

APPLYING TEXTUAL METAFUNCTION IN EFL WRITING: AN APPROACH TO TEACH WRITING

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Abstract

The Systemic Functional Linguistics (SFL) approach, specifically the textual metafunction, has been tried to be applied in teaching writing to English as a Foreign Language. SFL is chosen as an alternative application in language teaching since linguistics is the study of language that seeks how language works. Traditionally textual metafunction has often been neglected in language teaching, where sentences have been created, manipulated, and assessed in isolation. In EFL writing classroom, we find that learners often write paragraphs that consist of sentences which do not seem to connect together into cohesive devices. Thinking of this, I started to seek an alternative approach to help the students improve their writings, that is how to develop ideas so that the texts the students produce will run “smoothly” and “hang together” logically. It means that the sentences in their writings are well organized and developed coherently. Besides, the ideas will not jump from one idea to other ideas. This paper attempts to depict how to apply textual metafunction in EFL writing and how thematic patterns, which involves the relationship between clauses based on the information contained in themes and rhemes, can achieve cohesion in EFL learners’ text. It is assumed that the thematic patterns specify its usefulness as a discourse tool for adding students in writing their paragraph into cohesive text. The result shows that thematic patterns is one way of achieving cohesion in text since it involves connecting sentences together in a way which moves the text from the Given to the New. In short, the thematic pattern of texts is needed to analyze their own text to check for thematic flow in order to get a good cohesive text.

Keyword: *Cohesive text, EFL, SFL, Thematic Patterns*

Writing is considered as one way of communication, in the sense that it is the communication between the writer and the potential readers. The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional setting or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is

best viewed as a continuum of activities that range from more mechanical or formal aspect of “writing down” on the end, to the more complex act of composing on the other end (Hadley, 1993).

Writing is a part of basic study of English. In principle, to write means to try to produce or to reproduce written message. Before writing, we need to determine what to write, we should have something meaningful to convey. To put our message successfully, we, the writers apply a number of writing strategies. These strategies are not talent-oriented. Every writer can learn and apply them on his or her writing. Every learner is then encouraged to keep how to keep on practicing. In other cases, we realize that many students get problem to know how to write well. They can write but the result is far from getting well.

In paragraph Based Writing subject (PBW), students are trained to develop a grammatically good paragraph as the realization of their ideas to be communicated to others. In so doing, students are expected to produce a ‘complete’ message that they intend to exchange in the paragraph. The term ‘complete’ here means that they have to consider the meanings that they want to convey and the structure of the paragraph. Any variations of their writings are tolerable as long as these two variables are fulfilled.

The students often make errors in the process of writing and it usually takes place in the sentence coherence. Many mistakes are frequently found when the students start to write. They tend not to obey the rules in writing and say that writing is a complicated skill, that this skill is concerned with talent.

SFL is chosen as an alternative application in language teaching since have we understood; linguistics is the study of language that seeks to study how language works. So, linguistics can be used to help the language learners learn to use the language, in this case a foreign language i.e. English. In order to reach the objective of this research systematically, the problem of the discussion can be started as follow:

1. What types of thematic progression are applied by the students in their writings?
2. What types of cohesion are employed by the students in their writings?
3. How is the coherency of the students’ writing after they applied textual metafunction in their writings?

Cohesion refers to the resources within language provided by clause structure and clause complexes. Hence, cohesive relation are non structural relations which work to help a text hang together. (Halliday, 1994 : 4). The concept of cohesion is semantic one, it refers to relation of meaning that exists within the text and define it as a text. Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another.

A semantic relationship is encoded through nexuses within the clause complex. This can not be achieved by grammatical structure. It depends on a resource of another different kind. These non structural resources for discourse are what are referred to by term cohesion.

There are two kinds of cohesion. First is grammatical cohesion which consists of references, substitution, ellipsis, and conjunction, second is lexical

cohesion which consists of repetition, synonym, antonym, hyponym, meronym, and collocation.

Cohesive devices help a text hang together, or be cohesive. That means they contribute to what Hasan terms a text's "unity of texture". The schematic structure of the text, in turn, provide a text with "unity of structure" (Hasan, 1989) as cited in Paltridge (2000: 139).

Cohesive devices help text hang together or be cohesive, that means they contribute to Hasan terms of a text's unity of texture. The schematics structure of text, in turn provides a text with unity of texture. Texture result from the combination of semantics configuration of two kinds: those of register and those of cohesion.

According to Halliday and Hasan (1976) there are four types of grammatical cohesion. Those are reference, ellipsis, substitution, conjunction, and lexical cohesion.

Reference creates cohesion by creating links between elements. Reference refers to system which introduces and track the identity of participant through text (Gerot and Wignell 1994: 170). As a general rule, therefore, reference items may be exophoric or endophoric; if they are endophoric, they may be anaphoric or cataphoric. Through the scheme below (Figure 2.1) Halliday and Hasan (1976:33) allows us to recognize certain distinction within the class of reference items, according to their different used and "phoric" tendencies.

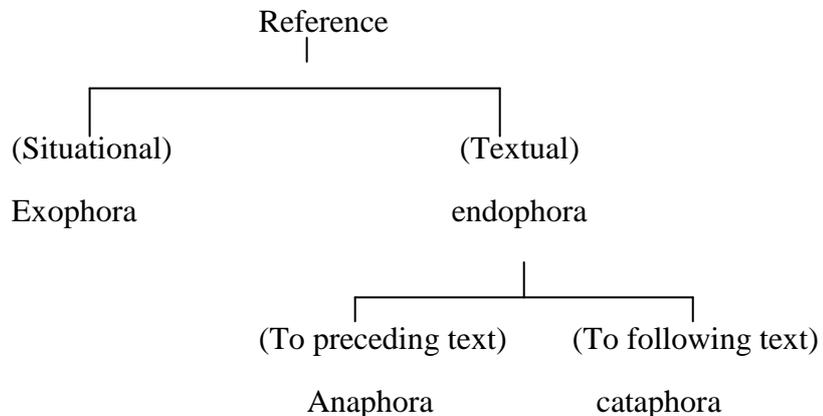


Figure 1 Situational and Textual Reference

According to Halliday and Hasan (1976: 37) there are three types of reference:

a. Personal reference

Personal reference is reference by means of function in the speech situation through the category of PERSON (table 1).

Table 1. Personal Reference

Semantics category	existential	Possessive
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Grammatical function	head		modifier
Class	noun	determiner	
Person: Speaker (only)	I me	mine	My
Addressee(s), with/without other person.	you	yours	Your
Speaker and other person(s)	We, us	ours	Our
Other person, male	He, him	His	His
Other person female	She, her	hers	Her
Other person; object	They ,them	theirs	their
Object; passage of text	it	(its)	Its
Generalized person	one		One's

Source: (Halliday and Hasan, 1976:38)

The category of PERSONAL includes the three classes of personal pronoun, possessive determiner, and possessive pronoun. There is no general name for this category in traditional grammar, because the members of it belong to different classes with diverse structural roles; but in fact they represent a single system, that of PERSON (Halliday and Hasan, 1976:44).

For example:

- The Otises sat in the library and drank *their* tea. *They* looked out of a large window at the rain.

In the sentences above, *their* and *they* are the personal reference of the Otises, because the referents are plural.

b. Demonstrative reference

Demonstrative reference is reference by means of location on a scale of PROXIMITY (see in table 2). It is essentially a form of verbal pointing. The speaker identifies the referent by locating it on scale of proximity.

Table 2 Demonstrative reference

Semantics category	Selective		Non-selective
Grammatical function	Modifier/head	adjunct	modifier
Class	determiner	adverb determiner	

Proximity: Near Far Neutral	This, those That, those	Here, now There, then	The
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Source: (Halliday and Hasan, 1976:38)

In general *this, these, here*, and *now* imply proximity to the speaker; *that those there*, and *then* imply distance from the speaker, which may or may not proximity to the addressee. *This* and *that* are used when for singular participant, *these* and *those* are used for plural participant, *here* and *there* are used for place circumstance, and *now* and *then* are used for time circumstance.

For example:

“What is *this* red stain?” Mrs. Otis asked Mrs. Umney.

“It is a blood” answered the old housekeeper in a quiet voice.

In the example above, this is the demonstrative reference of the blood stain, this is chosen because according to the proximity, it is singular participant and near.

c. Comparative reference

Comparative reference is indirect reference by means of identity or similarity (see in table 3)

Table 3 Comparative reference

Grammatical function	Modifier: Deictic/epithet)	Sub modifier/ adjunct
Class	Adjective	adverb
General comparison: Identity	Same, identical, equal, Similar ,additional	Identically Similarly ,likewise, so, each
General similarity	Other, different, else	Differently ,otherwise
Difference (i.e. Non-identity or similarity)		
Particular comparison	Better, more etc, (comparative adjectives and quantifiers)	So, more, less equally

Source: (Halliday and Hasan, 1976:39)

General comparison means that it is simply in term of likeness or unlikeness, without respect to any particular property; two things may be the

same, similar, or different. This is expressed by a certain class of adjectives or adverbs. It expresses likeness between things. The likeness may take form of identity, where two things are, in fact, the same thing (example 1), or of similarity where two things are like each other (example 2). Each of these has its negative; there is non-identity, and non-similarity. But these two concepts are conflated, in the semantic system, into a single meaning, that of non-likeness, or difference (example 3).

For example;

1. It's *the same cat* as the one we saw yesterday.
2. It's *a similar cat* to the one we saw yesterday.
3. It's *a different cat* from the one we saw yesterday.

Likeness is a property. A thing cannot just be "like"; it must be "like something". Hence comparison is a form of reference, alongside personal and demonstrative reference; and it embraces the same set of possibilities. The referent of the comparison may be in then situation, or it may be in the text, if in the text, the reference may be backward or forward.

Particular comparison means comparison that is in respect of quantity or quality. It is also expressed by means of adjectives or adverbs; not of special class, but ordinary adjectives and adverbs in some comparative form. Particular comparison expresses comparability between things in respect of a particular property, may be quantity or quality. If it is in term of quantity, it is expressed in the numerative element in the structure of the nominal group; either quantifier or adverb (example 1). If the comparison is quality, it is expressed in either comparative adjective or adverb (example 2).

For example:

1. 'Take some *more tea*' the March Hare said to Alice, very earnestly.
'I've had nothing yet' Alice replied in an offended tone, 'so I can't take more.'
2. The little dog barked as *noisily* as the big one.

Ellipsis is another cohesive device which can be improving the readers understanding of a piece of writing. It happens when, after a more specific mention words are missed out when the phrase need to be repeated. Ellipsis can be divided into:

a. Nominal ellipsis

For example:

My kids play an awful lot of sport

Both (*my kids*) are incredibly energetic.

In the example above the personal pronoun *my kids* is omitted.

b. Verbal ellipsis

For example:

A: have you been working?

B; yes I have (*been working*)

In the dialogue above the verb *been working* is omitted.

c. Clausal ellipsis

For example:

A: Paul's staying for dinner, isn't he?

B: is he? He didn't tell me (*he was staying for dinner*)

In the example above the clause *he was staying for dinner* is omitted.

Substitution is very similar to ellipsis in the effect; it has on the text, and occurs when instead of leaving a word or phrase out, as in ellipsis, it is substituted for another, more general word. The distinction between substitution and reference is that substitution is a relation in the wording rather than in meaning. It is a relation between linguistic items, such as words or phrases; whereas reference is a relation between meanings. Substitution can be divided into:

a. Nominal substitution

For example:

A: There are some new tennis balls

These *ones* have lost their bounce.

In the text above the noun *tennis balls* is substituted with *ones*

A: I'll have two poached eggs on toast, please

B: I'll have the *same*

In the text above the poached eggs on toast is substituted by *same*

b. Verbal substitution

For example:

A: have the children gone to sleep?

B: they must have *done*.

In the example above the verb *gone to sleep* is substituted by *done*.

Does she sing?-yes she *does*

In the text above the verb *sing* is substituted by *does*

c. Clausal substitution

For example;

A: Is it going to rain?

B: I don't think *so*.

In the dialogue above, the clause *going to rain* is substituted by *so*.

Conjunction creates cohesion by relating sentences and paragraph to each other by using words from the class of conjunction or numerals. Conjunctive relations typically involve contiguous elements up to the size of paragraphs-and possibly beyond, or their equivalent in spoken language, conjunction is a way of setting up the logical relations that characterize clause complexes in the absences of the structural relationship by which such complexes are defined. Conjunction can be divided into:

a. Temporal conjunction: *after, while, when, meanwhile, before, then, after that, an hour later, finally, at last, at once.*

For example:

Mr. Hiram B. Otis bought Canterville Chase. *Then* his family came to England from America.

- b. Causal conjunction: *because, so, then, therefore, nevertheless, thus, hence, consequently, for this reason, it follows that.*

For example:

Rain started to fall, *so* the family went inside the house quickly.

- c. Additive conjunction: *and, and also, in addition, moreover, or, or else, further, further more, additionally, for instance, alternatively, by the way, in other words, in same way, similarly.*

For example:

No one has put s ghost in museum. *And* you haven't seen this ghost either.

- d. Adversative conjunction: *but, however, in any case only, instead, yet, on the other hand, despite this, on the contrary, in fact, anyhow, though, nevertheless.*

For example:

“Yes, I will” sad Lord Canterville. ‘*But*, please remember, I told you about the ghost before you bought the house”.

According to Paltridge (2000:134), lexical cohesion refers to relationship among lexical items in – a text and, in particular, among content words. The main kinds of lexical cohesion are repetition, synonymy, antonymy, hyponymy, metonymy, and collocation.

1. *Repetition* refers to words that are repeated in the text, as well as words that have changed to reflect tense or number such as *feel* and *felt, feeling* and *feelings*.
2. *Synonymy* refers to the relationship between words that are similar to meaning such as *customers* and *patrons*.
3. *Antonymy* refers to opposite meaning such as *good* and *bad, happy* and *sad*.
4. *Hyponymy* refers to classes of lexical items where the relationship is one of 'general - specific' or 'a type of', such as *entree* and *main course*.
5. *Meronymy* refers to lexical items which are in a whole-part relation, such as the relationship between *main course, potatoes and broccoli; and fish, bones, and scales*.
6. *Collocation* describe associations between words that tend to co-occur, such as, combinations of adjectives and nouns, as in 'quality product', 'snide remarks' and 'discerning customers'. It also includes the relationship between verbs and nouns such as *eat and food, and pairs of nouns such as friends and neighbors*.

The notions of theme and rheme are also employed in the examination of thematic progression, or method of development of a text. Thematic progression refers to the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme. Thematic progression in Cherie’s text, *a good teacher* and *the teacher* are the predominant themes, appearing in clauses 1,2,3 and 4 (table 4).This kind of pattern has been referred to as theme reiteration or constant theme pattern. It is illustrated in figure 2.

Theme	Rheme
A good teacher	needs to be understanding to all children

He or she	must also be fair and reasonable
The teacher	must work at a sensible pace and not one thing after another
The teacher	also needs to speak with a clear voice

Table 4: Theme and rheme: A reiteration/constant theme.
 (based on Butt et.al, 2001:142)

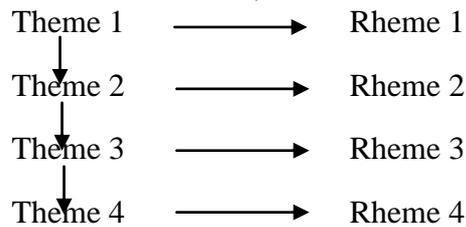


Figure 2: Thematic Progression: Theme reiteration/constant theme.

Another common pattern of thematic progression is when the subject matter in the rheme of one clause is taken up in the theme of a following clause. This pattern is illustrated in Figure 3. The text analyzed in table 5 shows an example of this kind of progression. This is referred to as a zigzag or linear theme pattern.

Theme	Rheme
The American Psychological Association	specifies a documentation format required by most psychology, sociology, communication, education and economics instructors.
This format	includes parenthetical documentation in the text that refers to an alphabetical reference at the end of chapters.

Table 5: Theme and rheme: A zigzag/linear theme pattern.
 (based on Clogg and Wheeler 1991:83).

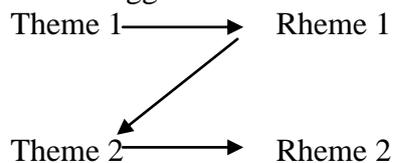


Figure 3 Thematic progression: A zigzag/linear theme pattern.

Equally, texts may include reiteration and zigzag patterns as well as other kinds of progression such as a *multiple-theme* or split rheme patterns. In multiple theme or split rheme progression, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses.

The analysis of the text in table 6 and the illustration of its thematic progression in figure 4 includes an example of multiple theme progression. In this particular text, the two pieces of information in rheme 2 ('two alphabets' and 'Chinese ideograms') are picked up in themes 2 and 3 simultaneously. Also 'Hiragana' in rheme 3 and 'katakana' in rheme 3 are picked up in theme 4 (hiragana), and themes 5 and 6 (katakana), respectively (although in the case of theme 6 the theme, 'katakana', is ellipsed). This text also includes an example of *theme reiteration* between the first two clauses ('Japanese' and 'they') and a simple zigzag pattern between the references to 'kanji' in rheme 4 and theme 6.

Theme	Rheme
When Japanese people	write their language
They	use a combination of two separate alphabets as well as ideograms borrowed from Chinese.
The two alphabets	are called hiragana and katakana.
The Chinese ideograms	are called kanji.
Hiragana	represents the 46 basic sounds that are made in the Japanese language.
Katakana	represents the same sounds as hiragana
but	is used mainly for words borrowed from foreign languages and for sound effects.
Kanji	are used to communicate an idea rather than a sound.

Table 6: Theme and Rheme: A multiple theme/split rheme pattern. (based on Butt *et al.* 2001:21)

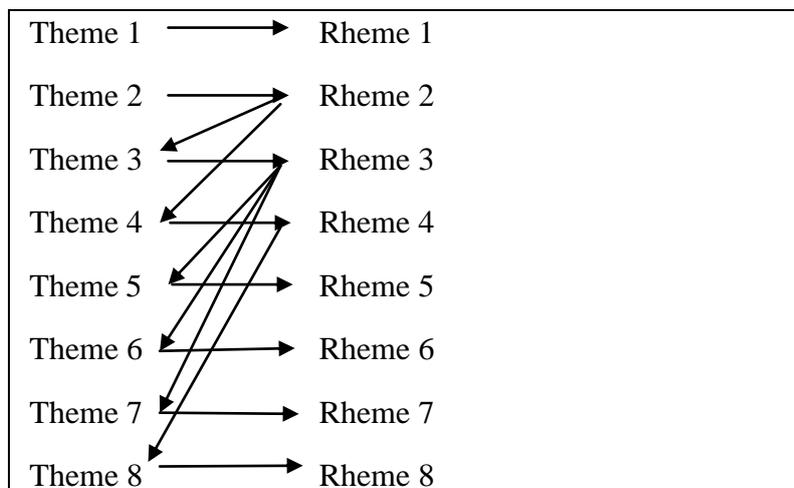


Figure 4: Thematic progression: A multiple theme/split rheme pattern

(based on Butt et al. 2001:21)

Coherence means to hold together; in basic that paragraph in writing has the right order with the clear process. In addition to unity, coherence plays an important role in making a paragraph read well. Every coherent paragraph contains smoothly – connected. A coherent paragraph consists of interrelated sentences which move in such a way that they smooth the way, one for another.

Coherence concerns the way in which the things that the text is about, called the textual world, are mutually accessible and relevant. The textual world is considered to consist of concept and relations. A concept is defined as a configuration of knowledge (cognitive content) which can be recovered or activated with more or less unity and consistency in the mind, and relations as the links between the concepts which appear together in a textual world (de Beaugrande and Dressler, 1981, p. 4) in Malmkjer (1991:465).

Writing assignments so far has been concerned with developing paragraphs. The paragraph is usually a series of sentences that develop one topic. A paragraph can be as long or as short as necessary to develop the topic.

The purpose of paragraphing is to show a change of thought or change of topic. For that reason, each paragraph must be limited to a single topic. The topic is most often expressed in the topic sentence, which is usually the first sentence of the paragraph. The other sentences in the paragraph develop the main idea of the paragraph. Any sentences that do not relate to the topic sentence should be removed.

Many sentences combine to make up a paragraph, paragraphs combine to form composition. Each paragraph is a building block in the structure of the composition and, such as, must make its specific contribution to the composition.

METHOD

The data of the students' writing were obtained from the writing task that was given to them. There are about 60 students doing the task. They were asked to write a paragraph with a certain topic, and for the sake of this research, random sampling is used to get 10 students' writings as the sample of this research, regardless the score they get and the level of their writing ability. However, the sample is conditioned to represent all students' writing ability (low, mid, and high). Before conducting the analysis, the teacher is encouraged to explain the idea about textual metafunction to the students in order to the students get the idea about it before they write a text. Meanwhile, the techniques of data analysis are as follows: the first is reading all the students writing to examine the number of clauses, then the data of the students' writings are segmenting into each clause, after the data were classified into each clause then, it is analyzed in term of theme and rheme to get the types of thematics progression pattern for every clause to know the logic of their writings, afterward, the clauses are analyzed in term of cohesive devices to get the students' writing flow of their texts, and the last is analyzing the coherency of the students' writings based on the thematic patterns

and cohesiveness. In this case, the errors concerning with grammar or spelling are ignored.

FINDINGS AND DISCUSSION

There are 10 students' writings used as the data of this research. The writings are in the form of paragraphs with different topics and they develop with cause and effect paragraph. The students choose their own topic such as *watching television, shopping, Yoga etc.* In this part the writer presents the Theme and Rheme of every student's writing and also its thematic progression based on Butt *et al.* analysis (2000:142) to know the coherency of the students' writing and types of thematic progression patterns the students mostly employ.

In the academic circumstance, the teaching of language skills should not just treat the skills as they are; however, teachers should position these skills as realization of meanings in communication. By this consideration, teachers should teach their students to act of communicating with these skills about any phenomenon. In so doing, the teaching of language skills, for example writing skill, should encourage students to write well. In this thought, teachers should train students to develop their awareness of their context for their own communication. By the end of the overall courses of writing subjects, students will be able to write a well paragraph especially a coherent paragraph in their writing.

The first thing to put as consideration is that the teachers should present these theories as they are to the students, but they should adopt them in practice. It is not necessary for the students to memorize the theories, but more importantly they have to be able to apply them in their writings. In this case, the teachers should explain the theory of thematic progression patterns for several times to get students understanding and in order to they can write a coherent paragraph.

Implementation of Textual Metafunction

Having known the theories of thematic progression patterns hopefully students will develop their paragraph better by implementing thematic progression patterns. By having this goal in teacher's mind, they have to perform certain efforts to train students to apply these patterns in their writings. The things to do in training the students are:

1. Building knowledge of Field

In this part of cycle, the teachers should give students the theories of textual metafunction including theme and rheme, thematic progression patterns such as reiteration patterns, zig-zag patterns, and multiple patterns to students as well as cohesion which is including grammatical cohesion and lexical cohesion. Besides that, the teachers also give the pattern of each thematic progression and the theories of theme and rheme. In this part, it suggested that the lecturer or teacher should give the material more than three times in order to the students are really understand how to employ this approach in their writing. This approach should be implemented in the students' mind set, so it is hoped that the students can produce a logical writing.

2. Modeling of text.

In this cycle, the teachers give examples of paragraph showing a coherent paragraph which consisting of textual metafunction. In this part, the teachers also review the three thematic progression patterns to the students and draw the patterns of thematic progression to show the coherency of the paragraph as well as the cohesive devices cover grammatical cohesion: reference, conjunction, ellipsis, and substitution. Either the teacher or the lecturer should persuade their students to get involve in analyzing the example text given. In doing so, the students will recognize better how to deal with thematic patterns as well as cohesive devices. In giving the example, it is wise that teacher or lecturer gives it over and over until the students are really get the idea about them.

3. Joint Construction of Text

At this stage, the students practice writing a paragraph in group by employing textual metafunction or by applying three thematic progression patterns and cohesive devices in their writings. In this part of learning cycle, the lecturer or the teacher guides their students to write a text contextually by giving them a certain topics to write and guide them to develop their writings logically. Right after they finish, invite them presenting their writings in front of the class by analyzing part of the patterns of thematic and analyzing the types of cohesive devices to find out the coherency of their writings: whether the students produce a coherent paragraph or not.

4. Independent Construction of Text

At this stage, the students are required to make a paragraph with their own topics individually, meaning that the students are encouraged to develop their own writing overtly. In this part, the teacher's job is only as a fasilitator for their students if their students faced difficulties in writing a text.

Thematic Progression Analysis

Meanwhile, the table and schemes below illustrated the numbers and the writings flow produced by the students in their writings. After the students had got the ideas about thematic patterns, the students can produce the text flow logically. For brief explanation, it can be seen in the illustration below:

Table 7 Thematic Progression Pattern of the Students' Writings

Thematic Patterns	Students' Writings									
	1	2	3	4	5	6	7	8	9	10
Constants	16	11	8	2	3	11	7	12	9	4
Zig-zag	-	1	-	3	4	1	1	3	3	4
Multiple	3	-	7	7	8	7	7	4	5	6
Total of Clause	21	14	17	15	16	21	16	20	18	16

As shown in the table above, it can be seen that the most dominant thematic progression pattern found in the students' writings is reiteration/constant theme patterns. In this case, the students tend to use personal pronouns such as *I, he, she,*

it and they in their writings. The students think that it is easier for them by repeating theme of one clause to another at the beginning of a clause. It can be seen in the figure below (the example was taken from the students' writing text 6)

Text 6

Theme

1. Now, many people
2. Many people
3. Because of this
4. Because of broken heart
5. They
6. Although they
them
7. And they
power to do
8. They
scream.
9. They
10. And (they)
11. Many people
12. Although it
13. Sometimes they
14. And (they)
15. Mayoritas of the people
16. But some people
17. That she
18. And she
friends
19. And the girl
20. She
21. After she

Rheme

- have experience of love.
- get broken heart.
- many people do something to
lose their Sadness like
watching movie with friends
or playing games.
- many people feels
were alone
- have many friends besides
- often feels nothing spirit and
anything
- are also feels wants to cry and
- are looks so sad
- can't smile to everyone
- can suicide
- is very crazy and stupid
- feel lazy to eat
- become to sick
- feels like that
- think
- is free
- can do anything without boy
- feel
- can get more friends
- is broken heart

It is found in the example above that the student can produce three types of thematic pattern in his writing: constant, zig-zag and multiple theme patterns. The student can create a very good sentence into a correct order. Each clause in his sentence can connect to others. It is proved that each thematic pattern help the students how to connect the clauses interrelated.

Then, it is followed by multiple theme patterns. In this part of pattern, the students try to develop their paragraphs by picking the rheme which may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses. The example below was taken from the student's writing 5 since this student produced more multiple patterns in his writing.

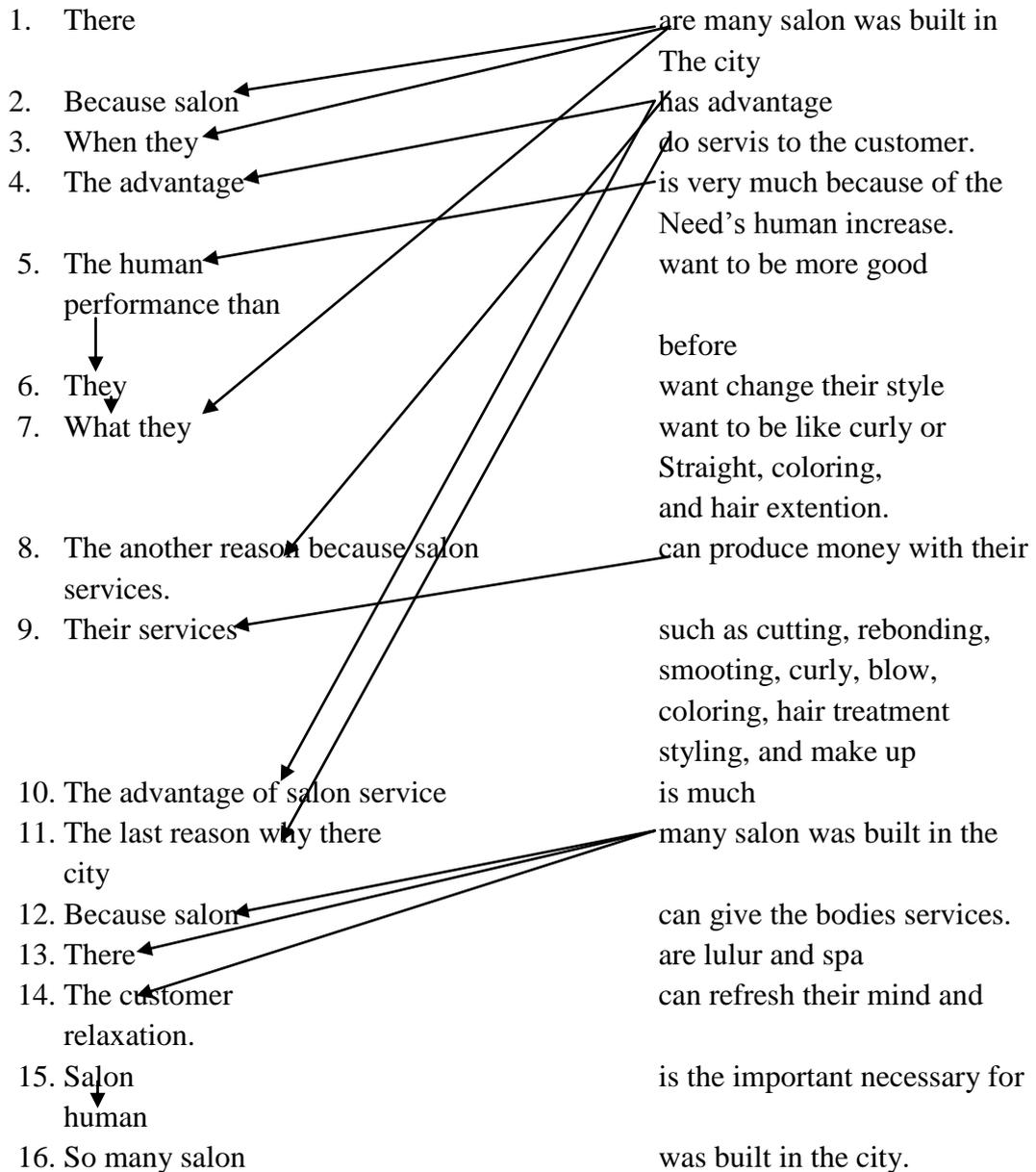
Text 5

Theme

1. There
2. Because salon
3. When they
4. The advantage
5. The human performance than
↓
6. They
7. What they
8. The another reason because salon services.
9. Their services
10. The advantage of salon service
11. The last reason why there city
12. Because salon
13. There
14. The customer relaxation.
15. Salon
↓
human
16. So many salon

rheme

are many salon was built in
The city
has advantage
do servis to the customer.
is very much because of the
Need's human increase.
want to be more good
before
want change their style
want to be like curly or
Straight, coloring,
and hair extention.
can produce money with their
such as cutting, rebonding,
smooting, curly, blow,
coloring, hair treatment
styling, and make up
is much
many salon was built in the
city
can give the bodies services.
are lujur and spa
can refresh their mind and
is the important necessary for
was built in the city.



It can be seen in the example above that another student also can produce interrelated sentences indicated by three thematic patterns. In the writing above, the student mostly employed zig-zag theme pattern. It is found that the rheme in the first clause is take up as the theme in the second clause. It also occurs in the rheme of the eighth clause which is repeated as the theme in the ninth clause.

Meanwhile, the last pattern is multiple theme pattern. The students try to develop their paragraph by taking the subject matter in the rheme of one clause is taken up in the theme of a following clause for more than twice. It is found in the figure of theme pattersens below which was taken from the students' writing 4:

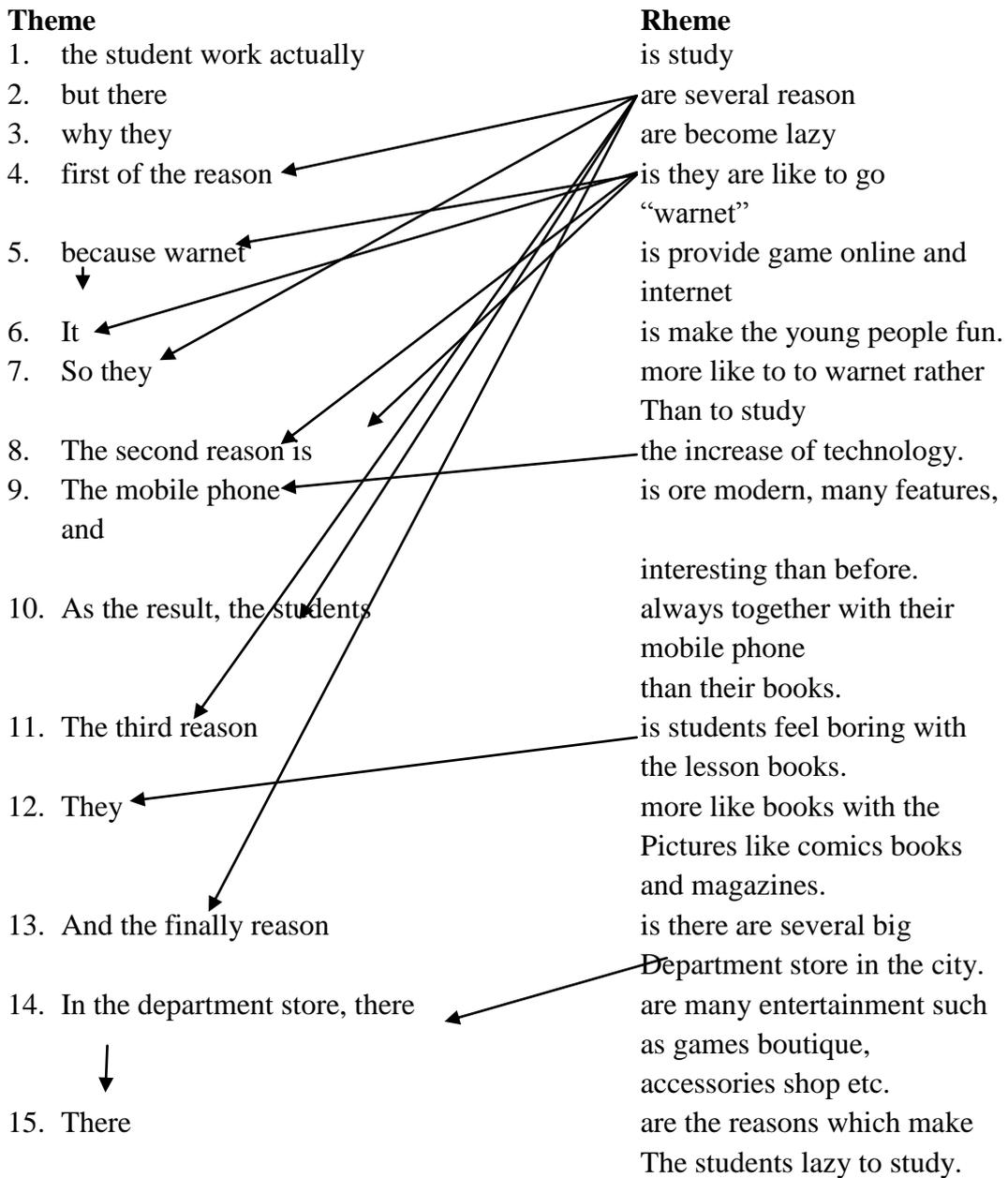
Text 4

Theme

1. the student work actually
2. but there
3. why they
4. first of the reason
5. because warnet
6. It
7. So they
8. The second reason is
9. The mobile phone and
10. As the result, the students
11. The third reason
12. They
13. And the finally reason
14. In the department store, there
15. There

Rheme

- is study
- are several reason
- are become lazy
- is they are like to go "warnet"
- is provide game online and internet
- is make the young people fun. more like to to warnet rather Than to study
- the increase of technology.
- is ore modern, many features, interesting than before. always together with their mobile phone than their books.
- is students feel boring with the lesson books. more like books with the Pictures like comics books and magazines.
- is there are several big Department store in the city. are many entertainment such as games boutique, accessories shop etc. are the reasons which make The students lazy to study.



The students' writing above depicts that the students mostly produce a writing containing multiple theme pattern. It can be seen in the text above that the rheme of the second clause "are several reasons" is repeated as the theme in the fourth, the eighth, eleventh and thirteenth clauses. Meanwhile, the rheme of the fourth clause "is they are like to go "warnet", " is taken up as the theme in clause five, seven, ten and twelve.

Cohesion Analysis

The table below is the result of the students' writings after they employed cohesive devices in their writings. This table depicts a very significant result of their writings. It means that the students can minimize the inconsistency of ideas of their writings.

Table 8 Grammatical Cohesive Devices on 10 Students' Writings

No	Kinds of grammatical cohesive devices	number	Percentage	
1	reference	Personal reference	64	36.2%
		Demonstrative reference	13	7.3%
		Comparative reference	7	3.9%
2	Conjunction	Additive conjunction	18	10.2%
		Adversative conjunction	20	11.3%
		Causal conjunction	27	15.3%
		Temporal conjunction	27	15.3%
3	Ellipsis		1	0.6%
		Total	177	100%

As the table above shows, it can be seen that there are 177 grammatical cohesive devices found in ten students' writings. The highest number of grammatical cohesive devices in the students' writings is reference. It can be seen in the above table that personal reference is the highest number of all with 64. The personal references here are *he, she, it, they, and you*. These personal references can help students to connect the sentences to the other sentences. The students tend to use personal reference because they think that by employing personal reference it makes easier to write a text. The examples of these references: personal, comparative and demonstrative references are seen below:

a. Personal reference

For example:

*Because department store is a place where people like to be refreshed when **they** want to let go their stress. **It** can help **them** more relax after work, study, or other activity and help **them** to ease **their** mind from day t day busyness.*

It can be seen in the example above that the student could produce his text cohesively. Personal pronouns such as **they, it** and **them** have made the students writing more clearly. The personal pronoun *it* in the second sentence refers to *department store* in the first sentence meaning that the students can develop his writing cohesively. Another personal pronoun is also found in the first sentence with *they* which refers to *people*. This pronoun occurs at the same sentence meaning that the students can maintain his text flow very well. Meanwhile, the

student also produced other pronouns so called object pronouns. Those are *them* and *their* occurred in the second sentence of the first, and the second clauses simultaneously. The three object pronouns: *them* and *their* here refers to the *people*.

b. Demonstrative reference

Meanwhile, demonstrative pronoun is in the second place with 13 numbers. This number indicate that the students' writings flow naturally. The students applied demonstrative pronouns: *this* and *that* to point a certain reason mentioned in the previous clause. The example of this demonstrative pronoun is illustrated in the extract below:

For example:

*Nowadays many people like to smoke not only adult, but also adolescents love **this** habitual.*

It is very clearly stated in the extract above that the demonstrative pronoun *this* refers to the previous clause indicated by *smoke*. Here, the student tried to explain that *smoke* has become a very common habitual for many people of all ages lately. In doing so, the student can produce a sentence logically by employing cohesive devices.

c. Comparative reference

Another reference produced by the students is comparative reference. This reference indicates that there is comparison degree between a thing compared by the students. In this case, the students gave his opinion that *reboisation* (meaning reforestation) in Jakarta was less than other cities in Indonesia. The extract below is the example of this comparative reference produced by the student in his writing.

For example:

*On the other hand, reboisation areas in Jakarta **less than** reboisation areas the other city in Indonesia.*

Moreover, the students also employed conjunctions in their writings to relate one clause to others cohesively. Causal conjunction and temporal conjunction have the same number with 27.

a. Temporal conjunction

The extract below is an example of temporal conjunction made by the student. It can be seen in the example below:

*So we will be not easy to get tired **when** we do a lot of activities.*

In his writing, the student shares his ideas through conjunction named temporal: *when*. This type of conjunction helps the students relates his clause into a good order. The temporal conjunction *when* shows that there is time relation after the person mentioned in the text did many activities, thus they will not feel tired.

b. Additive conjunction

The example below depicts another type of conjunction made by the students in his writing. This is called additive conjunction.

For example:

*It would make other person to be a passive smoker **and** obstruct his/her health condition.*

The additive conjunction *and* above explains that there is relation between the first and the second clauses. The students describes that if a person has addicted to a smoke as a result he will obstructs his health condition.

c. Adversative conjunction

In the following extract below is the example of adversative conjunction produced by the student in his writing.

For example:

*Actually the smoker try to smoke cigarette at the first time just for fun **But**, at next condition people want to consume it again and again until they have become additive to cigarette.*

Here, the student employs conjunction *but* in his writing to show a contrast between the previous clause indicated by the undelined part. It explains us that if people tried to smoke, they will be addicted.

The least number of cohesive devices found in the students' writings is substitution. There is only 1 substitution found in the students' writings. It can be seen in the example below:

*Especially women who loved to spend time shopping for dresses, shoes, bags, and cosmetics and **some** also like to go to beauty salon for hair care. **Some** others like window shopping or for couples they usually like watching movies in cinema or just eating in the food court.*

The word *some* in the extract above refers to *women* in the previous clause. Meaning that this word indicated as a plural form alter the function of subject person in that sentence. In this case, the students success in using the quantifier *some* to replace *women* as the subject.

Regarding to the analysis and the data findings of the students' writing, it can be summarized that all writings the students made are coherent. It is based on the patterns and cohesive devices the students produced in their sentences which made the sentences interrelated to one another. In presenting their writing, the students also can manage the topic they presented as well as the idea of their writings becomes well acquired.

CONCLUSION AND SUGGESTION

Based on the data analysis outcome, all of the texts are coherent. In every text, the sentences are related to each other and the content of every text is relevant to the topics.

In writing their texts, the students have tendency to use unmarked topical Theme; in this case, in the form of pronouns, whether singular or plural. In their writings most of the students employed the thematic progression of theme reiteration or constant theme. The second preferred in multiple patterns. Meanwhile, zig-zag pattern is in the third place employed by the students in their writings.

Meanwhile, the type of cohesive devices the students mostly applied is reference, it is personal reference. It is, then, followed by conjunctions; those are

casual and temporal with the same place. The least cohesive device employed by the students is comparative reference with only seven found in the ten students' writings.

In line with the findings above, it is suggested that teachers/lecturers and curriculum developers should pay attention to this, and it is suggested they can explain the importance of textual metafunction in writing in order to be coherent and well organized.

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