

GAPS BETWEEN EXPERT'S AND STUDENT'S EXPOSITION TEXTS BASED ON SYSTEMIC FUNCTIONAL LINGUISTICS (SFL): IMPLICATION FOR TEACHERS

Sinta Dewi

Institut Pendidikan Indonesia, Garut

Corresponding authors' E-Mail: sintadewi@institutpendidikan.ac.id

Abstract

The lack of students' ability to compose expository text is still found in many mainstream classrooms. The inability may be caused by many factors such as the complexity of the text itself, the texts in the textbook which are often not representative enough to be the model texts, and teachers' lack of awareness of teaching genre. This study intends to investigate the gaps between the model (expert) and students' texts at genre level and register level based on SFL perspectives. To serve the aims, this study employed case study design in attempt to get clear description from the case investigated. The data gathered from the analysis focusing on genre level and register level were presented in narrative form and interpreted descriptively. The finding showed that at genre level the student's text did not include the restatement of thesis which is different from the expert's text. Meanwhile, at register level, the student's text appears to have lack of cohesive devices and other mode choices (e.g. lack of marked theme, connectives) which lead into the lack of texture of the text. Careful design of activities in each curriculum cycle and explicit teaching of both schematic structures and registers of expository are the implications suggested by this study.

Keyword: SFL, genre, register, exposition

INTRODUCTION

Writing is one of the crucial skills that the students need to master at school. NSW State Literacy and Numeracy Plan (1999) state that as the students reach school, they are required to master the ability to write for a wide range of purposes and community. They need to be able to acquire the competence on how to handle diverse writing tasks, how to identify the purposes of writing, and how to structure texts to achieve those purposes. In Indonesia, the importance of writing is even solidified by the new expectation written in the newest curriculum in which the students are required to produce different kind of academic genres or texts. In Permendiknas (The regulation of Ministry of Education) No. 22/2006 cited in Panjaitan (2013), it was stated that students in senior high school should comprehend and be able to produce 12 different functional texts and genres. One of the important texts that is required to be mastered is expository text. Schleppegrell (2004, p. 77) states that the expository essay, often regarded as an analytical genre, is considered as a key milestone as the students progress from one stage to the next level of school. It is considered a symbol of the students' achievement with language at school, and it is often used as an evaluation standard for college or university acceptance and placement in a writing program. Moreover, in the context of

the school that becomes the research site, expository text is one of the important genres that the students must be able to construct well. It is due to the school policy which regulates TOEFL program with the intention that all students pass and achieve TOEFL examination with satisfying score. One of the skills tested in TOEFL is writing an essay such as argumentative, exposition, hortatory and etc. Thus, the ability to write those genres of arguing is the main priority.

However, despite the demand, the students still experience difficulties in composing the text which may be caused by several factors, one of which is the complexity of the text itself. Crowhurst (1990) cited Schleppegrell (2004) asserts that exposition is a difficult task because it has greater syntactic complexity than any other texts. It also involves the activity which requires the students to understand the logical interrelationship of propositions, subordination and the condensation of linguistic elements into subclausal structures. Another factor causing the difficulties may also come from the texts which are often not representative enough to be set as the model texts. According to Murphy (2013), teachers often experience difficulty in finding suitable texts for students even when following publishers' guidelines. In the textbooks, the causal nature of relationship in an explanation is not made explicit. Instead, the students are let to figure out the implicit expression of causality in order to understand the logic of the text. As the result, it can cause frustration for students as well as teachers. To response to such problems, thus, it is necessary to conduct an analysis that may later provide pedagogical implication that may assist the students in developing their literacy and writing development. Systemic functional linguistics, according to Schleppegrell and Go (2007), is considered to be effective and helpful tool to improve students' writing development. It helps determine the students' strength and focus on what the students need to learn. Schleppegrell and Go then continue explaining that the approach offers ways of linking meaning and structure that help the students to write in fuller and effective ways. Through SFL, students may understand how the organizational, grammatical, and lexical features of the text work, and how to familiarize themselves with the specific genre and language features to construct their own text (Christie & Derewianka, 2008).

By having those points as the rationales, this study attempts to conduct an analysis of the model text and compare it with the student's text in order to find the gaps between those two texts at genre and register level based on SFL perspective. The focus of this analysis centered on the macro-structure and the grammatical choices in the selected exposition texts (expert and students) in order to see how the meaning is constructed, demonstrate the relationships between the writers and the readers and explain how the writers or speakers organize their arguments or ideas. This analysis is expected to become additional information for the teachers in preparing the effective practices to teach genre-based writing. The results are also expected to provide teachers and students with the understanding of how the exposition text should be composed and the linguistic choices that are usually realized in that particular genre.

Systemic Functional Linguistics

Systemic functional linguistics can be considered as one of the helpful tools to identify the students' text. It focuses on how language is realized to make meanings and views these meanings to be greatly influenced by the contexts in which they are exchanged (Egins, 1994). This school of thought puts emphasis on the importance of

contexts in the process of viewing the language. Knapp and Watkins (2005) use the term 'context' in order to provide a fuller picture of what was going on around language. Malinowski (1967) in Knapp and Watkins (2005) classifies context into two types. They are context of culture and context of situation. The former has broader influences on text in which it is used to describe the system of beliefs, values, and attitudes that speakers bring with them into any social interaction. Eggins (2004) asserts that context of culture gives a purpose and meaning to a text and this allows the readers not only to describe the register of the text, but also to suggest what the overall purpose or function of a text is or the genre the text belong to. In short, context of culture has something to do with the type of social purpose or genre of the text (Emilia, 2014).

Meanwhile, the latter is used to describe the immediate environment in which text is produced (Malinowski, 1967 in Knap and Watkins, 2005). Halliday (1985) explains that there are three aspects in context of situation that have linguistic elements: field (what is being talked about), tenor (what are the relationships between the participant in the texts), and mode (the channel of communication being used). The three variables of context of situation are called the register variables (Emilia, 2014). Context of situation will determine the language choices the writer makes, including the audience, the subject, and the channel of communication (Hertzberg 2012 in Emilia (2014)).

Reflecting on the explanation, context plays important roles in the text or social interaction. In fact, Butt, Fahey, Feez, Spinks, and Yallop (2006) set that the relationship between context and text is dynamic and reversible. Context is realized in text and texts reveal much about the context. In the same vein, Emilia (2005) states that context of culture or genre is realized in the text and this process of encoding genres in language is accommodated by the realization of registers. In other words, context determines how the text is written and what kind of lexicogrammar exists on the text.

Metafunctions

As it has been elaborated in the previous part, SFL focuses on the meanings that the language or text carry. Thompson (2004) categorizes three types of meanings, often called metafunctions. They are ideational, interpersonal, and textual metafunction and these metafunctions are incorporated with register variables. The content or something being talked or written about (field) in context can be actualized in the ideational or representational meaning. The social relationship between the participants (tenor) in the context is actualized in the text through the interpersonal meaning, and the way the messages is organized (mode) can be actualized in the textual meaning. Each metafunction has its own system of choices which later will determine the structure or grammar resources that are going to be used. When the structures have been made as the result of the choice, the message can be delivered easily.

Exposition Text

There are many versions of sources to define exposition texts. Some sources provide detail elaboration about this genre. According to Knap and Watkins (2005), exposition text belongs to the genre of arguments. In some other cases, the explanation is reversed that the features of arguments belong to the genre of exposition (Derewianka, 1990). Exposition text, defined by Knap and Watkins (2005), focuses on the purpose of arguments, putting forward a viewpoint and providing evidence to support it. It has the features of reasoning, evaluating and persuasion. Meanwhile,

Derewianka (1990, p. 75) explains that exposition concerns with the analysis, interpretation, and evaluation of the world around us. It also emphasizes on persuading someone to agree on the writers' viewpoints. Schleppegrell (2004) shares the same basic idea of exposition text. The text argues why a thesis is proposed, with more than one argument presented in favour of the judgement. It relies on generalization, classification, and categorization.

As the purpose of this text is to argue the issue and focus on the logical sequences of the arguments related to the issues, Schleppegrell (2004) states that the text should begin with the introduction announcing the text's orientation and purpose, typically in a thesis statement. It may include the informational background just to set the position being argued. Then, to support and justify the position, the thesis should be developed and elaborated by providing examples and arguments. Finally, in the last stages, the text should include conclusion summarizing and evaluating the points that have been explained. In other words, in this stage the writer should restate her/his positions.

Moreover, the exposition text has different language features from the other types of text. The following outlines of language features are summarized from Knap and Watkins (2005, p. 189-190) and Derewianka (1990, p. 77-78). The features include

- The use of various process types: action (material), linking (relational), saying (verbal) and metal process.
- The use of connectives associated with the reasoning; causal conditional connectives (because, if), comparative connectives (however, on the other hand) and exemplifying and showing result connectives: (consequently, therefore)
- The use of emotive words in the arguments (e.g. we strongly believe, like)
- The use of personal voice to indicate subjective opinion (e.g. pronoun I) and impersonal voice to indicate an objective opinion, such as through the use of absolute statements or modalised (e.g. It could be argued that ...)
- The use of timeless present tense when setting the position. But it will change according to the stage of the text
- The use of nominalisation which allows the writers to highlight a thesis, present arguments, and summarize conclusions.

METHODOLOGY

The purpose of this study is to examine the gaps between expert and students' texts in terms of their genre level and register level based on SFL (systemic functional linguistics) perspective. Therefore, this present study was conducted under the frame of qualitative research in which, according to Fraenkel, Wallen, and Hyun (2012, p. 426), it seeks to obtain rich and holistic description on particular activity (in this case analyzing the text), situation, attitudes and behaviors of people. Specifically, this research applied case study design (Gray, 2004, p. 123), since it intends to uncover the gaps between expert text and the text produced by the students with the intention to bring forward the pedagogical implication for teaching. Regarding the data source, the study utilized expert text: expository text taken from TOEFL and the expository text produced by students. The expert text which was about factors affecting the relationship was taken due to its highest rate in the rubric designed by ETS, while the students' texts

which was about the preference of watching TV to reading was chosen because of the uniqueness of the student context in which the students are good at spoken English but rather struggle in producing good expository text.

To analyze the data, the study utilized systemic functional linguistics which focuses on analyzing the genre and register level of the text. At genre level, the text was analyzed by breaking down the text into paragraphs and put them into the table to make the analysis easier. Then, the paragraphs were analyzed one by one based on the structures of expository genre proposed by the experts. After the genre moves of the text has been specified, it was then commented and interpreted to gain the clarity of the generic structure of the model or expert text. Moreover, in the term of register analysis, the text was broken down into clauses and analyzed in the table analysis to enable the analysis effectively. Those clauses were analyzed based on the field, tenor, and mode of the expository text. Then, those dimensions of register were counted such as the number of dominant processes, the number of the dominant modality and polarity used in the text etc. to generate a reliable conclusion.

FINDINGS AND DISCUSSION

Expert’s Text

Genre Level

The findings showed that throughout the text, the writer manages to outline his idea in quite well-ordered manner. He applies the system of paragraphing in which all stages that are required to achieve the goal are put in its right places: first few paragraphs are introductory paragraphs which have thesis statement and the third and fourth paragraphs consist of the arguments to convince the readers that the idea proposed is important. Moreover, in the last paragraph, the writer provides conclusion by restating his original position as the person who believes that honesty is the crucial thing that becomes principle in relationship. The finding is illustrated in this following table.

Table. 1. Genre analysis of the expert’s expository text

Text Structure	Text
Thesis statements (position of the writer)	<p><i>There are certain considerations of factors that everyone takes into account in a relationship.</i> People may look for honesty, altruism, understanding, loyalty, being thoughtful etc.! Everyone would more or less wish that the person s/he is dealing with has some these virtues above. Putting them in an order according to their importance however can be very subjective and relative.</p> <p>When someone asks him/ herself the question “What do I consider to be the most important thing in my relationship?” the answer depends on a lot of factors such as how his/her earlier relationships were.</p>
Arguments 1	<p>After stating that everyone’s opinion can be different about this, for me, <i>honesty, in other words, always telling the truth is the most important consideration in a relationship.</i> Opposite of this is inarguably lying and if someone needs to lie, either s/he is hiding something or is afraid of telling me something.</p>

<p>Argument 2</p>	<p><i>In any relationship of mine, I would wish first of all, the person I'm dealing is honest.</i> Even though s/he thinks that s/he did something wrong that I wouldn't like, s/he'd better tell me the truth and not lie about it. Later on if I find out about a lie or hear the truth from someone else, that'd be much more unpleasant. In that case how can I ever believe or trust that person again? How can I ever believe that this person has enough confidence in me to forgive him/her and carry on with the relationship from there? So, if I cannot trust a person anymore, if the person doesn't think I can handle the truth, there is no point to continuing that relationship.</p>
<p>Restatement or position</p>	<p>Although I would like to see altruistic, understanding, thoughtful, and loyal behavior from people, an instance of the opposite of these behaviors would not upset me as much as dishonesty would. Among all the possible behaviors, dishonesty is the only one for me that terminates how I feel about a person's reliability. <i>Therefore, honesty would be my first concern and the most important consideration in a relationship.</i></p>

The table above indicated that the generic structures of the expository text developed by the writer are in accordance with the schematic structure of the analytical exposition text given by the experts. It is outlined by Derewianka (1990, p. 76) stating that due to its main focus which is to argue about the issue, exposition or argument text begins with stating the statement of the position (thesis statement). It usually includes some background information about the issue and broad foreshadowing of the arguments to follow. And to justify the issue, the second stage is to present the arguments in which some important points drawn from the thesis statements are elaborated. To strengthen the issue, the arguments may be supported by some evidence and examples. The points put forward should support the position set and also become the link to the next points that will be explained. Finally, the writers may sum up the position by reaffirming the general issue.

Register Level

From the interpersonal analysis, it showed that the writer involved the use of modalization which is the general area of modality. The modality used is reflected in modal operators which have low and median value such as inclination and probability. Eggin (2004, p. 172) explains that modality can be used to indicate the writers' ways to intrude the message, express attitude, and judgments on the issue. The involvement the modalities in the text; *may, can, would*, according to Emilia (2014), can be interpreted as the writer's uncertainty about what he suggests but he tries to persuade the readers by applying the equal numbers of inclination such as "*would*". Besides, in term of modality used, the writer describes his proposition in hypothetical or conditional sentences.

Moreover, even though the writer's belief about the issue proposed can be said to be not really sure or uncertain, the writer has subjective orientation which indicates his commitment to what he says. It can be seen from the choice of subject he uses in the text. He employs personal pronoun, in this case, "I" which, according to Emilia (2014), means that he explicitly takes responsibility for what he says. He tries to point out that his opinion is acceptable by providing his own personal reasoning or argument. This case can also be analyzed through the involvement of mental process such as "believe, trust, think" which indicates what he thinks about the issue. The finding can be viewed in the following sentences:

In any relationship of mine, I would wish first of all, the person I'm dealing is honest. (first sentence in the fourth paragraph)
In that case how can I ever believe or trust that person again? (fourth sentence in the fourth paragraph)

Moreover, the interpersonal analysis also indicated some other findings. In the terms of mood or (type of sentence), the analytical exposition composed by the author employs declarative statements which seems to be appropriate to outline the arguments that the writers believe. Besides, in term of polarity, the majority of the statements involve positive polarity which means that the writer establishes his propositions and arguments with absolute “yes” (Emilia, 2014). In addition, some sentences are constructed in the form of complex sentences which can be the writer advantages when outlining his arguments. These complex sentences have function to compare or contrast ideas and to elaborate on a claim or extend reasoning (Eggin, 2004).

In the case of the ideational analysis, there were several points discovered. In regard to the process used, the expert text employed 18 processes; 3 (17%) verbal processes, 6 (33%) mental processes, 1 (6%) material processes, 2 (11%) existential processes, and 6 (33%) relational processes. The dominant processes founded are mental and relational process. The sentences indicated those dominant processes are represented in the following sentences

In that case how can I ever believe or trust that person again? (Fourth sentence in the fourth paragraph)

Putting them in an order according to their importance however can be very subjective and relative (Fourth sentence in the fourth paragraph)

The findings indicated that the text includes the language features of exposition text. Derewianka (1990) explains that exposition text involves the use of variety of verbs such as mental, verbal, relational, existential, and etc. To be precise, Knap and Watkins (2005) state that exposition often employs mental process which is used to express the opinion. Emilia (2014) expresses that mental process can be used by the writer to reflect upon and evaluate what has happened by expressing his/her thought and feeling. This type of process is also used in presenting arguments that support the thesis statements.

In term of textual meanings, the analysis showed the way the ideas were organized. In the text, the writer puts an argument that honesty is one of the most important things in the relationship among many other factors. The writer employs the overall generic structure of an exposition text. The text presents a thesis statement which functions as a macro-theme (or introductory paragraph) for the text. This macro-theme is useful in serving the signal of how the text is going to be outlined and read (Emilia, 2014). In attempt to support the thesis statement, the writer presents two arguments which focus on honesty. However, the writer doesn't put any evidence or illustrations that may support the arguments. Martin (1985), cited in Emilia (2005) explains that the lack of evidence indicates the features of “immature” exposition text. To convince the readers, the writer restates his position which resembles the thesis statement. This part refers to restatement of thesis.

In regard to the analysis of theme and rheme, the text involves a lot of topical themes. Most of those topical themes are clauses, non-finite noun clauses and dependent clauses. According to Emilia (2014), the value of non-finite dependent clause is favored the writer in compacting the ideas. Derewianka (1990) also argues that the use of non-finite clause is the sign of maturity and characteristics of the written language. The advantage of using this clause as the theme is that the writer doesn't have to think about tense and subject of the verb. In addition, the themes are dominantly marked which are

useful to foreground the position of the writers or the speakers (Emilia, 2014). Besides, these types of themes, which employ uncommon order of words in the sentence, draw the readers' attention and generate their curiosity toward the issue.

Students' Text

Genre Level

The result of the genre analysis indicated that the students composed the text with the generic structures of expository genre. It implied the students' awareness in organizing and structuring the ideas. However, the analysis showed that the students do not restate the thesis statement which was considered being one of the most important generic structures in expository text. He began the text with the thesis statement which was then followed by three supporting arguments. The part in which the student should include restating the thesis statement is missing. The finding is illustrated in the following table.

Table. 2. Genre analysis of the students' expository text

Watching or Reading

Text Structure	Text
Thesis statements (position of the writer)	When you ask people whether they prefer 'Movies or Books', you are likely to get a variety of replies. <i>Some people will prefer reading books and other will prefer watching movies.</i> There is another interesting phenomenon and that is a section of the population that enjoy both equally.
Arguments 1	<i>For some people, reading a book is not the easiest activity in the world.</i> We have all sometimes picked up a book and put it down after battling to read the first page. This is nothing to do with ability or concentration; it is to do with whether the book is of personal interest or whether the book actually meets our needs. In other words what is inside the covers of the book may not match the blurb on the outside which is very misleading and very disappointing. The same can be said for movies. How often have we all watched the trailers advertised on TV, thinking that the movie looks interesting? Then follows the anticipation of going to the movies to watch it, or wait until its available to download and rent at home, only to watch the first ten minutes and realise that it is not going to get any better than 'boring'!
Argument 2	<i>Sometimes it is easier to watch a movie rather than read the book.</i> Some movies that are adaptations of books can enhance the setting, the scenery and dialogue. This is especially helpful for people who have experienced difficulty in learning to read, as watching the movie as well as reading the book can enhance the experience. A movie adaptation can enhance the experience of the book and can bring to life, and get transported into 'this other world'. Visual images are very powerful, but so is the experience of reading and development of our own images. It can also be argued that in order to use our imagination whilst reading we need to have some actual experience of the situation and that experience either comes through accurate and informative writing or visual images (movies).

Argument 3	<i>There are several books that have been made into movies.</i> The interpretation of a book into a movie is bound by resources and finance, and the visualization of the director. Meanwhile reading the book, taps into the readers imagination, that does not have the same constraints and can be picked and put down at any convenient time.
Restatement of thesis	Missing Statements

The table above showed that the student is able to bring his opinion into paragraphs. In the first paragraph, the student introduces the thesis statement which enables the reader to foreground what is going to be discussed. In this case, he explains his opinion about the preference of people which is, in this case, some prefer watching TV and some other prefers reading book. However, in this part, the writer does not obviously position himself whether one particular activity is preferable or not.

Moreover, in the second paragraph, to support his argument, he outlines the first supporting argument stating that reading a book is not the easiest activity in the world. In attempt to support his opinion, however, the writer does not put any supporting evidence. He just puts the common knowledge as the supporting statements. In the third paragraph, he comes up with new supporting argument that watching movie is easier than reading the book. The argument is supported by several supporting sentences which mainly discuss the advantages of watching TV. In addition, argument three which he puts at the final paragraph does not express the restatement of thesis. Instead, he put it as new information that may support the statement that people may prefer watching to reading.

From those findings, it can be concluded that the student does not include the last structure of expository text that is restatement of thesis. It implies that there is a gap between the student and the expert text. The student genre does not follow the structures of expository text proposed by the expert. Knap and Watkins (2005) explains that expository text focuses on the purpose of arguments, putting forward a viewpoint and providing evidence to support it. The structures proposed by the student are not in line with the structures outlined by Schleppegrell (2004) which begins with the introduction announces the text’s orientation and purpose, typically in a thesis statement. It may include the informational background just to set the position being argued. Then, in order to support and justify the position, the thesis should be developed and elaborated by providing examples and arguments. Finally, in the last stages, the text should include conclusion summarizing and evaluating the points that have been explained. In another word, in this stage the writer should restate her/his positions.

Register Level

In regard to the mood structure, the analysis showed that the clauses used in the text are declarative. Of the 29 clauses, 18 of them are declaratives. The existence of declarative sentences indicates that the student confidently gives statement of fact in which it deals with what is, was, and has been the case (Fairclough (2003) cited in Emilia (2014)). Moreover, Feng and Liu (2010) state that declarative sentences not only function as describing, explaining, confirming, but also as advising, suggesting and encouraging. The finding implied that the student is a confident writer.

Moreover, the subject of the text included nominalization such as “reading a book, watching TV” and first-person plural pronoun “we”. The ability to employ nominalization expresses that the student understands the features of expository text. The use of nominalization, according to Knapp and Watkins (2005), allows the writer to condense information and deal with abstract issues. The process of nominalization can also have the effect of removing agency. The subject “we” indicated that the student includes the readers as a part of the discourse. According to Butt et al. (2006), the use of personal pronoun such as “we” indicates that between the addresser and addressee has equal status.

In regard to modality use, the analysis indicated that the student uses different kinds of modality such as “will”, “can” and “may”. The degree of modality is medium. Eggin (2004) explains that modality can be used to express the writers’ judgment and evaluation about the issue. The use of these types of modality showed that the student is quite certain about their arguments given (Emilia, 2014).

The findings above indicated that the student realizes the interpersonal meaning of the discourse with typical tenor of expository text. It is supported by the theory from Knap and Watkins (2005, p. 189) about the tenor of expository in which it involves the use of personal pronoun as the subject, nominalization, the use of modality etc.

With respect to ideational meaning, the analysis presented several findings. From 19 sentences, it was found that the text used variety of the process (verb) types including 2 (6%) verbal processes, 4 (13%) mental processes, 13 (41%) material processes, 2 (6%) existential processes, 10 (31%) relational processes, and 1 (3%) behavioral process. The finding described that the dominant process used are material and relational process. It can be illustrated in the following sentences:

For some people, reading a book is not the easiest activity in the world (the first sentence in second paragraph)

We have all sometimes picked up a book and put it down after battling to read the first page (the second sentence in second paragraph)

The use of relational process in the discourse resembles the features of expository text. However, the student employing material process does not follow the processes that the expert text included which is mostly mental process. It stresses the gap between students’ and experts’ text. This conclusion is supported by Knap and Watkins (2005) theorizing that expository text mainly involves mental process due to its focus to argue about particular issue. This conclusion also goes along with Emilia (2004) explaining that in exposition text, the process employed is sensing process or mental because the writer wishes to state beliefs and opinions.

Meanwhile, the register analysis on textual meaning clarified important information about the students’ text. The ideas in the paragraph are structured with lack of connectives. For instance, the move from the second to the third paragraph is not accompanied by appropriate connective. Besides, at the sentence level, the student misused the conjunction implying the lack of text cohesion. The clauses have equal weight which requires linking conjunction. This finding is illustrated by the following sentence:

Visual images are very powerful, but so is the experience of reading and development of our own images (the fifth sentence in the third paragraph)

In regard to Theme and Rheme, the analysis of the students’ text indicated that the dominant Theme detected is topical themes which are “the thematic focus for the whole text as it consistently occupies the thematic position” (Emilia, 2014, p. 255-256). However, the topical themes used are dominantly in form of reference and abstract nouns which are different from the expert text which involve clauses: non-finite noun clauses and dependent clauses as the theme. In addition, contrast with the expert text, the student text revealed many unmarked themes. It implied the lack of students’ ability to draw the readers’ attention (Emilia, 2014).

Gaps between expert’s text and student’s text

The results of the expert’s and student’s text analysis indicated that there are gaps found in both genre level and register level. At genre level, the gap is the non-existence of the restatement of thesis in the students’ text. It can be seen in the following table of comparison

Table. 3. Table of comparison at genre level

Expert text	Students text
Thesis statement	Thesis statement
Argument 1	Argument 1
Argument 2	Argument 2
Restatement of thesis	No restatement of thesis

The table indicated that the student composition does not follow the structure of the expository text model. The composition is lack of restatement of thesis which means the student does not restate his position in attempt to convince the readers about the arguments.

Moreover, in term of register, the gaps are illustrated in the following table of comparison.

Table. 4. Table of comparison at register level

Expert text	Students text
<u>Tenor</u>	<u>Tenor</u>
Low modality, inclination “would”	Median modality “will”, “can”
<u>Field</u>	<u>Field</u>
Mostly Metal process, relational process senser, carrier	Mostly Material process, relational process Actor, carrier
<u>Mode</u>	<u>Mode</u>
Reasoning connective (e.g. <i>therefore, because</i>), temporal connective (e.g. <i>first of all</i>), Comparative connectives (e.g. <i>however</i>)	Lack of cohesive devices
Mostly Marked Topical Theme	Mostly Unmarked Topical Theme
Appropriate reference	Missing Reference
Zigzag pattern (theme progression)	Re-iteration pattern and zigzag pattern.

The table comparison above highlighted that the gaps mostly found in “mode”. The students’ text is lack of cohesive devices which leads into the lack of texture in the text. Eggin (2004) defines texture as the element that makes the text as a sematic unit and unified whole. The table comparison also summed up that the textual meaning in the students’ text is not efficiently achieved.

Implications for teaching

The gaps found from the results of the analysis generate implications for teaching. The teaching practice should emphasize the activities that can help the students improve their ability in writing a wide range of genres and these activities can be realized by employing the teaching and learning cycles based on genre-based pedagogy: building knowledge of the field, modeling of the text, joint construction of the text and independent constructions (Derewianka, 1990; see also Emilia, 2004).

In building knowledge of field (BKOF) stage, the teacher establishes the context of the genre to engage students with what they are going to learn. The teacher may assign the students to do brainstorming corresponding to the chosen genre. This activity is designed to explore the students' meta-knowledge so that they will have knowledge about the subject (field) that they are going to write. As the stimulus, according to Derewianka (1990), the teachers may give prompt to the students to read, watch or observe everything related to the subject. This activity encourages the students to take responsibility of their own learning while they are developing their understanding about the field (Derewianka, 1990).

After the students have initial knowledge about the subject (field) of the chosen genre, the teachers promote the next activity, that is, modeling of the text (MOT) in which the students identify and evaluate the model texts. In this activity, students are assigned to identify the purpose of the text, the schematic structures and also the language features. According to Rothery (1994) cited in De Oliveira & Lan (2014), this activity refers to deconstruction of the text. In relation to the gaps found in the analysis of the text above, the teachers have to strengthen the students' knowledge about the generic structures and the registers of expository text in this stage. Derewianka (1990) highlights that in this stage teachers may have two choices as the approach of their teaching. Teachers may explicitly and directly introduce the stages and features of the text to the students or the teachers let the students discover the patterns by themselves. If the latter becomes the preference, the teachers should provide numbers of sample text so that the students are able to compare, find the similarities and differences and uncover the text.

The next activity is joint construction of the text (JCOT) which is designed to check whether the students have comprehended the schematic structure of the text and also its registers. In this activity, the teachers create an opportunity for students to compose an exposition text in a group. Together with their peers, the students construct the expository text in relevant with the prompt given by the teachers. Deriwianka (1990) explains that the students are required to apply the linguistic features of the chosen genre about which they are learning. During this activity, the teachers position themselves as the consultant and facilitator.

After giving the students the experience to work the text out in the group, the teacher can move to the final stage or independent construction of the text (ICOT). Reaching this stage means that the students have enough exposure toward the variety of the model texts to refer to and have experience jointly composing expository text with the assistance of teachers and their peers. In this stage, the activity shifts from working with the group to compose their own text to demonstrate what they know about expository text. In other words, they are assigned to generate the topic that they are interested in, establish positions and argue their case individually in writing.

CONCLUSION

The main objectives of this research are to investigate the gaps between expert and student's texts in terms of their genre level and register level based on SFL (systemic functional linguistics) perspective and provide pedagogical implication for teaching. The findings showed that there are gaps founded in the terms of genre level and register level. Student did not include the restatement of thesis in his expository composition. In addition, the students' text appears to have lack of cohesive devices and other mode choices (e.g. lack of marked theme) which lead into the lack of texture of the text. With those points as the gaps, it can be concluded that the purpose of the expository text composed by the students haven't been achieved. The findings lead into implications that the teachers should carefully design the activity in each stages of teaching based on genre-based pedagogy. Specifically, the teachers should strengthen students' knowledge about schematic structures and registers of the text to achieve the purpose of expository that is to argue about particular issue. Those aims should be accomplished in modeling and joint construction of the text.

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