

Students' Perception of Self-Assessment Using Systemic Functional Grammar Approach

(A case study in Higher Level Education)

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Abstract

The contribution of systemic and functional grammar (SFG) has been felt in the teaching of writing skill (Halliday 1994) including in Indonesia. Through SFG, learners will have a chance to choose and make meaning depending upon the context of situation and culture (genre). Besides, learners are able to use SFG as an analysis tool for evaluating their writing. In this framework, learners will be able to judge whether their writings are in accordance with SFG framework or not. However, studies concerning how students utilize self-assessment using are still rarely addressed. The present study aims at collecting information about the students' perception on how they self-review their writing (both process and product) during the planning, writing, and reviewing stages using SFG including transitivity, mood and theme-rheme. The subjects involved in this study were three graduate students of English Education Program of Indonesia University of Education who have had SFG course. They were interviewed using open-ended questions and then were asked to fill in the adapted Amadeus questionnaire. The findings show that when asked to self-review their writings, students see their writing products differently before and after learning SFG. When self evaluating through SFG, they concern much with the schematic structure, cohesiveness, coherence, there-rheme and logical connection. All subjects had positive attitudes towards analysis framework provided by SFG. Before learning SFG the subjects perceive that their writings are not troublesome and did not know what to evaluate. However, after learning SFG the subjects perceive that their writings were far from perfect but they knew what aspects of writing to evaluate. Before learning SFG, the subjects tended to focus their attention on the clause level error such as a lack of subject-verb agreement and incorrect use of tenses. Interestingly, after learning SFG the subjects were able to evaluate the abstracts at discourse level using the standardized schematic structure. Before learning SFG, what the subjects wrote in their abstracts were commonly background or thesis statement, methodology, instrumentation, results and conclusion. However, after learning SFG the focus of their attention was on cohesiveness, coherence, the development of theme and rheme, and logical connection of the text. However, they pay only little attention to the transitivity and mood system. The present study implies that using SFG, the subjects were able to self-assess their writing independently. However, as the subjects involved were limited in number, further studies with significant number subjects were required to have a more reliable conclusion.

INTRODUCTION

As the systemic functional grammar (SFG) has turned up to be a discipline opposing both traditional and formal linguistics, many researchers has focused their investigation to the application of this approach to some other subjects. Oliviera and Pagano (2006) conducted a study about the cohesion of a translation in which the process and the product of translation was examined by using systemic functional linguistics. Gallardo (2006) used systemic functional grammar for analyzing literary text. Then, Wattles & Bojanic (2007) analyzed online-debate for searching the ideology and the social purpose of the text. These studies employed three major systems of analysis in SFG which includes thematic structure, transitivity and modality. These systems allow us to analyze the text, any kind of text, in order to see how to produce and to make meaning.

Departing from that assumption, ways of analyzing the text using theme-rheme, transitivity and modality will be beneficial for examining students' writing. Students, especially of higher education, who learn SFG can use their understanding about it to reflect their skills and capability when writing a text. Through SFG, they will know the cohesion and the coherence of their text as well as the

ideology they mostly hold (construing textual meaning through theme-rheme). They are also capable to select one set of choice for wording the experience they had in this world (construing ideational meaning through transitivity). Finally, they have a chance to express their attitude and judgment to a certain issue or experience (building on interpersonal meaning).

Self-Assessment

Self-assessment, therefore, is a key issue behind this notion. Self assessment refers to “autonomous learning which enables learners to set goals and to monitor and evaluate their own learning” (Srimavin & Pornapit, 2004). The central notion lies on the concept of autonomy which promotes successful learning. In addition, self assessment is potential to the growing of intrinsic motivation. Brown (2004: 270) further states that “developing intrinsic motivation that comes from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skills”. Self assessment is a process of collecting information about students’ own learning in order to monitor consciously their knowledge development (Dickinson, 1987; Richard and Frye 1992; Vygotsky 1962 as cited in Wray 1994; all cited in Srimavin and Darasawang, 2004).

Self assessment has been a problematic issue since its publicity. It tends to have some weaknesses such as subjectivity involvement and inaccurate assessment. Moreover, students are not able to distinguish sharply their own error (Brown, 2004). However, the result of self-assessment is extremely authentic. Students become aware what happen to their learning and then find out solutions to the learning problem. Self-assessment leads to the reflection of learning progress. Finally, students make improvements to the way they learn and set new learning goals or plans.

Self-assessment as part of adult learners learning

Self-assessment is likely to be part of adult learners learning. Adult learners are not in the process of acquisition like those of young learners or of elementary students so that they are believed to be incredibly capable of knowing the framework for self-monitoring their own learning. Besides, adult learner are among others who are very successful when learning without guidance or “beyond the classroom and the presence of a teacher or a tutor, autonomously mastering the art of self assessment”(Brown, 2004).

To this point, students of high education level especially students of English education program of postgraduate schools UPI (Indonesia University of Education) are invited to continually self-review the way they write research report during semesters. They are hoped not to mainly dependent on the lecturer’s for assessing their writing. They are expected to self-assess the writing. They are autonomous learner. Lecturers are only mediator. After graduating from the schools they are expected to be able to demonstrate excellently their writing on research report in local, regional and or international journals or seminars. Research project course in semester II is (actually) helpful in directing students to do a comprehensive investigation as well as organizing the investigation in a form of research script or writing. Through this course, students have chance to self-evaluate the writing report they made by using guidelines given by the lecturer.

In the third semester, students of English education program have to take Systemic Functional Grammar course for about 3 credits. The objective of the course is to promote the students ability in distinguishing form, meaning and use in language. That is they are hoped to have a skill in choosing and making appropriate meaning in order to represent the phenomena around them; expressing attitudinal meaning and; building up a cohesive and coherent writing. This study is conducted in order to describe how students of high level education self-monitor ways of writing research report, specifically the abstract.

It is assumed that the abstract made by university students does not one hundred percent good in quality (see Gingin Gustine, 2007). The major problem found in student’s text is the cohesion and the coherence of the text. Their composition is lack of unity and connectivity. The previous research on cohesiveness and coherence have been conducted by Halliday Hasan (1976), Stotsky (1983) and Bamberg(1983). While these three focuses on cohesion itself, Wang (2007) try to correlate the theme and rheme systems in systemic functional grammar for analyzing students’ text. The result indicates that student’s weaknesses when having writing task is cohesiveness. Here, theme and rheme then is used as a model of assessment. Two other systems, transitivity and modality, actually contributes the same aspect to writing assessment. Transitivity provides a sequence of choice for realizing

experiential meaning while through modality writer's attitude and judgment can be realized (Eggs, 1994). However, the explanation of how these two works on writing assessment is still rarely to be found.

There are some research that focused on self-assessment by applying SFG approach. One of them is Aluisio and Gantenbein, as cited in <http://www.wyoming.writingtools.com>, who create a writing-support tool called AMADEUS for assisting non-native English writers in writing, drafting and revising their scientific text. These tools are made especially for independent learning when producing a research project. Hence, the students can use the tools for self-assessing their writing. In this study, Aluisio and Gantenbein stated that "Systemic Functional Linguistics/Grammar provides a framework for categorizing the major text adaptations available to the writer during the self-review process". Since there are still limited studies on SFG framework for self assessment, the investigation of how students perceive SFG as self-assessment framework is crucial to be conducted.

The purpose of this study is simply to capture the perceptions of the students of English education program about the contribution of SFG to their writing particularly whether it enhances or improves the way they work on abstract or not. Thus, I propose two questions concerning this phenomenon: 1) Is there any dissimilarity before and after the students learn SFG? Does the way they see their writing change?, and 2) How do students of higher level education assess their writing by using SFG approach? In what ways?

LITERARY REVIEW

Systemic functional grammar (SFG) derives from the discussion of systemic functional linguistics (SFL). SFL is defined as "a theory about language as social process and an analytical methodology which permits the detailed and systematic description of language patterns" (Eggs, 2004:20). Further, systemic linguistics is a theory of language centered on the notion of language function. Systemic looks at how language acts upon and is constrained by the social context in which it functions. Systemic functional linguistics is simply a result of Halliday's hard work in extending the work of Firth. Firth has developed develop a model to relate language function and context. To achieve this, he proposed a framework based on the concept of the system, defined as an "enumerated set of choices in a specific context" (Kress 1976: xiii). This concept led to the principle that SFL sees language as a resource for making meaning rather than a system of rule (Halliday, 1994). There are set of possible alternatives to express all experiences in this world. In addition, Halliday (1994:26) stated that meaning "as choice, which is not conscious decision made in real time but a set of possible alternatives". Eggs (1994:2), further stated "common to all systemic linguists is an interest how people use language with each other...".

Context of Situation (Register)

Register or context of situation refers to the social condition to which a certain meaning is made. The existence of a text can not be separated from context. On the other hand, we can say that context is in text. Text is defined as "the socially and contextually complete unit of language" (Kress, 1993:24 as cited in Emilia, 2005) while context refers to "something that woven together" (Emilia, 2007) that 'this something' refers to "those elements that accompany text" (Christie & Misson, 1998 in Emilia, 2005). It is the connection between text and its context which happen to be the concern of systemic linguistics. This is appropriate with what has been suggested by Eggs (2004:87) who states "Systemic linguistics are interested in exploring just how context gets into text". That is how language use change depending upon the situation. At this point, context of situation can be classified into three variables: field, tenor and mode.

Field, as suggested by Gerot (1994:11), "refers to what is going on" or the ongoing activity (Halliday, 1975). It deals with the status of social activity and subject matter. To this, we are likely to ask in what social circumstance a certain activity occurs/ensues/comes about. Tenor is oriented to "the social relationship" (1994, 2000) or "role relationship" between interactants (Halliday, 1975; Eggs 1994). The subject to be discussed in tenor is ranging from status of power (i.e hierarchical relations), degree of affective/emotional value (i.e like or dislike) and the value of contact (i.e frequency, duration and intimacy) (Gerot, 1994: 11). Ultimately, mode has to do with the symbolic channel through which communication is carried out. That is whether the language is used in spoken (action) or written communication (reflection). The existence of context of situation results in the

largely concerned with theme and rheme. The theme of the clause is that which sets the local context for the rest of the clause to develop.

Context of Culture (Genre)

The concept of genre derives from the term genre which is usually used in literary studies, film studies, art theory and cultural studies. In systemic linguistics point of view, however, genre is used to refer to the cultural purpose of a text (Eggins, 2004:54). Fairclough (2003: 66) believes “Genre are the specifically discursal aspect of ways of acting and interacting in the course of social events: we might say that (inter)acting is never just discourse, but it is often mainly discourse”. To this point, ways above may refer to the common patterns or structure that are usually followed by people when acting or interacting in social community. In addition, genre is “a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture” (Martin, 1984 in Paltridge). While Bakhtin considers genre as a develop patterns which is specific and relatively stable in particular context:

We learn to cast our speech in generic forms and, when hearing other’s speech, we guess its genre from the very first words; we predict a certain length (that is, the approximate length of the speech whole) and a certain compositional structure; we foresee the end; that is from the very beginning we have a sense of the speech whole, which is only later differentiated during the speech process (See Eggins, 2004:57)

So, it can be concluded that genre has a particular purpose which is cultural; it has specific stages which differentiate the beginning, the middle and the closing part; and it has a particular linguistic features.

The patterns discussed above further are elaborated in a schema called schematic structure. According to Martin: “Schematic structure represents the positive contribution genre makes to a text: A way of getting from A to B in the way a given culture accomplishes whatever the genre in questions is functioning to do in that culture (see Eggins, 2004:57). This schematic structure is like tips for people to be followed so that they find it easy and economical when finding the same cultural situations.

As SFL has a very big influence to the teaching program, schematic structure also does the same thing. Schematic structure of the written text is used by teachers as modeling text. Here, teachers have a chance to introduce many varieties of schematic structure of different texts such as narrative, recount, expository, explanation, report, procedure, anecdote, advertisement, etc.

Genre analysis is actually behinds this notion. Through genre analysis, both teachers and students can judge and evaluate the writing product. The main question is whether the students’ writing has fulfilled the requirements of schematic structure or not. besides, if a student are asked by teachers to write a particular genre, they do not have any significant difficulties since they know what is right and to be followed in the process of writing.

Unlike elementary and intermediate level students who are hoped to be familiar with those structures mentioned above, students of high level education are expected to recognize a more advance schematic structure such as abstract, introduction part of a study, or conclusion.

Schematic Structure of Abstract

An abstract is usually made in the beginning part of research report. The purpose of it is simply to bring the readers into what they will read in the study. Others claim that abstract functions as a brief summary of a study. Additionally, it aims at capturing the reader’s attention in order to read more the passages. To this, Berkenkotter dan Huckin (1995:34), in Emilia (2008), points out that “the abstract is a promotional genre. Writers are anxious to underline their most central claims as a means of gaining reader interest and acceptance”.

An abstract, as investigated by Hyland (2000) may include sequence like: purpose-method-product, also sequence of introduction-purpose-product. Abstract often consists of these two sequences (see Emilia, 2008: 120). A more detailed organization of abstract is proposed by Emilia (2008) by combining the structure from Paltridge & Stairfield (2007:156) with that from Hyland:

“overview of the study^aim of the study^reason for the study^methodology used in the study^findings of the study”.

Systemic Functional Grammar

Systemic functional grammar is part of the discussion of SFL. Through it, we can analyze the linguistic feature of a certain genre. Different with traditional grammar, functional grammar tend to see language system from clause level rather than sentence or word level. SFG claims that in every clause there existed meaning. Those meaning are represented by three major systems that is usually used in SFG. They are transitivity, mood, and theme-rheme (Halliday, 1994). These three systems will be discussed in details as follows.

Transitivity: Clause as representation

The transitivity system is the lexicogrammatical realization of ideational function. That is it is used to represent people’s experience: physical world and world of imagination (Downing and Locke in Journal). The transitivity system allows us to analyze: who does what, to whom and under what circumstances. Therefore, through this system, the structure of language can be seen through the speaker (*participant*), the process (realized by *verb*) and the circumstances (realized by *adverb*).

There are three major processes that often use for realizing the experiences. They are material process, mental process, relational process, verbal, existential and behavioral process. In this study, the focus will be on material, mental and relational process. Each of them, collaborated with participants, has their own function in the clause.

Material process is the process of doing, where there is always an actor (someone who does something). In a clause, it is often followed by someone or something functioning as goal (one to whom the process is ‘directed at’), recipient (‘one that goods are given to’, 1994:145) and client (‘one that services are done for’, *ibid*).

Example:

1.	The local language	tend to dominate	in rural areas and small towns
	Actor	Process : Material	Circumstances: Place

Mental Process has to do with affection, cognition, perception, or desideration. The participants are senser (the one who feels, thinks, and perceives) and phenomenon (something which is emotionally felt, thought about or perceived).

Example:

1.	They	know	it
	Senser	Process: Mental	Phenomenon

Last but not least, relational process concerned with being, possessing, or becoming. It obligatorily requires two participants. The relational process is either identifying or attributive. The difference is that “identifying” refers to “something is the identity of X, whereas “attributive” tend to be something which becomes an attribute to X. If the process is attributive, the participants will be carrier and attributive. On the other hand, if the process is identifying, the participants are token and value. Examples:

1.	Indonesians	Are	awesomely	Bilingual
	Carrier	Attr: Intensive	Circumstances: Manner	Attribute

Abstract tends to adopt those three processes above. Material process is employed when wording the writer's action like "*The research was conducted...*". Mental process is realized in the expression "*The students do not know the aim of the study.*" Relational process is used to describe something as in "*The finding is...*"

Mood: Clause as exchange

The mood system belongs to the interpersonal metafunction of language. It discusses the clause as exchange; that is how grammatical resource realizes different interactional moves in a discourse become the focus.

In traditional grammar, mood is used to express a fact or action (declarative, interrogative), or command (imperative). This is still be used in Hallidayan framework. However, unlike traditional grammar, Halliday's mood system tends to refers to mood block which consists of the following elements: Subject (S), Finite Element (F) and Modal Adjunct. The rest of the clause which is not included in the mood block above is considered to be residue. See the following example:

The element under residue is usually compliment and adjunct. The compliment, here, is apt to be realized by nominal group. Halliday and Matthiessen (2004:122-124) say "A compliment is an element with in the Residue that has the potential of being Subject but is not...it is typically realized by a nominal group." Another important element is an adjunct which is "an element that has not got the potential of being Subject...An adjunct is typically realized by an adverbial group or a prepositional phrase (rather than by a nominal group)." Adjuncts, then, can be in the form adjunct residue and modal adjunct (mood adjunct and comment adjunct) Residue adjunct are those that has to do with time, place, manner. Mood adjunct, on the other hand, form part of the mood block. They provide additional information on likelihood, usuality, any kind of mood adjunct (*i.e. Newton seldom thinks straight these days*), or the speaker's opinion, comment, and any kind of comment adjunct (*i.e. Frankly, Newton should have taken shelter under an apple tree*).

Through the mood system, learners are able to evaluate the way they make something arguable. They should aware whether the genre they write has argued something appropriately. An abstract, for instance, requires the writer's certainty so that the reader becomes interested to read the text. To this, learners should use finite and avoid adjunct with uncertainty sense (*maybe, probably, etc*)

Theme-Rheme: Clause as message

Theme is considered to be a point of departure in a each clause. In other words, it is a clause-initial element. It provides the local context for the development of clausal message. Each theme then is followed by rheme. There are three types of theme. They are topical theme, textual theme and interpersonal theme.

Textual Theme	Continuatives
	Conjunctions
	Conjunctive Adjuncts
	Wh-relatives (can be textual and topical)
Interpersonal Theme	Vocatives
	Modal Adjuncts
	Finite Elements
	Wh-question words (can be interpersonal and topical)
Topical Theme	Participant
	Circumstance
	Process

The following are some examples of theme-rheme analysis:

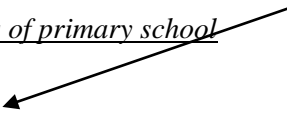
1.	Indonesian		are awesomely bilingual
	Top.Theme		Rheme
2.	Indeed	many people	have a good command of three or four languages
	Interpersonal Th.	Top. Th.	Rheme

3.	But	at the dawn of 21st century	it cannot be less than 20% of the countries population
	Text. Th.	Top (Marked) Th.	Rheme

Thematic progression is very useful for evaluating the organization of a text in order to check the cohesiveness and the coherence. There are three types of progression: zig-zag pattern, reiteration and multiple theme. The zig-zag pattern developed the theme in the way: the theme which is introduced in the rheme in clause 1 gets promoted to become the theme of clause 2. We can see it in the following two clauses.

(1) *In the early years of the Republic, local languages continued to be used in some places as the medium of instruction in the first years of primary school*

(2) *but this practice has now almost entirely disappeared.*



Reiteration allows the theme to be organized repeatedly. The clauses below shows this type of development.

(1) *Obama is half-white, half-black.*

(2) *But socially he is black in the context of American society.*



Self Assessment in Writing

Self-Assessment in writing encourages students to think about their purpose in writing and to reflect on how much they are learning. Four ways in which we can encourage self-assessment are through dialogue journals, learning logs, self-assessment of interests and writing awareness, and checklist of writing skills. In this study, however, checklist of writing skills is more appropriate with higher education students. In this case, the schematic structure of an abstract will be the frameworks for checklist analysis. The checklist will inform the students themselves how they write their abstract. Furthermore, to get a clear picture of their self-evaluation, the students should analyze first every clause existed in their abstract. So that they will find in details what is wrong with the writing. This study is merely the initial one. Therefore, it should be continued.

METHODOLOGY

Three post-graduate students of English education program of SPS UPI will be the participants of the research. They are asked to share their opinion and perception on the implication of systemic functional grammar to their self-evaluation to the abstract-writing. Since data are in the form of student's perception, the data will be collected by using two methods. They are questionnaire and

interview. Questionnaire that will be given to the students of English education department of Postgraduate Schools UPI is in the form of check list. They are asked to check an item to which they agree to; or not to give check mark if they do not agree. Interview will be guided by guideline which consists of fifteen questions of how students of higher education assess their abstract-writing. During this time, how they judge their writing in terms of organization, logical development of ideas, grammar, punctuation including spelling and mechanics, style and quality expression will be recorded. Then, a list of questions which asks about the way they see their writing after learning systemic functional grammar is also given, with the same aspect to that situation before learning systemic functional grammar. Observation was conducted by examining the student's writing before and after they learn systemic functional grammar. The data which is used is their research based paper (any research based-paper) in semester I or II. The introduction (abstract) part is becoming the main focus of investigation. It is expected that students will perceive differently to their abstract writing before and after learning systemic functional grammar.

The data that have been collected can not be read directly. An interpretation should be made by listing-selecting-categorizing the data so that there will be a certain pattern for answering research questions. In other words, all the data were originally written up in the form of transcript which is enclosed in appendices. Then the list of student's perception will be related to the conceptual framework; to the memory recorded in audio tape; and to the open ended interview. After that a list of relevant interpretation will be made.

This study will give information how students of higher level education choose and produce meaning since in the future they are demanded to be a good writer of English. They will do research and then report it to regional and international books, seminar or workshop. Their self-assessment permit them to find the inaccuracy of their writing and then to improve it. Another significant aspect of this study is that students of English education program could use it as a reflection or reflective thinking. They self-assess the way they write as a reflection of their understanding on systemic functional grammar, and then in the future they apply it to the teaching of writing. In the educational context, reflection is regarded as a way of thinking about educational matters that involves the ability to make rational choices and assume responsibility for those choices (Ross 1990:22 cited in Mok, 1994 cited in Srimavit & Pornapit, 2004).

FINDINGS

Student's perception on self-assessment using SFG

Through the analysis, it is found that all participants had positive attitudes towards analysis framework provided by SFG for their self-evaluation.

Participant A/Question 1	<i>Pertama saya jadi lebih tau informasi mana yang mau saya tekankan dalam tulisan. Kemudian saya jadi lebih bisa mengontrol system informasi dalam tulisan biar ga ngacak ke hal-hal yang lainnya. Dalam artian informasinya terfokus.</i>
Participant B/Question 11	<i>Menginspirasi saya untuk lebih kritis melihat tulisan sendiri</i>
Participant C/1	<i>Cukup signifikan ya. Di samping mengajari saya bagaimana menulis yang baik dan benar sesuai maksud dan tujuan. Agar maksud dan tujuan itu tersampaikan secara efektif dan pembaca pun tidak kesulitan memhami tulisan saya. Tapi SFG ini mungkin akan efektif jika diajarkan pada orang-orang yang skill grammarnya intermediate, Karen menurut saya belajar preskriptif grammar juga tidak kalah pentingnya dengan SFG.</i>

When they are asked about the way they perceive their abstract writing before learning SFG, they tend to consider that the abstract is far from good. Participant A, for instance, says

“Kalo sebelum tau sih, negerasa tulisan saya di abstract saya anggap bagus-bagus aja. Tapi ternyata pas tau SFG, dilihat dari cohesionnya saja atau theme-nya saja masih acak-acakan. Jadi sebenarnya

nulis, apalagi bagian tulisan akademik harus bisa lebih kompleks lagi kalo, harus jelas system theme, transitivity ama moodnya cos nanti pengaruh ke pembacanya juga. Apa mereka mudah atau sukar membacanya.”

On the other hand, participant B claims that before learning SFG, she did not know what to evaluate. This indicates that SFG provides an effective analysis-tool for self-assessment.

Additionally, the way they perceive their abstract has changed after they learn SFG. Before learning SFG, their focus of attention is on the error made below the clause level, such as lack of subject-verb agreement, incorrect used of verb tenses and so on. However, SFG allows them to evaluate the text at the discourse level by using the standardized schematic structure. What they write in the abstract before learning SFG is described as follows:

Participant A/Question 5	<i>Yang saya tulis di abstract seperti abstract biasa, background of the issue/study, methodology, research instrument, hasilnya seperti apa. Ya kira-kira seperti itulah.</i>
Participant B/Question 5	<i>Pertama-tama, saya menulis thesis statement dulu, maksudnya focus penelitian saya, kemudian menuliskannya ke dalam beberapa paragraph</i>
Participant C/5	<i>Yang pasti introduction, tentang apa penelitiannya, metode apa yang dipakai untuk mengolah data, lalu hasil penelitian dan kesimpulannya seperti apa sesingkat-singkatnya tapi merefleksikan keseluruhan isi penelitian.</i>

If this data to be compared with the schematic structure of an abstract (Figure 1) or with the adapted Amadeus questionnaire, the participants has not fully understood what is to be there in the abstract. They often leave out one or more stages in the organization structure of an abstract. For instance, participant A excludes the reason of the study, while participant C ignores the clarification of aim and reason for the study. On the other hand, participant B tends to skip over some important phases of writing abstract. See the following figure.

Figure 1
Schematic Structure of an abstract

Participants	Overview of the study	Aim of the study	Reason for the study	Methodology used in the study	Findings
Participant A	√	√		√	√
Participant B	√				
Participant C	√			√	√

However, after learning systemic functional grammar, students become aware of how to organize an abstract in appropriate way. They tend to adopt the standardized schematic of structure of an abstract. It is shown by the confirmation they made to the adapted Amadeus questionnaire.

The students’ focus of attention when self-evaluating their writing is on cohesiveness and the coherence. All participants said that the cohesiveness and the coherence of the text becomes their primary concern. They also pay attention to the development of theme and rheme.

Participant A/Question 1/15	<i>...Pertama ya, harus jelas dahulu theme utamanya, atau topical themenya, tentang apa biar nanti di setiap kalimat atau bahkan paragraph bisa nyambung. Trus dilihat juga penggunaan textual themenya. Biasanya mah kan dilihat penggunaan lingking word, kaya’ conjunction dan sebagainya</i>
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Participant B/Question 15	<i>Saya biasanya menggunakan logical connection untuk menghubungkan ide-ide. Sehingga dapat mengembangkan kalimat menjadi paragraph. Logical connection itu juga saya pakai untuk menghubungkan paragraph dengan paragraph yang lain. Sehingga nantinya tulisan saya jadi coherent.</i>
Participant C/1	<i>Berdasarkan theme dan rhemenya. Jadi ketika menulis saya berpikir minimal 2 kali ketika membuat kalimat baru agar paragraph berikutnya nyambung dengan paragraph sebelumnya.</i>

In sum, in order to answer the second research question, students of high level education tend to self-assess their writing product through SFG by seeing the cohesion, coherence, theme and rheme, logical connection. They pay only little attention to the transitivity and mood system.

Figure 2 Student's concern on writing abstract

	Cohesion and Coherence	Transitivity System	Mood System	Theme-rheme System	Logical Connection
Participant A	√	√		√	√
Participant B	√			√	√
Participant C	√			√	√

A further analysis of this study is needed, reminding that there are only three participants involved in the study. Moreover, if the students are asked to analyze their writing as detail as possible using transitivity, mood and theme-rheme system, we will get a clearer picture of how students self-review their writing product.

CONCLUSION

Students of high level education feel satisfied with the existence of Systemic Functional Grammar (SFG). Most of them believe that SFG is helpful for self-assessment. So far, they evaluate their writing by seeing the macro level or the schematic structure of their writing. Also, they review the cohesiveness and the coherence of their text.

The result above also indicates that by using SFG, students are able to have self-assessment even though the lecturer does not invite them to do so. Naturally, they become aware what is right for their writing. However, in the future, it is suggested that lecturers or teachers asks their students to have self-assessment to their writing by using systemic functional grammar approach. They can analyze their writing by using transitivity, modality and theme-rheme system as well as schematic structure of a text in order to evaluate their writing product.

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APPENDIX 1

Guiding Questions for The Interview

Name :

Age :

Gender :

Pertanyaan No. 1 sampai dengan 8 adalah pertanyaan mengenai persepsi responden terhadap abstrak mereka, sebelum mengenal Systemic Functional Grammar (SFG):

1. Bagaimana Anda menilai tulisan abstrak Anda dalam *Research Based Paper* sebelum mempelajari SFG?
2. Apakah menurut Anda, Abstrak Anda bisa dikatakan baik?
3. Mengapa Anda mengira Abstrak tersebut baik?
4. Atau mengapa Anda mengatakan abstrak Anda buruk?
5. Apa saja yang Anda tulis di bagian abstrak?
6. Apakah ada prosedur atau tahap-tahap yang harus diikuti untuk menulis abstrak? Apa saja tahapan tersebut?
7. Apa saja yang Anda perhatikan ketika menulis abstrak? Apakah Anda memperhatikan *lexical choice*, *grammatical feature*, atau *punctuation*?
8. Bagaimana anda mengorganisasikan informasi dalam abstrak?

Pertanyaan No. 9 s.d No. 14 adalah pertanyaan mengenai persepsi responden setelah mempelajari SFG:

9. Di semester III Anda memperoleh mata kuliah SFG kan? Bagaimana Anda menilai tulisan abstrak Anda sekarang?
10. Apakah Anda menganggap abstrak anda tadi baik?
11. Apa kontribusi SFG untuk cara menulis Anda?
12. Bagaimana Anda mengembangkan pokok-pokok pikiran dalam abstrak?
13. Bagaimana Anda membicarakan topik abstrak tersebut?
14. Bagaimana Anda mengungkapkan pandangan atau penilaian Anda?
15. Bagaimana membangun keutuhan (*cohesion dan coherence*) abstrak?
16. Bagaimana Anda menggunakan *logical connection*?

APPENDIX 2

Questionnaire

Name :

Age :

Gender :

Teaching Experience :

Self- Assessment Check-List for Writing Abstract

check one box for each statement:

		Yes	No
1.	Overview of the study (gambaran umum tentang penelitian)		
	Introduction research topic from the research area		
	Familiarizing terms or objects or processes		
	Argumenting about the topic prominence		
2.	Reason for doing the study (alasan dilakukannya penelitian)		
	Review Strategies		
	Historical reviews		
	Current Trends		
	General to Particular ordering for citations		
	Progress in the area		
	Requirements for the progress in the area		
	State of the art		
	Compounding review of the literature and their gaps		
	Citations grouped by approaches		
3.	Gap Strategies		
	Unresolved conflict or problem among previous studies		
	Restrictions in previous approaches		
	Raising Questions		
4.	Aim of the study (tujuan penelitian)		
	Indicating the main purpose		
	Solving a conflict among the authors		
	Presenting a novel approach or methodology or technique		

	Presenting an improvement of a research topic		
	Presenting an extension of a previous author's work		
	Presenting an alternative approach		
	Presenting a comparative approach		
	Specifying the purpose		
	Introducing more purposes		
5.	Methodology used in the study (Metodologi penelitian yang dipakai).		
	Listing Criteria or Conditions		
	Describing materials and methods		
	Justifying choices for materials and methods		
6.	Findings of the Study (Temuan Penelitian)		
	Presenting results		
	Commenting on the results		
7.	Value Strategies		
	Stating the value of the work		
8.	Layout Strategies		
	Outlining the parts of the article		
	Listing the issues to be reported		

Adapted from AMADEUS Self Review

APPENDIX 3

Interview Transcription

Name : A
Age : 25 tahun
Gender : Male

1. Bagaimana Anda menilai tulisan abstrak Anda dalam Research Based Paper sebelum mempelajari SFG?
Gimana ya?, kalo sebelum tau sih, ngerasa tulisan saya di abstract saya anggap bagus-bagus aja. Tapi ternyata pas tau SFG, diliat dari cohesion nya aja ato theme nya aja masih acak acakan. Jadi sebenerna nulis apalagi bagian tulisan akademik harus bisa lebih kompleks lagi kalo, harus jelas system theme, transitivity ma moodnya cos nanti pengaruh ke pembaca nya juga. Apa mereka mudah atau sukar membacanya.
2. Apakah menurut Anda, Abstrak Anda bisa dikatakan baik?
Tidak juga seh, cos masih acak acakan kalau diliat dari SFG nya.
3. Mengapa Anda mengira Abstrak tersebut baik?
Dikatakan baik ya, “mungkin” beberapa theme dalam clause sudah ada yang cohesive, tapi sebagian masih ada yang acak-acakan.
4. Atau mengapa Anda mengatakan abstrak Anda buruk?
Sisi buruknya, ya tadi itu, contoh nya pnggunaan theme dalam setiap clause masih ada yang tidak cohesive. Bisa juga dari sisi grammar nya yang masih eror.
5. Apa saja yang Anda tulis di bagian abstrak?
Yang saya tulis di abstract ya standar seperti abstract bisa, background of the issue/ study, methodology, research instrument, result nya seperti apa. Ya kira kira seperti itu lah..
6. Apakah ada procedure atau tahap-tahap yang harus diikuti untuk menulis abstrak? Apa saja tahapan tersebut? Sepengetahuan saya seh ada, bia dilihat di bukunya bu Emi, ato Bu

nenden. Contohnya, ada background of the study, research methodology, instrument, dan result of the study. gitu kira-kira tahapannya.

7. Apa saja yang Anda perhatikan ketika menulis abstrak? Apakah Anda memperhatikan lexical choice, grammatical feature, atau punctuation.

Yang saya perhatikan pertama kali ya grammatical feature nya seh kebanyakan, baru setelah nya ke lexical choice trus baru punctuation.

8. Bagaimana anda mengorganisasikan informasi dalam abstrak?

Biasanya seh saya menyimpan dulu latar belakang penelitian secara general, trus baru masuk ke issue nya, methodology dan terakhir ke result nya seperti apa.

9. Semester III Anda memperoleh mata kuliah SFG kan? Bagaimana Anda menilai tulisan/abstrak anda sekarang?

ya, Menurut saya tulisan abstract saya jelek.

10. Apakah Anda menganggap abstrak anda tadi baik?

Tidak

11. Apa kontribusi SFG untuk cara menulis Anda?

Pertama, saya jadi lebih tau informasi mana yang mau saya tekankan dalam tulisan. Kemudian saya jadi lebih bisa mengontrol system informasi dalam tulisan biar gak ngacak ke hal-hal yang lainnya. Dalam artian informasinya terfokus.

12. Bagaimana Anda mengembangkan pokok-pokok pikiran dalam abstrak?

Yang pasti dimulai dengan topik utama nya, atau general theme nya. Trus dibuat supporting nya. Ini membuat tulisan yang dibuat ebih terfokus dan terorganisir dengan baik.

13. Bagaimana Anda membicarakan topik abstrak tersebut?

Karna ini abstract biasanya she lebih banyak menggunakan relational process, material process sama verbal process. Kebanyakan tiga process itu sih, da verbal diginain pas kita

state theory kan? Terus material tentang apa yang kita lakukan di penelitian kita, relational process buat ngejelasin hal-hal yang ...ya gitu. Mengidentifikasi sesuatu kan?

14. Bagaimana anda mengungkapkan pandangan atau penilaian Anda?

Biasanya ya saya menggunakan penjelasan yang lebih bersifat menerangkan. Ya mungkin nyambung ke relational process lah kalo di SFG. Jadi menerangkan menggunakan process attributive atau identifying. Tapi kadang-kadang dicampur dengan kalimat yang lebih ke material process dan verbal process karna kadang kita mengambil contoh dari penelitian orang dan kutipan theory dari orang lain.

15. Bagaimana membangun keutuhan (cohesion dan coherence) abstrak?

Pertama, ya, harus jelas dulu theme utamanya, atau topical theme nya, tentang apa biar nanti di setiap kalimat atau bahkan paragraph bisa nyambung. Terus dilihat juga penggunaan textual theme nya kan? Biasanya mah kan dilihat penggunaan linking words nya, kaya conjunction dan sebagainya. Nah gitu kira kira.

Name : B
Age : 34 Tahun
Gender : Female

1. Tidak pernah.

2. Karena saya tidak tahu bagaimana menilai abstrak saya. Saya tidak tahu criteria yang baik dan buruk itu yang bagaimana.
3. Saya tidak tahu bagaimana harus menjawabnya. I have no idea.
4. Saya hanya menguraikan topik yang berkaitan dengan penelitian.
5. Pertama-tama, saya menulis thesis statement dulu, maksudnya focus penelitian saya, kemudian menuliskannya ke dalam beberapa paragraph
6. Ya, saya memilih kata-kata (lexical word) yang sesuai juga grammar yang benar berkenaan dengan rangkaian kejadian.
7. Saya hanya membaca beberapa jurnal sebagai pedoman dan mengikuti cara jurnal itu ditulis
8. Buruk.
9. Tidak.
10. Karena beberapa ide pokok dalam abstrak tersebut tidak koheren jadi bikin tulisan jadi tidak jelas.
11. Menginspirasi saya untuk lebih kritis melihat tulisan sendiri.
12. Saya mulai dengan mengungkapkan isu penting yang akan didiskusikan dalam penelitian, kemudian menyatakan thesis statement.
13. Saya coba merealisasikan ketiga metafunction tersebut setelah topik sudah dipilih dan kemudian kalo saya sudah tahu tujuan abstrak saya. Maksudnya apakah tulisan saya itu untuk mendeskripsikan sesuatu atau untuk mengajak seseorang.
14. How do you build the relationship with the reader through your writing? Saya kira saya mencoba berperan sebagai penulis juga sebagai pembaca. Artinya saya berusaha menge-

elaborate keyakinan/pendapat2 saya seobjektive mungkin. Caranya yaitu dengan memasukkan beberapa pendapat dari ahli atau orang-orang yang telah meneliti hal yang sama sebelumnya.

15. How do you use logical connection? Saya biasanya menggunakan logical connection untuk menghubungkan ide-ide. Sehingga dapat mengembangkan kalimat menjadi paragraph. Logical connection itu juga saya pakai untuk menghubungkan paragraph dengan paragraph yang lain. sehingga nantinya tulisan saya jadi coherent.

16. Did you notice thematic progression? Sometimes. tergantung waktu. Kalo menurut anda,,, bagusnya pake yang mana? Seharusnya sih pake..bagusnya pake reiteration dan zig zag. .

Name : C

Age : 22 Tahun

Gender : Male

1. Bagaimana Anda menilai tulisan abstrak Anda dalam Research Based Paper sebelum mempelajari SFG?

Yang pasti jadi lebih baik dari segi macro nya bila dibandingkan dengan RBP sebelumnya. Sekarang jadi lebih terstruktur dan lebih tahu apa saja yang harus ditulis di dalam abstract RBP. Tapi terkadang masih tetep aja ada kekurangan, seperti contoh, terlalu banyak memasukan hasil analisis ke dalam abstrak.

2. Apakah menurut Anda, Abstrak Anda bisa dikatakan baik?
Menurut saya iya, karena saya telah memiliki cukup banyak pengalaman menulis abstrak, membaca abstrak jurnal-jurnal orang lain, dan saya telah belajar SFG pada semester ini.
3. Mengapa Anda mengira Abstrak tersebut baik?
Karena saya mengetahui fitur-fitur apa saja yang harus dimasukkan dalam abstrak saya tersebut. Selain itu, saya juga cukup tahu apa saja yang tidak boleh dimasukkan dalam abstrak.
4. Atau mengapa Anda mengatakan abstrak Anda buruk?
Masih ada keragu-raguan karena saya belum sepenuhnya paham bagaimana menulis abstrak yang ideal dan saya pernah sekali ditolak papernya pas mau ikut seminar di Jakarta. Tapi itu sebelum belajar SFG sih.
5. Apa saja yang Anda tulis di bagian abstrak?
Yang pasti introduction, tentang apa penelitiannya, metode apa yang dipakai untuk mengolah data, lalu hasil penelitian dan kesimpulannya seperti apa. Sesingkat singkatnya tapi merefleksikan keseluruhan isi penelitian.
6. Apakah ada procedure atau tahap-tahap yang harus diikuti untuk menulis abstrak? Apa saja tahapan tersebut?
Drafting. Sebelum menulis abstrak saya pasti membaca kembali penelitian saya lalu saya tuliskan dalam abstrak. Setelah saya tulis dalam draft, saya buat abstraknya lalu membacanya kembali dan mengedit kalo-kalo ada yang kurang.
7. Apa saja yang Anda perhatikan ketika menulis abstrak? Apakah Anda memperhatikan lexical choice, grammatical feature, atau punctuation.
Pastinya. Seperti yang sudah saya katakan tadi, fitur-fitur ini sangat penting untuk membuat abstrak menjadi persuasive.
8. Bagaimana anda mengorganisasikan informasi dalam abstrak?
Sederhana saja, saya menyusun dari hal-hal terpenting yang jadi inti penelitian lalu disupport dengan hal-hal lain yang tidak kalah penting.

9. Di semester III Anda memperoleh mata kuliah SFG kan? Bagaimana Anda menilai tulisan/abstrak anda sekarang?

Wah...ternyata abstrak saya perlu banyak perbaikan. Kalo soal perspective grammarnya sih saya sudah tidak menghadapi kesulitan, tetapi dalam lexical choice, grammatical feaure nya masih saya masih terbatas, masih terlalu monoton, jadi harus banyak-banyak baca lagi.

10. Apakah Anda menganggap abstrak anda tadi baik?

Haha...ga lah. Kalo baik, mungkin abstrak saya untuk seminar pasti sudah diterima.

11. Apa kontribusi SFG untuk cara menulis Anda?

Cukup signifikan ya. Di samping mengajari saya bagaimana menulis yang baik dan benar sesuai maksud dan tujuan. Agar maksud dan tujuan itu tersampaikan secara efektif dan pembaca pun tidak kesulitan memahami tulisan saya. Tapi SFG ini mungkin akan efektif jika diajarkan pada orang-orang yang skill grammarnya intermediate, Karen menurut saya belajar preskriptif grammar juga tidak kalah pentingnya dengan SFG.

12. Bagaimana Anda mengembangkan pokok-pokok pikiran dalam abstrak?

Tak ada metode yang pasti sih, saya Cuma mengkopi paste dari hasil penelitian saya.

13. Bagaimana Anda membicarakan topik abstrak tersebut?

Menurut saya topik yang saya bicarakan cukup terfokus dan nyambung dengan yang lainnya. Karena apabila ketika saya merubah topik atau subek, saya selalu berfikir dan mempertimbangkan topik tersebut ditulis di paragraph berikutnya, agar semuanya nyambung.

14. Bagaimana anda mengungkapkan pandangan atau penilaian Anda?

Saya selalu berusaha seobjektif mungkin dalam mengungkapkan pandangan saya, dan sebisa mungkin tidak memihak apapun. Oleh karena itu saya sering menggunakan hedging, kalimat pasif atau fitur-fitur lain.

15. Bagaimana membangun keutuhan (cohesion dan coherence) abstrak?

Berdasarkan theme dan rheme nya. Jadi ketika menulis saya selalu berikir minimal dua kali ketika membuat kalimat baru agar paragraph berikutnya nyambung dengan paragraph sebelumnya.

16. Bagaimana anda menggunakan logical connection?

Dulu saya pernah belajar grammar connecting ideas, saya banyak belajar tentang connectors dan saya cukup memahaminya. Disini saya punya gaya berfikir bagaimana menghubungkan kalimat-kalimat. Sebelum menggunakan connectors, saya selalu membaca hubungan antara kalimat-kalimat yang akan dihubungkan.

17. Apakah anda memperhatikan thematic progression?

Setelah belajar SFG, tentu saja iya, tapi bila secara keseluruhan mendetail belum. Karena saya terlalu malas untuk mengkoreksi thematic progression. Jadi hanya kalimat per kalimat, paragraf per paragraph.

APPENDIX 4

Questionnaire: Students Answer

Name : A

Age : 25 Tahun

Gender : Male

Check one box for each statement:

1.	Structure : Components and Strategies	Yes	No
	Introduction research topic from the research area	*	
	Familiarizing terms or objects or processes		*
	Argumenting about the topic prominence	*	
2.	Review Strategies		
	Historical reviews	*	
	Current Trends	*	
	General to Particular ordering for citations	*	
	Progress in the area		*
	Requirements for the progress in the area		*
	State of the art		*
	Compounding review of the literature and their gaps	*	

	Citations grouped by approaches		*
3.	Gap Strategies		
	Unresolved conflict or problem among previous studies	*	
	Restrictions in previous approaches	*	
	Raising Questions	*	
4.	Purpose Strategies		
	Indicating the main purpose	*	
	Solving a conflict among the authors		*
	Presenting a novel approach or methodology or technique	*	
	Presenting an improvement of a research topic		
	Presenting an extension of a previous author's work		*
	Presenting an alternative approach		*
	Presenting a comparative approach		*
	Specifying the purpose	*	
	Introducing more purposes		*
5.	Methodology Strategies		
	Listing Criteria or Conditions	*	
	Describing materials and methods	*	
	Justifying choices for materials and methods	*	
6.	Result Strategies		
	Presenting results	*	
	Commenting on the results	*	
7.	Value Strategies		
	Stating the value of the work	*	
8.	Layout Strategies		
	Outlining the parts of the article	*	
	Listing the issues to be reported	*	

Name : B
Age : 34 Tahun
Gender : Female

Check one box for each statement:

1.	Structure : Components and Strategies	Yes	No
	Introduction research topic from the research area	*	
	Familiarizing terms or objects or processes		*
	Argumenting about the topic prominence	*	
2.	Review Strategies		
	Historical reviews	*	
	Current Trends	*	
	General to Particular ordering for citations	*	
	Progress in the area		*
	Requirements for the progress in the area		*
	State of the art		*
	Compounding review of the literature and their gaps	*	
	Citations grouped by approaches		*
3.	Gap Strategies		
	Unresolved conflict or problem among previous studies	*	
	Restrictions in previous approaches	*	
	Raising Questions	*	
4.	Purpose Strategies		
	Indicating the main purpose	*	
	Solving a conflict among the authors		*

	Presenting a novel approach or methodology or technique	*	
	Presenting an improvement of a research topic		
	Presenting an extension of a previous author's work		*
	Presenting an alternative approach		*
	Presenting a comparative approach		*
	Specifying the purpose	*	
	Introducing more purposes		*
5.	Methodology Strategies		
	Listing Criteria or Conditions	*	
	Describing materials and methods	*	
	Justifying choices for materials and methods	*	
6.	Result Strategies		
	Presenting results	*	
	Commenting on the results	*	
7.	Value Strategies		
	Stating the value of the work	*	
8.	Layout Strategies		
	Outlining the parts of the article	*	
	Listing the issues to be reported	*	

Name : C

Age : 22 Tahun

Gender : Male

Check one box for each statement:

1.	Structure : Components and Strategies	Yes	No
	Introduction research topic from the research area	*	
	Familiarizing terms or objects or processes	*	
	Argumenting about the topic prominence	*	
2.	Review Strategies		
	Historical reviews	*	
	Current Trends	*	
	General to Particular ordering for citations	*	
	Progress in the area		*
	Requirements for the progress in the area		*
	State of the art		*
	Compounding review of the literature and their gaps	*	
	Citations grouped by approaches		*
3.	Gap Strategies		
	Unresolved conflict or problem among previous studies	*	
	Restrictions in previous approaches	*	
	Raising Questions	*	
4.	Purpose Strategies		
	Indicating the main purpose	*	
	Solving a conflict among the authors		*
	Presenting a novel approach or methodology or technique	*	

	Presenting an improvement of a research topic	*	
	Presenting an extension of a previous author's work	*	
	Presenting an alternative approach	*	
	Presenting a comparative approach	*	
	Specifying the purpose	*	
	Introducing more purposes	*	
5.	Methodology Strategies		
	Listing Criteria or Conditions	*	
	Describing materials and methods	*	
	Justifying choices for materials and methods	*	
6.	Result Strategies		
	Presenting results	*	
	Commenting on the results	*	
7.	Value Strategies		
	Stating the value of the work	*	
8.	Layout Strategies		
	Outlining the parts of the article		*
	Listing the issues to be reported		*

