USING VISUAL PROMPTS TO DEVELOP THE CHOICES THE STUDENTS MAKE IN WRITING TASKS

Napanunt Minwong

Graduate School of English, Assumption University
E-mail: Napanunt 3592@gmail.com

Abstract

This study investigates the language choices in writing made by ABAC Basic English II students in respond to the picture prompts. In this study, students' writings were examined to identify the grammatical features and generic structures they employed and then identify the potential text types or genres. Such an analysis can reveal the students' ability to write a cohesive text and assess their writing development over period of 14 weeks. The details analysis is based on the theoretical framework of Systemic Functional Grammar.

An analysis of 76 essays collected indicates that 1) the students' written texts made little distinction between, narrative, recount and description. 2) They had a limited knowledge of the appropriate genres to construct a successful text as their writings lacked of the some basic elements of the generic structure. 3) These students were unable to use a variety of linguistic resources, or to overuse them resulting in the redundant texts. 4) Over period of 14 weeks of the English course, their writings showed little or minimal development. Finally, this study suggests the pedagogical implications for the teaching of writing.

Key words: Writing in English, Systemic Functional Grammar (SFG), Genre Analysis

การใช้ ภาพ ในการ พัฒนาการเลือกงานเขียนของนักศึกษา

บทคัดย่อ

การศึกษานี้ศึกษาการ เลือกภาษาในการเขียนโดยนักศึกษามหาวิทยาลัยอัสสัมชัญในวิชาภาษาอังกฤษ
พื้นฐาน II ในการตอบสนองต่อภาพ การศึกษานี้สำรวจงานเขียนของนักศึกษาเพื่อระบุคุณสมบัติทาง
ไวยากรณ์และโครงสร้างทั่วไปที่ใช้ จากนั้นก็ระบุประเภทของข้อความหรือประเภทของบทความ การ
วิเคราะห์นี้แสดงให้เห็นความสามารถของนักศึกษาในการเขียนข้อความที่มีใจความเชื่อมโยงและ
ประเมินผลการพัฒนาในการเขียนของนักศึกษาในช่วง 14 สัปดาห์ การวิเคราะห์นี้ใช้กรอบทฤษฎี
ไวยากรณ์ระบบบทหน้าที่
การวิเคราะห์ เรียงความ 76 เรื่อง ที่เก็บรวบรวมแสดงให้เห็นว่า 1) มีความความแตกต่างกันเล็กน้อย
ระหว่างการเล่าเรื่อง เล่าขานและการบรรยาย 2) นักศึกษามีความรู้ ที่จำกัดเรื่องประเภทการเขียนที่
เหมาะสมในการสร้างข้อความให้ประสบผลสำเร็จ เนื่องจากงานเขียนของนักศึกษาขาดองค์ประกอบ
พื้นฐานบางส่วนของโครงสร้างทั่วไป 3) นักศึกษาเหล่านี้ไม่สามารถที่จะใช้ความหลากหลายทาง
ภาษาศาสตร์ แต่มักใช้ซ้ำมากเกินไปทำให้เกิดข้อความซ้ำซ้อน 4) ในช่วง 14 สัปดาห์ของหลักสูตร
ภาษาอังกฤษการเขียนของนักศึกษาพัฒนาน้อยหรือน้อยที่สุด ท้ายสุดการศึกษาครั้งนี้ชี้ให้เห็นความสำคัญ
ของวิธีการสอนในการสอนการเขียน

Introduction

ABAC is an international university in Thailand, in which English language is the medium in teaching and learning. The students have to use English in and outside the classroom during their university studies. This exposure to English, particularly in writing, is important as without a functional level of proficiency, the students cannot obtain a degree in their respective areas of study. Consequently, the focus on this study has been the written texts that students produce in terms of choices (lexical and grammatical) patterns and how well they are able to combine these elements to write a coherent text. As choices are a central idea in Systemic Functional Grammar (SFG) theory, students' written text which are the process and product of linguistic choices are potentially interesting to investigate, since these linguistic choices will show the network of the system available the writers. As Foley (2003: 42) indicates the choices available to language users will be determined by their knowledge of the language and the particular culture within which the language system has evolved.

The English language ability in the writing of ABAC students is one of the major issues raised in doing this research. Thus, the focus on students' written assignments is one way to find out what students have learned or how the current English course has benefited them.

The purpose, therefore, was to see how a group of students develops the appropriate network of choices in their English writing. Pictures were used as the stimuli to engage the students to write a 200 words essay. Previous pilot studies using the same visual stimuli with graduate students indicated that a variety of genres and a range of lexico-grammatical choices were made. The questions posed in this study concerned the kind of text type and writing skills produced by the students' choices of language and in what ways have the students writing changed over the period of the study?

Methodology

Since SFG views language as "a system of potentials" (Halliday 1978:39) because the language users have to make choices from the set of system to make a meaning within the social context. Halliday emphasizes that language cannot be separated from meaning and meaning only occurs in context. McCarthy (1991:5) notes that discourse analysis is concerned with the study of the relationship between language and contexts in which it is used. It can be spoken or written text.

Systemic Functional Grammar is therefore, concerned with the choices that are made available to the writers of a language by their grammatical systems. These choices are assumed to be meaningful and to be related writers' intention or purpose. At the same time; they are influenced by the context. A SFG presents a view of language in terms of both the structure (grammar) and the words (or lexis) so the term "lexico-grammar" is used. Functions in Systemic Functional Grammar are divided into three areas, called metafunctions: the *ideational*, the *interpersonal* and the *textual*. As Halliday (1994) claims that the metafunctions are the ways in which human beings use language are classified.

The *Ideational Metafunction* meaning is concerned with how the writer represents their experiences through the *clause system* and consists of Participant, Process and Circumstance. Participants are realized in the grammar by a Nominal Group, which may also consist of prepositional phrases or embedded clauses. Processes are realized by verbal groups, while Circumstance is adverbial and would be optional in a clause structure. For example: *She[ng] goes[vg] [to the beach.]*

The *Interpersonal Metafunction* meaning concerns how language is used to interact between the participants to exchange meanings The grammar system of interpersonal metafunction is realized by *Mood Systems*. The Mood system of the clause is represented by the mood structure of the clause which consists of two major elements 1) mood and 2) residue. Mood element consists of a subject and a finite while a residue element consists of a predicator, complements or different kinds of adjuncts. The finite is the part of verbal group, which encodes tense or the writer's opinion. In addition, the finite is an indication of the time frame and can be used to position the genre contextually.

The *Textual Metafunction* weaves ideational and interpersonal meanings together. It is how people us language to organize their written text in a meaningful way. Martin (1999) terms textual metafunction as the information flow management function which involves the organizing of the text relevant to the context. The important element to understand in the textual flow is the system of *Theme*. The system of Theme is represented by the thematic structure of the clause, and it consists of two elements: a Theme, which is the first part of the clause (up to the finite part of the verb. The remainder is the Rheme (Halliday 1994:37.)

Theme can be identifying into three different types: *Topical Theme, Interpersonal Theme* and *Textual Theme*.

Topical Theme functions as the subject of the clause. The following example is taken from a student's text:

Their son	was a good boy
Topical Theme	Rheme

The nominal group is the grammatical unit, which has the most variety at this rank of groups and this would allow the widest range of meanings to be expressed (Thompson 1996). There are three structures of the nominal group: Premodifier, Head and Postmodifier. The premodifier refers to one or more of the functional elements of Deictic, Numerative, Epithet and Classifier (Halliday 1998: 181 cited in Wang 2010). While prepositional phrases, finite and non-finite relative clauses are involved in the postmodifier (Foley 2011).

The nominal group is an important tool for descriptive language, which can be applied to various writing genres (Wang 2010: 57). It provides information about people, places and things that are involved in the clauses. Besides, it expands the meanings in the text. The ability to construct the complex nominal group is considered as an indication of developing sophistication in writing. Children rarely use complex nominal groups in the subject position (Foley 1991). The weak writer tends to employs simple noun phrases such as Determiner plus Head noun.

Marked Topical Theme can be circumstantial elements or participants that are not subject of the clause. Marked Themes are often used to signal new phase in a discourse, a new setting in time. Again the example given is from a student's writing.

On one Saturday,	it was a holiday.
Marked Topical Theme	Rheme

Textual Theme relates the clause to its context and can be any combination of Continuative (yes, no, well, oh, now), Conjunctions (and, because, who) and Conjunctive Adjunct (for instance, in addition, likewise). The existence of the Textual Themes in a text play important role in producing a cohesive text (Halliday, 1994: 53).

Finally	after	mother	knew everything,
Textual Theme	Textual Theme	Topical Theme	Rheme

Interpersonal Theme is theme that may be present before the Topical Theme. It can be Vocative, Modal and Mood marking.

Hey mommy	today	is Saturday
Interpersonal Theme	Topical Theme	Rheme

Textual function indicates the flow of information within and between text and how texts are organized. It has the function of linking one clause element to another and also helps to give cohesion and coherence to the text. Halliday (1994:308) describes these as the linguistic resources that express

textual meaning and this is done chiefly through the systems of Theme/ Rheme to produce cohesion.

To understand the cohesion and coherence of text, one has to understand what a *Text* actually is. Text is any passage of language, spoken or written, of whatever length, that forms a unified and semantic unit (Halliday and Hasan 1976: 2). What distinguishes a text from a non-text is texture. Texture holds the clauses of a text together to make a unity. The texture of text is created by such cohesive relations.

Cohesion

Cohesion is a kind of semantic relationship between discourse components (Halliday and Hasan 1976). According to Hoey (1991:1), cohesion refers to grammatical devices and lexical devices that links or ties the clauses in the text or part of text together. It helps connection within the text. Halliday and Hasan (1976) present a detailed system for analyzing cohesive relationship within a text. The unit of analysis for cohesion is the cohesive ties, which have classified into five major categories.

1. *Substitution and Ellipsis*

Substitution and ellipsis is used when a writer would like to avoid the repetition of the lexical item then apply the use of grammatical resource of language to replace the item (Bloor and Bloor 1995:96).

Substitution is the replacement of word or structure by another, which is not a personal pronoun. Items commonly used in substitution in English include "do", "one" and "the same" (Halliday and Hasan, 1976).

Ellipsis is the omission of an item but is understood by the reader. Ellipsis can be interpreted as the form of substitution in which item is replace by nothing (Halliday and Hasan 1976: 88). This happens when leaving one element unsaid which is still understood. This is an example of an ellipsis from the student's writing: *"After lunch, he went to classroom and learned English until 5 o'clock."* Pronoun *'he'* in the second clause is elliped.

2. *Reference*

Reference is the specific nature of the information that is signaled for retrieval (Halliday and Hasan 1976:35).

Halliday and Hasan (1976:308) describe "reference" as "the relation between an element of the text and something else by reference to which it is

interpreted in the given instance." The reference lets the readers to trace to the participant or element in the text. In written text, anaphoric reference serves the cohesion purpose. Anaphoric referencing "provides a link with a preceding portion of the text" (Halliday and Hasan 1976: 51).

3. Conjunction

Conjunction is used to organize ideas and indicate logical relationship between clause, sentences and paragraphs. Moreover, they can signals the ideas for the readers. Different conjunctions serve different purposes within a text. Halliday and Hasan (1976:242) categorize four kinds of conjunction:
1) Additive conjunctions signal the presentation of additional information: and, also, in addition, besides
2) Adversative: but, yet, on the other hand, instead
3) Casual conjunctions signal the causal and effect relation: so, consequently, for, because
4) Temporal shows the events in a text are related in terms of the timing of their occurrences. Here the temporal conjunction *and then, then,* and *after that.*

4. Lexical cohesion

Lexical cohesion concerns about the selection of items that are related in some way to those that have gone before (Halliday 1994:330). It is the relation between words. There are two types of lexical cohesion, reiteration and collocation.
Reiteration involves the repetition of a lexical item. The repetition may occur with the same word or through the use of synonym, antonym, and hyponym.
Collocation refers to the cohesive effect that depends on the tendency of words to share the same lexical environment (Halliday and Hasan 1976:286).

Lexical Strings

A lexical string is a list of all the lexical items that occur sequentially in a text that can be related to an immediately prior word. It is an important tool for revealing the cohesion of the text as well as also exposes the repetition of lexical being used in the text. Eggins (2004:103) defines the

lexical string as a diagram of all the lexical items that occur sequentially in a text that can be related to an immediately prior word.

Pronouns are used to avoid repetition of the word. However, it is crucial to avoid unnecessary repetition. As Foley (1991) mentions, the over use of pronoun is typical of the immature writer, particularly young children.

Coherence

Coherence refers to the way a group of clauses or sentences relate to the context (Halliday and Hasan 1976:23). Coherence, thus, refers to the overall connectedness of the ideas of text. It is the element to make the paragraphs and the sentences contribute to meaningful text. Type of coherence is determined by the context of situation and context of culture. The context of situation leads to situational coherence whereas the context of culture leads to generic coherence (Halliday and Hasan 1976:23).

Genre Theory

The term 'genre' is considered necessary part in language learning. Systemic Functional Grammar views genre as connected to the writer's purposes and language choices.

A genre approach to writing is based on the way language functions in terms of the speaker/writer's purpose. Thus Systemic Functional Grammar perspective of genre theory engages the developing writers to a wider range of texts and focuses on the analysis of the text in terms of purpose, the function of the text and the generic structure. In this approach, genres or text types are explicitly taught to specify what students should be able to achieve with language (Butt et al. 2000: 9). Further, the functions of each genre and the generic structures of each genre are important to be understood in order to help the learner writer be able to produce and control the particular genre.

The pedagogic of Genre-Based Approach in one form proposes a framework of teaching known as the Curriculum Cycle. The strengths of this model are the interaction of teachers and students through scaffolding, using analyzed and staged pedagogical genres in a teaching- learning cycle (Johns 2008: 245). Scaffolding involves providing support for learners as they develop in their linguistic competence (Paltridge 2001:31). The term "scaffolding" comes from the work of Bruner (1978 cited in Derewianka 2003). It refers to the way adults support children by providing models of appropriate language and by structuring and regulating the childrens' input

so that after a period of time, the child takes over the task of text production. This is very similar to Vygotsky's (1962 cited in Hong 2008) notion of the zone of proximal development, which means the area between what they can do independently and what they can do with assistance. This method of writing is aimed at helping students acquire sufficient mastery of the required skills until they are able to write their own texts with confidence.

Data collection in this study

The data collection was conducted in seven Basic English II classes in 2010, 2nd semester at Assumption University consisting of around 120 students. Different instructors taught each class. The students were given a black and white picture and were instructed to write a 200 to 250 word essay based on the particular picture. This assignment was given every other week as individual work.

In each week, the same picture was used for every section. The picture used was changed every other week. The essay was assigned in the class for 45 to 50 minutes. Consequently, approximately 600 pieces of students' writings were collected. 76 texts written by 12 students were taken at random for analysis in this study. These 12 students submitted 6 or 7 assignments in total.

Analysis

Each sample of student's writing was divided into clauses and each clause was analyzed in terms of its *textual, interpersonal* and *experiential metafunction.* In the aspect of *textual metafunction,* the choices of Themes (Topical, Interpersonal, Textual and Marked Topical Theme) were the main focus, since the student's selection of Theme showed how students' organized their writings according to the particular text type.

It was hypothesized that by means of the analysis of these three metafunctional meanings, plus the analysis of the use of cohesive devices, the teacher could discover the precise features which made a text successful or unsuccessful. (Bloor and Bloor 1995: 227).
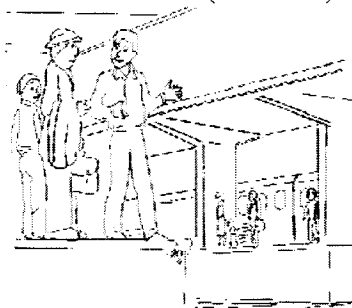
Findings and Discussion

All the 76 students' written texts were analyzed using Systemic Functional Grammar Model, Genre Analysis and Lexical String Analysis.

The pictures below show two samples used in week 1 and week 14. A detailed analysis of a typical example of a student's writing is given in the *appendix.*

Picture 1   (Week 1)

Picture 7   (Week 14)

Theme

Topical themes are dominantly used in the all texts. Most are pronouns and simple noun groups such a Deictic + Head (D+H) and this is a major weakness in narrative, recount or descriptive text. Occasionally, there was some evidence that students could employ more complex structures in Theme choice. For example, some students used Non-Finite Clause as Topical Theme indicated the development in writing.

Student D (writing 2)
   Living in Bangkok is very convenience to do everything.

The analysis indicates that some of students are able to use Textual Theme and Marked Topical Theme to show the chronological sequenced of the events. There was also evidence of an over use of Textual Theme such as '*and*', '*and then*' and '*then*'. Students rarely used dependent clauses such as 'when' to show the temporal sequence.

Student A (writing 5)
   Then the mother went to the kitchen room and find the waterpump, cornflakes and white malt. And then she mixed it and spin it together in the waterpump.

Student J (writing I)

When he arrived the school he met friends in the school he talked with them.

A number of students who attempted to use *'when'* left the clause without a main clause to complete the sentence. These students may lack knowledge about sentence structures and ability to connect ideas into a complex sentences.

Student K (writing I)

When they already eat breakfast.

Students rarely used Marked Topical Theme to vary their writings. There seemed to be a lack of awareness as to the function of the Marked Topical Theme in fore-grounding part of the message to be conveyed. Where students do employ for example Non-Finite Clause functioning as a Marked Topical Theme in the clause can be an indicator that the writer is developing a growing control over written English.

Student C (writing I)

During my mother and I have breakfast, my mother ask me about today something like what I will study today, what subject I will study.

However all too often when the student employed a Marked Topical Theme, the subject of the sentence or clause was deleted.

"In this picture is in morning."

Tense

The use of tense is one of the main features to achieve coherence. Most of the students cannot maintain the appropriate tense as they switch from one tense to another tense without any particular logic. This can make the readers very confused and the text becomes difficult to follow.

Student G (writing 3)

A boy is very hungry and asked his mother that he want to eat something.

Student C (writing 3)
>
> *his son come to him and asked about his hobby because son like to play baseball but son friend at school don't want him.*

Student J (writing 6)
>
> *She woke up around 7.00 o'clock and she do her routine, after she take a bath.*

Clause Structure

In terms of sentence structures, the students' writings too often include strings of clauses within a sentence.

Student L (writing 3)
>
> *Mom must cooking before everybody come to downstair and the son likes to eat pancake before go to school but today has somethings to surprise his parents because the son has somethigs want to do after everybody have breakfast.*

Sometimes the writing is so poor that the level is more reminiscent of a young writer rather than an undergraduate.

Student B (writing 2)
>
> *I look around I look at the floor I see many hair in the floor I think hairdresser cut hair customer until bald it make him ignore.*

Several students could manipulate sentence variation. They relied on the usage of short independent clauses and simple structures such as "There is/are". Student K's text 7 showed the over use of "There" as her repeated it for 11 times. A good writer uses a variety of structures to achieve different effects, thus avoiding monotonous forms of writing.

From the Lexical Strings Analysis, most of the students repeated both lexical and grammatical underlying the monotonous effect because of a lack in variation. For example one student kept repeating phrase 'grow the plant' so many times that any reader would have difficulty reading the text in terms of interest.

Cohesive devices

Their writings lack of cohesion, resulting from overuse of conjunctions, inadequate use of conjunctions, or inconsistent use of tense forms and ambiguous reference.

Conjunctions

The addictive conjunction 'and' was the most frequently used in students' writings. They over used coordinate conjunctions 'and' 'or' and 'but' to linked independent clauses. For this reason, their writings contained many compound sentences. Thus, their writings sound more like the spoken discourse rather than written discourse, again reflecting the writing of young children.

Student D (writing 5)
And then, they will go back to home but, his son very hungry. So, they go out the shoe shop and find restaurant but, they can't find it because in the shoping mall has a lot of people.

Student J (writing 4)
He cut grass all the garden and he digging in the middle of the garden. but land is very strong he splash the water on this and try to dig again.

On the other hand many students had a limited use of conjunctions the writing is merely a list of sentence after sentence.

Student G (writing 1)
"He interested in the mother say. He is a good boy. His mother is beautiful and kind."

Reference

The data show that "anaphoric reference⏀ is the most common type in students' writings as examples follow:
"Tommy and Thomus are brother. They live in the busy city."

Above all, the student relied on the use of pronouns in their writings especially in the theme position. An example from student B's Text 2, she

used pronouns in every clauses and also overemphasized the usage of 'I see' and 'I think' throughout her writing. Although repetition according to Halliday and Hasan (1985) is useful because it is one of the cohesive resources to achieve cohesion, its use must not be excessive repeated because it is likely to make a text very boring. The repetition of pronouns could also be confusing especially when two or more characters are involved. The students do not seem to be able to apply other techniques such as synonym or collocation to give the variety and make their writing more interesting.

Student B (writing 7)
   "I look at old girl. She has many things in <u>your hand</u>."
Student K (writing 7)
   "His mother take <u>his son</u> to school by car."

Noun Group

    Using complex nominal group is the indication of the ability to describe things and in this sample of data, complex nominalisation was distinctly lacking especially in thematic position.
a) Head noun with one element of premodifier:
The train	D+H	(K7)
Many countries	N+H	(B7)
Old man	E+H	(K2)

b) Head noun with two elements of premodifiers:
The old man	D+E+H	(L2)
The second man	D+N+H	(I5)

c) Head noun with three elements of premodifiers:
The other old man	D+N+E+H	(C4)
The middle age man	D+E+E+H	(A7)

Nominal groups with postmodifier were found but not with a great deal of frequency.
  a) Noun with postmodifier PP+NG
  Student J (writing 1)
  <u>Coffee in the morning</u> is the simple activity.
  Student D (writing 4):
  <u>The government of this city</u> try to prevent and slow down the global warming.
  Student E (writing 3)
  The man in the living room.
  b) Finite- Relative Clause

Student A (writing 1)
Pluto who is the boy in the picture
Student D (writing 6)
People who live in Bangkok
Student L (writing 3)
my friends who invite me is the girl.

Summary of the data.

In general, the students' writings showed that the students lacked knowledge of the use of the stages in the text structure and the appropriate linguistic forms. Therefore, most of their writings did not achieve their purpose. Their writings showed less variation over the fourteen weeks both structurally and lexically. They frequently used pronominalization in the Theme position as well as overuse of the same lexical item. As for the sentence structures, most of the students maintained their writings with short independent clauses and limited use of more complex structures. The indications were that, they had limitations of word choices available to them.

Overall, their writings lacked of cohesion, resulting from overuse the conjunctions, or inadequate use of the appropriate conjunctions, as well as inconsistency use of tense forms and ambiguous references.

Possible Pedagogic Implications

It would appear that, the current teaching of writing in this course does not have the desired affect for either teacher or students. Students were asked to produce texts without being exposed to good models of written texts as a consequence the students were not given the guidance through which to scaffold their writing. The teaching of writing was focused on the final product written text, not on the function of the language and the process of the writing. The students were not taught about the linguistic characteristics of each descriptive genre. The findings from this study show that students' English language writing abilities and development did not improved. Most of the writings did not achieve their purpose of in terms of the content and language used although the former was to some extent limited by the visual stimulii. This difficulty in language writing and the result of students' writings over the period of 14 weeks of English language course raises the

issue of the necessity for teachers to implement other approaches to teaching writing..

Not only students, but the teachers also need a more structural approach. Especially teachers, who have minimal experience in teaching, they need guidelines for their teaching. Without an effective model of teaching approach, inexperienced teachers have to create teaching method and materials by themselves.

Implementing a genre-based approach in the writing classroom gives the advantage learning and teaching activities and also helps student to improve their writing. For example the 'Curriculum Cycle' approach (Derewianka, 2003) concentrates on analysis of text and attempts to engage students in an awareness of the social purposes, text structure and language features of the text types or genres. The cycle focuses on the process of writing involving phases of modeling, joint negotiation and independent construction. The strength of this approach is the scaffolding is being used. This involves with the process that the teacher provides guidance and support for students until they can write independently as Vygotsky emphasized "interactive collaboration between teacher and students, with the teacher taking an authoritative role to *scaffold* or support learners as they move towards their potential level of performance" (Hyland 2003: 26).

REFERENCES

Bloor, T. and Bloor, M. 1995 *The Functional Analysis of English: A Hallidayan Approach,* (New York: St. Martin Press.)

Bruner, J. 1978 'The Role of Dialogue in Language Acquisition' in A. Sinclair, R.,J. Jarvelle, and W.J.M. Levelt (eds.) *The Child's Concept of Language* New York: Springer-Verlag.

Butt, D. Fahey, R. Feeze, S. Spinks, S. and Yallop, C. 2000 *Using Functional Grammar* Sydney: National Centre for English Language Teaching and Research.

Carrell, P. L. 1982 'Cohesion is not coherence', *TESOL Quarterly, 16*(4), 479- 488.

Coffin, C., Donohue, J. and North, S. 2009 *Exploring English Grammar: From Formal to Functional.* New York: Routledge.

Derewianka, B. 1992 *Exploring How Texts Work* Newtown: Primary English Teaching Associate.

Derewianka, B. 2003. 'Trends and Issues in Genre-Based Approaches', *RELC Journal.* 34.2. 133-154.

Eggins, S. 2004. *An Introduction to Systemic Functional Grammar,* London: Continuum.

Foley, J. A. 1991 'Developmental Features of Children's Writing in Singapore', in Kwan-Terry, A. (ed.) *Child Language Development in Singapore and Malaysia.* Singapore: Singapore University Press.

Foley, J. A. 2011 *Grammar and Discourse* Bangkok: Assumption University Press.

Foley, J. A. and Thomson, L. 2003 *Language Learning: A Lifelong Process.* London: Arnold.

Halliday, M. A. K. 1985. *Spoken and Written Language* Geelong: Deakin University Press.

Halliday, M. A. K. 1978. *Language as Social Semiotic* Edward Arnold, London.

Halliday, M.A.K. 1994. *An Introduction to Functional Grammar* London: Edward Arnold.

Halliday, M.A.K. and Hasan, R. 1976. *Cohesion in English* London: Longman.

Hong, Y. 2008. Discourse Analysis of Students' Writing Texts Using Systemic Functional Grammar Framework: *The New English Teacher.* 2.1. 54-91.

Hoey, M. 1991. *Patterns of Lexis in Text* (London: Oxford University Press).

Johns, M. A. 2008 'Genre Awareness for the Novice Academic Student: AN Ongoing Quest', *Language Teacher Journal:* Cambridge University Press. 41:2. 237-252.

Martin, J. R. 1999. Functional Grammar in the Language Classroom: An Interview with James Robert Martin. The Language Teacher. http://www.jalt-publications.org/tlt/articles/1999/01/martin

Martin, J. R. and Rothery, J. 1980. Writing Project, Report no.1. Working Papers In Linguistics, No.1. Linguistics Department: University of Sydney.

Martin, J. R. and Rose, R. 2007. *Working with Discourse* London: Continuum.

McCarthy, M. 1991. *Discourse Analysis for Language Teachers* Cambridge: Cambridge University Press.

Paltridge, B. 2001. *Genre and the Language Learning Classroom* The University of Michigan Press.

Stotsky, S. 1983 'Type of lexical cohesion in expository writing: Implication for developing the vocabulary of academic discourse', *College Composition and Communication,* 34 (4), 430-46.

Thompson, G. 1996. *Introducing Functional Grammar,* London: Arnold :

Wang, L. 2007 'Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing', *Asian EFL Journal,* Vol.9, No 1.

Wang, X. 2010 'The Development of Nominal Groups in Fixed-Topic Journals: Small-Scale Study at Assumption University Thailand', *The New English Teacher Journal.* 4.1, 14-54.

Vygotsky, L. S. 1962. *Thought and Language* Cambridge, MA: The M.I.T.Press

Appendix

I1 **Pluto** [[who is the boy in this picture]] <u>has to wake up</u> at 7 o'clock
everyday.|| I2 <u>He</u> <u>has to take</u> a shower|| I2.1 *and*∧<u>goes</u> ˚ to downstair.|| I3 **Every**
morning <u>he</u> <u>has to see</u> || I3.1 **his mother** <u>preparing</u> breakfast for <u>him</u>.|| I4 *Sometimes,*
<u>he</u> ˚ bored about his breakfast|| D4.1 *because* same as everyday.|| I5 <u>He</u> <u>used to tell</u> his
mother || I5.1 *but* <u>she</u> <u>didn' t change</u> a menu.|| I6 **Pluto** <u>hates</u> milk || I6.1 *so* <u>he</u> <u>doesn' t</u>
<u>want to drink it.</u>|| I7 **His mother** <u>wants</u> Pluto <u>to drink</u> milk everyday.|| I8 *But* <u>he</u> <u>pours</u>
milk into the washbasin everytime|| I8.1 *so* <u>he</u> never <u>drink</u> milk.|| D9 *When* <u>he</u> <u>finishes</u>
breakfast,|| I9.1 <u>he</u> <u>has to go</u> to school immediately || D9.2 *because* <u>he</u> * always late.|| I10
In class, Pluto <u>is</u> a person [[who is shortest]]|| I10.1 *and* **his friends** always <u>defame</u>
<u>him</u>.|| I11 **He** <u>does not like</u> his friends|| I11.1 *but* <u>he</u> <u>does not know</u> [[what should <u>he</u>
does.]]||| I12 **He** always <u>think</u> about [[why his friends like to defame <u>him</u>.]]||| D13 *When*
<u>he</u> <u>thinking</u> about <u>that</u>,|| I13.1 **one of his friends** <u>coming into</u> the classroom || I13.2 *and*
∧ <u>sitting</u> next to <u>him</u>.|| I14 *And*∧ <u>asking</u> that || D14.1 "**What** <u>do</u> you <u>think</u>?".|| I15 **Pluto**
<u>telling</u> everything [[that <u>he</u> thinks.]]||| I16 *And* **his friend** <u>asking</u> him that || I16.1 "*Do*
you <u>drink</u> milk?".|| I17 **Suddenly,** Pluto <u>know</u> already || D17.1 *why* **his mother** <u>wants</u>
him <u>to drink</u> milk.|| I18 *So* <u>he</u> <u>thinking</u>|| D18.1 *when* <u>finish</u> class || I18.2 <u>he</u> <u>will goes back</u>
to home immediately <u>to drink</u> milk || D18.3 *because* <u>he</u> <u>know</u> about benefit of milk ||
I18.4 *and* <u>he</u> <u>wants to be tall.</u>|| I19 *And* <u>he</u> <u>thinking</u> || D19.1 *that* **afterwards** <u>he</u> <u>will</u>
<u>drink</u> milk everyday.||

Findings A1:

Types of clauses	Independent clause	30
	Dependent clause	10
	Embedded clause	4
Theme	Topical marked theme	4
	Topical theme	30
	Interpersonal theme	3
	Textual theme	24
Process	Relational	2
	Existential	-
	Verbal	6
	Mental	11
	Behavioral	1
	Material	17
Time Tenses	Past	2
	Present	33
	Future	2
Cohesion	Reference	33
	Substitution	-
	Ellipsis	3
	Conjunction	20

Lexical Strings A1:

1	Pluto		
2	He		
2.1			
3	he		
3.1	him	his mother	
4	he		
4.1			
5	He	his mother	
5.1		she	
6	Pluto		
6.1	he		
7	Pluto	His mother	
8	he		
8.1	he		
9	he		
9.1	he		
9.2	he		
10	Pluto		
10.1	him		his friends
11	He		his friends
11.1	he		
12	He		his friends
12.1	him		his friends
13	he		
13.1			one of his friend

13.2	him		
14	|		
14.1	you		
15	Pluto-he		
16	him		his friend
16.1	you		
17	Pluto		
17.1	him	his mother	
18	he		
18.1	|		
18.2	he		
18.3	he		
18.4	he		
19	he		
19.1	he		

Comment A1:

The analysis shows this text begins with an orientation, introducing the characters (*Pluto; his mother*), and time (*every day*), followed by the series of events. Marked Topical Theme (*every morning, suddenly* and *afterward*) as time orientation develops the story. The use of dialogue helps to organize the story. Further, the story concludes with the resolution. These structures and linguistic features help to identify this text as a narrative. The tense used in narrative are past tense, however present tense can also be used. The present tenses are mainly found and past tense and future tense are also found. It indicates that the control of tense is lacking and the student might not have knowledge of appropriate tense of narrative.

This text has variety in sentences structures such as simple, compound, complex sentences and embedded clauses, which is a good feature in writing because the writer has ability of writing varied to interest the reader. There is limited of noun expansion in Topical Theme since the student uses single noun (*he*) or one element of premodifier, which is head noun with possessives (*his mother*). However, this student applies Finite Relative Clause as the postmodifier (1). There is a string of independent clauses (18) and several independent clauses joined by '*so*', '*and*', '*because*' as well as ellipsis are evidenced, which is regarded as spoken language. The lexical strings shows that there is a repetition used of pronouns and possessive pronouns (*he, him, his mother, his friend*) in the text, which are the signs of immature writer. Since the skillful writer should give variety to the text and avoid monotony in writing.

Analysis from Writing A7 (week 14):

I1 In the morning many people have to go to work.‖ I2 *So* they have to use the subway to go to their office quickly.‖ D3 *Because* every morning always have traffic jam.‖ I4 At the subway *is* very busy ‖ D4.1 *because* everyone want to go enter the train quickly.‖ I5 The old woman came from other province ‖ I5.1 *so* she did not know the way.‖ D6 *When* she is looking for the way,‖ I6.1 the middle age man walked toward her.‖ I7 *And* ^ asked‖ D7.1 *that* did she wants any help.‖ I8 *Then* she told ‖ D8.1 *that* she waiting for her relative‖ I8.2 *and now* she wants to go to the toilet.‖ I9 After that the man brought her to the toilet ‖ I9.1 *and* ^ tried to talk with her.‖ D10 *When* she went out from the toilet,‖ I10.1 she saw ‖ D10.2 *that* the man is waiting for her.‖ I11 *Then* he asked her ‖ D11.1 *that* where will she goes .‖ I11.2 the woman said ‖ I11.3 she wants to find a chair to sit.‖ I12 The man asked her to come with her ‖ I12.1 *and then* the man brought her to the place [[that have no people]]‖ I12.2 *and* ^ used a knife to rob her.‖ I13 *Then* he stole her bag ‖ I13.1 *and* ^ run away.‖ I14 The woman * scream ‖ I14.1 *but* no one could hear her.‖ I15 *Finally,* her relative come to pick up her ‖ I15.1 *but* she didn't tell her relative ‖ D15.2 *because* she forgot ‖ I15.3 (she is very old).‖ I16 *So* the robber use her money happily.‖

Findings A7:

Types of clauses	Independent clause	26
	Dependent clause	9
	Embedded clause	1
Theme	Topical marked theme	4
	Topical theme	27
	Interpersonal theme	1
	Textual theme	24
Process	Relational	3

	Existential	-
	Verbal	6
	Mental	5
	Behavioral	2
	Material	19
Time Tenses	Past	20
	Present	14
	Future	1
Cohesion	Reference	25
	Substitution	-
	Ellipsis	4
	Conjunction	14

Lexical Strings A7:

1		
2		
3		
4		
4.1		
5	The old woman	
5.1	she	
6	she	
6.1	her	the middle age man
7		
7.1	her	
8	she	
8.1	she	
8.2	she	
9	her	the man
9.1	her	
10	she	
10.1	she	
10.2	her	the man
11	her	he
11.1	she	
11.2	the woman	
11.3	she	
12	her-her	The man
12.1	her	the man
12.2	her	
13		he
13.1		
14	The woman	
14.1	her	
15	her	
15.1	she	
15.2	she	
15.3	she	
16		the robber