advocate for students to engage in communicative activities. Instead grammar has become the main assessment target because of the feasibility and practicality of administering tests to large classes.

At the university level, students are required to learn English for two hours a week for one or two semesters (Lie, 2007). All curricula, syllabi, materials, methods and tests are designed and developed by each university. The guidelines given by the

Director General of Higher National Education contain only general descriptions regarding the size and the names of units within the whole course (Direktorat akademik, Direktorat Jenderal Pendidikan Tinggi, 2008). The practical guideline that a lecturer can follow is a course description designed by a committee within the university. Therefore, the quality of teaching and learning in universities depends to a large extent on the knowledge and skills of the university teaching staff.

University students in Indonesia study English for the same range of reasons that students study FL elsewhere in the world. Generally, however, it seems that students not majoring in FL studies lack a commitment to the subject. If they are motivated, it tends to be for future opportunities such as promotion within their workplace (Klee, 2000). Together the issues related to teaching and the learning have led to a number of problems in relation to EFL in Indonesia.

Various research studies have been undertaken to address this. One such study by Imperiani (2012) identified five main problems. Firstly, there are large numbers of students in each EFL class in Indonesia (40-50 students). Next the teachers themselves lack English proficiency and this detracts from the teaching and learning process. Furthermore, they often earn a low income, which can undermine their performance. Related to this, teachers often come to class ill prepared for the lesson. Finally, the traditional teaching role that teachers maintain inhibits meaningful language use as few are ready to change their role from a master to a facilitator. In addition, the content of the teaching is indicated as a problem by Alwasilah (2006) who suggests that linguistic dimensions are taught at the cost of the functional and aesthetic dimensions of language.

Supporting these claims, Marcellino (2008) outlines further problems including grammar not being presented as an integrated skill in textbooks. Compounding this is the fact that English is not used by most students as ‘a daily language’, which discourages their use. Again Marcellino highlights the contribution of the teachers, suggesting that their ways of teaching do not motivate students to actively use the language.

Lie (2007) identifies more constraints on the successful teaching and learning of EFL in Indonesia such as students having different levels of exposure to English. For instance, some students live in big cities where English is used more often, while others live in remote areas and are never exposed to English. He also points to the small budget allowances made for EFL teaching. Similar to Marcellino, Lie describes the language environment in Indonesia which, in the first place, does not require students to use English and, in the second, promotes the national language – Indonesian for political reasons.

Similar to Lie, Lauder (2008) describes three problems for teaching and learning EFL in Indonesia. Firstly, the status of English as a FL limits its use in daily life, leading to the second problem - that there are few models of English available for students to follow. Thirdly, Lauder also highlights socio-political reasons, including a general fear of the domination of western culture over Indonesia.

Dardjowijojo (2001), in contrast, provides a philosophical explanation with regard to EFL difficulties in Indonesia. He suggests that for teaching EFL in Indonesia to improve, three cultural and philosophical constraints need to be solved. The first is “*Manut lan miturut*” (p. 314), the philosophy which values obligation of obedience to parents, older people or people of having higher position. This results in the teaching and learning in classroom where teachers always provide the materials and students always become the passive receivers. The second is the philosophy of “*Ewuh-pekewuh*” (p. 315), that is feeling uncomfortable and uneasy about disagreeing with parents, elder people or people of higher position. Thus communicative teaching and learning processes do not always run well as students feel uncomfortable to express disagreement. The third is the philosophy of “*sabda pendita ratu*” (p. 316), which means that people in higher position or older in age do not usually give an apology if they make mistakes. Like the second issue, this philosophy discourages the interaction between students and teachers and also between the students themselves. Based on these cultural practices it is not surprising to see that Indonesian students generally do not actively participate in classroom communicative interaction (e.g., Padmadewi, 1998). On this basis Dardjowijojo suggests that any teaching methods adopted in Indonesian EFL classroom should be adjusted to the cultural context.

In addition to the constraints posited by Dardjowijojo and others, Mattarima and Hamdan (2011) identify other teaching constraints that are operating in the EFL context of Indonesia. These include: constraints on understanding learners' differences (attitudes, motivation, learners' strategies); constraints related to learning material resources (ineffective use of textbooks); constraints on classroom activities (teachers' lack of classroom management skills); and constraints related to teaching methods, such as those which do not encourage communicative practice. The present research is intended to find a way of teaching which may help to overcome some of these constraints.

Previous research has also addressed some specific learning issues and present recommendations for improvement. Nurweni and Read (1998), for example, investigated the English vocabulary knowledge of Indonesian university students. They found that Indonesian university students only have 1226 English words, while the knowledge of 3000-5000 words is needed to be able to read English academic texts. On this basis it is understandable why the teaching of English in tertiary education in Indonesia is considered unsuccessful (Kirkpatrick, 2006). Nurweni and Read call for the exploration of better teaching strategies to improve the knowledge of English vocabulary of Indonesian university students. These vocabulary limitations have also been supported by more recent work by Ivon (2005) and Susanti (2002).

Problems concerning the writing by Indonesian students have been revealed in other studies (e.g., Mirahayuni, 2002; Pujianto, Emilia, & Sudarsono, 2014). Holliday (2001), for example, found that the major problem experienced by Indonesian postgraduate students studying in Australia was similar to those experienced by students from other countries, including Australian students. In particular he found that they have difficulties understanding how to present research results in a format that it is internationally acceptable.

Based on her study, Yugianingrum (2010) suggests that in the Indonesian context, the difficulty in producing appropriate English academic writing stems from a lack of exposure to relevant sources; a lack of knowledge about and skills related to the production of academic writing; and, a lack of engagement in the production process.

However, Agustina (2010) suggests that the problems Indonesian students face when writing academically results from limited reading resources and poor supervision. By contrast, Kuntjara (2004) argues that Indonesian students actually have an advantage in writing English academic texts because there may be less rhetorical transfer from the Indonesian language: Indonesian does not have any fixed, standard rhetoric in writing.

EFL reading by Indonesian students has been investigated by Cahyono and Widiati (2006). Their research suggests that the teaching of reading in Indonesia should not only focus on the intensive reading of selected texts, but also extensive reading a broad range of texts. Iftanti (2012) reported that Indonesian university students do not have good reading habits. More specifically, she concluded that the length of time Indonesian students study English, which starts from elementary schools, does not have positive effect on the students' reading habits. Based on this result, Iftanti calls for an exploration of EFL teaching methods which may improve Indonesian students' reading habits.

As well as research into the various skills aligned with EFL teaching and learning in Indonesia, other research has been undertaken to examine those aspects lying within the affective domain. For instance, the motivation of Indonesian students learning English was investigated by Lamb (2007). Despite claims to the contrary (see p.1 & 17 of this thesis), Lamb revealed that Indonesian students are highly motivated to learn English due to their perception that mastering English can help improve their life in the future. Indonesian students who are motivated are advantaged in terms of the speed with which they develop their English communicative competence. Despite this, Lamb also revealed a lack of motivation because of previous detrimental learning experiences, such as teachers' poor teaching methods and abilities. To support the students' motivation, and therefore improve all students' opportunities to develop English competence, an appropriate way of teaching needs to be adopted. This is another focus of the current study.

Other studies on a variety of topics concerning EFL in Indonesia with the specific aim to improve Indonesian students' English proficiency have also been undertaken. This includes research into: the development of English for general academic

purposes in tertiary education (Floris, 2008); the application of student-centered learning approach (Mokoginta, 2013); the application of cooperative learning in a university in Indonesia (Dewi, 2007); and, an evaluation of the EFL curriculum (Mappiasse & Bin Sihes, 2014). However, there has been little research into how sociocultural competence and actional competence (as outlined in Celce-Murcia, Dornyei, and Thurrell's (1995) model of communicative competence) may be developed in Indonesian university students. Given the critical contribution these competencies add to a learner's overall communicative competence, and especially in their English academic writing, there is a need to examine how this might be achieved. This is a key aim of the current research.

Despite a paucity of research in some areas, attempts have been made to overcome a number of issues and to improve the success of EFL teaching in Indonesia. One notable change has been teacher certification program (Halim, 2011). In this program, English teachers have been trained for a period of time to improve their pedagogic, professional, and social skills to enhance both their own level of English proficiency and their English teaching skills. In addition, many elementary schools have been encouraged by their local governments to include English as part of their curriculum – a course that is optional at the national level (Musthafa, 2010). By doing this many Indonesian students can begin to learn English in Grade 3, some even in Grade 1.

As positive as these initiatives are, Indonesian students still face difficulties in learning English. According to a variety of studies most of students in government schools and colleges are failing in this regard (Kirkpatrick, 2006; Vickers, 2009). The consequences of this are wide ranging, but it is particularly problematic for those students wishing to pursue university level education. For example, a body of research shows that academic English has become one of the major causes of stress and achievement problems for Indonesian postgraduate students studying abroad (Felix & Lawson, 1994; Hasanah, 1997; Nguyen, 2011; Pane, 2006; Sawir, 2005; Soedjakusumah, 1994).

One area of major concern centres on Indonesian university students' difficulty developing an appropriate level of written academic English. There are suggestions

that one factor that contributes to the problem is the way in which the SFL concepts of Field, Tenor and Mode are encoded and configured by Indonesian students' writing in English (Novera, 2004; White, 1988). Fortunately, genre-based teaching methods, which derive from a SFL approach, have begun to be practised in EFL teaching in Indonesia in recent years. It is possible that this may be the impetus needed to improve learning outcomes for students, especially academic English writing in universities. This is a key focus of the current study. Given the pivotal role of SFL to this, it is explored in detail in the following sections.

2.3. FL Writing and Systemic Functional Linguistics

According to Ruiz-Funes (2001) the ability to write, especially in a second language, is not only influenced by linguistic competence, but also by the writer's personal and cultural identity (Kobayashi & Rinnert, 2013). Previous research also suggests that familiarity with topics can result in improved writing (e.g., Kroll & Reid, 1994; Tedick, 1990), but in turn, familiarity with topics may also be related to one's culture.

At the same time, Krapels' (1994) earlier work suggests that a strategy used in first language writing could also be applied in second language writing to help support learners to improve their production. Specifically SFL may offer opportunities, through its framework, to help learners address the impact of culture on their writing. This is because the SFL approach sees language as a mirror of the cultural context. In this way SFL has the potential to make an important contribution to FL learning, teaching and evaluation strategies, particularly in the area of academic writing and especially in the Indonesian university context.

The relevance of SFL to English academic writing is that it defines the explicit standards of what an L1 English reader expects (Ferris & Hedgecock, 2005). Using an SFL approach, a FL writer is guided by a clear, explicit framework as to what to write about (Field), how or what attitude a writer should have which is marked using certain words (Tenor) and how ideas and attitudes should be organised (Mode).

An SFL approach is also relevant to theories of writing instruction which are traditionally categorised as product-oriented and process-oriented (Ferris &

Hedgecock, 2005). A product-oriented focus is on the mastery of school-based written genres, such as narrative, exposition, and argument. This orientation opens the way for the SFL approach to provide guidelines as to what product a writer should produce for particular genres. In process-oriented writing instruction, SFL is also relevant in guiding writers in the process of producing texts, especially with regard to the step of revising their texts.

2.4. Systemic Functional Linguistics in Academic Writing.

Academic writing consists of essays, reports, case studies, projects, literature reviews, dissertations, thesis, examination answers, research papers and journal articles (Jordan, 1997). Academic texts can also be categorised into different text types depending on the purpose of writing (Butt, Fahey, Feez, Spinks, 2012). Text types include: narrative (to tell a story), recount (to reconstruct past experience), information report (to present factual information), discussion (to present information and opinion), explanation (to explain how things work), exposition (to justify an argument), procedure (to show a series of steps) (Butt, Fahey, Spinks, & Yallop, 1995). Academic writing reflects particular organisational components and so also includes process, cause/effect, comparison/ contrast and argument (Hogue & Oshima, 2006). Underpinning these various types of texts, according to Weigle (2002, p.5), is “originality of thought, the development of ideas, and the soundness of the writer’s logic”, but it is also writing that subscribes to language conventions such as style and voice.

Further, academic text types or genres differ substantially from non-academic texts. According to Hyland (2006) there are basically three main characteristics of academic texts: they have high lexical density, high nominal style, and impersonal constructions. Lexical density means that the proportion of content words is relatively higher than non-content words. Nominal style is the nominalisation of action and events (i.e., that is the focus on concepts, things and people rather than on actions). Finally, impersonal constructions occur in academic writing so that expression of personal feelings and subjectivity are avoided.

Several studies of the application of the Systemic Functional Linguistics approach on academic writing, both in FL contexts and L1 contexts, have been conducted. A

study by Chanock (1999) found that SFL can be used to teach students to produce more readable texts. Another study was undertaken by Thompson (1999) who found that the Tenor of a text is influenced by all metafunction meanings in a Register (ideational meaning and textual meaning), and not only by interpersonal meaning (interaction with other persons). Thus he suggests that the constructs of Field, Tenor and Mode are interrelated. However, Mohsen Ghadessy (1999) found that context influences the textual features of different genres, including academic prose. In an empirical study, Flowerdew (2003) applied an SFL framework to compare two groups of texts, one being written by beginning-writer students and another by a professional writer. There were differences between the students' and professional's texts, especially in Tenor, that is, the indication of attitude. This finding is in line with Meyer's (2008) study which suggested that SFL is a useful tool to evaluate and expose the characteristics of a successful academic text. Meyer noted that successful essays contained more Tenor markers. Similarly, using a SFL framework to analyse scientific texts, Fang (2005) showed that the linguistic features of academic writing are different from everyday language. These differences were related to density, technicality, authoritativeness and abstraction – concepts clearly represented in the SFL framework.

In the context of foreign or second language teaching, an SFL approach can be used to enhance the quality of students' writing. Jalilifar's (2010) research in Iran shows that language proficiency is related to the use of certain types of Themes in the realization of Mode. Jalilifar found that Iranian EFL students with low English proficiency tended to use simple Themes more than multiple Themes. As their English proficiency progressed, the number of multiple Themes they used also increased. Jalilifar's study indicates that Themes are important elements for EFL students to learn in order to be able to construct better English texts. Other studies by Cheng (2010) and Ho (2009), undertaken in Brunei and Taiwan respectively, show that helping students analyse the elements of schematic structures, patterns of clause structure and thematic progression as the realization of Mode can improve the overall structure and texture of their writing.

Similarly Walker's (2010) research indicates that SFL can be used to identify the problems faced by ESL students in Hong Kong. Walker found that two texts written

by EFL students were distinctive, especially in relation to Mode. Specifically the use of Themes within Mode was more adequate in the better texts. Similarly, Wang (2007) found that teaching how the components of Mode - Theme and Rheme, work in a text helped a Chinese university student to identify cohesion problems in her English text and then improve it significantly. Like Wang's study, Liardet (2013) used SFL framework to investigate the use of grammatical metaphor by Chinese EFL students. Liardet found that the texts produced by first year students tended to be shorter in length and used fewer instances of grammatical metaphor, while the texts produced by fourth year students tended to be longer, containing more instances of grammatical metaphors, and were more intricate. Liardet's study indicates that to be able to write better English, students need to have skills in grammatical metaphors. Additionally, Belmonte and McCabe-Hidalgo (1998) found that Theme and Rheme could become a very useful instrument for teachers to evaluate the cohesion of English texts written by their Spanish students of ESL. Finally, Fang and Wang (2011) demonstrated that SFL framework can be used to set a rubric for evaluating academic texts.

Clearly SFL is reported to be a useful tool for analysing and evaluating academic texts. It also seems to be a useful approach for improving the quality of students' writing. However, most research has focused on only one contextual dimension. Specifically, some have focused on Tenor (e.g., Flowerdew, 2003) and some Mode (e.g., Jalilifar, 2010; Cheng, 2010; Ho, 2009). There appears to be little research on how all three contextual dimensions of Field, Tenor and Mode are encoded and configured by FL learners. Therefore the current research will address the use of all these dimensions, examining how they are used by a specific cohort of writers, namely Indonesian university students. Given the importance of the concepts of Field, Tenor and Mode (FTM) to the current research these are discussed in depth in the following sections.

2.5. Theoretical Framework: Systemic Functional Linguistics (SFL) Approach to Language

Systemic Functional linguistics (SFL) is characterised by the following principles:

- i. Communication is the primary function of language, which shapes the forms that languages take.

- ii. Great importance is placed on external (cognitive and sociocultural) factors in explaining linguistic phenomena.
- iii. The claim that syntax is autonomous from semantics and pragmatics is rejected.

(Butler, 2006, p. 697)

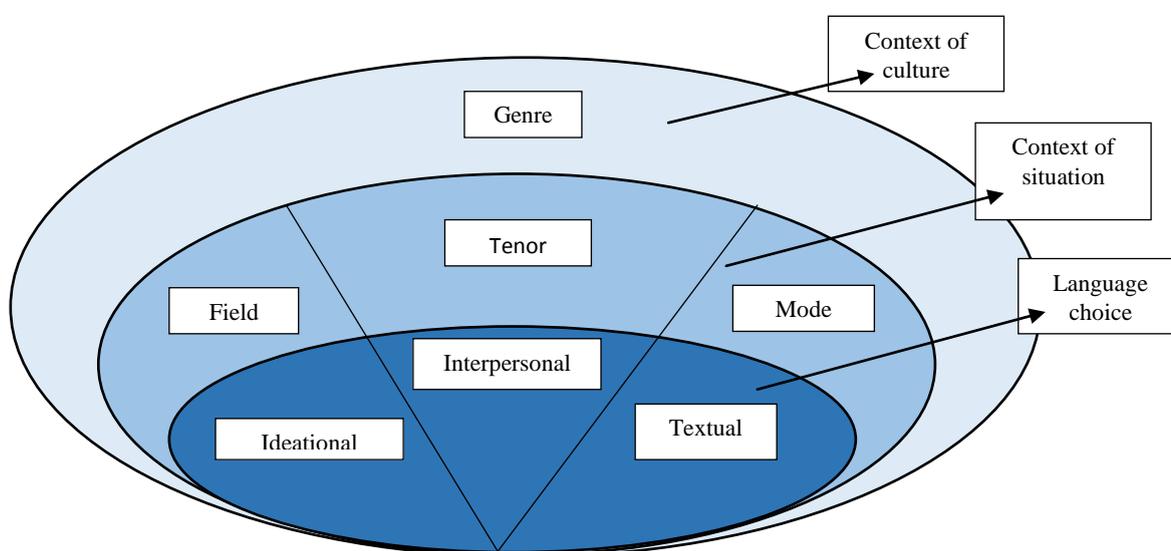
More specifically, Systemic Functional Linguistics (SFL) is an approach to language that explores the use of language in context and how it is structured for use as a semiotic system (Eggins, 1994). It sees language as a system of choice (Halliday, 1994). Supporting Halliday, O'Donnell (1999) adds that context is dynamic, and ever changing depending on what has come before. Further, language choice depends on what precedes it. In other words, a speaker's or writer's intentions can be expressed in various ways and this choice depends on the surrounding environment and the purpose for using language (Butt, Fahey, Feez, & Spinks, 2012). SFL, therefore, documents the appropriateness of grammatical form for a particular context and as a function of meaning rather than simply a representation of it (Lock, 1996). Furthermore, language is viewed as the realisation of context of culture (genre) and context of situation (register) (Eggins, 1994; Halliday, 1994; Hasan 1985).

Language choice in SFL is influenced by the situation or the time and place that the language is produced and within the context of culture. As indicated previously, the context of situation has three variables: Field, Tenor and Mode (Hassan, 1985). Field is related to experience in the world. Tenor is related to attitudes for interaction. Mode is related to logical structure in texts (Butt, Fahey, Spinks & Yallop, 1995; Eggins, 1994). So Field, Tenor, and Mode together are the realization of context of situation.

Hasan (1985) and Halliday (1994) add that the context dimensions of Field, Tenor, and Mode are realised within language through three metafunctions described as: ideational or experiential, interpersonal, and textual. The ideational or experiential metafunction is the representation of experience (Field) in the world (e.g., informing friends that you were hit by a car, or had been on holidays) (i.e., content). The interpersonal metafunction is the language which encodes attitudes or emotions (Tenor) for interactions and interrelationships. (e.g., saying something angrily or

showing an empathic attitude in interaction). The textual metafunction is the language that functions to shape one's experience and attitudes into a logical structure in text (Mode). That is, to be understood by others, one's experience has to be expressed in a particular way using the appropriate style for the proposed audience.

In summary, SFL sees language as the realization of a variety of contexts which in turn affect the type of the language used. Figure 2 illustrates this view.



(Adapted from Martin, 2002).

Figure 2: Realisation of contexts into language

In Figure 2 language choice (inner circle) is influenced by the context of situation (middle circle), which operates in the context of culture (outer circle). The diagonal lines separate one dimension of context from others (Field, Tenor, and Mode) and separate one meaning from others (ideational, interpersonal, and textual). The lines also show the influences of a specific context of situation to the choice of language: Field influences ideational meaning, Tenor influences interpersonal meaning, and Mode influences textual meaning.

The principle of the realization of context into language as described above can be applied to teaching practice. Students can be supplied with different purposes of writing or genres to produce different texts, as different genre has different

combination of Field, Tenor, and Mode (Mathiesen, Slade, Macken, 1992; Badger&White, 2000).

2.6. Field, Tenor, and Mode.

The three dimensions of context: Field, Tenor, and Mode are described in detail below.

Field

Field is seen as the context which motivates the production of ideational or experiential meanings in a text. Definitions of Field vary. Halliday (1985, p. 12) defines it as “what is happening to the nature of social action that is taking place: what is it that the participants are engaged in”. Another definition of Field is “what the language is being used to talk about” (Eggins, 1994, p. 52). Mathiesen and Bateman (1991, p. 72) define Field as “socially significant action”. Yet, another definition of Field is “what is to be talked or written about” (Butt, Fahey, Feez, & Spinks, 2012, p. 23).

This study draws on this last definition, simplified as “the subject matter”. Butt et al., add that the subject matter or Field, not only provides the purpose for producing a text, but influences the choice of the grammar in that text, whether written or spoken. Subject matter (Field) is an abstract concept. In order for it to be measured, subject matter (Field) needs to be realised or encoded in linguistic forms in a text through the system of transitivity (Halliday, 1994). This system is concerned with Participants, Processes and Circumstances.

a) Participants

A Participant can be identified as a nominal group in the constituent of a sentence. The role of this constituent can be subject, direct object, indirect object or an object complement (Rubba, 2011). Similarly, Jackson (1990, p. 23) defines them as “persons, other animate beings, and the things (both concrete and abstract) that are involved in the state, event, or action”. So Participants can be persons, places or objects. Participants can also have different names, depending on their functions. They can function as an Actor, Senser, Behaver, Sayer, Receiver, Verbiage, Target,

Phenomenon, Goal, Identified, Identifier, Token, Value, Carrier, Attribute or Existent (Halliday, 1994).

b) *Processes.*

A Process is a verb and is also defined as “that which asserts an action or state” (Stageberg & Oaks, 2000). Similarly, it is also defined as “a word or group of words that describe an action, experience, or state” (Longman, 2003, p. 1833). Additionally, Jackson (1990) defines it as “state, events, actions” or “things that happen, what people do, and way people or things are” (p.8). Halliday (1994) defines Processes as ‘goings-on’. Following Halliday, Processes can be Material, Mental, Behavioural, Relational, Verbal and Existential Processes.

c) *Circumstances*

Circumstances are elements which function to encode the situation of a process. ‘Situation’ in this context means how, where, when, for what purpose a Process takes place. Jackson (1990, p. 47) defines these as “additional, gratuitous information about a situation which we may include in a proposition, or not, as a matter of choice” Jackson suggests Circumstances consist of adverbs and prepositions. In agreement with Jackson, Chaulker and Weiner (1994) note that Circumstances are adverbials or preposition phrases around an event or action. Additionally, Brinton (2000) calls Circumstances ‘adverbs’, which are “optional modifiers, both at the level of verb phrase and at the level of sentence”. She divides them into three types: Adjunct adverbials which denote manner, time, place and reason; Disjunct adverbials which modify whole sentences or clauses and usually express a writers’ attitude; and, Conjunct adverbials, or Conjunctive adverbs which relate one clause to another. Halliday (1994) similarly describes circumstances as the realisation of ‘when, where, how, why’. He identifies nine types of circumstances: Extent, Location, Manner, Cause, Contingency, Accompaniment, Role, Matter and Angle. Yet, Alexander (2005) defines adverbs as “the idea of adding to the meaning of a verb”. He categorises adverbs into five groups: Manner, Place, Time, Frequency, and Degree. As a result, there are similarities and differences amongst linguists (Alexander, 2005; Brinton, 2000; Chaulker & Weiner, 1994; Halliday, 1994; Jackson, 1990) in categorising Circumstances or adverbs. To accommodate these differences,

Circumstances in this research are categorised into Time, Place, Manner, Degree, Cause, Contingency, Accompaniment, Role, and Matter.

As explained above, Field or subject matter of a text is concerned with what or who (Participants), what is happening or doing (Processes), and what situation (Circumstances). In other words, understanding a subject matter of a text can be identified from the verbs, the nouns, and the adverbs or the prepositional phrases.

Tenor

Tenor expresses relationships between participants in a text (e.g., writer and reader) (Halliday, 1985; Eggins, 1994; Mathiesen & Bateman, 1991; Butt, Fahey, Feez & Spinks, 2012). Further, Tenor can be related to what is called Stance (Reilly, Zamora, McGivern, 2005) which involves opinion and feeling. Tenor can also be related to what Thompson and Hunston (2006) call Evaluation. In this way it includes writers' opinions on issues being discussed. Martin and White (2005, p. 7) define Tenor as "how people are interacting, including the feeling they try to share". Finally, Tenor is used by writers to draw readers to certain points of view about the content (Butt, Fahey, Feez, & Spinks, 2012, p. 165). From these definitions, Tenor encompasses those opinions, feelings and relationships that are reflected in the use of language, for example, being angry, happy, engaged, polite, enthusiastic, pessimistic, supportive, or unsupportive of an idea. In this study, Tenor is defined as the writers' attitude expressed through language.

At the lexicogrammar level, Tenor can be realised through a range of linguistic markers: Mood, a Finite Modal operator, a Comment Adjunct, a Mood Adjunct (Halliday, 1994); a Modal Grammatical Metaphor, Attitudinal Epithets or Appraisal Words (Butt, Fahey, Spinks, & Yallop, 1995; Martin and White, 2005); the use of certain personal pronouns (Hyland, 2005); and Voice (Baratta, 2009; Van Hell, Verhoeven, Tak, Van Oosterhout, 2005).

a) *Mood*

Mood is the way a verb is used to express meaning (Howard, 1993). Mood is defined as the speakers' or writers' attitude on the subject matter (Brinton, 2000; Thorne, 2008). Chaulker and Weiner (1994) state that Mood can be realized in three ways:

the indicative (consisting of the Declarative and the Interrogative), the Imperative, and the Subjunctive. Bache (2000) divides Mood into four types: declarative, interrogative, imperative and exclamatory, while Thorne (2008) proposes three types: interrogative, imperative and declarative, which is the classification adopted in this study. An interrogative word or clause is used to ask a question (Chaulker & Weiner, 1994). The imperative is used to give command (Brinton, 2000). Both questions and commands can be addressed to listeners or readers. Asking questions or giving commands to readers in texts causes the readers to feel engaged to the discourse (Hyland, 2005). Finally, declaratives are used to make statements (Chaulker & Weiner, 1994) or more specifically to state or assert (Hurford, 1994).

b) Finite Modal operators

The Finite Modal Operator or modals is “any of a subgroup of auxiliary verbs that express mood” (Chaulker & Weiner, 1994) such as ‘can’, ‘could’, ‘may’, ‘might’, ‘shall’, ‘should’, ‘will’, ‘would’, ‘must’. Halliday (1994) defines the Finite Modal Operators as markers which encode feeling, attitude or judgement on a yes and no continuum. Similar to Halliday, Lock (1996) defines the Finite Modal Operator as a judgement of likelihood (e.g., of someone doing something or something happening). Furthermore, Reilly, Zamora, and McGivern (2005) argue that modals are used to express the writers’ attitudes related to intention, desires, doubts, possibility, and probability. Lastly, the Finite Modal Operator is used when the writers want to “temper or fine tune exchanges” (Butt, Fahey, Feez & Spinks, 2012, p. 164). In this study, Finite Modal Operator is defined with auxiliary verbs which express judgment of likelihood.

c) Mood Adjunct

The Mood Adjunct is defined by Chaulker and Weiner (1994) as “an adverbial that expresses the speaker’s judgement about the message, rather in a way that a modal verb sometimes does” (p.43). This definition implies that Mood Adjuncts basically have the same function as modal verbs, that is they express the speaker’s judgment about the message. Where Mood Adjuncts are not part of verbs, Finite Modal Operators are. Similarly, Halliday (1994, p. 49) defines Mood Adjuncts as “those which express the speakers’ judgment regarding the relevance of the message”. Furthermore, Halliday categorizes Mood Adjuncts as being those that: express

probability (eg. Probably, possibly, perhaps); express usuality (e.g., usually, sometimes, always, seldom); express typicality (e.g., occasionally, generally, regularly); and express obviousness (e.g., of course, surely, clearly). Relevant to this study, Mood Adjuncts are the writer's judgment about their message - expressing the sense of probability, usuality, typicality, and obviousness which can help readers to understand the writers' attitude. Therefore, in this study, Mood Adjuncts are defined as adverbials to express the writer's attitude towards the message.

d) Comment Adjuncts

Comment Adjuncts are called Disjunct by Thorne (2008), being defined as "a sentence adverb giving the speaker or writer a chance to comment on the content or style of a sentence as a whole". Similarly, Brinton (2000, p. 193) calls them Disjunct Adverbials, being defined as a "speaker's attitude toward or judgement of the proposition". Similarly, Butt, Fahey, Spinks and Yallop (1995) state that Comment Adjuncts can function to encode attitudes. Furthermore, according to Halliday (1994), Comment Adjuncts include markers of opinion (e.g., to my mind, personally), admission (e.g., frankly, to be honest), persuasion (e.g., seriously, believe me), entreaty (e.g., please, kindly), presumption (e.g., evidently, apparently), desirability (e.g., hopefully, fortunately), reservation (e.g., at first, tentatively), validation (e.g., broadly speaking, in general), evaluation (e.g., wisely, understandably), and prediction (e.g., to my surprise, as expected). The Comment Adjunct is defined here as an adverbial which expresses a writer's or speaker's attitude towards the message of a whole clause.

e) Modal Grammatical Metaphor

The fifth Tenor marker is Modal Grammatical Metaphor. Butt, Fahey, Spinks and Yallop, (1995, p. 85) define it as a whole clause which expresses an opinion about another clause, and Martin and White (2005, p. 11) describe it as "drawing on first person, present tense mental processes of cognition to establish degrees of certainty". In this study, Modal Grammatical Metaphor is defined as a clause starting with the first person pronoun containing a message of degree of certainty which functions to comment on another clause. For example, such clauses include "I think", "I believe", "I presume", "I suspect".

f) *Appraisal Words*

Appraisal Words are related to positive or negative emotions, ethics and aesthetics expressed by the writer (Martin & White, 20005). They are also called ‘attitudinal epithets’, encoding a writer’s or speaker’s subjective, strongly held attitudes and values (Butt, Fahey, Spinks & Yallop, 1995). Additionally, Hyland (2005) calls them Attitude Markers which include attitude verbs, sentence adverbs, and adjectives. In this study, Appraisal Words are defined as words related to emotions or feelings related to ethics or aesthetics, for example, ‘awful’, ‘wrong’, ‘wonderful’, ‘good’, ‘happy’, ‘sad’, and so on.

g) *Personal Pronouns*

Personal pronouns for marking Tenor are important devices to show writers’ attitude such as solidarity, closeness or engagement. As Hyland (2005) points out, personal pronouns are important for maintaining the relationship between the writer and the reader. In agreement with Hyland (2005), Butt, Fahey, Feez and Spinks (2012) note that the ‘inclusive we’ can indicate familiarity. Okamura’s study (2009) on the use of personal pronouns suggested that ‘you’ is used to engage students in lectures. Furthermore, MacIntyre (2009) found that the first personal pronouns, ‘I’ and ‘we’, were used in academic writing as a tool to signal a writer’s message to the reader. Additionally, first person pronouns can be used to represent a writer’s identity (Tang & Jhon, 1999). In summary, the first personal pronouns ‘I’ and ‘we’ and the second personal pronoun ‘you’ are used by writers to express engagement with readers. This is the basis of the definition used in the current study.

h) *Voice*

Voice draws on the former nomenclature of active and passive voice. Baratta (2009) states that voice can be used to express writers’ attitude, that is, as a device to express their engagement to the written material. Baratta further suggests that the manipulation of voice can also express a writer’s relationship with readers. Hurford (1994) adds that the Passive voice is a device “for expressing impersonal meanings, that is, for avoiding identifying the person responsible for the action” and is also used for “foregrounding, giving a certain kind of emphasis to one part of a clause in relation to another” (p. 155). Bache (2000) states that the passive voice functions to avoid mentioning the doer of the clause. Similarly, Alexander (2005) argues that

passive voice can be used when speakers or writers “do not wish to commit themselves to actions, opinions, or statements of fact of which they are not completely certain”. Similar to Alexander, Espinoza (1997) argues that the passive voice “is used when we have little interest in, or knowledge of, the doer of the action but are more interested in what happens to, or is done to, the person or thing thus affected.

Additionally, the passive voice is used “to distance the writer or speaker from the text, permitting opinions to be presented and generalised without overt attribution” (Reilly, Zamor, McGivern, 2005, p. 191). This last definition is the one used in the current study.

Mode

The third dimension of context is Mode. Mode is related to the textual metafunction in that it refers to the organisation of meaning into a coherent text (Butt, Fahey, Spinks & Yallop, 1995, p. 14). Similarly, Halliday (1985, p. 12) defines Mode as “the symbolic organization of the text, the status that it has, and its function in the context, including the channel and also the rhetorical mode”. Mathiesen and Bateman (1991, p. 71) define it as “the role played by the text itself”. Therefore, Mode in this research is defined as the way ideas are organised in a text. Mode is realised in texts through Themes which are explained next.

a) Themes

A Theme is the realisation of Mode at the lexicogrammar level. The Theme is the starting point about which a writer will write a clause (Halliday, 1994, p. 38). The rest of the clause is the Rheme. Themes are useful in maintaining the connectivity of texts (e.g., Ebrahimi & Ebrahimi, 2012). An inappropriate choice of Themes and Rhemes can cause texts to be difficult to understand (Butt, Fahey, Feez, & Spinks, 2012). Theme in this study is defined as the word or words at the beginning of a clause which become the most important idea that a writer has in mind at the time. Themes are classified as marked (subjects)/unmarked (non-subjects) topical, interpersonal and textual.

b) Thematic Progression

In texts a Topical Theme which becomes the concern for discussion can appear in different places in the text as it progresses. This is called Thematic Progression or Thematic Development. The progression of a Topical Theme can influence the cohesion of a text and in the end influence the readability of a text (Butt, Fahey, Feez, & Spinks, 2012). Eggins (1994 & 2004) identifies three patterns of thematic progression. Firstly, the Topical Theme of a clause becomes the Theme of the following clauses. This is called ‘Theme re-iteration’ or ‘Continuous Theme’ (Butt, Fahey, Feez, & Spinks, 2012). The second pattern is described in terms of a ‘zig-zag’ construction. In this pattern, the Rheme of a clause becomes the Topical Theme of the following clause. Thirdly, patterns can appear in multiple forms. In multiple-Theme patterns, the Topical Theme of a clause contains several concepts. These concepts are then used as Topical Themes in the subsequent clauses. These three types of Thematic Progression are illustrated in the following figures 3, 4, and 5 (Eggins, 1994, p. 304).

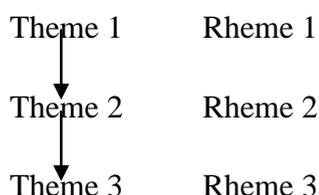


Figure 3: Theme re-iteration pattern of thematic progression

In the Theme-reiteration pattern, the Topical Theme of a clause becomes the Topical Theme of the subsequent clauses. For example:

“Albert Einstein was born in 1879 in Ulm, Germany. He graduated from the university of Zurich in Switzerland in 1905. He also did some of his most famous work in physics in 1950.” (Mikulecky & Jeffries, 1986).

In the example, the word ‘Albert Einstein’ is the Topical Theme of the first clause, then becomes Topical Themes ‘he’ in the second and also third clauses.

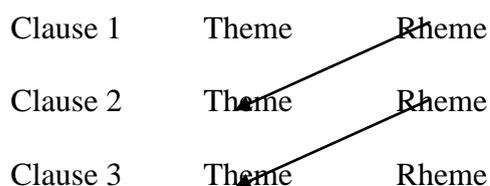


Figure 4: Zig-zag pattern of Thematic progression

Figure 4 shows that a Rheme of a clause becomes the Topical Theme of the following clause. For example:

“We can learn a lot about a country from the “Personal” ads. These ads tell us about people and their problems. One example of this [telling us about people and their problems] is from Spain”. (Mikulecky & Jeffries, 1986, p. 97)

In the example, the Rheme ‘the personal ads’ becomes the Topical Theme of the next clause ‘These ads’, and the Rheme ‘tell us about people and their problems’ becomes the Topical Themes of the next clause ‘one example of this’.

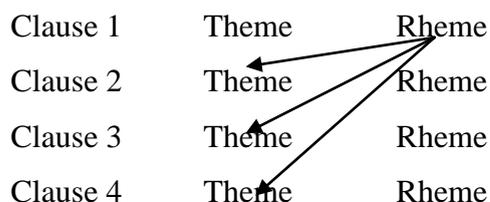


Figure 5: The Multiple-Theme pattern of Thematic Progression.

Figure 5 shows that the Rheme of a clause contains several concepts. These concepts are then used as Themes in the subsequent clauses. For example:

There are three important things to consider when constructing a language test: Validity, reliability, and feasibility. Validity is whether the test really measures the skills intended to be measured. Reliability is whether the test has consistent results. Feasibility is whether the test can be easily administered.

In the example the Rheme of clause 1 - validity, reliability, and feasibility- become the Topical Themes of the subsequent clauses.

c). Multiple Themes and Single Themes

A single Theme is a Theme which stands as a single constituent in a clause, while a multiple Theme is a Theme which consists of several types of Theme (Halliday, 1994). A single Theme consists only of a Topical Theme such as in Group dynamics are an important factor to be considered method (Brookfield, 2004, p. 216), where ‘group dynamics’ is a single Theme. On the other hand, a multiple Theme can include three types of Themes: Textual, Interpersonal, and Topical Themes such as in on the other hand maybe on the week day it would be less crowded (Halliday, 1994,

p. 56), Where ‘on the other hand’ is Textual Theme, ‘maybe’ is Interpersonal Theme, and ‘on the week day’ is Topical Theme. The rest of the clause is Rheme.

2.7. Summary

This chapter has presented four concepts concerning EFL teaching and Systemic Functional Linguistics as represented in the literature. Firstly, principles of FL teaching and learning were presented. Secondly, how the principles of FL learning and teaching apply to Indonesian contexts was described. Thirdly, how Systemic Functional Linguistics can be applied to the study of FL writing was explained. Lastly, the concepts of the Systemic Functional Linguistics approach relevant to this study were described.

CHAPTER 3 METHOD

As mentioned in previous chapters, writing in academic English is a problem for Indonesian university students and research on how Indonesian university students encode contexts into a text is very limited. Accordingly, this study explores Indonesian university students' writing academic in English. For this purpose, the current research used an heuristic approach in which inductive approaches were used to support the interpretive paradigm (Kenny, 2012; Moustakas, 1990; Tashakkori & Teddley, 1998). Using an heuristic approach in this study also aimed at "bringing about the discovery of new meaning, extend the reader's experience, or confirm what is known" (Merriam, 1998, p.30). The main strength of heuristic research is that it can effectively uncover the information sought because a researcher must understand, engage and experience the context from the beginning of raising a research question to finding a conclusion (Moustakas, 1990). This approach was considered the most appropriate for this project because it covers phenomena that have not been covered hitherto, hence the need for such an enquiry. Although a case study approach may have been a useful approach in this study, especially as the samples are small in number, this was not done. The focus of the current study is on identified specific cases rather than unknown samples as is the norm in case study research (Fraenkel & Wallen, 2006).

This chapter explains the methodology applied in this research. It outlines the sampling and the research design and procedure.

3.1. Participants and Sampling

There were two participant groups used in this research. The first group consisted of Australian L1 academics and the second group Indonesian university students, who at the time of the data collection, were studying in Indonesia.

For the first group convenient sampling was applied to obtain a group of eight first language (L1) academics. Available L1 English academics were chosen as

participants because as group they have an intimate knowledge of and experience in judging the appropriateness of academic texts.

These L1 academics were selected from different academic backgrounds. This was done because it is possible that their different discipline experience and knowledge may influence the way that they judge student writing. They were drawn from the fields of psychology, geography, statistics, journalism, education, communication, anthropology, and media and art studies.

Based on similar research by Dillon and McKnight (1990), who employed six participants for research in this area, the number of participants was considered adequate. In fact, in their interviews, the participants in the current study provided considerably more information on the characteristics of academic writing compared with previous research. For example, Hyland's (2006) participants only identified three characteristics of academic texts: high lexical density, high nominal style, and impersonal constructions. This number was exceeded in the current study with a great deal more characteristics being identified (see Chapter 6, p.84).

Secondly, purposive sampling (Fraenkell & Wallen, 2006) was applied to a group of students in Indonesia who showed an interest in continuing their studies at Australian universities. The total sample was thirty two. They were third year students who were about to finish their studies and were enrolled in the English Language Department, Cenderawasih University, Jayapura (the capital city of Papua province, Indonesia). They came from a range of different language backgrounds: from the islands of Sumatra speaking Batak and Minang languages (four students), from Java and speaking Javanese (seven students), from Celebes and speaking Makassar, Minahasa and Toraja languages (eight students), from Molluccas as speakers of Ambonese and Ternate languages (three students), from Papua as speakers of Sorong, Biak and Wamena languages (seven students), and speakers of Timor and Lombok languages (three students) from Nusa Tenggara.

Six coders (one to verify the readability of the texts, two in the trial stages, and three more for the actual coding of the data) were also used in the initial stage of the research, that is in that part of the research pertaining to the generation and analysis

of the student writing. As they were not participants per se, details regarding their backgrounds are presented at the relevant points below.

3.2. Research Design and Procedure

The research was designed to obtain two kinds of data: written data from Indonesian students (to understand the encoding and configuration of FTM in their academic writing) and interview data from both Indonesian students and L1 English academics (to understand their perceptions of a selection of academic texts written by the Indonesian students). For these purposes, the research was conducted in three phases. Phase One consisted of several stages, but with the ultimate goal to obtain written data from the students. The written texts from the Indonesian students then informed the design of Phase Two of the research which was concerned with interview data. Interviews were conducted with the Indonesian students and L1 English academics to gather their opinions of the appropriateness of a set of example texts. Lastly, Phase Three involved data analysis and synthesis. The three phases are explained in the following sections.

3.2.1. Phase I: Generating, Analysing and Validating the Written Data

Phase One consisted of six stages. These included writing task selection; verification of the readability of the texts by an L1 English speaker; selection of FTM elements to analyse; designing, trialling, and modifying the instrument to identify FTM markers; coding of all students' texts by three coders; and then the analysis of the FTM profile of the students' texts in order to select a range for consideration by participants in Phase 3. Each stage is explained in detail in the following sections.

Stage 1: Writing Task

In order to collect the samples of the students' academic texts, the first stage involved choosing a suitable task. The task was selected from the writing guide for students, Cambridge Practice Test for IELTS (Cambridge, 2007, p.106) and was chosen because, as some Indonesian English teachers stated, it was easy to understand and the topic was suitable for Indonesian social and cultural contexts. The selected essay task was about the use of computers in the future and the dependence of the community on them. This choice was based on the students' familiarity with computers.

The task prompt stated:

We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What things will they be used for in the future? Is this dependence on computers a good thing or should we be more suspicious of their benefits?

This is an argumentative text and as such it is a genre that Indonesian students are required to master as part of their university studies. It is particularly relevant should they choose to study in Australia.

The writing task was given to a group of 32 students. The students were asked to handwrite their answers. The length of the essay was limited to one page to avoid fatigue among students and the readers. This was a key consideration because fatigue can cause a writer or reader not to concentrate well and create an invalid result (e.g., Klaasen, Groot, Evers, Nicolson, Veltman, & Jolles, 2013). At the bottom of the page students were asked, 'Do you want to continue your study in Australia?' to which they needed to answer 'yes' or 'no'.

After the written texts were collected and examined, it was found that seven texts were written by students who did not want to continue their study in Australia. These seven texts were then discarded from the study leaving 25 writing samples. These 25 writing samples were then typed in full without any changes. (see copies of all 25 in Appendix 1).

Stage 2: Verification of the Readability of Texts by an L1 English Teacher.

Next, the students' texts were rated by an L1 English speaker, an experienced teacher (i.e., years of teaching experience = 10 years) who was competent in reading academic texts. The purpose of this verification was to make sure that all texts could be understood by the L1 English academics to minimise the difficulties in subsequent phases of the study. This rater was asked to make a judgement on the readability of each text based on a Likert Scale. The scale was 1 (very easily understood), 2 (quite easily understood), 3 (understood with some difficulties), 4 (hardly understood) and 5 (not understood). A text was considered readable if the rating was 1, 2, or 3. Results showed that all twenty-five texts were considered to be readable and, therefore,

analysable.

Stage 3: Formulating the Elements for Text Analysis.

There may be various approaches used to analyse texts in context. Some may emphasize the process and use of subjectivity as proposed by *the progressive movement*. Others may emphasize the product and the use of objectivity such as in *the back to basic movement* (Mathiesen, Slade, Macken, 1992). Since this study is an attempt to describe the language produced by Indonesian students the analysis is based on the product, that is the language produced by the students. This approach of analysis was chosen as EFL students and teachers need to identify and define explicitly the features of appropriate text in context.

As outlined in Chapter 2 (see Section 2.5), in SFL a text is said to contain three dimensions of context (Hasan, 1985): namely Field, Tenor, and Mode (FTM). As these are abstract concepts they needed to be designated as clearly identifiable markers. Therefore, in this study, analysis was based on these concepts being determined as Field = subject matter ; Tenor = the attitudes expressed; and Mode = how the text was organised. Based on definitions and examples from the existing literature (e.g., Alexander, 2005; Baratta, 2009; Brinton, 2000; Butt, Fahey, Feez, & Spinks, 2012; Chaulker & Weiner, 1994; Eggins, 1994; Halliday, 1994; Howard, 1993; Hyland, 2005; Jackson, 1990; Martin & White, 2005; Mathisen & Bateman, 1991; Stageberg & Oaks, 2000; Thorne, 2008; Reilly, Zamorra & McGivern, 2005;), 30 elements of Field, Tenor and Mode were extracted and numbered for the study (See Table 1).

Table 1: Elements of analysis in the students' texts.

NO	ELEMENTS	MARKERS	EXAMPLES
FIELD			
1	Sub set – Participants	A word/s indicating the subject, object, or complement of a clause.	Computers..., ... useful machines
	Sub set –Process		
2	Mental	A word indicating the process of 'sensing', 'feeling' or 'thinking'.	see, think, know
3	Material	A word indicating the process of 'doing' or 'happening'.	write, used, investigate
4	Verbal	A word indicating an act associated with 'uttering' or of 'saying'.	say, told, asked, stated
5	Behavioural	A word indicating a way or ways of 'behaving'.	had watched *
6	Relational	A word linking an attribute to its subject or identifying its subject.	be (is, are, etc), become, turn into, remained, stay
7	Existential	A word/s indicating an existence.	there is, there are
	Sub-set – Circumstance		
8	Time	A word / group of words indicating 'when', 'how long', 'how many times', 'how often'.	After several hours..., In previous years...
9	Place	A word / group of words indicating 'where', 'at which place'.	In Indonesian universities..., On the surface...
10	Manner	A word/ group of words indicating 'how' or 'what with'.	Carefully, with the method described above...,
11	Reason	A word/ group of words indicating 'reason', 'cause', 'purpose' or 'behalf'.	Because of the validity problems, for the valid result, on behalf of*
12	Condition	A word/ group of words indicating 'condition', 'concession'.	In case of failure..., In spite of the significant result
13	Accompaniment	A word/s indicating 'accompanied by', 'not accompanied by', 'in addition to',	With this assumption, without a colleague, instead of his own instrument, a standardised instrument as well

		'as alternative to'.	
14	Role	A word/s indicating a result of a process or an outcome of an action.	Using a reliable instrument, as valid data, became a skilful researcher
15	Matter	A word/ group of words indicating 'what about'.	About a topic, concerning the reliability, with reference to the method
16	Degree	A group of words showing the intensity or degree of an action or situation.	Very limited, relatively new , almost satisfying, extremely broad
TENOR			
	Sub set – Mood		
17	Indicative (declarative)	A group of words which make a statement of fact. Indicated by: subject + verb + complement, ended with a full stop (.).	The participating students were studying English.
18	Indicative (Interrogative)	A group of words expressing a question. Indicated by: auxiliaries or question words being the first word in the sentence, ended with a question mark.	Do students use this textual feature...?
19	Imperative	A group of words giving an instruction. Indicated by: a base form of a verb as the first word in a sentence; may end with exclamation mark (!)*.	Change the research method!*
	Sub set- Main Tenor		
20	Finite Modal Operator	A word indicating degree of possibility of actions.	can , must, may, might, could, should
21	Mood adjuncts	A word indicating 'how probably' , 'how often' , 'how typical' or 'how obvious' something is.	probably, sometimes, generally, surely
22	Comment adjuncts	A word/ group of words indicating writers' personal opinion, admission, persuasion, entreaty, presumption, desirability,	personally*,frankly*, seriously*,kindly*, evidently, hopefully*, at first, broadly speaking, understandably

		reservation, validation, evaluation, or prediction.	
23	Appraisal words	A word/s showing an expression of negative or positive sense of feelings or opinions.	good, fantastic*, significant, accepted, rejected, robust, strong
24	Modal Grammatical Metaphor	A short clause indicating one's belief or opinion.	I think, I believe, I am sure
25	First and second Personal Pronoun	First and second personal pronouns and possessive pronouns/ adjective indicating the writer's engagement in a discussion.	I, we, you, me, us, my/mine, our/ ours, your/ yours.
26	Passive Voice	A clause/ sentence indicating that the writer is not engaged in discussion. Indicated by: auxiliary be + past participle	The problem can be solved through research
MODE			
	Sub set – Theme		
27	Unmarked Topical Theme	A word/ group of words at the beginning of a sentence which is the subject of the sentence. Indicated by: a subject being the first word in sentence (possibly after conjunctions or disjuncts).	Quantitative research uses numbers to describe tendencies
28	Marked Topical Theme	A word/ group of words at the beginning of a sentence which is not the subject of the sentence, indicating an emphasis. Indicated by: an adverbial group or prepositional phrase being the first word/s in sentence (possibly after conjunctions).	Last week, in Perth.... In the current environment, this result suggests...
29	Textual Theme	A word at the beginning of a sentence which relates one idea to	Therefore the hypothesis is rejected

		another to give related meaning. Indicated by a conjunction being the first word in clause	
30	Interpersonal Theme	A word/s at the beginning of a sentence indicating expression of writer's feeling, attitude, or opinion.	Unfortunately, of course, hopefully*, personally*, honestly*, as expected

In Table 1 an asterisk (*) indicates that the example may not be one commonly used in academic writing.

As can be seen in Table 1 each element consists of a number subsets. For example, Field contains three sub-sets: Participants, Processes and Circumstances. The latter two of these subsets are broken down into further elements:

- i. Participants (no further elements);
- ii. Processes - Mental, Material, Verbal, Behavioural, Relational, Existential;
- iii. Circumstances - Time, Place, Manner, Reason, Condition, Accompaniment, Role, Matter, Degree.

When both the trials and the final coding was performed on the texts one element of Field, namely participants (No. 1 in Table 1), was analysed separately from other Process markers. This is because this type of process is related to the participant and made it difficult to distinguish. Hence, presenting and having the coders deal with this separately assisted them in their task.

Tenor contains two sub-sets: Mood and Main Tenor which in turn contain the following elements:

- i. Mood: Declarative, Interrogative, Imperative;
- ii. Main Tenor: Finite Modal Operator, Mood Adjuncts, Comment Adjuncts, Appraisal Words, Modal Grammatical Metaphor, Personal Pronoun, Passive Voice.

Finally, the category of Mode has only one sub-set: Theme which is realised using four elements:

- i. Unmarked Topical Theme;
- ii. Marked Topical Theme;
- iii. Textual Theme;
- iv. Interpersonal Theme.

Stage 4: Designing, Trialling and Modifying the FTM Instrument

After determining the FTM markers within the texts (as shown in Table 1) an instrument was developed to assist those who were to code the data. The development of this instrument included designing, trialling modifying and then determining the reliability of the instrument.

4a. Designing an Analysis Instrument to Identify FTM Markers

An instrument in the form of a worksheet was designed to help the coders record their results. It consisted of a box for the student's text, descriptors, and a space where the coders could respond (see Figure 6 below).

Text to be analysed

Area of worksheet where coders write their responses

Group 1 : Field (1)

	TEXT:	
1	According to me, computer is a thing that is usually used to	
2		

INSTRUCTION:

Write a, b, c, d, e, f or g (see NOTE) in the column 'R' - Response - that you feel most appropriately describes the meaning of the words written in bold text (NB: numbers on the left indicate lines on the text)

NOTE:

- a: word/s indicating the process of sensing/thinking/ feeling.
- b: word/s indicating the process of happening/ doing.
- c: word/s associated with the process of uttering or saying.
- d: word/s indicating a way or ways of behaving.
- e: word/s linking an attribute to its subject or identifying its subject.
- f: word/ s indicating an existence of something.

Not any of a to f.

Descriptors

Line	Word/clause	R
1	Is	F
2	Used	B

Figure 6: Initial Analysis Instrument Form for Group 1 (Process Markers).

4b. Trial 1.

In the initial trial, three texts were randomly selected and given to an L1 English speaker academic (i.e., a coder, not one of the participants described above in 3.2) for analysis of FTM markers. This trial raised some concerns. First, as it took approximately 30 minutes to finish the analysis of one text, the L1 English coder felt

that this was too long and interfered with his concentration. It was felt that this was caused by the need to understand the descriptors and then to match them to the analysed texts. The coder also felt that the descriptors were too long to remember and that there were too many.

4c. Modification of the Analysis Instrument.

Based on the issues uncovered in the above trial, four modifications were made to improve the instrument. The first was to reduce the number of texts used in the trial from three to two. Second, long descriptors were simplified. Third, a guideline was designed for coders to consult if they encountered difficulties in understanding the descriptors.

As the trial had shown that there were too many descriptors, the 30 categories were collapsed: Field was split into three sections, and Tenor into four sections. Mode was not split because, with only four elements, it was deemed easy to code. This new subcategorization is shown in Table 2 below.

Table 2: Division of the analysis elements into 8 groups

Group	Context dimension or sub-dimension	Number of Elements to analyse	Elements to analyse	Code number in the Guideline	Markers/ Descriptors (simplified from the guideline)
1	Field 1: Processes	6	a) Mental	1	a: Related to sensing/thinking/feeling
			b) Material	2	b: Related to happening/doing
			c) Verbal	3	c: Associated with uttering or saying
			d) Behavioural	4	d: Associated with behaviour
			e) Relational	5	e: describing an attribute or identity of something/ someone
			f) Existential	6	f. Indicating being
2	Field 2: Circum-stance 1	5	a) Time	7	a: Related to time ('when', 'how long', 'how often', etc.)
			b) Place	8	B: Related to place
			c) Manner	9	c: ways an event is performed
			d) Reason	10	d: Reasons/ purposes why an event is performed
			e) Condition	11	e: Conditions when an event takes place
3	Field 3: Circum-stance 2	4	a) Accompaniment	12	a: Accompanied by/not accompanied by/in addition to/as alternative to
			b) Role	13	b: Becoming something/ someone
			c) Matter	14	c. About something/ someone
			d) Degree	15	d: Telling intensity/ degree of an event or condition
4	Tenor 1: Mood	3	a) Declarative	16	a: The writer is making a statement
			b) Interrogative	17	b: The writer is asking a question
			c) Imperative	18	c. The writer is giving an instruction
5	Tenor 2	3	a) Finite modal Operator	19	a. Related to degree of possibilities of an action
			b) 1 st & 2 nd Personal pronouns	20	b. Showing that the writer him/herself is engaged in the discussion
			c) Comment adjunct	21	c. An opinion or belief expressed by the writer.
6	Tenor 3	3	a) Appraisal words	22	a. Showing the writer's negative or positive sense of emotion/ feeling
			b) Mood adjuncts	23	b. Associated with how often/ obvious/ probable
			c) Modal grammatical metaphor	24	c. A short clause showing the writer's opinion or belief
7	Tenor 4	1	a) Passive voice	25	a. The focus is what is done, not who perform the actions
	Mode	4	a) Unmarked topical theme	26	a: A noun/ pronoun/ starting the discussion of this sentence
			b) Marked topical theme	27	b: An adverb/ prepositional phrase starting the discussion of this sentence
			c) Textual theme	28	c: This word connects the previous issue with the following
			d) Interpersonal theme	29	d: This word/s expresses opinion or feeling
Total		29	29	29	29

The re-categorisation of the elements meant that each text would be analysed eight times (once for each group of elements) by each coder, as illustrated in Figure 7.

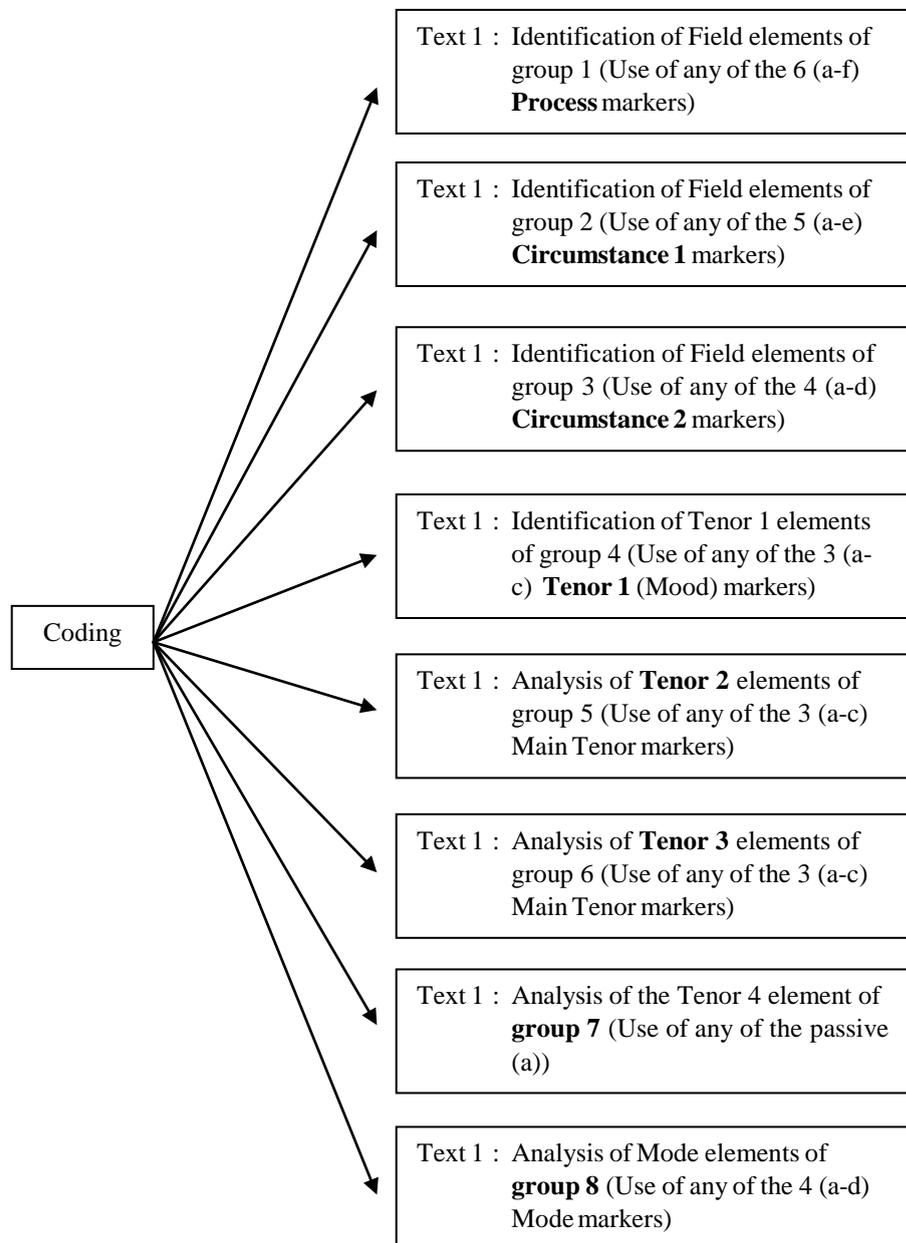


Figure 7: Coding of a text

4d. Trial 2.

After modification, the instrument was then re-trialled (See the results in Appendix 2). Two texts with the amended analysis instrument and a guideline were given to a new coder different from the person used in Trial 1. This coder was an Australian English native speaker and a university graduate.

This second trial highlighted further problems. Firstly, the coder still could only finish one text. Secondly, some unexpected responses were given. This seemed to be the result of two similar descriptors appearing in the same group, causing confusion. They were Mood Adjunct (descriptor associated with how often/ obvious/ probable), and Finite Modal Operator (descriptor related to degree of possibilities of an action). To overcome this problem, Mood Adjunct in Group 5 was moved to another group, Group 6. The other descriptors in Group 6 were Appraisal Words and Modal Grammatical Metaphors which were dissimilar with Mood Adjuncts, and the coders were expected to easily differentiate them.

4e. Inter-rater reliability and piloting

After the instrument was amended, a further trial was conducted with one text only, but analysed by three coders to determine the reliability of the instrument. (NB: coders are the persons who analysed students' texts. They are different from academic participants, who were involved in the interviews.) These coders were: an ESL teacher (D1), an applied linguist (D2) and an L1 English speaker (D3) (again these were coders, not participants described above in 3.2). An ESL teacher was chosen as being most likely to be familiar with ESL students' writing. The applied linguist was chosen because of his familiarity with SFL theories – useful background knowledge to test the veracity of the instrument. Thirdly, a non-specialist L1 English speaker was chosen as someone with an innate feeling about whether or not an expression is appropriate in the context. For verification purposes three coders were needed to identify the FTM markers in order for their results to be compared.

To undertake this test of reliability, the following procedure was used. Firstly, each of the three coders (D1, D2, D3) was given a copy of the text and the analysis guideline (See Appendix 3). Next they were given the following instructions:

- i. Read the text
- ii. Read the instructions.
- iii. Read the descriptors.
- iv. Read the highlighted word/ clause on the worksheet and the line where the word/ clause can be found in the text.

- v. Find the word/ clause (as in no. iv) in the text. The numbers on the left side of the text indicated lines to find the word/ clause.
- vi. Decide on an appropriate descriptor for the word/ clause (a, b, c, d, e, f, g), then write on the worksheet in the column ‘R’.

Once they had completed their coding of the FTM markers, the coders’ results were compared. If two coders agreed, a tick was placed in the ‘A2’ column, if three coders agreed, a tick was placed in the ‘A3’ column. Finally, if there was no agreement, a dash (-) was placed under all the three columns (columns ‘Da’, ‘A2’, and ‘A3’). FTM markers were accepted as verified when at least two of the three coders gave the same response. The FTM markers were then designated a code in column Da. Table 3 below demonstrates this.

Table 3: Comparison of responses from three coders in a text.

* Group 1 (Field 1 – process)							Group 2 (Field 2 – circumstance)						
lines	D1	D2	D3	AGREEMENT			F2	D1	D2	D3	AGREEMENT		
				Da	A2	A3					Da	A2	A3
1	a	b	B	B	√		1	d	D	d	D		√
2	e	e	E	E		√	2	b	B	b	B		√
3	e	e	E	E		√	3	d	D	c	D	√	
3	c	a	B				4	a	C	b	-	-	-
...					-	-	6	c	C	d	C	√	-
...							8	d	B	b	B	√	-
30	D	d	B	E	√		9	a	C	D	-	-	-
31	E	f	E	E	√		9	b	B	B	B	-	√
32	B	b	B	B		√	10	a	A	C	A	√	-

*Codes:

A2: Agreement between two responses

A3: Agreement across three responses

Da: FTM marker

Next, the identified FTM markers were compared for their level of agreement. Amongst the total 110 analysed FTM markers, the coders agreed on 105 (95.2%) (Appendix 4). This suggests that the modified instrument was reliable. The full modified instrument can be seen in Appendix 5. Figure 8 is an example of modified

instrument for just Group 1 (Field process markers) – the final instrument did, of course, include all groups.

Text To be analysed		Numbers in this row refer to code numbers in the Guidelines, letters refer to descriptors at the base of the form		Area of worksheet where coders write their responses
---------------------	--	---	--	--

a:1	b:2	c:3	d:4	e:5	f:6															
Group Field <table border="1"> <tr> <td></td> <td>TEXT</td> </tr> <tr> <td>1</td> <td>According to me, computer is a thing that</td> </tr> <tr> <td>2</td> <td>is usually used to.....</td> </tr> </table>				TEXT	1	According to me, computer is a thing that	2	is usually used to.....	<table border="1"> <tr> <th>Line</th> <th>Word/clause</th> <th>R</th> </tr> <tr> <td>1</td> <td>Is</td> <td>f</td> </tr> <tr> <td>2</td> <td>used</td> <td>b</td> </tr> </table>			Line	Word/clause	R	1	Is	f	2	used	b
	TEXT																			
1	According to me, computer is a thing that																			
2	is usually used to.....																			
Line	Word/clause	R																		
1	Is	f																		
2	used	b																		
<p>INSTRUCTION:</p> <p>Write a,b,c,d,e,f or g (see NOTE) in the column 'R' – Response – that you feel most appropriately describes the meaning of the words written in bold text (NB: numbers on the left indicate lines on the text)</p> <p>NOTE:</p> <ul style="list-style-type: none"> a. Related to sensing/ thinking/ feeling b. Related to happening/ doing c. Associated with uttering/ saying d. Associated with behaviour e. Describing an attribute or identity of something/ someone f. Indicating existence of something g. Not any of a to f. 																				

Descriptors

Figure 8: Modified Analysis Instrument Form for Group 1 (Process Markers)

Stage 5: Identification and Analysis of FTM markers in all 25 Students' Texts by Three Coders.

Having been considered as reliable, the instrument was ready to be used to analyse all 25 students' texts. Twenty-five copies of the instrument and a set of guidelines were given to the same three coders to identify FTM markers in the 25 students' texts. The same coders were used in this stage as they were trained in and were familiar in the process for analysing the texts to identify the markers. These three coders were asked to participate and they were given a token payment as recompense for their time. They did not have any knowledge of the term 'FTM markers', instead their coding was based on their own knowledge and experience.

Next, each of the three coders worked independently to identify the FTM markers. They were given explanation on how to use the guidelines and how to work with the instrument.

They were then given the opportunity to work at a time and place convenient for them, they were also given the researcher’s contact number and email address for communication in case any questions arose. It took the coders around three weeks to finish the coding task, and no questions were asked during this period.

Once complete the percentage agreement for the three coders was calculated. This showed a high level of consistency across each category, as shown in Table 4 below:

Table 4: Agreement across coders for the FTM markers in the students’ texts.

	Agreement across coders (%)
Field	93.9
Tenor	95.68
Mode	91.8

The coding enabled investigation of the use of FTM markers with three main foci:

i) determining the rate of variation in FTM markers in the students’ texts; ii) determining the proportional use of each FTM marker; and iii) establishing a general FTM profile of each text in a visual representation. The results of this analysis were used to address Research Question 1, “How are FTM displayed in Indonesian university students’ academic writing in English?”

Stage 6: Selection of Texts for Ranking by Academics and Students

From the set of 25 texts, four were selected for ranking by participants – that is the academics and the students (as described in 3.2 above). The selected texts satisfied the following criteria:

- the greatest use of Field markers,
- the greatest use of Tenor markers,
- the greatest use of Mode markers, and

- the greatest use of all markers.

(NOTE: When there was more than one text showing the same profiles, the text was then selected based on the readability rating done by the L1 English speaker, with the better one chosen (See Stage 2 of Phase One, p. 41)

3.2.2. Phase II: Ranking Text, Interviews and Analysis

Stage 1: Ranking Texts and Interviews

In this stage the L1 English academics' and Indonesian students' perceptions of good academic writing were explored. This was done using interviews.

The eight L1 university academics and 19 of the original participating Indonesian students took part in these one-on-one interviews. As the interviews were conducted one year after the writing of the texts, some of the 25 students were on leave and others had had withdrawn from their studies. Most students preferred to do their interviews in Indonesian because they felt more confident to express their opinions. However, some code switching between Indonesian and English occurred. Interviews were based on an interview protocol (See Appendix 6).

At the commencement of the interview and following the procedure used by Aroni, Hays and Minichiello (2008), each participant was asked to rank the four selected texts, on the basis of subject matter, attitude and organization.

To do this the participants were provided with information and examples regarding the ranking criteria: subject matter (Field), the attitudes expressed by the writer (Tenor), and the organisation of texts (Mode). They were also given the opportunity to ask questions and to practise ranking some other texts to ensure that they understood the task. The participants were then asked to rank the selected texts three times following these instructions:

- i. Please rank the texts from what you think the most appropriate to the least appropriate academic texts based on the subject matter.
- ii. Please rank the texts from what you think the most appropriate to the least appropriate academic texts based on the attitudes expressed by the writer.

- iii. Please rank the texts from what you think the most appropriate to the least appropriate academic texts based on the way the texts are organised.

Next the participants were asked the reasons for their ranking of the texts. The interviews were recorded, transcribed and translated if required. This translation was done jointly by an L1 Indonesian speaker and an L1 English speaker.

Stage 2: Analysis of Interview Data

Content analysis (Creswell, 2008; Fraenkel & Wallen, 2006; Gumperz, 1993; Thomas, 2003) was used to analyse both the students' and L1 English academics' transcripts. The focus of the analysis was to determine any shared criteria which had influenced ranking decisions. To do this the following procedure was adopted:

- i. Similarities in criteria were identified in the transcripts;
- ii. Those criteria which were shared by the students and L1 English academics were then developed into a set of general criteria;
- iii. These general criteria were then compared with earlier findings and categorised in terms of FTM.

This comparison addressed Research Question 2: "How is Indonesian students' encoding of Field, Tenor and Mode reflected in Australian academics' and Indonesian students' judgement of good academic writing?"

3.3. Phase III: Synthesis

After all data were analysed, synthesis was conducted to address the Research Question 3: "What are the implications of the encodings of Field, Tenor and Mode in Indonesian university students' academic writing for the teaching of EFL in Indonesia?" Findings from both written and interview data were compared with theories of FL teaching and learning and Systemic Functional Linguistics theory to find the implications for English teaching in Indonesia. The research design explained above is summarised in Figure 9.

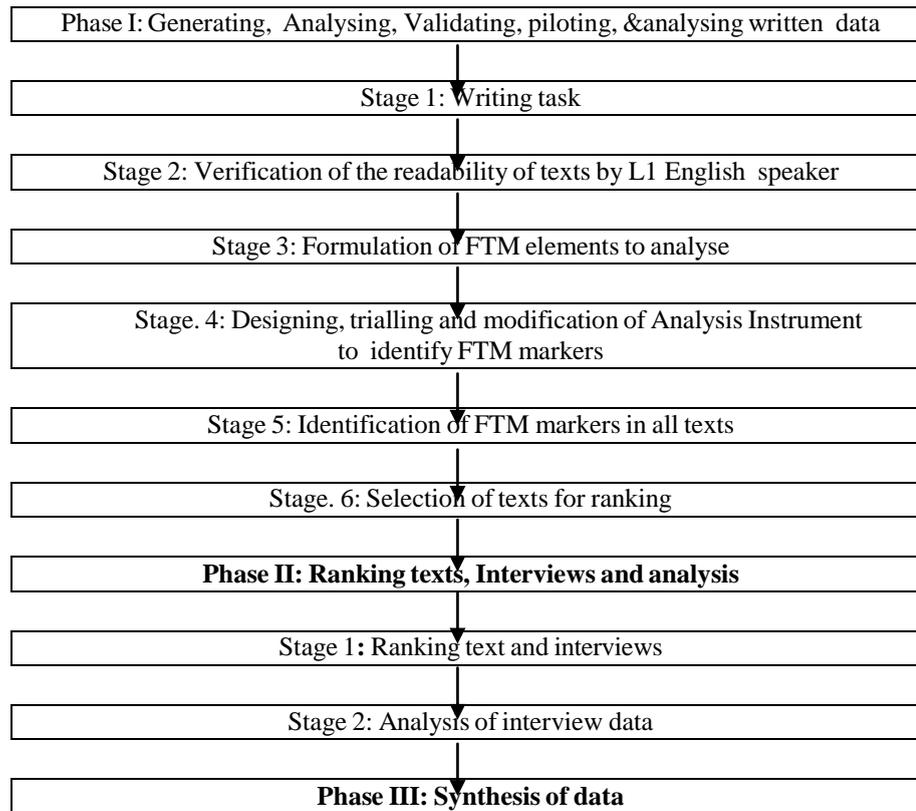


Figure 9: Research design

3.4. Limitations of the Research

There are three main limitations to this research. Firstly, this research did not measure the students' understanding of the contexts of culture and situation. This was intentional because seeking to determine understanding of context could have influenced the formulation of FTM in the texts. That is, by drawing attention to this aspect the learners may not have constructed their text in their usual way. Secondly, the different language backgrounds of the Indonesian students were not controlled. It is acknowledged, however, that language background can influence the way Field, Tenor, and Mode are encoded. This is an area worthy of future research. Thirdly, the sample of participants was limited to those L1 English academics who were available and to students from one Indonesian university. Although this was a limitation, it was necessary to overcome the difficulties related to time and costs involved in travelling between the diverse regions of Indonesia.

3.5 Summary

This chapter has detailed the methodology of the study. It includes a description of the development of an instrument and the related descriptors to categorise the FTM elements relevant to the research. It also includes a description of the various stages of data collection procedure and analysis.

CHAPTER 4
FINDINGS OF PHASE ONE:
FIELD, TENOR AND MODE IN INDONESIAN STUDENTS' WRITING

As stated previously, one goal of the current research is to investigate the three dimensions of context (Field, Tenor, and Mode - FTM) in a sample of Indonesian university students' academic writing. This first findings chapter explores how the subject matter (Field) was realised, how the attitudes (Tenor) were expressed, and how the ideas were organised (Mode) in the students' texts. In this way this chapter addresses Research Question 1 on how FTM markers were used by the Indonesian university students in their academic writing.

4.1. Field, Tenor, and Mode in the Indonesian Students' Academic Writing.

As described in the Method Chapter section 3.3.1 (Phase 1, Stage 5), there was considerable consistency across the three coders regarding the FTM markers shown in the 25 student texts. (As indicated previously, the writing samples are contained in Appendix 1). A summary of the totals for FTM are presented in Table 5 below (See Appendix 7 for more detail). In particular, this table shows the proportional use of the different categories of FTM markers in the 25 texts.

Table 5: The proportional use of FTM markers in the students' texts

ELEMENTS OF FTM	%
FIELD TOTAL	47.2
1. Participants	21.4
Processes	14.6
2. Mental	2.3
3. Material	5.2
4. Verbal	0.3
5. Behavioural	1.7
6. Relational	4.6
7. Existential	0.4
Circumstance	11.2
8. Time	2.3
9. Place	1.5
10. Manner	1.3
11. Cause	2.5
12. Contingency	0.6
13. Accompaniment	0.8

14. Role	0.3
15. Matter	0.3
16. Degree	1.5
TENOR TOTAL	33.1
Mood	17.7
17. Declarative	15.5
18. Interrogative	0.2
19. Imperative	0.0
Main Tenor	17.4
20. Finite Modal Operators	3.9
21. Mood Adjuncts	0.9
22. Comment Adjuncts	0.7
23. Appraisal words	4.6
24. Modal Grammatical Metaphor	1.0
25. Personal Pronouns	5.1
26. Passive voice	1.2
MODE TOTAL	19.8
27. Unmarked Topical Themes	10.1
28. Marked Topical Themes	2.0
29. Textual Themes	6.0
30. Interpersonal Themes	1.6

As can be seen, Field markers made up the greatest proportion of all markers in the texts (47.2%). Tenor markers were the second greatest (33.1%), and Mode markers were used the least (19.8%).

4.1.1 Field Markers in the Indonesian Students' Academic Texts

According to the SFL definitions adopted in this research the category of Field is made up of the subsets of Participants, Processes, and Circumstances. From Table 5 above, it can be seen that the subcategory of Participants represented the highest proportion of all markers (21.4%). In contrast Processes made up 14.6% and Circumstances 11.2% of all markers. The higher proportion of the use of Participants is possibly due to a propensity towards the use of declarative sentences in academic writing and the use of naming and describing of subject matter within these.

As indicated in Chapter 3, Table 1 (Elements of analysis in the students' texts, p.43), Processes and Circumstance are made up of several elements – different from Participants, which consists of only one element. The proportional and ranked distribution of Field makers are shown in Table 6 below.

Table 6: Ranked distribution of Field

Types of Field markers	Percentage of occurrence total Field marking (%)
Participants	45.6 (n=860)
Processes	31.2 (n= 588)
Material	11.1 (n= 210)
Relational	9.9 (n= 189)
Mental	5.1 (n= 97)
Behavioural	3.4 (n= 64)
Existential	0.8 (n= 16)
Verbal	0.6 (n= 12)
Circumstances	23.1(n=436)
Cause	5.1 (n= 97)
Time	4.8 (n= 91)
Degree	2.9 (n= 59)
Place	3.1 (n= 54)
Manner	2.7 (n= 51)
Accompaniment	1.9 (n= 35)
Contingency	1.4 (n= 26)
Role	0.6 (n= 12)
Matter	0.6 (n= 11)

Once more it can be seen that Participant markers were used extensively compared to the other Field markers. From this table it can also be seen that within Processes, Material processes constitute 11.1% (n = 210) and Relational processes 9.9% (n = 189). Mental and Behavioural processes were used to a lesser extent (n= 97 or 5.1% and n= 64 or 3.4% respectively), while Verbal (n= 12 or 0.6%) and Existential (n= 16 or 0.8%) made up a negligible percentage of Process markers. Within Circumstances, Cause was used most 5.1% (n= 97), followed by Time 4.8% (n = 91), Degree 2.9% (n = 59), Place 3.1% (n = 54), Manner 2.7% (n = 51), Accompaniment 1.9% (n = 35), Contingency 1.4% (n = 26), with finally Role (n = 12) and Matter (n = 11) – both a very small percentage (0.6%) of the total. Further description and possible explanations of the Processes and Circumstances results are discussed next.

Processes

According to Halliday (1994) Material processes function to encode the world of doing and happening - aspects highly relevant to the writing task (an argumentative text) set for students in this research. In this case the students were able to describe

what is happening or what will/may/has happened in relation to the use of computers, for example, *People usually **use** the computer to search for something like information, picture, videos* (Text 2); *We have to **type** it on computer* (Text 20). Hence it is not surprising that this Field marker had the highest proportional use in this subcategory.

The students' texts also clearly relied on Relational Processes, which function to encode the existence of things. They did this to make their arguments meaningful. For example, *Actually, computer **is** a useful thing ...* (Text 2). Again given the topic of the writing task it is not surprising that this element was used to such an extent.

The following text, presented in totality, shows an example of the extensive use of both Material (in italic) and Relational Processes (underlined).

Text 17:

Computer is a really important thing today. People commonly do their jobs using computer. It has so many benefits. Day by day it has much more increasing. At the beginning, computers *were used* just for some specific people. But now on, they are the first need for modern and technological people. It is not mere in the businesses, hospitals, and offices. Students in universities until in junior high schools need it to do their homework, to study and to get something from internet. Computer *makes* life easier. We can see it in the differences between this new-modern typing machine and the last typing machine which the world ever had. We can *edit* our mistakes in typing as soon as possible whenever we want before we *print* it out. But it will be very difficult for the last typing-machine. If we *make* any mistakes in typing, it means we have to *retype* it from the beginning. It is very wasting the time and energy actually. Now what we see is what we *use*. We can *get* computer as long as we have money. Or we can *use* it in the computer-rent. But, sometimes people feel much more comfortable and they don't want to be faced with difficult thing like before.

Mental Processes are used to show conceptual or sensual processes such as opinion or belief, and these constituted 5.1% (n = 97) of the total of Field markers used (again see Table 6 above). Once again students may have needed to use these because of the nature of the set task which required them to convince readers of their opinions or beliefs and to justify their arguments about computer use (Butt, Fahey, Spinks, & Yallop, 1995). However, the findings also suggest that the tone of these

Indonesian students' texts may be highly subjective. While some academics in Bennett's (2009) research claimed that subjectivity in academic writing is beginning to become acceptable, the degree of this in the current data does suggest considerable naïveté. This is exemplified in examples such as: *For the future I **think**, the thing that will be used...* (Text 2); *I **think** dependence on computers is a good thing* (Text 5); *We all then **notice** that...* (Text 4).

Behavioural Processes constituted 1.7% (n = 64) of all FTM markers (Table 5) or 3.4% of all Field markers (See Table 6). In the students' texts these Processes were used to develop arguments, especially describing the behaviour of people using computers such as *we **watch** a movie about future life* (Text 1); *how people **depend on** computers* (Text 3). Again the relevance of the topic to this type of marker may explain its relatively high proportional use.

The more advanced academic writing trope, Existential processes, did not occur frequently in the texts (n = 16) (e.g., *It is very advantageous for us...* (Text 6); *...but there **are** disadvantages* (Text 6). Whilst this might be an artefact of the topic, it is perhaps more likely that it requires a level of English writing proficiency beyond that at which this cohort of students are operating. Similarly, the infrequent use of Verbal Processes (0.3% - n = 12) may be the result of the task type, but also could be caused by the writing conditions, namely writing an essay in class without access to references.

Circumstances

Circumstance markers only constituted 11.2 % of total FTM markers in the students' texts. The most frequent in this category were those indicating Cause (2.5% of all FTM markers) such as *... because all of the files can be saved well* (Text 7); *Computers can be used **for create something*** (Text 8) and those indicating Time (2.3%) such as ***In the future**, we will still use computers in many occasions* (Text 1); *Then, **someday in the future**, human will hang everything to the computer* (Text 3). The reason for the proportionally higher use of these again seems to stem from the task prompt which asked students to give reasons (i.e., show cause) for choosing one of the two options: *“Is this dependence on computers a good thing or should we be*

more suspicious of their benefits?” and then make predictions using Time markers, e.g., ‘*What things will they be used for in the future?*’ For example the prevalent use of temporal markers appeared in Text 5, shown in full below:

Text 5:

In the future, we will still use computers in many occasions. Dependence on computer may be more than that of now. Computers help a lot of people on their job. Computers make a lot of people live more easily. Nowadays computer is not just a tool that is used for saving data but also for communication equipment, not only between one city to another city but also between country even continent. In the future people may develop the function of computers depending on what they need. I think dependence on computers is a good thing but it does not mean that a computer does not have bad effects. Everything always has advantages and disadvantages. It depends on what we choose.

It must be noted that individual differences were observed in the use of all markers, and in this case with respect to Field Circumstances. For example, Text 3 shows a preference for Place and Degree markers (2.8% of markers used in that text) such as *It really guarantees you to make your time **more** effectively* (Text 3) showing how this student was able to use this trope to stress important points.

4.1.2 Tenor Markers in the Indonesian Students’ Academic Texts.

Tenor markers in the Indonesian students’ texts constituted 33.1% of all FTM markers (see Table 5) and were represented by the two subsets of Mood and Main Tenor, which were in turn made up of a number of elements (See Table 7 below).

Table 7: Ranked distribution of Tenor markers

Types of Tenor markers	Percentage of occurrence of total Tenor markers %
Mood	47.5 (n= 641)
Declarative	46.6 (n= 628)
Interrogative	0.8 (n= 11)
Imperative	0.1 (n= 2)
Main Tenor	52.5 (n = 708)
Personal Pronoun	15.8 (n= 213)
Appraisal words	13.4 (n= 181)
Finite Modal Operator	11.6 (n= 157)
Passive voice	3.9 (n= 53)
Modal Grammatical Metaphor	2.9 (n= 39)
Mood Adjuncts	2.7 (n= 37)
Comment Adjuncts	2.1 (n= 28)

The proportion of Mood (47.5%) and Main Tenor (52.5%) were relatively equally distributed within the Tenor marking and within the FTM marking overall with Mood constituting 17.7% of all markers and Main Tenor 17.4% (See Table 5). However, within these subsets there were different proportional uses of the various elements. Specifically within Mood, the majority of markers were Declaratives (46.6% of all Tenor markers) and within Main Tenor the highest use was for Personal Pronouns (15.8%), Appraisal Words (13.4%) and Finite Modal Operator (11.6%).

Mood

The marking of Mood in the FTM model denotes the sentential structure of the students' texts. Although declaratives were overwhelming used, some students did pose rhetorical questions presumably using them for a persuasive purpose or, as Halliday (1994) suggests, for demanding interaction with the reader (e.g., *What can we do?* (Text 20); *.. does it become a good thing? or a bad thing?* (Text 9); *It is a dependence. Dependence on computers?* (Text 12). Such use also shows some stylistic maturity, once again illustrating the individual differences of the results.

The frequent use of Declaratives, which function as statements of factual information (Hatch, 1992) - the basic requirement of academic writing, perhaps reflects the default structure of this genre, particularly among these students.

Main Tenor

First and second Personal Pronouns represented 5.1% of all FTM marking (see Table 5) and 15.8% of all Tenor marking (see Table 7). The relatively frequent use of first Personal Pronouns in particular suggests that the Indonesian students tended to use a less academic, more subjective tone in their writing. For example, ...*with computer we can make our job to be easy; We can use computer to do business in the future; We can earn money by using computer* (Text 1); ...*as a student, I really need computers* (Text 3). Clearly the students understood that they were to construct arguments relating to the use of computers and to convince readers by expressing their own opinions or beliefs to justify these arguments (Butt, Fahey, Spinks, & Yallop, 1995). At the time of the data collection it seems, more objective argumentative skills had yet to be mastered. This finding also aligns with that of mental processes which often had personal pronouns used for their Participants markers, for example, *I agree that.. I mean ... I guess ... and I think* (Text 16).

Also frequent among Tenor markers were Appraisal words which represented 13.4% of this set. These markers related to the task requirement of evaluation whereby students judged the positive and negative attributes of using computers, for example, *Is this dependence on computers a good thing or should we be more suspicious of their benefits?* Therefore, the use of Appraisal markers in many ways may have been an artefact of the evaluation required by the task (e.g., *computer is very important in our life* (Text 1); *computers are so useful* (Text 3)).

Finite Modal Operators (e.g., can, will, may, should, would, must, have to, could) also featured strongly in the data (3.9% of total FTM marking (see Table 5) and 11.6% of Tenor markers (see Table 7) and may have been prompted by the task when students described the numerous benefits gained by computers and possibilities for use in the future. For example, *So we can imagine how people live in the world now without computers* (Text 8); *By the computer we can browse the internet* (Text 7). Although, such modal markers in academic writing generally signal hedging, a device used to soften claims, particularly those which might be controversial (Hyland & Milton, 1997), for these students such use may actually reflect uncertainty and the

avoidance of definitive statements when putting ideas in writing. Passive clauses, that is when speakers or writers “do not wish to commit themselves to actions, opinions, or statements of fact of which they are not completely certain” (Alexander, 2005) contributed only 1.2% to all FTM markers (Table 5) and 3.9% to the Tenor set (Table 7). This suggests that passive constructions are a skill that this cohort of students is yet to develop or is not yet confident in using. When passive clauses were used, they included such structures as: *...computers are used to access the internet* (Text 2); *Computers are used in many parts of job* (Text 16) (See for example, Text 16 Appendix 1 for instances of passive constructions). The relatively few passive clauses within the data provide further support for the suggestion that there is a high level of subjectivity in this cohort of students’ writing.

4.1.3 Mode Markers in the Indonesian Students’ Academic Texts.

Mode markers contributed 19.8% to all FTM markers in the students’ texts (see Table 5). As can be seen in Table 8 below, the majority of Themes (51.33%) were Unmarked Topical Themes, and Textual Themes were the next most frequent (30.40%).

Table 8: Ranked distribution Mode markers

Type of Mode Markers	Percentage of occurrence of total Mode markers %
Unmarked Topical Themes	51.33 (n= 418)
Textual Themes	30.40 (n= 238)
Marked Topical Themes	10.31 (n= 82)
Interpersonal Themes	8.03 (n= 68)
Mode Total	100 (n= 806)

Given the default declarative structure in academic writing, and in these students’ writing in particular, the propensity for Unmarked Topical Themes is not surprising because they include a simple subject. This can be seen in the various examples shown in Text 9.

Text 9:

Nowadays, computer is very useful for our life. It makes our life easier. Tasks become quickly enough to finish it. It does not spend much time. It also become one of media to introduce the other world. Because the computer makes our life easier, we become a lazy person. Why? Because there are some people who only sit at the front of his computer only making program, playing games, browsing, etc. It make them not want go to out for some important activity like doing sport, socialisation, studying, praying, and so on. Not only it has a good impact, but also there are some bad impact for us especially for children. If in the future, for all the things we use computer. I can't think so. does it become a good thing? or a bad thing? But according to me the good thing is only for making our activity become easier, but it has a big impact for globalisation. 'A good technology does not guarantee our life becomes good or more modern, but we have to know the bad effect from its radiation and our earth become older. we have to save our earth, we have to decrease the global warming because of the technology. I can't imagine how our earth in the future if they use computer or advanced technology for all the things. May be there aren't a forest, a bird in the sky, no one jogging in the morning, no one playing in the park, there's no family playing together outside their house, and the others. If computer must be used in the future I hope there is no bad effect for our life and our earth. I love this earth and I like along all people who I love without depending on the technology (playing games/ just stay at home of office)

Textual Themes contributed 6% to all FTM markers or 30.4% among Mode markers in the students' texts. These markers are used to link ideas (Halliday, 1994) across clauses or sentences. They enable the writer to exemplify ideas, extend ideas or enhance them with causation, similarity or contrast, etc. Textual Themes, therefore, link portions of text (intra- textual links) together. For example, *Thus, computer and server are compatible* (Text 10) indicates the writer's intention to show the consequences of a previous statement. The relatively high proportional use of Textual Themes suggests a strong focus on these elements in the students' grammar classes and once again may have been prevalent because of the nature of the task.

Marked Topical and Interpersonal Themes occurred to a lesser extent (e.g., 10.31% of all Mode markers). Examples of the former include *Having talked about computers, ...; In my personal experience...; Nowadays...; Commonly....* Surprisingly, given the subjectivity in the students' writing, Interpersonal Themes

were not used to a great extent, constituting only 8.03% of the Mode set. Examples include ... *as you see...*; and *you can see* (Text 3).

4.2 Summary

In summary, the students' use of the elements of FTM is suggestive of some academic writing skills and some lack thereof. It also highlights individual differences. The frequent use of Mental processes and personal pronouns augmented by the infrequent use of Existential processes and passive voice suggests a lack of familiarity with the degree of objectivity sought in academic texts. Obviously the extensive use of Field Participants arises from the propensity for declarative sentences in academic writing. This is supported by the results of the Tenor markers which show that they are overwhelmingly declarative. Nonetheless, some students did use rhetorical questions in their texts. The occurrence of numerous Main Tenor Appraisal markers may have been generated from the evaluation required as part of the task. In fact, a number of marker choices seem to be an artefact related to the nature of the task. The relatively frequent use of Cause markers may have been generated in response to the prompt which required students to support their arguments. Likewise, the occurrence of the Field Circumstance markers denoting time may also have been prompted by the task requirement of discussion of computers in the future. Finally, the prevalence of Finite Modal Operators was more likely to be generated by a lack of confidence in putting one's idea in writing than for the purposes of hedging.

CHAPTER 5
FINDINGS OF PHASE TWO: RANKING OF STUDENTS' TEXTS
BY L1 AUSTRALIAN ACADEMICS AND INDONESIAN
STUDENTS

As stated in the Method chapter, one of the purposes of this research is to compare L1 English academics' and Indonesian students' perceptions of good academic writing. This chapter describes the process of the selection of texts for ranking and the actual ranking of the texts by both groups of participants to uncover their perceptions for comparison.

5.1. The Selection of the students' Texts for Ranking.

The variation of FTM markers in the students' texts was the basis for selecting exemplary texts as an instrument for ranking by the L1 English academics and the Indonesian students. This selection was based on the overall profile of the texts and required taking into account the considerable variation that was evident in the writing.

As shown in the Table 9 below, every text used a range of FTM markers.

Table 9: Variation of FTM markers in the students' texts.

TEXTS	V A R I A T I O N		
	Field	Tenor	Mode
1.	4	8	4
2.	4	9	4
3.	4	8	4
4.	6	7	4
5.	4	7	4
6.	5	8	4
7.	4	5	2
8.	4	7	4
9.	5	9	4
10	5	8	4
11.	6	10	4
12.	6	8	4
13.	6	8	4
14.	5	9	3
15.	5	9	4
16.	4	8	4
17.	3	7	3
18.	5	8	4
19.	4	8	4
20.	4	9	4
21.	6	8	4
22.	4	6	3
23.	5	5	4
24.	4	6	4
25.	4	6	4

The texts with the greatest variety of Field markers (six markers) were Texts 4, 11, 13, and 21. The texts showing the greatest variety of Tenor markers (nine or 10 markers) were Texts 9, 11, 12, and 15. A total of 21 texts used all four Mode markers.

Based on the result illustrated in Table 9 four texts were selected for subsequent ranking: Text 3 because it had the greatest number of Mode markers; Text 15 for the greatest number of Tenor markers; Text 21 as using the most Field markers; and Text 11 as having the greatest occurrence of all markers. Where texts shared the same profile, selection was based on the readability rating by L1 English speaker (see p. 41). Table 10 summarises the profiles of the four selected texts.

Table 10: Profile of the Selected Texts

	Text A (from Text 21)	Text B (from Text 15)	Text C (from Text 3)	Text D (from Text 11)
Field	6 types of markers: Material, Mental, Behavioural, Verbal, Relational, Existential	-	-	6 types of markers: Material, Mental, Behavioural, Verbal, Relational, Existential
Tenor	-	9 types of markers : Declarative, Interrogative, Finite Modal Operator, Mood Adjunct, Comment Adjunct, Appraisal Words, Modal Grammatical Metaphor, Personal Pronoun, Passive Voice .	-	10 types of markers: Declarative, Interrogative, Imperative, Finite Modal Operator, Mood Adjuncts, Comment Adjunct, Appraisal Words, Modal Grammatical Metaphor, Personal Pronoun, Passive Voice.
Mode	-	-	4 types of markers: Unmarked Topical Theme, Marked Topical Theme, Textual Theme, Interpersonal Theme.	4 types of markers: Unmarked Topical Theme, Marked Topical Theme, Textual Theme, Interpersonal Theme

The four selected texts are provided in Table 10 and the FTM analysis of these texts can be seen in Appendix 8.

Text A:

Nowadays computers are sure very important because they are helpful in helping people to make their work become easier. In Papua, not all people yet know how to operate computer because they don't have it so only certain people that have enough money to buy computer that use it. Last week, my aunt told me that government have a plan to make electronic ID card which it will be used in all of cities in Indonesia. I think that's a good idea so people cannot make an imitate ID card of themselves anymore and also it can prevent any crimes to happen in Indonesia. Actually, using computer is a good thing but if people are dependent on computers, what a poor our generation is! There are many kinds of internet network that children like to visit them, such as facebook, twitter, skype, games online, etc. Facebook and the others are networks that make people become easier to meet and share information through internet but if they are very enthusiastic and spend their all of times just to face on computer or to online or play games online, they will have no time to study anymore.

Text B:

According to me, computer is useful for our life. In this era, maybe all things in the world cannot be done without computers. Why? Because computers give so many knowledge for people. If somebody cannot using computers, he will be still left behind. All of things use computers, so we have to learn more about computers. When computers are used for fly planes, I don't know what will happen if there is no computers. Computers is a technology which is very useful for human in the world. In future, I believe that there is a more program that can be used by people. Computer will be better than now, because it follow the developing era. In the future, our life can be more easily with technology which advantageous and useful for us. By computer also, we can find many friends in social networking. I hope, in future there is thing that more better than computer now. Or computer now can be modified as good as possible.

Text C:

Having talked about computers, it is so interesting indeed. I do extremely agree that computers will be something useful in the future. In fact, we can see from its contributions to the world. It can help people in hospital, police office, and many more. Besides, it really guarantees you to make your time more effectively. For instance, in my personal experience, as a student, I really need computers. My all assignments are done by computer. I can do many assignments faster. So I can keep my time effectively. Besides, another fact that proves computers are so useful. Recently, people can make a connection to other people in the world by computers. Computers can make our eyes more wide. So we should not go across the word, but computers can help us to do that. As you see, every single time, we always depends on computers. The use of computers are extremely unlimited in ages. All people use computers to any other importance. The use of computers are not only to do their job but also to have fun. Furthermore, you can see, how people depend on computers. I do extremely believe that the use of computers increases fast.

Text D:

It is true that we are becoming increasingly dependent on computers. Computer's function is very essential for our life. In every sector, computer is needed indeed. Computer's using develops, year by year progress surprisingly. Computer's function is always changed, followed by the consumer's need. Actually I do not know exactly about how to use the computer. But its benefit for my lecture activity is very amazing for me. I think how difficult my project is if I don't use this machine, whether I can finish them by writing manually. Oh yeah, I mean that this computer mostly help me in typing or searching data on internet or saving and printing the data. I remember 5 years ago, when I was in primary school, the computer was very uncomfortable. Why? Because we could not bring it, we could not use it everywhere, coz it was impossible to separate all of the tools/equipment one by one. But now, we can use it everywhere included in the presentation. We can show our projects to the class directly. But try to think of their useful for in the future. I have explained that computer progress is very surprise. We can see, computers can join functionally with TV and telephone. Moreover, computer can be used without a keyboard just by touching the screen. It is very simple for us. I don't know exactly what things will be used in the future. But of course the computer's function will be on the top continuously with the newest model, tools, and programmes. But, I think we should be more carefully in using the computer. We have to use the computer by the rules of using it. We don't think, because there are many

computers in this world, and we become the lazy person. We have to think that computer only can be functioned as the helper and media. But however, computer is very important in our life.

Next the ranking of the four selected texts by Australian L1 academics and Indonesian students is presented and compared.

5.2 Ranking of Selected Texts

The four selected texts were given to the participating L1 Australian academics and the cohort of Indonesian student writers to rank in accord with their perceptions of good academic writing (See Phase II, Stage 1 of Chapter 3, p. 56). As explained in the methodology, the participants ranked the texts three times. To ascertain any impact on their consideration of good writing from Field markers, the texts were ranked firstly on the basis of their subject matter. Next to explore any possible impact from Tenor marking, the texts were ranked on the basis of writers' attitude. Finally, to investigate any impact from Mode markers, the texts were ranked according to their organisation.

5.3 Ranking of Selected Texts by 8 Academics

A summary of the results of the eight English speaking (L1) Australian academics' ranking of the four selected texts is shown in Table 11.

Table 11: Ranking of the texts done by the L1 English academics

Column	Subject matter (Field)				Attitude (Tenor)				Organisation (Mode)			
	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
Participant 1	C	B	A	D	D	A	C	B	C	-*	-*	B
Participant 2	A	*-	*-	*-	A	*-	*-	D	C	A	*-	*-
Participant 3	C	B	A	D	C	A	D	B	C	D	A	B
Participant 4	D	C	B	A	D	C	B	A	D	C	B	A
Participant 5	A	D	*-	*-	D	*-	*-	*-	D	*-	*-	*-
Participant 6	D	A	C	B	A	C	B	D	D	A	B	C
Participant 7	A	D	B	C	D	C	A	B	D	A	C	B
Participant 8	A	B	D	C	A	*-	*-	B	A	*-	*-	C

*The asterisks indicate that the ranking was not complete as the academics were unsure.

From the data presented in Table 11 it does seem that, to variable degrees, the four academics may have been influenced in their decision about good academic writing

by the presentation of subject matter (i.e., Field markers). In this case Text A, representative of a greater use of Field markers, was ranked highest by four of the eight academics (see Column 1).

Surprisingly, however, Text B with the greatest use of attitude (Tenor) markers was not well represented in the ranking of Tenor. No participant ranked Text B highest in the expression of attitudes (see Column 5). Instead, Text D was the highest ranked for attitude. This result may reflect the lack of objectivity evident when students expressed their attitudes.

Text C, with the greatest use of Mode markers, was ranked highest by only three academics for organisation (see Column 9). Again Text D, representative of a greatest range of markers overall (including Mode markers) was also ranked highly for organisation by four of the academic participants (again see Column 9). This result suggests that text organisation contributes, although not exclusively, to what is considered to be good academic writing. This might be evidence that text organisation contributes to the readability of texts (Butt, Fahey, Feez, & Spinks, 2012). In general, Text D was represented more widely in the highest rankings suggesting perhaps that a widespread use of all marker types may influence decisions as to good academic writing among Australian L1 academics.

5.4 Ranking of Selected Texts by Students

The ranking of the selected texts was also done by 19 Indonesian student participants. The results of their ranking can be seen in Table 12.

Table 12: Ranking of the texts by the Indonesian students

Column	Subject matter (Field)				Attitude (Tenor)				Organisation (Mode)			
	1	2	3	4	5	6	7	8	9	10	11	12
Ranking	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2 nd	3 rd	4 th
Student 1	D	B	C	A	D	A	B	C	B	D	C	_*
Student 2	D	C	B	A	A	D	C	B	C	D	A	B
Student 3	C	D	A	B	C	B	A	D	C	B	A	D
Student 4	C	B	D	A	D	B	C	A	B	A	D	C
Student 5	D	C	A	B	D	B	C	_*	B	C	D	A
Student 6	D	C	A	B	D	B	C	A	C	D	A	B
Student 7	B	C	D	A	B	C	D	A	B	C	B	D
Student 8	D	B	D	C	D	_*	_*	B	A	_*	_*	C
Student 9	D	B	C	A	C	D	B	A	C	B	A	D
Student 10	A	C	B	D	B	A	C	D	B	A	C	D
Student 11	D	A	C	B	C	B	_*	_*	C	D	A	B
Student 12	D	_*	_*	_*	B	_*	_*	_*	A	_*	_*	_*
Student 13	C	_*	_*	_*	B	_*	_*	_*	C	_*	_*	_*
Student 14	D	B	C	A	D	_*	_*	_*	C	A	_*	_*
Student 15	D	A	B	C	D	A	B	_*	D	A	B	C
Student 16	D	_*	_*	_*	B	_*	_*	_*	D	_*	_*	_*
Student 17	B	C	D	A	C	_*	_*	_*	B	_*	_*	_*
Student 18	D	C	A	B	C	D	B	A	C	D	A	B
Student 19	D	C	A	B	D	_*	_*	_*	D	_*	_*	_*

*The asterisks indicate that the ranking was not complete as the students were unsure.

Table 12 shows that a number of students were unable to rank the texts against some of the criteria. Further, the only trend showing some consistency is the ranking of Text D for subject matter marking (see column 1). As indicated previously, Text D featured all FTM markers.

Interestingly, only two students ranked Text A (Field) highly on the basis of subject marking which suggests that something else may be contributing to their identification of subject matter marking in good academic writing. Texts B and D were ranked more highly for expression of attitude (Tenor) (see Column 5) suggesting that students valued this feature and were not concerned with the level of subjectivity. Of further interest is the students' ranking based on text organisation (Mode) (see Column 9). It seems that this feature, more evident in Text C, which was

ranked first by 8 of the 19 students, may have influenced some of the students' judgments of good academic writing.

5.5 Comparison of the Students' and the L1 English Academics' Ranking

A comparison of the L1 English academics' and the students' ranking of the texts can be seen in Table 13.

Table 13: Comparison between L1 English Academics' and Indonesian students' ranking

Column	Subject matter (Field)				Attitude (Tenor)				Organisation (Mode)			
	1	2	3	4	5	6	7	8	9	10	11	12
Highest ranking	A	B	C	D	A	B	C	D	A	B	C	D
L1 English Academics' n= 8	4 50 %	0	2 25 %	2 25 %	3 38 %	0	1 12 %	4 50 %	1 12 %	0	3 38 %	4 50 %
Indonesian students' n= 19	1 6%	2 11 %	3 15 %	13 68 %	1 6%	5 26 %	5 26 %	8 42 %	2 11 %	6 32 %	8 42 %	3 15 %

This table shows the number of times (also expressed as a percentage of the sample) that each text was ranked highest, first by the L1 English Academics and then by the Indonesian students. From this it appears that there is very little consistency between the L1 English academics' and the students' ranking. There was also considerable variability within each group. Further, the rankings rarely reflected the frequency of markings within each category. For example, Text A was ranked highest for subject matter (Field) by half the academic sample (see column 1), while Text C and Text D was rated highest by two academics each (columns 3 and 4). In contrast, Text D, the example with the most widespread use of all markers, was rated most highly by most of the students in relation to Field markers (column 4). With respect to attitudes (Tenor), Text A even though it contained fewer Tenor markers, was ranked highest by three academics (see Column 5), whilst four others ranked Text D (which contained the most Tenor markers) the highest (see Column 8). Interestingly most students gave Text D the highest ranking (see column 8) for attitude, although Text B and Text C were each rated highly by a quarter of the students. This result occurred despite Text B also having numerous Tenor markers. Texts C and D contained the same number and type of text organisation (Mode) markers. Half of the L1 English academics ranked Text D first (see column 12) for organisation, while

most students ranked Text C the highest (see column 11), although B was also rated highest by a quarter of the students.

These results suggest that both groups, but particularly the academics may have been taking other variables into consideration in their ranking. This would not be surprising given their greater experience reflecting on student academic writings. Students' decisions also may have been affected by other variables, particularly with respect to subject marking, as they seem to have responded more closely to the attitudinal and organisational criteria with responses corresponding more closely to the FTM coding in Texts B, C and D. Academics appear to have responded more favourably to the organisational criterion (Texts C and D) than to the attitudinal criterion (Text B). This may have been caused by the lack of objectivity in the texts, as noted above, which may not have been seen as detrimental by the students. The fact that Text D, with its spread of marker use, was ranked highly by both groups does suggest that judgments as to what is good academic writing may be influenced more by a combination of FTM features than a prevalence of one type over another. One further explanation is that this particular text was organised in such way (e.g., being more informative and/or cohesive) and this led it to be judged as more academically acceptable. To explore if this was the case, a Theme-Rheme Analysis including an investigation of ideas presented — was undertaken.

5.6. Theme-Rheme Analysis

Stemming from Halliday's work has been the identification of the roles of Theme and Rheme in text structure. A Theme is the writer's starting point – it is what a clause is 'about' (Halliday, 1994, p. 38). The remainder of the clause is called the Rheme. The inappropriate arrangement of the Theme and Rheme reduces the connectivity of the texts and makes them more difficult to understand (Butt, Fahey, Feez, & Spinks, 2012, p. 184; Ebrahimi & Ebrahimi, 2012). Appropriate Theme-Rheme patterns provide guidance for readers and enhance the cohesive development of ideas (e.g., in the case the arguments) in a text.

The students' texts showed varying use of Theme-Rheme development. All contained some zig-zag (Rheme-to-Theme) patterns and some re-iteration patterns

(Theme-to-Theme) which appeared to be used to enhance idea development. An example of the analysis demonstrating this is shown using a portion of Text 11 in Figure 10 below:

No	THEME	RHEME
1	* It	is true
2	That we	are becoming increasingly dependent on
3	Computer's function	is very essential for our life.
4	In every sector	computer is needed indeed.
5	*Computer's using	develops,
6	Year by year	progress surprisingly.
7	Computer's function	is always changed, followed by the consumer's need.
8	*Actually I	do not know exactly about how to use the computer.
9	But its benefit for my lecture activity	is very amazing for me.
10	I think how difficult	my project is
11	If I	don't use this machine
12	Whether I	can finish them by writing manually
13	Oh yeah I mean that this computer	mostly help me in typing or searching data on internet or saving and printing the data
14	I	remember 5 years ago,
15	*When I	was in primary school,
16	The computer	was very uncomfortable.
17	Why?	
18	Because we	could not bring it,
19	We	could not use it everywhere,
20	Coz it	was impossible to separate all of the tools or equipment one by one.

Figure 10: Thematic development of a text

(See Appendix 9 for Theme/Rheme analysis on each of the four ranked texts).

Figure 10 shows the thematic development in one of the students' texts. Blue arrows show the development of a Theme from Rheme, while red arrows show the development of a Theme from a previous Theme.

It should be noted that a Rheme may also be replicated in several following themes (called a multiple pattern), however, this pattern was rarely found in the four texts and, therefore, omitted from the analysis.

When comparing the Rheme-to-Theme, Theme-to-Theme patterns and the percentage of ideas within the four texts some differences were clearly evident. This is demonstrated in the following table (see Table 14 below). In this table, first the total number of clauses for each text is presented (Column 1). Next, the two patterns of Rheme-to-Theme (Column 2) and Theme-to-Theme (Column 3) have been calculated as a percentage of the total clauses within each text. Finally, in Column 4 the Ideas as a percentage of clauses for each text is presented.

Table 14: Percentage of Theme development in sample texts

Total Clause		Rheme>Theme links as a % of total clauses	Theme>Theme links as a % of total clauses	Ideas as a % of total clauses
Column	1	2	3	4
TEXT A	19	26% (n=5)	15% (n=3)	26% (n=5)
TEXT B	22	27% (n=6)	9% (n=2)	27% (n=6)
TEXT C	22	32% (n=7)	18% (n=4)	18% (n=4)
TEXT D	41	15% (n=6)	32% (n=13)	19% (n=8)

Table 14 shows firstly that the percentage of ideas to the total number of clauses is quite similar for Texts A and B, but not for Texts C and D. This suggests greater develop of ideas across clauses in the latter two texts. Also the pattern of Rheme-to-Theme and Theme-to- theme is quite different for Text D compared to the other three texts. In fact, Text D has a reverse distribution– with lower Rheme-to-Theme, but higher Theme-to-theme. It is possible that this pattern of presentation enhanced the readability of Text D and, in turn, this influenced the strong bias towards this text being ranked amongst the highest for subject matter by the students and its relatively popular ranking in the other categories.

The consistently low ranking of Text B, particularly by academics, may have resulted from the high number of ideas being under developed, suggested by the low percentage of Theme- to-theme scores.

However, other aspects of the ranking are not explained by this analysis. For example, it does not explain the slight bias among academics' ranking towards Text A for subject matter and attitude. However, it does again highlight the variety of factors that come into play when students' writing is judged.

5.7. Summary

The ranking of the texts by L1 academics and students is not consistent. The only similar ranking seems to be related to the Mode, viz Theme development. However, it does seem that particular aspects are favoured by both, as shown by the relatively high ranking of one of the texts in particular (i.e., Text D). Further, it does appear that the Indonesian students' ability to construct good academic texts may be limited by their understanding of what is required, and how this might be achieved. The analyses presented in this chapter suggest that they may benefit from developing some understanding of the concepts of Field, Tenor, and Mode, and also of the arrangement of Themes and Rhemes in writing.

CHAPTER 6 FINDINGS FROM INTERVIEW RESPONSES

After ranking the texts as explained in Chapter 5, the L1 English academics and the Indonesian students were then interviewed. They were asked their reasons for ranking the texts as they did, thus inviting them to give their opinions of the characteristics of the students' writing based on three assessment criteria: Subject matter, Attitude, and Organisation (See interview protocol, Appendix 6). This chapter presents the results of the interviews from both groups.

6.1 Characteristics Noted by the L1 Academic Group

Characteristics of the students' writing noted by the L1 academics are explained in the following sections.

Subject matter

Half of the LI academic interviewees had ranked Text A as the highest in terms of its subject matter or content (see Table 13, p. 79). Two criteria seemed to have influenced this decision. Firstly, the scope of the content was positively assessed because it drew on a wide range of applications exemplified for computer users (ID cards, Skype, Twitter). For example:

*Text A was quite good in term of contents. I chose text A actually in terms of content that we talked about. But it didn't link with the instruction and arguments very well. But there was a lot of content. There was more content in text A. In text A it talks about ID card in Indonesia talks twitter and when skype came on line. (TK)**

*The initials represent those of the participant who gave this input

The second characteristic that influenced the ranking was the provision of a critical perspective by way of describing both the advantages and disadvantages of computer use, such as the negative aspects of being dependent on computers. For example:

A is the first one and the reason for that is that I always look for critique. And the question does ask for a critique - to consider the advantages and disadvantages. So A has the questions being addressed and I don't think it really has in some of them. But it has been addressed and there is a critique.

And while the expression is quite poor, the thinking behind it, in the first one is actually they are thinking about there could be issues in future. (CD)

Texts C and D were each ranked highest by the other participants (25% each) in the group (see Table 13, p. 79). According to the participants, Text C was deemed to also contain a range of different points which were concise and well connected. Specifically, Text C was also considered to cover the demands of the essay prompt comprehensively and to cover the positive and negative impacts of computers. For example:

C was the strongest text because you had a triple question. It said that better about what double uses are for. You talk about the range of the uses. You talk about what use in the future. And they ask whether it would be good or bad things. And text C covered these three issues in more comprehensively than the others. (RJ)

For some, Text D was ranked highest on the basis of its clear expression of the advantages and disadvantages of computers and its response to the prompt. For example:

But in terms of the content I thought it was the strongest. I thought D had like a number of clear reasons why computers are... whether or not good thing or bad thing. (LH)

The range of ideas covered and the presentation of a critical perspective on the use of computers appeared to be fundamental in the ranking of the texts on the basis of subject matter. Also relevant was the response to the complex requirements of the prompt. However, although the participants expressed similar reasons for ranking the texts, some favoured these same features in different texts which leaves unanswered what it was about some presentations of the criteria that attracted high ranking or what confounding factors were at play.

Attitude

In terms of attitudes expressed by writers, the L1 English academic interviewees ranked Texts D (three L1 academics) and A (three L1 academics) the highest (see Table 13, p. 79). The criteria which were likely to have influenced their decisions

were personal views and level of formality. These views, according to the L1 academics, were expressed through personal experiences. For example:

I would look at how much they put themselves into the text. And both A and D are really looking to their own personal stories to form their views. And he talks about his aunts and so forth. And, you know, build on that and in D he talks about his primary school and which is bringing something on his own history. (JL)

or

D is top because it is very expressive and personalised in relation to the students' own experience. (PT)

Text C was ranked the highest by one other participant. In this case Text C was chosen for its expression of enthusiasm. For example: C is the best one. While the enthusiasm that came through was very good, they were able to use the words academically. (RJ) Enthusiasm in Text C was also perceived by another L1 academic, although she did not rank it as the highest, but second: C is like they want to show their enthusiasm. (TH)

The lack of formality in Text D was pointed out as being detrimental to text and so lowered the ranking by one L1 academic who objected to colloquialisms such as ‘oh yeah’. For example:

I had a real problem with text D being on the bottom of this because like "oh yeah". Slang isn't really appropriate. It isn't appropriate for this style of writing. It might be appropriate for writing a novel and one of the characters says it. But because this is an argument text you get a feeling that the writer is really arrogant or just doesn't care about the assignment. (TK)

In short, in terms of attitudes expressed in the texts, most L1 academic participants ranked the texts based on the personal views reflected in them. Other participants favoured enthusiasm and one indirectly, sought a higher level of formality. Interestingly it appears that the level of subjectivity in the students’ texts noted in previous chapters has, to a large extent, been overlooked by most L1 academic assessors during the interviews who seem to have rewarded this ‘personal opinion’ or ‘enthusiasm’. Further, the highest ranking was shared between two texts suggesting other influencing factors.

Organisation

In terms of the organisation of the texts, four of the L1 academic participants ranked Text D the highest, while three ranked Text C the highest, and one ranked Text A the highest (See Table 13, p. 79). During the interviews it emerged that the criterion used for ranking Texts D and C the highest seems to have been based on cohesion, that is the flow or the logical connection of the ideas. For example, Text D was ranked highest for its clarity:

In terms of academic writing, probably D because they have some examples to support what they are trying to argue. And they have made at beginning in the intro stating what he is going to argue and then addressed the future and, a kind of, what they feel is behind it. And they have put it together and at the end there is also the final sentence actually fits with the beginning statement (CD)

and

D is the best because it starts with the key questions. So it seems well organised. It built the structured arguments and it concludes or comes back to the key question. So as a structure I think it's very sophisticated and works well. So it's an academic style that is well structured. It starts with the key question "It is true that we are becoming increasingly dependent on computers ". Then build a structured argument so when you follow it through it talks about "the computer is mostly helping me in typing in research ". So the statement of the key question is the very beginning and argument in there about whether the dependency is happening. The extent to which it is and then finishes off by coming back to the question. "I don't know exactly what things will be used in the future" which is really the question to argue about the future use. The guy covers a range of issues. He does so in a nicely structured way. (PT)

also:

In terms of academic writing, probably D because they have some examples to support what they are trying to argue. And they have made at beginning in the intro stating what he is going to argue and then addressed the future and a kind of what they feel behind it. And they have put it together and at the end there is also the final sentence actually fits with the beginning statement. (CD)

This criterion was also observed in relation to Text C. For example, one participant explained it in the following way:

C is strongest because he presents a number of different ideas and they flow. There is a sort of sequence. There is a sort of logical way which the idea comes together. It's not just a presentation of a collection of ideas, but linking them together. So it naturally flows. (RP)

Another explained it this way:

In term of organisation C was probably the clearest. I would have liked to have seen in the paragraph which I saw in D. But it works through the points that you set up one after the other and put them all clearly. It showed more insight into the benefit in both personally and globally that using computers could have. (RJ)

In general, most interviewees claimed to be influenced by clear cohesion in the ranking Text C and D which may be due to the more consistent thematic development (see Table 14, p.82).

Text A was ranked highest by only one participant and this decision was based on grammatical correctness, e.g., It would be text A in terms of grammar. Because everybody seems to go wrong in singularity and plurality, they muddle up. Except text A has fewer mistakes. (TK). However, the bias towards grammatical correctness for this participant might have been related to this interviewee's role as editor of an English newspaper published in a non-English speaking country.

6.2 Characteristics Noted by the Indonesian Student Group

Characteristics of the texts noted by the Indonesian students in terms of subject matter, attitudes, and organisation are explained in the following.

Subject matter

In terms of subject matter, 68% (n=13) of the student participants ranked Text D the highest, 15% ranked Text C the highest, 11% ranked Text B the highest, and 6% ranked Text A the highest (See Table 13, p. 79).

Similar to the academics' ranking, the criterion which influenced the students' decisions for ranking the texts was the scope of content, described by them as 'completeness', or the 'range of the computer applications described'. As with the

academic interviewees, students found evidence for this in several different texts: D, C, and B, although the majority favoured Text D. For example:

Di teks D, penulis mulai menjelaskan defenisi computer dan fungsinya dalam kehidupan kita sehari-hari khususnya dalam kehidupan penulis dan menjelelaskan tentang perkembangan computer beberapa tahun lalu sampai sekarang. Ada beberapa contoh yang penulis katakana tentang kegunaan computer. (FD)

(In text D, the writer starts to explain the definition of computers and their functions in our daily life especially in the life of the writer and explains the development of computers from the past until today. There are some examples given on the use of computers.)

Another student described it this way:

Pertama teks D. Teks ini tidak Cuma bicara satu atau dua kegunaan computer, tapi juga menekankan bagaimana computer ini diperlukan di banyak bidang. Juga bicara tentang poin penting bagaimana komputer berkembang secara cepat dalam beberapa dekade terakhir, hal yang tidak ditulis di teks lain. (FH)

(First is Text D. The reason is the text covers not only one or two uses of computers, but emphasizes how they are needed in every sector. It also mentions the important point of how computers have developed rapidly in the last decade, a point not addressed by the other texts).

Further examples, included:

Paragraf C menurut saya paling baik karena sang penulis hanya menekankan ide pokok paragraf tersebut bahwa kompuer sungguh merupakan fasilitas yang menarik dan sangat berguna. Isi paragraf tersebut pun adalah contoh dan alasan mengapa sang penulis menyatakan bahwa komputer penting dan berguna dalam hidup sekarang maupun masa depan. (AS)

(Text C according to me is the best because the writer only emphasizes the main idea that computers are a really interesting facility and very useful. The content of the text also contains examples and reasons why the writer said that computers are important and useful in both today and future life).

and

Dari segi isi, saya pikir teks B punya kualitas yang bagus karena di teks B penulis mengatur kalimatnya sangat bagus, penulis memberi penjelasan yang baik tentang apa itu computer, fu ngsi computer dan alasannya juga. (KU)

(I think text B has good quality because in text B the writer arrange the sentences very well, the writer gave good explanation of what a computer is, the functions of computer and the reasons).

A second criterion which, according to the data emerging from the interviews, influenced the student participants' ranking, was again like that of the academics: the inclusion of a critical perspective. For example:

Teks D lengkap. Teks ini tidak cuma bicara masalah kelebihan komputer, tatapi peringatan2 juga ditulis karena tak ada satupun di dunia ini yang menjamin adanya suatu kelebihan. (AR)

(Text D is a complete text. It does not only talk about what are the advantages of computers, but some warnings are also included in using computers because there is nothing in this world which guarantees the advantages only).

Similarly another student described it this way:

Pengetahuan tentang apa itu computer dan bagaimana digunakan secara efektif oleh mahasiswa digambarkan dalam tulisan ini [teks A]. Mereka menceritakan informasi tentang perkembangan komputer dan bagaimana computer berguna dalam hidup. Saya lihat pendapat mereka tentang computer cukup baik. Mereka sebutkan keuntungan dan sekaligus kekurangan computer itu sendiri. Dan mereka menjamin pembaca untuk menerima konsekuensinya, baik itu hal baik atau buruk. Contohnya, di teks A penulis menuliskan bebrapa kelebihan dan kekurangannya seperti untuk ktp elektronik,, facebook, dll. (EW)

(The knowledge of computers and how they are used effectively by students are exposed in this writing [Text A]. They told information about the development of computers and how computers are useful in our lives. I see their opinion on computers is good enough. They mentioned both advantages and disadvantages of computers. And they guaranteed readers to accept the consequences, either bad or good. For example, in text A the writer wrote some advantages and disadvantages such as electronic ID, facebook, and so on).

The third criterion was again the same as that used by the L1 English academics, that is the response to the prompt. The students, however, identified this criterion across all the texts which raises questions as to what they considered was an adequate response to the prompt. For example one student described:

Menurut saya teks D yang paling baik dari sisi content. Alasannya adalah teks D mulai mengungkapkan content dengan kalimat yang mewakili :” Computer’s function is very essential for our life.” Yang kemudian diikuti dengan fakta-fakta tentang penggunaan computer dalam kehidupan sehari hari. (AI)

(According to me, text D is the best in terms of the content. The reason is that text D starts to discuss the content with a representative sentence “computers

function is very essential for our life” then followed by facts of the use of computers in daily life)

A different student said:

Text C menurut saya paling baik karena sang penulis hanya menekankan ide pokok paragraf tersebut bahwa komputer sungguh merupakan fasilitas yang menarik dan sangat berguna. (AS)

(Text C according to me is the best because the writer only emphasizes the main idea that computers are a really interesting facility and very useful)

Yet another indicated:

Menurut saya teks B lebih bagus karena penulis menjelaskan kegunaan komputer secara universal. Dan penulis memberikan peringatan pada pembaca bahwa “if somebody cannot using computer, he/ she still left behind”. Saya kira benar dan pembaca yang tidak bisa komputer punya motivasi untuk belajar komputer sehingga tidak ketinggalan dan bisa komputer dengan baik. (RY)

(According to me text B was better because the writer explains the use of computers in general. And the writer warned the readers that “if somebody cannot use computers, he/she is left behind”. I think it’s true and readers who cannot use computers should be motivated to study so they can use computers and will not be left behind)

and

Pengetahuan tentang apa itu komputer dan bagaimana digunakan oleh secara efektif oleh mahasiswa dalam tulisan ini [teks A]. Mereka menceritakan informasi tentang perkembangan komputer dan bagaimana komputer berguna dalam hidup. (EW)

(The knowledge of computers and how they are used effectively by students are exposed in this writing [Text A]. They gave information about the development of computers and how computers are useful in our lives)

As with the L1 English academic group of participants, similar criteria were identified as the basis of good writing across the different texts. The similarities that arise across from the students’ ranking also accord with three of the previously established set of general criteria for subject matter namely: the scope of the content, response to the prompt, and critical perspectives.

Attitudes

In terms of attitudes, the student participants were more diverse in their ranking: 42% (n=8) ranked Text D the highest, 26% (n=5) each ranked Texts B and C the highest, and 6% (n=1) ranked Text A the highest (See Table 13, p. 79).

The ranking criteria used for the expression of attitude included personal views and evidence of emotion or enthusiasm relating to computers. These characteristics were identified in all four texts. For example:

Alasannya adalah emosi/sikap penulis nyata tersirat dalam teks D. Hal ini dibuktikan dengan banyaknya bagian-bagian teks tersebut yang dituliskan berdasarkan pengalaman pribadi sang penulis. Selain itu pada bagian akhir teks, sang penulis bahkan menuliskan beberapa saran agar para pembaca perlu menjadi pengguna komputer yang cerdas. Jangan sampai tergantung dengan komputer sehingga menjadi malas namun tetap menyadari cara penggunaan komputer yang baik dan positif serta efektif. Sikap penulis sungguh terungkap di mana ia sangat peduli dengan perkembangan teknologi serta dampak positif dan negatifnya. (AS)

(The reason is the writer's emotion or attitude is apparent in text D. This was proved by many parts of the text which were written based on the writer's personal experience. Besides, at the end of the text, the writer even wrote some recommendations for readers to become smart users of computers. Not being dependent on computers and becoming a lazy person, but keep using computers well, positively and effectively. The attitude of the writer was clearly exposed from his concern on the development of the technology with its negative and positive impacts).

One student described it this way:

Kita tahu ada begitu banyak orang dengan masing2 punya pemikiran pada hal-hal baru yang muncul pada era sekarang ini, seperti perkembangan computer. Beberapa orang senang, terkejut dan menerima perkembangan computer. Tapi beberapa juga menolak perkembangan computer, karena mereka pikir hal itu tidak membawa hal baik bagi manusia. Kita bisa lihat contoh dari keinginan student dalam menulis. Di teks B, dia senang menerima kehadiran computer. (EW)

(We know there are so many people with their own opinions on new things happening today, such as the development of computers. Some people are happy, surprised and accept the development of computers. But some people reject the development of computers, because they think it doesn't improve the conditions for humans. We can see examples from what the students write. In text B, the writer is happy to accept the presence of computers).

In a slightly different vein another student commented on the need for a balanced argument:

Pertama D. alasannya penulis menunjukkan emosi yang cukup imbang dalam teks. Di satu sisi dia tunjukkan dengan rendah hati bagaimana dia tidak tahu secara pasti tentang computer, tapi di kalimat lain dia menjelaskan secara rinci contoh2 bagaimana computer menolong kita. Penulis yakin bahwa computer berguna, tapi penulis juga mengingatkan untuk hati2 untuk tidak tergantung dengan computer. (FH)

(First is text D. The writer displays adequate emotional balance in the text. At one time they show personal humbleness in not 'knowing exactly' how computers work, but at another they elaborate in detail examples of how computers help people. While confident about computers being useful, the writer also emphasizes the need for caution to not be too dependent on computers).

Reference to personal preference and experience was highlighted by yet another student:

Di teks C, kita bisa lihat bahwa penulis dengan semangat menjelaskan computer. Ini terlihat ketika penulis bilang kompupter sangat menarik dalam hidup kita. Penulis menceritakan pengalamannya tentang penggunaan computer ketika dia kerjakan PR. Dengan computer, semua tugas dapat selesai dengan cepat. (FD)

(In text C we can see that the writer enthusiastically explains computers. This can be seen when the writer said that computers are very interesting in our lives. The writer told of his experience of using computers when he did his homework. With computers, all assignments can be finished soon).

Text A was ranked the highest by only one of the student participants. Nonetheless the personal view expressed was identified as a positive attribute:

Menurut saya, teks A yang paling baik dalam mengekspresikan emosi atau sikap penulis untuk bicara suatu masalah. Kata "poor", "all time just to face on computers" menandakan bahwa penulis bermaksud mengingatkan pembaca tentang kejelekan dalam menggunakan computer melalui bahasa yang sarkatis. (AI)

(According to me, text A is the best in expressing emotions or attitudes of the writer to discuss something. The word "poor", "all time just to face on computers" shows that the writer intends to remind readers about disadvantages in using computers through the use of a sarcastic tone in their language).

To conclude, the general criteria extracted from students' interviews regarding ranking texts for the expression of attitude were very similar to those of the L1 academic group, specifically giving personal views and the expression of emotion or enthusiasm. As with the latter group, these criteria were observed across the range of texts suggesting various understandings of what was actually considered an adequate expression of these criteria.

Organisation

In terms of the organisation of texts, 42% (n=8) of the student participants ranked Text C the highest, 32% (n=6) ranked Text B the highest, 15% (n=3) ranked Text D the highest, and 11% (n=2) ranked Text A the highest (See Table 13, p. 79). Again there was a spread of ranking across the texts.

These ranking decisions, like those of the academic group, were influenced by text cohesion, expressed here as sentential 'relations' or 'development of the ideas':

Yang paling baik C. Saya pikir hubungan tiap ide dalam tiap kalimat relevan dan kemudian menggunakan kata hubung lebih helpful bikin paragraph ini kelihatan cantik. (KN)

(The best is C. I think the relations of each idea in every sentence are relevant. Then the use of conjunctions is helpful to make this paragraph more beautiful).

Another student described it thus:

Menurut saya, teks C disusun secara teratur. Ide pokok di kalimat kedua menuntun pembaca untuk membaca secara efektif pada ide pendukung teks tersebut. Ide-idenya runtut dan tidak ada ide yang lompat. (AI)

(According to me, text C was organized well. The main idea in the second sentence leads readers to read effectively on the supporting idea in the text. The ideas are continuous and don't jump).

Text cohesion was described by a student in the following way:

Teks C, penulis menjelaskan computer dulu baru sebutkan fungsi computer dalam hidup kita. Di kalimat terakhir, penulis menutup untuk meyakinkan pembaca bahwa computer sangat menarik dan berguna. (FD)

(In text C, the writer explains first the computer then the function of computers in our life. The last sentence closes by persuading readers that computers are very interesting and useful)

The success of the overall structure, as well as the strong cohesion was similarly identified in Texts B and D. For example:

Penulis mengatur kalimatnya dengan baik [di teks B]. Pertama, dia menulis tentang penggunaan computer, kemudian perkembangan computer pada masa depan dan keuntungan computer yang dihubungkan dengan ineternet. (FW)
(The writer organized the sentences well [in Text B]. First, he started with the use of computers, then the development of computers in the future and the advantages of computers connected with the internet).

and

Pada teks D teksnya teratur dan kalimat umum yang baik diawal teks dan akhirnya memberi saran/ kesimpulan di akhir teks. (JE)
(In Text D the sentences are organized and a good general sentence was written in the beginning of the text and gives suggestions at the end of the text).

Text A was ranked highest for organisation by only one of the student participants, although, the criterion for ranking was similar to that used to rank Texts C and D by other students, that is cohesion.

“Dilihat dari organisasinya, saya pilih A karena A lebih kelihatan teratur dan educated.” (HU)
(Based on the organization, I chose A because it looks organized and educated).

As with the previous ranking, the criterion of organisation described by the students was similar to that used by the L1 academic group. However, although these general criteria permeated their decisions, they were frequently identified as existing in different texts by the two groups of participants.

6.3. Conclusion of the chapter

The findings from the interview responses show that the criteria which influenced the L1 English academics' and the Indonesian students' ranking were markedly similar. In terms of subject matter as a correlate of Field, the L1 English academics identified

three characteristics of the texts which influenced their ranking: scope of the content, critical perspectives, and the response to the prompt. Similarly, the Indonesian students also used the scope of the content and critical perspectives as criteria for ranking the four texts.

In terms of attitude as a correlate of Tenor, the L1 English academics reported two general criteria for ranking texts: personal views and enthusiasm. Interestingly the over use of personal reference, noted in previous chapters of this thesis as being less desirable in academic writing, appeared to be rewarded. Only one academic suggested the need for greater formality which suggests that this is not a generally accepted criterion in spite of the literature. The two characteristics (personal views and enthusiasm) also influenced students' rankings, although they described enthusiasm more often as emotion.

In terms of the ranking of organisation as a correlate of Mode, the L1 English academics appear to have been overwhelmingly influenced by the clarity of the text, with Text D ranked highest by half of this group. This was also the text with the greatest occurrence of Theme-to-Theme patterning. By contrast most students, using the same criterion of good organisation, ranked texts B and C the highest.

In spite of the shared general ranking criteria, discrepancy is evident in what each group actually identified as adequate subject matter, expression of attitude and text organisation. Further investigation of how these criteria are manifested in texts from the perspectives of the two groups may have shed more light on this issue. This discrepancy may also be caused by other factors which confounded the consistent identification of the criteria. For example, the differing academic backgrounds of the assessors and/or their overall experience in ranking essays may have had an impact. Most importantly though, a greater number academic assessors may have enabled more robust findings to support what seems to suggest a slight trend in this study.

CHAPTER 7 DISCUSSION

In this chapter the implications from the study are discussed in relation to EFL teaching context in Indonesia.

7.1. FTM Marking in the Indonesian Students' Writing

Chapter 4 provides a response to the first research question addressing the use of FTM markers in the Indonesian students' academic texts. Although there were individual differences, a range of FTM were used by the Indonesian students. The texts also highlighted the students' recognition of the requirements of the task prompt. However, the findings suggest that one real difficulty in terms of academic writing is that the students' texts showed a lack of objectivity. While they did use FTM markers that indicate hedging, this may be the result of the students' lack of confidence in putting forward their ideas.

7.1.1 Lack of Objectivity

The lack of objectivity in the Indonesian students' academic texts was demonstrated by the relatively frequent use of Mental Processes and first Person Pronouns, augmented by the relatively infrequent use of passive clauses.

The frequent use of Mental Processes, which reflect a sense of subjectivity, might have been caused by the lack of exposure to formal written English as the teaching of English in schools in Indonesia has focussed on the ability to communicate orally (Halim, 2011), and thus has been taught mainly in the spoken mode— even when grammar is taught (Lie, 2007). This may well influence student writing at university where, as seen in the texts, they use extensive personal reference in their attempts at formal academic writing.

The frequent use of first and second person pronouns also contributed to the lack of objectivity in the Indonesian students' texts. As Hyland (2005) argues, personal pronouns have a role in maintaining relationship between the writer and the reader.

Tang and John (1999) maintain that first person pronouns are used to show writer's identity – something that tends to be avoided in academic writing. Again, given the communicative nature of English teaching in Indonesia, it is not surprising that the texts reflected personal views, which in turn caused the high level of subjectivity. While the more frequent use of subjectivity in some academic writing is now supported (Bennett, 2009; Hyland, 2005; Sword, 2012; Tas, 2010) such as '*We found that the majority of participants...*' instead of '*The researchers found...*' or '*In this paper I will discuss.....*' instead of '*the discussion in this paper...*', when combined with mental processes such as '*think*' and '*believe*' the subjectivity reaches generally unacceptable levels.

The lack of objectivity in the Indonesian students' academic texts was also demonstrated by the infrequent use of the passive voice. Sentence subjects in the texts were often personal pronouns whereby the writers connected themselves to the texts, rather than eliminate agency by using passive clauses. As Carrio-Pastor and Alonso-Almeida (2014) argue, the passive voice is used when the writers want to be detached from the discourse, so the information written becomes objective. As Baratta (2009) also notes, the passive voice is used when the writers themselves are not emphasised. This level of detachment and subsequent objectivity was not evident in the students' writing.

The infrequent use of passive clauses in the Indonesian students' academic texts may have been caused by their lack of knowledge of passive constructions. The passive construction is considered a complicated construction and not easy for EFL learners. For example, Rivandi, Razali, Husin, Razlan, Husin and Razawi (2012) found that among 20 intermediate English learners in a university in Malaysia, only three students used passive voice correctly. Once again, the limited use of the passive voice in the Indonesian students' texts could also have been influenced by the communicative teaching of EFL in Indonesia, achieved mostly in the oral mode (Halim, 2011), resulting in the students having little exposure to the use of the passive voice which is more common in written texts (Biber, 2006).

The lack of objectivity in the texts presented in this study is similar to that studied in other EFL contexts. For example, Klimova (2012) found that Czech university students also tended to use first Person Pronouns in their academic writing, lacking a sense of objectivity. Although subjectivity in academic writing has begun to be acceptable in some circumstances (as noted above), it would appear to be detrimental to the development of students' academic writing. For this purpose, EFL teaching in Indonesia needs to enable students to identify those texts which illustrate both subjectivity and objectivity and to provide a greater focus and explicit instruction on when to use Mental processes, first or second Person Pronouns, and the Passive Voice.

7.1.2 Responses to the Task Prompt

Responses to the task prompt in the Indonesian students' academic texts demonstrated frequent use of Tenor Appraisal words, Field Time markers, Field Cause markers, and Mental markers.

The frequent use of Tenor Appraisal words in the Indonesian students' academic texts might be attributed to the type of task which required the students to evaluate people's dependence on computers. Martin and White (2005) argue that appraisal words are related to positive or negative emotions. The frequent use of Appraisal words in academic writing has been identified by Bruce (2014). In his research on criticality in research reports in applied linguistics and psychology, Bruce found that Appraisal Words were frequently used in the literature review to support critiques. Similarly in the Indonesian students' texts Appraisal words enabled them to critique people's dependence of computers.

Responses to the task prompt were also demonstrated by the frequent use of Field Time markers possibly due to the nature of the task, namely asking about the use of computers in the future. Responses to the task were demonstrated also by the use of Field Cause markers, especially to encode purposes, such as the use of computers 'to communicate'. The frequent use of Cause markers corroborates Hinkel's (2003) findings. In his research, which compared the use of adverbial markers in English texts written by L1 English speakers and Japanese, Indonesian, Chinese, and Korean

speakers, Hinkel found that the texts written by Indonesians contained high frequency of cause clauses. He suggests that this resulted from several factors: the participants' learning from standardised academic texts from books, interference from their L1, and the influence of the focus on the spoken mode in the classroom. Relevant to Hinkel's study, the frequent use of cause markers in this study might also have resulted from the type of teaching that the students had experienced. Indonesian students study English from internationally published books such as *The New Cambridge English Course 1* (Swan & Walter, 1990). The students follow the rules and instructions in the books and are rarely given opportunities to read authentic academic texts. Also related to Hinkel's claim is the influence of the focus of Indonesian EFL teaching – namely that it places more emphasis on the teaching of grammar for oral communication (Halim, 2011; Lie, 2007). Thus, spoken English features are carried over into writing. As reported by Biber, Johansson, Leech, Conrad, and Finegan (1999), adverb clauses of cause occur less in written English. There have been no studies to support Hinkel's claim that the use of cause clauses in Indonesian students' texts is influenced by the Indonesian L1. Thus, in this regard further research is warranted.

As explained, the findings suggest that the task prompt influenced the features of the Indonesian students' texts evidenced by frequent use of Tenor Appraisal words (prompted by the need for evaluation), Field Time markers (prompted by the question about the future), and Field Cause markers (prompted by the support of claims regarding the use of computers). This is in line with research findings that a text is influenced by its context (Butt, Fahey, Feez, & Spinks, 2012; Eggins, 1994; Halliday, 1994; Hassan, 1985; Martin, 2009): context in this instance was determined by the nature of the task and, in particular, by the task prompt.

The influence of the task on the students' texts suggests that the teaching of EFL in Indonesia may need to involve a number of changes. Making use of tasks with a range of content (e.g., computers, health), attitudinal stances (e.g., persuading), and textual organisation (e.g., transition signals) may help improve the students' writing skills. To determine what would be most advantageous, and following a

contemporary EFL teaching approach, a first step would be to undertake a thorough needs analysis.

Needs analyses have been shown to be beneficial for the development of appropriate language programs (e.g., Oliver, Grote, Rochecouste, & Exell, 2013). Long (2005) argues that an EFL program should be based on a needs analysis just as medical prescription is based on a diagnosis. Therefore, the needs (West, 1994) of Indonesian students with regard to academic writing should be identified in order that both appropriate teaching and assessment can be developed (Kroll & Reid, 1994). From the research reported in this thesis, it is clear that the students need to develop several features of academic writing, particularly if they want to study in an English-speaking context. The influence of the task prompt on the use of FTM markers suggests the need for more opportunities to experience a range of written tasks. Why this is not currently encompassed within the present day genre-based teaching (Hyland, 2007; Yasuda, 2011) used in Indonesia is unclear. It is an area worthy of further study.

7.1.3 Hedges and Certainty

In the current study, hedging and certainty were encoded through Finite Modal Operators. Hedging is the way writers show their politeness to readers, while certainty is the degree of the writers' conviction (Hyland & Milton, 1997). The Finite Modal Operators which occurred frequently in the Indonesian students' academic texts could have been used as text devices to encode hedges. However, it is more likely that they served to reflect the students' uncertainty, that is, the students were not confident in putting their ideas in writing. This again may be caused by the way EFL is taught in Indonesia, that is, with its emphasis on grammar (Lie, 2007) rather than familiarising students with the stylistic aspects of English. With grammar-oriented teaching, sentences are used to demonstrate grammatical features rather than contributions to a text (Ziegeler, 2006) where ideas might be subtly modified when writing for an audience of experts.

A study conducted by Hinkel (2009) of modal verbs in texts written in the first language and in English by Japanese, Korean, and Chinese students showed that

culture can influence hedging. Specifically, modal verbs denoting obligation occurred more in texts on family relations when written in Japanese, Korean and Chinese. By contrast, these modal verbs occurred less in L1 English writing which was assumed to reflect cultural attitudes to family.

Regardless of topic, it is possible that the use of Finite Modal Operators by Indonesian students in their academic texts reflects their uncertainty in the face of expert readers. This suggests that instruction in the use of modals in academic writing would be a useful inclusion in advanced EFL instruction in Indonesia.

Academic writing is not only measured through its linguistic correctness, but also through its rhetoric and stylistic aspects (Tas, 2010). To be able to produce academic texts with appropriate linguistic, rhetorical, and stylistic features, it would be helpful for the markers of Field, Tenor and Mode to be taught to Indonesian students. A possible teaching approach to meet these needs is explained later in the last section of this chapter.

7.2. L1 English Academics' and Indonesian Students' Judgment of the Texts.

As explained in the methodology chapter, judgment of the texts by the L1 English academics and Indonesian students was done by ranking four sample texts three times based on the textual correlates of Field, Tenor, and Mode, that is, subject matter, attitude and text organisation. The results of these rankings were provided in Chapter 5. The academics and students were then interviewed regarding reasons for the rankings they provided. The findings from these interviews are presented in Chapter 6. Together these two chapters respond to Research Question 2.

There was a considerable degree of variability in the ranking of texts by the L1 English academics and by the students (see Table 1, Chapter 5). Further, the interviewees from each of the two groups differed from each other in their rankings showing only slight consistency. Half of the L1 academics favoured Text A as the best example of subject matter, while most of the students chose Text D; L1 academics chose Text A as the best text for attitude, while the students chose text D;

L1 academics chose Text D as the best for organisation, while the students favoured text C.

Although the texts selected for ranking demonstrated differences in FTM marking, it is acknowledged that the L1 academics may have based their perceptions of what constitutes an appropriate academic text on a range of other factors, for example their experience or subject area knowledge. This experience would clearly be different from that of the student rankers. However, the small number of academics participating in the study may also have hindered more definitive findings.

Surprisingly the students' reliance on personal reference which resulted in highly subjective texts tended to be rewarded by both groups of assessors. This is contrary to much literature which maintains that subjectivity is not acceptable in academic writing. On the other hand, more academics are acknowledging subjectivity in academic writing (Bennett, 2009). In fact, subjectivity in academic writing now seems to be acceptable as long as it does not create the sense of informality.

The interview data suggests that the ranking by academics may have relied on readability, as some claimed that the texts were 'not easy to understand'. The varying patterns of Rheme/ Theme arrangement, as demonstrated in Table 14, Chapter 5 (p. 82) seems to have influenced the judgments. As suggested by Baratta (2009) and O'Brien (2004), the appropriate use of Themes is influential in the construction of cohesive texts.

In the current study, Text D, with the highest proportion of Theme-to-Theme patterns, was ranked highly for text organisation by the academics, but not by the students. For text organisation, the students ranked Text C highly. Text C had a high proportion of Rheme-to- Theme development. This influence is supported by contrasting these findings with perceptions held about Text B (with only two Theme-to-Theme links) – a text not ranked well by either group of participants for text organisation. However, it does seem that the popularity among students for Text D, particularly with respect to ranking for subject matter, may not have been influenced

by the ease of reading the text, but rather by the range of ideas in the text and Text D did contain the greatest range of ideas (see Table 14, p.82).

To summarise, the findings of this study show that a text with a spread of Field, Tenor, and Mode markers (e.g., Text D) and one that reflects a range of ideas and a strong theme-to- theme construction was often considered by the participants as an example of good academic writing. These findings highlight distinctive learning needs for Indonesian university students, particularly with respect to formal academic writing.

7.3. L1 English Academics' and Indonesian Students' Perceptions of Good Academic Writing.

As revealed in the findings from the interviews, the L1 English academics identified a set of general criteria for ranking the texts which was matched by the students, although not always identified in the same way in the same texts. The criteria, are by extension, evidence of what they believe to be good academic writing.

From the characteristics of academic writing perceived by the L1 academics, some seem to be worth highlighting. Firstly, the scope of the content, also favoured by the students, might be related to the role of language in mirroring what happens in the world or, as Halliday (1994) calls it, ideational meaning. Interesting content that can be generated by an appropriate topic – one experienced daily by students such as computer technology, can motivate students to develop their writing and can be identified by the degree of enthusiasm in the writing. By contrast, an uninteresting topic can be detrimental to students' motivation to write.

Secondly, as evident in the interviews, most L1 academics favoured personal views as a criterion for ranking texts. Personal views in academic writing are characterised by the use of first personal pronouns and, therefore, lead to the sense of subjectivity (Hyland, 2005; Butt, Fahey, Feez, & Spinks, 2012; Vladimirou's , 2007; Tang & Jhon, 1999; MacIntyre ,2009). This finding supports the previous suggestions that subjectivity in academic writing is becoming more popular (Bennett, 2009; Hyland, 2005; Sword, 2012; Tas, 2010).

From the interview data, it was found that the Indonesian students have similar perceptions of good academic writing in terms of subject matter, attitudes, and organisation, although their identification of these criteria did not match that of the L1 academics. Again other factors may have been at play, and these need to be investigated further. The identified similarities of the L1 English academics' and students' understanding of good academic writing are, however, beneficial for the teaching of EFL in Indonesia, as explained in the next section.

7.4. Implications for Teaching EFL at Indonesian Universities

The findings of this study have revealed specific learning needs for Indonesian students, including the need for instruction in different written genres and how to organise texts to enhance readability (e.g., through the use of text markers and Theme/Rheme construction), the need to develop objective writing (although as the findings suggest personal views are acceptable), and generally, how to write for experts through the development of academic writing. To fulfil these needs, a number of teaching approaches and strategies are recommended. These are described in the following sections and together these suggestions constitute the response to Research Question 3.

One cautionary note about such teaching is that the time for EFL within Indonesian universities generally is quite limited: generally 2 hours a week for one or two semesters during students' time at university (e.g., Lie, 2007). This does not allow time to develop the necessary skills in academic writing for future study in English-speaking countries. Clearly more time is needed. Additionally, there is a need to allocate specific EFL session times to developing students' writing skills.

7.4.1. An SFL Genre Approach in EFL Teaching

An abundance of literature suggests that improvement in writing academic texts can be fulfilled by a genre-based teaching approach (Badger & White, 2000; Burns, 2001; Corbett, 2002; Christie, 1999; Flowerdew, 2011; Hyland, 2007; Hyon, 1996; Martin, 2009; Paltridge, 1996; Swales, 1990; Yasuda, 2011). The genre approach enables students to distinguish systematic features of different texts (Feez, 1999).

With this approach the purpose, the structures, and the linguistic features of variety of texts are explored to give the students experience with a wide range of genres.

Although a formal needs analysis of Indonesian students' English writing is yet to be carried out (see p. 101.), it does seem that students represented by the cohort who participated in the current study could be assisted to improve their writing by using a genre-based approach.

Although three genre-based teaching approaches exist, each with distinctive features (i.e., English for Specific Purposes (ESP), New Rhetoric, and Systemic Functional Linguistics (SFL) (Hyland, 2003; Hyon, 1996) from the analysis presented here it does seem that SFL has the potential to make important contributions to assisting Indonesian students. This is because SFL is concerned with both form and function, thus recognising that forms of language are influenced by the situation around the language user, including the intention to use language (Martin, 2009). In contrast, ESP is said to be concerned more about the rhetorical and linguistic features of the language putting less focus on the social function of a text (Hyon, 1996; Hyland, 2007). By contrast, New Rhetoric focuses more on the social functions of the genre at the expense of detailed forms (Hyon, 1996).

In addition, SFL can be adapted for the students of all levels of English knowledge and skills, including basic levels. The adaptation of materials to students' levels of English can be done by the careful choice of text types to which the students are exposed and then taught. Students with more advanced level of English proficiency can be taught more complicated text types (e.g., argumentative texts). By contrast, students with lower levels of English proficiency can be taught simpler text types (e.g., narrative).

To adopt a genre-based approach to EFL teaching, the nature of EFL in Indonesia needs to be considered. To do this the purpose of EFL teaching in universities in Indonesia, especially for students studying in non-English departments, needs to be thoroughly assessed. At present it seems this mainly seeks to enable students to read English texts in their field of study. It is also important to ascertain the existing skill

level of Indonesian university students. In this way their particular needs can be determined. Most Indonesian university students are reported to have low competence in English (Kirkpatrick, 2006; Saukah, 2003). Further, graduates of English departments are described as lacking ability in writing (Alwasilah, 2006). However, there also appears to be a need to improve students' communicative competence including sociocultural competence, actional competence, linguistic competence, discourse competence, and strategic competence (Celce-Murcia, Dornyei & Thurrell, 1995).

Based on the current research, an SFL genre-based approach may be an appropriate one to address these needs. There are several reasons for this. Firstly, a number of SFL features are already being employed by the student writers in their texts: Tenor Appraisal words (prompted by the need for evaluation), Field Time markers (prompted by the question about the future), and Field Cause markers (prompted by the purpose of the writing which is to support claims). Based on this it would be possible to explain what these achieve in writing, and how other markers enhance writing in other ways. In a FL context, understanding the relationship between these linguistic features and the function of communication is important (Yasuda, 2011). To avoid memorization of the features and structures of the texts by Indonesian students, they should be exposed to authentic texts as frequently as possible and then be given enough practice to produce such texts.

In addition, an SFL genre-based approach could be used to help improve students' writing of different kinds of texts (e.g., providing explicit instruction about their distinctive features), rather than limiting learning to correct forms at the sentence level. Current teaching provides little opportunity to study text structure and purpose – a fundamental component of the SFL genre approach. An SFL approach in EFL teaching in Indonesia can, therefore, give the students opportunities to learn the structure, the function, and the linguistic detail of texts. This could be achieved by using an approach such as that outlined in Feez's (1999) model - which she calls the learning and teaching cycle, illustrated below in Figure 11.

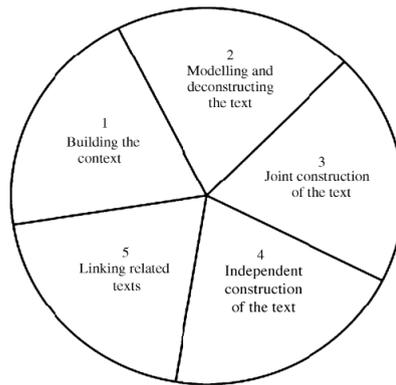


Figure 11: Feez's (1999) teaching and learning cycle

As can be seen in Figure 10, according to Feez (1999) teaching and learning consists of 5 stages: Stage 1 (building the context) when learners are given experiences and understandings of social and cultural contexts (in writing this would involve different text types or genres); Stage 2 (modelling and deconstructing the text) when students are given models in the target language; Stage 3 (joint construction of the text) when students are given opportunities to construct texts with teachers' or peers' guidance; Stage 4 (Independent construction of the text) when students practise without guidance; Stage 5 (linking related texts) when students are given opportunities to reuse and connect previous knowledge with new knowledge. It does seem that Feez's model is suited to the Indonesian university context, not only because of the recognition of context and the explicit attention to the form of different genres, but importantly because it takes the learners beyond the scope of correct grammar. Moreover, this model can be applied to the context of any learning area. For example, EFL materials for medical students can be about anatomy of human body, types of diseases, or healthy food, while EFL materials for civil engineering students can be about construction, types of land, and the nature of bricks.

Figure 12 below maps the application of Feez's model to accommodate the specific needs of the student cohort participating in this study.

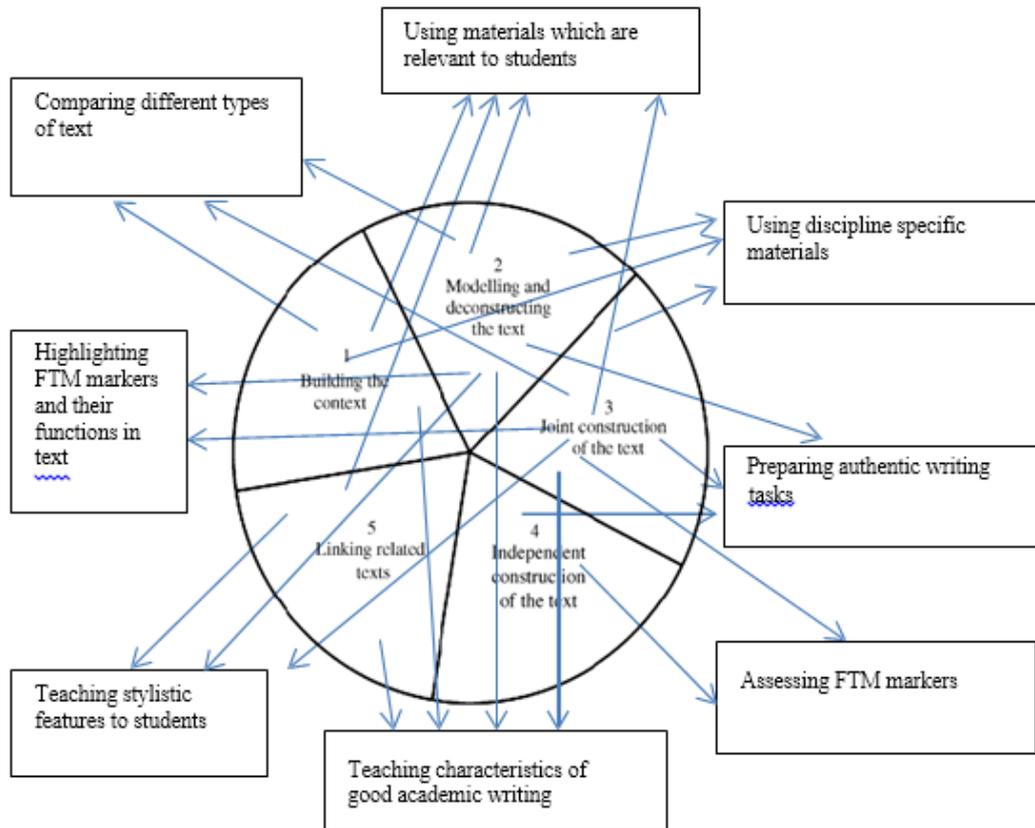


Figure 12: Teaching strategies applied to Feez’s teaching and learning cycle

Figure 12 shows strategies which can be practised within Feez’s teaching and learning cycle. A specific strategy may be more appropriately done in specific stages of the cycle than in others. For example, ‘comparing different types of text’ may be best practised in stages 1 (building the context), 2 (modelling and deconstructing the text) and stage 3 (joint construction of the text), but not in stage 4 (independent construction of the text). Hence the arrows linking stage 1-3 to this activity. Comparing different types of text in stage 1 can give students initial understanding of which text is appropriate with which context. Comparing types of text in stage 2 can give students awareness of the text features: rhetorical, linguistic, and stylistic features. Comparing text types in stage 3, joint construction of the text, can be achieved by students composing 2 different text types on the same topic (Field). This can create awareness of the features of different text types. However, comparing different types of texts in stage 4 (independent construction of the text) would not be

appropriate because students can no longer observe the target texts and are expected to produce texts independently with less or even no help from others.

Another example based on Figure 11 relates to FTM markers. This strategy may be best done in stage 3 (joint construction of the text) and stage 4 (independent construction of the text), but not in stage 2 (modelling and deconstructing the text). Assessing FTM markers in stage 3, joint construction of the text, can give students feedback to help them improve their writing. This can be done while the writing is in progress. Assessing FTM markers in stage 4, independent construction of the text, can also give students feedback for improvement in later writing practice. Hence the arrows directed to the activity of ‘assessing FTM markers’. However, assessing FTM markers in stage 1, building the context, would be inappropriate since at this stage students explore and understand for the first time the concept of context.

7.4.2 Teaching and Learning Stylistic Features

The findings of this study show that Indonesian students’ academic texts lack the level of objectivity preferred by many L1 academics, though as other findings in this study suggest this was not necessarily the case for those who participated in the ranking exercise. Even so it does seem that there is a need to learn the stylistic features of academic writing in addition to the current emphasis on grammar (Halim, 2011; Kirkpatrick, 2006; Lie, 2007). In the same way that contexts, and the genres used in those contexts, are made explicit to learners in Feez’s model, texts with objective or subjective stances can be deconstructed to identify the frequent or infrequent use of passive clauses (Baratta, 2009; Van Hell, Verhoeven, Tak, Van Oosterhout, 2005; Bache, 2000; Alexander, 2005), of first Personal Pronouns (Hyland, 2005; Butt, Fahey, Feez, & Spinks, 2012; Vladimirov, 2007; Tang & Jhon, 1999; MacIntyre, 2009), of Modal Grammatical Metaphors (Butt, Fahey, Spinks, & Yallop, 1995), and of comment Adjuncts (Thorne, 2008; Brinton, 2000; Butt, Fahey, Spinks & Yallop, 1995; Halliday, 1994). The specific teaching of nominalisation (Halliday, 1994; Rose, 2006) can also assist students to move from subjective to more objective writing. Students need to be exposed to and made aware of both subjective and objective writing. The findings also show that the Indonesian students’ use of Finite Modal Operators may reflect lack of confidence in putting

ideas in writing, rather than being used as hedges, a rhetorical mitigating device when writing for experts. Hedges can be constructed by using Finite Modal Operators (Halliday, 1994; Chaulker & Weiner, 1994; Lock, 1996). However, the reasons for using hedges need to be made clear for students to write as members of their discipline community. Again this is something that may require explicit teaching to Indonesian university students.

Furthermore, an understanding of Theme development and Theme/Rheme patterning and how these features enhance readability and enhance text cohesion (Eggins, 1994) is a beneficial skill for student writers. From the current study, it does seem that this too needs to be taught to Indonesian university students.

7.4.3. Authentic Text Models.

The findings of this study give support to the claim that a text is influenced by the writers' understanding of context (Halliday, 1994; Hassan, 1985; Eggins, 1994; Martin, 2009). Using authentic materials has also been reported as beneficial for EFL learners (e.g., Guariento & Morley, 2001). The task that was set in this research required evaluation, projection of future situations and the justification of claims. Some of these demands were observed by some students, but not by others. In particular it was found that expansion and support of arguments in favour or against recent technological advances were limited. Indeed this could have been caused by a lack of familiarity with the field (although the content of the texts did show that students were quite familiar with recent technological innovations); the limited time for writing; and the relatively short length of the text. However, previous practice in the planning an academic text may have enhanced students' responses. In the current pedagogical environment of communicative focus this does not happen. Experiencing authentic academic texts in students' chosen areas of study is, therefore, necessary and could occur through the implementation of Feez's model in the Indonesian university context. In this respect a genre approach is fundamental given that the writing tasks of disciplines vary markedly.

7.4.4. Teaching FTM Markers and Their Functions

To respond accurately to academic writing tasks, students need to be aware of FTM markers and their function in text construction. This can be done by exposing and highlighting FTM markers and their functions in exemplar texts from relevant discipline genres. Where disciplines are more accommodating of personal reference, instruction needs to include the use of personal pronouns and their impact in causing readers to feel close to the writer (Butt, Fahey, Feez, & Spinks, 2012). Where disciplines take a more scientific and objective approach, focus should be in the mastery of passive constructions and impersonal/existential pronouns.

7.4.5. Teaching the Characteristics of Good Academic Writing Expected by L1 English Academics.

Overall, it does seem that in order to meet the writing expectations of university study, students need to be taught the characteristics of good academic writing as understood by L1 English academics. The characteristics identified in this study may be useful for this purpose. Once again this could be done through the adoption of Feez's teaching and learning model (see Figure 12) with teaching the characteristics of good academic writing done in Stage 1 (building the contexts), Stage 2 (modelling and deconstructing the texts), Stage 3 (joint construction of the text), and/or Stage 5 (linking related texts).

Further, the characteristics of good academic writing could be taught through explicit instruction about FTM marking. For example, this could be introduced to students by linking FTM to a broad scope of content, which involves the variety and functions of Participants (e.g, Senser, Actor, goal), variety and functions of Processes (e.g., Material, Mental, Existential), and variety and functions of Circumstances (e.g., Cause, Time, Manner) (Halliday, 1994). Similarly, critical perspectives could be taught by introducing students to the variety and functions of contrasting Appraisal Words (Martin & White, 2005) such as *advantages* and *disadvantages*, *strengths* and *weaknesses*, *benefits* and *loss*, *dependence* and *independence*, and so on. In a similar way students could be taught how to address their response to a writing prompt by helping them to identify the Participants, Processes or Circumstance elements to be included within their responses. For example, in the current study the Participants in

the prompt were *the computer, the use of computers, this technology*; Processes were *use, type, connect, communicate*; and Circumstances included: *future, nowadays, for communication*. Once this is understood, the task of including these elements is clearer.

Such explicit instruction could also be applied to assisting students with including a personal view in their writing. First they can be taught this by first showing them how this is identified through first personal pronouns (*I, my, me*), through Modal Grammatical Metaphors (e.g., *I think, I assume*), and through Comment adjuncts (e.g., *according to me, in my mind*). However, students will also need to be taught how to vary their ‘voice’ in their writing, such as developing objectivity through passive voice construction and existential subjects.

Linked to this concept of personal views is the notion of enthusiasm which can be taught to students through the judicious use of positive Appraisal Words (Martin & White, 2005) such as *useful, interesting, good, advantageous*. However, when to include enthusiasm and when not to is also important and needs to be taught along with managing objectivity.

In this study the clarity afforded by good cohesion appeared to have a marked impact on the success of a text. As indicated in 7.4.2 (p. 110), one of the ways good cohesion can be achieved is through the teaching of thematic development (Eggs, 1994 & 2004).

7.4.6. Assessment of FTM in Academic Writing

The SFL genre-based teaching approach suggested in this thesis may lead to a change in the assessment of students’ texts. To date, Indonesian teachers have assessed their students’ texts on correct grammar and spelling, that is, purely linguistic features. With a SFL approach, the assessment needs to include the use of Field, Tenor, and Mode and how they contribute to particular genres. This task can be accomplished by focusing each assignment on the use of a specific feature and only in summative assessment would the students be required to demonstrate the full range of their writing skills. In this way, students who may be generally good in constructing

linguistically accurate texts can focus on the appropriateness of their style for the genre/s used in their discipline areas.

7.5. Conclusion

Making the students aware of different stylistic features is necessary for them to produce appropriate texts for academic contexts. Feez's model provides an example of an approach that can be used within university study to address the lack of writing practice and skill development in Indonesian EFL classes. However, for this to be done it is clear that more time is needed for EFL teaching. In addition, there is a need to allocate specific EFL session times to developing students' writing skills, and to ensure that the teaching is explicit.

CHAPTER 8 CONCLUSION

This research has been triggered by an ongoing concern regarding the low level of English proficiency, communicative competence and English writing skill development achieved by Indonesian students and graduates. Using a Systemic Functional Linguistic theory framework, the features of Field, Tenor, and Mode were investigated in relation to Indonesian students' academic writing, and particularly the nature of their text construction. The perceptions of L1 English academics and Indonesian university students about academic writing were explored in two ways, firstly by having them rank examples of text and secondly by interviewing them about their rankings. The findings of this research were used as the basis for suggestions for improving pedagogy in the area of English academic writing in Indonesia.

An analysis of the participating students' writing based on markers of Field, Tenor and Mode (FTM) highlighted several needs. The first was a need to address the general lack of objectivity in the writing, although this was not always deemed problematic in by the L1 academics who ranked the texts. Secondly, the Indonesian students' use of modal constructions was more likely to indicate a lack of confidence than the use of hedging in the face of an expert reader audience. The third finding shows that responses to the context established in the prompt have an impact on the writing. This finding gives support to the claim that a text is influenced by its context (Halliday, 1994; Hassan, 1985; Eggins, 1994; Martin, 2009).

In the ranking of the texts, the FTM marking displayed in the texts seemed to influence the L1 English academics' or the students' decisions about ranking only in minor ways. However, Theme and Rheme development did seem to contribute to perceptions about the texts.

Although the two groups did not rate the texts similarly, both the L1 English academics and the students seem to have ranked the texts on the basis of similar criteria in their assessments. This is despite the fact that the L1 English academics

would, naturally, have had experience in assessing texts in their own subject areas, while students would not have had this same experience.

The L1 academics noted some difficulty in understanding the texts which might be attributed to the emphasis on grammar, rather than on writing skill development more generally, in EFL instruction in Indonesia (Alwasilah, 2006; Halim, 2011; Lie, 2007, Kirkpatrick, 2006). To this end, an alternative approach to the teaching of EFL, in universities in particular, has been posited in this thesis. The use of an SFL genre approach in particular is recommended. A major advantage of this approach is that it can be adjusted to all learning levels. Further, this approach goes beyond the sentence level to encompass the stylistic and functional aspects of whole texts. Additionally, the advantage provided by the genre approach is the exposure to a variety of text types. It is also suggested that Feez's teaching and learning cycle may be a useful way to enable attention to context, to the deconstruction and modelling of a range of text types, to joint and independent composition experiences and to opportunities to link knowledge from previous texts to new texts.

8.1. Limitations of the Study

In terms of addressing Indonesian students' academic writing ability, the current research is an initial step towards addressing wide ranging concerns. However, much further research is needed. It must also be acknowledged that a number of limitations exist in relation to the current research. Firstly, the sample of the L1 English academics may have been too small to draw a definitive conclusion on what influences decisions about good academic writing. Secondly, the sample of Indonesian students may also have been too small to draw a general conclusion on the encoding of FTM by Indonesian students. Thirdly, the L1 English academics may have had difficulties in ranking texts according to the requirements (subject matter, attitude, organisation) and took into consideration other possible variables. Fourthly, the profiles of the four texts may not have been sufficiently different from each other, further clouding judgment relating to ranking. Finally, the participants (coders and rankers) may have needed more time familiarising themselves with their tasks.

8.2. Recommendations

Given the nature of the findings and the implications explained above, a number of further steps are recommended.

1). It has been suggested that SFL genre-based approach to teaching EFL may be beneficial for teaching academic writing. Therefore, SFL genre approach is recommended for use in Indonesian tertiary institutions and in other countries where students experience similar difficulties. However, after implementation the usefulness of doing this would need to be assessed.

2). Using the SFL genre-based approach for EFL teaching means changing the way texts are assessed. The assessment of students' texts should not be limited to surface linguistic/ grammatical features, but to also include rhetorical and stylistic dimensions. The assessment of Field, Tenor, and Mode markers could be used for this purpose. However, there are currently no standardised instruments for such assessment. Therefore, research to formulate standardised assessment tools for SFL genre-based teaching approach is recommended.

3). As explained in the previous chapter, SFL genre-based EFL teaching requires that students be given experiences with authentic texts. Getting printed authentic texts is not always easy in EFL countries (Nurweni & Read, 1998), however, these days this is less of a difficulty as they can be downloaded from many websites at little or no cost.

4). The EFL curriculum in Indonesia, and possibly in many similar countries, allocates little classroom time to the task of learning English. This does not allow sufficient time for what is required, for example, as suggested by the stages of Feez's model. To enable improvement in writing, additional classroom time and take-home tasks are necessary.

5). This research has addressed the encoding of Field, Tenor, and Mode in Indonesian EFL contexts. It would be valuable to compare such data with that produced by students in other countries where English is taught as a foreign language.

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Appendix 1

INDONESIAN STUDENTS' WRITING SAMPLES

1. According to me, computer is a thing that is usually used to do our job. For example to write the document, edit video, photo, etc. with computer, we can make our job to be easy. We can use computer to do business in the future. We can earn money by using computer. For the future, computer is very important in our life, we can use it to find a new innovation. Before there was computer people used the typewriter, but now they use computer and then computer is very simple and we can take it everywhere that is laptop. It is simple because we can take it to wherever we go. And from laptop, they make it to be a notebook because it is very little and simple and easy to bring it. For the future I think, the thing that will be used is computer or laptop because with computer people can make everything in the office or for their businesses.

2. Nowadays, almost everything in this world is based on computer system. Even a simple thing like calculator or hand phone is also using computer system. Humans are becoming dependent on computers. Commonly, computers are used to access the internet. When it is connected to the internet, people usually use the computer to search for something like information, picture, videos, etc. Actually, computer is a useful thing that can help to make people's life easier and that is why many people around the world try to make it better and smarter than before. May be some day people will use computer as a part of their bodies. Even now people already use it in their body like a kind of small thing that can help heart to beat and make the blood pressure normal. When we watch a movie about future life, we may think that it is just a dream and will not become a reality. But if people keep trying to make the computers smarter and smarter I think it is not impossible if someday the computer will be smarter than human. It is possible that someday human will be not able to do anything without computer and human will be weak enough/ that is controlled by computers.

3. Having talked about computers, it is so interesting indeed. I do extremely agree that computers will be something useful in the future. In fact, we can see from its contributions to the world. It can help people in hospital, police office, and

many more. Besides , it really guarantees you to make your time more effectively. For instance, in my personal experience, as a student, I really need computers. My all assignments are done by computer. I can do many assignments faster. So I can keep my time effectively. Besides, another fact that proves computers are so useful. Recently, people can make a connection to other people in the world by computers. Computers can make our eyes more wide. So we should not go across the word, but computers can help us to do that. As you see, every single time, we always depends on computers. The use of computers are extremely unlimited in ages. All people use computers to any other importance. The use of computers are not only to do their job but also to have fun. Furthermore, you can see, how people depend on computers. I do extremely believe that the use o computers increases fast

4. The thing firstly to be noticed is that a computer is a big finding that gives people all over the world a chance to be closer one another. The facts about how we become increasingly dependent on computers show us that computers are useful machines with brain. Further, computers seem to be able to increase the civilisation (I am not saying people without computers are not civilized). Computers can make people do something more easily than that of traditional way. A computer is just like a place in which people's ideas can be saved. Additionally, as computers are becoming more complete in functions, we all then notice that everything would be possible. Now, the scientists in Japan have just created animal robots that have emotional relationship with their owners, at least when the owner is angry. I think it is not a dream for us to see some time that there will be a human robot with emotional intelligence or even acts just like human being. For sure, it will ease people in doing anything. For example, people do not need again to do activities by their own hands but computers. But people should be wise in using computer. People should be aware wether computers bring more benefits or more lost.
5. In the future, we will still use computers in many occasions. Dependence on computer may be more than that of now. Computers help a lot of people on their job. Computers make a lot of people live more easily. Nowadays computer is not just a tool that is used for saving data but also for

communication equipment, not only between one city to another city but also between country even continent. In the future people may develop the function of computers depending on what they need. I think dependence on computers is a good thing but it does not mean that a computer does not have bad effects. Everything always has advantages and disadvantages. It depends on what we choose.

6. Maybe, someday computer can be used for bad thing like stealing or hacking. Computer actually is important to us but sometimes computer make us lazy or bad attitude. If the computer is used to good thing like for example we look for assignment in internet or we look for music or our favourite picture and also with computer we can make our assignment more neat and clear. The benefits of computer is much but there are few bad things of computer. I think that if the computer can be used to good things, I agree it can be our need but if the thing can be used to bad things I think that it is very disadvantageous. Well in the future maybe the computer is more power than before because maybe master or professor of computer can make computer has much features and more power. It is very advantageous for us but there are disadvantages. There are computer can break our eyes if we always stay in front of computer, computer can make our body tired, sick and also make us have kidney problem. Computer also can make criminal in everywhere. Actually that computer has much disadvantages than advantages. With it we can be a thief.
7. Because computer is one of the tool to help people who work in the office (hospital, school) then by the computer we can brows the internet and chat with other friends and then other country. Then can finish all of the works. Most of people depend on computer. They said that computer is important for them, most businessman because all of the files can be saved well and then it is easy to recheck .A computer is important to help community so that people who work in office can work nicely to save all of the data in computer and can typing the texts in office.

8. According to me, computer has many benefits I think in the future, computers can be used for create something which have important thing for our country. As well as we know that computers can help us in many way. For example, we can search anything that we want to know by computers. Doctors, to see they patient's organs by computer, and then to interact with other people in the world, we can use it. So we can imagine how people live in the world now without computers. Besides, we must know what the suspicious of their benefits, because, except creating a good thing, computer be used to create a bomb and all that may damage people in the world, The other example is for the children, we must be careful because through the computer, they can see anything or abuse it like sex, porn, games, chat and the other that damage their life.
9. Nowadays, computer is very useful for our life. It makes our life easier. Tasks become quickly enough to finish it. It does not spend much time. It also become one of media to introduce the other world. Because the computer makes our life easier, we become a lazy person. Why? Because there are some people who only sit at the front of his computer only making program, playing games, browsing, etc. It make them not want go to out for some important activity like doing sport, socialisation, studying, praying, and so on. Not only it has a good impact, but also there are some bad impact for us especially for children. If in the future, for all the things we use computer. I can't think so. does it become a good thing? or a bad thing? But according to me the good thing is only for making our activity become easier, but it has a big impact for globalisation. 'a good technology does not guarantee our life becomes good or more modern, but we have to know the bad effect from its radiation and our earth become older. we have to save our earth, we have to decrease the global warming because of the technology. I can't imagine how our earth in the future if they use computer or advanced technology for all the things. May be there aren't a forest, a bird in the sky, no one jogging in the morning, no one playing in the park, there's no family playing together outside their house, and the others. If computer must be used in the future I hope there is no bad effect for our life and our earth. I love this earth and I like along all people who I love

without depending on the technology (playing games/ just stay at home of office)

10. Factually, we cannot ignore that computers are extremely helpful for human being in this world. Moreover computer is capable to either detect or know what universe has. Dependence in this case does not mean that only computer as the one helper and makes us lazy. Computer without a human as server means nothing. Thus, computer and server are compatible – complete each other – I mean. Therefore using computer in any field of life is actually good. We realize that computer can do what we can not such as counting system until billion. And computer is also able to make us more humanize. It means it is increasing our dignity (as my one lecturers has said to us). The more modern the system of computer, the more our ability increase. As I told above that although we have a sophisticated computer but it is not accompanied by the sophisticated human it will not work. We are not dependent when this computer can be used to reveal more knowledge in this earth. Computer is an advantageous helper to do beyond ours. For example, dialis for the broken kidney – sufferer only can be done by the machine. On the other hand, in the crime case, such as looking for or searching the causes why the criminal did the crime by interviewing, is only can be done by human. Then some tools using computer help the police to find the evidence of that crime. So, I have no any suspicion of computer's benefits as long as it can be done for something beyond our ability. If I can do something without computer, I will do by myself.

11. It is true that we are becoming increasingly dependant on computers. Computer's function is very essential for our life. In every sector, computer is needed indeed. Computer's using develops, year by year progress surprisingly. Computer's function is always changed, followed by the consumer's need. Actually I do not know exactly about how to use the computer. But its benefit for my lecture activity is very amazing for me. I think how difficult my project is if I don't use this machine, wether I can finish them by writing manually. Oh yeah, I mean that this computer mostly help me in typing or searching data on

internet or saving and printing the data. I remember 5 years ago, when I was in primary school, the computer was very uncomfortable. Why? Because we could not bring it, we could not use it everywhere, coz it was impossible to separate all of the tools/ equipment one by one. But now, we can use it everywhere included in the presentation. We can show our projects to the class directly. How lucky we are now! But try to think of their useful for in the future. I have explained that computer progress is very surprise. We can see, computers can join functionally with TV and telephone. Moreover, computer can be used without a keyboard just by touching the screen. It is very simple for us. I don't know exactly what things will be used in the future. But of course the computer's function will be on the top continuously with the newest model, tools, and programmes. But, I think we should be more carefully in using the computer. We have to use the computer by the rules of using it. We don't think, because there are many computers in this world, and we become the lazy person. We have to think that computer only can be functioned as the helper and media. But however, computer is very important in our life. It help beyond ours.

12. I think, there are many things that will be used by human in the future such as x-ray detect machine. It is usually used for detecting the things that are suspicious like knife, bomb, drug, narcotics, etc. We can see this things in airport or harbour. Also, there is robot. It is an unimaginative person because this things has not a brain and a heart. Maybe it has head, hands, body, feet, etc . and it can do something like a human doing but it is not live because it has been controlled by computer. Robot is predicted will be a great thing in the future because it can help human and make something easier. And there are also HP (handphone), the communication tool that still be used in the future. Ipod, a genre of handphone but it is very progressive. X-ray, something that is useful for anything such as check out the ill in the body, to detect a suspicious things, to scan something, etc. But according to me, although there are many things in the future/ that will influenced human's life, the actor behind screen is still computer. It will stay to help the human for making all things that is in human's brain. They need computer to make something. It is a dependence.

Dependence on computers? Yes, I think it is a good thing because without computer we can't do anything. A scientist cannot make all things that we have used. I can not see the knowledges, technologies, sports, news, and all informations in the world without internet (it is via computer). So , there is not reason that computer is not useful. Computer also help us to listen the music, to see pictures, photos, to edit something, and also to communicate with the other people. So, the computer really help us.

13. I think in using computer in this era is very important for helping human life in doing their jobs. Commonly, it is used in businesses, hospitals, crime detection, to fly planes until as the communication if it is connected to internet. In addition, there are things which is used in this era like mobile phones, robots ipads and so on. Their function as computer, for helping human life. But nowadays, many of people don't know how to use them as well. Many people misuse the benefits of the computer. For example, many teenagers can access the adult movie on computer (it can be connected to internet). So, they be lazy to study and they always face on computer screen. But not teenagers, the adult also be lazy to work because they have been depending on the computer. It is then a little bit of negative impact of computer if we do not know how to use it. So, if we ask "is computer a good thing for our life?", the answer is depend on ourself. How we using it as well, the computer will be a good thing but if we do not know how to use it as well, it will be a disaster for our life. So, the conclusion of this writing is government must to do the social activities at schools, environments and if necessary at the institutions. I think if we have known the aims and meaning of computer, we be not more suspicious of its benefits but we be more lucky of its benefits.

14. Nowadays computer and internet become very popular in the world. Teenagers, adult, children and almost everyone know and become an internet holic. With this high technology, computer and internet are used in businesses, hospitals, crime detection and even to fly planes. They are very useful things to help those aspects But they are also like two sides of coin. They bring positive effects and also negative effects. For positive effect computer and internet

bring us to the easier and futuristic life. For example long time ago we were having difficulty to reach faraway place but now we can use e-mail to send data or information fast. We can use video call to face to face and talk with someone in overseas that we can't do it without computer and internet. And the negative effects are children and teenagers under 17 years old. Probably could accessing forbidden medial for example pornography. It is very bad because children and teenagers are successor of this country. People will not talk to each other because they prefer to updating status on facebook than talk to real person. People prefer to write and share their minds on tweeter or other social networks. "That's why we would be more suspicious of their benefits. I also wondering what thing will be used for in future. Technology maybe become more and more advanced than now. The earth will not be a place for human being only but also for robots. Our future life will not be for high technology like in Hollywood movies. Robots help us to do house works, public works, etc.

15. According to me, computer is useful for our life. In this era, maybe all things in the world can not be done without computers. Why? Because computers give so many knowledge for people. If somebody cannot using computers, he will be still left behind. All of things use computers, so we have to learn more about computers. When computers are used for fly planes, I don't know what will happen if there is no computers. Computers is a technology which is very useful for human in the world. In future, I believe that there is a more program that can be used by people. Computer will be better than now, because it follow the developing era. In the future, our life can be more easily with technology which advantageous and useful for us. By computer also, we can find many friends in social networking. I hope, in future there is thing that more better than computer now. Or computer now can be modified as good as possible.
16. I agree that actually we cannot deny if we are becoming increasingly dependent on computer. Computers are used in many parts of job. According to me, by using computer system, work can be done easily and fast. I mean computer can be a very good, helpful friend to something especially the harder things.

Automatic system makes the process become easier to finish. Hence, I guess in the future, there will be many things which are using computer system. For example, the transportation. Nowadays, we know that computer can fly planes. It might happen toward cars in the future. I think it is possible if computer can drive car. Besides, in education field, I suppose that someday we would not need pen and book anymore. Education system will be conducted by using computer system. All of subjects and component as well the material would be saved on the computer. Then, teacher also can use computer system to help him/her in writing something or erase letters in electronic board. Besides, computer system also can be used in safety term. It can help every host to keep their house surrounding safe. Computer will observe any action around house. Also, in healthy field, I suppose that computer can detect any kinds of disease. Even they are difficult diseases such as HIV/AIDS or any kinds of cancer. Again, in the term of food, I think someday, the position of the chef or mother who always prepare food would be changed by computer system position. All of food service would be done by computer. This dependence on computer actually contains two impact as positive and negative things.

17. Computer is a really important thing today. People commonly do their jobs using computer. It has so many benefits. Day by day it has much more increasing. At the beginning, computers were used just for some specific people. But now on, they are the first need for modern and technological people. It is not mere in the businesses, hospitals, and offices. Students in universities until in junior high schools need it to do their homework, to study and to get something from internet. Computer makes life easier. We can see it in the differences between this new-modern typing machine and the last typing machine which the world ever had. We can edit our mistakes in typing as soon as possible whenever we want before we print it out. But it will be very difficult for the last typing-machine. If we make any mistakes in typing, it means we have to retype it from the beginning. It is very wasting the time and energy actually. Now what we see is what we use. We can get computer as long as we have money. Or we can use it in the computer-rent. But, sometimes

people feel much more comfortable and they don't want to be faced with difficult thing like before.

18. Nowadays, as we know that computer is very useful to us. It can help us in many aspects such as when we get a task, which we don't know, we can search it in the internet (google) with computer. Today, we also see computer is used in the hospitals, it can help increase hospitals' administration, also it helps doctor to view everything inside our body. Many stores use computer in the cashier to easy counting the price of things, /it is used in education. Computer also is used in businesses, through internet you can sell everything as we call "shop online". Computer is used in many aspects to help us to do something easier, till with computer you can see the existence of someone. Many benefits you can get with computer. Computer can show everything in the world so that you know everything in the world. Now, we are becoming increasingly dependent on computers. A nation connect to another nation with computer. So computer is very useful to us, I hope we still use computer in the future. But way to use computer must be socialize well, because nowadays many people doesn't know how to use computer.
19. According to me, there will no such disadvantages of using computers nowadays. As we know that our life becoming easier when using computers. We can do many thing for our work especially. It also not waste the time when we do using computers. I do not think that dependent on computers is bad. That thing is very helpful. Therefore, based on me it is better now than many years before when people were difficult to type. For example to write their research or their work that they still used typewriter. Nowadays, people use laptop, which is more sophisticated than desktop. Because it can be brought whenever. Computers, absolutely become our primary needs. We don't have to be more suspicious of the benefit of computers. Because, it is modern era. Everything should be fast. We use it for our life. Hopely, people do not think badly about the use or even the dependent on computers, because we have to looking at the people's need, other activities and work.

20. We all know that computer is a thing that can make our business or work easy. In this era, every house has a computer. If we have a work, of course, we need good and neat writing so we have to type it on computer. Every student also needs it to do his or her work. In another case, computer is used for listening to music. We can save many songs in computer and listen to the songs. We can watch by using computer. We put a CD in it. Now think about if we do our business without computer. What can we do? Actually, we can write anything by hand but we are possible to make any mistakes. If we do that, we have to rewrite and rewrite. A little bit mistake will be visible and our writings are not seen neat. It also means, many papers will be useless and we have to spend a lot of money to buy new papers. While if we type it on computer, we can fix it without scratch and throwing out many papers. In addition, computer is not only used for writing but also for watching. There is an application in computer that we can use for that. Also, we can listen to music by using computer. Finally, we know the advantages of computer. There are so many benefits that we can get from computer.
21. Nowadays computers are sure very important because they are helpful in helping people to make their work become easier. In Papua, not all people yet know how to operate computer because they don't have it so only certain people that have enough money to buy computer that use it. Last week, my aunt told me that government have a plan to make electronic ID card which it will be used in all of cities in Indonesia. I think that's a good idea so people cannot make an imitate ID card of themselves anymore and also it can prevent any crimes to happen in Indonesia. Actually, using computer is a good thing but if people are dependent on computers, what a poor our generation is! There are many kinds of internet network that children like to visit them, such as facebook, twitter, skype, games online, etc. Facebook and the others are networks that make people become easier to meet and share information through internet but if they are very enthusiastic and spend their all of times just to face on computer or to online or play games online, they will have no time to study anymore.

22. Nowadays, computers are very useful for our life. They can help us find solution if we have problems for example it can help us to save our data (assignments, etc), find information through internet, to type our assignments and many else. But there are many people just depend on computers. For example if the students have assignment from campus, they just go to Warnet and make their assignment there. They do not try to think before and try to make their homework or do their homework theirself. Besides by depend on computers can open our knowledge because we can find many information. So in my opinion computers are very useful for us.
23. Computers is very important in human life. It have many purposes and are used in various types of fields such as medical facilities, government, education, and many households. With computers everyday life is easier for us. Besides computer is entertain to people, for example with computer we can listening music, watching moving, play game, browsing everything with interesting, call friend in other place, then computers can connect family and friends all over the world. Computers have affected our lives in many ways. We must understand to using computers well, because if we cannot to operate computers, we cannot develop. As we know that everything in this world use computers. Technology also can not develop if not have computers. Computers have made the impossible be possible.
24. I agree that computer is very important thing in our life today. It can help people to do their activities. Computer is a machine, made in by human. Everything will be easier because I think that the researcher is doing the right thing to make a computer more powerful than before. For examples, computer is used to detect the disease in our body (invisible) like in our intestines. Hopefully that in the future, the computer also can detect many kinds of disease just by scanning our body. And I hope that the computer also can detect the measure of love from our couple. It can be a little bit funny. So the computer scan our mind directly through the nerves. And I also dream about to make a computer that can bring us go back in the past, to fix our mistakes, through our long memory.

25. As we know that computers is the important one in our activity, especially in our study. Computers help us to make a good writing. I mean that good formate in writing. People becomes interest to use computer for their job, but some people have problem to use computer in their activity. It happen because we have not started from beginning to study or learn about the computer. As we know that computers always have a change in time, if we don't follow the change we will loose the knowledge about computer. I mean that how to use computer. In the future we will find good technology more than computers, because we people always have a change in times, to be more good from the past. Technology will become first one way for us to connecting with another in the world. Computer is good for help us but some people use computer for bad purpose.

Appendix 2

RESULT OF TRIAL 2

GROUP	LINE/ SENTENCES	RESPONSES	NOTES
Group 1 (F1)	1	E	
	2	B	
	3	B	
	4	A	
	5	B	
	6	E	
	7	A	
	8	B	
	9	F	
	10	F	
	11	B	
	12	A	
	13	E	
	14	F	
	15	A	
	16	B	
	17	B	
	18	C	
	19	E	
	20	A	
	21	F	
	22	B	
Group 2 (F2)	1	C	
	2	D	
	3	C	
	4	D	
	4	A	
	5	C	
	5	A	
	6	D	

	8	A	
	9	B	
	10	B	
	10	C	
	12	A	
	13	D	
	14	B	
	14	D	
Group 3 (F3)	3	D	
	6	D	
	9	D	
	12	D	
Group 4 (T1)	1	A	
	2	A	
	3	A	
	4	D	
	5	D	
	6	D	
	7	A	
	8	D	
	9	A	
	10	A	
	11	A	
	12	A	
	13	A	
	14	A	
	15	A	
	16	A	
	17	A	
	18	A	
	19	A	
	20	D	
	21	A	
Group 5 (T2)	2	?	Confusing
	3	B	

	4	B	
	5	B	
	6	B	
	9	B	
	10	B	
	13	C	
	13	B	
	15	B	
Group 6 (T3)	1	B	
	3	C	
	3	C	
	4	C	
	6	C	
	9	C	
	10	C	
Group 7 (T4)	1	B	
	2	A	
	3	A	
	4	B	
	5	B	
	6	B	
	7	B	
	8	B	
	9	B	
	10	A	
	11	A	
	12	B	
	13	A	
	14	B	
	15	B	
	16	A	
	17	A	
	18	B	
	19	A	

	20	B	
	21	A	
Group 8 (Mode)	1	D	
	1	A	
	1	C	
	2	C	
	3	A	
	3	D	
	4	D	
	5	E	
	6	D	
	6	D	
	7	C	
	7	E	
	8	C	
	8	B	
	8	A	
	8	C	
	8	D	
	9	C	
	9	C	
	9	C	
	9	B	
	10	C	
	10	A	
	11	C	
	11	B	
	11	E	
	12	B	
	13	C	
	13	A	

Appendix 3
GUIDELINES FOR CODING FTM MARKERS

1	2	3	4
Code number	Elements to mark	Markers to identify	Worked Examples
Subject matter			
1	Mental	A word indicating the process of 'sensing', 'feeling' or 'thinking.'	<p>Indicated by words such as: see, heard, notice, recognised, smell, believe, felt, think, know, (and so on)</p> <p>Example: <i>The dog recognised his master's voice.</i></p> <p>'The dog' is the subject, 'his master's voice' is the object. 'recognised' is the process happening inside the dog's brain.</p>
2	Material	A word indicating the process of 'doing' or 'happening'.	<p>Indicated by words such as: Write, eat, kick, drink, made, pull, (and so on)</p> <p>Example: <i>The baby drank some milk</i></p> <p>'The baby'; is the subject, 'some milk' is the object of the baby's action. 'drank' indicates the action the baby does.</p>
3	Verbal	A word indicating an act associated with 'uttering' or of 'saying'.	<p>Indicated by words such as: Say, told, asked, warn, stated, (and so on)</p> <p>Example: <i>My teacher told me that story</i></p> <p>'My teacher' is the subject, 'me' is indirect object, 'that story' is the direct object. 'told' is the act of saying.</p>

4	Behavioural	A word indicating a way or ways of 'behaving'.	<p>Indicated by words such as: was laughing, hum, had watched, sang, (and so on)</p> <p>Example:</p> <p><i>The woman was laughing loudly.</i></p> <p>'The woman' is the subject, 'loudly' is the way the woman was laughing. 'was laughing' is the act of behaving.</p>
5	Relational	A word linking an attribute to its subject or identifying its subject.	<p>Indicated by words such as: be (is, are, etc), become, turn into, remained, stay, (and so on)</p> <p>Example:</p> <p><i>The councillor is wise.</i></p> <p>'The councillor' is the subject, 'wise' is the attribute given to the subject and 'is' is the word linking the subject to the attribute.</p>
6	Existential	A word/s indicating existence.	<p>Indicated by words: 'there + be'</p> <p>Example:</p> <p><i>There is a book on the table</i></p> <p>'There' is a subject filler, 'a book' is the entity which exists, and 'is' is the word linking 'there' and the existing entity.</p>
7	Time	A word / group of words indicating 'when', 'how long', 'how many times', 'how often'.	<p>Indicated by words such as: at, for, usually (and so on)</p> <p>Example:</p> <p><i>The thief stole the treasure on Saturday</i></p> <p>'The thief' is the subject, 'stole' is the action the subject does, 'the treasure' is the object, 'on Saturday' indicates when the action happens.</p>

8	Place	A word / group of words indicating 'where', 'at which place'.	<p>Indicated by words such as: in, at, on, (and so on)</p> <p>Example: <i>Librarians work in libraries.</i></p> <p>'Librarians' is the subject, 'work' is the action the subjects do, 'in libraries' indicates where the action happens.</p>
9	Manner	A word/ group of words indicating 'how' or 'what with'.	<p>Indicated by words such as: carefully, with, like, unlike (and so on.)</p> <p>Example: <i>Some people eat noodles with sticks'</i></p> <p>'Some people' is the subject, 'eat' is the action the subject does, 'noodles' is the object, 'with sticks' indicates how or with what the action is done.</p>
10	Cause	A word/ group of words indicating 'reason', 'cause', 'purpose' or 'behalf'.	<p>Indicated by words such as: because of, for, on behalf of, (and so on).</p> <p>Example: <i>The baby could not sleep because of the noise.</i></p> <p>'The baby' is the subject, 'could not sleep' is the action the baby does, 'because of the noise' indicates the reason or cause.</p>
11	Condition	A word/ group of words indicating 'condition', 'concession'.	<p>Indicated by words such as: in case of, in spite of, even so, if (and so on).</p> <p>Example: <i>The music concert was successful in spite of the rain.</i></p> <p>'The music concert' is the subject, 'was' links the subject and the attribute, 'successful' is the attribute, 'in spite of the rain' indicates the conditions under which the concert takes place.</p>

12	Accompaniment	A word/s indicating ‘accompanied by’, ‘not accompanied by’, ‘in addition to’, ‘as alternative to’.	<p>Indicated by words such as: with, without, instead of, as well, (and so on).</p> <p>Example: <i>The pilot flew the plane without his mechanic</i></p> <p>‘The pilot’ is the subject, ‘flew’ is the action the pilot does, ‘the plane’ is the object, ‘without his mechanic’ indicates pilot was unaccompanied.</p>
13	Role	A word/s indicating a result of a process or an outcome of an action.	<p>Indicated by words such as: into, as, became, (and so on).</p> <p>Example: <i>Australians appointed Julia Gillard as the first female prime minister.</i></p> <p>‘Australians’ is the subject, ‘Appointed’ is the action the subjects do, ‘Julia Gillard’ is the object, ‘as the first female prime minister’ indicates the result of the action.</p>
			<p>Indicated by words such as: about, concerning, with reference to, (and so on)</p> <p>Example:</p>
14	Matter	A word/ group of words indicating ‘what about’.	<p><i>Many people are talking about the royal wedding.</i></p> <p>‘Many people’ is the subject, ‘are talking’ is the action done by the subjects, ‘about the royal wedding’ indicates the matter being talked about.</p>
15	Degree	A group of words showing the intensity or degree of an action or situation.	<p>Indicated by words such as: very, relatively, almost, extremely (and so on)</p> <p>Example: <i>A horse runs very fast.</i></p> <p>‘A horse’ is the subject, ‘runs’ is the action, ‘very fast’ states the degree of the action.</p>
	Attitudes		

16	Indicative (declarative)	A group of words which make a statement of fact.	<p>Indicated by: subject + verb + complement, ended with a full stop (.).</p> <p>Example: <i>The students study English.</i></p> <p>The students' is the subject, 'study' is verb, 'English' is the complement, 'a full stop' at the end of the sentence indicates it is a statement, not a question or instruction.</p>
17	Indicative (Interrogative)	A group of words expressing a question.	<p>Indicated by : auxiliaries or question words being the first word in the sentence, ended with a question mark.</p> <p>Example: <i>Did he forget his book?</i></p> <p>'He' is the subject, 'forget' is the action done by the subject, 'his book' is the object. 'A question mark' at the end and 'Did' at the beginning of the sentence show this is a question.</p>
18	Imperative	A group of words giving an instruction.	<p>Indicated by: a base form of a verb as the first word in a sentence; may end with exclamation mark (!).</p> <p>Example: <i>Write your plan on the chart!</i></p> <p>'your plan' is what is to be done, 'on the chart' is the place the action should take place. 'Write' is the action the reader or listener is directed to do, 'exclamation mark at the end of the sentence' shows this is an instruction.</p>

19	Finite Modal Operator	A word indicating degree of possibility of actions.	<p>Indicated by modal auxiliaries such as: can, must, may, might, could, should, (and so on).</p> <p>Example: <i>We can see several types of animals at the zoo.</i></p> <p>‘We’ is the subject, ‘see’ indicates the action, ‘several animals’ is the object, ‘at the zoo’ is adverb of place. ‘can’ indicates a degree of possibility to see the animals.</p>
20	Mood adjuncts	A word indicating ‘how probable’ , ‘how often’ , ‘how typical’ or ‘how obvious’ something is.	<p>Indicated by adverbs such as: probably, sometimes, generally, surely , and so on.</p> <p>Example: <i>We usually drink tea in the morning.</i></p> <p>‘We’ is the subject, ‘drink’ is the action, ‘tea’ is the object, ‘in the morning’ is the time the action is done, ‘usually’ indicates how often the action is done.</p>
21	Comment adjuncts	A word/ group of words indicating the writer’s personal opinion, admission, persuasion, entreaty, presumption, desirability, reservation, validation, evaluation, or prediction.	<p>Indicated by words such as: personally, frankly, seriously, kindly, evidently, hopefully, at first, broadly speaking, understandably, as expected</p> <p>Example: <i>Frankly, I don’t understand the case.</i></p> <p>‘I’ is the subject, ‘don’t understand’ is the process happening inside the subject’s brain, ‘the case’ is the object. ‘Frankly’ expresses writer’s admission</p>
22	Appraisal words	A word showing an expression of (strong), negative or positive feelings or opinions.	<p>Indicated by words such as: good, hate, like fantastic, terrible, wonderful,(and so on).</p> <p>Example: <i>The food tastes fantastic.</i></p> <p>‘The food’ is the subject, ‘tastes’ links the subject and the attribute, ‘fantastic’ indicate the strong emotion of the writer about the food.</p>

23	Modal Grammatical Metaphor	A short clause indicating one's belief or opinion.	<p>Indicated by a short clause such as: I think, I believe, I am sure, and so on.</p> <p>Example: <i>I believe God helps us.</i></p> <p>'God' is the subject, 'helps' is the action done by the subject, 'us' is the object. 'I believe' is a short sentence expressing the writer's belief,</p>
24	Personal Pronoun	First and second personal pronouns and possessive pronouns/ adjectives indicating the writer's engagement in a discussion.	<p>Indicated by words: I, we, you, me, us, my/mine, our/ ours, your/ yours.</p> <p>Example: <i>We can find a lot of information in books.</i></p> <p>'can find' is verb, 'a lot of information' is object, 'in books' is adverb, 'We' is personal pronoun which shows that the writer is engaging in the discussion.</p>
25	Passive Voice	A clause/ sentence indicating that the writer is not engaged in discussion.	<p>Indicated by: auxiliary be + past participle</p> <p>Example: <i>The problem can be solved in several days.</i></p> <p>(As contrasted with <i>we can solve the problem in several days</i>).</p> <p>'the problem' is the subject, 'can' is a modal verb, 'be' is the auxiliary, 'solved' is the past participle, 'in several days' is the adverbial phrase.</p> <p>The sentence does not show who is involved in the process of solving problem.</p>
	Organisation of ideas		
		A word/ group of words at the beginning of a sentence which is the subject of the	<p>Indicated by : a subject being the first word in sentence (possibly after conjunctions or disjuncts).</p> <p>Example: <i>The dog kissed the cat deeply.</i></p>

26	Unmarked Topical Theme	sentence.	<p>‘The dog’ is the subject, ‘kissed’ is the action done by the subject, ‘the cat’ is the object, ‘deeply’ is the way the action is done.</p> <p>‘The dog’ are the first words in the sentence.</p>
27	Marked Topical Theme	A word/ group of words at the beginning of a sentence which is not the subject of the sentence, indicating emphasis.	<p>Indicated by: an adverbial group or prepositional phrase being the first word/s in sentence (possibly after conjunctions), such as: Last week, in Perth (and so on).</p> <p>Example:</p> <p><i>For me, eating rice is a must.</i></p> <p>‘eating rice’ occupies the subject, ‘eat’ is the action done by the subject, ‘rice’ is the object, ‘for dinner’ is the circumstance. ‘For me’ is an adverbial indicating an emphasis.</p>
28	Textual Theme	A word at the beginning of a clause/ sentence which relates one idea to another to give related meaning.	<p>Indicated by: conjunction being the first word in sentence such as: so, then, therefore, (and so on).</p> <p>Example:</p> <p><i>He needs to come, so you must call him.</i></p> <p>‘He needs to come’ is the previous idea, ‘you must call him’ is the following idea, ‘so’ connects the previous idea with the following idea.</p>
29	Interpersonal Theme	A word/s at the beginning of a sentence indicating expression of the writer’s feeling, attitude, or opinion.	<p>Indicated by : disjuncts - words such as ‘of course, hopefully, personally, honestly, as expected (and so on)’ being the first word/s in sentence (possibly after conjunctions)</p> <p>Example:</p> <p><i>Of course, I will help you.</i></p> <p>‘I’ is the subject, ‘will help’ is the action done by the subject, ‘you’ is the object. ‘Of course’ indicates expression of the writer’s feeling,</p>

Appendix 4
RESULTS OF PILOTING

GROUP	LINE/ SENTEN CE	CODER 1	CODER 2	CODER 3	AGREEMENT AMONGST CODERS
Group 1 (F1)					
1	1	F	F	E	2
2	1	B	B	B	3
3	2	B	B	B	3
4	3	B	B	B	3
5	4	B	D	B	2
6	5	G	F	E	0
7	6	B	D	B	2
8	7	F	F	F	3
9	7	B	B	B	3
10	7	B	D	B	2
11	8	F	F	E	2
12	8	B	B	B	3
13	9	F	F	E	2
14	9	F	F	E	2
15	9	B	B	B	3
16	10	G	D	D	2
17	10	B	D	B	2
18	10	G	F	E	0
19	11	A	A	A	3
20	12	G	F	F	2
21	13	b	B	B	3
Group 2 (F2)					
1	1	D	C	D	2
2	2	C	E	C	2
3	3	E	C	C	2
4	4	D	D	D	3
5	4	A	A	A	3
6	5	D	C	C	2
7	5	A	A	A	3
8	6	D	D	D	3
9	8	A	A	A	3
10	9	B	B	B	3

11	10	B	B	B	3
12	10	F	F	F	3
13	12	A	A	A	3
14	13	E	D	D	2
15	14	B	B	B	3
16	14	F	D	D	2
Group 3 (F3)					
1	3	B	C	B	2
2	6	D	D	D	3
3	9	D	D	D	3
4	12	D	D	D	3
Group 4 (T1)					
1	1	A	A	A	3
2	2	A	A	A	3
3	3	E	A	A	2
4	4	A	A	A	3
5	5	A	A	A	3
6	6	A	A	A	3
7	7	A	A	A	3
8	8	A	A	A	3
9	9	E	E	A	2
10	10	A	A	A	3
11	11	A	A	A	3
12	12	A	A	A	3
13	13	A	A	A	3
14	14	E	E	A	2
15	15	A	A	A	3
16	16	A	A	A	3
17	17	E	A	A	2
18	18	A	A	A	3
19	19	A	A	A	3
20	20	A	E	A	2
21	21	A	A	A	3
Group 5 (T2)					
1	3	A	A	A	3
2	3	B	B	B	3
3	4	A	A	A	3

4	4	B	B	B	3
5	5	B	B	B	3
6	5	A	A	A	3
7	6	B	B	B	3
8	6	A	A	A	3
9	9	B	B	B	3
10	9	A	A	A	3
11	10	B	B	B	3
12	10	A	A	A	3
13	13	C	C	C	3
14	13	A	A	A	3
15	15	A	A	A	3
Group 6 (T3)					
1	1	C	C	C	3
2	1	a	B	B	2
Group 7 (T4)					
1	2	A	A	A	3
2	21	a	A	A	3
Group 8 (Mode)					
1	1	A	A	A	3
2	1	E	C	C	2
3	2	C	C	C	3
4	2	F	F	F	3
5	3	A	E	B	0
6	3	A	A	A	3
7	4	A	A	A	3
8	5	F	E	B	0
9	6	A	A	A	3
10	6	B	E	B	2
11	7	C	C	C	3
12	7	C	C	B	2
13	8	C	C	C	3
14	8	F	C	C	2
15	8	F	A	A	2
16	8	C	C	C	3
17	8	A	A	A	3

18	9	F	C	C	2
19	9	A	A	A	3
20	9	C	C	C	3
21	9	F	A	A	2
22	10	C	C	C	3
23	10	A	B	B	2
24	11	E	C	C	2
25	11	A	A	A	3
26	11	E	E	B	2
27	12	D	D	D	3
28	13	C	C	C	3
29	13	E	A	B	0
Total	110				
3 = agreement amongst 3 coders				72/11 (65.5%)	
2 = Agreement amongst 2 coders				33/110 (30 %)	
0 = there is no agreement				5/110 (4.5%)	
Total				100 %	

Appendix 5

MODIFIED INSTRUMENT/ WORKSHEET FOR CODING FTM MARKERS

a: 1.	b: 2	c: 3	d: 4	e: 5	f: 6
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Group 1 (Field 1):

	T E X T

line	Word/s	R

INSTRUCTION:

Write a, b, c, d, e, f or g (see NOTE) in 3rd column ‘R- your response’ that you feel most appropriately describes the meaning of the word/s written in bold text. (numbers on the left indicate lines in the text).

NOTE:

- a: Related to sensing/thinking/ feeling.
- b: Related to happening/ doing.
- c: Associated with uttering or saying.
- d: Associated with behaviour.
- e: describing an attribute or identity of something/ someone
- f. Indicating existence of something.
- g. Not any of a to f.

a: 12	b: 13	c: 14	d: 15
-------	-------	-------	-------

Group 3 (Field 3)

	T E X T
--	---------

- c. About something/ someone
- d: Telling intensity/ degree of an event or condition
- e. not any of a to d

line	Word/s	R

INSTRUCTION:

Write a, b, c, d, or e (see NOTE) in 3rd column ‘R- your response’ that you feel most appropriately describes the meaning of the word written in bold text. (NB: numbers on the left indicate lines in the text)

NOTE:

- a: Accompanied by/ not accompanied by/ in addition to/ as alternative to.
- b: Becoming something/ someone/

a: 16	b: 17	c: 18
-------	-------	-------

Group 4 (Tenor 1)

T E X T

Sentence		R
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

INSTRUCTION:

Please write a, b, c, or d (see NOTE) on 2nd column “R- your response” that you feel most appropriately describe the function/ meaning of the sentences numbered in the text.

NOTE:

- a: The writer is making a statement
- b: The writer is asking a question.
- c. The writer is giving an instruction.
- d: Not any of a to c.

a: 25	d: 26
-------	-------

Group 7 (Tenor 4):

T E X T

Sentence		R
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

INSTRUCTION:

Write a, b, or c (see NOTE) in 3rd column 'R- your response' that you feel most appropriately describes the meaning of the sentences written in bold text.

NOTE:

- a. The concern is what is done, not who does
- b. First half of this sentence is making an emphasis
- c. Neither a nor b.

Appendix 6
INTERVIEW PROTOCOLS

STEPS	
A	BEFORE INTERVIEW
1.	Ask for a signature of consent form from interviewee
2.	Send the texts and instructions to the interviewee a few days before the interview. Instructions: a. Please rank the texts from what you think the most appropriate academic text to the least, based on the content/ topic. b. Please rank the texts from what you think the most appropriate academic text to the least, based on the attitude or emotion expressed. c. Please rank the texts from what you think the most appropriate academic text to the least, based on the organisation of the ideas.
B	ON THE DAY OF INTERVIEW.
1.	Explain the purpose of the interview and clarify the instructions.
2.	Check that the interviewee understands what to do.
3.	Give opportunities for the interviewee to ask any questions.
4.	Ask interviewee to rank sample texts.
5.	After the ranking ask interview Questions: 1). Opinion on Content (Field) RE: Rank the texts from the most to the least appropriate based on the subject matter/ content. Why did you rank the texts in this order? 2). Opinion on attitude or emotion (Tenor) RE: Rank the texts from the most to the least appropriate based on the attitudes expressed by the writers. Why did you rank that way?

	<p>3). Opinion on Organisation of text (Mode)</p> <p>RE: Rank the texts from the most to the least appropriate based on the subject matter/ content. Why did you rank the texts in this order?</p>
C	AFTER INTERVIEW.
	1. Thank the participant

Appendix 7

PROPORTIONAL USE OF FTM MARKERS IN STUDENTS' TEXTS

FTM	TEXTS																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Σ%	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
FIELD TOTAL																										47.2	
1. Participants	21	12	19	20	24	20	22	19	22	18	17	24	21	19	21	21	24	23	22	23	22	22	22	25.4	17	22	21.4
Processes																										14.6	
2. Mental	0.7	1.1	4	2.2	1	0.5	0	5.1	3.1	1.5	2.9	2.4	3.4	1.8	1.9	3.4	3.5	4.1	2.5	1.4	2.1	0	1.7	5	2.5	2.9	2.3
3. Material	8	4.8	4.5	5.5	4.9	5.7	4.8	3.4	3.1	3.6	4	4.1	3.9	4.1	6.3	6.7	5.9	7.6	3.8	7.5	3.5	5.4	7.0	2	5.8	2.9	5.2
4. Verbal	0	0	0	0.5	0	0	2.4	0	0	1	0.4	0.4	0.6	0.6	0	0	0	0.6	0	0	0.7	0	0.8	8	0	0	0.3
5. Behavioural	0	2.6	2.8	0.5	2	1	3.6	2.6	1.3	1.5	1.4	1.6	1.7	0.6	1.3	1	0	1.8	0	1.4	0.7	4.3	3.5	2.5	2.2	1.7	
6. Relational	4.7	4.8	2.3	5.5	5.9	4.7	4.8	3.4	5.3	5.6	5	6.1	4.5	5.3	3.8	2.4	4.1	1.8	6.3	3.3	7.7	4.3	3.5	3.3	4.3	4.6	
7. Existential	0.7	0	0	0.5	0	1	0	0	0.4	0	0.4	1.2	0.6	0	0.6	0	0	0	0.6	0.9	0.7	1.1	0	0	0	0.4	
Circumstance																										11.2	
8. Time	2.7	3.2	2.3	1.6	5.9	2.1	0	1.7	2.2	0	2.5	0.4	1.1	3.5	1.9	1.9	4.1	1.8	2.5	0.5	1.4	2.2	0.8	8	2.5	7.9	2.3
9. Place	2	1.1	2.8	1.6	2.9	0.5	4.8	1.7	1.3	1.5	0.7	1.2	0	2.9	0.6	1	1.2	2.3	0	0	0.7	3.2	0.8	8	0	0.7	1.5
10. Manner	1.3	1.1	2.3	1.6	1	0	2.4	0.9	0.9	1	2.9	0.4	0	0.6	1.3	1.4	1.2	1.2	1.9	0.5	0	0	0.8	8	6.6	0	1.3
11. Cause	3.3	1.1	2.3	0.5	2	1	4.8	1.7	3.1	1.5	1.1	5.3	2.2	2.9	2.5	0.5	2.4	1.8	1.9	1.4	2.1	5.4	0.8	8	4.1	5.8	2.5
12. Contingency	0	0.5	0	0	0	1.6	0	0	0.9	0.5	0.4	0	2.8	0	0.6	1	0.6	0	0	1.9	0.7	1.1	0.8	8	0.8	0.7	0.6

13. Accompaniment	0	0.5	1.1	2.2	2	0.5	0	0.9	0.4	2	0.7	1.2	1.7	1.2	1.3	0.5	0	0.6	0	0.5	0	0	1.7	5	0.8	0.7	0.8
14. Role	0	1.1	0.6	0	0	0	0	0	1.3	0.5	0.4	0	0	0.6	0	0	0	0	0.6	0	0	0	0	0	0.8	0.7	0.3
15. Matter	0	0.5	0.6	0.5	0	0	0	0	0	0	0.4	0	0	0	0.6	0.5	0	0	0.6	0	0	0	0	1.7	1.4	0.3	
16. Degree	0.7	2.1	2.8	2.7	2	1.6	1.2	0	2.2	1	0.7	0.8	1.7	2.4	1.3	1	1.8	0.6	2.5	0	1.4	1.1	1.7	5	2.5	0	1.5
TENOR																											33.1
Mood																											17.7
17. Declarative	13	14	13	15	15	14	16	15	14	15	16	16	16	16	16	16	15	16	15	16	17	15	14	13	14	15.5	
18. Interrogative	0	0.5	0	0	0	0	0	0	1.3	0.5	0.4	0.4	0.6	0	0.6	0	0	0.6	0	0.5	0	0	0	0	0	0	0.2
19. Imperative	0	0	0	0	0	0	0	0	0	0	0.4	0	0	0	0	0	0	0	0	0.5	0	0	0	0	0	0	0.0
Main Tenor																											17.4
20. Finite Modal Operators	4	4.2	4.5	3.8	2	3.6	6	6.8	2.7	3.6	4.3	3.7	2.8	5.3	3.1	4.8	2.9	2.9	3.2	4.7	2.1	4.3	3.5	4.1	1.4	3.9	
21. Mood Adjuncts	0.7	1.6	2.3	2.2	2.9	2.6	0	0	0.4	0	0.4	0	0.6	1.8	1.3	0.5	1.8	0.6	0.6	0	0.7	1.1	0	0	0.7	0.9	
22. Comment Adjuncts	0.7	1.6	0.6	0.5	0	0.5	0	0.9	0.4	0.5	0.7	1.2	0.6	0	0.6	0.5	0.6	0	2.5	0.9	0.7	1.1	0	0.8	0	0.7	
23. Appraisal words	3.3	2.6	4.5	3.8	5.9	8.3	6	6.8	4.4	5.1	3.6	4.5	5.1	5.3	4.4	2.9	3.5	1.8	3.8	2.3	7	3.2	4.3	9	5	3.6	4.6
24. Modal Grammatical Metaphor	0.7	0.5	1.7	0.5	1	1.6	0	0.9	0.9	0.5	0.7	0.8	0.6	0.6	1.9	1.9	0	0.6	1.3	0.5	0.7	0	0.8	8	2.5	2.2	1.0
25. Personal Pronouns	5.3	1.6	7.4	3.3	2.9	7.3	1.2	5.1	6.6	5.1	7.6	2.4	2.8	2.4	3.8	4.3	6.5	7.6	6.3	8.9	2.1	5.4	5.2	6	5	7.2	5.1
26. Passive voice	1.3	1.6	1.1	0	1	2.1	1.2	1.7	0.4	2.6	1.8	2	1.7	1.2	2.5	2.4	0	2.9	0.6	0.5	0.7	0	0	0	0	0	1.2
MODE																											19.8
27. Unmarked Topical Themes	8.7	7.9	8	12	8.8	7.8	9.6	9.4	10	11	12	9.8	13	10	10	9.1	11	11	11	13	9.1	6.5	9.6	8.3	9.4	10.1	

28. Marked Topical Themes	3.3	2.6	2.8	0.5	2	2.6	0	3.4	0.9	0.5	1.8	0.4	1.7	4.1	1.9	4.3	2.9	2.9	1.3	0.9	2.8	2.2	1.75	0.8	0.7	2.0
29. Textual Themes	6.7	6.3	4	7.1	2.9	5.2	9.6	7.7	5.3	8.7	5.4	4.9	7.3	4.1	5	5.8	4.1	4.7	4.4	5.6	7	9.7	5.26	4.1	4.3	6.0
30. Interpersonal Themes	0.7	6.3	2.3	1.1	1	2.6	0	1.7	1.3	1	1.1	1.6	1.1	0	1.9	3.8	0	0.6	1.9	1.4	1.4	0	0.88	2.5	2.2	1.6

Appendix 8

PROFILES OF THE 4 SELECTED TEXTS FOR RANKING

Text A

Text A (originally Text 21) was selected based on the most variety of the Field (Process) markers. Process markers were the basis for the text selection as this type of markers is the main element of Field (Halliday, 1994). The bold-typed words in the text are Field (Process) markers. The profile of Text A is summarised in Table 15.

“Nowadays computers **are** sure very important because they **are** helpful in helping people to make their work become easier. In Papua, not all people yet **know** how to operate computer because they don’t **have** it so only certain people that **have** enough money to buy computer that **use** it. Last week, my aunt **told** me that government **have** a plan to make electronic ID card which it will be **used** in all of cities in Indonesia. I **think** that’s a good idea so people cannot **make** an imitate ID card of themselves anymore and also it can **prevent** any crimes to happen in Indonesia. Actually, using computer **is** a good thing but if people **are** dependent on computers, what a poor our generation **is**! There **are** many kinds of internet network that children **like** to visit them, such as facebook, twitter, skype, games online, etc. Facebook and the others **are** networks that **make** people become easier to **meet** and **share** information through internet but if they **are** very enthusiastic and **spend** their all of times just to face on computer or to online or **play** games online, they will **have** no time to study anymore.” (194 words)

Table 15: Field (Process) Markers which were used in Text A

Field (Processes)	Markers
1. mental	know, think, like,
2. material	make, used, prevent, spend, share
3. verbal	told,
4. behavioural	Play
5. relational	are, is, have
6. existential	there are

As can be seen in Table 15, Text A uses all 6 types of Field (Process) markers.

Text B

Text B (originally Text 15) was selected based on the most variety of Tenor markers. The bold-typed words in the text are the markers of Tenor. The profile of Text B is summarised in Table 16.

“**According to me**, computer is **useful** for our life. In this era, **maybe** all things in the world **cannot** be done without computers. **Why?** Because computers give **so** many knowledge for people. If somebody **cannot** using computers, he **will** be **still left behind**. All of things use computers, so **we have to** learn **more** about computers. When computers are used for fly planes, **I** don’t know what **will** happen if there is no computers. Computers is a technology which is very **useful** for human in the world. In future, **I believe** that there is a more program that **can** be used by people. Computer **will** be **better** than now, because it follow the developing era. In the future, **our** life **can** be **more easily** with technology which **advantageous** and **useful** for us. By computer also, **we can** find many friends in social networking. **I hope**, in future there is thing that more **better** than computer now. Or **computer now can be modified as good as possible.**” (167 words)

Table 16: Tenor markers which are used in Text B

Tenor	Markers
1. Declarative	e.g: According to me, computer is useful for our life.
2. Interrogative	Why?
3. Finite modal operator	Can, will, have to,
4. Mood adjunct	Maybe, still
5. Comment adjunct	According to me
6. Appraisal words	Useful, better, left behind, good,
7. Modal grammatical metaphor	I believe, I hope
8. Personal pronoun	I, we, me, our
9. Passive voice	computer now can be modified as good as possible.

Table 16 shows that 9 Tenor markers are used in Text A.

Text C

Text C (originally Text 3) was selected based on the most variety of Mode markers. Since there were more than one text using 4 types of Mode markers, this text was then selected based on the most readable text verified by the L1 English speaker. The bold-typed words in the text are the markers of Mode. The profile of Text C is summarized in Table 17.

“**Having talked about computers**, it is so interesting indeed. **I** do extremely agree **that computers** will be something useful in the future. **In fact, we** can see from its contributions to the world. **It** can help people in hospital, police office, and many more. **Besides, it** really guarantees you to make your time more effectively. **For instance, in my personal experience, as a student**, I really need computers. **My all assignments** are done by computer. **I** can do many assignments faster. **So I** can keep my time effectively. **Besides, another fact** that proves computers are so useful. **Recently, people** can make a connection to other people in the world by computers. **Computers** can make our eyes more wide. So we should not go across the word, **but computers** can help us to do that. **As you see, every single time**, we always depends on computers. **The use of computers** are extremely unlimited in ages. All people use computers to any other importance. The use of computers are not only to do their job but also to have fun. **Furthermore, you can see, how people** depend on computers. **I** do extremely believe **that the use of computers** increases fast.” (195 words)

Table 17: Mode Markers which are used in Text C

Mode	Markers
1. Unmarked Topical Theme	I, we, computers, it, my all assignments, another fact, people, the use of computers, all people,
2. Marked Topical Theme	Having talked about computers, Every single time, as a student, recently,
3. Textual Theme	That, besides, so, but, for instance, furthermore, how, as
4. Interpersonal Theme	In fact, you see, in my personal experience,

Table 17 shows the use of all 4 Mode markers in Text C.

Text D

Text D (originally Text 11) was selected based on the most variety of all Field, Tenor, and Mode markers. The following paragraphs describe consecutively the profile of Text D based on the Field, Tenor, and Mode.

Text D and the profile in Field.

As can be seen in Table 2 and Table 3, Text D (Text 11 in the tables) used 6 types of Field (Process) markers. The bold-typed words in the following text are Field (Process) markers. The Field markers which were used in the text are summarized in Table 18.

“It **is** true that we **are becoming** increasingly dependent on computers. Computer’s function is very essential for our life. In every sector, computer **is needed** indeed. Computer’s using **develops**, year by year **progress** surprisingly. Computer’s function **is** always changed, **followed** by the consumer’s need. Actually I do not **know** exactly about how to use the computer. But its benefit for my lecture activity **is** very amazing for me. I **think** how difficult my project **is** if I don’t **use** this machine, whether I can **finish** them by writing manually. Oh yeah, I **mean** that this computer mostly **help** me in typing or searching data on internet or saving and printing the data. I **remember** 5 years ago, when I **was** in primary school, the computer **was** very uncomfortable. Why? Because we could not **bring** it, we could not **use** it everywhere, coz it **was** impossible to separate all of the tools/equipment one by one. But now, we can **use** it everywhere included in the presentation. We can **show** our projects to the class directly. But **try** to think of their useful for in the future. I have **explained** that computer progress **is** very surprise. We can **see**, computers can **join** functionally with TV and telephone. Moreover, computer can **be used** without a keyboard just by touching the screen. It **is** very simple for us. I don’t **know** exactly what things will **be used** in the future. But of course the computer’s function will **be** on the top continuously with the newest model, tools, and programmes. But, I **think** we should **be** more carefully in using the computer. We have to **use** the computer by the rules of using it. We don’t **think**, because there **are** many computers in this world, and we **become** the lazy person. We have to **think** that computer only can be functioned as the helper and media. But however, computer is very important in our life.” (321 words)

Table 18: Field (Process) Markers which were used in Text D

Field (Processes)	Markers
1. Mental	Think, remember, mean, needed, know, see,
2. Material	Bring, used, develop, progress, finish, bring, use, show, try
3. Verbal	Explained,
4. Behavioural	Try, followed
5. Relational	Was, are, is
6. Existential	(There) are

Text 18 shows the use of all 6 Field (Process) markers in Text D.

Text D and the profile in Tenor

Tables 2 and 3 show that Text D (Text 11 in the tables) used 10 types of Tenor markers. The bold-typed words in the following text are the markers of Tenor. The Tenor markers which were used in the text are summarized in Table 19.

“It is true that **we** are becoming increasingly dependent on computers. Computer’s function is very **essential** for our life. In every sector, computer is needed indeed. Computer’s using develops, year by year progress **surprisingly**. Computer’s function is **always** changed, followed by the consumer’s need. **Actually** I do not know exactly about how to use the computer. But its **benefit** for my lecture activity is very **amazing** for **me**. **I think** how **difficult my** project is if **I** don’t use this machine, wether **I can** finish them by writing manually. Oh yeah, **I** mean that this computer mostly help **me** in typing or searching data on internet or saving and printing the data. **I** remember 5 years ago, when I was in primary school, the computer was very **uncomfortable**. **Why?** Because **we could** not bring it, **we could** not use it everywhere, coz it was **impossible** to separate all of the tools/ equipment one by one. But now, **we can** use it everywhere included in the presentation. **We can** show our projects to the class directly. How **lucky we** are now! But **try to think of their useful for in the future**. **I** have explained that computer progress is **very surprise**. **We can** see, computers **can** join functionally with TV and telephone. Moreover, **computer can be used without a keyboard just by touching the screen**. It is **very simple** for **us**. I don’t know exactly what things **will** be used in the future. But **of course** the

computer's function **will** be on the top continuously with the newest model, tools, and programs. But, **I think we should** be more **carefully** in using the computer. **We** have to use the computer by the rules of using it. **We** don't think, because there are many computers in this world, and **we** become the **lazy** person. **We have to** think that computer **only can** be functioned as the helper and media. But however, computer is **very important** in **our** life.”

Table 19: Tenor markers which were used in Text D

Tenor	Markers
1. Declarative	e.g: Computer's function is very essential for our life.
2. Interrogative	Why?
3. Imperative	Try to think of their useful in the future.
4. Finite modal operator	Can, will, have to, could, should
5. Mood adjuncts	Always, only
6. Comment adjuncts	Of course, actually
7. Appraisal words	Useful, lazy, important, benefit, difficult, surprisingly, essential, uncomfortable, impossible, lucky, simple,
8. Modal grammatical metaphor	I think
9. Personal pronouns	We, I, us
10. Passive voice	computer can be used without a keyboard just by touching the screen.

As can be seen in Table 19, Text D uses all 10 Tenor markers.

Text D and the profile in Mode

As can be seen in Tables 2 and 3, Text D (Text 11 in the tables) used all 4 Mode markers. The bold-typed words in the following text D are the markers of Mode. The Mode markers which were used in Text D are summarized in Table 20.

“**It** is true **that we** are becoming increasingly dependent on computers. **Computer's function** is very essential for our life. **In every sector**, computer is needed indeed. **Computer's using** develops, **year by year** progress surprisingly. **Computer's function** is always changed, followed by the

consumer's need. **Actually I** do not know exactly about how to use the computer. But **its benefit for my lecture activity** is veryamazing for me. **I think** how difficult my project is **if I** don't use this machine, **wether I** can finish them by writing manually. **Oh yeah, I** mean **that this computer** mostly help me in typing or searching data on internet or saving and printing the data. **I** remember 5 years ago, **when I** was in primary school, **the computer** was very uncomfortable. Why? **Because we** could not bring it, **we** could not use it everywhere, **coz it** was impossible to separate all of the tools or equipment one by one. **But now**, we can use it everywhere included in the presentation. **We** can show our projects to the class directly. **How lucky** we are now! **But try** to think of their useful for in the future. **I** have explained **that computer progress** is very surprise. **We** can see, **computers** can join functionally with TV and telephone. **Moreover, computer** can be used without a keyboard just by touching the screen. **It** is very simple for us. **I** don't know exactly **what things** will be used in the future. **But of course the computer's function** will be on the top continuously with the newest model, tools, and programmes. **But, I think** we should be more carefully in using the computer. **We** have to use the computer by the rules of using it. **We** don't think, **because there** are many computers in this world, **and we** become the lazy person. **We** have to think **that computer** only can be functioned as the helper and media. **But however, computer** is very important in our life. It help beyond ours."

Table 20: Mode Markers which were used in Text D

Mode(Theme)	Markers
1. Unmarked Topical Theme	We, computer's function, it, computer's using, its benefit for my lecture activity, I, this computer, try, computer progress, what things, there (expletive),
2. Marked Topical Theme	In every sector, now, year by year, how lucky
3. Textual Theme	That, but, and, because, coz, if, moreover, however
4. Interpersonal Theme	Of course, I think, oh yeah, actually,

Table 20 shows the use of all 4 Mode markers in Text D.

Appendix 9

THEME DEVELOPMENT IN THE 4 SELECTED TEXTS

In the following diagrams Rheme-to-Theme progression is marked with blue arrows and Theme-to-Theme with red arrows/ New sub-topics are marked with an asterisk.

Thematische development in Text A

No	THEME	RHEME
1	*Nowadays	computers are sure very important
2	Because they ←	are helpful in helping people to make their work become easier.
3	*In Papua,	not all people yet know how to operate computer
4	Because they ↓	don't have it
5	So certain people	that have enough money to buy computer that use it
6	*Last week	my aunt told me
7	That government	have plan to make electronic id card
8	Which it ←	will be used in all cities in indonesia
9	I think that	is a good idea
10	So people	cannot make an imitate id card of themselves anymore
11	And also it	can prevent any crimes to happen in indonesia
12	*actually, using computer	is a good thing
13	But if people	are dependent on computers,
14	What a poor generation	is
15	*There	are many kinds of internet network
16	That children	like to visit them, such as facebook, twitter, skype, games online, etc.
17	Facebook and the others ←	are network that make people become easier to make and share information through internet
18	But if they ←	are very enthusiastic and spend their all times just to face on computer or to online or play games online,
19	They ↓	will have no time to study anymore

Profile - Text A is 194 words long. Theme-Rheme analysis shows the student introduced 5 different ideas (asterisked) which, in such a short text, attributes to relatively poor development of each idea.

Thematic development in Text B

No	THEME	RHEME
1	*According to me, computer	is useful for our life
2	In this era,	may be all things in the world can nt be done without computer
3	Why?	
4	*Because computers	give s many knowledge for people
5	If somebody	cannot using computers,
6	He	will be still left behind
7	* all f things	use computers
8	So we	have to learn more about computers
9	When computers	are use for fly planes,
10	* I don't know what	will happen
11	If there	is no computers.
12	computers	is a technology which is very useful for human in the world.
13	* In future,	i believe
14	That there	is a more program
15	That	can be used by people.
16	Computer	will be better than now
17	Because it	follow the developing era
18	In the future	our life can be more easily with technology which advantageous and useful for us.
19	* by computer	also, we can find many friens in social networking
20	I hope in future	there thing that more better than computer now
21	Or computer	now can be modified as good as possible.

Profile - Text B is the shortest of the 4 assessed texts with 167 words. Theme-Rheme analysis shows little development of the 6 ideas.

Thematic development in Text C

No	THEME	RHEME
1	*Having talked about computers	it is so interesting indeed
2	I do extremely agree that computers	will be something useful in the future
3	In fact, we	can see from its contribution to the world
4	It	can help people in hospital, police office, and many more.
5	Beside it ,	really guarantees you to make your time more effectively.
6	For instance, in my personal experience ,	as a student, i really need computers.
7	My all assignments	are done by computers
8	I	can do many assignments faster
9	So I	can keep my time effectively.
10	*Besides, another fact	that proves computer are useful
11	Recently ,	people can make connection to other people in the world by computers.
12	computers	can make eyes more wide
13	So we	should not go across the world
14	But computers	can help us to do that
15	As you	see
16	Every single time	we always depend on computers.
17	* The use of computers	are extremely unlimited in ages.
18	All people	use computes to any other importance
19	The use of computers	are not only to do their job but also to have fun.
20	*Furthermore, you	can see
21	How people	depend on computers.
22	I do extremely believe that the use of computers	increases fast

Text C with 195 words contains 4 sub-topics with greater development of each as shown by the Theme-Rheme analysis. Rheme-to-Theme and Theme-to-Theme progression link the sub-topics. This writer has also used cohesive devices to strengthen relationships within and between sub-topics, e.g., besides, for instance, (besides) another fact, furthermore.

Thematic development in Text D

No	THEME	RHEME
1	*It	is true
2	That we	are becoming increasingly dependent on computers.
3	Computer's function	is very essential for our life
4	In every sector,	computer is needed indeed.
5	*Computer's using	develops,
6	Year by year	progress surprisingly
7	Computer's function	is always changed, followed by the consumer's need.
8	*actually I	do not know exactly about how to use the computer.
9	But its benefit for my lecture activity	is very amazing for me
10	I think how difficult	my project is
11	If I	don't use this machine
12	Whether I	can finish them by writing manually
13	Oh yes, I mean that this computer	mostly help me in typing or searching data in internet or saving and printing the data.
14	I	remember 5 years ago,
15	*when I	was in primary school,
16	The computer	was very uncomfortable.
17	Why?	
18	Because we	could not bring it,
19	we	could not use it everywhere,
20	Coz it	was impossible to separate all of the tools or equipment one by one

21	But now ,	we can use it everywhere included in the presentation.
22	we	can show our projects to the class directly.
23	*but try	to think of the useful for in the future.
24	I	have explained
25	That computer progress	is very surprise
26	we	can see
27	computers	can join functionally with tv and telephone.
28	Moreover, computer	can be used without a keyboard just by touching the screen.
29	it	is very simple for us
30	* I	don't know exactly
31	What things	will be used in the future
32	But of course the computer's funtion	will be on the top continuously with the newest model, tools, and programmes.
33	*But, <i>I think</i> we	should be more carefully in using computer.
34	we	have to use the compter by the rules of using it.
35	we	don't think
36	Because there	are many computers in this world.
37	And we	become the lazy person.
38	we	have to think
39	That computer	only can be functional as the helper and media
40	*but hoever, computer	is very important in or lfe
41	It	help beyond ours.

Text D is the longest text with 321 words. Eight ideas are introduced and both Rheme-to- Theme and Theme-to-Theme arrangement strengthen cohesion.