

DOES SYSTEMIC FUNCTIONAL LINGUISTICS GENRE PEDAGOGY FACILITATE ISLAMIC SCHOOL STUDENTS' WRITING?

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Abstract: This research reports findings on the investigation of how the use of systemic functional linguistics genre pedagogy facilitate Islamic school students' writing exposition text. The qualitative approach embracing a case study design has been employed using three instruments: written documents, classroom observations, and interviews. The study involved 34 students at an Islamic school in Bandung, West Java Indonesia. Utilizing a text analysis by Rose and Martin elements graded for students' texts framework to three selected texts produced in final draft writing. The findings showed that systemic functional linguistic genre pedagogy has facilitated and enhanced students' writing. The students' exposition text writing has been developed in terms of context, discourse, grammar, and graphical features. Compared to their diagnostic tests, the students developed their first draft to the final draft by constructing genre-based schematic structures and using a more comprehensive range of various linguistic resources. The enhancement between the diagnostic test and final draft indicated in the students' writing from the topic knowledge, the knowledge of the exposition writing including the stages, phases, vocabulary, and grammar. The findings suggest that the SFL GP demonstrated by the teachers' guidance in the teaching and learning process increased students' motivation and engagement and grasp meaningful knowledge. The results also indicated that the teaching and learning processes, helped students gain a deep understanding of exposition text writing.

Keywords: *exposition text; secondary school students; systemic functional linguistics genre pedagogy; teaching writing.*

INTRODUCTION

This study seeks a deep understanding of how systemic functional linguistics genre pedagogy facilitates secondary students' writing skills. Mastering writing skills can be challenging, particularly for EFL learners (Al-Khotaba, 2022; Nagao, 2022, 2023a, b; Toba et. al., 2019; Nasser, 2018; Pablo & Christzer, 2018; Potradinata, 2018; Ozfidan & Mitchell, 2020), including Indonesian students (Nurlatifah & Yusuf, 2022; Maulani, 2021; Lail, 2021; Rosaningsih & Puspita, 2020; Purba et.al., 2020; Fajriyandi, 2023; Aunurrahman et al., 2020a; Aunurrahman et al., 2020b; Emilia et al., 2018; Ariyanti & Fitriana, 2017; Tambunan et al., 2022; Elfa, 2020; Fatmawati et.al., 2022; Lukmawardani & Badriah, 2022; Emilia, 2010). English writing requires content, language structure, and proficiency (Brown, 2007; Emilia, 2010). Writing difficulties has been encountered by many students. It can be caused "by the little information they have about

writing, such as text structure and some essential elements that need to be considered in their writing" (Yu, 2020, p. 94) and because of a lack of learning materials (Agustin & Wirza, 2020). The progress of students' writing has been hindered due to the absence of specific teaching methods and adaptations (Wen & Walters, 2022) and the absence of explicit teaching by the teacher in their learning (Rosnaningsih & Puspita, 2020).

Implementing effective strategies in teaching and learning is crucial to addressing these writing difficulties (Emilia, 2022). One approach that has shown a positive result is the systemic functional linguistics genre-based pedagogy (SFL GP) (Emilia, 2011). Researchers such as Emilia and Hamied (2015) have proposed that SFL GP can develop and improve students' English writing skills. This approach combines the communicative approach, contextual teaching and learning, and grammar-translation method,

making it highly adaptable to various syllabi (Emilia, 2011).

The syllabus of English subjects for secondary school students in Indonesia aims to improve a competence in both spoken and written language by combining the four English language skills: listening, speaking, reading, and writing. English learning aims to achieve proficiency equal to level B1 of the Common European Framework of Reference for Languages (CEFR) for secondary students (Kemendikbudristek, 2022). At this level, students are expected to maintain interaction, convey information effectively, and communicate clearly in various contexts (Kemendikbud, 2022).

To attain these aims, the government has specified that the core of the English learning process develops four integrated English skills: listening, speaking, reading, and writing in many genres (Kemendikbud, 2022). Writing is a primary reference in English learning in various text types, such as narratives, descriptions, exposition, procedure, and discussion texts. Through these texts, students engage in discussions and explore various contextual topics. In alignment with Halliday and Matthiessen's concept that readers are connect with and understand the text (Halliday & Matthiessen, 2014), understanding text types is a core aspect of the curriculum (Kemendikbud, 2022).

Systemic functional linguistic genre-based pedagogy is a teaching approach informed by the theory of language in particular ways for particular audiences and social purposes (Emilia, 2016). The approach is based on the core concepts of Systemic Functional Linguistics (SFL), which are language, as functional and meaning making. Systemic Functional Linguistics Genre Pedagogy or Genre-based pedagogy upholds several fundamental principles. Firstly, this theory emphasizes the relationship between text and context; systemic functional linguistic genre-based pedagogy raises students' awareness that a text based on a particular context is relevant to a group of people and is delivered using particular language patterns. Secondly, Under the systemic functional linguistics genre-based pedagogy, classroom activities are seen as a social process that provides a discussion between students and students or student and teacher on the process of knowledge transferring (Halliday, 1985; Feez & Joyce, 1998) cited in (Emilia, 2016). Thirdly, Language learning under this systemic functional linguistics genre-based pedagogy ought to give several values: students learn the language, as

well as how to use it and what it means. Finally, Systemic functional linguistics genre-based instruction is consistent with the explicit teaching technique, which directs students' attention toward specific learning outcomes after completing the learning process (Feez & Joyce, 1998, cited in Emilia, 2016). Additionally, students learn through guidance from their teacher (scaffolding in learning) on this topic; students are apprentices, and the teacher is an expert in the target language.

Systemic Functional Linguistics genre-based pedagogy underpinned by systemic functional linguistics (SFL) theory. Systemic functional linguistics is a linguistics theory that examines language in terms of meaning and how it is used in a context of culture, including the academic context that serves as the focus of this study. It is viewed as a resource for producing meaning in social situations, both broad cultural contexts and more specific situational circumstances in which we encounter an instance of language in use (Derewianka, 2012; Damayanti, 2019). Language and its usage settings are expressed in an interactive and dynamic relationship in which language grows and changes through its use in the community, impacting the sender and receiver of messages (Hasan, 1985).

METHOD

The study reported in this study is a qualitative case study approach that involved an in-depth study of specific cases or projects (Nunan, 1992) where it possesses some characteristics of a case study described by Hamied (2017). First, as with a case study, the nature of the research topic in this study was significant to the case study technique, which is "the concern is with the 'how' rather than with the outcomes of the research activity" (Hamied, 2017, p. 190). This study focused on how systemic functional linguistics genre pedagogy facilitates students' writing exposition text for the secondary school level. Another characteristic is that this study was conducted in the actual context of the phenomenon. The researcher lives in the natural setting and becomes totally immersed in the context to gain an understanding through the eyes of the people. Furthermore, the multiple data collection techniques was used in this research. This research data was collected through documents, classroom observations, and interviews.

This study occurred at Madrasah Aliyah or Islamic Secondary School in Bandung – West

Java, Indonesia. The school has implemented SFL GP since 2004 in the teaching and learning activities in the classroom. Madrasah, or Islamic Senior High School, is a public Islamic secondary school located in a rural area. The difference between the general school and the Madrasah is that the public-school curriculum focuses on general sciences such as mathematics, social sciences, science, and languages. In contrast, Madrasah focuses on Islamic religious education. Religious materials, such as the Quran, hadith, Fiqh, and Islamic history, are the main focus of the madrasah curriculum. However, there are no differences between the English language curriculum of the Madrasah and the public-school curriculum.

The research participants of the study were the teacher and her 11th-grade Islamic school students. The teacher was recruited based on several considerations from the informal interview with the teacher. First, the teacher has gained SFL knowledge since she was at university in the last three years. She has become an English teacher for almost twenty years and has implemented the SFL GP teaching and learning process in her classroom, as suggested by Emilia (2022). Second, she believed that as soon as she gained knowledge of SFL, she gained more confidence and was well-prepared to conduct teaching and learning processes in the classroom (personal experience). Third, she intended to create a better teaching and learning process under the SFL GP to develop students' writing skills.

The reasons for 11th-grade students were chosen based on several considerations. First, as the curriculum stated, 11th-grade students must acquire several text types, including exposition text. Second, students are expected to maintain interaction, convey information effectively, and communicate clearly in various contexts; in other words, there is a need to show an awareness of purpose and audience, as stated in the English language curriculum. Third, as they will enter higher education level shortly, students need to express complex ideas and use a wide range of vocabulary and verb tenses in their writing; they need to include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives, and pronoun references for linking or contrasting ideas between and within paragraphs.

Concerning students' English proficiency, students are exposed to English language education since they are at the primary education

level for three years, and in the first year of secondary school as they were 10th-grade students. However, students are less familiar with and exposed to the English language, causing their limits of practical experience. Apart from that, their ability to compose argumentative texts is also less than satisfactory due to their lack of knowledge and skills in understanding the specific structure and linguistic characteristics of the text.

The teaching and learning process in this study took eight meetings. The first two meetings were used to introduce the students to the purpose of teaching and learning, build the topic or field knowledge regarding the gadgets, and provide the sentence expressions and vocabulary resources related to gadgets as the building knowledge of the field stage. The second two meetings were used to provide and explain to students with details of a good sample of an exposition text in schematic structures and language features of an exposition text as modelling of the text stage. The third two meetings were used to practice exposition writing under the teacher's guidance as the joint construction of the text stage. The last two meetings were used to practice students' writing without the teacher's guidance, the teacher gave feedback and inputs on how the text that they are going to write becomes a good exposition writing.

In terms of data collection, three students' texts were selected as representatives of the thirty-four texts of students writing in their final draft. The selected student's texts represented the low, medium, and high-achieving students writing performance. The texts were then analysed textually. Concerning the text analysis, the elements graded for students' texts of the Rose and Martin framework were used to provide the fourteen details elements of students' texts in terms of context, discourse, grammar, and graphical features (Rose & Martin, 2012).

RESULTS AND DISCUSSION

This study aims to seek the answer the research question of how the use of systemic functional linguistics genre pedagogy facilitates students' writing skills in exposition text. To gain a deep understanding of relevant data related to students' initial ability and students' problems in writing an exposition text, diagnostic writing was conducted. The test focuses on identifying the major problems in students' writing to determine the appropriate action through the teaching and learning that will be implemented. The students'

major problems are indicated in terms of context, discourse, grammar, and graphical features or mechanics. The example of student diagnostic writing represented low achievers as shown in Table 1.

Table 1. *The example of the initial student diagnostic writing exposition text*

The dangers of gadgets for children

The dangers of gadgets for children can cause addiction to children and what's even worse is concentration disorder in children that allows learning to be disrupted in children because the child prefers to play at home with his gadgets rather than playing outside with his friends. This can reduce his social character and the child may tend to play gadgets when there is a family

gathering or gathering with his friends and the most worrying thing is that the child will not have friends.

Based on diagnostic writing that has been conducted, most students still have some difficulties in initiating ideas, organizing the text into a good exposition text writing, using proper vocabulary, and employing accurate grammar. The student's scores vary from the lowest score of ten to 26 the highest out of 42. Based on these diagnostic test assessment results, they then were grouped into three different levels of proficiency, namely low achiever, middle achiever, and high achiever. Below is the sample of students' diagnostic writing scores as it is represented as a low achiever student shown in Table 2.

Table 2. *The example of the initial student diagnostic writing score*

ITEM	DETAILS	SCORE
CONTEXT		
Purpose	No thesis statement being argued in the text to be justified	0
Staging	No stages in the text as the exposition elements should have in the writing	0
Phases	No phases exist in students' writing	0
Field	The field being explained is the bad effects of gadgets	1
Tenor	The students' writing rather distances from the readers as it explains without engaging readers' interactions	1
Mode	The text still performed spoken words rather than written text	1
	Context Total Marks	3
DISCOURSE		
Lexis	Word choices are still limited based on student knowledge in terms of vocabulary	1
Appraisal	Showing the judgments of using the gadgets caused several effects	1
Conjunction	Unclear logical conjunction as only three sentences exist	1
Reference	A clear reference to keep track of things. It refers to the dangers of gadgets	1
	Discourse Total Marks	5
GRAMMAR		
Grammar	Still found several grammar mistakes	1
	Grammar Total Marks	1
GRAPHICAL FEATURES		
Spelling	Made several misses spelled	1
Punctuation	Still performs less punctuation	1
Presentation	The paragraph is not shown in a good text and the writing is not a clear presentation. Took a while to be able to read the student text	1
	Graphical Features Total Marks	3
	Total Marks	11

Table 2 reveals students' diagnostic writing difficulties. In terms of context, the student's text shows that the purpose of an exposition text has not been achieved by the student. No thesis statement has become the idea that he wanted to justify and restatement to emphasize or conclude the text writing purpose. From the text, the student's statement in arguing his ideas stated in the text that the writer wants to deliver and

persuade the reader doesn't exist as there are none in the student's text in ...*the dangers of gadgets for children can cause ... this can reduce his social character ..., the most worrying thing is that* The text that he wrote explains more on the negative effects of using gadgets for children instead of expressing his statement on one of his ideas and justifying it based on several arguments. Furthermore, no stages in the text as the

exposition elements should have in the writing, and no phases exist in students' writing. The elements of an exposition text such as a thesis, supporting arguments, and re-statement of a thesis as a conclusion do not exist in the text. The field being explained is the bad effects of gadgets. The students' writing rather distances from the readers as it explains without engaging readers' interactions. The text still performed spoken words rather than written text as can be seen in ... *gathering with his friends; can cause addiction*.

In terms of discourse, the way he expresses his text is still rudimentary written text which is that he writes what he wants to speak about as it can be seen in ... *can cause addiction to children; concentration disorder in children; reduce his social character; gathering with his friends*. Furthermore, the vocabulary is still limited and needs to be developed. As can be seen in the table, the text consists of only three sentences that explain the dangers of gadgets. Showing the judgments of using the gadgets caused several effects. However, the text shows an unclear logical conjunction as only three sentences exist. On the other hand, there is one clear reference "this" to keep track of things. It refers to the dangers of gadgets for children.

In terms of grammar, there are still writing and grammar mistakes such as ... *preper; reduce*, and lack of prepositions *with* as in ... *to play gadgets*. The text lacks sufficient lexical range making it difficult for readers to understand the intended message. In terms of graphical features, the lack of logical connections between sentences further hampers comprehension. lack of demonstrating indication of exposition stages. It only includes a simple explanation of the bad effects of gadgets on children. The inappropriate use of stages in diagnostic writing also results in a lack of clear purpose in the writing.

Based on the issues and challenges identified in the diagnostic writing, the teacher implemented the SFL GP genre-based teaching and learning process to help students learn how to write effectively. The tailored teaching and learning process in this study is not only to inform students about what to write but also to guide them on how to write through hands-on instruction from the teacher. Students were trained to understand the genre-specific schematic structure for exposition text writing, the specific linguistic features of the argumentative genre, and the collaborative construction through detailed reading and joint model text construction. With the teachers' step-by-step guidance before students engage in

individual writing, progress is demonstrated in the writing performance observed in their post-tests. Steps were in four stages namely Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JoT), and Independent Construction of the Text (ICoT).

BKoF is the commencement stage in the first classroom observation. In this stage, the teacher explained and mentioned at the very first before the teaching and learning process began, at the end of the teaching process, the students should be able to write an exposition text based on their knowledge. The evaluation would be focused on four main points of students' writing: context, discourse, grammar, and graphical features. Emphasizing this explicit objective for students will make clear what is expected of them to achieve. Furthermore, the students and teacher in the classroom talk interactively regarding the topic as a scaffolding to gain a deep understanding of the topic knowledge through the questions and answers based on the topic.

Teacher: Before we begin our learning session and enter into the discussion of the exposition text, please have a look at the two pictures shown on the board. There are two pictures, a child using a gadget and a traffic light. What do you think the problem does show from the pictures? You may answer it in English or Indonesian that would be fine.

Ss: the picture with the children using gadgets they are busy with their gadgets, and have no social interactions with their friends.

Teacher: OK, that is a good answer!

Ss: Me Ibu.

Teacher: OK, please!

Ss: At that age, you should not give gadgets to children, they should have more study.

Teacher: Good. That is also one good opinion, thank you!

Teacher: So, according to your opinion what is the cause of children using gadgets?

Ss: Have no friends!

Teacher: OK Good. What else?

Ss: The parents have fewer interactions with their children.

Ss: The parents are busy with their job Bu!

Even though the language used mixes Indonesian and English, the students gain a deep understanding of the topic that is being explored. The students were able to answer the questions and have the discussion as a social relation between teacher and students, students and students more alive in the classroom.

Modelling of the text is the second stage in the teaching and learning cycles implemented in the class. In this stage, the focus was to provide students with opportunities to understand the social purpose, structural organization, and linguistic characteristics of the target text, as explained by Derewianka (2020). The teacher activities in supporting students' learning were carried out in several activities. First, the teacher explained the type of text or genre to be written, including its purpose, benefits, and social context, where we can find that type of text in everyday life both in academic terms at school and outside of school.

Teacher: So, as we previously learned from the first meeting, the analytical exposition is the text that the purpose is to what?

Ss: to persuade or argue on our opinion of one idea Bu!

Teacher: yes, that's correct. The exposition text is the text that the purpose is to persuade, argue on one issue, and justify it with several facts or evidence.

Then, the teacher explained the stages or organizational structure (schematic structure) of the text and its function to support the text to achieve its goals.

Teacher: in exposition text, there are three stages thesis, arguments, and conclusion or re-statement of the thesis. From the text that I have shared, do you bring them now?

Ss: Yes!

Ss: I Forgot to bring the text, Bu!

Teacher: OK, for those who don't bring the sample text, it's ok. Please pay attention to me or you can share with your friends. Ok. From the first text, the importance of hand sanitizer, what is the thesis?

Ss: Hand sanitizer became important during the pandemic.

Teacher: so, in exposition what is it called a thesis in this text?

Ss: one paragraph Bu from the first sentence until there are several reasons why hand sanitizer is important.

Teacher: OK, Good. And then the arguments?

Ss: from the firstly until the third

Teacher: OK, Good. And conclusion?

Ss: in conclusion it is important.

Teacher: Great, you are all correct

This was done using whiteboards as also suggested by the experts (Emilia, 2020), so the teacher could discuss them with the class. Overall. Each child was given a photocopy of the

organizational structure of the text described so that they could use it as a guide in writing in the later stages of Joint Construction or Independent Construction.

The teacher and students identify the organizational structure and linguistic features of the text above, such as generic reference (English is really important...); conjunction (first of all, moreover, furthermore, next); mental verbs (I think...; ... I believe...); modality (can, might).

Teacher: From the text titled English is really important, we can see that the purpose is the writer wants to persuade readers on what?

Ss: that English is important for us Bu.

Teacher: Correct. You can see the conjunction used in this text from the elaborations of arguments, firstly, secondly, etc. And the verbs to express the exposition in this text use what?

Ss: I think Bu

Teacher: Correct. This name is a mental verb where we express our thoughts.

This opportunity is very good for teachers to teach grammar in context. For further activity, students were given another exposition text. Students were asked to identify the organizational structure or the elements in the text, such as the thesis, arguments, and re-orientation of the thesis or concluding comment. Who is the author/speaker, and to whom (Kress, 2003).

Concerning joint construction of the text, during this stage, the teacher takes on the role of an expert, leading the writing, scribing, and editing, while the students act as apprentices, offering suggestions for the jointly constructed text (Rose & Martin, 2012).

Teacher: OK students, we are going to try to write together one of an analytical exposition text. I Will guide you with the writing steps. Take a look at the board. I will help with the template like this. What is the title that you want to write?

Ss: about the garbage Bu.

Ss: The Internet Bu.

Teacher: ok, why don't we try to try the Internet for education the importance? Ok? So, the title is the importance of the internet for education.

Ss: Alright Bu!

Teacher: OK, what do you think about the sentence?

Ss: the internet is really important.

Teacher: for the arguments?

Ss: the internet provides many resources for education

Teacher: ok great, and you can also add several elaborations for this sentence for about two or three sentences with the evidence. Another argument? In the second paragraph?

The purpose of joint construction is for the teacher to support and guide students by revising their suggestions and writing on behalf of the class. Joint construction is recommended as the core activity emphasizing teacher students' collaboration with the teacher as the expert (Emilia, 2011). In this study, joint construction is done by the teacher and students, jointly writing a new text on the board, with the teacher guiding students in terms of language, revising grammar and vocabulary, and checking the scribe's spelling on the board. The students were also given the text that had been cut into pieces, so they were required to re-order in the right position where it should be making an exposition text that has stages as the teacher previously taught.

In the independent construction stage, the learning activities that occurred were similar to those in joint construction. However, in independent constructions, students wrote individually under the teacher's guidance. The independent construction stage involved several stages, including prewriting, drafting, revising, editing, and publishing. During the prewriting stage, students need to generate ideas, conduct research if necessary, and plan the overall structure of the text. The drafting stage involves putting these ideas into written form, organizing them coherently, and developing paragraphs or sections. After the initial draft is complete, the revising stage focuses on refining and improving the content, organization, and clarity of the text. This involved reordering paragraphs, adding or deleting information, clarifying ideas, or

improving the flow of the text. The editing stage involves checking for errors in grammar, punctuation, spelling, and style to ensure accuracy and readability.

Following the pedagogic practices, the learning outcomes of six students, representing low, intermediate, and high levels of achievement, were assessed using the assessment criteria covering the dimensions of context, discourse, grammar, and graphical features (Rose & Martin, 2012). The students' writing performance from the diagnostic writing, students' first draft of writing after the teaching and learning process has been done, and students' final draft as they have experienced several feedbacks from the teacher for their writing has been collected to analyse the students' progress and to evaluate the student's writing development after the SFL GP implementation. Students' texts were assessed by using the criteria (Rose & Martin, 2012) which consisted of 14 items across four dimensions; context, discourse, grammar, and graphical features. At the end of the teaching and learning process, all of the students have the opportunity to gain knowledge and have the same positive result in terms of context, discourse, grammar, and graphical features development.

The example of the student writing result of student one (low achiever) final draft writing shows positive progress when compared to the student's first draft. To compare, students' text shows writing development following the feedback given by the teacher. Students' final draft writing resulted in terms of context, discourse, grammar, and graphical features constructing genre-based schematic structures and using a wider range of vocabulary resources as seen in Table 3.

Table 3. *The example of low achiever students writing S1 enhancement*

Diagnostic Writing	First Draft Writing	Final Draft Writing
The Dangers of Gadgets for Children	The Dangers of Gadgets for Children	The Dangers of Gadgets for Children
The dangers of gadgets for children can cause addiction to children and what's even worse is concentration disorder in children that allows learning to be disrupted in children because the child <u>prepers</u> to play at home with his gadgets rather than playing outside with his friends. This can <u>reduse</u> his social character and the child	In today's digital age, gadgets have become more common among minors. (The issue) However, I think that it is crucial to be aware the dangers of gadgets (The thesis) Firstly, their potential to disrupt brain growth and development. (argument 1)	In today's digital age, gadgets have become increasingly prevalent among minors. (The issue) However, I think that it is crucial to be aware the dangers related to excessive gadget usage, particularly when children become addicted and struggle to manage their time effectively based on several reasons. (The thesis)

<p>may tend to play <u>gadgets</u> when there is a family gathering or gathering with his friends <u>and</u> the most worrying thing is that the child will not have friends.</p>	<p>Secondly, excessive usage <u>to</u> gadgets can cause eye <u>decease</u>. (argument 2)</p> <p>Thirdly is the disruption of sleep patterns. Late-night gadget use can disturb <u>with</u> a child's sleep schedule (argument 3)</p> <p>In conclusion, it is important for parents should set the time of using the gadgets, monitoring and <u>limit</u> gadget usage during mealtimes to promote healthy eating habits. (Conclusion)</p>	<p>One of the significant dangers of gadgets is their potential to disrupt brain growth and development. Excessive screen time can hinder cognitive and neurological development in children, affecting their ability to focus, learn, and retain information. Parents need to encourage a balanced lifestyle that includes various activities beyond gadget usage to promote healthy brain development. (argument 1)</p> <p>Furthermore, prolonged exposure to gadgets and the content they provide can contribute to mental aggression in children. Violent or inappropriate content can negatively impact a child's behavior and attitude, potentially leading to aggressive tendencies. Parents must monitor and regulate the type of content their children are exposed to, ensuring a safe and positive digital environment. (argument 2)</p> <p>Another danger of excessive gadget usage is the disruption of sleep patterns. Late-night gadget use, particularly for gaming or social media engagement, can interfere with a child's sleep schedule, leading to sleep disturbances and inadequate rest. Establishing consistent bedtime routines and limiting gadget usage before sleep can help promote healthy sleep habits. (argument 3)</p> <p>In conclusion, the negative impact of gadgets is very dangerous, it can cause mental health, which can have long-term consequences on a child's health. Parents should encourage regular, balanced meals and limit gadget usage during mealtimes to promote healthy eating habits. (Conclusion)</p>
<p>Table 3 shows student one (low achiever) writing development. It is evident in the context, as student one can demonstrate a clearer thesis statement being argued in the text to be justified compared to the diagnostic and first draft writing. The text begins with the author stating the issue ... <i>In today's digital age, gadgets ...</i> and the thesis of the topic as in ... <i>However, I think that it is crucial to be aware the dangers associated with excessive gadget usage, particularly when children become addicted and struggle to manage their time effectively based on several reasons.</i></p>	<p>Unlike the first draft, where the text simply states... <i>However, I believe that it is crucial to be aware of the potential dangers of gadgets ...</i> Stages and phases in the text exist as the exposition elements should have in the writing. The field being explained is clear mentioning the bad effects of gadgets. The student writing engages the reader's interactions as can be seen in the text ... <i>Parents should encourage regular, balanced meals and limit gadget usage during mealtimes to promote healthy eating habits ...</i> The text performs a developed writing globally.</p>	

In terms of discourse, student one final draft writing word choices show a variety of word choices based on student knowledge in terms of vocabulary such as *...increasingly prevalent among minors; associated with excessive gadget usage, particularly when children become addicted and struggle to manage their time effectively; hinder cognitive and neurological development; prolonged exposure to gadgets; violent, aggressive tendencies, monitor and regulate*. The student one final text shows the judgement of how gadgets can cause bad negatives to children. Clear logical conjunction as in *... In today's digital age, However, One of the significant dangers, Furthermore, Another danger of excessive gadget usage, In conclusion*. A clear reference to 'it' refers to the gadgets that have become increasingly prevalent among minors.

In terms of graphical features, student one final draft writing found fewer grammar mistakes, fewer misses in word spelling, and performs less of punctuation mistakes. In addition, the paragraph shows a good text and the writing is clear. The text concludes with the author restating the statement based on the thesis that has previously been mentioned in the first paragraph *... In conclusion ...* Overall, the student's final draft writing follows and shows some good control of the overall generic structure of an exposition text. It has the following elements as suggested by Derewianka & Jones (2012). A thesis provides brief information about the issue and states the writer's critical point of view supporting the argument. The elaborations of several facts or arguments justifying the writer's stance with factual information, evidence, and data-driven opinion; and the reiteration, restating the writer's stance and concluding the presented Argument.

To conclude, the use of SFL GP facilitates Islamic school students writing particularly in writing an exposition text. The study revealed that based on step-by-step teacher guidance has helped students improve their writing skills to overcome the students' writing difficulties encountered in initiating ideas into their writing, organizing them into a good text, using proper vocabulary, and employing accurate grammar. (Fajriyandi, 2023; Aunurrahman, 2022). The topic building or building field knowledge is important in the student's learning process based on systemic functional linguistics genre pedagogy implementation. As Nurlaelawati & Novianti (2017) suggested in building knowledge of the field, there should be more put into teachers'

considerations in terms of building topic knowledge.

The use of SFL GP facilitates all crucial steps of teaching the learning process. For example, in the BKOF stages, students initiate their ideas by clarifying what is expected for them to achieve in writing the exposition text and searching for the sources from the sample text that they will use further for an exposition writing recommendation. Furthermore, scaffolding in BKOF facilitates students in understanding the topic knowledge through the questions and answers based on the topic between the teacher and the students helping students search sources based on the topic of students' writing. Even though the language used mixes Indonesian and English, the students gain a deep understanding of the topic being explored. The students can answer the questions and have the discussion as a social relation between teacher and students, students and students more alive in the classroom. It engages more interaction to gain a deep understanding of the discussed topic. Additionally, sharing a sample of an exposition text in a paper with each student facilitates students in gaining the sources and references for the students to write, training to predict the meaning of the text based on pictures, diagrams, or other visuals, predict from keywords, titles or the first sentence of the text read, and learn the grammar in the text and helps students to provide explicit information about what is discussed in the text. Modelling of the text provides students with opportunities to understand the social purpose, structural organization, and linguistic characteristics of the target text, as Derewianka (2017) explains. The teacher explained the stages or organizational structure (schematic structure) of the text and its function to support the text to achieve its goals. Concerning joint construction of the text, during this stage, the SFL GP facilitates students when the teacher takes on the role of a resource person, guiding the writing, become a scribe, and editor, while the students act as a trainee, giving suggestions for the jointly constructed text (Rose & Martin, 2012). The purpose is to support and guide students by revising their suggestions and writing on behalf of the class. Joint construction is recommended as the core activity, emphasizing teacher-student collaboration with the teacher as the expert (Emilia, 2011). The learning activities in the independent construction stage are similar to joint construction. However, in independent constructions, students wrote individually under the teacher's guidance. The independent

construction stage facilitates several stages, including pre-writing, drafting the text, revise based on teacher's feedback, editing the text, and publishing. During the prewriting stage, students need to generate ideas, conduct research if necessary, and plan the overall structure of the text. The drafting stage involves putting these ideas into written form, organizing them coherently, and developing paragraphs or sections. After the initial draft is complete, the revising stage focuses on refining and improving the content, organization, and clarity of the text. This involved reordering paragraphs, adding, or deleting information, clarifying ideas, or improving the flow of the text. The editing stage involves checking for errors in grammar, punctuation, spelling, and style to ensure accuracy and readability.

CONCLUSION

The tailored teaching and learning process in this study informs students about what to write and guides them on how to write through hands-on instruction from the teacher. The guides to understand the genre-specific schematic structure for exposition text writing and the specific linguistic features of the argumentative text through the collaborative construction, detailed reading, and joint model text construction facilitate students' writing their engagement in the class. Through the step-by-step guidance, students engage in individual writing, their progress is demonstrated in the writing performance observed in their post-tests. The results indicate that SFL GP stages—from BKOF to ICOT—facilitate students to understand writing exposition text deeply on context developed from their initial writing and searching for references as a source of the idea and the writing stages and phases; on discourse, the word choices, conjunction, and appraisal in expressing their statement developed as well as their vocabulary and grammar. Furthermore, a multiple-themed pattern of the written mode was promoted on graphical features in the students' writing. This pattern is typical at a more extended expository level as the target text in this research. Moreover, in the learning process, students demonstrated a greater motivation and engagement in grasping meaningful knowledge in writing an exposition text.

For future research concerning the same nature of the study, it is suggested that another focus of text be analysed. Furthermore, given that the present study is centred on writing exposition

text, future research endeavours could concentrate on different types of English language skills. Another recommendation is that, in implementing systemic functional linguistics genre pedagogy, the student's perception of the learning process needs to be analyzed especially in secondary school students.

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