

# How to Synergize Grammatical Materials to GBA Teaching?:

A portrait of an English teacher's dilemma in teaching English in a private school in Bandung

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**Abstract**—This paper aims to offer an alternative to teach an argumentative letter text grounded on systemic functional linguistics by synergizing the grammatical materials demanded to be learnt in a private school in Bandung with a GBA teaching using Reading to Learn cycle. Using a qualitative case study method, the findings indicate that this teacher's conceptualization of teaching English shifted from a grammar-based teaching, traditional sentence level to a more functional understanding of English as a meaning making perspective across genre-based approach teaching. This shift occurred as she learnt SFL based on Halliday's perspective in one of her courses, particularly in the analysis of an argumentative letter. However, the degree to which this teacher was able to use SFL and genre-based approach in the classroom practice was influenced by mandated objectives from the materials where she was obliged to fulfill. The implication of this study relates to synergizing the grammatical materials in GBA teaching in the context of a private school which happens to focus on grammatical features.

**Keywords**—systemic functional linguistics; grammatical materials; argumentative letter; genre based teaching; synergizing

## I. INTRODUCTION

Texts cannot be separated from the contexts because they make meaning in the contexts where they are used. The use of texts in a form of language also never detached from the role of genres. Genres evolve in a culture to achieve common social purposes that are recognized by members of the culture [1]. To maximize the function of texts within the contexts, Indonesian national English curriculum draws on the work of the Sydney School [1], in other word is known as Systemic Functional Linguistics [2] in relation to (1) genres that the students learn to read and write, and (2) the genres of classroom pedagogy that the teachers use to teach them. However, in the field of teaching, not all teachers teach English based on genre approach and the function of the texts. The teaching goes to a grammatical teaching with a goal to be able to answers questions in tests related to grammatical features.

This phenomenon has created well-linguistics-knowledge students but have a poor ability to use the language based on its function, to use language as a meaning making tool. Students are able to deal with complicated grammatical features

questions but are failed to use the language based on the needs, the contexts and the cultures. Supporting this condition, Gebhard, Gunawan, and Chen argued that to date, it is unclear that the demands from policymaker in changing English curriculum are to enhance students' English proficiency, especially their ability to read and write academically. They believe that this bias is caused by how teachers have conceptualized grammar in their education programs [3].

Meanwhile, the goal of learning language is to create a well-literate citizen. Ladson-Billings speaks in his article that literacy has never been merely about skill development and text comprehension [4]. Its primary purposes have been liberation, empowerment, and self-determination. Though, the context of his study is about literacy for African Americans, it is still related to the goal of learning language, which is to create literate citizen, in line with Paulo Freire says "to read the word and the world".

The gap between the practice of teaching and the goal of learning can be responded by helping teachers to teach pedagogy and build genre knowledge for students. As an addition to this study, a brief exploration on how an English teacher used to teach English grammatically has learnt a pedagogy that English should not be taught separately from the context of the text and the function of grammar. This type of pedagogy includes instruction to build awareness of the relationship between the text elements and their specific rhetorical purposes and the relationships that exist between writers, readers, and texts, and the micro and macro-contexts in which the texts are created [5-7]. One of the solutions to respond this gap is offered in this paper.

As mentioned previously, this paper aims to offer a plan to teach genre, in this case the genre of argumentative letter, in a private school which happens to put more concern on grammatical features. This is about synergizing the grammatical materials with genre-based approach teaching. Genre of argumentative letter was chosen because of the availability of the students' texts which are needed as the sample for this paper. The fact that the students were asked to write a letter based on a prompt at the beginning of semester two of academic year 2017/2018 should not be neglected

because it implicitly reveals the fact that they had no idea about the genre of argumentative letter. However, I argue that there is other reason that can be raised to explain why this genre matters and chosen. It is because nowadays, students are demanded to be able to write a formal letter and have their voice/arguments in that letter. These competencies can be practiced by learning how to write a good argumentative letter.

#### *A. About the Genre of Argumentative Letter*

An argumentative letter is a combination of both the genre of an argumentative text and a letter. An argumentative text aims to persuade the readers that something in the case is worth doing or not worth doing [8]. The main generic structure of this genre is (1) thesis, (2) arguments, (3) reiteration. Generally, thesis is about the author's brief opinion on the case. Arguments are the elaboration of something offered along with the evidences. Reiteration is the re-stating the opinions based on the elaboration mentioned previously.

It is important to learn genre of argumentative text in order to be able to deal with many aspects of school knowledge and effective social participation, which involves reasoning, evaluation and persuasion. Knapp and Watkins believe that the aim of learning the genre of arguing is for students to tap into this proficiency in spoken arguments so that they can apply these skills to written form of this genre. Then, since it is in the form of a letter, it is important to include the generic structure of a letter in writing an argumentative letter [9].

There are several components in a letter: (1) heading, (2) greeting/salutation, (3) body, (4) closing, (5) signature [10]. The function of this genre is to convey message in a formal way using academic stylistic writing and free stylistic writing for a casual / informal letter. In this paper, we deal with the letter in a formal written style.

Looking at the spread of information nowadays, where many hoaxes are there, in social media or direct social environment, it is important to learn from the analysis of argumentative letter in the context of teaching English globally and contextually in Indonesia. There are some significance gained from analyzing the argumentative letter in teaching English in Indonesia, such as (1) helping teachers and students to state their arguments when they need to clarify something, (2) helping teachers and students to have a focus stand while arguing something in written form, (3) helping teachers and students to be more critical before making arguments because they need to have evidences to support them.

#### *B. Previous Studies*

There are three previous studies related to the aim of this paper. These studies do not exactly have the same idea as offered in this paper, but they have important parts needed to support the synergizing idea between grammatical materials and genre-based approach teaching.

The first study was by Martin and Rose entitled 'Designing literacy pedagogy: Scaffolding asymmetries. In this paper, the authors briefly review the teaching/learning cycle developed by Rothery and her colleagues, which focuses mainly on writing. There are three main phases of activity named Deconstruction,

Joint Construction and Individual Construction. Building field and setting context is critical to each phase of cycle. The ultimate goal is both control over and a critical orientation to how authors construct the genre [11]. The methodology they have developed is known as Learning to Read: Reading to Learn. To support Deconstruction, preparing before Reading and Detailed Reading are done. After that, the phase of Joint Construction is begun where the students are guided to involve in Sentence Making activities and Joint Rewriting. For Independent Construction, the students are guided to have Individual Writing then finally Independent Writing.

The phases in this study can accommodate the process of synergizing grammatical materials and genre-based approach teaching. However, since the available component is the grammatical materials, I plan to show a model of an argumentative letter to the students; then, select a topic to be written in the text before asking the students to write an argumentative letter. This modeling activity related to this second study.

The second study was by Gebhard, Gunawan, and Chen entitled 'Redefining conception of grammar in English Education in Asia: SFL in practice'. The case study brought in this study reminds me of myself as an English teacher, where at the first time reading this, I still conceptualized grammar as a traditional sentence-level and form-focused perspective rather than the function of grammar in the language. The method applied here, SFL based pedagogy, is very helpful to enlighten a better perspective of grammar, which is as a meaning-making resource. This perspective attempts to explain how people get things done with language and other semiotic means within the cultural context in which they interact [12]. Using Halliday's concept of register, which consists of field, tenor, and mode choices, this study helps Chenling to make sense of SFL and genre-based pedagogy. This study reveals a new point of view of conceptualizing grammar, not as a form-focused perspective but as a meaning-making perspective, which should be put in practice by English teachers nowadays.

The third study was by Martin entitled 'Genre and language learning: A social semiotic perspective'. This study focuses on the concept of genre, its place within the model of language and context developed as systemic functional linguistics, and the implementation of this concept in learning to read and write. This approach of genre is illustrated with respect to the synthesis of a story genre built in steps through key choices for lexis, grammar, and discourse structure.

## II. LITERATURE REVIEW

### *A. Conceptual Framework*

1) *Genre*: The genre based teaching requires a well understanding of what is meant by genre. Genre theory is developed as an outline of how we use language live; how we do things with language. Genre theory is related to the border of our social world [13]. Hyland defines genre as abstract socially recognized ways of using language [2]. There is always a genre embedded in a text, written or spoken. The ability to understand the genre is needed to work out a

communication in social life. In order to understand the genre, practices are needed so that the user of language can engage with the purpose of using language. One of them is by learning to write and read the text with a suitable targeted genre.

Genre teaching involves being explicit about how texts are grammatically patterned, but grammar is integrated into the exploration of texts and contexts rather than being taught as a discrete component [2]. This concept of teaching is what I am going to explore more in this paper to deal with the statuesque where teachers need to fulfill the mandated grammatical material from school.

In drawing on the function of each genre, below is a framework of a secondary school history genre. It relates to the function of the genre based on temporal and causal organization, external and internal conjunction, generic and specific participants and grammatical metaphor [14,15].

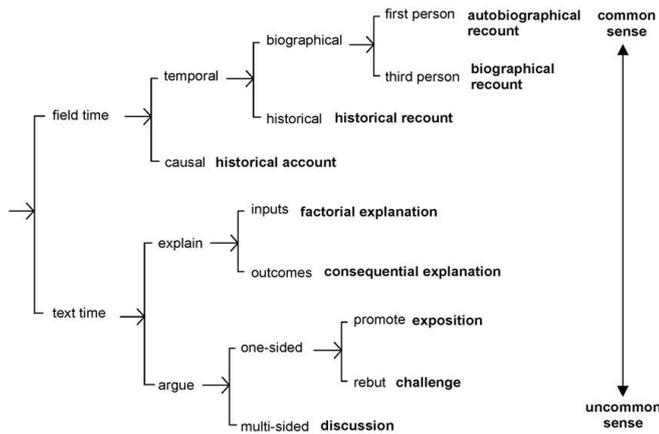


Fig. 1. A typology of secondary school history genres [13].

From the framework above, I am going to specify into the genre of arguing, known as the argumentative text. Below is the structure of an argumentative text, though it is written as 'exposition'. These three elements should be structured in an argumentative text. However, since the genre chosen an argumentative letter, this structured should be packaged in a form of a letter.

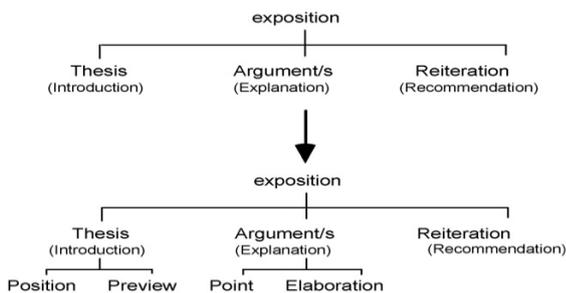


Fig. 2. A structure of an argumentative text [13].

2) Register: As mentioned previously that each genre has different purpose and different organizational structure, it is important to understand the difference among genres in order to be able to construct a text correctly based on the genre used.

Apart from organizational structure or also known as the generic structure, each genre also has specific linguistics features. In order to see the function of these linguistics features, Martin and Rose draw on Halliday's concept of register, which consists of field, tenor, and mode choices [15].

First, the 'field' of a text refers to how a writer uses the ideational grammatical resources at his or her disposal to realize different types of "processes" [3]. The word 'processes' here is different from the term 'verbs' in traditional grammar. 'Verbs' only functions to show that the 'subjects' does something. Meanwhile, 'processes' has different semiotic functions between types of verbs such as material, verbal, mental, relational processes. 'Participant' is what is known as 'subject' and 'object' in traditional grammar, but it has more lexico-grammatical meaning in the concept of register. Then, 'circumstances' explains how writers construct meaning related to time, place and manner, in traditional grammar simply known as 'adverb of time', 'adverb of manner', so on.

Second, the 'tenor' of a text refers to how a writer uses interpersonal grammatical resources within his or her repertoire to construct social relationships with readers [3]. There are three terms in 'mood' choices to construct social distance and power dynamics in texts. They are interrogatives, imperatives and declaratives. Furthermore, it has relation to the use of appraisal and modality. For example, to ask for some money from parents, one can choose what 'mood' she/he wants to use. It can be imperative by saying 'Give me some money'; or by using declarative, 'I wonder if I can get some money for this.' or using interrogative, 'Do you mind to give me some money?' All three ways have the same purpose to ask for some money, but they are different in the feel of the language. To make it more gentle and polite, one can use modality or appraisal so that it sounds as follows, 'Would you mind to give me some precious money?'

Third, the 'mode' of a text refers to how writer uses different textual resources to manage the flow ideas and make a text cohesive. These resources include how writers grammatically weave together given and new information to move a text forward. The given information in a clause is referred to as the theme and the new information is referred to as the rheme [3]. This deals with what point to be emphasized in a sentence. The emphasized one is the theme and the rest of the sentence is the rheme. The use of cohesive devices to construct logical relationships between clauses such as moreover, because, as a result, as a matter of fact, belongs to 'mode' resources.

In order to be able to use the appropriate concept of register, it is important to understand the purpose of the text first by understanding the genre used and its characteristics in linguistics features and organizational structures.

In relation to teaching English based on the concept of register and genre, I plan to use Reading to Learn cycle (see Fig.3) in a continuously timeline of teaching. A continuously timeline of teaching here means a separated timeline from the time to learn the materials from the textbook (the grammatical materials). Since there are 4 period of teaching hours in a week by the school's policy (based on government's instruction is

only 2 period of teaching hours), I believe this is a good alternative to synergize the grammatical materials with GBA teaching without neglecting the type of questions to be tested in mid-term test or final test at school (grammatical questions). At least, the students learn how to write a text based on the register concept and genre approach.

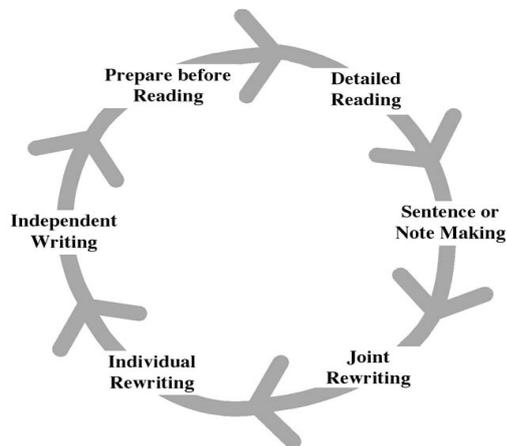


Fig. 3. Reading to learn cycle.

**B. Theoretical Framework**

Systemic Functional Linguistics (SFL) is one of the theoretical concepts used for this paper. It is because SFL has been successful in explaining how meanings are construed through written texts [16]. This process of meaning making is shared in the process of writing a text academically. Therefore, the concept of genre-based pedagogy is also included as another theory used.

There are several different models of relationship offered in SFL such as ideology, context of culture, context of situation and language. Furthermore, Halliday’s widely accepted belief that the context of situation variables of field, tenor, and mode can be systematically related to the ideational, interpersonal and textual meta-functions in language respectively [17].

For the concept of genre, its cultural nature is highlighted in the definition of genre as ‘the system of staged goal-oriented social processes through which social subjects in a given culture live their lives’ (Martin, 1997 in Gardner, 2012). Thus, genres are shaped by their cultural purpose, which in academic writing might involve demonstrating the ability to construct an argument, to explain entities scientifically, or to conduct independent research. Genres are ‘realized through register’ [16]. Register in turn are realized through the lexico-grammar and it is the applicability of Systemic Functional Linguistics.

1) *A brief narration of Diana’s Dilemma in teaching English:* In relation to explore how teaching English had been conceptualized by an English teacher, Diana, in a private school in Bandung, I attempt to describe related things to her teaching practice such as the materials taught, the type of tests she had given to the students, and her perspective of grammar before learning about systemic functional linguistics and the knowledge that she has learnt from her Functional Grammar class and the dilemma she has encountered in teaching English

based on SFL and genre pedagogy and the mandated demand given by the school.

Diana has a strong conceptualization of grammar as a form-focused knowledge. This might be caused by an experience of having a strict guidance from her advisor in following grammatical rules when she was doing her undergraduate paper. As a result, she held on the theory of part of speech so tightly in teaching English because she believed that the basic knowledge that one should have before learning English is the mastery of grammar foundation. Then, in teaching English she always triggered her students to understand the concept of grammar. However, at this point, she had not realized that the method of teaching English she had been holding on tightly was not in line with the concept of teaching English as a tool to create students to make meaning through the use of this language written or spoken.

It is a fortunate for her to realize that the grammatical point of view in teaching English is no longer suitable for teaching English with a purpose to create well literate citizen who is able to use language based on the purpose, the context and the participant to whom the language is addressed.

Having learnt and discussed about Systemic Functional Linguistics, she began to understand that her way of teaching is not good to help students become well literate citizen. However, she was still confused about what action to be taken in the teaching practice regarding the materials that are demanded to be mastered by the students. In addition, in the process of teaching, she was not the one who defined what materials should be learnt and tested for the students. There were some other English teachers who taught the same level and had right to make questions to be tested. Therefore, she needs to keep going on the same track of materials.

One day, she tried to teach the students using genre pedagogy taking the reading passage from the textbook, which is an internationally-published textbook. The reading entitled ‘New York without People’. Unfortunately, she did not identify what genre the reading passage is. Furthermore, she did not guide the students to draw the model of the passage to see if the text had met the organizational structure of the genre it used. At last, she realized that the reading passage offered from the textbook did not have a clear genre as listed in the curriculum.

Diana further pondered on how she should teach English based on SFL knowledge and genre pedagogy she has learnt. Her reflection on her grammatical teaching, the demand of mastering grammatical materials and her knowledge on SFL and genre pedagogy remained a reflection until the end of the semester because she had not found a way to practice SFL and genre pedagogy into teaching as well as to make sure that the grammatical materials were learnt well by the students.

**C. Previous Studies**

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The first study was by Martin and Rose entitled 'Designing literacy pedagogy: Scaffolding asymmetries. In this paper, the authors briefly review the teaching/learning cycle developed by Rothery and her colleagues, which focus mainly on writing. There are three main phases of activity named Deconstruction, Joint Construction and Individual Construction. Building field and setting context is critical to each phase of cycle. The ultimate goal is both control over and a critical orientation to how authors construct the genre [11]. The methodology they have developed is known as Learning to Read: Reading to Learn. To support Deconstruction, preparing before Reading and Detailed Reading are done. After that, the phase of Joint Construction is begun where the students are guided to involve in Sentence Making activities and Joint Rewriting. For Independent Construction, the students are guided to have Individual Writing then finally Independent Writing. The phases in this study can accommodate the process of synergizing grammatical materials and genre-based approach teaching. However, since the available component is the grammatical materials, I plan to show a model of an argumentative letter to the students; then, select a topic to be written in the text. This modeling activity related to this following second study.

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### III. METHODS

#### A. About the Study

The study is a descriptive qualitative case study on an English teacher's dilemma in teaching English based on meaning making perspective in a private school in Bandung. However, this study does not focus on exploring the teacher's perception or process in shifting from form-focused perspective to meaning making perspective. This study focuses

more on offering an alternative to synergize grammatical materials and genre-based approach teaching. Even though, systemic functional linguistics is not obviously stated or reflected from the title of the study, it is also included as the component to be taught to the students implicitly through the genre-based teaching.

#### B. About the Text

The text is an argumentative letter. This is a combination of both an argumentative text and a letter text. Looking at its function, this text has a function to convey arguments on something formally in a form of a letter. Different from writing an argumentative text which does not need an organizational structure as it is in a formal letter. Therefore, to be able to write an argumentative letter, one has to understand to whom the letter is going to be address and use the appropriate concept of register of the field, tenor and mode in writing the text.

The purpose of an argumentative letter is to persuade the reader to agree with a specific point of view, where the author takes a solid position on the issue brought in the text (Pen & the Pad). Basically, there are three main parts of its generic structure namely thesis, arguments and reiteration. Thesis is mainly about the author's opinion that reflects the content of the text. This thesis would be supported by arguments and at the end of the text; it would be emphasizing the arguments based on the evidences shown.

Since there is no exact genre of an argumentative letter, we took an effort to combine the generic structure of a letter and an argumentative text. In the genre of letter, there are several generic structures used such as (1) heading, (2) greeting, (3) body, (4) closing, (5) signature [10]. Despite the lack of examples of an argumentative letter, we found one example of it from Pinterest (<http://www.pinterest.co.uk/golinker/letter-examples/>), a site which provided many examples of argumentative letter in the form of images. The text that we took is about a letter from a student from a particular school in Fallsington to Weyerhaeuser Company Director arguing about why they should preserve rainforest.

#### C. About the Data

The data were argumentative letter texts from the students' texts of grade XI at a private school in Bandung. There were two texts namely the high achieving student's text and the low achieving student's text. The data was gained at the beginning of semester two (January 2018) where the students were asked to write a letter to the mayor of Bandung about their opinions on things need to be developed in Bandung referring to their experiences having a field trip to Batu Malang. However, these students had not been taught about genre and systemic functional linguistics (the concept of register).

#### D. About the Participant(s)

There were three participants for this study. Two were the students whose texts were used as the sample and the other one is the teacher who taught these students. The students were not interviewed in a specific way since it was their writing that was explored and analyzed more for this study.

### E. About the School

The school is a private school in Bandung which happens to use internationally published materials. This school applies 4 periods of teaching hours a week for English subject. The teaching of English is done concerning more on the grammatical features and has it as the most substantive part of the text.

### F. Data Collection Procedure

There were two types of data collection: the expert text and the students' texts. The expert text was taken from Pinterest.com, a site which provides various pictures. This expert text was found in the form of images contained a structure of an argumentative letter.

The students' texts were gained from the teacher who taught these students. There were 34 students' texts at first. Then, the selection was made by choosing two students' texts to represent the good and the bad sample looking at the content of the letter at glance not very detail on the organizational structure of the text. After the two texts were selected, then they were re-typed to ease the process of analysis.

### G. Data Analysis Procedure

After having the expert's text and the students' text, the analysis was done by analyzing these texts one by one. The process of analysis for each text was done in a group by following several steps below:

- Modeling the text
- Breaking the text into clauses
- Analyzing the clauses based on the register concept (tenor, field, and mode) or in the systemic functional linguistics is known as interpersonal, ideational and textual meta-functions.
- Making a conclusion based on the analysis.

For the genre analysis, it was done by modeling both the expert text and the students' text. The text modeling was done by labeling the parts of the text using word coloring. From the modeling, it can be seen whether the text has fulfilled the organizational structure of an argumentative letter.

For the register concept, it was done by using systemic linguistics knowledge to see how the writers constructing meaning related to different types of processes and circumstances (ideational analysis/the field of the text), constructing social relationships with the readers (interpersonal analysis/ the tenor of the text), managing the flow of the ideas and make the text cohesive (textual analysis/ the mode of the text) [3].

## IV. FINDINGS

### A. Findings of Register and Genre (The Expert Text)

From the analysis of genre, it was found that the expert text has fulfilled the purpose of an argumentative letter and followed the organizational structure. However, it was found that the text does not show ample examples of how to elaborate

arguments in the body of the text. The use of present simple is mostly found in the text. It is supposed to be in that way since it is an argumentative letter which means the writer intends to bring the issue into the present situation. From the finding of the register concept, this text has used the three meta-functions well. In term of constructing meaning, this text also has achieved its meta-function of ideational. From the interpersonal meta-function, this text has built a clear relationship between the writer and the reader that this is a formal letter of arguing something. The politeness and the stand of arguments are seen from the choice of words. This text is also found cohesive and has a good flow of delivering the ideas, which is the meta-function of textual or the mode of the text.

### B. Findings of Register and Genre (The Students' Texts)

Meanwhile, the finding of register from students' texts, namely Text A (the good sample) and Text B (the bad sample) were different. Text A, which was considered as the good sample, after being analyzed, was found that this text has a good flow of the ideas and cohesiveness (textual meta-function). It also constructs a good relationship with the readers (interpersonal meta-function) as well as in constructing the meaning of diction used (ideational meta-function). In conclusion, Text A has used the three meta-function underlying systemic functional linguistics concept well. However, for the genre finding, this text does not follow the organizational structure and purpose of an argumentative letter. This text is bound to be more like a descriptive or a recount text. There is only one paragraph telling about the writer's opinion which is supposed to be the main parts of an argumentative text.

## V. DISCUSSION

### A. Summary of Findings

To sum up the findings, for the expert text, both the genre and the register concept is okay and can be used as a good model for an argumentative letter. Meanwhile, for the students' texts, Text A and Text B; for Text A (the good sample), the findings show that this text has been good in using three meta-functions but it is lack of fulfilling the goal of an argumentative letter in term of organizational structure and the purpose of the text. For Text B (the bad sample), the findings show that this text has not fulfilled the use of three meta-functions well. It does not construct a positive meaning in conveying the writer's argument of what can be developed from Bandung. It also does not show cohesiveness of the text as many times the sentences are not begun by cohesive devices. Problems are also encountered in constructing the flow of the ideas. Text B has many problems dealing with the concept of register. However, this text has a better organizational structure and achieves the purpose of an argumentative letter as it has arguments to state in the text, but still many improvement and revision needed to make more elaborative arguments in order to produce a clear argumentative letter.

### B. Needs Analysis for Student Literacy Development

Looking at the findings from the analysis, it can be concluded that the students need to be introduced to an example of an argumentative letter before even asked to

produce an argumentative letter text. Not to mention that this genre is a combination of two genres: an argumentative text and a letter text.

Since the ability to write cannot be detached from the ability to read related to literacy. The teachers have to develop a literacy program for the students. However, for this school context which happens to use internationally published materials that are so condensed, the teachers have to be dare to drop the materials which are considered not too important to be learnt in order to have sufficient time to teach them how to make meaning in writing a text by using SFL knowledge and genre pedagogy.

The literacy program can be in form of preparing examples of the text to be learnt in the form of handout paper. These texts can be gained from internet or other sources out of the textbook materials. The teachers can spend 30 minutes in every meeting out of the seven-meeting-program to learn genre. For example, the schedule for learning English in one class is on every Tuesday (2 periods of teaching hours) and Thursday (2 periods of teaching hours). The teachers can use 30 minutes every Tuesday meeting, but not with the Thursday meeting because it would be used for the seven-meeting program of learning genre, learning to read and write a text.

This 30 minute-moment would be a literacy development program for the students as they are obliged to read a short example of texts and asked to write down what they have read from the text, what message is conveyed from the text, how is the message conveyed. These points would be written in a page of a special book given to them as the diary of their reading and would be returned to the teachers to be graded every time they have finished doing this program.

**C. Pedagogical Implications**

1) *Analysis of students' need and general overview:* From the findings of the analysis, it was found that the students need a clear example of the targeted genre that is asked to write. Furthermore, they also need a clear prompt of what to do. However, having a clear prompt of what to do without having ample knowledge of register concept and genre would be another obstacle for the students to write a meaning making text. In short, it can be said that the students are trained to produce a text, and then they need to be taught about the concept of genre.

Since every text always has a genre, then it is important for the students to understand the characteristics and the purpose of each genre. Furthermore, in the process of writing, the students need to learn how to make meaning with every sentence that they are writing. Therefore, they need to be taught how to use the three meta-functions (the concept of register: field, tenor, and mode) in writing.

This concept does not necessarily need to be taught so detail in theory and analysis, but it is more on how to use it in writing by showing the students simple sentences which contain these three meta-functions.

2) *Lesson plan:* This program can be done in a series of learning genre in a semester. I mean, in one semester the

students only need to produce one well written text based on the chosen genre. The process of doing this may take seven meetings continuously in one semester. As I have mentioned previously, there are 4 periods of teaching hours in this school, so the teachers can plan to teach the main materials from the textbook for the 2 periods of teaching and the other 2 periods of teaching would be used to have a continuously seven-meeting-program to learn genre. After the students have successfully produced a text, the learning can fully focus on the materials contained in the textbook.

Here are some steps of a lesson plan to teach genre to the students by synergizing the grammatical materials with the genre-based approach teaching using Reading to Learn cycle (Fig. 4):

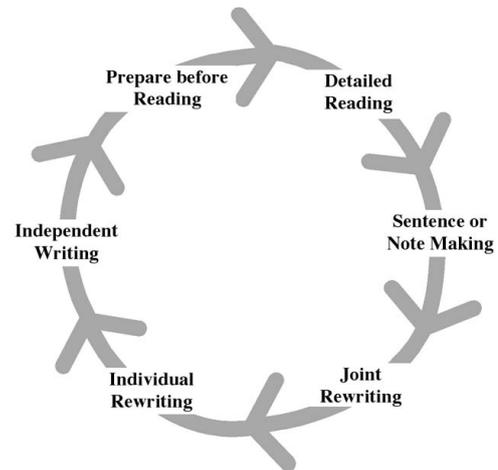


Fig. 4. Reading to learn cycle.

*a) Week 1*

- The teacher asks what the students have known about an argumentative letter and leads a discussion on it. Then, the teacher gives a piece of paper for each student to write what they have understood from the discussion. The paper is to be returned to the teacher for a reminder in week 6.
- The teacher identifies the grammatical materials provided in the textbook and selects the grammatical materials which are in line with the need of writing an argumentative text.
- The teacher explains the materials and relates them with the use in writing an argumentative letter.

*b) Week 2*

- The teacher reviews the grammatical materials from the previous meeting to ensure that the students have understood.
- The teacher relates the grammatical materials with their use in writing an argumentative letter and leads a discussion on it.

*c) Week 3*

- **Prepare for Reading:** The teacher selects a text of an argumentative letter as a good text for the students to learn. Each student has one copy of the text. The teacher leads the students to see the organizational structure of the text as an argumentative text and a letter text.
- **Detailed Reading:** The text can be discussed together in the classroom with the teacher to gain the same perspective of what the purpose of the text is and also the content of the text. Therefore, the students need to be put in a group, maximal 4 students for each group. Furthermore, the teacher can lead the students to have read for detailed information given in the text. In this phase, the teacher can introduce the concept of register to the students by telling them how the author of the text has constructed meaning to them as the reader.

*d) Week 4*

- **Sentence or Note Making:** The teacher leads the students to break the text into sentences. This activity can be done in group. The teacher gives a piece of paper for each group. Since there are four students in each group, the teacher can lead them to write down the content of the text systematically based on the expert text given to them but using their own paraphrasing. Each student takes turn in doing this activity.
- **Joint Rewriting:** The teacher leads the student to re-write an argumentative letter based on the sentence or note making they have written. The teacher reminds the students to use the cohesive devices and identify the arguments they have written in the previous step. The teacher reminds the student to rewrite the sentences by paying attention on the organizational structure of the text. The teacher also can remind them about the concept of register (field, tenor, and mode). This activity is still done together as a group.

*e) Week 5*

- **Individual Rewriting:** Referring to a re-written version of an argumentative text produced as a group, the students are asked to have their own individual writing on the text. They may change the diction but still stick on the content and information stated in the re-written version of the text. The teacher reminds them to pay attention on the purpose and the organizational structure of the text.

*f) Week 6 and Week 7*

- **Independent Writing:** The teacher shows a good model of the argumentative text complete with the labeling of the organizational structure of the text. This text example can be shown through a projector using power point file. If there is no any projector, the teacher can share one copy of the file to each student, just to remind them about the purpose and the organizational structure of the text. Then, the teacher can give three or four options to be chosen as the new idea to write an argumentative text.

## VI. CONCLUSIONS

It is not a one stop activity in teaching students how to write a good text based on the concept of genre and register. However, the students can be taught step by step with a clear instruction and sufficient example of how to write. Because it is not a one stop activity, then a teacher needs to plan well before teaching how to read and write a text well based on SFL and genre knowledge. Not to mention, if this is faced by teachers who have a strict demand to fulfill the materials given by the school.

In addition to help students able to produce a good text with the correct purpose, they need to be practiced to develop their literacy competency. This literacy program is also needed to be considered taught to the students in the process of learning English as a language. Therefore, it is hoped that the students would have enough knowledge on how to use language properly and become a part of well literate citizen.

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