

Kemampuan Guru SMA dalam Menulis Wacana Eksposisi: Studi Kasus di Bandar Lampung

High School Teachers' Expository Writing: A Case Study in Bandar Lampung

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Abstract

Penelitian ini menelaah kemampuan guru sekolah menengah atas di Bandar Lampung dalam menulis wacana eksposisi. Penelitian ini menggunakan desain studi kasus deskriptif kualitatif dengan data berupa wacana-wacana eksposisi Analitikal dan Hortatori yang ditulis oleh para guru yang dianalisis dengan pendekatan *Systemic Functional Linguistics* (SFL) dan dikemudian divalidasi melalui interview. Hasil penelitian menunjukkan bahwa sebagian dari para guru telah mampu menulis menggunakan strategi yang sesuai dengan kebutuhan wacana. Para guru telah memahami struktur generik wacana guna mencapai tujuan dan fungsi wacana eksposisi. Analisis gramatika pada wacana menunjukkan bahwa para guru telah mampu menyampaikan makna ideasional, tekstual dan interpersonal melalui wacana tertulis. Hal tersebut ditunjukkan dalam bentuk penggunaan fitur pengembangan tema (*thematic progression*) berupa pola tema *zigzag*, reiterasi tema dan pengembangan tema bertingkat (*multy-layer Theme development*), fungsi konjungsi, variasi bentuk kata kerja (*process type*), bentukan fungsi sirkumstansial, bentukan nominalisasi, penggunaan mudalisasi dan modulasi dalam wacana serta penggunaan referensi pronomina (*pronoun referent*) dalam wacana. Namun penelitian ini juga menunjukkan bahwa tidak semua guru mampu mengembangkan argumentasi dalam wacana tulis dengan baik yang ditunjukkan dengan kurangnya penggunaan fakta dan bukti yang obyektif dalam wacana, ketidakpastian pendapat, tidak adanya penggunaan fitur dialogis antar wacana (*intertextuality*), penerapan bentukan kalimat perintah (*imperative*) dan pernyataan *realis* serta sejumlah kesalahan (*errors*) dalam tataran tata bahasa (*syntax*). Hal ini disebabkan beberapa hal seperti kurangnya pemahaman guru dalam pengembangan wacana berbasis genre (*Genre Based Approach*/(GBA)) dan *Systemic Functional Linguistics* (SFL) yang telah menjadi bagian dari kurikulum pendidikan bahasa Inggris di Indonesia, juga kemampuan profesional berbahasa guru (*professional competence*), dan kurangnya motivasi dan komitmen dalam menulis.

Kata kunci: Systemic Functional Linguistics (SFL), kemampuan menulis wacana eksposisi

Introduction

The English teaching curriculum in Indonesia stated by Ministry of National Education has been concerned with communicative competence of the students. In turn, in high school level, the students are targeted to be able to communicate through spoken and written language appropriately (Depdiknas, 2003). Concerning the communicative competence through written mode, the national curriculum prescribes that the writing competence to be achieved by the high school students is not determined by the number of words that the students can produce but more on the quality of the writing they produce (Depdiknas, 2003). In order to pursue this goal, teachers are expected to take

appropriate roles in developing students' writing competence. Consequently, the teachers themselves are required to have adequate writing competence in order to carry out their tasks well. Thus, it is necessary to examine teachers' writing competence as prescribed in the national curriculum.

Some previous studies have been carried out to examine some related aspects of the teachers' writing competence in various perspectives. For instance, Veal (1981) carried out a research and found that assessment of the writing skill of prospective teachers might identify their writing ability. In addition, Cherednichenko (1987) as well as Gilfert (1999) found some problems of teachers' professional writing development. Atay and Kurt (2006) have also carried out research and found similar problems of writing quality related to their anxiety. Meanwhile, Holmes (2010) reveals that writing is still viewed as a daunting task by some teachers. In Indonesian teaching learning context, Emilia (2005) has conducted research related to this issue. Her research indicates that there is room for teachers' proficiency improvement in this field. In addition, the national education office of Bandung mentions that writing for Indonesian teachers is still a matter to be carefully concerned by the ministry of national education (Kompas, 2009a). In a wider sense, the government reveals that Indonesian English teachers are of inadequate mastery related to their roles as teachers to teach writing skills. The research which involved 600 teachers from international standard schools of junior and senior high levels indicates that 60% of the teachers are even in the poorest proficiency standard as required by the government (Kompas, 2009b). These facts lead to the fact that the need of developing and maintaining teachers writing skill is still a relevant issue to evaluate.

To this point, there should be more efforts to further investigate the teachers' writing skills condition in Indonesia, and then contribute certain aspects they need to focus on to improve their writing performance which in turn expectedly will give rise to the betterment of the teaching learning process in the classroom. Thus, this study aims to get more ideas of the teachers' ability and problem in writing as well as to find possible solutions to cope with the problems. Concerning this issue, this research addressed the following questions: (1) What is the ability of the teachers in composing Exposition essay writing? (2) What problems do the teachers have in writing the essay? (3) What solutions can be proposed to help teachers improve their writing skills?

Literature Review

Expository Writing

An exposition is a piece of text that present one side of an issue or argument (Anderson & Anderson, 2003) or a piece of text in which some thesis is expounded and argued for (Martin and Rose, 2008). An exposition requires the writer to adopt a position and argue for it, endeavoring to persuade the reader to accept the proposition (Christie & Derewianka, 2008). An exposition text is used to argue a point of view or to persuade the audience to do something (Anderson and Anderson, 2003) and thus the purpose of an exposition text is to persuade the reader or listener by presenting one side of an arguments or arguing for particular point of view on an issue.

There are two types of exposition texts namely Hortatory and Analytical Exposition as noted by Martin (1985), Derewianka (1990), Gerot and Wignell (1994); Gerot (1995); Fairclough (2003); Unsworth (in Emilia: 2005) and Martin & Rose (2008). You might be arguing simply to justify a position/interpretation (“persuading that”) in an Analytical Expository, or you might be arguing that some sort of action be taken (“persuading to”) through Hortatory Exposition. Both types share a common purpose to persuade but they differ in the intention of the writer in giving the arguments toward the readers or audience. Both types of Expository then characterized with schematic structure which can be described as follows.

- **Thesis.** In this stage, a writer introduces topic to and indicates his/her position concerning the issue and justifies it. This element of text is also to outline the main arguments to be presented and elaborated in the next stage.
- **Arguments.** A writer can restate main argument outlined in the previous stage, support and develop or elaborate each point or argument to signify his/her position.
- **Restatement of the Thesis/Recommendation.** The writer may restate his/her position or amplify the thesis given in the first paragraph of the text through this stage, which mainly available as the last paragraph of the text. In Hortatory type this stage is known as **Recommendation** which comprise of restatement of thesis, a summary of the general issues under discussion and possibly calling for action.

As an instance of arguing genre, the language features of an Expository text are described here by referring to the ideas described by Knapp and Watkins (2005) and Derewianka (1990) which can be summed up as follow:

- a. Mental verbs are used when expressing opinions
- b. Connectives are used in arguing to maintain logical relations and to link points.
- c. Movement from personal to impersonal voice.
- d. Modality is used in arguing to position the writer and reader which is expressed in a number of ways. Adult writers, with greater experience of the world, are more aware of the differing degrees of certainty with which someone can make claims
- e. Nominalization is used in argument to allow the writer to condense information and deal with abstract issues.
- f. Abstract and technical terms are used to replace more emotive everyday words.

Systemic Functional Linguistics (SFL)

To deal with argumentative writing analysis in this study, the writer used Systemic Functional Linguistics (henceforth mentioned as SFL) which is relevant to be applied as a mean to analyze argumentative text because systemic functional grammar is designed to investigate the relation between the meaning and the wording by interpreting the words and the meaning conveyed (Halliday,

1994, Gerot and Wignell, 1994). The theory of SFL concerns the choice of resources available in the language to convey meanings (discourse semantics) with their realizations at lexicogrammatical level through a particular mode of communication and their implication on meaning creation. Martin et al. (1997) suggest that functional grammar provides tools for understanding why a text is the way it is. According to Emilia (2005) and Martin et al. (1997) analyzing language use is not the sole function of functional grammar as the awareness of this concept is also beneficial for increasing the awareness of choices available to language users for expressing meanings and put these choices into use.

Theoretically, the choices for making meanings and their analysis using language metafunctions are realized in different patterns of grammar (Eggins, 1994; Emilia, 2010; Halliday, 1994; Martin et al., 1997). The textual metafunction is realized in Theme system; Interpersonal metafunction is realized in Mood system and Ideational metafunction is realized in Transitivity system. Systemic Functional Language (SFL) then appears as a view which theorizes language in terms of the relationship between the meanings being made in a particular context and the linguistic resources which have evolved to realize those meanings (Christie and Derewianka, 2008). In this case, Eggins (1994) mentions that. SFL develops certain attempts of providing a useful descriptive and interpretative framework of viewing language as a strategic, meaning-making resource

Concerning educational world, Emilia (2005) concludes that SFL has had an impact on educational studies particularly on teaching of writing. She indicates that because SFL is also concerned with language in education, the basic concept of SFL deal with not only the concept of language itself, but also with language learning. Further, Emilia (2005) mentions that “SFL holds the principle that all languages have three major functions: textual, ideational (experiential and logical), and interpersonal metafunctions. Each function is realized in different patterns of grammar. The textual function is realized in the Theme system, referring to what is foregrounded. It is what the clause is about. The experiential metafunction is realized in the Transitivity system and in lexis. The logical metafunction is realized in the Conjunction system. The interpersonal metafunction is realized in the Mood system and modality”.

Theme System

Theme is defined as the element which serves as the starting point for the message: it is what the clause is going to be about (Halliday and Matthiessen, 2004 as cited in Eggins, 2004; Lock, 1996; Gerot and Wignell, 1994; Martin, et al, 1997). The theme system concerned with the organization of information within individual clauses, and through this, with the organization of a larger text (Martin, et al, 1997). Eggins (2004) adds that “Theme contains information which has already been mentioned somewhere in the text or is familiar from the context”. The only other constituent in a clause is the Rheme. Rheme is characterized as the part of the clause in which the theme is developed (Eggins, 1994; Lock, 1996; Gerot and Wignell, 1994; Martin, et al, 1997).

Theme is classified into three types (Eggins, 2004; Emilia, 2005; Halliday, 1994; Martin et. al, 1997; Lock, 1996; Gerot and Wignell, 1994). The first type is topical Theme, also known as ideational Theme, which is the first element in the clause that has representational meaning related to Transitivity function: participant, circumstance, or process (Eggins, 1994; Emilia, 2005; Halliday, 1994; Martin et. al, 1997). The topical themes can be marked or unmarked. Marked theme refers to a theme which is not positioning as the subject of a clause.

The second type of Theme is interpersonal Theme which serves as interpersonal elements occurring before the topical Theme (Lock, 1996; Eggins, 1994; Martin, et al, 1997). The last type of Theme is Textual Theme which is normally located in the clause's initial position and precedes interpersonal Theme. This type of Theme relates the clause to its context and thus making it cohesive (Eggins, 1994).

- **Thematic Progression**

The theme system also concerns the Thematic progression as a feature of mature texts. For this case, there are three types of Theme progressions (Eggins, 1994; Ravelli, 2000). The thematic progression can be classified into:

- i) *The zig-zag pattern, or a linear thematic progression*: The content of the Theme of the second sentence or clause derives from the content of the previous Rheme, the content of Theme 3 derives from Rheme 2, etc.
- ii) (ii) *The theme re-iteration*: The Theme enters into relation with a number of different Rhemes, or the same element occurs regularly as Themes.
- iii) (iii) *The multiple Theme pattern or progression with derived Themes*: The passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from that general notion, but are not identical to one another.

- **Transitivity System**

Transitivity system belongs to the experiential metafunction in which ideas and experience about the world are represented (Christie and Derewianka, 2008; Emilia, 2005; Halliday, 1994; Rose, 2008) and is the overall grammatical resource for construing goings on (Martin, et al, 1997). Transitivity refers to how the text organizes the experience, which deals with relationship among process, participant, and circumstances in a text. Transitivity system provides options of process types and participant roles to encode experience including actions/process, participants and circumstances -- all of which give content to the discourse (Eggins, 1994).

- **Process types**

Christie and Derewianka (2008) mention that different process types represent different aspects of experience. The table below outlines the types of process in English.

Table 1. Types of Process

(Adapted from Christie and Derewianka, 2008)

Process Type	Aspect of Experience	Example
Material processes	Doings and happenings in the material world – ‘outer’ experience	She wrote the letter.
Behavioral processes	Physiological and psychological behavior	Ahmad dreamed <i>about</i> his girl last night.
Mental processes	Processes of consciousness – ‘inner’ experience	I believe I can fly.
Verbal processes	Processes of ‘saying’ and ‘meaning’.	The survey reveals that many Indonesian students have been exposed to free sex.
Relational processes	Process of ‘being’ and ‘having’, creating relationship between elements of experience.	For me, her presence in my party was a great honor.
Existential processes	Existing	There are thousands of people evacuated due to Merapi eruption.

- **Participants and Circumstances**

Christie and Derewianka (2008) mentioned that each process type involves a different set of participants. In the case of material processes Emilia (2010) mentions that potential participant roles are: an actor (the doer of the process), a goal (or the thing affected), a range (or the thing over which the whole process is completed), a beneficiary (or the one to whom or for whom the process is said to take place). Eggins (1994) mention that all mental process must have two participants in which one participant in the mental process clause must be a conscious human participant, i.e. only a conscious human being can perform a mental process. This participant is called *Senser*. The senser, Eggins adds, must either be human or an anthropomorphized non-human. It must be a conscious being. Furthermore, Emilia (2010) mentions that participant roles of verbal processes can be classified into:

- **A Sayer.** The participant responsible for the verbal process
- **A Receiver.** The one to whom the saying is directed; it may be the subject in a passive clause.
- **A Verbiage.** The function that corresponds to what is said: this may mean: content of what is said or name of the saying, like ‘a question’ in the expression ‘to ask a question’; and
- **A Target.** The entity that is targeted by the process of saying
- **Carrier + Attribute.** In the attributive sub type, a quality, classification, or descriptive epithet (Attribute) is assigned to a participant (carrier) which is always realized by noun or nominal group.
- **Token** (that which stands for what is being said) and a Value (that which defines) in identifying ones.

According to Bloor and Bloor (1995), as cited in Emilia (2010), circumstance in functional grammar is the name given to those elements which carry semantic load, but are neither process nor participant. Halliday (1994) identifies nine types of circumstances. The types and examples can be illustrated in the table below.

Table 2. Types of circumstantial element
(adapted from Halliday, 1994)

Types of Circumstance	Specific Categories	Examples
Extent	distance	We walked <i>for five miles</i> .
	Duration	They stayed there <i>for two weeks</i> .
Location	place,	Julia works <i>in the kitchen</i> .
	time	She gets up <i>at five o'clock</i> .
Manner	means,	I take the food <i>with chopstick</i>
	quality,	It bothers me <i>too much</i> .
Cause	comparison	She treats the guests <i>differently</i> .
	reason,	He survives <i>because of you</i> .
Contingency	purpose,	I spend hours <i>for lunch</i> .
	behalf	Let's pray <i>for Indonesia</i> .
	condition,	<i>In the event of an earthquake</i> , try to reach the open field
Accompaniment	concession,	<i>Despite the rain</i> , the show was a great success.
	default	<i>In the absence of the accused</i> , the trial was conducted.
	comitation,	President Obama visited Indonesia <i>without his family</i> .
Role	addition	<i>Along with the Secret Service</i> , President Obama came to Asian countries.
	guise	He did not visit Indonesia <i>as a tourist</i> .
Matter	product	My father raised me up <i>into a strong man</i> .
		The two leaders talked <i>of comprehensive cooperation</i> .
Angle		<i>According to data exposed</i> , there are more than 100 million people live under prosperity.

Conjunctions System

Conjunctions system concern with the type of cohesion within a clause; conjunctions help to build cohesion (Byrne, 1988; Halliday, 1994; Bailey, 2003; Cabral, 2004). In line with this view, Eggins (1994) stated that this conjunctive relation refers to how the writer creates and expresses logical relationship between the parts of a text. In addition, Halliday noted that “a range of possible meanings within the domains of elaboration, extensions, and enhancement is expressed by the choice of conjunctive Adjunct”.

The type of cohesion within a clause is then classified in three major terms mentioned above: elaboration, extension, and enhancement. Elaboration is a relationship of restatement or clarification,

by which one sentence is (presented as) a re-saying or representation of a previous sentence. The second type is extension which is defined as a relationship of either addition or variation. Enhancement referred to ways by which one sentence can develop on the meanings of another, in terms of dimensions such as time, comparison, cause, condition, or concession (Eggs, 1994; Currie, 1994; Alonso 2003). Types of conjunctions used in enhancement and examples of clauses in which the conjunctions occur are given in table below.

Table 3. Types of Conjunctions and Examples of Clauses Used in Enhancement

Types of Conjunctions	Examples	Clauses Using the Conjunctions
Temporal	<i>then, next, afterwards, until, at the same time, before, after a while, etc</i>	<i><u>After</u> she died, ... ; ...<u>until</u> she delivered her baby...</i>
Comparative	<i>likewise, similarly, in a different way</i>	<i><u>Similarly</u>, Javis, another opponent of the Miss Universe pageant from India suggests....</i>
Causal	<i>so, then, therefore, consequently, hence, because of that, for, in consequence, as a result, etc</i>	<i><u>Therefore</u>, we recommend Indonesia should not send an envoy to the Miss Universe Pageant.</i>
Conditional	<i>If, if not, otherwise, etc</i>	<i>Only death can incapacitate murderers, <u>otherwise</u> the murderers can harm prison staffs, other prisoners and even the society.</i>
Concessive	<i>yet, still, even though, etc</i>	<i><u>Even though</u> it can incapacitate criminals,...</i>

Modality

Gerot and Wignell (1994) state the term modality as something to indicate the speaker's judgment of the probabilities or the obligations involved in what he or she is saying. Further, Eggs (1994) noted that "modality refers to a complex area of English grammar which concerns the different ways in which a language user can intrude on his/her message, expressing attitudes and judgments of various kinds. When modality is used to argue about the probability or frequency of propositions, it is referred to as modalization. When it is used to argue about the obligation or inclination of proposals, it is referred to as modulation".

These two types of modality as found in texts can be subjectively or objectively oriented. Subjective orientation or first person statement indicates the writer's commitment to what he/she is saying and objective orientation, or third person statement, shows the writer's detachment to what he/she is saying making statements on behalf of other (Halliday, 1994). Moreover the two types of modality can be expressed in different degree of the writer's commitment, or different values, which are: low, medium and high, either in negative or positive polarity.

To follow Eggin (1994), Halliday (1994) Martin and Mathiessen (1997) and Fairclough (2003), there are several markers of modality found in students' texts, including: (i) *modal operators*: will, can, may, might; (ii) *modal Adjuncts*: really, inevitably, highly; (iii) *modal operator +modal Adjunct*: should undoubtedly; (iv) *participial adjectives*: needed; (v) *mental process clauses*: I think, I believe; (vi) *modal adjectives*: possible, important; (vii) *relational processes* (processes of appearance): seem.

Methodology

Research Design

In order to cope with the purposes of this research, this study applied a qualitative research design for some considerations. First of all, this research has the characteristics of qualitative research as stated by Nunan (1992); Kvale (1996); Holliday (2005); Setiyadi (2006); Dornyei (2007); Frankel (2007); Dawson (2009) and Alwasilah (2009). In line with this, this study is also characterized by the nature of qualitative research which tries to describe social phenomena as they occur naturally. Besides, qualitative research concerns subjective interpretation of the data into the findings. In this case, the research analyzed the data collected and attempted to describe certain phenomena appear from the research findings.

Furthermore, this research was also characterized as a case study as it met the following reasons. First, the research was carried out in a limited or small scale single case and not to be generalized as indicated by Patton (1987); Merriam (1988) as cited in Nunan (1992); Creswell (1994); Setiyadi (2006); Frankel (2007); and Alwasilah (2009). In this study, the research only dealt with analyzing particular written document from six teachers in a region, in this case in Bandar Lampung. Then the results were not to be generalized as general conditions of the whole teachers in Bandar Lampung.

The second feature that constitutes this study as a case study is that the study was to examine a case mainly to provide insight into an issue (Dornyei, 2007). In this case the study focused on examining the writing performance from the case of the participants only. In this case, the patterns of writing problems were in search and compared to the pattern proposed by the experts in the field. The third characteristic is that this study used text analysis which is another method of qualitative study as mentioned by Patton (1987); Yin (1989) cited in Creswell (1994); Nunan (1992); and Setiyadi (2006).

Setting and Participants

The study took place in Bandar Lampung region of Lampung province. As expected, it enabled the researcher to collect the data needed. The researcher is also familiar with the participants intended to be contacted for this research since he has access and personal as well as professional relationship with the participants, which also helped the researcher to carry out the data collecting process. The participants were six English teachers in the region chosen considering that they are

potential to take advantage of the study – by having some ideas about their quality of writing – and thus give rise to any implication for evaluating their teaching processes. Another reason was related to the genre focus, the argumentative genre, which can be concluded as considered difficult one (Emilia, 2005). It was assumed that the teachers were expected to deal with certain level of mastery of the genre. The two factors were considered the main aspects that make the participants different professionally from the rest of the pack in the real teaching world (Supriyoko, 2008; Marisi, 2008).

However, to anticipate the possible constraints concerning with their availability of time to cooperate, the participants then were recruited by asking them voluntarily to be involved the research. So, after listing the possible participants to work with, the researcher contacted the teachers until the number needed for this research fulfilled. Moreover, voluntary-based participation was expected to have more motivated participants to cooperate in carrying out this research in a natural sense which in turn will affect the reliability of the findings (Emilia, 2005).

Data Collecting Techniques

The main method of data collection in this research was the documentation of the participants' written text. The texts were considered important in this case as Freebody (cited in Emilia, 2005) indicated that in most cases, actual achievements can be gauged through the productions of various kinds of texts.

In this case each of the participants was to write a 500 word argumentative essay. For this purpose, the researcher met the expected teachers either individually or in group as they join the English teachers forum namely *Musyawah Guru Mata Pelajaran (MGMP)*, and asked for their willingness to cooperate for the study. The teachers who were willingly able to cooperate were given a task to write a certain required text for the study. This task was carried out individually at their respective place – at home or school. The task was expected to be carried out through recursive writing processes.

The research also made use of interviews in order to verify the data gained through written text of expository essay documents. As an alternative data collecting technique (Patton, 1987; Nunan, 1992; Kvale, 1996 and Dornyei, 2007) interview is defined as “any written documents that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting among existing answers” (Brown, 2001 as cited in Dornyei, 2007: 102). The interviews in this research applied factual questions type which was used to find out certain facts about the respondents (Dornyei, 2007).

The data collection was carried out within two steps. In this case the writing work were administered first and then followed by the interviews. Through this ways, hopefully, the writing process which was intended to provide the major data source was not affected by any condition resulted from answering the interviews.

Data Analysis

Data analysis in this study was conducted over the course of the study. Ongoing data analysis and interpretation were based on the data from document analysis which were teachers' argumentative essays and interviews. In this research, then the documented respondents' texts were analyzed to examine the quality of teachers' writing. In analyzing the documents, the data were coded in order to categorize the pattern of the writing problems appear in the documents. These categories then were interpreted to formulate certain pattern of findings related to the aims of the research in accordance with existing theories related to the research.

The research also analyzed the interviews to gain more information related to the schemata of the writers related to their writing command and the teachers problems they encountered during the processes of writing. That information was later incorporated to determine the quality of the text they produced; as such information also determined the maturity of the text resulted.

Finding and Discussion

The analysis indicate that the teachers are not of equal quality in terms of writing products as can be inferred from their use of strategies to compose those texts and variation of the pattern of linguistic features demonstrated through the texts. The interview also lead further conditions related to the problems found and possible solutions elicited from the teachers.

The analysis of schematic structure indicate that the writers possess similar understanding of the demands of the generic form of Analytical and Hortatory Expository texts, to achieve the purpose and the function of the genre. Meanwhile, further analyses of grammatical features reveal that the writers had into certain extent successfully used some of the main conventions of written language and argumentative discourse with consistency and accuracy. And textually the writers efficiently employed linguistic devices as well as a combination of thematic progression (the *theme reiteration*, *zigzag* and *multiple-theme progression*), which features more written-like texts, to strengthen the text's coherence and cohesion. Experientially the texts use various linguistic resources, which show the writers' capacity to create a more written-like. Finally, interpersonally the writers efficiently used various linguistic resources to create forceful but objective arguments, and to effectively communicate with an audience or the readers.

To concern further the limitations indicated in the texts, the discussion also reveals that not all of the teachers' texts can be considered successful texts. This can be identified as few syntactical errors are made by the writers. In addition, there might be a problem of developing paragraphs through appropriate use of multi-layer Theme strategy. Another predicament related to the use of conjunctive adverbs to create a logically connected text can also be found. In addition, the texts also demonstrate the teachers' use of inappropriate linguistic features such as the use of imperative mood for the genre and universal/realis statements which may disturb the quality of the texts of such genre into certain extent. The problems with Argument development which sounds lack of fact and

objective evidence, inconsistency of argument, and the absence of intertextuality can also be identified within all texts presented in this study. This finding may also lead to the fact that there might be rooms for improvement concerning teachers' quality of composing texts, especially for such kind of Arguing genre.

Further, based on the conducted interview, it appears that the teachers have not well experienced in writing such texts. They were also of varied understanding of the concept of Arguing genre. Despite their understanding of such terms as modality, nominalization and Circumstances, they could present such features in their texts. However, it seems that they have not been well introduced to the concept of intertextuality (Wang, 2006; Bazerman and Prior, 2004) which was absent in their texts. Into certain extent, they also had good attempts to create unity and coherence of the texts as required for a good text. It was also revealed that they did not go through recursive process for their writing. Concerning the problems they might have, the interview data show that they found that their time management, background knowledge and language competence as well as their commitment to carry out the task appeared to be problems in producing the texts.

Moreover, this study also concerns the possible solutions to propose. In this case, it is advisable that the teachers derive their own intrinsic motivation and commit themselves to improve their professional competence, particularly in writing. Technically this commitment can be realized by attempting more writing practices as it would benefit themselves as professional school teachers as suggested by such experts as Johnson (2004) and Ramet (2007) and previous studies carried out by among others Rahman (2005), Ediger (2006), Mendelsohn (2006), Liu (2007), Ebata (2008), and Wu (2008). In addition, effective teacher trainings need to be carried out in order to maintain and improve the teachers' professional competence. This could be held by optimizing the functions of the existing teachers association in the region or by joining other appropriate programs initiated by government. Such programs may concern the issue of SFL and GBA within the curriculum development as well as practical knowledge related to writing ability. This has been urged by Kuncoro (2009) in *The Jakarta Post daily* as he mentioned that "Giving more chance for teachers to have professional development training is a need to boost education quality". While to concern further studies related to this subject matter. It is suggested that the next related research deals with bigger number of participants within different context to get richer and more reliable data. It is also necessary to consider the effective teachers time to execute the project to minimize any potential external factors which may hamper the process, such as teachers regular activities and schools agenda.

Conclusion

Three research problems investigated in this study include teachers' ability in composing the argumentative texts, the problems encountered by the teachers in composing the texts and possible solutions to overcome the problems emerged. With regard the first research problem, it is found that the teachers – with varied results among them – to some extent have been able to demonstrate

appropriate strategies to compose the targeted texts. Referring to what has been suggested by Martin (1985), Derewianka (1990), Anderson and Anderson (2003), Paltridge (in Johns, 2001), Knapp and Watkins (2005), Rose (2008), Uribe (2008) and Christie and Derewianka (2008). Despite the findings above, it can also be concluded that the teachers have weaknesses related to the ability of developing better paragraphs through appropriate use of multi-layer Theme strategy, the use of conjunctive adverbs to convey modality and the use of inappropriate linguistic features. It is found that the teachers had problems mainly with managing their time to carry out the task which gave rise to their inability to give maximum efforts to work with the texts. In addition their background knowledge and language competence as well as their commitment to carry out the task also appeared to be problems in producing the texts. As for the third question, the possible suggestions elicited deal with the idea of providing efforts to motivate the teachers to write, and training to improve the teachers' ability.

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