

Exposition and Recount Texts Analysis: schematic structures and linguistics features

Analisis Teks Ekposisi dan Recount: schematic structures dan linguistics features

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Abstract

Penelitian ini bertujuan untuk menganalisis wacana dari dua aspek; *schematic structure* dan *linguistics features*. Pemahaman kedua aspek dalam teks tersebut dapat membantu siswa memproduksi teks yang baik. Metode penelitian yang digunakan adalah metode kualitatif yang difokuskan untuk menganalisis dua contoh teks yaitu *exposition* and *recount*. Hasil penelitian menunjukkan kedua teks memiliki semua komponen (*schematic structure* dan *linguistics features*). Diharapkan analisis teks dalam studi ini dapat memberikan pengetahuan lebih baik tentang pembentukan teks, baik secara lisan maupun tulisan.

Kata kunci: teks, *schematic structure*, *linguistics features*

Introduction

“Text” implies that the words, phrases, lines or sentences of which it consists have not been arranged this way by chance, but have been produced by a person and with certain kinds of intention. Therefore, a text contains meaning which is open to interpretation. Text is the main focus of teaching English in Genre Based Approach, an approach which has been adopted in curriculum 2004. This study was intended to analyze two sample texts in terms of Schematic structures and Linguistics features. The texts will be analyzed separately, considering their difference in terms of text type.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Martin and Rose, 2007). This concept of grouping the texts helps to organize the common-sense labels we use to categorize texts and the situations in which they occur (Hyland, 2007). Genre is also characterized by seeing how the schematic structure of a text helps it to achieve its purpose (Derewianka, 1990). Text schematic structure is the move through a different set of stages to achieve of purposes.

People are simultaneously encoding three strands of meaning in text; *Experiential*, *Interpersonal*, and *Textual*.

Experiential metafunction uses the language to represent experience and is realized in the clause by options form of *transitivity* (Knapp and Watkins, 2005). The transitivity meaning realize in seven processes types: (a) Material Processes construe doing; they answer the question ‘What did X do?’ or ‘What happened?’. (b) Behavioral Processes construe physiological behavior. (c) Mental processes encode the inner world of cognition, perception, inclination or liking/disliking. (d) Verbal Processes construe saying or symbolically signaling. (e) Existential processes of existence. (f) Relational Processes involves state of being and Having.

Interpersonal metafunction uses the language to encode interaction, to show how defensible we find our propositions, to encode ideas about obligation and inclination and to express our attitudes. This metafunction is realized through the selection form of mood system. Textual metafunction expresses the relation of language to its environment and these meanings are realized through Pattern of Theme and Cohesion (Gerrot and Wignell, 1995, Butt et al, 2002).

Theme is used to signal what message is about and the writer’s angle on that message, and to signpost the development of the text. Categories of theme: (a) Topical Theme – the grammatical subject (in declarative clauses). (b) Interpersonal Theme – any combination of vocatives, modal, and mood marking. (c) Textual Theme – structural elements such as conjunctions and relatives occurring at the

beginning of the clause. (d) Marked theme – two main type: (1) circumstantial adjuncts occurring before the grammatical subject; (2) fronted dependent clauses. (3) Multiple theme – where the topical theme is preceded by either or both an interpersonal or textual theme. They can either marked (Ravelli and Ellis, 2004).

Appraisal theory is an interpersonal meaning beyond the clause and it is relatively recent development in SFL (Christie and Derewianka, 2008). Appraisal theory deals with the evaluations people make (Attitude), how these evaluations can be upgraded or toned down (Graduation) and resources for building the ‘authorial self’ (Engagement) (Christie and Derewianka, 2002). This analysis will cover exposition and recount text approach with two aspect; schematic structure and linguistics features.

Method

This study employed qualitative design. The samples of texts were taken randomly. To fully understand what text type the sample text was, the researcher will first identify the schematic structures and then to complete the analysis its linguistics features were described in details. This text analysis will cover two aspect; schematic structure and linguistics features (Derewianka, 1990, Hyland, 2001, Martin and Rose, 2007)

Finding and Discussion

Text 1

The text being analyzed has been written by a 15 year old student, it is concluded from the use of first pronoun 'we' indicates that the writer is part of the group being discussed, a 15 year old. As can be seen in Table 1, Text 1 can be categorized into expository text. The purpose of expository text is to persuade the reader to your point of view (Derewianka, 1990,

Anderson and Anderson, 1997b, Feez and Joyce, 1998, Gerot and Wignel, 1994, Gerot, 1995). Through expository text, the writer might be arguing simply to justify position ("persuading that") or the writer might be arguing that some sort of action might be taken ("persuading to") (Martin and Rose, 2007). In the case of Text 1, '*what it means being fifteen*' is the case. In order to analyze the writer stages of achieving her goal through expository text, the text schematic structure shall be observed thoroughly.

Table 1. Text 1

Text 1	What It Means To Be 15
Paragraph 1 Salutation, Thesis	
	<ol style="list-style-type: none">1. Good morning everyone.2. First of all allow me [[to express]] my gratitude to Mrs. Isley [[who has given me an opportunity [[to talk]] in English in front of you]].3. [In this auspicious opportunity, I would like [[to talk]] about [[what it means to be a fifteen year old]].
Paragraph 2 Argument 1	
	<ol style="list-style-type: none">4. To me, to be 15 year old has several meanings.5. To be a 15 year old means [[that being 15 is a difficult situation]]6. because we have[[to start thinking]] of our future7. and we have to decide [[what we want to be in the future]].8. [[When we are 15]] we get lots of influence from our society.9. We get influence from family, friends, teachers, and others.
Paragraph 3 Argument 2	
	<ol style="list-style-type: none">10. Being 15 means going through adolescence.11. When people are going through adolescence, they want to find their identities [[which means like]][[what they are]] and[[what they decide]][[what to be]].12. Going through adolescence is difficult13. because we get peer pressure from our friends14. and we also get critics and advice from our parents.15. This is difficult16. because we always need friends but sometimes our friends give bad influence.

(Lanjutan)

Paragraph 4

Argument 2

17. When we are going through adolescence,
18. we have to make right choices.
19. But sometimes, what we think is right might not be right to others.
20. Other people have different point of view of our actions and behavior,
21. that's why we have to think first before we make a decision.

Paragraph 5

Argument 2

22. During this stage of our lives, we must control ourselves.
23. We have to be able[[to organize]] our time, [[such as when [[to play]] and when [[to study]]].
24. otherwise we lose control to ourselves and might fail and get in the wrong track
25. and regret in the future.

Paragraph 6

Reiteration

26. From my previous explanation it can be concluded [[that being fifteen means [[that we need [[to start thinking]] about our future and start to be responsible for our future and life]]].
27. What we decide should be carefully thought of.
28. Moreover, being fifteen can also mean [[that we are in critical situation in our teenage life]].
29. If we succeed in managing our time and life we will succeed also in managing our future.
30. We have to strive for our future and challenge all temptation [[that can trap us in wrong track]].
31. Hopefully we can all manage our being fifteen and our teenage life very well
32. and we can pass our difficult situation to head our future.

The table shows that the text has the essential conventional elements found in examples of written English Exposition, as identified by Feez and Joyce (1998); Anderson and Anderson (1997), Derewianka (1994). These essential elements are:

1. **The Thesis**, which introduces the issue and the writer's point of view;
2. **The Argument**, which supports the Thesis, and which normally involves several arguments;

3. **The Restatement of the Thesis** and sometimes a **Recommendation**. The former restates the point of view adopted. Each element will be observed consecutively.

Thesis Element

The issue has been introduced in the title "What it means to be fifteen" and restated in the salutation (see figure 1). The salutation indicates that the text is delivered orally: *who has given me an opportunity to talk in English in front of you* .

Interpersonally, the element makes one use of a modal verb in

I would like to thank...

And a point of appreciation has been adopted: *In this auspicious opportunity.*

The issue of the text, the thesis, is often accompanied by some background

information and there may be also some broad preview of the line argument to follow (Derewianka, 1990). In the case of Text 1, the preview of sets of argument, the macro theme, which is going to be presented in the argument element, is not provided.

Table 2. Text 2

Text 1	What It means To be 15
Salutation	Good morning everyone. First of all allow me to express my gratitude to Mrs. Isley who has given me an opportunity to talk in English in front of you. In this auspicious opportunity, I would like to talk about what it means to be a 15 year old.
The issue	

The thesis statement is in the form of embedded clause, marked topical theme is chosen to identify the field under discussion (bold). The Theme which is in the form of

I would to talk about **what** *it means to be fifteen (sic)*
 Theme Rheme

nominalization provides the sources for the foregrounding so that the argument can move forward (Christie and Derewianka, 2008).

Argument Element

In favor to a judgment, there are two arguments presented in this text, the first argument is stated and elaborated in one paragraph, while the second argument is stated and elaborated in three paragraphs (the fields under discussion are the same), as can

be seen in the following table (see table 3). This indicates that the text is considered immature expository. In a mature exposition, each argument tends to form a paragraph (Martin, 1985 cited in Emilia, 2005 p.60).

Table 3. Text 3

2 nd Paragraph	To me, to be a 15 year old has several meaning. <u>To be a 15 year old means that being 15 is a difficult situation</u> because we have to start thinking of our future and we have to decide what we want to be in the future. When we are 15 we get lots of influence from society. We get influence from family, friends, teachers, and others.
Argument 1	
Theme of the Paragraph	
Argument 2	Being 15 means going through adolescence. <u>When people are going through adolescence</u> , they want to find their identities, which means like what they are and what they decide what to be. Going through adolescence is difficult



because we get peer pressure from our friends and we also get critics and advice from our parents. This is difficult because we always need friends but sometimes our friends give bad influence.

When we are going through adolescence, we have to make the right choices. But sometimes, what we think is right might not be right to others. Other people have different point of view of our actions and behavior, That's why we have to think first before we make a decision.

During this stage of our lives, we must control ourselves. We have to be able to organize our time, such as when to play and when to study. Otherwise we lose control of ourselves and might fail and get in the wrong track and regret in the future.

In argument element, justification of the position taken supposed to be presented (Derewianka, 1990 p76). In the first sentence of second paragraph (argument element, see table 3), the writer seems to foreshadow sets of argument aspects to follow:

To me, to be a 15 year old has several meanings.

This sentence presupposes that *several meanings of being a 15 year old* are to be elaborated in the following parts. In fact, there is only one meaning of being fifteen mentioned in this paragraph *To be a 15 year old means that being 15 is a difficult situation.....* Thus this sentence is considered to be an unsuccessful Hyper-Theme, the Theme of the paragraph. The second sentence of paragraph two (see table 3) then is considered to be the Theme of argument one. The writer has stated a standpoint of her first argument through this sentence. Then the writer defenses her standpoints through justification in the form of causal relation clause '*because we have to think of or future*'.

In the third sentence of paragraph two, a new field under discussion comes up:

When we are 15 we get lots of influence from our society

This sentence is not the elaboration of argument one since the theme of the sentence is not part of the previous sentences (see Table 3).

The absence of a Macro Theme and an unsuccessful Hyper-Theme and the inability to compact an argument in one paragraph may indicate that the writer has rather limited understanding of the expository purposes (John, 2002 cited in Emilia, 2005) and it may also be that writer have not been much exposed to expository text. The writer might well have done better if he has been through modeling stages in a writing process, as this stage is important to build up students' understanding of the purpose, overall structure, and the language features of the particular text types in the class is focusing on (Gibbons, 2002).

The second argument is opened with a topical unmarked Theme, it is used to identify field in discussion: *To be fifteen means going through adolescence*. Other topical Themes (eight unmarked and three marked) are used to identify aspects of the field in construction as in.

Going through adolescence is difficult.

We get influence from family, friends, teachers and others.

We have to be able to organize our time, such as....

The unmarked topical theme is also used by the writer to signal further direction 'Being 15 means going through adolescence'. The writer used the sentence to make the second stance. While, marked topical themes (three in all) are used in this stage to give elaboration to the stances made.

When people going through adolescence, they.....

When we are going through adolescence, we have to make.....

In order to link the clause together and to carry the discourse forward, textual themes are used by the writer as in *because we have to start thinking of our future; and we have to think of our future; but sometimes, what we think is right not be right to others; Otherwise we lose control to ourselves and might fail and get in the ...*Such items in their functions in their function as aspect of the logical metafunction serve to make logical connectedness between the propositions expressed in clauses (Emilia, 2005). The use of *but*, once, shows the contrastive role (mentioned above), while *because* is used three times in clauses to suggest causal relation; *because we get pressure from our friends*. Overall, some

attempt has been made to build arguments, nonetheless in a simple way and lacking elaboration detail. The following will be the discussion of the experiential metafunction.

Experientially, as shown in Table 4, three types of processes are used in the element: material, mental, and relational (intensive) with each counting fifteen, eight, and five. Material process, to build aspect of the field, can be seen in *we have to make right choices; we lose control to ourselves and might fail and get in the wrong track...* Two material processes are realized in the same lexical verb, *make*. The mental processes of cognition realize an aspect of what the writer refers to those who are being fifteen, the field of the text, behavior: *we have to start thinking of our future, what we want to be in the future, we must control ourselves, because we always need friends....* Two instances of this process are realized in the same lexical verb, *want* and three are realized in lexical verb, *think*. Furthermore, instances of relational processes occur in both attributive and identifying processes. The identifying processes build identification of the field under discussion: *Being fifteen means going through adolescence; Going through adolescence is difficult*. While attributive processes occurs to build description of the field: *When we are fifteen we gets lots of influence from our society, we get critics and advice from parents*. While the Participant roles and Circumstances do not build significant additional information.

Table 4. Process Types Employed in the Argument Element of Text 1

Process Types	Material	Mental	Verbal	Relational	Behavioral	Existential
Total	5	9	-	14	-	-

Interpersonally, the element uses some of modality, realized in modal verbs and modal adjunct, to express aspects of ‘15 year old behavior’: *we have to start thinking of our future, we have to make right choices, we have to think first before we make a decision.* In this case the writer has adopted value position of positive Judgement to express the worth processes of being fifteen year old (Christie and Derewianka, 2008). And in another case, modality is used to express value Graduation of a 15 year old environment: *because we always need friend but sometimes our friends give bad influence.*

Restatement of Thesis Element

Textually, this new element commences with marked topical Theme *From my previous explanation* combined with marked topical Theme *it can be concluded.* The significance

of these types of suggests that the writer would present conclusion. This also indicates that the conclusion made is not superficial, but based on deep and thoughtful thinking. Another marked theme realizes in conjunction such as *moreover, being fifteen can also mean....,if we succeed in managing our time and life....*, help to build the logical metafunction, constructing the concluding element of the text.

Experientially, as can be seen in Table 5, the element uses eight material processes as in: *it can be concluded...., We have to strive for our future and challenge all temptation...* There are three mental processes of cognition realizing an aspect of a 15 year old behavior: *we need to start thinking about our future..., What we decide should be carefully thought of.*

Table 5 Process Types Employed in the Argument Element of Text 1

Process Types	Material	Mental	Verbal	Relational	Behavioral	Existential
Total	8	3	-	3	-	-

Interpersonally, instances of modulation are occurred: *What we decide should be carefully thought of, We have to strive for our future and challenge all temptation.* This used of modulation indicates the presence of a standpoint (Eemeren et al, 2002 cited in Emilia 2005).

Another interesting matter regarding Interpersonal strategies is that there is a switch from generalized participant ‘a 15 year old’ to first pronoun ‘we’. The use of first person ‘we’ either inclusive or exclusive involves the writer/speaker. This marks the commitment of the person who is speaking/writing (Fairclough, 2003 cited in

Emilia, 2005), the use first pronoun ‘we’ indicates that the writer includes himself as ‘a fifteen year old’, the participant under discussion. This strategies is used to spell out the writer’s opinion stance toward issue and the best arguments is when the writer’s personal voice is clear (McCarthy and Carter, 1994 cited in Emilia, 2005).

Overall, this discussion has served to demonstrate that the text is constructed in three elements, each clearly differentiated through the linguistic choices in which they are realized. The thesis element establishes the position to be adopted; the Argument element provides supporting argument, though evidence is limited; and Restatement of Thesis reasserts the position argued. The students thus did some understanding of the structure of the target genre and some senses of its social purposes. She did not, however, provide sufficient information to develop her argument in any detailed way, and the evidence provided was also very limited.

Text 2

Text 2 has been written by a third grader student. As can be seen in Table 6, the Text can be categorized into Recount text. A Recount is the unfolding of a sequence of events over time (Derewianka, 1990, Martin and Rose, 2008, Anderson and Anderson, 1997). The purpose of Recount purposes for using language in recount is to tell what happened, to document a sequence of events and evaluate their significance in some way (Anderson and Anderson, 1997a, Butt et al, 2002). Recount genre is staged in three steps:

Orientation: giving the reader/listener the background information needed to understand the text (i.e. who was involved, where it happened, when it happened)

Series of Events: ordered in chronological sequence.

Personal Comment: not always necessary (Anderson and Anderson, 1997a, Derewianka, 1990)

Table 6. Text 2

Text 2	Ashes All Over
Orientation	The day after Thanksgiving my family had a reunion for my grandmother on a boat because she died of cancer about a month ago.
Record of Event	We were all sitting in a circle, reading letters about her and saying memories. Then from oldest to youngest, we went outside, and threw a rose and a cup of grandmother’s ashes out into the water. I asked if I could go alone so I could have a speshle time with grandmother. When it was my turn I went outside, said a few words and threw the rose. Then I picked up the cup and filled it with ashes. But I threw the ashes a little crocket and they fell on the bumpers, and because the wind was very hard the ashes blew back all over me and the boat. Everyone inside was laughing really hard, I was even laughing myself! I thought it was because of what happened. But then my mom told me that she did the same thing to my grandfather 4 years ago. She said that she had twisted her hand a little, and it all flew back all over her and my aunt Shelly. That made me laugh even harder, and my mom said that grandma Jin always liked a good laugh! I think everyone got a good laugh. A little bit later I got to have the extra roses to throw outside and say what I wanted to say.
Reorientation	I had a wonderful time that day.

(The text is taken from www.ttms.org)

The use of textual Theme has made the writer successfully stated the orientation stage (see table 7), which provides the background needed to understand the text. The writer shows the capacity to expand nominal groups to express information:

The day after Thanksgiving my family had a reunion...

When it was my turn I went outside

Another frequently used Theme is Textual Theme to signal clause message cohesion. For examples:

Then from oldest to youngest, we went outside.

so I could have a splash time with my grandmother.

because of what happened.

This indicates that the writer is able to vary the theme of the clauses (Christie and Soosai, 2001).

Another thematic development of the text is dominated by the use of personal pronouns (we, I, it, you) to provides sequence records of events:

We were sitting in the circles, reading letters....

I was even laughing myself.

Experientially, as can be seen in Table 7, material process is intensively used realizing events: *reading letters about her, threw a rose and a cup of grandmother ashes...., I picked up the cup.* Four verbal processes also occurred in this text and all are in the form of projected clause, two realize in the verb, *said.* As in: *She said that she had twisted her hand a little*

Table 7. Material process intensively used

Process Types	Material	Mental	Verbal	Relational	Behavioral	Existential
Total	15	3	4	6	-	-

The writer is aware of the uses of past tense in recounting, as in:

...my family had a reunion for my grandmother

We were sitting in a circle...

Interpersonally, Text 1 uses modality of verb, two relies in the verb, could .such as in: *I could splashes time with grandmother* and modality adjunct *Jin always liked a good laugh.* The causal adjunct is also used to indicate a reason of an event: *my family had a reunion for my grandmother on a boat*

because she died of cancer about a month ago.

In this stage the attitude of affection has been adopted: *Everyone inside was laughing really hard, I was even laughing myself.* Attitude of appreciation is also included in this text such as in: *Then from oldest to youngest, we went outside.* Overall, the text successfully conveyed the people what happened, to document a sequence of events and evaluate their significance in some way (Derewianka, 1990, Anderson and Anderson, 1997, Butt et al, 2002) through the successful stages of

recount schematic structure. It can also be indicated through the use of past tense, and textual theme. The writer is also able to controls the transitional flow by applying time cues and complex sentence structures. The writer can be categorized as *Late early writers* due to her ability in (Christie and Misson, 1998):

1. Create an opening sentence that lead into writing.
2. Develops and maintain the idea throughout the pieces.
3. Ends with a closing statement.

That might suggest that the writer has been through editing and revising processes in the conference stages. Writing conference plays a critical role in developing self-regulated learner. During this stage, young writer will

sharpen their mechanical skills as a writer and at the same time they will refine their ability compose more sophisticated text (Dorn and Soffos, 2001).

Conclusion

The way text and context is explained help us understand how texts work to make meaning. This is in turn enables us to facilitate learners' interpretation and production text. The ability to predict form context to text is critically important for text production (speaking and writing) and the ability to predict from text to context is essential for text comprehension (listening and reading). Thus, teaching the students text in context will help them to achieve better mastery in learning language.

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