

# EMED (Example, Model, Exercise, Discussion) Strategy on Teaching Writing Using SFL Approach: An Indonesian Case

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## Abstract

Teaching strategies using Systemic Functional Linguistic (SFL) approach becomes a central concern in instructing EFL students to be proficient in writing. There is a perilous need to find out effective teaching strategies to develop students' writing competence. This study explored students' responses on the teaching writing using SFL approach through EMED (Explanation, Model, Exercise, Discussion) strategy. EMED strategy was a modified strategy from the existing teaching strategy which only included the example and model steps. During the teaching process with only explanation and model steps, the students responded that they still need exercises and discussion session to confirm their comprehension. Hence, the study on EMED strategy implementation was conducted. This study is a case study of Indonesian EFL students in university level. Observation and semi-structured interviewed then occupied to generate the data. The results show that, from the students' point of view, EMED strategy on teaching writing using SFL approach (a) has provided them with more opportunities to exchange the knowledge about SFL in writing and writing skill, and (b) has improved their writing skill.

**Keywords:** text deconstruction, systemic functional linguistic - genre based approach, EFL writing.

## 1 Introduction

The implementation of Systemic Functional Linguistic – Genre Based Approach (henceforth SFL-GBA) especially in teaching writing has been the main focus in instructing EFL students to be proficient in writing. Through SFL-GBA implementation, students' critical thinking and critical literacy can be further developed and applied over the classroom interactions. Moreover, the teaching of SFL-GBA can also be useful to make the modelling stage in the teaching cycle of the GBA not “so complicated and not so challenging” (DSP, 1988 as cited in Emilia, 2010), especially when the teacher and the students interrogate texts in terms of its Systemic Functional Grammar – based linguistic features (Emilia, 2010). At this stage, the teacher should play the role mostly as the one who leads the teaching learning process (Butt, 2000) and who give assistance in the form of “direct telling” (Callaghan & Rothery, 1988; p. 50)

In implementing the teaching cycle of the genre-based approach, there are several models than can be followed (Emilia, 2016; Martin, 2010; Rothery, 1996). One of them is the model by (Martin, 2010) that has three stages: Deconstruction; Joint Construction and Independent Construction. However, during the teaching process, when this Martin model applied, especially in deconstruction stage, data showed that the students still need additional exercises regarding the using of Theme and Rheme in their writing. Therefore, the researchers try to add an Exercises stage become EMED (Explanation, Modelling, Exercises and Discussion) to strengthen the previous model (by Martin) which only consist of three stages (Explanation, Modelling and Discussion) and also to provide each student personal space to understand Theme-Rheme more comprehensively.

## 2 Literature Review

### 2.1 Systemic Functional Linguistics – Genre Based Approach (SFL GBA)

Systemic functional linguistic genre based approach (SFL GBA) has been developed in Australia, based on SFL developed by Halliday (1978; 1985, 1994). Meanwhile, SFL-GBA has formally existed in Indonesia since 2004 (Indonesian Ministry of National Education, 2004 as cited in Emilia & Hamied, 2015), when the government released a curriculum for teaching English in Indonesian schools. The term genre in SFL GBA is considered as text types (Martin & Rose, 2008) and “the ways that we get things done through language – the ways we exchange information and knowledge and interact socially” (Callaghan, Knapp, & Noble, 1993, p. 193)

The word ‘genre’ comes from the Latin ‘genus’ that means a class or category and has the idea of conventions which interpret the different social purposes of text types and specify different ways of reading and arranging literary and factual texts (McDonald, 2013, p. 8). Based on its’ social purposes, genre divided at least into eight prototypical genres: Recount, Report, Explanation, Exposition, Discussion, Procedure, Narrative, News Story (see Christie & Derewianka, 2008; Martin & Rose, 2008). However, this categorization is not fixed and in some cases there is a possibility that different genres are integrated and synthesized to create a macro genre (Martin & Rose, 2008). “Genre conventions change in different contexts and over time” (Winch et al., 2010, cited in McDonald, 2013).

SFL GBA aims to advance “a literacy pedagogy that can empower students to gain access to educational discourses of the kind that they may otherwise not become familiar with in their life, to acquire and critique the genres required for success in schooling, in employment, and in the community” (Macken-Horarik, 2002, p. 44-45).

SFL GBA also highlights the importance of grammar knowledge, as Derewianka exposes:

A knowledge of grammar can help us to critically evaluate our own text and those of others, e.g. identifying points of view; examining how language can be manipulated to achieve certain effects and position the reader in a particular way; knowing how language can be used to construct a particular identity or a particular way of viewing the world (Derewianka, 1998, p. 1)

All the theories of SFL GBA above have been inspiring several researchers (Derewianka, Rhotery, Martin, Emilia, etc) to create kinds of model in SFL GBA implementation in teaching and learning activities. Those models are going to be explained below.

### 2.2 Model of SFL GBA

In implementing the teaching cycle of the genre-based approach, there is Rothery’s model that is considered the oldest and best known model of genre-based pedagogy. The model has been set out by Rothery (Rothery, 1996, p. 102) and similar to the model proposed by Feez (2002). This model offers four stages of teaching namely negotiating field, deconstruction, joint construction and independent construction (Rothery, 1996, p. 102). Meanwhile, Martin (2010b), represents essentially the same model though it has been a little revised over the years. Where the model proposed previously has four stages, Martin’s model has reduced the four stages to three.

Thus, Rothery’s model has these stages: Building of the Field for writing; Modelling of the target genre; Joint Construction of a target text; and Independent construction of the target genre. While, the model from Martin has three stages: Deconstruction; Joint Construction and Independent Construction (Emilia, 2010). The followings are the explanation about the four stages above:

#### 2.2.1 Building knowledge of the field (Negotiating field)

This stage, as the name indicates, is intended to build students' background knowledge about the topic they are going to write. From the critical thinking and critical literacy (CL) perspectives, this stage is crucial because it sets a core element of critical thinking: that is strong background knowledge.

### 2.2.2 Deconstruction

This stage is critical for the students' CL for it involves analysis and discussions about how and why examples of a particular genre are organized to make meaning. Deconstruction allows students to analyze the representations of a text, as suggested by a critical social theory of literacy. Deconstruction is also a critical element of a radical pedagogy (Giroux, 1997) to enable students to understand the world, one of the principles of CP.

### 2.2.3 Joint Construction

This stage provides a chance for students to practice writing in groups and apply their critical thinking skills in working in groups, in discussing with peer, which constitutes one of the ways to promote critical thinking. In this stage, students write several drafts in several sessions, at least three sessions, to make them aware that writing is a recursive process, and not a one shot activity (Ekawati, et al., 2017; Emilia, 2010).

### 2.2.4 Independent Construction

Independent constructions provide a chance to practice individually the CT and CL skills students have grasped from the previous stages. Like in the joint construction, the students write the independently constructed text in several meetings with several drafts before they come to a neat final draft.

It is important to understand that throughout all four stages, there are plenty of opportunities for students to speak, to read and to listen in both languages, often crossing from one language into the other (García, 2011) and all the stages do not go in a linear way, to meet the students' need and contextual condition (Susan Feez, 2002). Moreover, the four stages should be extended over several lessons, some stages taking more lessons than others (Emilia, 2010).

## 2.3 Explanation, Modelling, Exercise, and Discussion (EMED)

Explanation, Modelling, Exercise, and Discussion (EMED) are the modified stages used by the researchers to teach writing using SFL-GBA approach in EFL classroom in Indonesian context. It is important to understand that throughout all four stages, there are plenty of opportunities for students to speak, to read and to listen in both languages, of the crossing from one language into the other (García, 2011) and all the stages do not go in a linear way, to meet the students' need and contextual condition (Susan Feez, 2002). Therefore, these stages are conducted repeatedly throughout the cycles proposed (Deconstruction, Joint Construction, or Independent Construction). The followings are the brief description about EMED:

### 2.3.1 Explanation (E)

The Explanation phase can enable students and the teacher to interrogate texts in later stages, such as in the Building Knowledge of the Field stage, to debate, to weigh, to judge and to critique texts from different linguistic structures, which was a crucial part of text analysis (Emilia, 2010). This stage can also be useful to make the modelling stage in the teaching cycle not "so complicated and not too challenging" (DSP, 1989:11, in Emilia, 2016), especially when the teacher and the students interrogate texts in terms of its SFG-based linguistic features. The role of the teacher at this stage should be mostly as the one who directs the teaching learning process (Butt, 2000) and who gives assistance in the form of "direct telling" (Callaghan et al., 1993, p. 50).

### 2.3.2 Modelling (M)

This phase aims to introduce and to familiarize the students with the text in focus. During this stage, students' attention can be drawn to learning how the genre works to achieve its social purpose through the function of its stages (Emilia, 2010). The model of genre can then be presented as a whole (Butt, 2000; S Feez & Joyce, 1988; Gibbons, 2002) and the text can be taken from any source available. In this stage, it is also possible for the teacher and students to collaboratively highlight the significance of each linguistic feature in the text, to show how the grammar aspects function in "the context of language use" (Gibbons, 2002, p. 65). To enhance the students' CT, the text can also be interrogated using questions regarding CT and CL to make the critical interrogation of texts a "routine" (Perkins, 1998) for them.

### 2.3.3 Exercise (E)

In this activity, students are exposed with several exercise in order to strengthen students' understanding of the schematic structure, linguistic features, theme and rheme, and all writing aspects. This is the additional stage that is added to support students understanding so that they are able to write genre successfully. As (Emilia, 2010) stated that by giving exercises are helpful to strengthen students' understanding of the power of language and to enrich their understanding of expressions to use in writing. Successful control of writing, as Christie (2010) suggests, depends on capacity to marshal and deploy a range of linguistic resources.

### 2.3.4 Discussion (D)

This activity aims to engage students in extended discussion about issues, which is a very effective means for developing the Critical Thinking (CT) dispositions and the Critical Thinking strategies and tactics (Norris and Ennis, 1990:150 as cited in Emilia, 2010). Introducing students to CL and encouraging them to have diverse opinions without fear of being judged wrong. Most text used should be in English to provide students with an opportunity to learn not only the content but also the language of the texts (Emilia, 2010).

## 3 Methodology

Qualitative case study approach was chosen for the study. Case study means the proses of analyzing the case as well as the result from process of analysis (Denzin & Lincoln, 2009:300). In this context of study, case study is needed to analyze the process of EMED (Explanation, Modelling, Exercise, and Discussion) strategy implemented in argumentative writing class. In the classroom practice, EMED strategy was carried out into three phases: (1) Explanation and Modelling phase, (2) Example phase, and (3) Discussion phase.

There were 44 third-grade students of English Education Department at UIN Sunan Gunung Djati Bandung involved in the study. Observation, semi-structured interview, and document analysis were used to collect the data. The students were observed to see their responses in understanding argumentative text using SFL teaching and the opportunities they had in the process of implementing EMED strategy. Semi-structured interview was done to track and strengthen the data of students' comprehension and opportunities to get involved in the discussion. Document analysis focuses on the result of exercises in the process of teaching and students' writing before and after EMED strategy to see the progress of students' comprehension reflected in their writing. The data were taken from previous class meeting, that is before they got EMED phase, and from their writing task after they got the phase in the process of SFL instruction.

The data collected from multiple sources (observation, interview, and document analysis) were analyzed using Triangulation method (Creswell, 2012). The general procedures of analysis were done through organizing and preparing the data, coding, describing, and interpreting the data.

## **4 Results and Findings**

### **4.1 Data from Observation**

#### **4.1.1 The Implementation of EMED**

As it has been mentioned in the previous section, the teaching of writing using Systemic Functional Linguistic Genre-Based Approach (SFL-GBA) now exists in Indonesian context (Emilia & Hamied, 2015). However, as a newly implemented approach in the context, the implementation of SFL-GBA may provide a challenge for both teacher and students in conceptual and practical levels. In the conceptual level, SFL concept discusses language as a system of meaning in which one of the concepts is about clause as message, the clause as an exchange, and clause as a representation (Sujatna, 2012). It also includes the aspects of language as a resource of meaning, text as the basic unit of meaning, systematic relationship between text and context, and functional labels such terms as participant, process, and circumstances (Emilia & Hamied, 2015).

The implementation of this SFL conceptions requires teachers to learn to change their approach from teaching students language structure in isolation to teaching the students to use language in context (Alhamdany, 2012). It needs teachers to explain SFL concepts in detailed to students, due to some different concepts or terms provided as explained above. In the practical level, although GBA is not a new approach anymore in this country, previous research shows that teachers still find it difficult to understand the principles and their implementation; (Dirgeyasa, 2016) and, it seems that step-by-step procedure needs to be implemented to anticipate this challenge.

Before the implementation of EMED, the researcher used Explanation, Modelling, and Discussion stages in Building Knowledge of the Field for exposing the students to generic structures, linguistic features, theme and rheme. However, data show that the students found it difficult to use theme and rheme in their descriptive writing. This may have been caused by the missing of Exercise in which the students practiced theme and rheme individually before implementing their understanding in the writing. The addition of Exercise stage was actually to provide each student personal space to understand theme-rheme more comprehensively.

EMED (Explanation, Modelling, Exercise, and Discussion) was implemented in BKOF and BKOT (Building Knowledge to the Text) and Modelling stages. In this study, EMED was implemented when teaching the students writing an argumentative text. The stages can be divided into three phases: Explanation and Modelling, Exercise, and Discussion. First, in Explanation and Modelling phase, there were three activities the teacher and the students did: (1) teacher explained about what an argumentative text is, (2) teacher elaborated the schematic structure of an argumentative text, and (3) Teacher and students analyzed an argumentative text from the author's standpoint (Pros or Cons), number of arguments or reasons, and from schematic structure. This phase can be repeated until the students get their most comprehensive understanding of the materials (See Figure 1). Different level of students' comprehension will determine the number of this phase repetition. In this study, this Explanation-Modelling phase was conducted once, since the students could easily grasp the teacher's explanation.

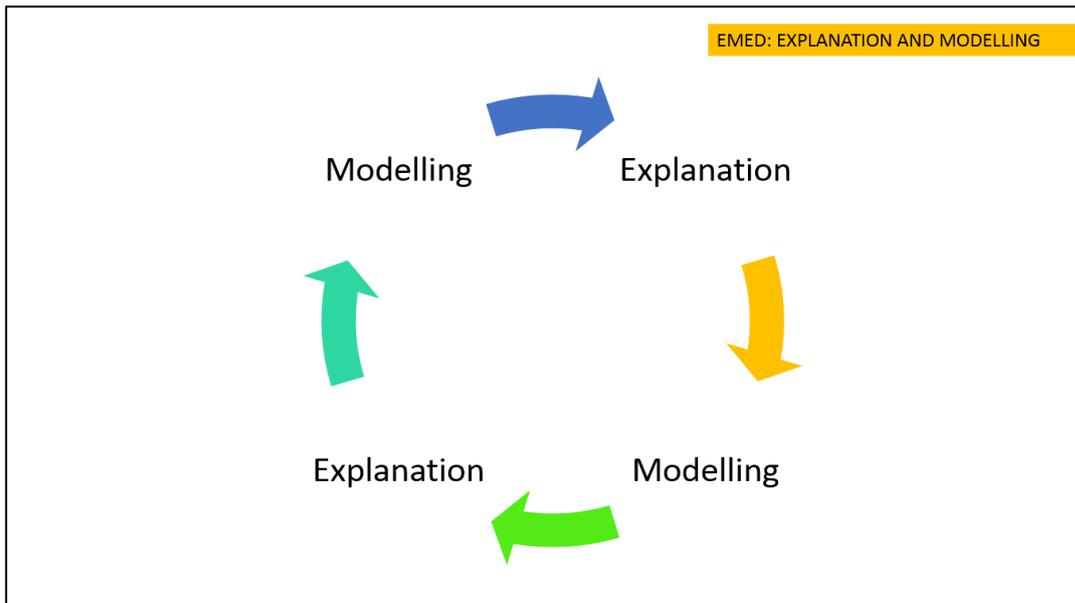


Figure 1 Repetition in Explanation and Modelling Phasse

Second, in Exercise phase, there are three activities conducted: (1) The students were asked to analyze a text entitled “Childcare” individually, (2) They were invited to share the results of their individual work based on the generic structure of argumentative text that consists of Thesis, Arguments, and Reiteration and the linguistic features of Argumentative Text, and (3) The teacher provided feedbacks to the students’ answers.

Third, Discussion phase consists of the following activities: (1) the The discussion took a mode of a whole class discussion, (2) the students responded enthusiastically to the teacher’s questions, and (3) The teacher explained the schematic structure in detailed in relation to the text the students analyzed. In the discussion phase, the students got the opportunity to listen to the use of Bahasa Indonesia as their first language for sharing and discussing their understanding to the content, and it is in line with the characteristics of GBA implementation in EFL context where the use of students’ first language is made to be possible (Emilia & Hamied, 2015).

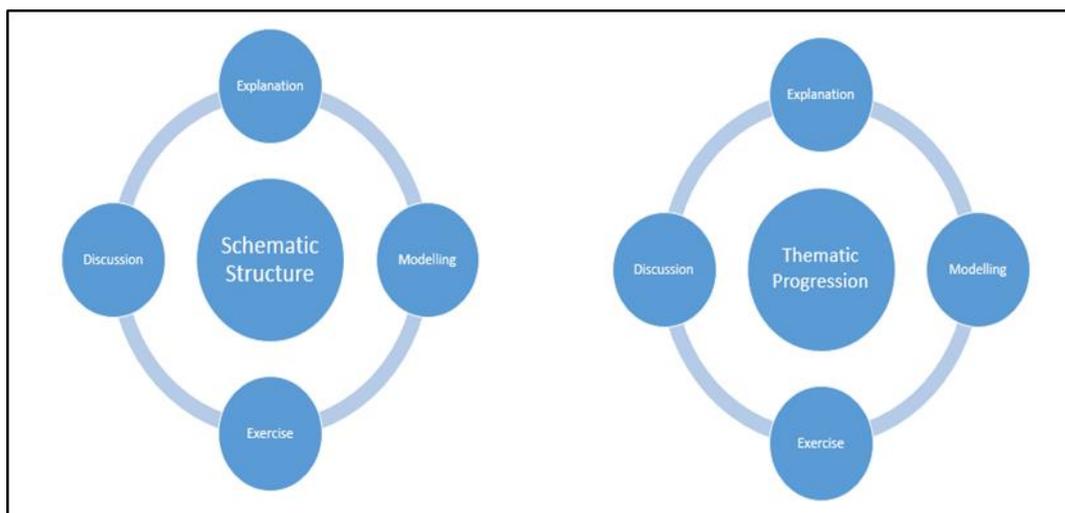


Figure 2 EMED Phases

Figure 2 indicates that EMED was repeatedly conducted in this research. The number of repetition depends on the number of topics discussed in one meeting. Since this study focuses on equipping the students with knowledge about argumentative text, and thematic progression as well as exposing the students to writing an argumentative text, these EMED phases were repeated two times. Similar to what happens in Explanation-Modelling phase, the repetition of EMED is also determined by the number of materials discussed, and the students' understanding of the materials.

#### 4.1.2 The Students' Individual Worksheet

During the text deconstruction with EMED, the students wrote on an individual worksheet. From the worksheet, the students show a good understanding of argumentative writing, which is summarized in the following.

Tabel 1 Students' Understanding of Argumentative Writing

No	Aspects of Argumentative Writing	Number of Students Whose Answers/ Notes are Corrects
1.	Schematic Structure	44
2.	Theme System	35
3.	Thematic Progression	36
4.	Significant Linguistics Features: Generic Participant	44
5.	Significant Linguistics Features: Present Tense	44
6.	Significant Linguistics Features: Internal and Causal Conjunction	23

#### 4.1.3 The Students' Responses

Data from classroom observation indicate that during the implementation, the students gave positive responses to the implementation. First, regarding students' engagement, the students seemed to be engaged in the Explanation-Modelling process as shown in their active participation in asking questions to the teacher and answering the questions. They willingly came forward to share their answers in the whiteboard, to provide corrections to their friends' answers, and to do the exercise individually and in the group. Second, regarding students' understanding, it seems that that the students understood the concept explained by the teacher. Most students answered correctly regarding thematic progression and generic structure of the text. They also looked more confident in answering questions related to thematic progression.

In addition to the students' increased involvement, the students are engaged to discuss with their friends and the teacher. The discussion can help the students learn to think from their point of view, to understand logics and evidence for his position, to be aware of a problem and formulate it using information from the explicit instruction, and to develop their further learning motivation.

#### 4.2 Data from the Structured Interview

After the class of text deconstruction, the students are divided into three discussion groups. The students in each group are asked about four main questions related to their response to each phase of EMED in the class of text deconstruction. The students gave a positive response. They said the phases of EMED improved their understanding of SFL theory in argumentative text and writing. The examples helped them to interpret the explanation of the theory. The exercises involved their exploring the theories and discussing with their friends and the teacher.

### 4.3 Data from Students' Writing

#### 4.3.1 The Students' Writing before the Implementation of EMED

At the first meeting, the students were given a writing test. They wrote a 200-word argumentative text about the following topic:

“Some people think that the internet is an excellent means of communication, but it may not be the best place to find information. To what extent do you agree with this statement?”

In general, in the writings they presented their standpoint clearly. However, they were failed to provide strong rationales and reasons which support their standpoint. So, their writing purpose, to change people's points of view or to persuade people to a particular action or behavior, were not successful. This failure was caused by some writing issues. First, their ideas were unwell generated and organized, for example:

[1] I agree with the statement that the internet is an excellent means of communication because in this era the internet helps us to find and to make a good communication with other person that may not visited. [2] Beside that, it is help us also to find out the information that we need without going to somewhere. [3] But we should selected to find out some information because sometime it is uncertain sourced. [4] So we have to find out the truth first, when we need the information of something. (Text 1, Student 25, Unedited)

Text 1 is too short for a 200-word essay. In the text, Student 25's ideas are not optimally developed. In addition to many parts of Text 1 which have been stated by the given topic, some parts of the text are left hanging and still possible to unfold in order to strengthen her arguments, for example, “why could the internet find and make a good communication?”, “how to find and to make a good communication with the internet?”, “how to be selective to search information on the internet?”, “why should we not trust any information from unreliable sources?”, and “how to find the trust out?”.

Text 1 also has a weak thesis or, maybe, does not have any thesis. Thesis should be sentences in which a writer states her/his argument about the topic and then describe how s/he will prove her/his argument. A thesis makes a specific statement to her/his reader about what s/he will be trying to argue. It helps s/he determine her/his focus and explain her/his ideas, and also provide her/his readers a map to follow through her/his writing. Student 25, in fact, states explicitly her standpoint and argument in the first sentence but this sentence does not represent the blueprint of her argumentative writing. The first sentence does not epitomize the messages in the following sentences. Additionally, the messages in the fourth and fifth sentences are unacceptable with the statement “I agree with...” and Text 1 does not have any conclusion where the writer reiterates her position.

[1] Nowadays internet becomes an interesting issue that people think about it. [2] Some people think it can give advantages and disadvantages for them in their live.

[3] It is absolutely right that internet gives many impacts for the people who use it. [4] Some people who think that internet is very important in their live because they can directly feel the advantages, such as for communication findog information fastly and it can help them in their daily life. [5] But there are also arguments from people who cannot feel advantages from using internet. [6] They think that it can become a big problem, if we cannot control ourselves when we use it. [7] So that they think it is not the best place to find information. [8] Moreover, they feel that it is not effective media to use it lately.

[9] It is important for us to consider whether internet is effective to use or not based on how internet is used for. (Text 2, Student 15, Unedited)

In another example, Student 15's argumentative writing does not answer the question. He explains the reason why some people think the internet is profitable and some do not. He does not explain his agreement with the issue, which is the question of this pre-test.

Second, their texts have lack of cohesion coherence. This lack has caused the deficient use of cohesive elements, involving cohesive devices – reference, ellipsis, substitution, lexical cohesion and conjunction – and the existence of New Information as Theme, which makes the Thematic Progression influent. For example, in the third sentence of Text 2, the Theme 'it' is confusing. The theme 'it' is not the same as the previous 'it' which refers to the internet. The theme 'it' in the third sentence of Text 2 refers to the fact that "internet give many impacts for the people who use it". This fact has not been discussed previously by Student 15 and is possibly incomprehensible to the reader.

Third, lexicogrammatical errors were available in their writings. We categorized the errors into two groups – minor and major lexicogrammatical grammar. The minor lexicogrammatical errors involve faulty articles, faulty diction, incorrect singular and plural forms, incorrectly chosen prepositions or other structure words (Harder, 1981) for example the minor lexicogrammatical errors Text 1 are underlined:

[1] I agree with the statement that the internet is an excellent means of communication because in this era the internet helps us to find and to make a good communication with other person that may not visited. [2] Beside that, it is help us also to find out the information that we need without going to somewhere. [3] But we should selected to find out some information because sometime it is uncertain sourced. [4] So we have to find out the truth first, when we need the information of something. (Text 1, Student 25, Unedited)

The major lexicogrammatical errors interfered with clarity (Harder, 1981). In general, the major lexicogrammatical errors could be identified into four groups: lack of parallelism, mal-structured complex-clause, and other types of error inferred with clarity. For example:

#### 4.3.1.1 Lack of parallelism

\* Some people who think that internet is very important in their live because they can directly feel the advantages, such as for communication findog information fastly and it can help them in their daily life. (Sentence 4 of Text 2, Students 25, Unedited)

The conjunction 'and' requires a more parallelism. If it links two clauses, the clause "communication findog information fastly" needs to revise. It should be a clause but seems a noun group with some misspellings.

#### 4.3.1.2 Mal-structured complex-clause

[1] The function of the internet is very much included in communication. [2] When people believed that internet is an excellent in communication. [3] I think, they can take the advantage the function of the internet itself. [4] Internet can help they in communicate with other. [5] But, if people suggest that internet is not the best place to find information, I think that people not find yet function of internet. (Paragraph 1 of Text 3, Student 30, Unedited)

Some complex clauses of Text 3 are poorly structured. The first sentence will be better to be rewritten to clarify what Student 30 intends to say. The second sentence is a dependent clause which cannot stand alone as a sentence. If – what Student 30 intends to say – the second sentence is linked to the third sentence, the sense relation of the two sentences is unreasoned.

#### 4.3.1.3 Other types of error inferred with clarity

In Text 1, 'the truth' in the fourth sentence cannot be interpreted because it has unclear reference (either anaphoric or cataphoric). The reader will ask what truth the writer refers to.

#### 4.3.1.4 The Students' Writing before the Implementation of EMED

After the implementation of EMED, the students wrote a 200-word argumentative text about the following topic:

“Childcare helps working parents to ensure that their children are in a good condition while they are at work. However, for the other parents, childcare is not the best solution for them. To what extent do you agree with this statement?”

Generally, their ideas were more generated and well organized. They followed the schematic structure of argumentative writing, which is illustrated in the figure below:

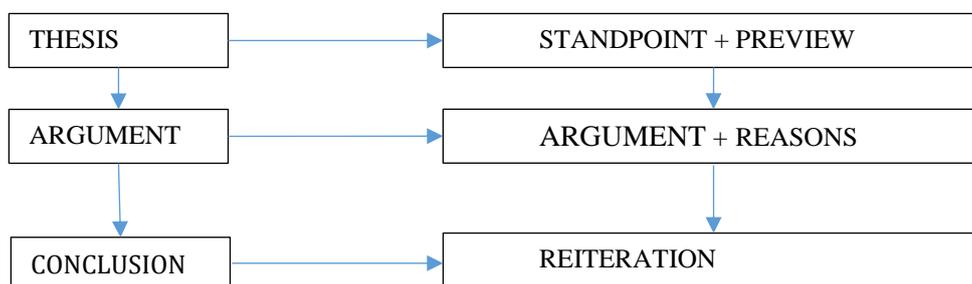


Figure 3 Schematic Structure of Argumentative

For example, we put Student 25's writing after the implementation of EMED below:

One of parents' biggest decision involves deciding who will take care of their child, especially during the early year development. The parents choose to use a full-time childcare. **This is the best solution for the parents who to focus on their job. Childcare is a recommended place for the child to develop their communicative skill and cognitive and emotional aspects.**

First, the parents who entrust their child in childcare are better in improving their communicative skills than parents who take care their child at home. According to Dr. Ratib Lekhal as a candidate in the Norwegian at the Department of Children and Adolescent of Mental Health, he tells that the child in childcare does not have a speech delay at the age 3 years old and they have better language than children which do not get education in Childcare.

Second, cognitive development of child is very important. Therefore, child care must provide some activities that can stimulate children's cognition. Childcare can help the child from an unsupported environment. A research, there is an improvement of aggressiveness to other people which is experienced by children.

Third, childcare makes the child active in their activities. It can control children's emotional because the child can socialize with other children. After that, the child have a god emotional development that the child who do not join the childcare. Moreover, *childcare provides some advantages in children's nurture.* The parents do not need to confuse were the children are entrusted. *Childcare is the best solution for child and parents. So, parents can focus on their job.* (Text 3, Student 25, Unedited)

Student 25's argumentative writing has a strong thesis (the bold). It conveys her standpoint and illustrates how she supports her standpoint. It also represents all of the arguments (the underlined) which are elaborated in the

body text. Furthermore, Student 25 concludes her writing with a reiteration (the italic) in which she restates her standpoint.

The students' texts are also more cohesive and coherent. For example, we put Student 15's writing after the implementation to review his writing progress.

[1] Nowadays husband and wife work or have a job and become busier. [2] Alternatively they prefer to bring their children to a childcare. [3] Childcare is a place where parents can entrust **their** children the whole day when **their** parents are working. [4] Although childcare helps so much for looking after the children when **their** parents could not take care of **them**. [5] We consider it has more negative effect. [6] The negative effects will influence **their** habit and psychology.

[7] The first negative effect is the child bad habit like aggressiveness and disobedience. [8] For example, the evidence in the journal Children Development has rekindled the debates over the effects of not material childcare on child behavior.

[9] The second negative effects is taken from the study in National Institute of Child Health and Human Development Children, who spend much time in childcare may experience more stress. [10] It would influence their psychology.

[11] So the conclusion, entrust children in childcare has more negative effects. [12] Most of the negative effects would influence their habit and psychology like aggressiveness, disobedience and stress. (Text 4, Student 15, Unedited)

Student 15's writing is more cohesive and coherent than before. In the writing, Themes (the underlined) have been filled in with Given Information which has been discussed earlier or is able to be predicted by the reader. In addition, the use of cohesive devices is better, although there is an ambiguity caused by an inappropriate use of the devices. It is the interchangeable use of 'their' and 'them' to refer to 'parents' and 'children' is puzzling in the sentence three, four and five.

In the aspect of lexicogrammar, the major errors, which are interfered with clarity, in their writing after the implementation decrease. However, the errors in minor linguistic aspects remain. The improvement is illustrated in the following table.

Tabel 2 Numbers of Lexicogrammatical Errors

No	Types of Errors	Total Errors before the Implementation of EMED	Total Errors after the Implementation of EMED
<b>MINOR ERROR</b>			
1.	Faulty articles	389	352
2.	Faulty diction	180	132
3.	Incorrect singular and plural forms	232	203
4.	Incorrectly chosen prepositions or other structure words	345	305
<b>MAJOR ERROR</b>			
1.	Lack of parallelism	106	38
2.	Mal-structured complex-clause	125	35
3.	Others	30	28

## 5 Conclusion

The implementation of text deconstruction with EMED phases helped students understand the notion of argumentative text better. The continuous presentation of explanation and modeling taught contextually the

writing literacy to the students. Exercises engaged the students in class discussions from their point of view. In addition, regarding the students' writings, it has been proved to improve the writings. The students were better at generating and organizing ideas in an argumentative writing, as well as correcting major lexicogrammatical errors.

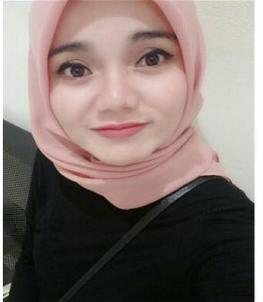
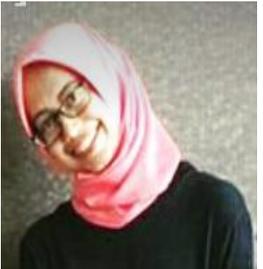
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