A CRITICAL GENRE-BASED APPROACH TO TEACHING ACADEMIC WRITING IN A TERTIARY EFL CONTEXT IN INDONESIA

VOLUME 1

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DECLARATION

Except where due acknowledgement has been made in the text to other materials, this thesis comprises only original work by this writer.

The length of the thesis, exclusive of tables, figures, bibliographies, appendices and footnotes, is less than 100,000 words.

Signed ………………………..

Emi Emilia, May, 2005.
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ABSTRACT

This thesis reports on the effectiveness of using a critical genre-based approach (GBA) in teaching academic English writing to student teachers who were learning English as a foreign language in a state university, West Java, Indonesia. The model of the GBA (as adapted from Rothery, 1996 and others relevant to the study) was distinctive in that it sought to synthesise principles from other theories, to do with critical thinking (e.g. Paul, 1992, 1993), critical pedagogy (e.g. Freire, 1971, 1993, 1997) and critical literacy (e.g. Wallace, 1992a, b, 2001). The approach was also distinctive in that it sought to use a genre-based pedagogy with a community of English as a foreign language (EFL) students, whereas hitherto most uses of this pedagogy have been with native speakers or English as a second language (ESL) students.

The study employed a qualitative research design, embracing characteristics of a case study and to some extent a program evaluation. The data were obtained from several sources, including a questionnaire prior to an 11 week teaching program; classroom observations by the researcher and her colleague, collection of samples of students’ texts in various stages of the teaching program, which were then analysed using systemic functional grammar (SFG) as developed by Halliday (1985b, 1994a); Halliday and Matthiessen (2004); students’ journals written after each teaching session; and two stages of interviews with the student participants, immediately after the program and eight months after the program.

The findings revealed that despite some limitations, the teaching program was successful in many ways in the Indonesian EFL tertiary teaching context. Most significantly, the students’ argumentative writing skills in English improved in that they achieved enhanced control of the target argumentative genre, at greater length, with clear schematic structure and improved use of evidence and information in support of their arguments, using various linguistic resources, which also indicates their development in critical thinking and critical literacy. Moreover, data from classroom observations, students’ journals and interviews showed that the students were aware of having made progress in terms of metalanguage for discussing critical reading and writing; a good grasp of those critical thinking dispositions,
abilities and skills taught in the program; and enhanced awareness of the values of class
dialogue, a democratic atmosphere, and the different roles of the teacher which allowed
them to actively participate in their learning.

Based on these findings, it is recommended that a critical GBA be gradually adopted in
Indonesia, as part of the centralized curriculum to enhance the teaching of English in
Indonesia, of English writing in particular. The Indonesian government’s implementation of
the 2004 curriculum, and the GBA in particular, should be conducted more intensively to
provide English teachers with a sound understanding of the background to and practical
guidance on the application of the approach in their classes. Teacher education should also
provide student teachers with sound knowledge about English language and literacy and
pedagogical principles for their teaching. In addition, given the urgency of the need for
critical thinking and the calls for the implementation of interactive curriculum, it is now the
right time to infuse critical thinking and critical pedagogy across the subjects of the school
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CHAPTER ONE: ENGLISH EDUCATION IN CONTEMPORARY INDONESIA

1.1 Introduction

This study is concerned with investigating effective ways to help students develop critical capacities in learning to write academic English at the tertiary level in Indonesia.

Indonesia has had a long commitment to teaching English at all levels of education and there are many reasons why Indonesia needs to develop effective programs for the teaching of English. Some of these reasons are to do with the status of English in the modern world and its significance for trade and commerce, economic development, tourism and intergovernmental communications of many kinds, and the role of English in a great deal of scholarship and research in areas as broad as science and technology. Apart from these matters, as will be discussed in Section 1.5, since the commencement of the Reform era, which started with the retirement of President Soeharto on May 21st, 1998, increasing the general levels of performance in English is now seen as an important part of building a much more critical and independent community of people in Indonesia. The development of a critical capacity in the workforce at all levels is now seen as of great national importance, and the teaching of writing in both English and Indonesian assumes a new significance as a means by which critical capacities can be promoted.

In Section 1.2, this chapter will firstly introduce some discussion of government policies about education, including the teaching of English, and the role of English in the Indonesian national school and the university curricula. In Section 1.3 the history of the development of the English curriculum for junior (grades 7-9) and senior (grades 10-12) high schools in Indonesia will then be provided. Here, it will be shown that different approaches to the teaching of English have been advocated over some years now. However, as the discussion in Section 1.4 will reveal, the evidence suggests that despite attempts at reform, most teaching of English remains focused on traditional grammar teaching. The teachers seem to have little interest in broader questions to do with meaning in language, for example, in the
teaching of discourse patterns in which critical capacities might be developed, as Hunter (2002) suggests. The teaching of English writing in particular has been neglected, and this finding confirms the general disappointing conclusion that students are poorly prepared and reluctant to undertake sustained writing tasks.

Then the discussion in Section 1.5 will turn to some consideration of the calls for the development of greater critical capacities, as well as the urgency of the change in the centralized curriculum and application of critical pedagogy in the classroom. Interest in critical pedagogy has been mushrooming since the commencement of the Reform era. The mastery of English and the teaching of English have been considered as one effective way to promote critical capacity and cognitive development of Indonesian students. It will be suggested that the teaching of English should be made relevant to the current situation in Indonesia, leading to the development not only of language skills but also of critical thinking and critical literacy, and a higher awareness of the diversity of ways of thinking and valuing (Alwasilah, 1998, 2001; Bundhowi, 2000).

In Section 1.6, an account of the teaching of English writing and a close examination of sample syllabi of writing courses offered in the research site will be presented. It will be suggested that the teaching of English writing in the research site needs improvement for three reasons, to do with insufficient time for the teaching of writing, lack of practice in writing a complete coherent text in various genres and the fact that the teaching of writing still follows the “traditional one-off writing task” (Gibbons, 2002, p. 67). Then, drawing from the problems presented in the previous sections, Section 1.7 will focus on the significance of the study as an attempt to address the problems. Section 1.8 will present an outline of the thesis.

1.2 English in Official Policies

The importance and the need for English and the teaching of English in Indonesia have been explicitly stated in several official documents released by the government, especially those related to education. The first document is the Competence-Based English Curriculum,
released by the Department of National Education of Indonesia (Depdiknas, 2001a,b). In the rationale of this curriculum, it is stated,\(^1\)

As a language which is used by more than half of the world’s population, English is ready to carry out the role as the global language. Apart from being the language for science, technology and arts, this language can become a tool to achieve the goals of economy and trade, relationship among countries, socio-cultural purposes, education and career development for people. The mastery of English can be considered as a main requirement for the success of individuals, the society and the nation of Indonesia in answering the challenges of the time in the global level. The mastery of English can be acquired through various programs, but the program of English teaching at school seems to be the main facility for Indonesian students (Depdiknas, 2001 alb, p. 1-2).

The curriculum further mentions the role of English in Indonesia as described below:

In Indonesia, English is a means to grasp and develop science, technology and arts and culture. Furthermore, English has a tremendously significant role in founding the relationship between the nation of Indonesia and others in various fields such as social economy, trade and politics. Therefore English can be considered as a means to accelerate the developments of the Indonesian nation and country (Depdiknas, 2001 alb, p. 2; see a similar statement from the Director General of Secondary Education in Depdiknas 2001g, http://www.pdk.go.id/publikasi/Masadepan/I_XVIII_2001/bahasa_inggris-1-thXVIII-2001).

Important and interesting evidence of the significance of English in Indonesia is the decision of the Congress of Bahasa Indonesia VII in Jakarta in 1998 (summarised by Erdina, 2001). Although the congress focused on Bahasa Indonesia as bahasa persatuan (language for unity), the decision of the congress stresses the prominence of English as a foreign language, and considers that the skills of English cannot be separated from the development of human resources in facing the globalization era. The decision of the congress, under the section Follow Up regarding English as a Foreign Language, states:

1. The improvement of English skills is an inseparable part of the development of human resources in facing the globalization era. Therefore, the availability and the use of the facilities as well as educational technology which can support the acquisition of the target language (English) need to be accorded a special importance.

2. The facilities and human resources for the teaching of English in tertiary education need to be developed to strengthen the position of the language as an effective tool in the international constellation … (cited in Erdina, 2001, p. 2).

Moreover, the policy on the development of communicative competences in foreign languages for vocational school graduates, made by the Directorate General for Vocational Secondary Schools, the Department of National Education (SMUnet, April 5th, 2002) confirms the significance of English in Indonesia. The policy requires that all vocational

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\(^1\) Here as with other references to official policies in Indonesia, this passage has been translated into English.
students master English. To realize this, to enhance the quality of English teaching and to help students to achieve a significantly better result of their English learning, a TOEIC (Test Of English for International communication) program in a number of vocational schools has been implemented. Launching the policy on the implementation of the TOEIC program, the Director General of Secondary Education said,

Facing the free trade era, Indonesia has to prepare its people especially those at the age of the workforce to have a competitive capacity in the job market - international as well as domestic. One of the key competences to get into the free global job market is the capability to communicate in foreign languages, specifically English (SMUnet, April the 5th, 2002).

Other authorities state a similar point on the need for English. The Indonesian Minister of Research and Technology, in the regime of Abdurrahman Wahid, A.S. Hikam (2000), for example, claims that English plays a very important role in the process of a technological transfer. Without the mastery of that language, Hikam argues, we will not be able to maximize the process (cited in http://japan.isteec.org/Workshop00). His claim has been supported by Alwasilah, saying that foreign languages, specifically English, function as a source language in the process of transferring technology from other countries and “the more people who master English, the more textbooks and publications in bahasa Indonesia will be” (2000, p. 15). Alwasilah also contends that English is important in empowering someone in the society, by maintaining that those who master English tend to be more respected than those who do not and that the latter groups of society do not get as many economic privileges (Alwasilah, 2000, p. 8). The importance of English can also be seen in the national school and the university curricula, which will be taken up below.

1.3 English in the National School and University Curricula

In Indonesia, there are three levels of education: primary, secondary and tertiary. Primary education consists of nine grade levels, with grades one to six in primary school and the other three grades in junior high school (see Table 1.1 below). Secondary education consists of three grade levels, with students in grade one and two learning the same subjects (see Table 1.2), and those in grade three grouped into three programs of specialization, namely: language, science and social science programs (see Table 1.3).
In tertiary education, different programs are offered by different universities. Some universities offer a Diploma program, with the duration of one to four years, and a Bachelor’s degree which should be accomplished in four years. Some universities, especially state universities, offer postgraduate programs, including Master’s and Doctoral degrees. What follows is the description of the position of English in the three levels of education in Indonesia.

1.3.1 English in the National School Curriculum: Primary and Secondary Education

The position of English in primary and secondary education can be depicted in the following tables on the teaching program in primary and secondary education, released by the Department of Education, based on the decree of the Minister of National Education No:061/U/1993\(^2\) (cited in *Universitas Negeri Jakarta* /Jakarta State University, 2002).

From Table 1.1, it can be seen that in primary education (grades one to six) English is not explicitly mentioned as a subject. However, it has become one of the subjects for the local content. Based on the decree of the Minister of Education No. 060/U/1993 and the policy referring to the 1994 curriculum (cited in Kasihani, 2000), the teaching of English is formally encouraged in primary schools as the subject for the local content. Kasihani’s (2000) report indicates that several provinces or districts have decided to choose English as a compulsory local subject. According to Kasihani, the research carried out in ten provinces in the year 2000 indicated that 61.6% of junior high school students revealed that they had been learning English since primary school. Provinces that have developed the curriculum of English for primary schools, among others, are West Java, Special District Yogyakarta, and East Java.

In high school, English has been a compulsory foreign language subject throughout Indonesia. In junior high schools (grades 7-9), English is taught in four teaching periods a week, occupying the second highest number of teaching periods after the main subjects such

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\(^2\)The practice in Indonesia, when the government produces or releases new policies in all areas including education, is to write the year of publication of the policy after the official number attached to it. Hence, here and elsewhere in the thesis, dates for government will be shown following the practice.
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Primary School (Grades 1-6)</th>
<th>Junior High School (Grades 1-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3</td>
</tr>
<tr>
<td><strong>Number of teaching periods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Pancasila (Five Principles of Indonesian way of life) and Civic Education</em></td>
<td>2 2 2 2 2 2</td>
<td>2 2 2 2 2 2</td>
</tr>
<tr>
<td>Religious education</td>
<td>2 2 2 2 2 2</td>
<td>2 2 2 2 2 2</td>
</tr>
<tr>
<td><em>Bahasa Indonesia (Indonesian language)</em></td>
<td>10 10 10 8 8 8</td>
<td>6 6 6 6 6 6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10 10 10 8 8 8</td>
<td>6 6 6 6 6 6</td>
</tr>
<tr>
<td>Science</td>
<td>- - 3 6 6 6</td>
<td>6 6 6 6 6 6</td>
</tr>
<tr>
<td>Social Science</td>
<td>- - 3 5 5 5</td>
<td>6 6 6 6 6 6</td>
</tr>
<tr>
<td>Handicrafts and arts</td>
<td>2 2 2 2 2 2</td>
<td>2 2 2 2 2 2</td>
</tr>
<tr>
<td>Sports</td>
<td>2 2 2 2 2 2</td>
<td>2 2 2 2 2 2</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>4 4 4</td>
</tr>
<tr>
<td><strong>Local Content</strong></td>
<td>2 2 4 5 7 7</td>
<td>5 5 5 5</td>
</tr>
<tr>
<td><strong>Total number of teaching periods</strong></td>
<td>30 30 38 40 42 42</td>
<td>42 42 42 42 42 42</td>
</tr>
</tbody>
</table>

Notes: The length of every teaching period for grade one and two of primary school is 30 minutes, for grade three to six 40 minutes and for high school 45 minutes.

*The local content consists of subjects, the kind and content of which are determined by the location of each school. The term “local” can refer to the level of provinces, districts, subdistricts, or of the school. Those who determine the subjects, are among others, the local government, education experts, and leaders of the society. The determination is also influenced by the local environmental and socio-cultural conditions.

as Mathematics, *Bahasa Indonesia*, Science and Social Science. If English also has been chosen as a subject for the local content, this means that the number of teaching periods for English is higher. If in the local content English is taught at least two teaching periods a week, English will have the same time allocation as *Bahasa Indonesia*, Mathematics and Science. This has proven the prominence of English in Indonesian education.

In addition, as Tables 1.2 and 1.3 show, English also has an important position in the senior high school curriculum. This can be seen from the proportion of teaching periods for English in secondary education which is high. English is taught four teaching periods a week in grade one and two, one teaching period less than Physics and *Bahasa Indonesia* and two teaching periods less than Mathematics. In grade three, English gets a higher proportion, which is five teaching periods a week, especially for the language program, which is 11 teaching periods a week.
Table 1. 2 The Teaching Program in the Curriculum for General Secondary Education (Grades 1 & 2)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pancasila and Civic education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Religious education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Indonesian language and literature</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>National and general history</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>4</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>Sports</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
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<td>2</td>
</tr>
<tr>
<td>a. Physics</td>
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<td>5</td>
</tr>
<tr>
<td>b. Biology</td>
<td>4</td>
<td>4</td>
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<td>c. Chemistry</td>
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<td>3</td>
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<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Economics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>b. Sociology</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>c. Geography</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Arts education</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total number of teaching periods</strong></td>
<td><strong>42</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Notes: *) Conducted in the extra curricular activities and adapted to the chances available in the environment of the schools; and **) The decision of other foreign languages is made by the schools based on the condition and need of each school. Students choose other foreign languages offered by the school.

Table 1. 3 The Teaching Program in the Curriculum for General Secondary Education (Grade 3)

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Program</th>
<th>Language</th>
<th>Science</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of teaching periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pancasila and civic education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Religious education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Indonesian language and literature</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General history and national history</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td><strong>5</strong></td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td>2*</td>
<td>2*</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td><strong>Special</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indonesian language and literature</td>
<td>8</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>-</td>
<td>7</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>-</td>
<td>7</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Other foreign languages</td>
<td>9**</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>System of Government</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Cultural history</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>8</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total number of teaching periods</strong></td>
<td><strong>42</strong></td>
<td><strong>42</strong></td>
<td><strong>42</strong></td>
<td></td>
</tr>
</tbody>
</table>
1.3.2 English in Tertiary Education

The organisation of tertiary education is based on the decree of the Minister of National Education No. 232/U/2000 about the guidelines of arrangement of tertiary education and students’ learning assessment (Depdiknas, 2000). Chapter 4, article seven, paragraph one of the document mentions that the curriculum for tertiary education which becomes the basis for the organization of a study program consists of: a) A core curriculum; and b) An institutional curriculum. In relation to the subjects of each department in a university, based on the decree of the Minister of Education of the Republic of Indonesia No. 045/U/2002, the subjects of each department should be developed by each university (Depdiknas, 2002).

Regarding English, article ten, paragraph two of the decree No 232/U/2000 states that English can be one of the subjects included in the institutional curriculum. The paragraph reads: “In the group of institutional subjects can be included Bahasa Indonesia, English, Basic Social Science, Basic Cultural Science, Basic Science, Philosophy of Knowledge and Sports” (Depdiknas, 2000, p. 6).

In addition to learning English as a subject, students in the university are also obliged to master English in line with the National Education Law (Depdiknas, 2001c). Many universities have made English one of the requirements of graduation, especially for their postgraduate programs. In the University of Indonesia for example, the Mathematics department requires that its undergraduate students take an English Proficiency Test to identify their English capacity, and before they graduate, they should pass the test (Universitas Indonesia, 2002, http://www.math.ui.ac.id/indo/siswa/sekilas.htm).

The university where this current study took place (a state university in Bandung, West Java, 2000), requires that all candidates, especially in its postgraduate program, have a TOEFL score of at least 450, and those who have not achieved such a score should attend a 60-hour English course in the language centre of the university. Other universities, such as Bandung Institute of Technology (ITB, 2001) and Trisakti University (Universitas Trisakti, 2000) apply a similar regulation. Other colleges which are not under the Department of Education, such as the State College of Accountancy (STAN, 2001), a college under the Financial
Ministry, have enacted a policy which is aimed at creating highly educated and qualified accountants who can compete globally. This college has established a special class in which English is used as the medium for the teaching and learning activities and only those who pass the selection can get into this class.

1.3.3 Official Policies on English Curriculum for Secondary Education from Indonesian Independence to the Present

The teaching of English in Indonesia dates from independence. This can be seen from the history of the development of the curriculum of English for Junior and Senior High School. As presented by Kasihani (2000), the journey of English curriculum development for junior and senior high school is described in Table 1.4 below.

Table 1.4 shows that the curriculum of English has experienced changes several times with the aim to achieve better student results in learning English. Unfortunately, it appears that in reality the changes in the curriculum have not been followed by the changes in the classroom. To date, teacher practice remains the same as it was in the past when the first English curriculum was created, that is they focus on grammar. This has happened because the changes or the developments of the curriculum have not been followed by the development of teachers’ understanding of the concepts that underlie the curriculum (Kasihani, 2000; Sudjana, 2000). It is said that in practice, teachers often misunderstand the concepts of the curriculum. Therefore, Sudjana further argues, curriculum development should involve teachers as the agents of the curriculum and it should be based on their critical analysis of their own teaching. “The changes in the curriculum will be accepted only if the teachers act as the main agent in the changes of the curriculum through their critical analysis and contemplation of their own performance to achieve the expected mastery of English” (2000, p. 38). Sudjana goes on to maintain that to better the teaching of English in secondary schools, what is needed is not only an amendment of the curriculum, but the more important thing is the promotion of the teachers’ competence in order that they can teach more creatively and innovatively, and can, for example, change a boring, but useful them, into a useful and interesting one.
<table>
<thead>
<tr>
<th>Year</th>
<th>English curriculum used</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1945-1950</td>
<td>Formal education could not be carried out smoothly due to political situation.</td>
<td>No significant features.</td>
</tr>
<tr>
<td>1954</td>
<td><em>Kurikulum Gaya Lama</em> (An Old Style Curriculum)</td>
<td>The instructional objective was not clear; English was taught four hours a week; using the grammar translation method.</td>
</tr>
<tr>
<td>1962</td>
<td><em>Kurikulum gaya baru</em> (A New Style curriculum)</td>
<td>Accompanied by the teaching materials called “The Salatiga Materials” for junior high schools; The materials used an audio-lingual approach, in line with the popularity of the approach in the 1960s and the 1970s in other parts of the world.</td>
</tr>
<tr>
<td>1968</td>
<td>The revised New Style Curriculum, called <em>Kurikulum gaya baru yang disempurnakan</em> (Perfected New Style Curriculum).</td>
<td>Still advocating the audio-lingual method; Accompanied by the teaching materials for senior high schools, called <em>English for the SLTA</em> (high schools).</td>
</tr>
<tr>
<td>1975</td>
<td>The 1975 curriculum, based on the decree of the minister of education No.008-E/U/1975</td>
<td>Better than previous ones, having clearer instructional objectives; Still advocating the audio-lingual method.</td>
</tr>
<tr>
<td>1984</td>
<td>The 1984 curriculum (based on the amendment of the 1975 curriculum)</td>
<td>Emphasising students’ active learning; Using a communicative approach, which was considered the best approach to teaching English, as it is even up until now?</td>
</tr>
<tr>
<td>1994</td>
<td>The 1994 curriculum (based on the revised 1984 curriculum, referring to the input and the results of a nationwide research on students’ learning mastery)</td>
<td>Still advocating a communicative approach.</td>
</tr>
<tr>
<td>2001</td>
<td>The Competence-Based curriculum</td>
<td>Developing English using target competences, though a close reading shows it is similar to the one it replaced.</td>
</tr>
<tr>
<td>2004</td>
<td>The 2004 curriculum was released</td>
<td>Involving SFL and the SFL genre-based approach.</td>
</tr>
</tbody>
</table>

With respect to the release of the 2004 curriculum, through which the genre-based approach to teaching English was introduced to Indonesian schools, the socialization of the curriculum which has been carried out so far by the government, involving some teacher education institutions should lead to the promotion of teachers’ competence in applying the curriculum in the class. In doing so, the release of the new curriculum will also bring about changes in the teaching practice of English in the classroom, unlike the cases of the previous curricula.
1.4 Research and Cases Portraying Performance and the Teaching of English in Indonesia

There are several research studies and cases regarding English performance and the teaching of English in Indonesia. The first research on English performance that is worth a mention is the one provided by Kasihani (2000) in her presentation in the National Convention on Indonesian Education in Jakarta. Kasihani stated that the teaching of English in Indonesia is still problematic, confirming the results of a nation wide study, conducted in 1989-1990, which had shown that the students of junior high school had mastered only 44.1% of the total set of materials and in senior high school, only 31.48%.

Moreover, a case reported by The Director General for Vocational Secondary Education, Priowirjanto, (the Kompas, January the 12th, 2001) indicated that the proficiency of English teachers in Indonesia was still worrying. The results of a TOEIC carried out in 1999, which involved 16 model schools, showed that the range of teachers’ and students’ scores was almost the same that is 250-800 for teachers and 200-750 for students. This meant, Priowirjanto said, that students in several schools had a better communicative competence than their teachers did. Moreover, the result of another TOEIC, organised in the year 2000 also indicated a similar phenomenon. From 70 teachers sitting for the TOEIC, only 6 teachers could achieve a score of more than 600, with the score ranging from 175-825 (see also the low level of the general English proficiency of academics of Teacher Training and Education Institutions (LPTKs) in Indonesia, based on the study conducted by Saukah, 2000).

In relation to the teaching of English in Indonesia, the Minister of Research and Technology in the regime of Abdurrahman Wahid, A.S. Hikam said, “in Indonesia, unfortunately, the teaching of English focuses only on the grammar of English, and has not yet achieved its uses” (see Japan Istecs, 2000, http://japan.istecs.org/Workshop00). This view was supported by Arief Rahman, the chief of the Indonesian national committee for the UNESCO, who gave a similar comment and emphasized the urgency for the teaching of English which is functional (the Kompas, April 26th, 2002).
Moreover, the rationale of the Competence-Based Curriculum also explicitly states:

The results of observations have indicated that the teaching of English in Indonesia is still very much far from the goal of the mastery of expected macro skills. The graduates of secondary schools are not yet able to use this language to communicate. Students of tertiary education are not yet capable of reading English textbooks. There are various factors which have caused this failure and there is a lot to do to better this condition. One of the ways is to adapt the syllabus in order that it is in line with the demands of the time (Depdiknas, 2001a,b, p. 2).

Regarding the teaching of writing, specifically English writing, Alwasilah (2001, p. 24) observed that writing is the most neglected skill in Indonesian schools. Alwasilah explains:

Writing is not only less practised, but –if anything- is also taught unprofessionally. … Writing is the most exalted language skill, yet it has been the most neglected one in our education. Our high school and college students are subjected to unprofessional teachers and professors. Most of the teachers and professors lack writing skills, informed understanding of the nature of writing and teaching strategies (2001, p. 25-26).

Surveying 100 freshmen representing high schools in West Java, Alwasilah concluded that (i) writing was considered most difficult to learn by the majority of the students; (ii) students were barely exposed to the practice of writing; and (iii) teachers lacked information and knowledge on what they should do regarding their students’ composition (2001, p. 24). From his findings, Alwasilah further insisted that Indonesian university students’ writing capacity cannot be expected to be good, for two reasons. Firstly, students who enter university do not have solid English writing skills, given the lack of provision of such skills in high school education. Secondly, colleges also fail to demonstrate a strong commitment to the development of writing skills (2001, p. 24).

This coincided with the statement from the Director General of Higher Education, Satrio Soemantri (the Kompas, January 18th, 2002) and the rector of Atma Jaya Catholic University, Kridalaksana (the Kompas January 16th, 2002) that the writing capacity of lecturers in Indonesian universities was still low. This, it was said, constituted one of the main reasons for the low research output in Indonesian universities. Kridalaksana further argued that this has also been one of the results of the system of education in Indonesia, where from primary school, students are never taught to write whole texts both in English and Bahasa Indonesia. Kridalaksana went on to suggest that “it is not surprising if university students’ and even university graduates’ writing ability is categorised into low” (the Kompas January 16th, 2002)
However, the release of the 2004 English curriculum, which is underpinned by systemic functional linguistics (SFL) and involves the genre-based approach (GBA), as indicated in the previous section, indicates the government’s awareness of the necessity of the teaching of English which is functional and which can lead to students’ ability in using the language in context. The incorporation of the GBA in the curriculum and the higher proportion of curriculum time for writing may also suggest that attempts to improve students’ writing skills have been made.

1.5 The Teaching of English in the Reform Era (since Soeharto’s Resignation)

There have been many claims that reform in Indonesia should take place, not only in the political sector, but also in other sectors, including education, particularly language education. In this connection, Alwasilah (2001) maintains that May 1998, when Soeharto resigned, marked a new era of reform for all walks of Indonesian life, including education. This new era is one of openness and transparency, when almost all social ills and injustices are subject to public discussions. Alwasilah argues:

As public debates on politics grow intensely, many critics point their fingers at education, which, in their judgment, has failed to provide people with knowledge, skills and wisdom. If education had fulfilled its duty, critics assert, social ills such as corruption, collusion and nepotism would not be so rampant. This criticism should lead teachers of English as a foreign language (EFL) and language teachers in general, to ask themselves “What relevance, if any, does teaching EFL have to the current social and political development?” (2001, p. 42).

Alwasilah (2001; see also Bundhowi, 2000) argues that teaching English should lead to the development of students’ critical thinking with an appropriate logical reasoning and the teaching of English should not be perceived simply as a process of transferring the four language skills to students. Language education, to Alwasilah, should expose students to as much information and controversial issues as possible, and sensitive issues such as corruption, collusion and nepotism, have a potential for use as topics to develop critical thinking.

In Indonesian academic discourse, since Soeharto's resignation, critical thinking has also become a new “buzz word”, and this has been reflected in the National Development
Program for the year 2000-2004 on education development. Section A of the program, about General Problems, paragraph six, mentions that one of the problems in the national education is that “the culture of critical thinking is not yet socialized…” (Depdiknas, 2001f, WWW.DEPIKNAS.GO.ID).

To acquaint students with critical thinking through the use of English, a Catholic university in Jakarta, UNIKA Atma Jaya (1999) organized a debate competition whose participants were students from all over Indonesia. One of the purposes of the activity was to create appropriate English speakers and critical thinkers. The organizing committee said that the lack of English mastery was one of the obstacles to the development of human resources of a kind that would allow Indonesians to compete with other countries. The organizing committee went on to argue that critical thinking was not strongly rooted in Indonesia. Moreover, it was said that the education system, which relied on indoctrination even at the level of tertiary education, had failed to bring about critical thinkers. In a debate, it was said, debaters needed more than mastery of the relevant language, for they also needed strong critical capacities.

Parallel to the calls for the inclusion of critical thinking in education, in EFL in particular, the reform era has also necessitated the practice of democracy and the inclusion of critical pedagogy in Indonesian education in various fields. Regarding the practice of democracy in education, it is said that the wind of democracy has been blowing in Indonesian society and therefore it is time now to practise democracy in the classroom through the implementation of an interactive curriculum (Hermawan, 2003, http://www.geocities.com/hermanjul/DikDemo.htm). In addition, critical pedagogy should be applied across the subjects of the curriculum, including religious education, as suggested by Qodri, the Director General of Islamic institutions, the Ministry of Religion (the Media Indonesia, April 7th, 2003), and the teaching of history of architecture, as suggested by Adityawarman, who proposes the application of Giroux’s postmodernism emphasizing pluralism (http://adhistana.tripod.com/artikel/makalah1.txt). In terms of the application of critical pedagogy, some writers, like Q-Anees (2002) and Hermawan (2003, http://www.geocities.com/hermanjul/DikDemo.htm) also refer to Freire’s theory. Hermawan
as mentioned above, offers an “interactive education system as a solution to develop students’ critical capacity”. In addition, Fanani (2002) and Musthafa, 2003 (http://www.bpgupg.go.id/strategy3.htm) propose a pluralistic-multicultural and liberating education. Finally, the need for the application of critical pedagogy can also be seen from the organization of a seminar on the possibility of applying a liberating education from a gender perspective, conducted in various provinces, as released in the Swara Rahima (2003, http://www.rahima.or.id/SR/07-03/Kiprah1.htm).

In addition to the changes of the curriculum or system of education, another stage which should be taken, as Hermawan (2003, http://www.geocities.com/hermanjul/DikDemo.htm) writes, is to shift students into “written thought”. Students should be given a chance and capacity to put their ideas into well-structured written composition. This, Hermawan further maintains, can help learners to expand/distribute ideas to a larger number of people, because the distribution of written thought will be more effective to reach wider society.

1.6 The Teaching of English Writing in the Research Site

This current study was undertaken in the English department of a state university in Bandung, West Java, Indonesia. The department has two programs: an educational program whose graduates will become teachers of English, and a non-educational program, whose graduates are not planning to become teachers. The number of students in each class of each program is big, around 40-50. English is the major for all students in the department and four main English skills, namely speaking, writing, reading and listening, are taught as separate subjects.

Writing is taught in five semesters, from semester two until semester six, two credits in every semester, with one credit equaling 50 minutes classroom teaching/learning activity. In the general description of the syllabus of writing subjects, it is stated:

Writing courses (Writing I-V) are intended to equip students with knowledge and skills which would enable learners to engage in writing activities for various differing communicative purposes using resources (linguistic or otherwise) available to them at any given time. The focus is, then, on knowledge of rhetorical conventions as well as the process of writing. The topics for students’ writing may range from those based on their own experience, the experience of others, and printed sources written by others. As a terminal goal, the final stage of the writing instruction (i.e., Writing V) should enable
learners to engage in academic writing activities such as responding to editorials, report writing, and self-sponsored essay writing (Course Description for Writing, 1999; see Appendix 1 for the syllabi of writing courses).

Based on the researcher’s observation in the research site, it was evident that most students found writing a difficult subject. In the journals made at the end of every semester by students whom the researcher taught, the majority of students mentioned writing was one of the most difficult subjects. This has been confirmed by the fact that the number of students who complete their bachelor’s degree by writing a thesis is always far lower than that of those who take several courses as substitutes for the thesis. In the year 2000, for example, the number of students who graduated by writing a thesis was 22 out of 84.

In reference to the description of the syllabus of writing courses above, there are several possible reasons for this problem. The first one is to do with insufficiently allocated time for writing, which is two credits per week, per semester. If writing is taught as a craft, not as a “one shot activity”, which needs a lot of practice, guidance and feedback, two credits for teaching writing in big classes (as described above) is not sufficient. It will be very difficult for the teacher to help students develop their writing skills in such a short period of time in a big class.

The second reason concerns the contradiction between the purpose of writing instruction and the syllabi. Despite the purpose of the courses as mentioned above, the syllabus for each writing course, Writing I –III, and even writing IV and V seem to envisage only paragraph development. The courses do not provide sufficient practice and opportunity for students to become competent writers of a variety of genres.

Finally, the fact that students need to sit for the midterm and final tests indicates that the teaching of writing still follows “the traditional one-off writing task” (Gibbons, 2002, p. 67). This kind of test does not give students appropriate time to go through the process of writing, starting from researching the topic, outlining, drafting, revising, editing and proofreading, all of which can help sharpen students’ critical thinking and critical literacy.
However, with the socialization of the GBA by the department and the involvement of lecturers of the department in the nation-wide upgrading of English teachers regarding the GBA, the teaching of writing in the department and thus students’ writing capacity will improve.

1.7 The Significance of the Study

The study reported here, in the light of the problems reviewed, has sought to do the following:

(1) to address problems of teaching English academic writing in a tertiary context in Indonesia, using a genre-based approach;
(2) to test ways of developing critical capacities (critical thinking and critical literacy) in EFL students in such a context;
(3) to investigate the possibilities and values of implementing an interactive or dialogic curriculum (where the teacher, like his/her students, is an apprentice, who is also seeking) in a democratic classroom in Indonesia.

It is claimed that the study is significant in that (i) it attempts to integrate and synthesise perspectives and approaches from several areas of research about development of critical capacities in an English language program and (ii) it seeks to do this in a country where such approaches have rarely hitherto been attempted. Moreover, in terms of critical literacy, as this study focuses not only on reading, but also writing (while most work on critical literacy focuses on reading, as Kamler, 2001, suggests) this study is expected to enrich the literature on critical writing pedagogy.

Lastly, regarding the 2004 English curriculum, which involves the GBA, the study, which dealt with the GBA and started before the establishment of the curriculum, can be of great significance. The results of the study are both timely and important in terms of providing English educators and secondary English teachers in Indonesia with an interesting background to, and useful practical activities and directions for successful implementation of the new curriculum, the GBA in particular in their classes.
1.8 Outline of the Thesis

The subsequent chapters will be framed as follows. Chapter 2 explores relevant literature concerning the theories that have given shape to this study, particularly to do with the notions of critical thinking (CT), critical pedagogy (CP), critical literacy (CL) and systemic functional linguistics (SFL). The chapter will suggest that a synthesis of the four areas is possible and desirable. Chapter 3 outlines the design and methodology of the study. This includes a description of the research question, participants, setting, data collections and analyses as well as systemic functional grammar (SFG) as a tool for students’ texts analyses. Chapter 4 focuses on a detailed delineation of the teaching program conducted, steps taken in the process of data collections as well as analyses of some parts of the data obtained, particularly from students’ journals and observations. Chapter 5 offers a discussion of students’ texts analyses using SFG, from which students’ critical capacity will also be discussed. Chapter 6 gives a discussion on interview data. The thesis will be concluded with Chapter 7, providing conclusions drawn from discussions in Chapters 4, 5, and 6, as well as limitations of the study and recommendations for further research. It will be argued that the study as reported here demonstrated the value of the teaching program which involved a synthesis of approaches from several areas of research including critical thinking (CT), critical pedagogy (CP), critical literacy (CL) and systemic functional linguistics (SFL). From students’ text analyses which will be presented in Chapter 5, students showed improvements in their control of the target academic texts they wrote. In addition, from the discussion in Chapters 4 and 6, students also demonstrated a developing interest in critical issues and they participated with some success in the interactive classroom. The study is a small scale one, and with longer time and greater opportunity the students might well have made greater progress. The evidence overall suggests the potential of the pedagogy for teaching English academic writing in Indonesia. It will be recommended in Chapter 7 that further studies be conducted to test the methodology further.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the relevant literature that informs the research work undertaken in a tertiary institution in Indonesia, where students were studying English as a foreign language. The literature falls into four fundamental areas. The first of these, to be discussed in Section 2.2, is associated with critical thinking (CT) drawn from the CT movement (e.g. Paul, 1993, 2002; Norris and Ennis, 1990; McPeck, 1981, 1990; Siegel, 1988, 1997), and concerns identifying clear CT skills and applying these skills in reading and writing. A second broad area, discussed in Section 2.3, is associated with liberationist theories of education known as critical pedagogy (CP), drawn from the work in developing countries, like Brazil (e.g. Freire, 1971; Freire and Macedo, 1987) as well as advanced countries, like the United States (Giroux, 1981; 1988a,b, 1992a,b; 1997). It will be argued that CP shares some broad commonality with the theory of CT, but has its own distinctive way of defining criticality (critical capacity) and pedagogic practices (Burbules and Berk, 1999; see also Keesing-Styles, 2003). A third area, discussed in Section 2.4, known as that of critical literacy (CL), seeks to develop critical perspectives on reading and writing of texts, interrogating their representations and values. It will be argued that although the form of CL adopted in this study has been given shape by all the theories reviewed in this study (the CT movement, discussed in Section 2.2, CP in Section 2.3 and the genre-based approach (GBA) in Section 2.5), the discussion of the section will focus on CL from a critical social theory of literacy (e.g. Heath, 1983; Lankshear, 1994; 1997; Luke and Freebody, 1990, 1997a,b), supported by another orientation to CL, that is critical textual analysis, particularly critical language awareness (CLA) (e.g. Wallace, 1992a,b, 2001). A fourth area, to be discussed in Section 2.5 concerns systemic functional linguistic (SFL) theory (e.g. Halliday, 1975, 1994a). It will be shown that SFL is relevant to this study for at least three reasons. Firstly it is committed to a social model of literacy that is related to the theories of CL reviewed in Section 2.4; secondly, it offers a genre-based model of pedagogy, which, it will be argued, complements the theory of CP discussed in Section 2.3 and to some extent concurs with the CT movement discussed in Section 2.2; thirdly, it offers an analytical tool for close study of the texts students produced.
It will be suggested overall that each broad area of theory reviewed has informed the study reported in this thesis and that a synthesis of these four broad areas of research and theory can be shown to offer a possible critical genre-based pedagogy for the teaching of English in a contemporary society/country such as Indonesia.

2.2. Critical Thinking (CT)

Critical thinking (CT) as a topic has enjoyed renewed interest and attention recently. At a broad level, the theory of CT shares some common concerns with other theories reviewed in this chapter (especially CP and CL). As CT has been central to radical education (Giroux, 1992a; Giancarlo and Facione, 2001) theorists in the fields argue that critical education, which helps to make people more critical in thought and action, can increase freedom and enlarge the scope of human possibilities (Burbules and Berk, 1999, p. 46; Giancarlo and Facione, 2001). The main distinctive feature of the theory of CT in education is to do with its idea that specific reasoning skills undergrid the curriculum as a whole, at all levels of schooling. While it may well encourage discernment in relation to the social and human condition, CT does not specifically demand social action (as CP suggests). CT is primarily aimed at the individual, and it largely ignores the pedagogical relations, which occur between teacher and learner or between learners (Burbules and Berk, 1999; see also Canagarajah, 2002, p. 96-103 on a similar observation on differences between CP and CT). The CT tradition concerns itself primarily with criteria of epistemic adequacy, aiming at self-sufficiency, and “a self-sufficient person is a liberated person … free from the unwarranted and undesirable control of unjustified beliefs” (Siegel, 1988, p. 58; see also Burbules and Berk, 1999, p.46-47). The theorists of CT see that “that person who is so well educated that she or he is able to think for him or herself is the person whose mind is liberated”(Schneider and Shoenberg, 1998, cited in Giancarlo and Facione, 2001, p. 29).

This section will take up several issues of CT relevant to this study, including the concept of CT used in this study, essential components of CT emphasized in this study, the teaching and assessment of CT, the relationship between CT and literacy (reading and writing) and criticisms of the CT movement.
2.2.1 The Concept of CT

The concept of CT used in this study has been shaped by the CT movement, representing diverse points of view, including psychology (e.g. Sternberg, 1987; Nickerson, 1987); philosophy (e.g. Paul, 1990, 1993, 2002; Chaffee, 2000; Ennis, 1987, 1992; Ennis and Noris, 1989; McPeck, 1981, 1990) and education (e.g. Nickerson, Perkins, Smith, 1985; Perkins, 1987; 1992). The concept particularly captures dimensions reflected in its etymology, major definitions and explanations in the literature, the tradition of research into CT and the basic values it presupposes (Paul et al, http://www.criticalthinking.org/schoolstudy.htm; see also Chaffee, 2000).

Etymologically, the word *critical* derives from two Greek roots: “kriticos”, meaning discerning judgment, and “criterion” meaning standards (Paul et al, http://www.criticalthinking.org/schoolstudy.htm; see also Chaffee, 2000, p. 45 for the definition of the word *critical*). The word *critical*, Paul et al argue, is also characterized by careful analysis and judgment and by an attempt at objective judgment so as to determine both merits and faults. Applied to thinking, then CT can be defined as thinking that explicitly aims at well-founded judgments and hence it utilises appropriate evaluative standards in the attempt to determine the true worth, merit, or value of something (Paul et al, http://www.criticalthinking.org/schoolstudy.htm). To be critical for the CT tradition basically means:

- to be more discerning in recognizing faulty arguments, hasty generalizations, assertions lacking evidence, truth claims based on unreliable authority, ambiguous or obscure concepts, and so forth (Burbules and Berk, 1999, p. 46).

In the literature there is an issue of generalisability of CT, of which there are two conceptions: the general and the subject-specific conceptions (Bailin, 1992, 1994, 2002; Burbules and Berk, 1999; Thayer-Bacon, 2000; Barnett, 1997; Siegel, 1988, 1997). The general conception, despite its emphasis on content knowledge, says CT can be characterized as a set of generalized abilities and dispositions which can be utilized or applied across a variety of situations and circumstances (see Norris, 1992; Ennis, 1992; Paul, 2002: Nosich, 2001; Reichenbach, 2001; Siegel, 1988, 1997) and that CT transfers to other domains of knowledge (Halpern, 2003, p. 360). The subject-specific conception, on
the other hand, sees CT as a form of thinking specific to particular cognitive frameworks, and discipline-specific, depending on knowledge of what constitutes good reason in a discipline, which in turn requires extensive knowledge of the subject matter (McPeck, 1981; 1990; Brookfield, 2003). The subject-specific conceptionists, such as McPeck (1981, p. 3) argue that “thinking is always thinking about something. To think about nothing is a conceptual impossibility.”

Despite a heated debate between the two conceptions (see McPeck, 1981, 1990; Paul (1990, 1993; and The generalisability of CT, edited by Norris, 1992), it is argued in this study that the two conceptions are complementary (Siegel, 1988: Nickerson, Perkins and Smith, 1985). It is true that CT needs knowledge (Sternberg, 1987, p. 254; Nickerson, Perkins, Smith, 1985) and has to have an object (Barnett, 1997, p. 65), that we cannot think critically unless we know about the topic and the issue that we have to think of (McPeck, 1981, 1990; Brookfield, 2003). However, it is also true that a critical thinker must have CT skills, tactics and standards to assess his or her knowledge and reason, to warrant beliefs, claims and actions properly, as general conceptionists (Norris, 1992; Ennis, 1987, 1992; Paul, 1992; 2002; Siegel, 1988, 1997; Reichenbach, 2001-to mention only a few) propose.

The interdependency between the background knowledge and thinking skills and the necessity to teach both have been observed by CT theorists, such as Lazere (1987); Lipman (1991, 2003); Paul (2002); Perkins (1987a,b); Siegel (1988, 1992); Sternberg (1987); Thayer and Bacon (2000). Sternberg (1987), for example, argues:

Thinking cannot occur in the absence of knowledge. One needs something to think about. It is a mistake to concentrate only upon knowledge to the exclusion of thinking skills, because such concentration risks generating students who know a lot but who are unable to evaluate their knowledge. It is equally a mistake to concentrate only on thinking skills, because the results may be students who know how to think but who have nothing to think about (1987, p. 254; see also Nickerson, Perkins and Smith, 1985, p. 49-50; Reichenbach, 2001, p. 30 for a similar observation).

This follows that CT is also connected to the manner of teaching – the critical manner (Siegel, 1988, p. 45) meaning the manner of teaching that models, reinforces and encourages in students the skills, habits and dispositions necessary for the development of students’ CT.
Thus, definitions of CT used in this study have been drawn from the work of general conceptionists, particularly Paul (2002); Nosich, 2001; Moore and Parker (1995), and the subject-specific conceptionists, especially McPeck (1981, 1990, 1992).

CT is a careful, deliberate determination of whether we should accept, reject, or suspend judgment about claim - and of the degree of confidence with which we accept or reject it (Moore and Parker, 1995, p. 4).

CT is based on articulately intellectual standards and hence is intrinsically subject to assessment by those standards. Criteria for the assessment of thinking in all domains are based on such general standards as: clarity, precision, accuracy, relevance, significance, fairness, logic, depth, and breadth, evidentiary support, probability predictive or explanatory power. … There is an intimate interrelation between knowledge and thinking (Paul, 2002, p. 3). CT involves using knowledge to bring about reasonable changes (Lipman, 2003, p. 211).

CT is a skillful thinking that is conducive to good judgment because it is sensitive to context, relies on criteria, and is self correcting (Lipman, cited in Nosich, 2001, p. 46; see also Lipman, 2003, p. 205-220).

CT is always thinking about X, manifests itself in connection with some identifiable activity or subject area and never in isolation (McPeck, 1981, p. 13; see also McPeck, 1990, 1992).

The various definitions of CT (and the etymology of the word *critical*) above reveal a commitment to values of careful judgment, reflection, self assessment or correction, contemplation (Nickerson, 1987, p. 32), objectivity, where the latter involves using objective factors to make decisions (Zechmeister and Johnson, 1992, p. 6; Langrehr, 1994), and sensitivity to context (Lipman, 1991, 2003). All these, it is said, can be developed through, among others, nurturing careful use of language (Nickerson, 1987, p. 35), and sensitivity to different language uses (Salmon, 1989, p. 33), which in this study was through reading and writing texts. It will be argued later as an aspect of this study that nurturing of such critical language capacities is an important part of genre-based pedagogy, which will be discussed in Section 2.5.

With respect to the traditions of studies into CT, like other studies, this study reflects the perception that “human thinking left to itself often gravitates toward prejudice, over generalization, common fallacies, self deception, rigidity and narrowness” (Paul et al, http://www.criticalthinking.org/schoolstudy.htm). Thus, based on the urgent need for CT in Indonesia, as discussed in Chapter 1 Section 1.5, this study attempts to seek ways to train students so that errors, blunders and distortions of thought can be minimized.
2.2.2 Essential Components of CT

There are several components of CT in the literature that should be envisaged in CT instruction. These include: arguments, the issue, reasons, facts and opinion (Moore and Parker, 1995; Reichenbach, 2001; Picciotto, 2000; Diestler, 2001; Toulmin, 1971; Toulmin, et al, 1984) (see Appendix 4.5, on the hand out given to the students).

The concept of argument in this study is not associated with negative connotations of a kind of verbal battle or disagreement between two persons (Kurfiss, 1988; Boylan, 1988; Diestler, 2001; van Eemeren et al, 2002). The notion of argument used in this study, which is the heart of CT (Bowell and Kemp, 2002, p. 5) refers to:

The sequence of interlinked claims and reasons that, between them, establish the content and force of the position for which a particular speaker (or writer) is arguing (Toulmin et al, 1984, p. 14).

The promotion of students’ capacity to argue has been considered as one way to promote student’s CT (Mc Peck, 1990, p. 52; Norris and Ennis, 1990), and this has been emphasized even in natural sciences, where the claim to demonstrable empirical truth might seem to be most unassailable (Bizzell, 1992, p. 9; see also Bazerman, 1988; Kelly and Bazerman, 2003). Regarding this, Kuhn suggests:

One could not say that a theory prevailed because it was presented in discourse so transparent that the convincing power of the evidence supporting the theory was conveyed in the most unfiltered way. Rather, one would have to say that a theory prevailed because it and its supporting evidence were presented in discourse that argued the way scientists were prepared by training, by their socialization to their discipline, to hear a position argued (cited in Bizzell, 1992, p. 9).

The teaching of arguments in this study focused on promoting students’ capacity “to construct arguments systematically, following a line of reasoning consistently to a conclusion” (Zechmeister and Johnson, 1992, p. 6) and to organize the information they received into meaningful clusters of units (sentences, concepts and schemata), which is called “information-organisation skills” (1991, 2003). The promotion of this capacity is relevant to the aim of the GBA, which will be discussed later. The teaching of argument also focused on identifying arguments and their components, such as claims, grounds, warrants, backings, qualifiers, and rebuttals (Toulmin, et al, 1984; see also Nickerson, Perkins, and Smith, 1985, p. 290-294; Currie, 1994; Connor, 1996, Furlough, 2003 and Appendix 4.5 for detailed explanation of each component).
Other components essential to CT were also emphasized, such as: *the issue*, the question that is being addressed (Diestler, 2001; Bowell and Kemp, 2002); the main or primary question the author asks and then goes on to answer (Reichenbach, 2001; Bowell and Kemp, 2002); *reason*, the central point of an argument, as it provides support for claims (Toulmin et al, 1984, Beyer, 1997, Diestler, 2001, p. 9), and it is by means of reasoning that we extend and defend claims or knowledge (Lipman, 2003, p. 179); *facts*, which is what actually happened, what is true (Glossary of CT: F-H, 2001), verifiable by empirical means, distinguished from interpretation, inference, judgment (Picciotto, 2000) and *opinions*, something that may be believed to be true, but questionable or debatable (Picciotto, 2000). Students’ capacity to differentiate facts and opinions in particular constitute a critical importance in academic discourse, as Hyland (1999, p. 106) suggests.

A further matter emphasized in this study concerns CT standards, which become a central element in a CT instruction, as Paul suggests that “thinking skills programs without intellectual standards are tailor-made for misinstruction … as the idea is to help students to make sound arguments” (1990, p. 92). CT standards also allow students to monitor their thinking and reasoning (Nosich, 2001; Paul, 1993, 2002; Barnett, 1997) and can be regarded as a way of gauging how well CT skills are performed (English, 2002; Beyer, 1995; Barnett, 1997, p. 70-71). These standards include commitments to *clarity* in arguments, *relevance* of data and evidence used to the main point, *accuracy* of the quality of the arguments, *depth* and *breadth* and *sufficiency* in the arguments and *precision* in the sense of being specific about detail (see Appendix 4.5). Students were also encouraged to be alert to *stereotypes*, *ambiguous* and *vague language* (Bowel and Kemp, 2002; Browne and Keeley, 1988; Chaffee et al, 2002; Lipman, 2003).

To follow the work of Beyer (1997), Ennis, (1987, p. 12-15); Nickerson (1987); Siegel (1997) and Zechmeister and Johnson (1992, p. 6-7), the study also focused on some dispositions and abilities that a critical thinker usually has (which, according to Siegel, 1997, p. 27, along with attitudes, habits of mind and character traits, are understood as components of “a critical spirit”). These include encouraging students (i) to be well-informed, using and mentioning credible sources; (ii) to be open-minded, considering seriously other points of
view than their own and withholding judgment when the evidence and reasons are insufficient; (iii) to take a position or a stance (and change a position) when the evidence and reasons are sufficient to do so (which to Hyland, 1999, p. 106, is an important feature of academic writing); (iv) to be objective, using objective factors to make decisions and avoiding being influenced by emotional or subjective factors (see Langrehr, 1994); (v) to be honest intellectually, accepting statements as true even when they don’t agree with one’s own position; (vi) to have respect for other viewpoints, to be willing to admit that he/she is wrong and that others may be right (see also Wilks, 2004, p. ix) and (vii) to be systematic: following a line of reasoning consistently to a conclusion. The focus of these dispositions also aimed to lead to students’ ability in interacting with others, especially in presenting argumentation and a position, oral or written (Ennis, 1987, p. 14).

Part of encouraging CT dispositions, as the literature of CT suggests, is a matter of enhancing students’ capacity to be alert to some fallacies in reasoning, including:

- **Provincialism**: the tendency to accept or reject ideas on the basis of experience in one’s own group or society;
- **Hasty conclusion or generalisation**: Drawing conclusions from too little evidence or from unrepresentative samples;
- **A classic case of faulty analogy**: Comparing one situation or idea to another and disregard significant differences that make this comparison invalid;
- **Begging the questions, circularity**: Endorsing without proof of some form of the very question at issue;
- **Irrelevant reasons/causes**: The reasons given in support of a conclusion are irrelevant to the truth or falsity of the conclusion (see Boylan, 1988; Dietler, 2001; Fulkerson, 1996; Kahane, 1984; Kurfiss, 1988; McPeck, 1981; Thomas, 1986; Toulmin et al, 1984; Picciotto, 2000).

The dispositions and abilities above, the theory says, can be fostered through some activities to make up CT (Chaffee, 2000, p. 44), especially through: *carefully exploring situations with questions; viewing situations from different perspectives*: a willingness to listen to and examine carefully other views and new ideas; “a willingness to learn from others, often
from the voices he/she dislikes” (Askeland http://www3.wittenberg.edu/laskeland/critical_thinking.htm) and discussing ideas in an organised way: exchanging ideas in the process of “take and give” (Chaffee, 2000, p. 69; see also Tsui, 2002). Regarding discussion, McPeck maintains:

Not only do discussion and argument enable students to understand the disciplines more deeply, in an epistemological sense, but they enable students to partake in autonomous discourse about these things. It helps to provide those characteristics in students which, we all agree, are desirable: those characteristics which many people regard as tantamount to critical thinking (McPeck, 1990, p. 50).

Activities emphasized in discussions, which can also improve reasoning skills (Grant, 1988) are based on the suggestion from Chaffee (2000, p. 70-73) and will be discussed in Chapter 4 Section 4.3.1.2.

Moreover, in line with the emphasis of the above-mentioned aspects, this study focused on the enhancement of students’ thinking skills, especially three major skills most relevant to educational purposes, as proposed by Lipman (1991, 2003, p. 178-186, see Appendix 4). These are inquiry (self-correcting practice) skills, reasoning skills, and information-organization skills.

Finally, throughout the program, students were encouraged to enhance their metacognition, which is the awareness and control of their own thinking (Flavell, 1976, cited in Baron, 1987, p. 229; Costa, 2003, p. 61; Marzano, et al, 1988) through, among others, writing on what they had trouble learning; and taking notes of what they read before they forgot it (Baron, 1987, p. 229; Costa, 2003, p. 61), planning and revising their writing (Marzano et al, 1988), which happens to be relevant to the suggestion from the genre-based approach (the GBA) (see Chapter 4, Section 4.3.2.2). Students were also made aware of some assumptions, that learning to think takes time and practice (Beyer, 1997); and that thinking is hard work; and that all human beings can continue to develop the capacity for thinking throughout their lifetimes (Costa, 2003, p. 54).

2.2.3 The Teaching and Assessment of CT

There is a general suggestion that CT should be taught directly and explicitly (Paul, 1993;
There are in fact three broad approaches to the teaching of CT, which are the general approach, the infusion approach and the mixed approach (Bailin, 1994; Ennis, 1992; Jones and Idol, 1990; Sternberg, 1987).

The general approach attempts to teach CT abilities and dispositions separately from the presentation of the existing subject-matter offerings. Although this approach does involve content, the primary purpose of this approach is to teach students to think critically, using non-school subject contexts (Sternberg, 1987, p. 254; Bailin, 1994).

The infusion approach involves infusion of CT instruction in subject matter instruction, in which students are encouraged to think critically in the subject, and in which general principles of CT dispositions and abilities are made explicit (Ennis, 1992, p. 23; see also Kurfiss, 1988; Jones and Idol, 1990; Bailin, 1994).

The mixed approach consists of the combination of the general approach with the infusion approach. This approach involves a separate course aimed at teaching general principles of CT, but students are also involved in subject specific CT instruction. It is this approach which was employed in this study, as Chapter 4 will show, and given the debate about the general and subject-specific conceptions of CT (above), this approach is ideal (Sternberg, 1987, p.255).

With respect to assessment, which is still problematic in this theory, especially in selecting appropriate performance measures for determining whether thinking ability has been improved (Nickerson, Perkins and Smith, 1985, p. 316; see also Norris and Ennis, 1990; Ennis, 2003; Norris, 2003), this study used some techniques for gathering information on students’ CT as suggested by Norris and Ennis (1990). These, as will be described in Chapter 3, include interview, journals, classroom observations and students’ argumentative texts. To judge the enhancement of thinking skills, the study used some criteria regarding intellectual performance in a general way (Nickerson, Perkins and Smith, 1985), referring to some CT standards (Nosich, 1995; Hughes, 2000; Lipman, 2003), dispositions and abilities.
that a critical thinker usually has, as well as activities that make up CT emphasised in this study, as described above. Moreover, argumentative text analyses using SFG enables the researcher “to read representations in the texts critically” (Threadgold, 1994, p. 22) and to judge CT improvement using the criteria to assess arguments, including the structure of arguments (see Chaffee, 2000; Chaffee, et al, 2002; Hughes, 2000; Lipman, 2003) “the evidence of among others, development of thoughtful, careful work habit, ability to see things from another perspective or from another person’s point of view”, as Nickerson, Perkins and Smith (1985) also propose. Students’ CT improvement was also assessed in terms of the presence of fallacies (as mentioned above) or “weaknesses that detract from the soundness of an argument” (Hughes, 2000, p. 114).

2.2.4 The Relationship between CT and Literacy (Reading and Writing)

The relationship between CT and literacy has been taken up by many writers, among them, Anderson (1998), Chaffee et al (2002), and Fisher (1990). Anderson (1998), for example, to quote Paul (1993), argues that critical writing promotes critical reading and critical thinking, which in turns enhances critical writing (see also Tsui, 2002 for a similar observation on the impact of the process of writing on the development of CT). Similarly, Fisher (1990) states:

> Literacy, the ability to read and write, encourages a more abstract form of thinking, it brings greater precision to the definition of terms, and it allows us to refer back, to think about our thinking, to weigh arguments, to supplement memory, …, to communicate with others, and to learn in autonomous ways. No wonder such a powerful form of intelligence provides the key to success in school and beyond (1990, p. 5).

To the CT movement, critical reading (and writing) is critical thinking applied to the process of reading and writing (Anderson, 1998; Kurlan, 2000; Chaffee et al, 2002; see also Creighton, 1997 for the inclusion of CT in a CL program). “Critical reading (and writing) refers to a careful, active, reflective, analytic reading (and writing)” (Kurlan, 2000, p. 1). Applied in ESL/EFL contexts, critical reading and writing can imply “a careful, active, reflective and analytic reading and writing in ESL or EFL” (Kabilan Bin Abdullah, 2000, [http://www.eltnewsletter.com/back/June2000/art192000.shtml](http://www.eltnewsletter.com/back/June2000/art192000.shtml)). Critical ESL/EFL learners are then learners who are able to carefully and deliberately determine whether to accept, reject, or suspend judgment about a claim, to try to advance their knowledge by trying to see
an issue from various perspectives and to assess their thinking with standards in ESL or EFL.

To the CT movement, in critical reading and writing students should be encouraged to ask questions relevant to the CT standards, such as clarity, accuracy, relevance, and precision (Thomas, 1986; Bates, 1990; Nosich, 2001) (see also the hand out given to the students in Appendix 4 for questions used to interrogate these standards). Questions of clarification and/or challenge, such as “why…” (Ennis, 1987, p. 12) or “What are the reasons of X to believe Y? Do you think it is right?” (McPeck, 1990, p. 51) are also considered important for students’ CT development, to allow students to perform and engage in autonomous thinking.

Regarding the concept of text, the CT movement shares with other theories reviewed in this study, in that a text “provides but one portrayal of the facts, one individual’s take on the subject matter” (Kurlan, 2000, p. 1). To the CT movement, critical readers recognise the various ways in which each and every text is the unique creation of a unique author. Moreover, like other theories reviewed in this study (especially critical pedagogy and critical literacy), the CT movement argues for multiple and authentic materials (see examples given in Chaffee et al., 2002; Reichenbach, 2001; Moore and Parker, 1995), socially relevant cases (Burbules and Berk, 1999, p. 55) and controversial topics to enable students to see and learn from other voices, including those with which they are in disagreement (Chaffee et al., 2002). Moreover, in reading and writing that can guide to CT, the theory of CT to some extent shares with SFL text analysis as applied in the GBA, in that it starts with the organisation, the author’s purpose, then to the elements of the texts and how each element works, as Browne and Keeley (1986) propose.

2.2.5. Criticisms of the CT Movement

The first criticism has typically taken the form of an attack on the rationalistic underpinnings of its epistemology: that its reliance on empirical evidence excludes other sources of evidence or forms of verification (experience, emotion, feeling) - in short, that its alleged
masculinist way of knowing is different from “women’s ways of knowing” (Beleny et al, 1986; Thayer-Bacon, 1993, cited in Burbules and Berk, 1999, p. 57).

Other criticisms are to do with little substantiated knowledge on effective pedagogy coming from research on CT and very few studies on CT among tertiary students examine the impact of instructional factors (Tsui, 2002, see also http://www.questia.com). In terms of assessment in particular, it is said that although there are published tests that can be used to evaluate the development of CT and the effectiveness of a program, these tests, as Nickerson, Perkins and Smith (1985, p. 317) argue, prompt two observations. First, clearly there is a diversity of opinion regarding what constitutes an appropriate test. Second, not only do many available tests focus on certain aspects of thinking to the exclusion of others, but they may not always do an adequate job for measuring what they are intended to measure.

2.2.6 Summary of Discussion of CT

This section has focused on the discussion of CT, including the concept of CT adopted in this study; or some components of CT (such as arguments, the issue, reason, facts and opinions, some dispositions and abilities, as well as activities that make up CT); and provides a brief account of three approaches to teaching CT (the general approach, the infusion approach and the mix approach). It is hoped that the inclusion of these aspects can generate in students critical capacities which are of vital importance in Indonesian education and society in the Reform era, as outlined in Chapter 1, Section 1.5.

As the ability to think critically is generally regarded as a major goal of academic instruction (Glaser, 1980, cited in English, 2002; Norris, 1992) and the purpose of a radical education (Giroux, 1992a), the question has emerged as to “what is the role of schools and teachers in the classroom to help students achieve a functional level of criticality?” (see Horn, Jr, 2000). Moreover, as the need for the inclusion of CT in Indonesian education is also parallel to the calls for the changes in Indonesian curriculum and practice of education, into a more interactive and empowering curriculum (see Chapter 1, Section 1.5), the subsequent section
will deal with critical pedagogy (CP) particularly some principles which are considered to be able to encourage students’ critical capacities and the practice of dialogic and interactive education. These are of critical importance to the current Indonesian education and society in general.

2.3. Critical Pedagogy (CP)

Critical pedagogy (CP) has been very much influenced by critical theory (Brookfield, 1995; Kanpol, 1999; Morgan, 1999; Wink, 2000) and is actually “the doing of critical theory” (Kanpol, 1999, p. 27). Thus influenced, CP is a struggle for freedom (Freire, 1985), for empowerment of both teachers and students (Cummins, 1996).

While the CT tradition is concerned primarily with criteria of epistemic adequacy, aiming at self-sufficiency, CP begins from a very different starting point. It regards specific belief claims, not primarily as propositions to be assessed for their truth content, but as part of systems of belief and action that have aggregate effects within the power structures of society. It asks first about these systems of belief and action, “who benefits?” The primary preoccupation of CP is with social injustice and how to transform inequitable, undemocratic, or oppressive institutions and social relations (Burbules and Berk, 1999, p. 47). In the language of CP, the critical person is one who is empowered to seek justice, to seek emancipation. Not only is the critical person adept at recognizing injustice but, for CP, that person is also moved to change (Burbules and Berk, 1999; see also Benesch, 2001). CP aims to develop students’ critical awareness of those oppressive social forces, including school structures and knowledges (Morgan, 1997, p. 6).

The distinctive feature of CP, apart from some common concerns with other theories (reviewed in this study, such as the CT movement and the GBA), as Luke and Walton (1994) put it, is that it:

Retains an instructional emphasis on expression and negotiation on the marginal and oppressed “self”. It stops short of calling for direct instruction and explicit knowledge of specialized written genre and textual techniques. Relatedly, it presupposes that critical and powerful competence with these genres and techniques can evolve from a pedagogy which is centered on voice (1994, p. 1196; see also Kincheloe and Steiner, 1998; and Pennycook, 2001 about the place of teaching method in CP).
However, as critical theory and pedagogic reality are so often in disagreement, it is argued in this study that teachers who apply CP must be situationally attentive. They must work with the cultural and cognitive complexities represented by students’ varying personalities, learning styles, genders, developmental levels, ideologies and backgrounds (Brookfield, 1995, p. 209). Therefore, like other participatory approaches to literacy instruction, this current study is context specific (Auerbach, 1996, 1999; Kincheloe and Steinberg, 1998; O’Brien, 2001; Pari, 1999), in two senses. First is that the principles of CP used in this study are only those relevant to the current Indonesian condition /context; and second is that the principles of CP adopted are synthesized with those from other related theories reviewed in this study.

There are mainly two theorists, whose work has significantly contributed to this study. First of all is Freire (1971, 1993), whose work in a developing country (although Freire’s work does not only apply to developing or the Third World countries, as suggested by Gadotti, 1994, p. 126), in a way, is relevant to the Indonesian situation today. Underpinned by critical theory, Freire (1971) in his work with peasant students in Brazil, who had been oppressed and saw themselves part of reality or part of nature: “more part of the world than transformers of the world” (Bizzell, 1992, p. 21), sees education as political. Freire’s CL aims to arouse students’ awareness of oppression imposed on them through conscientization, which refers to “learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality” (Freire, 1970, p.1; 1993, p. 17). Accordingly, Freirian CL emphasises “challenging the status quo in an effort to discover alternative paths for social and self development, as a social action through language use that develops us inside a larger culture”, as Shor (1999, p. 1) suggests. Freirian CL also involves social action to change the nature of existing society, as Giroux (1981) and Freire and Faundes (1989) argue. Moreover, Freirian CL concerns itself with creating a dream in the students of a new society against the power in power or the political struggle to change the society, as Freire and Shor (1987) have said.

However, because the context of this study is different from the one described by Freire (1971), it is argued in this study that CP, particularly Freire’s argument here, cannot be
naively imported into Indonesian discussions of the politics of education (see Bizzel, 1992, and Brookfield, 1995 in American context and Cheah, 2001 in Singapore). Despite Freire’s influence on this study, this study did not involve challenging the status quo or motivate the students to change those in power or to take any political action. Such a tradition of critiquing and challenging the status quo is not yet well established in Indonesia, although there are signs that this tradition has begun to emerge (see Chapter 1, Section 1.5). Freire’s principles of CP adopted in this study are to do with “reading the word and the world” (Freire and Macedo, 1987, see also Roberts, 2000); and “dialogic education” (Freire and Shor, 1987). These, as Luke and Walton (1994, p. 1195) describe, are at the heart of Freire’s (1971) critique of traditional literacy education as banking education, in which “the students are the depositories and the teacher is the depositor” (Freire, 1993, p. 53), “teachers make deposits of information into the passive mind of students” (Elias, 1994, p. 132; Freire and Macedo, 1987, p. 34). These principles are essential to encourage students’ critical capacity, the development of which is urgent in contemporary Indonesian education and society, as outlined in Chapter 1, Section 1.5.

The second theorist whose work has given shape to this study is Giroux (1988a, b, 1992a, b; 1997) from an advanced country, the United States, to do with the principle of the classroom as a democratic public sphere (Giroux, 1988b; 1997). This principle is deemed to be important for the enhancement of democracy that Indonesia has been seeking to achieve and realize in every aspect of life, again, as already outlined in Chapter 1, Section 1.5. Each principle of CP employed in this study will be discussed below.

### 2.3.1 Reading the Word and the World

The principle of reading the word and the world (Freire and Macedo, 1987) has had a very influential impact on the practice of critical literacy and also the form of CL adopted in this study. To Freire, “reading and writing are transitive verbs; that is texts are always about something in the world. Reading, accordingly, always entails engagement with problems and values of the social world” (Freire, 1970, cited in Luke and Walton, 1994, p. 1195). Reading, for Freire is a means of achieving critical consciousness, an understanding of the
forces and ideologies that shape one’s life; writing is a means of clarification, articulation, and liberation of the oppressed’s voice, position, interests, and possibilities for action (Freire and Macedo, 1987, see also Luke and Walton, 1994, p. 1195). Freire elsewhere argues that the reading has to do with knowing, and cannot be explained as merely reading words since every act of reading words implies a previous reading of the world and a subsequent rereading of the world. There is a permanent movement back and forth between reading reality and reading words (see Dillon, 1985, p. 18). This principle is consistent with the concept of intertextuality, which is highlighted in the SFL theory discussed later.

As in the CT movement, reading in this approach does not take place in “a vacuum” (Wink, 2000, p. 57), it is “just one of the myriad activities to which a critical approach might be applied” (Roberts, 2000, p. 95). In reading texts, it is said that students should be encouraged to read the world, to read texts by focusing on how different audiences might respond to them, thus highlighting the possibilities of reading against, within, and outside their established boundaries (Giroux, 1992b, p. 30).

Like theorists of CT (above) and a critical social literacy (which will be discussed later), Freire argues for authentic materials, such as filmstrips, materials presenting propaganda - from advertising commercials to ideological indoctrination – as a problem-situation for discussion (1998, p. 93), the material context of every day life (Sholle and Denski, 1993, p. 312). Freire also proposes topics focusing on what is taking place today inside various social movements (Freire and Macedo, 1987; Freire and Faundes, 1998). Moreover, like a critical view of literacy and the GBA (which will be discussed later), Freire attaches importance to grammar, semantics and other linguistic aspects, saying “if I teach Portuguese, I must teach the use of accents, subject-verb agreement, the syntax of verbs, noun case, the use of pronouns, the personal infinitive …” (Freire, 1997, p. 75).

2.3.2 Dialogic Education

Dialogue refers to “the encounter between men (human beings), mediated the world, in order to name the world” (Freire, 1993, p. 69) (see also Degener, 1999, p. 17; Wink, 2000).
Freire sees education as a question of establishing dialogue, of taking an anti-authoritarian and interactive approach. The teacher, like his/her students, is an apprentice, someone who is also seeking (Freire, 1985; Freire and Shor, 1987; Gadotti, 1997; McLaren, 2000). For Freire, critical teaching is not a one-way development, not something done for the students or to them for their own good (Freire, 1989, cited in Shor, 1999, p. 12). Students should actively participate in their own learning rather than just passively accept what the teacher says (Degener, 1999), and the teacher should also be full of respect for what the students say, all the questions deserve to be answered, and the teacher may never have the answer, but possibly one of the answers (Freire and Shor, 1987).

In the ESL context, a relationship of respect between the teacher and student plays a very important role, as Cummins notes:

Techniques and strategies will be effective only when teachers and students forge a relationship of respect and affirmation; when students feel that they are welcomed into the learning community of the classroom and supported in the immense challenges they face in catching up academically; and when the students feel that their teachers believe in them and expect them to succeed in school and in life (1996, p. 74).

A question that has arisen in the literature on dialogic education centres on who selects the object to be known. Regarding this, Shor and Freire suggest:

The object to be known is put on the table between the two subjects of knowing. They meet around it and through it for mutual inquiry … Of course the educator has had a certain “gnosiological” or intellectual experience in picking this object for study before the students meet in the classroom, and in painting it or preserving it for discussion. However, this prior contact with the object to be known does not mean nevertheless that the teacher has exhausted all the efforts and dimensions in knowing the object (1987, p. 99).

Moreover, based on her study in critical English for academic purposes (EAP), Benesch (2001) concludes:

The most effective way to engage students might be to try a mix of teacher and student choice with whole class selection of a theme…. … whole-class selection of a shared topic requires democratic decision making, an important component of community building in a critical classroom (2001, p. 82).

Corresponding to the authority and the directive role of the teacher, in dialogic education the authority and directive roles of the teacher still exist (Freire and Shor, 1987, p. 101; Freire and Macedo, 1996, p. 199-228). In the study reported in this thesis, the directive role of the teacher is confirmed by the principle of explicit teaching and apprenticeship, in which the
teacher should act as an expert and teach in an authoritative way, as suggested by the GBA which will be discussed later. Moreover, complementation between the GBA and Freirian dialogic education concerns the fact that one of the principles of the GBA is its emphasis on the zone of proximal development from Vygotsky (1962), which will be discussed later. It is said that “Freirian dialogic education can become an addition to the Vygotskian zone” (Shor, 1999, p. 12-13). Through the combination of these principles, Shor argues, while teachers develop as critical democratic educators, students can develop as authorities, agents, unofficial teachers who educate the official teacher while also getting educated by each other and by the teacher (1999, p. 13).

Other principles relevant to dialogic education (which in some ways are relevant to the above-mentioned assumptions of CT) were emphasized in the study reported in the thesis, to do with encouraging students to ask questions (Freire and Faundez, 1989; 1998), which is compatible with one of activities that make up CT discussed above; seriousness and happiness, that “the acts of teaching, of learning, of studying should be seen as serious, demanding tasks that not only generate satisfaction but are pleasurable” (Freire, 1997, p. 89-92); rigor, democracy and direction: “Knowing is something demanding many things, which makes you tired, in spite of being happy. Knowing, … is not a weekend in a tropical beach” (Shor and Freire, 1987, p. 79-80; Shor, 1999, p. 13).

2.3.3 The Classroom as a Democratic Public Sphere

The term “public sphere” refers to a zone of connection between social systems and the “life world”, the domain of everyday living, in which people can deliberate on matters of social and political concerns as citizens and in principle influence policy decision (Habermas, 1984, cited in Fairclough, 2003, p. 44; Fairclough and Chouliaraki, 1999).

Applied in education, this principle, which corresponds to dialogic education above, concerns the creation of conditions in classrooms, which are conducive to support individual freedom and social justice, regarding schools as democratic sites dedicated to forms of self and social empowerment (Giroux, 1988b, p. xxxiii). Giroux states:
Schools are public places where students learn the knowledge and skills necessary to live in an authentic democracy. … Schools as democratic public spheres are constructed around forms of critical inquiry that dignify meaningful dialogue and human agency. Students learn the discourse of public association and social responsibility (1988, p. xxxiii).

Elswhere Giroux (1997) argues for the need for educators to create “public spaces” in their classroom, which refers to:

A concrete set of learning conditions where people come together to speak, to dialogue, to share their stories, and to struggle together within social relations that strengthen rather than weaken the possibility for active citizenship (Giroux, 1997, p. 106).

In applying the notion of the public sphere in university level, which is relevant to this study, Giroux (1997) argues that teachers of higher education, or “public intellectuals”, to use Giroux’s (1997) term, need to define higher education as a resource vital to the moral life of the nation. To follow Aronowitz (1994), Giroux goes on to say that “teachers of higher education need to decentralize the curriculum. That is, students should be actively involved in governance, including setting learning goals, selecting courses and having their own autonomous organisations” (1997, p. 267).

Regarding the object of knowing, Giroux (1988) suggests a similar point to the dialogic education above, that teachers must make classroom knowledge relevant to the lives of their students so that the students have a voice, that is, affirm student experience as part of the pedagogical encounter by providing curriculum content and pedagogical practices which resonate with the life experiences of the students. Moreover, with respect to the directive role of the teacher, Giroux says: “critical direction is necessary to help students recognize the political and moral implications of their own experiences” (1988, p. xvi).

The work undertaken based on CP have been reported in various fields, such as ESL/EFL contexts on bilingualism by Cummins (1996) and Moore (1999); in the participatory approach to adult literacy education in ESL by Auerbach (1996, 1999) and Pari (1999); in EAP by Benesch (2001) and in composition study by Bizzell (1992).

2.3.4 Criticisms of CP

Like other theories, CP has been criticized, and the first general criticism relevant to this
study is that the literature on CP focuses on understanding and promoting democratic ideas and practices in terms of a universal theory, which may lack applicability (Gore, 1992, cited in Keesing-Styles, 2003, p. 4; Brookfield, 1995, p. 209; Kanpol, 1999). To address this issue, as indicated earlier, this study holds the view that in implementing CP, teachers must be situationally attentive. The principles of CP should not be naively imported to any situation.

The second criticism and concern of educators in applying CP is to do with the principle of dialogic education from Freire. It is said that while being a democratic authority is a teacher’s challenge, in a dialogic program there is also the opposite dilemma, that of a teacher not having enough authority. In some cases the lack of authority interferes with a teacher’s ability to initiate a critical and power-sharing process (Shor, 1999, p. 13) (see also Elias, 1994; Ohliger, 1995 about criticisms of Freire’s theory). To minimize the problem this study also emphasises explicit teaching and the directive role of the teacher, in which the teacher plays a role as an expert, as the GBA suggests (see the discussion below).

The third criticism concerns Freire’s critique of banking education and concept of education being liberating or domesticating, which sees no value in lecture and direct presentation as educational methods (Elias, 1994; see also above). Again, through the principle regarding the existence of the directive role of the teacher in dialogic education as indicated above, and of explicit teaching (as the CT movement and the GBA suggest) and apprenticeship in which the teacher acts as an expert in an authoritative way (as the GBA suggests), it is argued in this study that “all education to some degree entails a transmission of a culture, a tradition, and a history. A more balanced view of education sees the process as involved in a tension or dialectic between cultural transmission and cultural criticism” as Elias (1994, p. 114) and other critics of Freire’s banking education observe (see Ohliger, 1995).

2.3.5 Summary of the Discussion of CP

This section has treated three interrelated principles of CP applied in this study, to do with “reading the word and the world”, “dialogic education” and “the school or class as a
democratic public sphere”. In reference to the contemporary Indonesian education, as discussed in Chapter 1, Section 1.5, the principle of “reading the word and the world”, is relevant to the urgency of the development of critical capacity in Indonesia today. Similarly, the principles of dialogic education and classroom as a democratic sphere play an important role in teacher education in particular (which is consistent with the context of this study), as an initial attempt to develop interactive curriculum, the application of which has been considered essential for students’ critical capacity development. Furthermore, dialogue and a democratic atmosphere in the classroom are consistent with the development of democracy that Indonesia has been striving to achieve so far, as also outlined in Chapter 1, Section 1.5.

The section has also shown that despite differences in pedagogic practices, CP is relevant to other theories reviewed in this study, particularly the theory of CT, in that both theories emphasise the need for critical education to help students develop their critical capacities for empowerment. The principle “reading the word and the world” is relevant to the form of CL adopted in this study. Moreover, the principles of “dialogic education” which corresponds to that of “classroom as a democratic sphere”, as Horn, Jr (2000) argues, can only be achieved through CL. Therefore, the subsequent section will deal with CL, focusing on an orientation as proposed by a critical social theory of literacy.

2.4 Critical Literacy (CL)

Critical literacy (CL) is open to multiple interpretations (Cheah, 2001) and may take a diversity of forms (Frye, 1997; Pennycook, 2001; Comber, 1998, cited in William, http://www.cdesign.com.au/aate/aate_papers/069_williams.htm). Before this section goes further to discuss CL, it should be noted here that CL envisaged in this study focused on critical reading and writing.

Based on the discussion in previous sections, it can be seen that the form of CL adopted in this study has been drawn from several orientations. The first orientation is the CT movement, as discussed in Section 2.2, in that critical reading and writing in this study imply CT applied in reading and writing. The second orientation is CP, especially “reading
the word and the world” as discussed in Section 2.3. The third orientation, which will be
treated in this section as mentioned above, is drawn from a general view of literacy (which
has commonalities with other theories reviewed in this study), that is literacy as a social
construct (Heath, 1983; Luke and Walton, 1994; Kress, 2003), supported by another
orientation to CL, which is also considered as a “variant” (Lankshear et al, 1997, p. 41; Luke
and Walton, 1994) of critical social theory of literacy, that is critical language awareness
(CLA), which may be seen as the pedagogical wing of critical discourse analysis (CDA)
(Pennycook, 2001) (see also Hyland, 2002 on the major task of CDA from a pedagogical
perspective). The last orientation, which has a great deal in common with a critical social
theory of literacy will be treated in Section 2.5, to do with empowering students through the
mastery of argumentative genre (genre of power), as suggested in the SFL GBA.

2.4.1 A Critical Social Literacy: Literacy as a Social Practice

A critical social theory of literacy (which has a great deal in common with SFL theory)
suggests that literacy must be seen not so much as a monolithic entity but rather as a set of
contextualised social practices (Barton, 1994ab; Barton and Hamilton, 2000; Pennycook,
2001); social construct or activities (Luke and Freebody, 1997b), or a social action (Kress,
1985a; 2003), embedded in social contexts (Hamilton, 2000).

As a social activity, there are many types of literacy and the focus is always on literacies, as
a plural set of social practices (Pennycook, 2001) in their social contexts, as social literacies
(Gee, 1990; Lankshear et al, 1997); or multiliteracies (Cope and Kalantzies, 2000). The
theory also sees literacy involving not just the mastery of an arbitrary code for writing the
meanings we make with language but also a critical arena for cultural domination and social
control. In this context, Luke and Freebody state:

Writing and reading are social activities. That is, we are always reading something, written by
someone or writing something for someone. These others are always in some relationship to us—often
materially or symbolically unequal relationships of power but always relationships in which versions
of ‘ourselves’ and ‘others’ are implicated and constructed. Even those texts we read or write that
come from or are intended for people we do not know assemble versions of our identities and
positions as readers - as men and women, students and teachers, taxpayers and newspapers readers,
and so forth. … (1997b, p. 193).
One crucial work under this perspective is Heath’s (1983) illustration of how people from different backgrounds had different ways of using print to take meaning from the environment and participated in different sorts of literacy events (see Gee, 1990, Wallace, 1992a; Pennycook, 2001).

Under the theory, there are at least three potential objects of critique that a CL might involve, including: a critical perspective on literacy or literacies per se; a critical perspective on particular texts; and a critical perspective on wider social practices, – i.e. being able to make “critical readings of wider social practices” (Lankshear, 1994, p. 10; Lankshear et al, 1997).

Accordingly, CL teaching begins by problematising the cultures and knowledges of the text – putting them up for critical debate, for weighing, judging, critiquing the power relations, how and in whose interests social institutions and texts can refract and bend social and natural reality, manipulate and position readers and writers. Learning the linguistic structure of texts is also considered a crucial part of this process (Luke, O’Brien and Comber, 1994, p. 14) (see also Brown, 1999, p. 4).

Texts in this theory, as in the CT movement and CP above, can be seen in different ways (Kress, 1985a, b; 2003, Lankshear, 1994, Lankshear et al, 1997). Texts are motivated, and there is no neutral position from which a text can be read or written. There is not one text, but many. Any text is open to multiple readings (Apple, 1993, p. 210) (see also Volosinov, 1986, cited in Luke and Freebody, 1997, p. 193; Luke and Freebody, 1990; Frye, 1997; Comber, 2001; 2002; Wallace, 1992a, b, 2001; Gibbons, 2002).

As a social action, a text always has an issue, or content, something it is about, one reason for action, and in terms of a social semiotic representation, it deals with who acts, and in relation to whom (Kress, 2003, p. 84). Therefore, the field suggests that CL should include awareness of what the text is about, who is the writer and to whom (2003, p. 84) and how, why and in whose interests particular texts might work (Luke and Freebody, 1997, p. 218). One practice which relates to this suggestion and is worth mentioning, given its relevance to this study, and to the principle of “reading the word and the world” as outlined above, is the
work under critical language awareness (CLA) in EFL reading context in Great Britain by Wallace (1992a, p. 114, 1992b; 2001) (CLA, according to Carter, 1995, p. 87, refers “in particular to the development of skills of reading language, for what it reveals and conceals of spoken and written texts”). Following Kress (1985a; see also 2003), Wallace divides the stages of reading into pre-, while-, and post-reading activities, which can be described below:

**Pre-reading** phase involves exposing students to several questions, including:

- Why is this topic (the text) being written about?
- How is this topic being written about?
- What other ways of writing about the topic are there?
- Who is writing to whom and what is the topic.

The pre-reading tasks may also include asking what the text is (seemingly) about drawing on a scan of the headline, pictures, photos, subheadings, etc.

**While-reading** phase involves several strategies, including:

- Offering students alternative readings of a text, devise tasks which offer the reader a possibility of more than one way of reading a text. This strategy is important given a disparity of values which may exist between a writer writing in the past and a contemporary reader.
- Identifying parallel discourses: identifying where contrasting people, places, countries, or phenomena are described, the writer’s use of language which favours one person or social group over another.
- Analysing linguistic choices: drawing on a range of linguistic devises or linguistic choices made by the writer to help construct discourses which reflect beliefs and values, assumed to be shared with the model readers. Regarding linguistic analysis, the work of CLA has also followed SFL (which will be discussed below), using the Field/Mode/Tenor. Texts then are analysed using questions regarding the experiential, interpersonal, and textual meanings, as suggested by SFL, such as:
  - Who takes what subject positions in sentences?
- What types of process and participants dominate?
- How are active and passive constructions allocated?
- What modal constructions are employed? (Bloor and Bloor, 1995; Butt et al, 2000; Cope, 2002; Fairclough, 1989; Lankshear et al, 1997; Wallace, 1992b).

**Post-reading** tasks serve the purpose of heightening the reader’s awareness of other ways in which the topic could have been written about. One kind of activity, which coincides with Luke and Freebody’s (1997) suggestion is discussing or comparing two texts which deal with the same topic, comparing lexico-grammatical choices in the texts, identifying unspoken beliefs of the writers (see Perkins, 1998; McGregor, 2002a,b). Corresponding to the principles of dialogic education and classroom as a democratic atmosphere, Luke also suggests that teachers could begin CL by altering traditional classroom talk which puts texts and teachers beyond criticism (cited in Jongsma, 1991, p. 519; see also Comber, 1994, p. 663).

Moreover, in teaching reading, theorists under the field propose that the teacher should encourage the students to play different roles while reading, including as a *code breaker*, *text participant*, *text user*, and *text analyst* and *critic* (Luke and Freebody, 1990, p. 8-14; 1997, p. 214, see also Gibbons, 2002; Comber, 2002). As a text analyst, it is said that students should be encouraged to recognize that all texts represent a particular view of the world and that readers are positioned in a certain way when they read it. This is done by asking among others: “what does this text do to me?” (Luke and Freebody, 1997, p. 114; Comber, 2002, p.1). Questions which can be asked by a text analyst, as proposed by Love et al, 2001, are among others:

- Who would feel left out in this text and why?
- Do any of the claims made in this text clash with your values, beliefs, or experiences?
- How is the reader positioned in relation to the author (e.g. as a friend, opponent, someone to persuade, invisible, or someone who agrees with the author’s views)?
- Are there gaps or absences, or silences in this text? If so what are they? Is there a group of people missing who logically should be included?
Regarding materials, theorists of CL, like those of CT and CP, argue for use of multiple texts (Luke and Freebody, 1997; Frye, 1997) which should be authentic (Wallace, 1992a,b; Varaprasad, 1997)- that are not specially written for pedagogic purpose (the significance of which for ESL context has been mentioned above) and conflicting discourses against each other within single lessons. For ESL/EFL contexts, Wallace suggests that a text should also (i) be a vehicle for teaching specific language structure and vocabulary; (ii) present content which is familiar and of interest to the learners; and (iii) be at the appropriate language level (1992a, p. 71). In terms of topics, it is suggested that teachers should also engage with issues that are often controversial, certainly contemporary (Gilbert, 1993, cited in Lankshear et al, 1997, p. 47).

The social theory of literacy has been criticized by those who work under the Freirian-based approach, in that it “lacks critique of power and a vision of change” (Pennycook, 2001, p. 77-78).

**2.4.2 Summary of the Discussion of CL**

This section has presented a brief discussion of one orientation to critical literacy adopted that is literacy from a perspective of a critical social theory of literacy, supported by the work of critical discourse analyses, particularly critical language awareness. Through critically examining texts in terms of their representations, ideologies and the construction of reality they serve, students can develop their CT skills, as outlined in Section 2.2, and their capacity to read the word and the world, as suggested by CP, discussed in Section 2.3. These capacities, as mentioned repeatedly in the previous sections in this chapter, and Chapter 1, Section 1.5, are urgent in Indonesian education in particular and Indonesian society in general. Moreover, the suggestion from CL, that teachers could begin by altering traditional classroom talk which puts texts and teachers beyond criticisms is relevant to the principles of dialogic education and the class as a democratic public sphere outlined above, which are again, relevant to the current Indonesian education and context.
The discussion will now go on to deal with the last theory which has given shape to this study, that is SFL. As mentioned above, SFL is relevant to this study for at least three reasons. Firstly it is committed to a social model of literacy that is related to the theories of CL reviewed this section; secondly, it offers a genre-based model of pedagogy, which, it will be argued, complements the theory of CP discussed in Section 2.3 and to some extent concurs with the CT movement discussed in Section 2.2; thirdly, it offers an analytical tool for close study of the texts students produced.

2.5 Systemic Functional Linguistics (SFL)

Systemic functional linguistics (hereafter abbreviated to SFL), which has been used in “critical linguistics” (Fairclough, 1992a; Pennycook, 2001) is a social theory of language which has been developed and influenced by previous linguists. SFL has been influenced by Malinowski, Firth, Pike and Hymes specifically in terms of the concept of context of situation and context of culture (as cited in Halliday, 1976; Halliday, 1985c; Christie, 1987; Bloor and Bloor, 1995; Mathiessen and Nesbitt, 1996). It has also been influenced by the Prague School of Linguistics, concerning its notion of functional sentence perspective, examining utterances in terms of the information they contain and the role of each part of the utterance in terms of its semantic contribution to the utterance as a whole (Halliday, 1994a; Paltridge, 1997; Connor, 1996). SFL also owes much to the work of Whorf in its focus on the relationship between language and culture, and Saussure and Hjelmslev, regarding interpreting linguistic theory as a semiotic system, specifically the notions “system” (the paradigmatic range of linguistic choices available to the user of a language) and “function” (syntagmatic combinations of linguistic structures described in terms of their functional role within the clause) (Bloor and Bloor, 1995; Paltridge, 1997; Butt, 1996; Mathiessen and Nesbitt, 1996).

SFL has had an impact on educational studies throughout the world (Connor, 1996) and its most obvious impact has been on the teaching of writing (Wells, 1999) as revealed in the discussion in the SFL genre pedagogy later. Because SFL is also concerned with language in
The basic concepts of SFL deal with not only the concept of language itself, but also with language learning, which will be discussed below.

### 2.5.1 Basic Principles in SF Theory

There are several basic principles in SF theory. The first one is that language is a social semiotic (Halliday, 1985c, p. 3; 1994c; Butt, 1996; Christie, 2002; Eggins, 1994). Drawn from Saussure’s concept that language is a system of signs, “the union of a form which signifies (signifiant or signifier) and an idea signified (the significie or signified)” (Culler, 1976, p. 19; 1975, p. 16), this principle implies that “a language is a signing system” (Halliday, 1985c, p. 4).

In Saussure’s (1960) theory, semiotics, as described by Kristeva (1989, p. 296), refers to “the study of all verbal and nonverbal systems as languages, that is as systems in which signs are articulated by a syntax of difference”. Similarly, in SFL the term semiotics is also often used to refer to “the general study of meaning-making (semiosis), including not just meanings we make with language, but meanings we make with every sort of object, event or action in so far as it is endowed with a significance, a symbolic value in our community” (Lemke, 1995, p. 9). In this context, Halliday argues:

> Linguistics is an aspect of the study of meaning. There are many other ways of meaning, other than through language. … These will include both art forms such as painting, sculpture, music, dance, and so forth, and other modes of cultural behaviour that are not classified under the headings of forms of art, such as modes of exchange, modes of dress, structures of the family and so forth. … But to explain this general notion, we cannot operate with the concept of a sign as an entity. We have to think rather of systems of meaning, systems that may be considered as operating through some external form of output that we call a sign, but that are in themselves not set of individual things, but rather networks of relationships. It is in that sense that I will use the term semiotic to define the perspective in which we want to look at language: language as one among a number of systems of meaning that, taken all together, constitute human culture (Halliday, 1985c, p. 4; see also Eggins, 1994, p. 16).

Regarding the social concept of language, Halliday (1985c) further states that the term “social” suggests two things simultaneously. One is “social” used in the sense of the social system, which is synonymous with the culture. The other is the term “social” used to indicate that SFL is concerned particularly with the relationships between language and social structure, considering the social structure as one aspect of the social system. This
principle, applied in the GBA as will be discussed later, has commonalities with the social theory of literacy discussed above.

The second principle is that SFL sees language as a resource for making meaning rather than as a system of rules (Christie, 1990; Halliday, 1994a; Halliday and Martin, 1993). This view draws on Pike’s proposal (as cited in Mathiessen and Nesbitt, 1996, p. 50), that “a linguistic theory is a tool or resource for construing what we observe”. Language is “a shaper of reality for those who use it” (Hasan, 1996, p. 14). Under this principle, SFL sees meaning “as choice, which is not a conscious decision made in real time but a set of possible alternatives” (Halliday, 1994a, p. xxvi). Regarding this, Christie and Unsworth argue:

SFL describes language in terms of set of choices of meaning, a set of options, such as singular/plural, past, present, future tense, positive/negative polarity is called a system, and hence the name is systemic. When language is described in this way, every choice embodied in an utterance or text carries in terms of the potential choices, not made (2000, p. 2).

The third principle, which has a great impact on language study, is that SFL concerns texts, rather than sentences, as the basic unit through which meaning is negotiated (Halliday and Martin, 1993, Halliday, 1994a). SFL theory proposes that the object of language study should involve a whole text (meaningful passage of language), not decontextualised sentence or utterance (Christie and Unsworth, 2000; Eggins, 1994). Under this concept, SFL treats grammar as the realization of discourse, from which emerges the conception of functional grammar, naturally related to its text semantics. This, as Halliday and Martin (1993) suggest, has allowed for an analysis of the semantic organization of, say, scientific texts and the systems of meaning they instantiate.

The fourth principle is that SFL focuses on close relations between texts and social contexts rather than texts as decontextualised structural entities in their own right (Halliday and Martin, 1993; see also Halliday, 1975, 1996; Eggins, 1994; Hasan, 1996). “SFL looks … for solidarity relationships between texts and the social practices they realize” (Halliday and Martin 1993, p. 22-23). It is said that context is critical to meaning in any linguistic event in any language, and “what we write or talk will be very much dependent on the topic, and when, in what circumstance” (Eggins, 1994, 7). Regarding this, Bloor and Bloor suggest:

Each individual utterance in a given context has a particular use. ... A speaker might say ‘good afternoon’ as a means of greeting a friend at an appropriate time of a day. We can say that the
communicative function of ‘good afternoon’ is greeting. This greeting can have a different communicative function when it is said in a different situation, for example when a teacher says this to a student who comes late. These words become a reprimand (1995, p. 8; see also the discussion on ext and context below).

Finally, SFL concerns language as a system for construing meaning, rather than as a conduit through which thoughts and feelings are poured. SFL views language as “a meaning-making system rather than a meaning-expressing one” (Halliday and Martin, 1993, p. 23; Veel, 1997). Under this principle, unlike other linguistic theories, SFL does not hold “a binary theory of language” (Culler, 1976; Hymes, 1996), which involves dichotomies (Christie, 1990, Bloor and Bloor, 1995, Veel, 1997), such as performance and competence (Chomsky), langue and parole (Saussure), form and content. This binary system or dichotomy is both advantageous and dangerous, because in fact it permits one to classify anything (Culler, 1975). One of the major problems of the binary system, as Levi-Strauss sees it, is that the simplification achieved by setting two items in opposition to one another results in complications on another plane because the distinctive features on which various oppositions turn will be qualitatively very different (cited in Culler, 1975, 1976, p. 15). Likewise, Hymes argues that binary categories, however suggestive, prejudice (1996, p. 49).

All the basic points of SFL have been summarized by Eggins, who notes:

… common to all systemic linguists is an interest in how people use language with each other in accomplishing everyday social claims about language: that language use is functional; that its function is to make meanings; that these meanings are influenced by the social and cultural context in which they are exchanged and that the process of using language is a semiotic process, a process of making meanings by choosing (1994, p. 2).

In addition to the basic points above, there are some essential notions of SFL, including: text and context, intertextuality, and metafunctions which will be delineated below.

2.5.2 Text and Context

The term text, comes from the Latin word for weaving, referring to “words and sentences woven together to create a single whole” (Christie and Misson, 1998, p. 8). However, the concept of text in SFL is similar to the concept of discourse in critical discourse analysis (CDA), that is language use in speech and writing (Fairclough and Wodak, 1997). Text is
“the socially and contextually complete unit of language” (Kress, 1993, p. 24), “which may be written or spoken, preferably from beginning to end” (Eggins, 1994, p.5). To Halliday, a text is “a semantic unit”, and he describes it as:

the language people produce and react to, what they say and write, and read and listen to, in the course of daily life. … Any instance of language that is operational, as distinct from citational (like sentences in a grammar book, or words in a dictionary). … The term covers both speech and writing … it may be language in action, conversation, telephone talk, debate, … public notices, … intimate monologue or anything else (1975, p. 123).

The consideration of language as a text, has nothing to do with its size or length or form, but with meaning, as Feez and Joyce state:

Whether a stretch of language is a text or not has nothing to do with its size or form. It has to do with the meanings of the stretch of language working together as a unified whole. The single word stop on a road sign and Tolsoy’s novel War and Peace are both texts because they are unified wholes. One page of War and Peace, though longer than a stop sign, is not a text because it cannot stand alone as a unified whole (1998a, p. 4; see also Lemke, 1991; Christie and Misson, 1998).

In short, the term text refers to “any instance of language, in any medium, that makes sense to someone who knows the language” (Halliday and Hasan, 1976, cited in Halliday and Matthiessen, 2004, p. 3).

Corresponding to the word text, there is the term texture which is a matter of meaning relations, manifested by certain kinds of semantic relations between its individual messages (Hasan, 1985b, p. 71; Lemke, 1991, p. 23; Eggins, 1994). Halliday (1975) considers texture as:

Text-forming component of meaning: it is the potential the system has for being operational in a context. … Without texture, meaning is a meaningless activity. Texture implies … a mode of organization of meaning that relates to function. The texture of discourse depends not only on structuring the parts in an appropriate way and joining them together, but on doing so that relates to the context-as narrative, as dialogue, or whatever generic mode is selected (1975, p. 111).

In addition, the word context originally meant being woven together, where the prefix con carried the sense of being together and over the passage of the centuries, it has come to refer to those elements that accompany a text (Christie and Misson, 1998, p. 8).

To follow Malinowski’s concept of context of situation and context of culture and Firth’s context of situation (Halliday, 1985c; Eggins, 1994), Halliday approached the concept of context by arguing that there are three aspects in any situation that have linguistic

*Field* refers to the ongoing activity or subject matter (Halliday, 1975, p. 131; Feez, 2002), or what is happening, the nature of the social action that is taking place (Halliday, 1985c, p. 12; Feez and Joyce, 1998a, p. 5).

*Tenor* refers to who is taking part (Halliday, 1985c, p. 12; Halliday and Martin, 1993, p. 32), or the role relationship between interactants (Halliday, 1975, p. 131; Hasan, 1996, p. 47; Eggins, 1994, p. 52); their relative status and the amount and type of contact they have with each other (Macken-Horarik, 2002).

*Mode* refers to the symbolic channel or wavelength selected which is really the semiotic function or functions assigned to language in the situation (Halliday, 1975, p. 131; Martin, 1997). It is the role played by language, and the simplest distinction is between spoken and written language (Macken-Horarik, 2002, p. 24); the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like (Halliday, 1985c, p. 12; Halliday and Martin, 1993, p. 33); the distance between the people communicating in terms of time and space, whether they are face to face or separated by time or space (Feez and Joyce, 1998a).

The three variables of context of situation are called the register variables (Eggins, 1994), and register is defined by Halliday (1985c) as:

> a configuration of meanings that are typically associated with a particular situational configuration of field, mode and tenor. But since, it is a configuration of meanings, a register must also, of course, include the expressions, the lexico-grammatical and phonological features, that typically accompany or release meanings (1985c, p. 38-89).

While context of situation refers to the immediate environment of language, “context of culture”, refers to a broader background against which the text has to be interpreted (Halliday, 1985c, p. 46). Halliday notes:

> Any actual context of situation, the particular configuration of field, tenor, and mode that has brought a text into being, is not just a random jumble of features but a totality-a package, so to speak of things that typically go together in the culture. … factors (which) constitute the context of culture, … determine collectively the way the text is interpreted in its context of situation (1985c, p. 46-47).
Context of culture also gives a purpose and meaning to a text (Eggins, 1994, p. 30), and this allows us not only to describe the register of the text, but also to suggest what the overall purpose or function of a text is, that is the genre the text belongs to (Eggins, 1994, p. 26). Included in genre is the schematic structure or stages of a text, and therefore, genre has been defined as:

A staged, goal oriented, purposeful activity in which speakers engage as members of our culture (Martin, 1984, p. 25, cited in Eggins, 1994, p. 26).

The relationship between language (text), register (context of situation) and genre (context of culture) can be seen in Figure 2.1 below.

From Figure 2.1, it can be seen that genre is one of two levels of context recognized in SFL, in which the context of culture is more abstract, more general than the context of situation. The diagram also shows that genres are realized (encoded) through language; and that this process of realizing genres in language is mediated through the realization of register (Eggins, 1994; Martin, 1997; Paltridge, 1997).

The interdependence between text and context has been well summed up by Christie and Misson (1998), who say:
Any text is said to be comprehensible in terms of the context which gives rise to it. … Context is known only because of the text which gives it life. Conversely, text is only known because of the context which makes it relevant (1998, p. 8).

Halliday sees the relationship between text and context as dialectical: the text creates the context as much as the context creates the text. Meaning arises from the friction between the two (1985c, p. 47). Halliday further says that a text relates to other texts and this will be discussed under the notion of intertextuality below.

### 2.5.3 Intertextuality

Intertextuality refers to the way texts refer to other texts (Barton, 1994; Bazerman, 1988; Lemke, 1995; Fairclough, 1992a; Hyland, 1999; 2000, 2002). The term intertextuality can be traced back to Bakhtin’s work, formulated by Kristeva, regarding dialogic theory of utterance (Todorov, 1984, p. 60; see also Fairclough and Chouliaraki, 1999, p. 119; Fairclough, 2003, p. 42; Hyland, 2002; Lemke, 1995). For Bakhtin, there is no utterance (text) without relation to other utterances (texts), and at the most elementary level, any and all relations between two utterances are intertextual. Bakhtin states:

> The most important feature of the utterance, or at least the most neglected, is its dialogism. That is its intertextual dimension. After Adam, there are no nameless objects nor any unused words. Intentionally or not, all discourse is in dialogue with prior discourses on the same subjects, as well as with discourses yet to come, whose reactions it foresees and anticipates (cited in Todorov, 1984, p. x).

Bakhtin also suggests:

> Two verbal works, two utterances, in juxtaposition, enter into a particular kind of semantic relation, which we call dialogical … . Dialogical relations are (semantic) relations between all the utterances within verbal communication (cited in Todorov, 1984, p. 60-61).

Regarding intertextuality in SFL, Halliday writes:

> … part of the environment of any text is a set of previous texts, texts that are taken for granted as shared among those taking part. … school provides clear examples. Every lesson is built on the assumption of earlier lessons in which topics have been explored, concepts agreed upon and defined… (1985c, p. 47).

In academic work, intertextuality can be very explicit, indicated for example, by precise quotation from a precisely identified text (Bazerman, 1988; Barton, 994; Hyland, 1999; 2000; The New London Group, 2000; Fairclough, 2003). However, Bazerman (1988) also observes that intertextuality can also be implicit, as he puts it:

> The tie between text and the world can be seen from explicit citation and implicit knowledge. This can indicate an article’s relationship to the previous literature on the subject. About explicit
references, questions arise concerning the precision of meaning conveyed by the reference, the relation of the reference to the claim of the article, the use made of the reference, and the manner of discussion of the reference. About implicitly used knowledge, questions arise concerning the extent of codification and the role the knowledge takes in the argument. … each article’s attention to the anticipated audience can be seen in the knowledge and attitudes the text assumes that the reader will have, in the type of persuasion attempted, in the structuring of the argument, and in the charge given by the author to the readers (i.e. what the author would like the readers to do after being convinced by the article) (Bazerman, 1988, p. 25).

Apart from citations or reported speech, there is another level of intertextuality, which is a combination of different genres in a discourse, which is termed “interdiscursivity” (Fairclough and Chouliaraki, 1999, p. 49, Fairclough, 2003).

Given the concept of intertextuality in writing, Kress (1985a,b; 2003) argues that writing is becoming assembling according to designs in ways which are overt, and much more-far reaching than they were previously. To Kress, “… our use of language in the making of texts cannot be other than the quotation of fragments of texts, previously encountered, in the making of the new text” (2003, p. 6). In addition, as all texts are motivated by difference (including the differences in social power between the participants in the interaction), Kress also notes that the writer’s task is to construct a text in which that difference is resolved in a particular way, by constructing a reading position from the point of which that difference is neutralized in a plausible, natural reading. The function of the writer is therefore both a linguistic one - the construction of the text, and a political one - the resolution of difference (1985a, p. 49; 1985b; 2003; see also Fairclough, 2003).

2.5.4 Metafunctions

There are three metafunctions of language that SFL argues that all natural languages have. These three metafunctions are: the ideational metafunction (observer function), the interpersonal metafunction (intruder function) and the textual metafunction. The ideational metafunction is to do with how language is used to represent experience, or to organize, understand and express our perceptions of the world and our consciousness. This metafunction can be classified into two sub-functions: the experiential function, which is concerned with content or ideas, and the logical function with the relationship between ideas. The interpersonal metafunction concerns the use of language to set up and sustain
interaction between people using language. The textual metafunction is to do with how language works to create connected and coherent discourse (textual function) (Halliday, 1975; Christie and Unsworth, 2000; Bloor and Bloor, 1995).

Drawn from his study on his son’s language development, Halliday’s major contribution has been his argument on systematic correlation between the three metafunctions and specific contextual features. Halliday goes as far as saying that each function interacts with variables of context (field, tenor and mode, where field focuses on institutional practices, tenor on social relation, and mode on textual) and has its own distinctive grammar (Halliday, 1975, 1985c; Eggins, 1994; Martin, 1997; Feez and Joyce, 1998a; Christie and Unsworth, 2000, Colombi and Sclepepegrel, 2002). In this context, Eggins (1994) says that the three types of meaning can be related both upwards (to context) and downwards (to lexico-grammar):

- The **field** of a text can be associated with the realization of experiential meanings, realized through the **Transitivity** patterns of the grammar.
- The **mode** of a text can be associated with the realization of textual meanings, realized through the **Theme** patterns of grammar.
- The **tenor** of a text can be associated with the realization of interpersonal meanings, realized through the **Mood** patterns of the grammar (Eggins, 1994, p. 78; see also Martin, 1997, p. 4 for a similar observation)

Given the correlation between the organization of context with the organization of grammar, according to Martin (1993), if we know something about a text’s context, we can make predictions about its grammar; and conversely if we analyse a text’s grammar, we can recover information about its context.

All strands of meaning in SFL are interwoven in the fabric of the discourse. We cannot pick out one word or one phrase and say this has only experiential meaning, or this has only interpersonal meaning. Language is structured to make three main kinds of meanings simultaneously, as Halliday argues:

> Every sentence in a text is multifunctional; but not in such a way that you can point to one particular constituent or segment and say this segment has just this function. The meanings are woven together in a very dense fabric in such a way that to understand them we do not look separately at its different parts; rather, we look at the whole thing simultaneously from a number of different angles, each perspective contributing towards the total interpretation (1985c, p. 23).

The three main systems of grammar (Transitivity, Mood and Theme systems) will be taken up in greater detail in Chapter 3, Section 3.3.
After discussing SFL, the researcher will now give an account to the SFL genre pedagogy and approach which was used in the teaching program conducted in this study.

2.5.5 The SFL Genre Theory and Approach

The SFL GBA to teaching writing has been developed mainly in Australia, based on SFL developed by Halliday (1985, 1994). The SFL GBA is also called an interventionist pedagogy (Rothery, 1996) or overt instruction (The New London Group, 2000). The SFL GBA has influenced the entire state educational system in Australia, and has been adopted in primary, secondary, tertiary, professional and community teaching contexts in programs for native speakers of English as well as ESL and EFL learners. Educators in countries as diverse as Singapore, South Africa, USA, Italy, Hong Kong, Australia, UK, China, Canada, Sweden and Thailand are employing genre-based approaches in developing their syllabuses, materials and curricula (Derewianka, 2003). The fact that the GBA has been applied in EFL context indicates that the GBA is also relevant to this study and the Indonesian context in general, where students learn EFL. This has also been shown by the release of the 2004 curriculum of English for secondary education in Indonesia, which involves the GBA, as indicated in Chapter 1 Section 1.3.

The GBA emerged some years ago, partly due to the dissatisfaction with the process approach to teaching writing in Australian school, which emphasizes natural learning, personal voice and focuses on Narrative texts. The advocates of the process approach, such as Britton et al (1975); Graves (1983; 1984; a,b,c; 1994); Murray (1982; 1985; 1989); Turbill (1982; 1983; 1991); Cambourne (1987), are of the opinion that students can learn to write without formal instruction, as they learn to speak (see the discussion in Paltridge, 1997, p. 24; Connor, 1996, Johns, 1997; Grabe and Kaplan, 1996; Christie, 1989; Cope and Kalantzis, 1993; Comber, 1994; Haneda and Wells, 2002). The GBA also emerged due to the teaching of English which often ignored the teaching of grammar (Martin, 1985; Martin, Christie and Rothery, 1994). The genre theorists argue that educators have a responsibility to intervene in the learning process (Christie, 1991), students should learn not only Recounts and Narratives, but also those which may be more highly valued in terms of school leaving
examinations and university credentials (Martin, 1984, cited in Comber, 1994; see also Martin, 1985). Genre theorists, such as Martin and Christie argue that genres, such as Reports, Discussions, Explanations, among others, should be explicitly taught and teachers require knowledge of SFL in order to understand how these are typically constructed (DeakinUniversity, 2002, http://www2.deakin.edu.au/faculty/education/models_of_literacy/pedagogy_topic.htm).

The GBA, supported by SFL, shares with a critical social literacy perspective, a view that “literacy is a social practice, a form of social action where language and context co-participate in the meaning making enterprise” (Halliday, 1978, cited in Colombi and Schleppegrel, 2002, p. 2). Other commonalities and differences from the GBA, compared with other theories reviewed earlier can be seen from its main goals, principles and models which will be discussed below. However, before describing the goals and basic principles of the GBA, it is necessary to discuss the concept of genre used in the GBA.

2.5.5.1 The Concept of Genre

The concept of genre has been used in many fields, including folklore studies, linguistic anthropology, ethnography of speaking, conversational analysis, rhetoric, literary theory, sociology of language and applied linguistics (Paltridge, 1997). However, the concept of genre to be discussed here will be based on one of the views of genre used in applied linguistics, in SFL theory in particular, in that genre is considered as text types (Christie, 1990, Martin, 2000; Macken-Horaik, 1998; Cope and Kalantzis 1993a, Callaghan, Knapp and Noble, 1993).

A text, as in a critical social theory of literacy, is also viewed as “a social construct, which has an identifiable structure, and as a construct, its structure and its social function can be deconstructed” (Macken-Horarik, 1997, p. 305). Texts are also analysed using the Field/Mode/Tenor model, which has also been used by those who work under the social theory of literacy, particularly critical language awareness (CLA as discussed above). This analysis is expected to enable students “to understand how texts position readers, thus
opening up the potential to challenge their meanings” (Rothery, 1996, p. 118) and “to gain control of genres as well as to make explicit the ways in which language operates to marginalize, to exclude and disempower” (Kamler, 1997, p. 403), which is considered as a central purpose of a pedagogy where “teaching and critique go hand in hand”, as suggested by Threadgold (1993, p. 10, cited in Kamler, 1997, p. 403). As in the CT movement, in SFL text should be first analysed in terms of its schematic structure and purpose, how each element in the text functions to fulfil the purpose of the text, then the linguistic feature of each element.

Genre has also been defined as the ways that we get things done through language – the ways we exchange information and knowledge and interact socially (Callaghan, Knapp and Knoble, 1993, p. 193). Genre, as mentioned above, has also been defined as “a staged, goal-oriented social processes”, as Martin, Christie and Rothery (1987; 1994) explain:

Genres are referred to as social processes because members of a culture interact with each other to achieve them; as goal-oriented, because they have evolved to get things done; and as staged because it usually takes more than one step for participants to achieve their goals” (Martin, Christie-Rothery, 1987:59, 1994; Christie, 1991, p. 236, Martin, 2000, p. 4).

This means essentially that when looking at genres we are especially interested in the way they achieve their social purpose, which they usually do in more than one step, as Martin, 1993, p. 121) argues. Martin also defines genre as “a staged, goal-oriented social processes which integrate field, mode and tenor choices in predictable ways” (1993, cited in Kress, 2003, p. 93). This means that genre also includes everything that goes on in the text, which are “field”, “mode” and “tenor”.

Based on its obligatory and optional stages (as well as the social purpose), genre theorists within an Australian SFL perspective argue that there are at least eight prototypical genres that are necessary for students to learn, and to follow Martin (1985); Rothery (1985); Derewianka (1990) the first letter of genre labels is capitalized. These are: Recount, Report, Explanation, Exposition, Discussion, Procedure, Narrative, News Story (Macken-Horarik, 2002, p. 21-23).
However, in the interest of space, this section will just describe briefly Exposition and Discussion genres. This is because these two genres belong to argumentative genres, which are the focus of this study (particularly Discussion genre). Moreover Exposition and Discussion are two genres that students in this study wrote, as will be discussed later in Chapter 5.

2.5.5.2 Argumentative Genres

Argumentative writing or genre refers to a genre of writing which involves arguments, facts, evidence, reasons, description or explanation which support the side being argued, use reference to expert authority whom the reader is apt to believe, to make the writer’s position seem indisputable (Crossley and Wilson, 1979; Smalley and Hank, 1982; Munsell and Clough, 1984; Feez and Joyce, 1998b). It is also concerned with the analysis, interpretation and evaluation of the world around us and its emphasis is on persuading someone to our point of views (Derewianka, 1990, p. 75). Thus characterized, skills in argumentation, spoken and written, has been considered as one of critical thinking dispositions (Ennis, 1987) and argumentative writing, has thus been considered to be critical to challenge students’ CT, as Kurfiss (1988) states:

> critical thinking involves justification of beliefs, and argumentation is the vehicle by which justification is offered … learning the skills of argument enables students to reason effectively in various disciplines (1988, p. 13).

This coincides with Bizzell’s (1992, p. 23) suggestion that “learning to argue (in writing) could lead more directly to academic thinking than would writing in which students simply present personal experience, the authenticity of which few could question.” Thus, argumentative writing is relevant to the necessity of CT development in Indonesia, as discussed in Chapter 1, Section 1.5.

Moreover, from a CP and CL perspective the teaching of argumentative writing is important for students’ empowerment because argumentative writing plays a decisive role in academic discourse (Bizzell, 1992), and is often deemed to be the genre closely associated with social power. Therefore, it is hoped that the teaching of argumentative writing from primary up to tertiary levels, can help students to get access to “the language of power” (Martin et al,
1988, cited in Comber, 1994, p. 657), in line with the goals of the GBA which will be discussed later.

As mentioned above, there are two types of argumentative genre that will be discussed in this section: Exposition, which is the genre of one sample of students’ texts, which will be analysed in Chapter 5, and Discussion, which is the genre in focus.

Exposition is a genre whose purpose is to argue for a particular point of view on an issue, giving reasons to support a thesis and elaborate these reasons using evidence (Feez and Joyce, 1998b, p. 138; Macken-Horarik, 2002, p. 22). Expositions can be found among others, in school essays, editorials, commentaries, political debate. The text organization of an Exposition, according to Feez and Joyce (1998b, p. 138), consists of the following stages:

(i) a **Thesis** which introduces the issue and the writer’s point;
(ii) a series of **Arguments** which support the thesis, containing any factual information, evidence, description or explanation which supports the thesis (Feez and Joyce, 1998b, p. 138); and
(iii) a **Restatement of the Thesis** (Reiteration, to use Macken-Horarik’s term, 2002, p. 22): a stronger and more direct statement of the thesis introduced in the first stage (see also Unsworth, 2000).

In Exposition, more than one argument is usually presented in favour of a judgment (thesis), and in mature exposition, each argument (reason) tends to form a paragraph, and the arguments and thesis may be summed up in the restatement of the thesis (conclusion) (Martin, 1985, p. 14).

Discussion is a genre whose purpose is to discuss an issue in the light of some kind of frame or position; to provide more than one point of view on an issue (Macken-Horarik, 2002; Unsworth, 2000); or to discuss both sides of an argument (Feez and Joyce, 1998b, p. 140). Discussions can be found in essays, editorials and public forums, which canvas a range of views of an issue, panel discussions, research summaries. The text organization of a Discussion includes:
(i) An **Issue** stage, which introduces the issue and summarises the debate; presents what the discussion is about (Feez and Joyce, 1998b; Macken-Horarik, 2002; Gibbons, 2002; Unsworth, 2000);

(ii) **Arguments for one side; Arguments for the other side;** and

(iii) **Recommendation** or **Judgment** which is presented as the most logical conclusion. It also recommends a final position on the issue (Macken-Horarik, 2002).

Discussions sometimes begin with a background stage which provides any information the reader needs in order to follow the arguments (Feez and Joyce, 1998b).

**2.5.5.3 Major Goals and Principles in the SF Genre Traditions**

The goals of the GBA are basically to help students become more successful writers (and readers) of academic and workplace texts (Hyon, 1996, p. 700); and to help students make sense of not only the structure of texts but also a wide range of compositional concerns (Brook, 2000). These goals go with the need for the promotion of writing skills in Indonesian education, as described in Chapter 1, Section 1.4.

Genre pedagogy is a response to the realization that knowledge about the stable patterns and possibilities of variation within texts across a range of social institutions is a form of cultural capital (Feez, 2002, p. 55). The goal of a genre pedagogy has pedagogical and political aims, as Kress explains:

Work on genre in relation to literacy developed out of quite specific educational and political aims, namely to bring about greater possibilities of access to the resources and the technology of literacy, and, through greater access, to bring about some of the conditions for a redistribution of power in society. The question which has been at the forefront of consideration has been: what does someone need to know about literacy; what skills and knowledge would they need to have in order to function fully and effectively in a literate, technologically developed society?

From the beginning, therefore, genre work has been both a pedagogical and a political project, a pedagogical project motivated by the political project of allowing greater, fairer, possibly equal access to the cultural and social resources and benefits of this kind of society. If one assumes that access to social, economic and cultural benefits has much to do with command of the highest level of literacy skills, then a quite revolutionary program might be built on the attempt to give everyone access to literacy skills and knowledge in the fullest sense. The fundamental political aim has, therefore, always been that of access - on the assumption that full access to, and control of, literacy is essential to full participation in all aspects of social life (Kress, 1993, p. 28-29).
Based on the aims above, the genre pedagogy has also been called pedagogy for inclusion and access (Cope and Kalantzis, 1993b; Pennycook, 2001) and empowerment (Macken-Horarik, 2002). Like the Freirian CL, the SFL genre pedagogy aims to develop a literacy pedagogy that can empower students to gain access to educational discourses of the kind that they may otherwise not become familiar with in their life (Colombi and Schleppegrel, 2002; Cope and Kalantzis, 1993; Macken-Horarik, 2002; Feez, 2002). The SFL genre pedagogy also aims to help students from non-mainstream backgrounds to acquire and critique the genres required for success in schooling, in employment, in the community (Derewianka, 2003, p. 142; Macken-Horarik, 2002, p. 44-45). These goals, again are consistent with the contemporary demand of the application of CP in Indonesia, which is expected to empower students to become agents in the current Indonesian society, as outlined in Chapter 1, Section 1.5

Like the previous theories, this approach also encourages reading and writing multiple texts in various genres or text-types (Feez and Joyce, 1998a,b; Rothery, 1996). Critical reading under the approach includes reading society through written text, in line with Halliday’s view of language as a social semiotic, or alternatively a resource for making meaning where the hidden actors, the meaning makers, are social beings (Cope, 2002). Moreover, underpinned by SFL which upholds the interconnectedness between text and context, the GBA can lead to students’ awareness of the various ways in which each and every text is the unique creation of a unique author, and of how texts are relative to particular groups and contexts, as suggested by the CT movement and CL adopted in this study, as described above. Moreover, by the close study of texts and their contexts, the GBA is consistent with one of the principles of CP adopted in this study, in that it allows the students not only to understand the word but also the world, as Davison (2001) observes.

The difference and the additional value of the GBA in terms of critical literacy is that the SFL GBA presupposes reading for understanding, and to do this, one must have developed high levels of literacy which demands induction into what is called mainstream literacy, and the familiarity with the mainstream literacy is not “a given” (Rothery, 1996, p. 118;
Macken-Horarik, 1997; 1998; Martin, Christie and Rothery, 1994). The genre theorists such as Martin, Christie and Rothery (1994) emphasise:

To understand the world, to understand various disciplines, students should be given tools… . These tools are fundamentally linguistic ones - the genres and varieties of abstract and technical language associated with each discipline (p. 237). Therefore, in a CL program within schooling, as Macken-Horarik (1998, p. 79) argues, “students need to: (i) gain access to a range of contextualization practices in reading and writing; (ii) develop meta-level awareness of texts and the practices they instantiate; and (iii) acquire both of the above within visible pedagogies marked by explicitness.”

To realize its aims, genre pedagogy stresses several basic principles which have been discussed widely (see, for example: Callaghan and Rothery, 1988; Christie, 1991; Cope and Kalantzis, 1993; Derewianka, 1990; DSP, 1989; Feez and Joyce, 1998a; Feez, 2002 Gibbons, 2002; Hammond, 1990; Macken-Horarik, 2002; Veel and Coffin, 1996).

The first principle is that language learning is a social activity (Feez and Joyce, 1998a). This principle derives from Halliday’s theory about language as a resource for meaning whose structural shape, so to speak, reflects its socio-cultural functions. To learn how to mean is to learn how to construct the meanings relevant to the various context of situation in which person engages (Halliday, 1975, see also Christie, 1987, Painter, 1989). Halliday argues:

Learning is, above all, a social process, and the environment in which educational learning takes place is that of a social institution, whether we think of this in concrete terms as the classroom and the school, with their clearly defined social structures, or in the more abstract sense of the school system, or even the educational process as it is conceived of in our society. Knowledge is transmitted in social contexts, through relationships, like those of parent and child, or teacher and pupil, or classmates, that are defined in the value systems and ideology of the culture (Halliday, 1985c, p. 5).

This concept of learning is parallel to Vygotsky’s (1978) view and Bakhtin’s (1986) as discussed in Antonacci and Colassaco (1995, p. 265) that learning is a social activity, which necessitates the interdependence of the students with society. Vygotsky argues:

An essential feature of learning is that it creates the zone of proximal development, that is learning awakens a variety of internal development processes that are able to operate only when the child is interacting with people in his environment and in cooperation with peers. Once these processes are internalised, they become part of the child’s independent developmental achievement (1978, p. 90).

Under this principle, language learning in the GBA should result in three outcomes:
• **Students learn language**: by interacting with others in purposeful social activities students begin to understand that the target language is a resource they can use to make meaning;

• **Students learn through language**: through learning the target language, students begin to interpret and organise reality in terms of that language;

• **Students learn about language**: building a knowledge of the target language and how it works; developing a language to talk about language (Halliday, 1980, cited in IRA/NCTA, 2002-2004, see also Derewianka, 1990; Feez and Joyce, 1998a).

From this principle, it is clear that the GBA, emerging as a dissatisfaction with the progressive approach, “puts language back into the picture, and this is not back to basics. But it is the key to providing progressive educators with somewhere to go,” as Martin, Christie and Rothery (1994, p. 246) argue. With respect to CL, this principle is important because knowledge about language engenders a critical orientation to literacy which should be a necessary (if not sufficient) component of any CL that should be promoted in schools (Veel and Coffin, 1996). This stance has been supported by Threadgold (1988) who says:

> To teach genres, discourses and stories is inevitably to make visible the social construction and transmission of ideologies, power relationships and social identities (cited in Davison, 2001, p. 49; see also the discussion in Feez, 2002, p. 57-58).

The second principle, corresponding to the first and the suggestion from the CT movement above, is that learning occurs more effectively if teachers are explicit about what is expected of students (Feez and Joyce, 1998a, p. 25; Cope and Kalantzis, 1993b). This concept has been influenced by the work of Bernstein (1971) in investigating the codes of different social classes. Bernstein reports that the middle class child is capable of manipulating two language codes - the language between social equals (peer groups), which approximates to a public language, and a formal language which permits sensitivity to role and status (1971, p.30). This, argues Bernstein, has been made possible because the child in the middle class and associate levels grows up in an environment which is finely and extensively controlled; the space, time and social relationships are explicitly regulated within and outside the family group. Bernstein goes on to argue:

> The more purposeful and explicit the organisation of the environment with reference to a distant future, that is the greater the rationality of the connections and inter-relations between means and distant ends,
the greater the significance of objects in the present. Objects in the present are not taken as given, but become centres for enquiry and starting points for relationships. The effect of this on the experience of the child is to make him more generally and specifically aware of a wide range of objects at any one time which will intensify his curiosity and reward his explorations. … the school is an institution where every item in the present is finely linked to a distant future, consequently, there is not a serious clash of expectations between the school and the middle class child (1971, p. 29).

Drawing on Bernstein’s work, the GBA suggests that teachers should be more explicit in teaching: how language works to make meaning; the text organization; and linguistic forms that characterize different genres. The genre theorists argue that educators have a responsibility to intervene in the learning process and teaching should be seen as a deliberate act, one in which the teacher takes an overtly interventionist role (Christie, 1991, p. 254-255). Explicitness should also be applied in the curriculum structure and lesson scaffolds (Cope and Kalantzis, 1993b). Moreover, as a visible pedagogy, a GBA:

would take nothing for granted initially, and would not count as acquired what some and only some of the pupils had inherited, instead, the genre-based approach would do all things for all and would be organised with the explicit aim of providing all with the means of acquiring that which, although apparently a natural gift, is only given to the children of the educated classes (Martin, 1993, quoted by Christie and Unsworth, 2000, p. 19-20).

This argument is similar to Delpit’s (1988) statement, that

If you are not already a participant in the culture of power, being told explicitly the rules of that culture makes acquiring power easier. … Entering a new culture is easier, both psychologically and pragmatically, if information about the appropriateness of behaviour is made explicit to those outside the culture, rather than conveyed as implicit codes … Explicit presentation makes learning immeasurably easier (1988, p. 283, see also Gibbons, 2002; Cummins, 1996):

The value of explicit teaching in ESL/EFL has also been observed by several writers, like Grabe and Kaplan (1996); Galagher (2000); Feez (2002); Gibbons (2002). Gibbons provides a comprehensive concept of explicit teaching in ESL/EFL, saying:

Explicit teaching does not mean a return to the teaching of traditional grammar, and to the meaningless drills and exercises devoid of functional and communicative purpose. Nor does it mean that grammar is taught separately from the authentic use of language. Neither does it mean a breaking up of language into component parts of speech, or a fragmentation of the timetable into spelling, dictation, composition, and so on, or a separation of the macro-skills of reading, writing, listening, and speaking. It does mean that students are encouraged to reflect on how language is used for a range of purposes and with a range of audiences, and that teachers focus explicitly on those aspects of language that enable students to do this. Explicit teaching is related to real life use, so that understanding about language is developed in the context of actual language use. It aims to foster active involvement in learning, independence in writing, and the ability to critique the ways that language is used in authentic contexts, such as the way it is used to persuade (2002, p. 60).
So, through the principle of explicit teaching, the GBA avoids *hidden curriculum*, or what McLaren calls the *pedagogical unsaid* (cited in Wink, 2000, p. 54), which is the unexpressed perpetuation of dominant culture through institutional processes.

Another principle of the GBA is that students learn under the guidance of the teacher in apprenticeship (Cope and Kalantzis, 1993a; Feez and Joyce, 1998a; Butt et. al, 2000), with the students as an apprentice and the teacher in the authoritative (Feez and Joyce, 1998a; Feez, 2002; Macken-Horarik, 2002) role of expert on language system and function. Under this principle, the GBA puts an emphasis on *scaffolding* (Wood, Bruner, and Ross, 1976) and the *zone of proximal development* (Vygotsky, 1962; 1978).

*Scaffolding* describes the tutorial assistance provided by the adult who knows how to control those elements that are beyond the child’s capabilities (Wood, Bruner and Ross, 1976; Langer and Applebee, 1987; Wells, 1999). The support is provided when the novice needs it, as competence can be reached by the students in more effective ways when they are scaffolded at the point at which they need it. Thus, “the teacher or the expert must be responsive to the needs of the students; the teacher must be deliberate in appropriating the support at the time it is needed” (Wells, 1999, p. 127).

The *zone of proximal development* refers to “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86, see also the discussion in Antonacci and Colasacco, 1995; Wells, 1999; Feez and Joyce, 2000). The role of the teacher in practice means: “engaging with learners in activities to which they are committed, observing what they can do unaided; then providing guidance that helps them identify the nature of their problems, and find solutions that enable them to bring the activity to a satisfactory completion” (Wells, 1999, p. 159).

Under this model of learning, thus, there are two things suggested about language learning. First, if a teacher is only concerned with what students can already do with language, ie with
their existing level of independent performance, then the students will never progress. Second, if a teacher supports students so that they move through the zone of proximal development to their potential level of performance, real learning and progress is possible (Feez and Joyce, 1998a).

In relation to the teaching of grammar, genre theorists contend that teaching grammar must be a fundamental part of an effective GBA to reading and writing. It is said that grammar enables us to break out of the reductiveness of the genre as end-product problem (Callaghan, Knapp, and Noble, 1993). Through the learning of grammar, students will know how language functions and “the knowledge of language functions can bring wider empowerment” (see the discussion in Morgan, 1997, p. 19). This has been supported by Derewianka (1998), who argues:

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

Although the technical apparatus of linguistics has been rejected (especially by poststructuralist theorists, as stated by Threadgold, 1994, p. 22), if we are to read representations critically, we need more than intuitive skills. If we are to change representations significantly, as for example in the re-training of the judiciary against gender-bias, we must have a metalanguage, a grammatics, which allows us to be specific about what needs changing, as Threadgold (1994, p. 22) suggests. Moreover, in learning to write, grammar also plays a critical role, as learning to write involves learning new genres and new ways of using grammar (Martin, 1985, p. 53).

### 2.5.5.4 Models of Teaching under the SFL GBA

There are several models of the SFL GBA, such as those offered by Callaghan, Knapp and Noble (1993); Callaghan and Rothery (1988); Derewianka (1990); Disadvantaged School Program (DSP) (1989); Feez and Joyce (1998a); Feez (2002); Gibbons (2002); New South Wales Department of Education, Literacy and Education Network and Directorate of Studies (1990a,b,c,d); Rothery (1996). Perhaps the best known pedagogical work is the *curriculum*
cycle - an approach to teaching different genres of writing which was published extensively through materials developed through the New South Wales Disadvantaged Schools Program. As the DSP program involved many ESL students, the GBA, to some extent, is relevant to the current study in particular, and Indonesian school and teacher education context in general, where students learn English as a foreign language.

The curriculum cycle consists of three major stages: *Modeling, Joint Negotiation of Text* and *Independent Construction of Text*. Some other writers add one or two other stages to the model, such as *Preparation* in the model proposed by Derewianka (1990), *Negotiating Field* in the model suggested by Rothery (1996) or *Building Knowledge of the Field* (Feez and Joyce, 1998a; Feez, 2002; Gibbons, 2002; Macken-Horarik, 2002).

As will be shown in Chapter 4, the stages of the GBA used in this study cover: *Building Knowledge of the Field* (or *Negotiating Field*, to use Rothery’s (1996) term); *Modelling* (conceptualized as *Deconstruction* in Rothery’s (1996) model); *Joint Construction*; and *Independent Construction*. These stages, along with reasons for their application in this study will be discussed in Chapter 4, Section 4.3.

### 2.5.5.5 Criticisms of the SFL GBA

The genre-based pedagogy has not been without its critics, as is evidenced by the so-called “genre debate” in Australia (see Reid, 1987) and also by the reactions of educators in Britain and North America (Haneda and Wells, 2002, p. 5).

The first criticism from those working under the genre pedagogy in North America, centres on explicit teaching of the identification and description of the conventions of particular genres. The critics, such as (Freedman and Medway, 1994) point out that although it is useful to be able to identify and describe the conventions of particular genres, it is very easy to become prescriptive and normative about such conventions, listing properties of different genres (see also the discussion in Barton, 1994; Richardson, 1994; William and Hasan, 1996; Lemke, 1995; Nunan, 1999). In this context, Freedman (1994, p. 196) argues that explicit teaching is unnecessary, for the most part, not even possible, and where possible, not useful (except during editing, for a limited number of transparent and highly specific
features). Further, Freedman argues, whenever explicit teaching does take place, there is risk of over-learning and misapplication (1994, p. 196-198; see also a similar observation in Freedman, 1997, p. 179).

Another criticism has been articulated by the process approach advocates, who see the teaching of genre rules as limiting students’ creativity and free expression (see the discussion in Sawyer and Watson, 1987; Dixon, 1987; Berkenkotter and Huckin, 1995). Sawyer and Watson, for example, state:

Learning a new genre is not a conscious process, nor even one that necessarily involves conscious language formation, nor even the absorption of models. Rather, their subjects developed a new genre in response to the demands of the particular task. … a premature emphasis on form can hinder learning. … Learning implies gradual development, and hence a fluid approach to genres, rather than the imposition of conventions from earliest days (1987, p. 50).

The progressivists also argue that the GBA emphasises only the product, rather than process (as discussed in Nunan, 1996) and see genre literacy as a revival of transmission pedagogy (as discussed in Cope and Kalantzis, 1993a, p. 2).

The last criticism of the GBA comes from those who work under a critical social theory of literacy (e.g. Luke, 1996) to do with the point of genres of power. Luke argues that “power is utterly sociologically contingent…. There are no guarantees of power: there are no genres of power” (1996, also cited in Freedman, 1994, p. 192).

However, based on the findings of this study to be shown in Chapters 4, 5 and 6, and the theories which underpin this study, all the criticisms above cannot seemingly be justified. In an EFL context like Indonesia, the GBA, with its emphasis on students’ mastery on language use in different contexts over a long period of time, step by step, will lead to the teaching of English which is functional, as proposed by the authority of education in Indonesia, as mentioned in Chapter 1, Section 1.4. Moreover, because the GBA also encourages students to use their language mastery in writing various genres, it has the potential to improve the writing skills and capacity of Indonesian students and academics in general, the development of which is urgent, as again, mentioned in Chapter 1, Section 1.4. Regarding the first criticism, for example, the value of explicit teaching can be seen from the
students’ development portrayed in their texts, in terms of writing skills, and their critical capacity, as will be presented in Chapter 5. Explicit teaching is also considered meaningful by the students, as interview data will show in Chapter 6. From the perspective of CT teaching, explicit teaching is important to make the teaching of skills and knowledge of CT possible, as the CT theorists suggest. Finally, from a CP perspective, explicit teaching in which the teacher explicitly explains the learning material and play an authoritative role, as outlined earlier, can be used as a way to overcome the dilemma of the teacher not having enough authority in a dialogic classroom (although explicit teaching does not mean exhibiting the power of the teacher, as suggested by Gibbons, 2002). The principle of explicit teaching can also address the criticisms of CP regarding lack of lecture as educational method, which is critical, as “all education, to some degree entails a transmission of culture, a tradition and a history (Elias, 1994, p. 114); and “all forms of teaching are political, including academic genres and cognitive apprenticeship, and imposition is unavoidable” (Benesch, 2001, p. 70).

The second criticism cannot seemingly be justified either. “Making rules and expectations explicit to students does not limit their freedom and autonomy. On the contrary, it gives them the tools to be creative and autonomous. Once students are aware of the conventions of any of the text types, they will be able to manipulate them for their own purposes” (Gibbons, 2002, p. 68; see also Berkenkotter and Huckin, 1995, p. 160-161). Regarding the criticism to do with emphasis on the product, as Chapter 4 will reveal, the GBA does put emphasis on the process of writing, and this has also led to students’ awareness that writing is a recursive process, as interview data will show in Chapter 6.

The last criticism regarding “genres in power” is again seemingly inappropriate. Research findings indicate that some genres, especially argumentative writing, is more difficult and needs more reasons than other genres (see CT theorists, such as Moore and Parker, 1995, Kurfiss, 1988 above) and are more highly valued in university credentials and are demanded more in university level of education. This suggests that some genres are more valued (Johns, 2002a) and thus more powerful and statusful (Martin, 1985; Clark and Ivanik, 1997) than the others.
2.5.6 Summary of the discussion of SFL

This section has addressed several aspects related to SFL. These include basic principles of SFL which makes it distinctive, and other basic notions of SFL, such as the notion of text and context, intertextuality, and metafunctions, and the impact of SFL in language education through the discussion of the GBA, which is underpinned by SFL.

It has been shown that the goals of the GBA, as described above, are relevant to the necessity of the improvement of students’ writing skills in all levels of Indonesian education. It has also been suggested that the GBA has commonalities with other theories reviewed in this chapter. Students’ mastery of different uses of language in different contexts, emphasized in the GBA, can lead to students’ sensitivity and care in using language, which constitutes a central part of students’ development in CT, as sophistication in CT is reflected in sophistication in language (Chaffee, personal communication with the researcher, 11th April, 2004). Underpinned by SFL, which proposes the connectedness of text and context, through the theory of register (Field/Tenor/Mode) and genre, the GBA has a great deal in common a critical social theory of literacy as discussed in Section 2.4. Students’ mastery of the interrelatedness between text and context enables them to interrogate texts, to do with their representations, such as “what is the topic, who is the writer and to whom, and why was the text created and what is another way of creating the text”. Moreover, called as a pedagogy for “access and inclusion” (Cope and Kalantzis, 1993b), the GBA is relevant to CP, as it also aims to empower students through helping them master how language works in specific contexts which can give them access to the language of power. What is more is that the GBA argues that this mastery or capacity, is not given, but needs the teacher’s intervention or direct instruction and explicit teaching. With these principles and other basic principles, as outlined above, the GBA is relevant to the urgency of the improvement of the teaching of English in Indonesia, to the one which is functional, and thus can lead to students who can use the language in context. Moreover, with the emphasis of development of students’ writing skills the GBA has the potential to develop writing skills of Indonesian students and academics, the development of which is critical in contemporary Indonesia, as discussed in Chapter 1, Section 1.4. Thus, it follows that teacher education of English in Indonesia should provide students with sound
background knowledge and clear understanding of the GBA and the competence to implement the approach in their classrooms in different contexts.

2.6 Conclusion

This chapter has provided a theoretical background of the study including a detail delineation of theories of CT, CP, CL and SFL. It has been demonstrated that despite the distinctiveness of each theory reviewed, aspects of these four theories emphasised in this study are interrelated and complementary. Aspects of the theories reviewed in this chapter are also relevant to the priorities of education in Indonesia, such as to fulfill the necessity of the development of critical capacity, the urgency of the implementation of interactive pedagogy, and the promotion of democracy in the classroom through the teaching of writing and reading skills in the EFL context in particular, and across the curriculum subjects in all levels of education in general.

It has also been argued that there is a potential complementation across the four areas of theories reviewed and therefore a synthesis of the principles in each theory is possible and desirable. One important object of this study was to test the complementary nature of the four different areas of theory in designing and implementing an English academic writing program at a tertiary level in Indonesia.

The forthcoming chapters will explain how the study was designed and implemented and the nature of the findings. Chapter 3 will thus outline aspects of the methodology used, while later chapters will develop analyses of the results.
CHAPTER THREE: METHODOLOGY

3.1 Introduction

Chapter 2 has discussed literature related to this research, including notions of critical thinking (CT), critical pedagogy (CP), critical literacy (CL), and systemic functional linguistics (SFL). This chapter will provide a detailed delineation of the methodology of the study, which drew on all the literature reviewed. The discussion, as will be shown in Section 3.2, will begin with describing the purpose of the study and the research questions, then the research design, setting, participants, data collections and analyses. Regarding the data collection in particular, it will be demonstrated that this study, characterised as a qualitative case study (and to some extent, program evaluation), employed data collections in an on-going way (Fraenkel and Wallen, 2000). Ongoing data collections will be discussed in brief in this chapter, as their procedural details will be provided in Chapter 4 in the overview of the research program. Only the use of interviews, conducted at the end of the study, will be described in detail in this chapter. Justifications for the steps in the whole procedure will also be provided. In Section 3.3, systemic functional grammar (SFG), used as a tool for students’ texts analyses will then be discussed.

3.2 Methodology

As indicated earlier, several aspects will be approached in this section, regarding the purpose of the study and research question, research design, setting, participants, data collections and analyses.

3.2.1 Purpose of the Study and Research Question

The purpose of this study was to identify and describe the effectiveness and values of a teaching program in helping to promote students’ argumentative writing skills and critical capacities (in terms of CT and CL) in a tertiary EFL Indonesian context. The teaching program attempted to synthesise the GBA and classroom practices informed by the CT
movement, CP, and CL adopted in this study (as discussed in Chapter 2). Based on the above purpose, the present study endeavoured to address the question:

**Can a genre-based pedagogy using critical and dialogic teaching principles lead to enhanced argumentative writing performance and critical capacity in tertiary EFL students in Indonesia?**

### 3.2.2 Research Design

Relevant to the purpose and research question above, a qualitative study which embraced characteristics of several research methods was employed. Based on the classification of research designs from Nunan (1992), this research can be characterised as a qualitative program evaluation because in this study the researcher created and then implemented a teaching program. In the course of the program, she evaluated the value and the effectiveness of the program, through ongoing assessment of students’ achievements (done by herself and her colleague who was involved in this study) relevant to the objectives of the program. This assessment was valuable “to assist the researcher in deciding whether the teaching program needed to be modified or altered in any way so that objectives may be achieved more effectively” (Nunan, 1992, p. 185).

However, this research also has similar characteristics to a case study. First, like a case study, it was carried out in “a small scale, a single case” (Stake, 1985, p. 278). It “focused on one particular instance of educational experience or practice” (Freebody, 2003, p. 81), that is, a teaching program, where “the researcher acted as teacher” (Stake, 1995, p. 91). The second characteristic, which constitutes the important aspect of case study, as Yin (1993, p. 32) suggests, is that this research employed “multiple sources of evidence – converging from the same set of issues” (Yin, 1993, p. 32) or “multiple data collections and analytic procedures” (Freebody, 2003, p. 83) to allow for “in-depth study” (Ary, Jacobs and Razavieh 1972; Connole , 1993) or “down to earth” study (Cohen and Manion, 1985, see also Cohen, Manion and Morrison, 2000). Multiple data gatherings aimed to enhance the construct validity of the study (Yin, 1993, p. 39-40) and to gain more rounded and complete accounts to test the values and effectiveness of the teaching program implemented in this study, as mentioned in the purpose of the study above. The third characteristic is that this study used text analysis, which is another method of qualitative case study (Travern, 2001;
Freebody, 2003), using SFG, which provides a powerful analytical tool, and constitutes “one of a variety of linguistic approaches that have been well developed in the area of education” (Freebody, 2003, p. 185).

3.2.3 Setting

The research was undertaken at the English Department of a state university in Bandung - West Java, Indonesia. The Department has two programs: educational, whose graduates are prepared to become English teachers (to which the participants of this study belonged); and non educational, whose graduates are prepared to be involved in non teaching jobs.

This research site, at tertiary level, was chosen for several reasons. First of all, having been a teaching member in the Department for almost 15 years, the researcher hoped to get access easily to the research site, and thus to increase feasibility of the study. The researcher’s familiarity with the situation in the research site, let alone with the participants, was expected to lead to a more natural conduct of research, in the context that normally occurs. This accordingly was aimed at avoiding any students’ unnatural behaviour performance, despite their awareness of the study and the fact that the class was set up for the purpose of research (see Chapter 4, Section 4.2).

The second reason was related to the genre in focus, an argumentative genre, which has been reported to be difficult (Moore and Parker, 1995; Fulkerson, 1996; Connor and Lauer, 1988, Cahyono, 2001a) (see the report from NAEP report, 1981, cited in Baron, 1987, p. 232; and Cameron and Todd, 2001, p. 115, regarding students’ academic writing in IELTS: International English Language Testing System). The choice of the tertiary level was deemed appropriate and relevant because it is at this level that students are required to write such genres (Dudley-Evans, 2002; Grabe, 2002). Regarding CT and CL, it is also at this level that “students are expected to think more conceptually, to write more analytically, and to read more critically” (Chaffee, et al, 2002, p. 4).
The last reason for the choice of the tertiary level was that one of the principles of CP adopted in this study, is the teacher should aim to create a school or class as a democratic public setting (Giroux, 1988; 1992; 1997). Conducted at the tertiary level, it was hoped that this study would have an impact on wider society and the civic life of Indonesia, despite its being small scale. The reason for this is that the university has been defended as “a vital public sphere, whose moral and pedagogical dimensions help renew civic life” (Giroux, 1997, p. 258) (see also Fairclough and Chouliarakis, 1999, p. 8-9 for a similar discussion). The university “influences a large number of people not only in terms of what they learn and how they locate themselves in the context and content of specific knowledge forms, but also in terms of their impact on a variety of institutions in public life” (Giroux, 1997, p. 258-259). It was hoped that the inclusion of CP in a tertiary education, particularly in a teacher education classroom, “would result in a significant potential for ongoing social change”, as Keesing-Styles (2003, p. 1) notes. This is because the inclusion of CP in teacher education will create a new generation of teachers who will be implementing a new curriculum and teaching practice, applied in this study, which is relevant to the current Indonesian context, as outlined in Chapter 1.

3.2.4 Participants

The participants of this study were 18 semester six student teachers of a Bachelor degree (which usually takes at least eight semesters) in the department, who voluntarily participated in the study upon the researcher’s giving information on the nature of the study and what was expected of them (see Chapter 4, Section 4.2). Student teachers were chosen as they were considered to have a potential to apply their learning from this program in their own teaching later. Moreover, with the principles of CP adopted in this study, as discussed in Chapter 2, student teachers were expected to learn “what teacher-students interactions in the classroom should look like, which would then influence the interactions and power relations in the broader society” (Cummins, 1996, p. iii). This, as Cummins further argues, embodies an image of the society they will graduate into and the kinds of contributions they are being enabled to make within the society.
The students involved in this study had taken the subjects *Writing I to IV*, offered in the department, which mostly deal with writing paragraphs and some genres of writing (see Appendix 1, about the syllabus of the teaching of writing in the research site). As argumentation is difficult, as mentioned above, by selecting these students, the researcher hoped that the materials or the tasks given in the class were in line with their English and writing capacities.

All participants were between 20-21 years of age. They were all Moslems, originally from the Sundanese ethnic group in Indonesia, having *Bahasa Sunda* as their mother tongue. *Bahasa Indonesia* is their second language and English is thus their foreign language. The class had only two male students, which is common in language classes in all language departments in the university. However, from a CL perspective, as revealed in interview data in Chapter 6, this is a limitation of the study, as the class was not heterogeneous. A mixed-gendered class, with students having different cultural backgrounds could have provided an ideal environment in which the students “could test their own readings against those of others” (Janks, 2001, p. 149). Another limitation, as will also be shown in the interview data, is that the class was much smaller than regular classes in the research site and in other Indonesian contexts in general, which will influence the reliability of the results of the study. Moreover, the class being additional to the others and the voluntary-based participation may also mean that the students were potentially more motivated, which again, affects the reliability of the results of the study. The last limitation is to do with the class being set up specifically for the purpose of research. From the perspective of classroom observation in ESL or EFL, it would have been much better if the research had taken place in an ongoing and regular class (van Lier, 1988, p. 9). This is because “in an ongoing class things are done along similar lines a number of times, and they turn into routines in which all participants know what is likely to happen next” (van Lier, 1988, p. 10), which can lead to “a natural and undisturbed lesson” (van Lier, 1988, p. 39).

With the help of her colleague(s), who had taught writing subjects to the students, the students were grouped into low, mid and high achievers, based on their performance in previous writing lessons, as well as their diagnostic writings (see Chapter 4). To ensure the
appropriateness and accuracy of the groupings and selection of students whose writings would become the samples of this study, the researcher also tried to consult the documents available in the department to discover students’ general performance in learning English, in writing subjects in particular, as indicated by their grades.

3.2.5 Data Collection

As outlined above, this study used multiple techniques of data collection, conducted not only at the conclusion of the study, but also in an ongoing way (Fraenkel and Wallen, 2000, p. 505; Bogdan and Biklen, 2003). Ongoing data collection will be taken up briefly in this section (as their detailed presentation will be provided in Chapter 4), and the use of interview, which was conducted at the end of the research in detail. Each method of data collection will be described below.

3.2.5.1 A Phase of Teaching EFL Writing Classes

In the 11 week teaching program, the researcher acted as a teacher, as mentioned above. The researcher applied the basic principles of the GBA, supported by suggestions from the CT movement, CP and CL adopted in this study. Prior to the teaching phase, a questionnaire was distributed and a diagnostic writing task was organised to get information on students’ backgrounds and their familiarity with the genre in focus as well as their critical capacities.

After each session, the students were invited to write a journal aiming to provide guidance for the researcher on students’ difficulty and interest. From a CT point, journal writing was important, as it allowed students “to reflect, to dig deeper if they would, into the heart of the words, beliefs, and behaviours they described in their journals” (Janesick, 2000, p. 178). Journals also allow the teacher to see the development of CT dispositions, from indications of open-mindedness, seeking reasons, trying to be well-informed, and so on (Norris and Ennis, 1990, p. 36). Students’ journals also allows for the researcher’s critical reflection, “to see herself through the students’ eye” (Brookfield, 1995, p. 94). Moreover, from a perspective of ESL or EFL teaching, journal writing was also important for needs analyses
(Feez and Joyce, 1998a) and as “an introspective tool in language research, for both the students and the teacher” (Nunan, 1992, p. 119-121).

The researcher also wrote observation notes immediately after each session while “the memory of the observation was still fresh” (van Lier, 1988, p. 241). Observation notes focused on what was said and done by both the researcher and the students in the “interactional setting” (Morrison, 1993, cited in Cohen, Manion and Morrison, 2000, p. 305; Allwright, 1988). This aimed to help “increase the researcher’s sensitivity to her own classroom behaviour and its effects and influence on students” (Allwright, 1988, p. 77). Observation (and the collection of students’ writing samples below) constituted a technique for evaluating the program as “it provides objective measures of pre-to-post-training changes in students” (Allwright, 1988, p. 260).

As no observation is value-free or theory-free (van Lier, 1988, p. 46; Fraenkel and Wallen, 2000, p. 538-539), the researcher invited one of her colleagues, Mr Ari (pseudonym), to observe the class. This was intended to enable the researcher “to check her observations against his” (Fraenkel and Wallen, 2000, p. 539) and accordingly to promote the reliability of observations (Allwright, 1988; van Lier, 1988; Shimahara, 1988). The whole phase of the teaching program will be taken up in Chapter 4, Section 4.3.

3.2.5.2 The Collection of Students’ Written Texts

Students’ texts were collected at various stages of the research program. They constituted the main resource of information to plot students’ development in control of writing skills and their critical capacities, and to test the value and effectiveness of the teaching program. Students’ written texts, as Kress (1985, p. 47) argues “everywhere bear the signs of the struggle to meet the demands of the generic form, the effects and meanings of discourses, and the forms of language in the written mode, and everywhere bear the signs of their achievement in doing so.” This coincides with Freebody’s argument that “in most cases, students’ actual achievements can be gauged through their production of various kinds of
texts” (2003, p. 179). Therefore, students’ text analyses also constitute one of the most important sources of target situation data in devising an L2 (EFL) writing syllabus later (Hyland, 2003, p. 62) in Indonesia. Moreover, students’ texts, which are argumentative, are also one of a valuable source to evaluate students’ CT (Norris and Ennis, 1989; Baron, 1987). From a CL perspective, texts analysis is also important, as in students’ texts can be seen the values and beliefs of the students about issues discussed (Lemke, 2002, p. 23).

Samples of students’ texts represented students’ different levels of achievement and will be closely analysed in Chapter 5. The analyses use SFG, in that the texts were analysed in terms of the schematic structure and then linguistic features, to do with the textual, ideational and interpersonal metafunctions as suggested by SFL.

3.2.5.3 The Use of Interviews

The last source of data was interviews with the students. An interview has been defined as “an interaction between two people, with the interviewer and the subject acting in relation to each other and reciprocally influencing each other” (Kvale, 1996, p. 35). Thus defined, interviews in this study were an important means of helping students to bring to consciousness their knowledge gained in the teaching program, what aspects they thought had developed, and which aspects of the teaching program were responsible for the development or changes observed in this study. This enabled the researcher “to check the accuracy of – to verify or refute – the impressions she had gained through observations” (Fraenkel and Wallen, 2000, p. 509) and text analyses conducted in this study.

An interview was also an important way to evaluate students’ CT (Norris and Ennis, 1989), and as Chapter 6 will show, also CL. From a CP perspective, interviews with student teachers were crucial as their responses revealed how they understood processes of teaching and learning, which would “shape their work as teachers or educators” (Boyce, 1999, p.1). With the concept that “as students need change, so would the program” (Degener, 1999, p. 10), it was hoped that students’ input from interviews would become the basis to refine the program structure, the class instruction and the follow up of practical importance. This, so
Degener further argues, enables the students to see how their input affects the program and thus see themselves as active participants.

Two stages of interviews were conducted. The first time was immediately after the teaching program and the second occurred eight months after the teaching program. The first interview aimed to find out more about students’ insights as learners, and the second one about students’ perceptions of the teaching program, not only as learners, but also as student teachers. The second interview was deemed important as over this period of time, the students had had subjects which required academic writing skills, like Research Project and critical reading, or Extensive Reading. Moreover, they had enrolled in the subject Kuliah Kerja Nyata (obligatory social action internship for advanced students), during which they would have a chance to visit some schools and to interact with students and teachers of primary and secondary schools. Accordingly, the second stage interview also aimed to find out the students’ perceptions of the applicability of their learning in their current academic activities, as well as the likelihood of their applying a similar teaching program in their own teaching, and the challenges this might involve. The two stages of interviews can be described in Table 3.1 below.

<table>
<thead>
<tr>
<th>Conduct of Interviews</th>
<th>Individual</th>
<th>Focus Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1:</strong> Immediately after the teaching program</td>
<td>Students involved: Seven, representing various levels of achievement. (Pseudonyms: Warda, Candra, Nia, Riya, Ira, Wati and Ina).</td>
<td>Students involved: 10, representing various levels of achievement, some of whom were already interviewed individually. Pseudonyms: Candra, Nia, Ira, Riya, Wati, Elli, Cinta, Ary, Rifky, Puri</td>
</tr>
<tr>
<td><strong>Stage 2:</strong> Eight months after the teaching program</td>
<td>Not conducted</td>
<td>Students involved: Eight, representing various levels of achievement and previously interviewed in the first stage. Pseudonyms: Candra, Nia, Ira, Riya, Wati, Elli, Cinta, Puri</td>
</tr>
</tbody>
</table>

As illustrated in Table 3.1, two types of interview were employed: individual and focus group. An individual interview was chosen for several reasons. First, such an interview is literally defined as “an inter view, an inter-change of views between two persons conversing about a theme of mutual interest” (Kvale, 1996, p. 14). So defined, individual interviews were intended to allow for greater depth than is the case with other methods of data
collection techniques, as they could “provide access to what is inside an interviewee’s head, … what he/she thinks” (Cohen and Manion, 1980, p. 242; 1985) about the teaching program.

From a point of CT evaluation, the value of individual interview has been observed by Norris and Ennis, who say:

> Interviewing students individually is a way of acquiring very detailed information on the students' critical thinking. Interviewing students individually has certain advantages over other information gathering techniques. … many students can express ideas easier … in oral rather than in written form. While interviewing the evaluator has also the option to ask students to clarify what they have said, to request further reasons for their conclusions, and to ask specific questions about what might have influenced their thinking (1989, p. 145-146).

The focus group interview aimed to function as “a source of validation” (Frey and Fontana, 1993, p. 25) of previously gathered data via one-on-one interviewing. Moreover, as the evolving relations among group members can be a stimulus to elaboration and expression, a focus group was expected to bring the researcher closer to “truth” by the addition of embellishing interpretive data, as Frey and Fontana (1993, p. 32) further note. Finally, the focus group aimed to get the range of students’ opinions, and suggestions about the effectiveness of the teaching program, the suitability of the materials and tasks, their development of writing and critical capacities. In this context, Krueger and Morgan (1993) argue:

> Often a major part of our research goal is to learn more about the range of opinions or experiences that people have. Focus groups have a strong advantage here because the interaction in the group can provide an explicit basis for exploring this issue. … One of the things that frequently become clear in such discussions is that each individual may have several different opinions about the subject. This is visible in statements of qualified agreement, such as “I agree with you, so long as …” (1993, p. 17-18).

As also shown in Table 3.1, in stage one seven students were involved in individual interviews, and 10 in the focus group (to follow Frey and Fontana, 1993, p. 30). Some students involved in the focus group had already been interviewed individually. Furthermore, in stage two, due to time constraints, only a focus group interview was conducted, involving eight students who were also interviewed in the first stage focus group. The interviewees in the two stages were selected to represent different levels of achievement, and two of them, Candra and Wati were the writers of the texts analysed in
Chapter 5. Moreover, Nia was the writer of Texts 5.2 and 5.6, which are also mentioned in the chapter, but they are not closely analysed.

A guided or semi-structured interview was used in both stages of interviews to enable the researcher to get all information required (without forgetting a question), while at the same time to permit the participants’ freedom of responses and description to illustrate the concepts (Field and Morse, 1985, p. 67). The strength of a semi-structured interview, according to Kvale is that:

A semi-structured interview … has a sequence of themes to be covered, as well as suggested questions. Yet, at the same time there is an openness to changes of sequence and forms of questions in order to follow up the answers given … by the subjects (1996, p. 124).

Questions asked in individual interviews in stage one can be seen in Appendix 18.1. Moreover, the focus group only used some of the same questions, as students’ responses had already confirmed the students’ main ideas in the individual interviews. Most questions were leading questions and popular opinion about leading questions today is that “leading questions are not that powerful” (Kvale, 1996, p. 157) (see also Merriam, 1998, p. 78-79; Cohen, Manion and Morrison, 2000, p. 122). However, Kvale (1996) further argues for the importance of leading questions, particularly in qualitative research, as saying:

The qualitative research interview is particularly well suited for employing leading questions to check repeatedly the reliability of the interviewees’ answers, as well as to verify the interviewer’s interpretations. Thus, contrary to popular opinion, leading questions do not always reduce the reliability of interviews, but may enhance it; rather than being used too much, deliberately leading questions are today probably applied too little in qualitative research interviews (1996, p. 158).

All questions in the interview stage one were tried out with several students who were not involved in the study, for suggestions and advice, particularly regarding whether the questions were ambiguous, vague or confusing.

The questions used in stage two can be found in Appendix 18.4. There were only three main questions asked in this interview. Each was to do with what the students remembered they learnt in the program, what development they thought they gained, using samples of their texts as a prompt, and what challenges they thought they would face in implementing a similar teaching program in their own teaching later.
In order to remove some of the bias in verbal reports toward pleasing the instructor as the researcher, who was also the interviewer, in the stage one interview, the researcher was accompanied by her colleague who had served as a classroom observer, and some of the questions were asked by him (Hyon, 2002, p. 133). Moreover, two weeks after the individual and focus group interviews in stage one, two individual interviews were conducted with a mid and a high achiever, who had been interviewed previously. These interviews were intended to test the reliability of the students’ verbalisations. To allow the students to express their ideas in a more elaborated way, these two interviews were conducted in bahasa Indonesia by a researcher’s colleague (Hyon, 2002) who did not participate in the teaching program. Data from this interview are not reported in this thesis, given the space, but they did confirm evidence obtained in the previous interviews. The second stage of interview was conducted only by the researcher as she could not find a colleague who could help accompany her to ask the questions, due to the fact that the interview was conducted during a break time.

Before the interview, the researcher informed the interviewees about (i) what was going to be discussed; (ii) the release of pseudonyms in the research report; and (iii) the fact that the conversation would be tape-recorded to avoid the loss of data, and to enable the researcher to transcribe it later, enabling an in-depth analysis of the interviewees’ verbatim statements. The researcher also attempted to establish an atmosphere such that the interviewee “could feel secure to talk freely” (Cohen, Manion and Morrison, 2000, p. 279). All interviews were conducted in a quiet classroom, to allow the interviewees to concentrate on the questions asked and to enable the researcher to obtain clear recordings. Interviews were conducted in English (except for those conducted by the researcher’s colleague as mentioned above), although the students were allowed to speak in bahasa Indonesia when they had difficulty in expressing ideas.

3.2.6 Data Analysis

Data analyses in this study were conducted over the course of the teaching program and after the teaching program. Ongoing data analyses were essential and provided valuable
ongoing material for evaluation or for modification of the teaching program. On going data analyses and interpretations were based on data mainly from the questionnaire and diagnostic writing prior to the teaching program, students’ journals and observation notes. Some of these data, especially those from students’ journals and classroom observations will be discussed in Chapter 4. Moreover, data which were analysed after the research program were mainly students’ writing samples (including diagnostic texts), and interview data, which respectively will be discussed in Chapters 5 and 6.

Students’ texts were first analysed using functional grammar (SFG) (see Appendices 15 and 16). SFG, as will be discussed later in Section 3.3, is a text-based grammar (Jones, et al. 1989), and “functional in its interpretation of texts, of the system, and of the elements of linguistic structures, designed to account for how the language is used” (Halliday, 1985b, p. xiii). SFG also has the capacity not only to locate language socially, but also to identify the linguistic characteristics of a genre (Cope and Kalantzis, 1993, p. 84). Thus characterised, SFG was “a valuable resource for (students’) texts analysis, which is concerned with the linguistic forms of the texts” (Fairclough, 2003, p. 12).

The students’ texts, as will be alluded to in Chapter 5 were analysed in steps, to follow the suggestion from the genre theorists, such as Christie (personal consultation on 13th November, 2003), in that the texts were first analysed in terms of the logic or schematic structure, organisation and purpose, and how well each element in the text performs its function (This suggestion, to some extent, coincides with that from the critical thinking theorists, such as Browne and Keeley, 1986, as mentioned in Chapter 2). Then the texts, based on each element were analysed in terms of linguistic features, to do with the textual, ideational and interpersonal metafunctions. These analyses will then be related to aspects of critical capacity focused in this study, as discussed in Chapter 2.

Likewise, the data from the interviews were transcribed and subsequently categorised and interpreted to answer the research question. During the transcription stage students’ names were replaced with pseudonyms (Silverman, 1985, 1993, cited in Exley, 2002, http://www.aare.edu.au/02pap/exl02213.htm). The transcription in the first stage interview
“was confirmed” (Taft, 1989) or “sent back” (Kvale, 1996, p. 189) to the participants to make sure that it was exactly what the students said and meant. This also aimed to give the interviewees an opportunity to reply, for example, “I did not mean that” (Kvale, 1996, p. 189). The transcription of the second stage interview, however, was not sent back to the participants, due to time constraints.

All interview data were analysed in steps. The first one was to put the interview questions into categories, (especially the first stage). Then a thematic analysis (Kvale, 1996; Merriam, 1998) was then developed, when the researcher categorised students’ comments into themes that had become the focus of the study. Then the data from the two stages of interview were presented in a condensed body of information, which can be found in appendix 18.2 -18.4. In the discussion of these data, as will be presented in Chapter 6, students’ responses in the interviews will also be related to their developments in writing skills and critical capacity concerned with in this study, and the value of each element of the teaching program.

A “data source triangulation” (Stake, 1995, p. 112), which is ”the most desired pattern for dealing with case study data” (Yin, 1993, p. 69) was then conducted, to make a contrast and comparison of all the data obtained from different sources (Freebody, 2003), i.e. students’ journals, classroom observations, text analyses and interviews. This aimed to enhance the validity of the conclusion of the study (Stake, 1995; Freebody, 2003).

### 3.2.7 Summary of Methodology of the Study

This section has presented a brief discussion of methodology-related aspects of the study, including purpose of the study and research question, research design, setting, participants, data collections and analyses. Procedural details of data collections, and to some extent data analyses in particular, as mentioned above, will be provided in Chapter 4. The subsequent section will provide an account of SFG, which was a tool for students’ texts analyses.
3.3 Systemic Functional Grammar (SFG)

Functional grammatical analysis examines a language as a meaning making system. It focuses on grammatical systems as a means for people to interact with each other. Functional grammar “sees grammar as shaped by, and as playing a significant role in shaping, the way we get on with our lives” (Martin, Mathiessen, Painter, 1997, p. 1). Functional grammar sets out to investigate what the range of relevant choices are in language, both in the kinds of meanings that we might want to express (or functions that we might want to perform) and in the kinds of wordings that we can use to express these meanings and to match these two sets (Thompson, 1996, p. 8).

As indicated in Chapter 2, Section 2.5, SFL holds the principle that all languages have three major functions: textual, ideational (experiential and logical), and interpersonal metafunctions. Each function is realised in a different patterns of grammar. The textual function is realised in the Theme system, referring to what is foregrounded. It is what the clause is about. The experiential metafunction is realised in the Transitivity system and in lexis. The logical metafunction is realised in the Conjunction system. The interpersonal metafunction is realised in the Mood system and modality.

The Theme system will be discussed first, because it plays a significant part in constructing the flow of a discourse (text) (Halliday, 1994a;b) which is the first aspect looked at in texts analyses undertaken in this study (As indicated above, and will be shown in Chapter 5, students’ text analyses will start with the organisation or the schematic structure of the texts, which is to do with the textual meaning of SFL, realised in the Theme system of grammar). Then the section will go on to discuss the Transitivity system, to do with how the text organises experience, one part of the ideational function of language. This will be followed by the discussion of the conjunction system - the other aspect of the ideational function, to do with the logical aspect – the logico-semantic relation of clauses. In addition, the discussion on interpersonal meaning will cover aspects of modality (including mood). The section will then be concluded by a brief delineation on grammatical metaphors, which also constitute an important signal of students’ developments in various aspects investigated in this study.
Examples of each pattern of grammar (except for few taken from Halliday, 1994a) have been taken from students’ texts, which can be found in Appendices 15-16. The significance of the presence of each pattern of grammar will not be discussed, as it will be alluded to later in Chapter 5.

3.3.1 The Theme System

The Theme system is concerned with “the organisation of information within individual clauses, and through this, with the organisation of a larger text” (Martin, 1992; Martin, Mathiessen, and Painter, 1997, p. 21). The Theme system is realised through a structure in which the clause falls into just two main constituents: a Theme and a Rheme. A Theme is “the point of departure of the message” (Halliday, 1994a, p. 37; Halliday and Mathiessen, 2004, p. 64), or “the starting point for the message: what the clause is going to be about” (Halliday, 1985b, p. 39; Eggins, 1994, p. 275). It is the element which comes first in the clause. Meanwhile, the Rheme is “the part of the clause in which the Theme is developed or everything that is not the Theme is the Rheme” (Eggins, 1994, p. 275).

In connection with the discussion in Chapter 5, under the Theme system, several aspects will be approached, including: the boundary of Theme; longer unit Theme; Thematic progression and higher level Theme.

3.3.1.1 The Boundary of Theme

There are three different types of Themes: topical (experiential), interpersonal, and textual elements (Eggins, 1994). The topical Theme is the first element in the clause that expresses some kind of “representational meaning” (Martin, Mathiessen and Painter, 1997, p. 24). It is realised in Transitivity structure, as: a Participant, a Circumstance or a Process (see the discussion on the Transitivity system). If the first topical element of a declarative clause is also the Subject of the clause, including the Subject “it” (Martin, Mathiessen, and Painter, 1997, p. 31), it is called unmarked Theme (see examples of participant as a Theme in Table 3.2). If the Theme is non-Subject, it is called marked Theme (see Examples of circumstance
and process as a Theme in Table 3.2). Examples of each type of Theme will be given in Table 3.2.

<table>
<thead>
<tr>
<th>Participant as a Theme</th>
<th>Education</th>
<th>plays a very important role in a country.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It</td>
<td>‘s not comfortable to wear ….</td>
</tr>
<tr>
<td></td>
<td>It</td>
<td>is argued ….</td>
</tr>
<tr>
<td></td>
<td>It</td>
<td>is very important [[for us to heal our reputation from any media, including the Miss Universe Contest]].</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circumstance as a Theme</th>
<th>At the beginning of a term</th>
<th>students can usually borrow these books at the school libraries for free.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Process as a Theme</th>
<th>Don’t leave</th>
<th>any belongings on board the aircraft! (Halliday, 1994a, p. 47).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Topical Theme</th>
<th>Rheme</th>
</tr>
</thead>
</table>

The interpersonal Theme is the interpersonal part of the Theme, and to follow Eggins (1994), interpersonal Themes in students’ texts can be categorised into:

(i) The unfused finite (in interrogative structure), typically realised by an auxiliary verb, signaling that a response is needed;

(ii) Some categories of Modal adjuncts, especially Mood Adjuncts (some of which realised in interpersonal metaphors of modality, such as I think) and Comment Adjuncts, (typically realised by an adverb, providing the speaker’s comment or attitude towards the message, such as inevitably). Examples of interpersonal Themes are given in Table 3.3.

<table>
<thead>
<tr>
<th>Unfused Finite as a Theme</th>
<th>Can</th>
<th>We</th>
<th>judge (someone of doing a crime) while ….?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modal Adjunct as a Theme: Mood Adjunct:</td>
<td>I think</td>
<td>the government’s program [[to publish books]]</td>
<td>is ineffective</td>
</tr>
<tr>
<td>Comment Adjunct</td>
<td>Inevitably</td>
<td>the death penalty</td>
<td>has been imposed most frequently on the poor ….</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Theme</th>
<th>Topical Theme</th>
<th>Rheme</th>
</tr>
</thead>
</table>

The textual Themes are elements “which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its context” (Eggins, 1994, p. 281). Textual Themes found in students’ texts are realised in structural conjunctions (coordinating and subordinating conjunctions, relatives and conjunctives, see
Examples of textual Themes realised in conjunctions are illustrated in Table 3.4.

### Table 3.4 Examples of Textual Theme

<table>
<thead>
<tr>
<th>Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination</td>
<td>Let’s put aside those benefits and drawbacks, <strong>and</strong> let’s see it in an objective way.</td>
</tr>
<tr>
<td>Subordination</td>
<td>War cannot be approved, <strong>because</strong> it will leave nothing but misery.</td>
</tr>
<tr>
<td>Relative</td>
<td>… in order to realize his hidden agenda, <strong>which</strong> is [[controlling Iraq oil possession for U.S own favour]].</td>
</tr>
<tr>
<td>Conjunctive</td>
<td><strong>Besides</strong>, the argument [[which is launched by the U.S government of attacking Iraq]] is not making any sense.</td>
</tr>
</tbody>
</table>

Examples of the interpersonal and textual Themes above indicate that while it is possible for a clause to realise only one Thematic element, (in which case it must be a topical Theme), as will be alluded to in Chapter 5, it is far more common that a clause contains a sequence of Themes, with often several textual and/or interpersonal Themes occurring before the obligatory topical Theme (see Eggins, 1994; Thompson, 1996).

### 3.3.1.2 Longer Unit Themes

Apart from being represented by a single clause constituent, as examples above, Themes may also be constituted by a longer unit. Examples of longer unit Themes are provided in Table 3.5 below.

### Table 3.5 Examples of Longer Unit Themes

<table>
<thead>
<tr>
<th>Longer Unit Themes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embedded clauses:</td>
<td></td>
</tr>
<tr>
<td>Wh-clause</td>
<td></td>
</tr>
<tr>
<td>Non-finite Clause</td>
<td></td>
</tr>
<tr>
<td>That- clause</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What no one seemed to notice</strong></td>
</tr>
<tr>
<td></td>
<td>[[Publishing academic books]]</td>
</tr>
<tr>
<td></td>
<td>The writing on the wall (Halliday, 1994a, p. 45).</td>
</tr>
<tr>
<td></td>
<td>is one of the programs [[applied by the Department of Education]].</td>
</tr>
<tr>
<td></td>
<td>has also been stated by Miss St. Marten (2000).</td>
</tr>
<tr>
<td>Long nominal groups:</td>
<td></td>
</tr>
<tr>
<td>Nominal groups which</td>
<td></td>
</tr>
<tr>
<td>involves clause</td>
<td></td>
</tr>
<tr>
<td>embeddings;</td>
<td></td>
</tr>
<tr>
<td>Group and phrase complexes</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The first argument [[proposed by the opponents of death penalty]]</strong></td>
</tr>
<tr>
<td></td>
<td>Javis, another opponent of the Miss Universe Pageant from India,</td>
</tr>
<tr>
<td></td>
<td>suggests … .</td>
</tr>
<tr>
<td>Predicated Theme</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>It is they themselves</strong></td>
</tr>
<tr>
<td></td>
<td>[[who create the war [[and violate the peace]] … .</td>
</tr>
<tr>
<td>Topical Theme (unmarked)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Rheme</strong></td>
</tr>
</tbody>
</table>

90
As can be noted from Table 3.5, drawn from the work of Halliday (1994, p. 54-61) and Martin, Mathiessen and Painter (1997, p. 35), longer unit Themes found in students’ texts can be realised in:

(i) \textit{Embedded clauses} (\textit{Wh-clauses, non-finite, and that-clauses});
(ii) \textit{Long nominal groups}, including those which extend beyond the main noun, and which may involve clause embeddings;
(iii) \textit{Group and phrase complexes}, or \textit{Appositions};
(iv) \textit{Predicated Theme}.

From the examples in Table 3.5 above, it can also be noted that all longer unit Themes are unmarked. There is another type of longer unit Themes used in students’ texts, but they function as marked Themes, realized in \textit{Wh-clause}, \textit{finite} and \textit{nonfinite clauses}. They occur in hypotactic clause complexes, whose ordering of clauses is also marked, that is the dependent clause comes before the main clause, as will be shown in Table 3.6 below.

<table>
<thead>
<tr>
<th>Table 3. 6 Examples of Longer Unit Marked Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textbf{Wh-clause}</td>
</tr>
<tr>
<td>\textbf{Finite clause}</td>
</tr>
<tr>
<td>\textbf{Non-finite clause}</td>
</tr>
<tr>
<td>\textbf{Topical Theme (marked)}</td>
</tr>
</tbody>
</table>

However, the clause complexes exemplified in Table 3.6, when each clause has its own Theme-Rheme structure, can also be analysed in the same way as in unmarked ordering of clauses above.

\textbf{3.3.1.3 Thematic Progression}

Based on the Theme choices in students’ texts, there are three types of Theme progressions, in which the texts develop the ideas they present (Fries, 1995, p. 320-323; Eggins, 1994; Ravelli, 2000). To follow Eggins (1994, p. 303-5) and Fries (1995, p. 320) the thematic progression in students’ texts can be classified into:
(i) The zig-zag pattern, or a linear thematic progression: The content of the Theme of the second sentence or clause derives from the content of the previous Rheme, the content of Theme 3 derives from Rheme 2, etc.

(ii) The theme re-iteration: The Theme enters into relation with a number of different Rhemes, or the same element occurs regularly as Themes.

(iii) The multiple Theme pattern or progression with derived Themes: The passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from that general notion, but are not identical to one another.

An example of each thematic progression, occurring in a short period can be seen below:

**The zig-zag pattern:**

*It especially should be focused upon drug trafficking and corruption cases*

*Because those cases have a devastating impact toward society in large.*

**The Theme-re-iteration:**

*that such contests are against our values and morals,*

*that they only demean women,*

*rather than (they) benefit them”.*

**The multiple Theme pattern:**

*On the other hand, the opponents of capital punishment adopt three positions, …*

*The first argument...*

*The second position ...*

*The last argument of the opponents of capital punishment ... .*

Other examples of each type of thematic progressions will be revealed in Chapter 5, especially Sections 5.3 and 5.4.

**3.3.1.4 Higher Level Themes: Macro- and Hyper-Themes**

Apart from the Theme of a clause or a sentence as discussed above, there are also higher-level Themes, which are called: hyper-Theme and macro-Theme. Hyper-Theme is the
Theme of a paragraph. This is an introductory sentence or group of sentences which is established to predict a particular pattern of interaction among strings, chains. Macro-Theme can be defined as a sentence or group of sentences (possibly a paragraph which predicts a set of hyper-Themes. This is the Introductory paragraph of school rhetoric (Martin, 1992, p. 437; 2002, see also Martin and Rose, 2003; Coffin, 1997, p. 218-219). Hyper-Theme can also be considered as the opening generalisation in a paragraph which predicts the pattern of clause Themes and elaboration, and macro-Theme in a text which predicts its overall development. The proportionalities, as Martin further describes, is as follows:

- Theme: clause;
- Hyper-Theme: paragraph;

In longer texts, Martin (1992, p. 443) further argues, the pattern of macro Themes predicting hyper-Themes can be extended, with hyper-Themes themselves functioning as macro-Themes in their own right. Once texts develop to this level of internal complexity, titles, subtitles, headings and subheadings are commonly deployed to keep track of the composition structure being erected. Therefore, it is possible that a macro-Theme is labeled as *macro-Theme i, ii*, up to *macro-Theme n* (Martin and Rose, 2003, p. 193-194). Schematically, the thematic relationships can be seen in Figure 3.1 below, with the proviso that a text may be organised thematically around more than the three levels shown. The lowest level hyper-Themes in a text are referred to traditionally as Topic sentences and the highest level macro-Themes as introductions (Martin, 1992, p. 443-444).

Apart from being woven through Theme, the range of meanings in a text can be woven through New. While macro-theme, hyper-Theme and clause Themes project forward, scaffolding the text to its rhetorical purpose (i.e. its genre); macro-New, hyper-News and clause-News on the other hand, look back, gathering up the meanings which have accumulated to elaborate a text’ field (Martin, 1992, p. 456; 2002). As will be shown in Chapter 5, the Recommendation stage of students' texts, particularly the jointly and independently constructed ones, can be considered as the macro-New, as it accumulates the main points amassed (Martin, 1992, p. 457). This signals students’ developments in writing skills and critical capacities investigated in this study.
All features related to the Theme system covered in the discussion of students’ texts analyses have been discussed in this section. The section to follow will provide an account of the second system of SFG looked at in students’ text analyses, that is the Transitivity system.

### 3.3.2 The Transitivity System

The Transitivity system belongs to the experiential metafunction and is the overall grammatical resource for construing goings on (Martin, Mathiessen and Painter, 1997, p. 100). The term transitivity in functional grammar is related to the transitivity in traditional grammar, but deal with it to some extent differently. The transitivity in functional grammar is not a way of distinguishing between verbs according to whether they have an object or not, but refers to a system for describing the whole clause, rather than just the verb and its object (Thompson, 1996, p. 78). Transitivity, according to Thompson, refers to:

> the type of process which determines how the participants are labelled: the ‘doer’ of a physical process such as kicking is given a different label from the ‘doer’ of a mental process such as wishing … (1996, p. 78).

The Transitivity system construes the world of experience into a manageable set of process types (Halliday, 1994a, p. 106), and it discriminates six different types of processes in English: material, mental, verbal, relational, behavioural and existential. Each process, Halliday (1994a, p. 107) further suggests, consists, in principle of three components: the *process* itself; the *participants*; and *circumstances*. Below is the discussion of process types, along with its participants, then a brief description of circumstances.
3.3.2.1 Process Types and Their Participants

As mentioned above, process types in English can be categorised into: material, mental, verbal, relational, behavioural, existential, each of which will be discussed below.

3.3.2.1.1 Material Processes: Processes of Doing

Material processes “construe doing or happening” (Halliday, 1994a, p. 110; Butt, et al, 2000, Eggins, 1994, Thompson, 1996; Martin, Mathiessen and Painter, 1997). Material processes answer the question What did X do? or What happened? Potential participant roles are: an Actor (the Doer of the process), a Goal (or the Thing affected), a Range (or the Thing unaffected by the process), a Beneficiary (or the one to whom or for whom the process is said to take place).

Regarding Range in particular, Halliday (1994a) suggests, that a Range may be an entity which exists independently of the process but which indicates the domain over which the process takes place. In English expressions a Range may occur in: have a bath, make mistakes, do a little dance, take another quick look, gave her usual welcoming smile (Halliday, 1994a, p. 147). Material processes found in students’ texts are, among others:

Material process with Actor as the sole participant

<table>
<thead>
<tr>
<th>Law discrimination</th>
<th>continuous to happen</th>
<th>In Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Process: Material</td>
<td>Circumstance: Loc: Place</td>
</tr>
</tbody>
</table>

Material process with an Actor and a Goal (active)

<table>
<thead>
<tr>
<th>They</th>
<th>Can keep</th>
<th>the books</th>
<th>for a term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Process: Material</td>
<td>Goal</td>
<td>Circumstance: Loc: Time</td>
</tr>
</tbody>
</table>

Material process with a Goal can also be realised in an agentless passive (Butt, et. al, 2000, p. 53), as in the following example:

<table>
<thead>
<tr>
<th>A large number of U.S troops</th>
<th>have been placed</th>
<th>at some spots within the Gulf area of the Middle East</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Process: Material</td>
<td>Circumstance: Loc: Place</td>
</tr>
</tbody>
</table>

Material process with a Range and a Beneficiary:

<table>
<thead>
<tr>
<th>The so-called beauty queens</th>
<th>have never done</th>
<th>Anything</th>
<th>for the nation …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor</td>
<td>Process: Material</td>
<td>Range</td>
<td>Beneficiary</td>
</tr>
</tbody>
</table>
3.3.2.1.2 Mental Processes: Processes of Sensing

Mental processes encode meanings of thinking or feeling (Eggins, 1994, p. 240). They “construe a quantum of change in the flow of events taking place in our own consciousness” (Halliday and Mathiessen, 2004, p. 197). Halliday (1994a) and Halliday and Mathiessen (2004) classify mental processes into three classes: cognition (verbs of thinking, knowing, understanding); affection (verbs of liking, fearing); perception (verbs of seeing, hearing).

Unlike material processes, “mental processes must always have two participants” (Eggins, 1994, p. 242). These are: a Senser, which must be realised by a human or at least conscious participant and a Phenomenon, by a nominal group or embedded clause summing up what is thought, wanted, perceived or liked/disliked. This can be seen in the example below:

<table>
<thead>
<tr>
<th>The higher middle class</th>
<th>will perhaps not feel</th>
<th>any meaningful effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senser</td>
<td>Process: Affection</td>
<td>Phenomenon</td>
</tr>
</tbody>
</table>

However, mental processes can have only one participant, that is, in the situation when they project, as in the following example:

<table>
<thead>
<tr>
<th>I</th>
<th>do believe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senser</td>
<td>Process: Cognition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>that capital punishment</th>
<th>is still needed to be imposed</th>
<th>In our country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Process: Material</td>
<td>Circumstance: Location: Place</td>
</tr>
</tbody>
</table>

Of the three classes of mental processes, processes of cognition appear frequently in students’ texts and it is in the logico-semantic relation of projection that they most frequently occur. Processes of cognition are used mainly to construe the opinion or belief of the proponents and opponents of the Miss Universe Contest and capital punishment (see the jointly-, and independently-constructed texts in Chapter 5), as in: Feminists think... ; the opponents of capital punishment believe, or the writer’s opinion or belief about the issue discussed, as in: I really believe; I realise.

3.3.2.1.3 Verbal Processes: Processes of Saying

Verbal processes are processes of saying, as in What did you say? (Halliday, 1994a). But the category of saying covers any kind of symbolic exchange of meaning (Halliday, 1994a, p.
Participant roles of verbal processes, to follow Eggins (1994); Halliday (1994a) and, Halliday and Mathiessen, 2004) can be classified into: (i) **A Sayer**: The participant responsible for the verbal process; (ii) **A Receiver**: The one to whom the saying is directed; it may be the Subject in a passive clause; (iii) **A Verbiage**: the function that corresponds to what is said (This may mean: content of what is said or name of the saying, like a question in ‘the expression ‘to ask a question’); and (iv) **A Target**: the entity that is targeted by the process of saying. However, in analysed students’ texts, only three participant roles are found in verbal processes, which are a Sayer, a Receiver, and a Verbiage (see Appendix 16).

An example of verbal process occurs in:

<table>
<thead>
<tr>
<th>We can introduce</th>
<th>our own country</th>
<th>to the world community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayer</td>
<td>Process: Verbal</td>
<td>Verbiage</td>
</tr>
</tbody>
</table>

Like mental processes, verbal processes can project (quoting or reporting). In students’ texts they frequently occur in projecting clause complexes, in which the quoted or reported clause is not a constituent part of the verbal clause but is a separate clause (Martin, Mathiessen and Painter, 1997, p. 108). This occurs, among others, in:

<table>
<thead>
<tr>
<th>The proponents of the Miss Universe Pageant</th>
<th>Claim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayer</td>
<td>Process: Verbal</td>
</tr>
</tbody>
</table>

| That this contest emphasises three principles: Brain, Beauty, Behaviour |
|---------------------------|-----------------------------|---------------------------|
| Actor                     | Process: Material            | Goal                      |

### 3.3.2.1.4 Relational Processes: Processes of Being

Relational processes are processes which relate a participant to its identity or description (Butt et al., 2000, p. 58). Relational clauses construe being and do this in two different modes: attribution and identification (Martin, Mathiessen, and Painter, 1997, p. 106). Relational attributive relates a participant to its general characteristics or description, and relational identifying relates a participant to its identity, role or meaning. An identifying
clause is not about ascribing or classifying, but *defining*, with the meaning being “x serves to define the identity of y” (Eggins, 1994, p. 258).

There are two main participant roles in relational clauses: *Carrier + Attribute* in attributive clauses, and *Token* (that which stands for what is being defined) + *Value* (that which defines) in identifying ones. The verbs that realise relational attributive processes are: among others: different forms of *be, become, turn, grow, turn out, start out, end up, keep, stay, remain, seem, sound, appear, look, taste, smell, feel, stand*. Moreover, verbs that realise relational identifying are: different forms of *be, equal, make, signify, mean, define, spell, indicate, express, suggest, act as, symbolise, play, represent, stand for, refer to, exemplify* (see Eggins, 1994, p. 257). However, most relational clauses found in students' texts are realised in different forms of *be*, as exemplified below:

**Attributive relational clauses:**

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Process: Intensive</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital punishment</td>
<td>is</td>
<td>is</td>
</tr>
<tr>
<td>All lives</td>
<td>are</td>
<td>against the value of humanity.</td>
</tr>
</tbody>
</table>

**Identifying relational clauses:**

<table>
<thead>
<tr>
<th>Carrier</th>
<th>Process: Intensive</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital punishment</td>
<td>is</td>
<td>is</td>
</tr>
<tr>
<td>War</td>
<td>is</td>
<td>is</td>
</tr>
<tr>
<td>Token</td>
<td>Process: Intensive</td>
<td>Value</td>
</tr>
</tbody>
</table>

Unlike attributive relational clauses, identifying relational clauses are reversible. So, the identifying clauses above can be changed into passive, as indicated below:

<table>
<thead>
<tr>
<th>The only measure [[that Goal should be taken]]</th>
<th>Pro: Material</th>
<th>Goal</th>
<th>Is</th>
<th>war</th>
</tr>
</thead>
<tbody>
<tr>
<td>The most effective way [[to reduce crime Goal rather than life imprisonment]]</td>
<td>Pro: Material</td>
<td>Goal</td>
<td>Is</td>
<td>capital punishment</td>
</tr>
</tbody>
</table>

**Value**

Other types of relational processes occurring in students' texts are: circumstantial and possessive. Circumstantial relational processes encode meanings about circumstantial dimensions: location, manner, cause, etc., and relational possessive process of ownership.
and possession between clausal participants (Eggins, 1994, p. 262). Examples of each type of clauses are shown as follows:

Causative clause:

<table>
<thead>
<tr>
<th>The gas chamber</th>
<th>Causes</th>
<th>a slow and cruel death</th>
</tr>
</thead>
</table>

Possessive clause:

<table>
<thead>
<tr>
<th>Capital punishment</th>
<th>has</th>
<th>a unique power [[to deter people from committing crimes]]</th>
</tr>
</thead>
</table>

The last type of relational processes found in students' texts occur in a causative relational type, with causation expressed through a make + be (Process: intensive) structure, as in:

<table>
<thead>
<tr>
<th>But the uniform</th>
<th>Makes</th>
<th>the students</th>
<th>neat</th>
</tr>
</thead>
</table>

3.3.2.1.5 Behavioural Processes

Behavioural processes are processes of physiological or psychological behaviour (Halliday, 1994a, p. 139; see also Butt, et. al, 2000, p. 54). This group of processes, is intermediate between mental and material processes and typically have only one participant (Thompson, 1996, p. 99). The participant must be a conscious being and is called the Behaver (Eggins, 1994, p. 250). Behavioural process was not frequently used in students’ texts. An example of a behavioural process, taken from Halliday (1994, p. 139) is as follows:

<table>
<thead>
<tr>
<th>You</th>
<th>are daydreaming!</th>
</tr>
</thead>
</table>

3.3.2.1.6 Existential Processes

Existential processes represent experience by positing that “there was/is something”(Eggins, 1994, p. 254), that “something exists or happens” (Halliday and Mathiessen, 2004, p. 256). The structure of existentials usually involves “there” and typically employ the verb be or synonyms such as exist, arise, occur. The word “there” in such clauses is neither a participant nor a circumstance – it has no representational function in the transitivity structure of the clause, but it serve to indicate the feature of existence, and it is needed
interpersonally as a Subject of the verb (Halliday and Mathiessen, 2004, p. 257). The only obligatory participant in an existential process which receives a functional label is called the Existent. In students’ texts, Existentials occur, among others, in:

<table>
<thead>
<tr>
<th>There</th>
<th>have been</th>
<th>71 murders</th>
<th>[[ committed by people … ]]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Process: existential</td>
</tr>
</tbody>
</table>

3.3.2.2 Circumstances

Circumstance in functional grammar is the name given to those elements which carry a semantic load, but are neither process nor participant (Bloor and Bloor, 1995, p. 126). Halliday (1994a) identifies nine types of circumstances, as illustrated in Table 3.7 below, with examples (in italics) taken from students’ texts.

<table>
<thead>
<tr>
<th>Types of Circumstances</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extent</strong></td>
<td>He only had to be imprisoned for three years (duration).</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>… which can eventually invite visitors to Indonesia (place).</td>
</tr>
<tr>
<td></td>
<td>In 1980 there was one murder for every 5,924 Texans (time).</td>
</tr>
<tr>
<td><strong>Manner</strong></td>
<td>Indian people cannot get benefit from the fact [that India’s contestant becomes the winner of the Miss Universe Contest] (means).</td>
</tr>
<tr>
<td></td>
<td>Some death sentences are carried out unfairly (quality).</td>
</tr>
<tr>
<td></td>
<td>We can’t assure that the capital punishment will be effectively implemented in Indonesia if the condition of justice in Indonesia remains like today (comparison).</td>
</tr>
<tr>
<td><strong>Cause</strong></td>
<td>The lower-middle class will still suffer from this condition (reason).</td>
</tr>
<tr>
<td><strong>Contingency</strong></td>
<td>If the school policy changes it, then it will appear [what we call a “fashion show’’] among the students (condition).</td>
</tr>
<tr>
<td></td>
<td>Though it is not comfortable, it makes the students neat (concession).</td>
</tr>
<tr>
<td><strong>Accompaniment</strong></td>
<td>… so that she can share the benefit of [being Miss Indonesia] with the society.</td>
</tr>
<tr>
<td></td>
<td>… such contests, along with the portrayal of the ideal look in the fashion world, only serve to perpetuate the myth [that women are only worth something [if they are young, long legged and beautiful ]].</td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td>The execution of capital punishment is considered as a real punishment (guise).</td>
</tr>
<tr>
<td></td>
<td>The Miss Universe pageant can be used as an arena [to promote business] (product).</td>
</tr>
<tr>
<td><strong>Matter</strong></td>
<td>… where the participants were questioned about their general knowledge and the way [they think].</td>
</tr>
<tr>
<td><strong>Angle</strong></td>
<td>According to David Hoekema, punishment is punishment...</td>
</tr>
</tbody>
</table>

100
All aspects of the Transitivity system used in students’ texts analyses have been briefly discussed, including process types with their participants and circumstances. The discussion will now turn on the other system to do with the ideational metafunction, that is the logical multifunction, realised in the conjunction system.

3.3.3 The Conjunction System

Conjunction helps to build cohesion (Halliday, 1994a, p. 324). The cohesive pattern of conjunction, or conjunctive relations, refers to “how he writer creates and expresses logical relationship between the parts of a text” (Enggins, 1994, p. 105). According to Halliday (1994, p. 324-325); Halliday and Mathiessen (2004, p. 538-548) and Eggins (1994, p. 105-109), conjunctive relations help to build clauses of **elaboration**, **extension**, and **enhancement**. **Elaboration** refers to a relationship of restatement or clarification, whereby one sentence is (presented as) a re-saying or representation of a previous sentence (Eggins, 1994, p. 105). Common conjunctions used to express this relation are: *in other words, that is (to say), I mean (to say), for example, for instance, thus*. Elaboration occurs, among others in: ... *the Miss Universe pageant covers a vast spectrum of academic fields. They are, for example, law students, aspiring journalists; ...Thus, after examining all the arguments...*

**Extension** refers to a relationship of either addition (one sentence adds to the meaning made in another), or variation (one sentence changes the meanings of another by contrast or by qualification (Halliday, 1994a, p. 324; Eggins, 1994, p. 105). Common conjunctions used to express this relation are: *and, also, moreover, in addition, nor, but, yet, on the other hand*. For example: *Moreover, the Miss Universe pageant is also inappropriate to Indonesia’s oriental values.*

**Enhancement** refers to ways by which one clause can extend on the meanings of another, in terms of dimensions such as time, comparison, cause, condition, or concession (Eggins, 1994, p. 106). Types of conjunctions used in enhancement and examples of clauses in which the conjunctions occur are given in Table 3.8 below.
The presence of conjunctive relations as discussed above, according to Halliday (1994, p. 327) can enhance the texture of the text.

<table>
<thead>
<tr>
<th>Types of Conjunctions</th>
<th>Examples</th>
<th>Clauses Using the Conjunctions in Students’ Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temporal</td>
<td>then, next, afterwards, until, at the same time, before, after a while, etc</td>
<td>After she died, ... ; ...until she delivered her baby...</td>
</tr>
<tr>
<td>Comparative</td>
<td>likewise, similarly, in a different way</td>
<td>Similarly, Javis, another opponent of the Miss Universe pageant from India suggests....</td>
</tr>
<tr>
<td>Causal</td>
<td>so, then, therefore, consequently, hence, because of that, for, in consequence, as a result, etc</td>
<td>Therefore, we recommend Indonesia should not send an envoy to the Miss Universe Pageant.</td>
</tr>
<tr>
<td>Conditional</td>
<td>if, if not, otherwise, etc</td>
<td>Only death can incapacitate murderers, otherwise the murderers can harm prison staffs, other prisoners and even the society.</td>
</tr>
<tr>
<td>Concessive</td>
<td>yet, still, even though, etc</td>
<td>Even though it can incapacitate criminals,...</td>
</tr>
</tbody>
</table>

After describing the conjunction system, the researcher will now go on to provide a brief account of modality, which relates to the interpersonal metafunction of language.

### 3.3.4 Modality

Modality refers to a complex area of English grammar which concerns the different ways in which a language user can intrude on his/her message, expressing attitudes and judgments of various kinds” (Egginis, 1994, p. 179). These judgments can be of probability or certainty and usuality or of obligation and inclination (of the doing of something). The former is called modalisation (epistemic modality) and the latter modulation (deontic modality) (Halliday, 1994a; Halliday and Mathiessen, 2004; Fairclough, 2003). These two types of modality, as found in students’ texts, can be subjectively or objectively oriented. Subjective orientation, or first person statement indicates the writer’s commitment to what she/he is saying and objective orientation, or third person statement shows the writer’s detachment to what she is saying, making statements on behalf of others (Halliday, 1994a; Fairclough, 2003, p. 171; see also Mulholland, 1994). Moreover, the two types of modality can be expressed in different degrees of the writer’s commitment, or different values, which are: low, median, and high, either in positive or negative polarity (Egginis, 1994; Halliday, 1994a;
Halliday and Mathiessen, 2004; Fairclough, 2003). There are several markers of modality found in students’ texts, including:

(i) modal operators: will, can, may, might;
(ii) modal Adjuncts: really, inevitably, highly;
(iii) modal operator + modal Adjunct: should undoubtedly;
(iv) participial adjectives: needed;
(v) mental process clauses: I think, I believe;
(vi) modal adjectives: possible, important;
(vii) relational processes (processes of appearance): seem.

Modality of certainty, as will be revealed in Chapter 5, can also be seen in realis statements (Celce-Murcia and Olshtain, 2000; Fairclough, 2003), realised in universal present tense, such as in: War is a very useless action…; All beauty pageants are a waste of money. Illustration of modality system, drawn from Halliday (1994a) and Halliday and Mathiessen (2004) and examples from students’ texts will be given below in Table 3.9.

In addition to the examples illustrated in Table 3.9, there are also cases of objectively oriented expressions in students’ texts, realised in projecting mental or verbal clauses, both in active and agentless passive constructions, such as: they say, they argue, they believe, they think, it is said, it is argued, it is claimed, it is revealed. Objective orientation can also be found in evaluative statements about the writer’s desirability or undesirability on the issue discussed, realised in relational processes, as in: It seems not to suit Indonesia’s religious, cultural and oriental values.

Another category of modality found in students’ texts is modality of ability or potentiality (Halliday, 1994a, p. 359). This modality can also be subjectively or objectively oriented. Subjective orientation occurs, among others, in: [[Participating in the Miss Universe Pageant]] can promote tourism of the participant’s country, and objective orientation in: Unexecuted criminals will be able to commit further crimes; [[that some criminals [[who still serve their punishment in jail]] are still capable of [[committing crimes]]. From the
examples above, it is clear that modality “signals that meaning is contingent and subject to negotiation” (Coffin, 2002, p. 510).

Table 3.9 Modality: Types, Orientation, Value and Polarity

<table>
<thead>
<tr>
<th>Types of Modality</th>
<th>Examples</th>
<th>Orientation</th>
<th>Value</th>
<th>Polarity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modalisation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certainty, Probability</td>
<td>Indonesia should <em>undoubtedly</em> take part in the Miss Universe Pageant.*</td>
<td>Subjective</td>
<td>High</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>It is <em>obvious</em> [that Indonesia …]</td>
<td>Objective</td>
<td>Median</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Here, <em>I can say</em> …</td>
<td>Subjective</td>
<td>Median</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Those [[who murder whites]] were more <em>likely</em> to be sentenced to death… .</td>
<td>Objective</td>
<td>Median</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Indonesia <em>may</em> have opportunity … .</td>
<td>Subjective</td>
<td>Low</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>The higher middle class <em>will perhaps</em> not feel any effect … .</td>
<td>Objective</td>
<td>Median</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td><em>it is almost impossible</em> [[for the prison system in Indonesia to gain public’s confidence]].</td>
<td>Objective</td>
<td>Median</td>
<td>Negative</td>
</tr>
<tr>
<td><strong>Modalisation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usuality</td>
<td>US government <em>never</em> takes into account the misery … .</td>
<td>Objective</td>
<td>High</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>Singapore <em>always</em> employs death penalty.</td>
<td>Objective</td>
<td>High</td>
<td>Positive</td>
</tr>
<tr>
<td><strong>Modulation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obligation</td>
<td>We <em>must</em> be prepared [[to execute every criminal ]]… .</td>
<td>Subjective</td>
<td>High</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>Indonesia <em>should</em> undoubtedly take part in the Miss Universe pageant.*</td>
<td>Subjective</td>
<td>Median</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td><em>It is improper</em> [[to employ death penalty]].</td>
<td>Objective</td>
<td>High</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td><em>It is very important</em> [[for us to heal the reputation of our country… .</td>
<td>Objective</td>
<td>High</td>
<td>Positive</td>
</tr>
<tr>
<td>Inclination</td>
<td>In response to this, I <em>would like</em> to share opinions.</td>
<td>Subjective</td>
<td>Low</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Note: the clauses with an asterisk indicate that both modalisation and modulation may occur in the same clause (see Eggins, 1994, p. 190).

### 3.3.5 Grammatical Metaphor

Metaphor in general involves “a transference of meaning in which a lexical item that normally means one thing comes to mean another” (Martin and Rose, 2003, p. 103).
Grammatical metaphor or metaphorical modes of expressions can be defined as “the expression of a meaning through a lexico-grammatical form which originally evolved to express a different kind of meaning” (Thompson, 1996, p. 163). It is, Thompson further argues, simply a natural extension of the in-built flexibility and multi-functionality of language. There are two main types of grammatical metaphors in the clause and found in the students’ texts: *metaphors of transitivity* (ideational metaphors) and *metaphors of mood* (interpersonal metaphors) (Halliday, 1994a, p. 343) which will be illustrated below.

### 3.3.5.1 Ideational metaphor

Ideational metaphor involves a transference from one kind of element to another, and can be classified into *experiential*, concerned with elements of figure, and *logical*, with reconstruing a conjunction between figures as if it were a *process, quality circumstance* or *thing* (Martin and Rose, 2003, p. 104). Experiential metaphors in students’ texts, as will be discussed in Chapter 5, can be seen mostly in *nominalisations*, “the conversion of a verb into a noun-like word, and semantically of a process into an entity” (Fairclough, 2003, p. 143; see also Halliday, 1994a, p. 352; Thompson, 1996; Veel, 1997; Martin and Rose, 2003). Nominalisations occur among others, in: *Saddam Husein denied all U.S. government’s accusation …*; *Indonesian people still prefer the implementation of capital punishment.*

Moreover, logical metaphors, as will be noted in Chapter 5, are found mostly in the joint and independent construction texts. They are realised in some relational (circumstantial) processes, such as: *cause* and *lead to*, as in: *The gas chamber causes a slow and cruel death*…; *Capital punishment could lead to the execution of innocent people*…. Logically, in those expressions, there is a relation of consequence between the two participants: *the gas chamber* and *a slow and cruel death*; and *the implementation of capital punishment* and *the execution of innocent people*, which is usually congruently expressed in “if … then” (see Halliday, 2002b, p. 174; Martin and Rose, 2003, p. 140-141). Thus, such a sequence can be unpacked as that related by conjunctions:
If the gas chamber is used, then a slow and cruel death will appear, or
If the death penalty is implemented, then innocent people will be executed.

Another logical metaphor also occurs in the replacement of internal conjunction, such as first, with a process to begin, expressed in: To begin, those [[who are against Indonesia’s participation in the Miss Universe Pageant]] highlight ....

3.3.5.2 Interpersonal Metaphor

Interpersonal metaphor, especially in persuasive texts (like those in this study), plays a very important role, as a powerful weapon in cases where the speaker or writer wishes, for whatever reason, to avoid negotiation, with its possible outcome of rejection (Thompson, 1996, p. 172). To follow Halliday (1994, p. 354-367), interpersonal metaphors in samples of students’ texts are categorized into two: metaphors of modality and metaphors of mood (which express the speech functions: statement, question, offer and command).

Metaphors of modality occur in some expressions in which modality usually realised either as a Finite or as an Adjunct in fact gets realised as a clause, expressed subjectively, as in : I think...; I believe; I strongly argue, ... or objectively, as in it is obvious that ...; it is true that... (see the discussion on modality above). Furthermore, metaphors of mood occur, especially in some commands, realised in statements (see clauses with must, should and impersonal it in modulation described in Table 3.9 above and the discussion in Chapter 5).

3.3.6 Summary of the Discussion of SFG

The aim of this section was to show how students’ texts were analysed using SFG in connection with the three metafunctions of language as proposed by SFL. The section started with the discussion of the Theme system, which is related to the textual metafunction, then the Transitivity and Conjunction systems, to the ideational metafunction, and modality to the interpersonal metafunction. The section is finally concluded by a brief account of grammatical metaphors, regarding metaphors of transitivity and mood, which
also constitute an important signal of students’ development in various aspects investigated in this study.

3.4 Conclusion

This chapter has focused on a detailed methodological description of the conduct of study, including the research questions formulated, the setting, the participants involved and data collection techniques and analyses employed in the study. A brief account of elements of SFG as a tool for text analyses has also been provided. The whole research program will now be delineated in Chapter 4.
CHAPTER FOUR: THE TEACHING PROGRAM: AN OVERVIEW

4.1 Introduction

This chapter sets out to describe the various stages of activities developed as part of implementing the teaching program pursued in this thesis. The description of the program will be based on the data from the researcher’s field notes, the classroom observer’s notes and students’ journals (with students’ name presented in pseudonyms). Examples of each source of the data are presented in Appendix 7. Broadly, the activities, spread out over a period of 11 weeks, fell into two groups: those that were considered preliminary to the implementation of the teaching program, and the teaching program itself. Details of the program are described in such a way that the program could be replicated by other EFL teacher educators/researchers in a similar context in Indonesia.

The objectives in the preliminary phase, as will be discussed in Section 4.2, were (i) to establish an appropriate group of students willing to work with the researcher, (ii) to find out something of their own writing capacities by asking them to write diagnostic texts, and (iii) to establish how they understood matters to do with being critical in writing and reading. Data from diagnostic texts, discussed later in Chapter 5, Section 5.2, suggested that while the students who participated in the study showed some familiarity with one kind of argumentative genre – the Exposition – most did not show familiarity with the Discussion genres. In addition, the results of the questionnaire distributed to the students revealed some confusion about writing and in particular about how to adopt and use critical perspectives. In the light of these general findings, and on the assumption that the first phase would suggest important directions for the researcher to pursue, as Section 4.3 will indicate, it was then intended that the teaching program would draw both on the notions of the genre-based approach (GBA) in first and second language contexts, as discussed in Chapter 2, Section 2.5. and on notions of critical thinking (CT), critical pedagogy (CP) and critical literacy (CL), also in first and second language contexts, as discussed in Chapter 2, Sections 2.2, 2.3 and 2.4 respectively.
The teaching program encountered some problems, to be explained in detail below. However, as findings in this chapter, Chapters 5 and 6 will suggest, there was some evidence that students did succeed in mastering the target Discussion genre, while also demonstrating enhanced critical capacities.

4.2 Preliminary Phase of the Teaching Program

There were four activities done in this phase, including: (i) inducting the students with the teaching program; (ii) joint decision on the topics for writing; (iii) searching for texts and reading materials; (iv) distribution of questionnaires and diagnostic writing.

4.2.1 Activity 1: Inducting the Students with the Teaching Program

The starting point prior to the teaching program was to meet with students, to inform them clearly of the nature of the teaching program, which would involve CT and critical reading and would be based on the researcher’s intention in teaching it. Possible benefits of their participation in the study were also mentioned, especially regarding CT, which is an essential capacity of citizens to live in a healthy democratic society (Kurfiss, 1988) and critical reading in the current Indonesian situation. Regarding the Discussion genre, it was mentioned that as one type of argumentative writing, this genre was very important for tertiary level students, as it represents major types of educational texts encountered by them in relation to their study (Grabe, 2002, p. 267). All this information was given to realize a suggestion from a visible pedagogy that “what is to be learned should be made clear to the students” (Feez, 2002, p. 56; see also DSP, 1989; Cope and Kalantzis, 1993b).

The researcher also informed the students that involvement in this study was extra hard work for them, requiring “rigour” (Freire and Shor, 1987) and “seriousness” (Freire, 1998, p. 88-92). She also explicitly informed the students what was expected of them (Varaprasad, 1997), such as attending the class twice a week, reading a lot of materials given to them, writing in groups as well as individually, participating in interviews and filling in questionnaires, as written in the Plain Language Statement (Appendix 2).
The medium of interaction at this stage and later stages throughout the program was mostly English, to enable students to practise their English. However, bahasa Indonesia was also used, especially when the students found difficulty in expressing ideas in English. The use of bahasa Indonesia was expected “to provide students with additional cognitive support that allowed them to analyse language and work at a higher level than would be possible were they restricted to sole use of English” (Storch and Wigglesworth, 2003, p. 760). Bilingualism was also expected to affect positively both students’ intellectual and linguistic progress and allow for their greater sensitivity to linguistic meanings and more flexibility in their thinking, as observed by several researchers reported in Cummins (1996, p. 104-105).

From a CP perspective, this aimed to make the classroom a place where students use multiple discourses to ensure their active participation, where they need not silence the language they brought to class by adopting a discourse that erased their class and ethnicity (Pari, 1999, p. 110).

Of 30 students coming to the meeting, 18 students agreed to volunteer to participate in the teaching program and this was followed by their signing of a consent form (Appendix 3). In terms of second or foreign language classroom research, as mentioned in Chapter 3, Section 3.3, the fact that the class was set up for the purpose of research is recognized as a limitation of the study (van Lier, 1988, p. 9).

4.2.2 Activity 2: Joint Decision on the Topics for Writing

Based on principles arising out of dialogic education (Benesch, 2001; Berlin, 1993; Freire and Shor, 1987), the GBA (Derewianka, 1990; the DSP, 1989) and the teaching of ESL (Nunan, 1988, p. 2-4) possible topics that the researcher had previously selected were then offered to the students to decide which topic to discuss first, to initiate their active participation in their learning. This activity also aimed to build in time for students to become comfortable with the topics and activities involved in the program before they were asked to do them (van Duzer and Flores, 1999).
The topics offered, among others, were: *The Miss Universe Contest, Abortion, Capital Punishment, Sex Education* and *Working Women, Implementation of Islamic Law in Indonesia*. Those topics were selected because they were controversial, which seemed to suit the teaching of CT, critical reading and writing (Chaffee et al, 2002; see also Axelrod and Cooper, 1987; Scriven, 1985, cited in Nickerson, 1987, p. 35). The topics on *Capital Punishment, Sex Education, Implementation of Islamic Law in Indonesia* and *the Miss Universe Contest* were all current controversial Indonesian issues at the time. This seemed to coincide with the suggestion from CP that “a radical and critical education has to focus on what is taking place today inside various social movements …” (Freire and Macedo, 1987, p. 61; Freire and Faundes, 1989; 1998) and CL, as discussed in Chapter 2, Section 2.4.

Regarding the students’ involvement in the decision making about the topic choice, some students said “you decide”. This response was not unusual for Indonesian students who were used to viewing the teacher as the authority (see Auerbach, 1996; 1999, p. 46 for a similar case). Through the researcher’s persuasion on the importance of their involvement in the decision making of the topics, the students then with chorus chose *the Miss Universe Contest* as the first topic to discuss. The second and third topics, about *Working Women* and *Capital Punishment* were negotiated between the researcher and students as the lessons proceeded.

### 4.2.3 Activity 3: Searching for Texts and Reading Materials

Upon the joint decision of the topics discussed, the next activity was to find texts and reading materials for students. The CT-related materials were based on principles discussed in Chapter 2, Section 2.2, and text books about CT (see the hand out in Appendix 4). Texts for consolidation of students’ CT and introduction to CL were taken from Mc Gregor (2002, p. 4-5) on arguments, to be presented later.

In addition, the materials for discussions throughout the program, and especially in the *Building Knowledge* phase of the GBA, were mostly in English, to provide students with readings “which expose them to authentic English language in use and analytical reading
that increases awareness of the factors that shape texts and the way that the language of texts reflects these factors” (Caudery, 1998, p. 5). This also aimed to allow the EFL students in this study to take advantage of them as input (van Lier, 1988, p. 28), from which they gathered information and controlled the vocabulary and language patterns that enabled them to talk (and write) about the topic (Derewianka and Hammond, 1991, p. 52, cited in Davison, 2001, p. 48). Moreover, from a perspective of writing, which is becoming “assembling according to design” (Kress, 2003, p. 6; 1985, p. 47-49, and see Chapter 2, Section 2.5.3); from the metaphor of “text-as-texture” and the fact that “a myth that the author as originator cannot any longer be sustained, as no one in a speech community has “their own words” (Kress, 2003, p. 6), the provision of materials in English was considered important to help students to assemble or construct a text “which contracts such relations of intertextuality with a vast network of other texts” (Kress, 1985a, p. 49; 1985b, p. 146). Writers, Kress further argues, “have the words - and more importantly, the systematic organization of words given to them by the discourses and genres of which they have had experience” (Ibid).

Most of the materials were also “authentic”, as suggested by CT (Chaffee, et al, 2002; Moore and Parker, 1995); CP (Freire, 1998; Scholle and Denski, 1993) and CL (Wallace, 1992a,b; Frye, 1997; Varaprasad, 1997), in the sense of being written for purposes other than pedagogic, particularly “to teach language” (Nunan, 1985, p. 38; see also Crawford, 1990, p. 47; van Lier, 1996, p. 13). In ESL/EFL authentic material is important and has become a central methodological tenet (see Nunan, 1985; Pachler and Reimann, 1999; Perkins, 1998; Wallace, 1992a) to bring the world of real language use into the classroom and to provide ample illustration of the use of language in context (Pachler and Reimann, 1999, p. 283). Only articles about Capital Punishment were taken from a book by Cooper and Axelrod (1987), intended for teaching critical reading and writing. However, as the aim of the Building Knowledge stage was to build students’ content knowledge about the topic, some materials, specifically about “Working Women” and “Capital Punishment” were in bahasa Indonesia.

The materials were also “multiple” (Luke and Freebody, 1997; Frye, 1997), taken from
various sources, such as magazines, newspapers and reports (Feez, 2002) and the internet (Gibbons, 2002) to allow for more varied analysis of content and language (Varaprasad, 1997; Gibbons, 2002). In ESL/EFL contexts, like this study, the use of multiple materials, again, is useful to allow students to learn both language and content (Mohan, 2001; p. 108). These materials were chosen because within the mass media, lie “generative themes”, topics that embody contradictions in contemporary ideology and whose explorations can lead to critical reflection and point to political empowerment (Mazurek, 1999, p. 309). The students were also encouraged to find various sources themselves to enrich information for their writing.

Regarding the texts for the Modelling stage, the researcher found it difficult to find texts which suited the teaching of a Discussion genre and allowed for an explicit exploration of how language works to construct social and cultural meanings, and relationship of power. This was because although all texts are ideological encodings, “there is a case for saying that texts are not equally invested with power relations (and do not) … reveal or mask their ideological provenance to the same degree” (Wallace, 1996, p. 339, cited in Hood, 1998, p. 14). The researcher then decided to approach one Discussion text from an IELTS (International English Language Testing System) book, by Sahanaya, Lindeck and Stewart (1998, p. 142-143). The text, in spite of being irrelevant to the topic discussed, was considered relevant to the students’ linguistic capacity as IELTS books are usually used for advanced adult EFL learners like the participants of this study. Two Discussion texts, Logging in Old-Growth Forests from Feez and Joyce, (1998b, p. 140) and Should We Use Animals for Entertainment from Christie (2002, p. 62) were also used just to build up students’ knowledge on the schematic structure and linguistic features of a Discussion genre. The two Discussion texts can be found in Appendix 12 and some of the reading materials used in the teaching program in Appendix 13.

4.2.4 Activity 4: Distribution of Questionnaires and Diagnostic Writing

Another activity prior to the teaching program was to invite students to fill in a questionnaire
Appendix 5, to gain students’ profiles (Feez and Joyce, 1998a; Derewianka, 1990), of their experience in learning English, their attitude toward and perceptions of English writing and their critical capacities. Students were then invited to do a diagnostic writing text (Feez and Joyce, 1998a), an example of English argumentative text, on any topic they wished to write, in one sitting. These texts were then given to one of the researcher’s colleague to be categorized as low, mid and high in terms of argumentative structure and proficiency in English. Samples of these texts can be found in Appendix 17, and two of them will be analysed in Chapter 5, Section 5.2.

The data from the questionnaire and diagnostic writing could assist in identifying broad areas of need which held true for the whole class and the specific needs for individual learners (Feez and Joyce, 1998a, p. 42). In the questionnaires, all students responded that they had not learned (consciously and explicitly) about CT and critical reading and did not have a lot of experiences in English argumentative writing. However, the diagnostic writings, as will be discussed in detail in Chapter 5, Section 5.2, suggested that the students had some grasp of understanding of the schematic structure of argumentative writing (i.e. Exposition and Discussion) and some aspects of critical capacities investigated in this study. From the topics chosen, which were mostly about current issues in Indonesia, and the text written, it can be seen that the students “had critical and oppositional into social reality” (Canagarajah, 2002, p. 100). However, because the students wrote in one sitting and lacked knowledge of the issue and linguistic repertoire, the texts were reasonably underdeveloped, and therefore, their critical insights were less explicit, and less ideologically sophisticated. This had convinced the researcher of the importance of explicit teaching and practices in writing skills and critical capacities and strong background knowledge to lead the students to write confidently and critically.

4.2.5 Summary of the Preliminary Phase of the Teaching Program

This section has described various activities prior to the teaching program. It has been argued that two key principles of CP adopted in this study (the classroom as a democratic public sphere and dialogic education), which are deemed relevant to the development of the
current Indonesian education, as discussed in Chapter 1, Section 1.5, had been applied prior to the teaching program. These were reflected, among others, in the nature of students’ participation in this study, which was voluntary-based, and the joint decision on the topic discussed. Finally, the diagnostic writing and questionnaire constituted the basis for assessment of students’ needs in their learning in the teaching program which will be illustrated below.

4.3 The Teaching Program

Working in the role of “teacher-as-researcher” (Stake, 1995, p. 91), the researcher taught the students for nine weeks. After each session the writer wrote field notes on what happened in the class, students’ developments and problems. In each session, as indicated in Chapter 3, the researcher also invited one of her colleagues to act as an observer and to take notes or record each event in the class, “what is said and done by the teacher and students” (van Lier, 1996, p. 90) to contribute “to reducing the researcher’s perceptual biases” (Shimahara, 1988, p. 87; van Lier, 1988, p. 13).

For the whole teaching program, a pre-established lesson plan (Appendix 5) was provided as a guide for the teacher and the learners (Feez and Joyce, 1998a, p. 2) or pathways (Feez and Joyce, 1998a, p. 73) which the students would go to along the course of the lessons. However, this was not a fixed matter, but subject to modification, “once the teaching program commenced” (Feez and Joyce, 1998a, p. 73), based on students’ interests and experiences (Freire and Shor, 1987; Auerbach, 1999; Degener, 1999) (see also Nunan, 1988; Nunan and Lamb, 1996 regarding lesson preparation in the ESL context). This is because the basis of planning tasks or topic choice (as mentioned above) was often determined interactively as the lesson proceeded (Burns, 1992, p. 63). However, such an approach did not seem to be favoured by all students, as interview data in Chapter 6 will reveal that students’ preference for a strict syllabus seemed to still exist.

Because CT is a prerequisite to CL and “sophistication of language is dependent on sophistication of thought and vice versa” (Chaffee, 2002; Chaffee’s personal
communication with the researcher, 11th April, 2004; Perkins, 1987), the first four meetings were devoted to teaching CT (Nickerson, 1987; Eichhorn, http://www.amsc.belvoir.army.mil/roy.html; Costa, 2003) and then introduction to CL.

Students’ CT and CL were then consolidated in each stage of the two teaching cycles of the GBA. Classroom practices informed by CP were applied throughout the program “which are required for students’ development of CL” (Wallace, 2001, p. 214; Horn, Jr, 2002, p. 143) and CT (Giroux, 1992a). Classroom practices informed by CP, as outlined in Chapter 2, Section 2.3, were mainly regarding the promotion of students’ capacity to read the word and the world (Freire and Macedo, 1987); a dialogic education (Shor and Freire, 1987) and a democratic atmosphere (Giroux, 1988, 1977) in the class. These were reflected in students’ active participation in their learning and the “student-teacher interaction (especially in discussions), or human relationships, which are central to effective instruction” (Cummins, 1996, p. 73). The democratic atmosphere, especially in discussing texts, also aimed to encourage students to challenge authority, including the perceived authority in texts and possibly teacher’s judgment and interpretations (Wallace, 1992, p. 63; Cummins, 1996).

In the first week, the researcher taught three times a week, with each session taking four and a half hours with 20 minutes break. This followed a suggestion from students, as they were still having a semester break. For the rest of the eight weeks, she taught twice a week, one session for two and a half hours, the other, which was on the students’ day off, four and a half hours with 20 minutes break. Two additional meetings were conducted to specifically teach functional grammar (SFG), again, based on the students’ suggestions. This time allocation was actually much longer than the planned schedule.

However, from a CT perspective, it was far from sufficient, as the duration of the instruction of CT should be at least one semester, or even a year of instruction (Sternberg, 1987; see also Beyer, 1997 and Wilks, 2004a, b, on the necessity of longer periods of time for thinking instruction). From a CL perspective, particularly from that of critical reading, this was too short, as critical reading skill is a developmental process and cannot be taught just in several sessions (Varaprasad, 1997, p.12). These critical capacities, which are relatively new in
Indonesian education (in that students are encouraged to verbalise their critical perspectives on their context more openly) and may be a relatively radical concept in an Indonesian EFL context like this study (see Davidson, 1995 in a Japanese context), would certainly take much longer time to establish, as the discussion later in this chapter and Chapter 6 will reveal. From a CP point, the time allocation was much too short, as “a pedagogical shift from non-critical to critical may take many years, if not a life time and it should be seen as a journey” (Degener, 1999, p. 13).

Similarly, from the point of the GBA, this program did not allow students’ comprehensive understanding on genre as a “linguistically realized activity type” (Christie, 1991, p. 236) due to lack of provision for students to practise writing and reading different genres that students should master for their success in their academic and future life. The program also did not allow students to learn functional grammar comprehensively, which could contribute to their capacity in language use for various purposes and audiences (Cope and Kalantzis, 1993a; Rothery, 1989; Kress, 1993; Hyon, 1996; Gibbons, 2002). This is one of the limitations of the study relating to the limited time available.

After each session, students were invited to write a journal to express about “what they thought they had learnt” (DSP, 1989, p. 19) from the teacher and from friends (see Appendix 7.3-4). However, in hindsight the researcher should also have asked the students to express their feeling, particularly when they approached a particular text in the journal, to help develop students’ self esteem as their feelings (and experiences) are valued (Ada, 1988, cited in Cummins, 1999, p.7).

4.3.1. The Teaching of CT and Introduction to CL

At the beginning of the teaching program, the researcher elicited the students’ knowledge about CT to initiate dialogic education and thus to create “a thoughtful classroom” (Beyer, 1997), or “a thinking environment”, to use Wilks’(2004, p. ix) term. She emphasised that the students should not hesitate to answer and to raise questions, as knowledge begins with questions (Freire and Faundes, 1989, Gee, 1990; Nickerson, Perkins and Smith, 1985;
Wilks, 2004). The theatre-style seating that typifies the university classroom was rearranged in clusters or a U-shape to increase the possibilities of student-student and student-teacher interactions (Beyer, 1997, p. 66). The teaching of CT will be described in four steps: (i) explicit teaching on CT-related aspects; (ii) application of CT in social context; (iii) dealing with texts on arguments – introduction to CL; and (iv) comparing two different texts on the same topic.

4.3.1.1 Step 1: Explicit Teaching on CT-Related Features

This step was commenced with a direct instruction of CT (Costa, 2003, p. 59, see also Perkins, 1987; Eichhorn, http://www.amsc.belvoir.army.mil/roy.html; De Bono, 1991), with an explanation of the word critical, derived from the Greek word “kritikos”, meaning discerning judgment, and “criterion” meaning standards (see Chapter 2, Section 2.2). It was also explained that the word “kritikos” means to question, to make sense of, to be able to analyse, and is related to the word “criticise”, which means to question and evaluate (Chaffee, 2000, p. 45). Several definitions of CT were then given, as discussed in Chapter 2, Section 2.2.

Explicit teaching about CT-related aspects was conducted (Paul, 1990, p. 217; Perkins, 1987b, p. 85; Costa, 2003, p. 59), to make it easier for students to acquire the knowledge and skills (Delpit, 1988, cited in Gibbons, 2002, p. 59) and to make sure that “all students could acquire them” (Martin, 1993 cited in Christie and Unsworth, 2000, p. 19-20, see also Chapter 6, Section 6.2). Aspects of CT taught were based on the discussion in Chapter 2, Section 2.2, including:

- essential components and notions of CT: argument, the issue, reason (including faulty reasonings), facts and opinion;
- CT standards (including aspects contributing to the soundness of arguments);
- skills of CT, dispositions and abilities involved in CT (including capacity to identify fallacies in reasoning);
- activities that make up CT;
• the relationship between CT and CL (writing and reading), and how CT can be sharpened through reading, writing and collaboration in group work, as will be shown later.

After the teaching of each feature of CT, exercises were given to the students to consolidate their understanding about what they had learnt. Regarding CT standards and faulty reasonings, exercises regarding ambiguous language from Chaffee (2000, 2002) were given, and the students were asked to think of two meanings of some sentences such as the following:

• He fed her dog biscuits
• The duck is ready to eat.
• Flying canes can be dangerous.
• The shooting of the hunter disturbed him.

Students were also asked to recognize vague words in a sentence and to add some specificity to make a clear and distinct meaning. The sentences were also taken from Chaffee (2002, p. 174-175), such as:

• I had a nice time yesterday.
• This is an interesting book.

From these exercises, students then moved on to higher level of exercises which involved more cognition. Students were invited to identify stereotypes in sentences and to restate the statements to avoid stereotypes. The sentences were also from Chaffee (2000), such as:

• Women are very emotional.
• Politicians are corrupt.
• Teenagers are wild and irresponsible.
• Men are thoughtless and insensitive.

Regarding this exercise, the researcher stressed the importance of the use of some *deictic* in the nominal groups of each sentence, *modality* (of possibility, such as *may* and *possibly*), *circumstances of frequency* (*sometimes, often*), and *relational processes* (*appear, and seem*). The aim was to help students recognise absolute facts and help students to make credible arguments (DSP, 1989, p. 75), to show humility about their claim and care not to claim more than is warranted (Reichenbach, 2001, p. 98). However, the researcher further reminded the
students that “continued use of the above expressions can lead the reader or listener to wonder why you are communicating about the topic if you are unsure of anything you say” (Ibid). Therefore it was advised that these expressions should be combined with modality of certainty or “strengthening words”, (Reichenbach, 2001, p. 98), like certainly, surely, in fact to show confidence in opinions. These expressions were further discussed in the teaching of functional grammar and the Modeling stage later.

In addition, exercises on “dispositions and abilities involved in CT” and “activities that make up CT” were combined in those related to CT as a social practice below. In doing all the exercises, the researcher always first guided or “coached” (Antonacci and Colassaco, 1995) the students to do the tasks and sometimes did the first task together with the students to show them how to do the rest of the tasks. Most exercises were done in groups to encourage the students to share with and learn from friends and thus to develop their CT. From the perspective of EFL, this aimed to offer opportunities for cooperative learning and real English language practice (Hyland, 1991, cited in Lunt, 2001, p. 18) with consequent gains in language proficiency (Bejarano, 1987, cited in Lunt, 2001, p. 18; see also Nunan and Lamb, 1996).

4.3.1.2 Step 2: Application of CT in Social Context

At this stage, the researcher started to infuse CT in the teaching of content (Eichhorn, http://www. amsc.belvoir.army.mil/roy.html; Ennis, 1992, p. 23). As CT is “a social practice” (Atkinson, 1997; Chaffee, 2000; Canagarajah, 2002), to enable students to see how CT takes place in a social context, students were invited to do a role play, based on two dialogues regarding abortion (see Appendix 4) taken from Chaffee (2000, p. 69-71). They subsequently evaluated the dynamic of the two dialogues, considering whether the people in the dialogues were discussing, in that whether they were really:

- Listening to each other;
- Supporting their views with reasons and evidence;
- Responding to the points being made;
- Asking and trying to answer important questions;
• Trying to increase their understanding rather than simply winning the argument (Chaffee, 2000, p. 70-73).

The researcher also asked the students several questions, some of which were made related to their experience (Reid, http://www.asia-u.ac.jp/english/cele/articles/Reid_Critical_Thinking.htm; see also Nosich, 2001). The questions were:

- What do you think of people in dialogue 1 and 2? Do they apply some suggestions from Chaffee in dealing with discussion (above)?
  Can you identify some aspects of CT in dialogue 1 and dialogue 2, such as CT standards (Are the arguments clear, accurate, relevant to the topic? Is the idea easily understood?), CT dispositions; and activities that make up CT?
- Have you ever experienced a conversation as in dialogue 1? In dialogue 2?
- What was your feeling when you had it?
- Why do you think person B in dialogue 1 thinks that abortion is a murder?
- Do you think it is right?
- Does he support his arguments with reasons and evidence?
- Is there any faulty reasoning in the two dialogues?
- Which dialogue do you think has more sound arguments?
- Why?

Based on the students’ answers to the last two questions, the researcher, together with the students tried to evaluate the strengths and accuracy of reasons and evidence identified in each dialogue, based on several aspects, including:

• authorities;
• references;
• factual evidence;

Finally, in terms of the relationship between CT and writing, emphasis was given to the advice “don’t tell your readers, show them. Good writers show by providing specific details and relevant examples” (Chaffee et al, 2002, p. 79). This was followed by an exercise, drawn from Chaffee et al (2002, see the hand out, Appendix 4), for example:

Telling: Michael Jordan is a great basketball player
During the 1995-1996 seasons, Michael Jordan led the NBA with a scoring average of 30.4 points per game. That same season he ranked second on the Bulls for rebounding and assists. He was chosen for the NBA All-Star team in his first nine seasons. He has won four league MVP awards and two Olympic medals.

Some suggestions in implementing activities that make up CT in writing, especially “viewing situations from different perspectives” and “supporting diverse viewpoints with reasons and evidence” (Chaffee et al, 2002, see also Diestler, 2001; 1991, 2003) were given, as this capacity would constitute a critical capital for them in writing a more convincing Discussion genre in the later stages. Models of some types of essays to avoid were offered (Moore and Parker, 1995, p. 53), such as the windy preamble, the stream-of-consciousness ramble, the knee-jerk reaction, the glancing blow, let the reader do the work (see Appendix 11). All these activities were then followed by dealing with texts on arguments, including introduction to CL, which will be discussed subsequently.

4.3.1.3 Step 3: Dealing with Texts on Arguments – Introduction to CL

This activity aimed to engage students in extended discussion about issues, which is a very effective means for developing the CT dispositions and the CT strategies and tactics (Norris and Ennis, 1990, p. 150; see also Perkins, 1987b), to introduce students to CL and to encourage them to have diverse opinions without fear of being judged wrong. In this discussion (and later throughout the program), students were encouraged to speak in English (Feez, 2002) to allow them to practise English, as there is a belief among ESL (EFL) students that they should use their English as much as possible in an ESL (EFL) setting (Storch and Wigglesworth, 2003, p. 760). The researcher did not make any corrections if students made grammatical mistakes, and when they found difficulty in expressing ideas in English, they were allowed to speak mixed Indonesian-English (Pari, 1999; Cummins, 1996, Moore, 1999). This aimed to allow students to express ideas without taking risk of being judged wrong in terms of English as well as ideas (Janks, 2001, see also Pari, 1999, p. 110). Finally, this was intended to promote students’ linguistic and cognitive development, because “the fact that bilinguals (like the students of this study) have two words for the same
idea or object and two ways of expressing the same thought may lead them to objectify or become aware of their linguistic operations” (Vygotsky, cited in Cummins, 1996, p. 105).

As mentioned above, most texts critically interrogated in this program were in English to provide the students with an opportunity to learn not only the content but also the language of the texts. At this stage, the researcher, in consultation with the students, examined one text on arguments, taken from McGregor (2002, p. 4) on “Why own a 4WD”. It was chosen because of its familiarity of the topic and language appropriateness to the students and the fact that the writer’s stance is not stated and thus useful to foster students’ critical reading skills (Perkins, 1998, see also Gibbons, 2002, p. 82). It also allowed the students “to debate, to weigh and judge the writer’s stance from linguistic structure of the text” (Luke, O’Brien and Comber, 1994), which was crucial for students’ CL development. The text and activities can be described as follows.

**Why Own a 4WD**

Intelligent people know there are several good reasons why everybody should own a four-wheel drive. They are:

- You pay less tax.
- You can see further down the road, but those behind you can’t see ahead at all.
- You can feel you are really someone when you are up above everybody else.
- If you crash into an ordinary car, you are less likely to be hurt.
- You can pretend that you are actually going somewhere on weekends when you’re just going to the shops.
- You can show you despise greenies and energy-conservers, by using twice as much fuel as they do.
- Although there are no bulls or roos in the area, you can have a grate attached to the front of your Urban Assault Vehicle for protection against pedestrians.
- Everyone knows they cost a lot.
- If you reverse over someone, you won’t notice (cited from McGregor, 2002, p. 04).

To help students understand the text more easily, scaffolding regarding cultural background knowledge was provided by the researcher, to build up students’ knowledge that are relevant to the text (Gibbons, 2002, p. 83), particularly on Australians, regarding the point “You can pretend that you are actually going somewhere on weekends when you’re just going to the...
The researcher described what Australians do over the weekend or holiday time and how they generally consider “going out over the weekend or holiday”. In addition, some words such as roos and a grate were also explained. (This scaffolding on cultural aspects was also provided prior to the discussion of each text in later stages).

Questions regarding CL, included in pre- and while-reading phases, as suggested by Wallace (1992a,b, as discussed in Chapter 2, Section 2.4) were raised. Because it was the first time for students to answer questions related to CL, the researcher guided them in answering the questions, especially questions to do with "Why was this text created?" and “What other ways of writing about the topic are there?”

Then the discussion dealt with questions taken from McGregor (2002, p. 4) as follows:

1. What do you think is the writer’s contention or stance on the issue of 4 WDs?
2. In what ways does the letter support this stance?
3. According to the writer, what attitude do 4WD owners have to other people? Which statement suggests this attitude?
4. Imagine you are a 4WD owner. Would this argument annoy or upset you? Why or why not?
5. If you think it would annoy you, which particular statements, words, or phrases would have this effect. Why?
6. Why do you think the writer uses the phrase ‘Urban Assault Vehicle’?
7. Is the use of this phrase a hyperbole or irony?
8. This letter is an example of an implied point of view which readers gather from reading the piece. The writer’s stance is not stated. Why do you think the writer chose to present the argument in this form?

Basically the students could answer all the questions, but regarding the question on the writer’s contention, tension emerged as students’ opinions were divided into two. This can be seen in the excerpt below:

T : What do you think of the stance of the writer on 4 WD?
Wati : (high achiever and articulate): I think he agrees with 4 WD and he mentions the benefits of 4WD for the owner.
T : Ok, Wati thinks that the writer supports 4 WD. Any other opinion?
Candra : I don’t think so. I think he doesn’t agree with 4WD.
Wati : But that’s what he says, (mentioning what the writer says in the text).
Candra : Yes, but actually the writer doesn’t agree with 4WD. He says it in a cynical way.
This occurrence seems to justify that “there are multiple interpretations of a text and there is a wrong interpretation” (Gee, 1990, p. 111). In this case, this seemed to have occurred due to the students’ lack of cultural knowledge of the text, which led to a wrong interpretation. This also seems to indicate scaffolding regarding cultural background of a text prior to the reading activity should be more grounded.

Regarding this, tension emerged in the researcher, whether she should determine which one was correct. On the one hand, students seemed to demand that she determine which one was correct, but on the other hand, the researcher realized if it was she who said which one was correct, it would silence the students (Frye, 1997). So, the researcher did not mention which one was correct and wrong. Instead she gave a clue by asking a question as follows:

What do you think is my stance toward civil servants in Indonesia if I say ‘being a civil servant is very nice. We can come to work late, no one will fire us, we still have the same salary, etc….’

Then Wati said, ”Oh ya, he says it in an opposite way” (nodding her head). Wati also seemed to realize that she gained an important lesson from friends, which also shows a disposition of CT, that is her “willingness to admit that she was wrong and the others were right” (Zechmeister and Johnson, 1992, p. 7; Wilks, 2004a). This was indicated in her journal below:

When we discussed the ‘4WD’ article, I thought that the writer of the article had a positive opinion about 4WD. But Candra said that it was just a cynical word used by the writer. The writer actually doesn’t like 4WD. And I learned it from Candra (Wati, Journal 10th Feb, 2003).

Meanwhile, Candra wrote in her journal, which shows her emerging awareness of reading and writing as social activities, that there is no neutral position from which a text can be read or written (Luke and Freebody, 1997, p. 193). She wrote:

Again, I read a remarkable writing on 4WD. The writer’s technique is different from the usual ones. Although some of us, as readers, had different perceptions towards it, generally, the text is comprehensible. … There is no neutral writing. Every writer inserts certain purpose to his/her writing. There is unspoken belief. A writer’s position toward a topic can be stated implicitly (Candra, Journal 10th Feb, 2003).

The fact that even high student achievers interpreted the text only from the surface level was also probably due to the teaching of reading in EFL so far, which is often considered as “unproblematic” (Wallace, 1992b; see also Pennycook, 2001, p. 76 on literacy in applied linguistics and TESOL). The students should have known that the writer uses irony, the
intertextual nature of which, is that “it echoes someone else’s utterance” (Sperber and Wilson, 1986, cited in Fairclough, 1992b, p. 123) and “that words can imply more than is being said, and the actual intent can be expressed in words which carry the opposite meaning” (Saxby, 1993, p. 70) as this kind of playful language also exists in bahasa Indonesia and they must have learned it.

Questions regarding CT as described above were also raised, and at this time the students seemed to be able to recognize that most of the arguments were only opinions. They could also recognize some faulty reasonings, such as overgeneralizations in the expressions: “Everyone knows”, “Intelligent people…”. This may suggest an emerging feature of a critical thinker who attempts to think thoughtfully and tries to avoid stereotypes or overgeneralizations on an issue (Chaffee, 2000; see also Diestler, 2001). This may also indicate students’ emerging consciousness of not believing everything they read, a feature of critical reading skill (Varaprasad, 1997).

The next step taken was compliant with a suggestion from CL in post-reading phase (Wallace, 1992a,b; Luke and Freebody, 1997 and see Chapter 2, Section 2.4), in heightening students’ awareness of various ways in which a topic can be written about, that is comparing different texts on the same topic. Because the researcher could not find another text about “4WD”, she decided to select another topic, that is “Junk Mail”.

4.3.1.4 Step 4: Comparing Different Texts on the Same Topic

In this activity, two texts which present explicitly opposing arguments on the same issue were approached (Perkins, 1998), to introduce the students to what they would go through before writing a Discussion genre later. The texts, as mentioned above, were about junk mail, taken from McGregor (2002, p. 5, see in Appendix 8). They were chosen as they involved “personal experience”, “evidence or factual data”, “appeal to an expert or an authority”, from which CT-related aspects could be traced. This was also expected to show the students how their CT knowledge could be applied in writing and affect the soundness of arguments and thus make their writing more convincing to the readers. Added to this, was
the fact the language of the texts was relevant to the students’ linguistic capacity and the
students were familiar with the topic.

The discussion, again started with questions of pre-and while-reading phases as suggested
by Wallace (1992a,b; see also Chapter 2, Section 2.4), followed by inviting students to
answer the questions from McGregor (2002, p. 5) as follows:

1. Why does the writer of Argument 1 use so many short sentences? What does this
suggest about how the writer feels – calm, peaceful, angry, and aggressive?
2. Why does the writer use personal experience in the opening of the piece. What
effects might this have on readers?
3. Writers of arguments often choose words that have connotations or associations-
positive or negative. What is the meaning of “perpetrators”? As used by the writer, is it positive or negative term? With what kinds of actions is this word usually associated? What does the use of this word suggest about the writer’s opinion of junk mail distributors?
4. Writers of arguments often redefine their terms to suit the argument or stance they
are expressing. What term does the writer of Argument 2 redefine? How does it help
the argument advanced in the piece?
5. Identify an appeal to an expert or an authority in argument 2. Why do you think this
is used?

Some other questions as suggested by Thompson, 1998 (see also Love et al, 2001) were also
asked, such as:

1. How does the writer position him/herself in relation to the readers (e.g. as an
authority, as a friend, as opponent, as someone to persuade, or someone who
agrees with the readers’ views about the issue).
2. Who would feel left out in this text, who is missing, or silenced and why?
3. Will the text have the same impact on different readers?
4. How do you find this issue in Indonesia?
5. Is advertising mail a problem?

To consolidate students’ understanding of all aspects they had learned, questions related to
CT were raised, as described above. Moreover, throughout the discussion, the researcher,
again, encouraged the students to voice an opinion.

At this stage, it seemed that students started to have emerging awareness of their capacity in
interrogating texts critically, and their sensitivity to context, as written in the journal below.
… I learnt that in every text we can analyse who the writer is, to whom the writer writes, why the writer writes, what the text is about, when the text was written, and perhaps the answers can be more than one … (Ina, Journal entry, Jan, 30th, 2003).

Although initially slow, the students at this stage also seemed to begin to make use and to realize the importance of the freedom and courage to express ideas and to answer the questions. Candra, for instance wrote in her journal that:

Learning needs courage. It won’t do to have plenty of ideas in your head but no courage to speak up (Candra, 31st Jan, 2003; see also her response in the interview, Chapter 6, Section 6.2).

Moreover, the students appeared to try to apply their CT knowledge in their outside classroom activities, as revealed in a journal below:

Outside we talked about movies, etc. and since we learned how to be a critical thinker, we tried to respond to what was being discussed from several points of view and to appreciate others’ opinion (Nuri, 31st Jan, 2003).

From the discussion above, it appears that at this stage students were at least aware of some of the features of CT and CL concerned with in this study.

4.3.1.5 Summary of the Teaching of CT – Introduction to CL

This section has presented one stage of the teaching program, that is the teaching of CT, and introduction to CL. From the classroom interactions and journals presented, students seemed to have developed emerging CT skills and CL concerned with in this study, compliant with the need for the development of critical capacity in Indonesian education today, as discussed in Chapter 1, Section 1.5. The discussion in this section also indicates that scaffolding regarding cultural background knowledge of a text is relevant to an ESL/EFL context to help students to think and to read critically.

4.3.2 Teaching the Discussion Genre – Implementation of the GBA and Consolidation of Critical Capacities

This section will describe the implementation of the GBA in teaching the Discussion genre. At this stage students’ critical capacities were further developed and applied through the classroom interactions and writing practices. The teaching program can be described in two
main stages: (i) introduction to the GBA and SFL; and (ii) implementation of two teaching cycles: teaching cycles one and two.

4.3.2.1 Introduction to the GBA and Systemic Functional Linguistics (SFL)

At this stage the researcher introduced to the students in brief some aspects of SFL and SFG, based on the discussion in Chapter 2, Section 2.5. This aimed to enable the researcher and the students in the stage of Building Knowledge of the Field, to interrogate texts, to debate, to weigh, to judge and to critique texts from linguistic structures, which was a crucial part of text analysis (Luke, O'Brien and Comber, 1994, p. 141). Functional grammar, as Wallace suggests:

is part of the resources that students can put to use in the scrutiny of particular texts, more specifically in making judgments regarding the manner in which and the degree to which choices in texts, ideationally, interpersonally, or textually, challenge or confirm prevailing ideologies (2001, p. 216).

The teaching of SFL and SFG was also intended to make the Modelling stage in the teaching cycle of the GBA not “so complicated and not too challenging” (DSP, 1989, p. 11), especially when the researcher and the students interrogated texts in terms of its SFG-based linguistic features.

The role of the researcher at this stage was mostly as the one who directed the teaching learning process (Butt et al, 2000) and who gave assistance in the form of “direct telling” (Callaghan and Rothery, 1988, p. 50). The researcher introduced briefly to the students the following aspects:

- The term genre.
  The researcher explained that the term genre in English here referred to “particular text types, not to traditional varieties of literature” (Derewianka, 1990, p. 18; Johns, 1997, p. 21) as the students had learnt in English literature subjects. A hand out on various genres and differences between genres in terms of stages and the social contexts was given, taken from Macken-Horarik (2002, p. 21-21, see Appendix 10).
- The GBA, including its stages (at a glance);
- SFL-related aspects, such as:
- metafunctions of language;
- the concepts of text and context, context of situation and context of culture;
- texture, cohesion, coherence; and
- SFG, including aspects related to Theme, Transitivity, Mood, and grammatical metaphor.

In terms of the teaching of SFG, the researcher tried to relate functional grammar to traditional grammar that the students had known and how SFG differs from traditional grammar. The researcher, to follow Threadgold explained:

Traditional or structural grammar concerns itself with the naming of parts, and with the structure of clauses and sentences. … SFG, on the other hand, is an attempt to describe the structure of English and the way it typically means in context (Threadgold, 1994, p. 21-22).

To quote Butt, et al (2000), the researcher also added that:

Functional grammarians do not reject, or discard, the terminology of traditional grammar, but to capture what goes on in language, build on and refine the notions of traditional grammar in several ways. The first way is to recognize that words have functions as well as class and that how a word functions can tell us much more than any description of words in terms of class can about the piece of language, where it occurs, the person who chose to use it in that function, and the culture that surrounds the person and the message … (Butt, et al, 2000, p. 29).

Then, the researcher gave an example of how to analyse a clause in both traditional and functional grammar, to indicate how the grammar realises experiential, interpersonal and textual meaning. The example, adapted from Unsworth (http://www.edfac.usyd.edu.au/staff/unsworth/IntroductionFunctional_Mo.html) can be illustrated in Table 4.1 below.

| Table 4.1 Examples of Clause Analysis in Traditional Grammar and SFG |
|---------------------------------|------|------|-------|-------|------|
|                                | Rina | is   | a     | diligent | student |
| Trad. Grammar: Word class:     | Pronoun | Verb | Article | Adjective | Noun |
| Sentence element                | Subject | Verb | Complement | |
| SFG: Experiential meaning: Carrier | Rel. Process | Attribute | |
| Interpersonal meaning           | Subject | Finite | Complement | Mood | Residue |
| Textual meaning                 | Theme | Rheme | |

Regarding Theme in particular, the researcher explained in brief and gave quotes as follows:

Theme is what the message is concerned with: the point of departure for what the speaker is going to say (Halliday, 1994a, p. 38).
What comes first in a clause (Theme) expresses an important kind of meaning. English speakers and writers use the first position in the clause to signal to their audience what the message is about. … we call the first element as Theme and the rest of the clause Rheme (Butt, et al., 2000, p. 135).

Some examples of how a text progresses based on the Thematic development were given to show the contribution that Thematic organization makes to the cohesive development of the text (Eggins, 1994, p. 271). Examples and exercises on how to analyse clauses or sentences based on the three systems of grammar were also given to consolidate students’ understanding on how grammar reflects different purposes of the language users.

In terms of interpersonal metafunction, the researcher related the mood of clauses or sentences to sentence types in traditional grammar that the students had learnt, including statement (positive and negative), interrogative, command (imperative) and exclamation. She also mentioned tenor, drawn from the work of Love et al (2002, unit 4a:84of 91), showing that the relationship between the writer and reader or the speaker/listener could be seen from the mood of the sentences of the text. If the text uses imperatives it might be believed that the writer had the authority to give instructions to those with less expertise.

However, the researcher also reminded the students to what they had learnt that a statement can have a meaning of a command, especially by using modality, “low (may), medium (should) and high modality (must)” (Eggins, 1994, p. 189). Regarding the concept of text, texture, cohesion and coherence, students were given exercises from Eggins (1994, p. 84-94) on the property of texture: from non-text to text, from which students could see texture creating resources (see Appendix 9).

In relation to all aspects taught at this stage, students seemed to find most information new, especially the concepts of “metafunctions of language”, “Theme”, “text and context” and “functional grammar”. One of the students wrote in her journal as follows:

It was excited to learn a lot of new information… Mrs Emi taught how to choose Themes in order to build the cohesion of the text… And we also learn what a text is. At first I thought text had something to do with length in written form. But then I know that every kind of spoken or written language which has meaning is considered as a text (Ira).

In addition, regarding SFG, as the researcher expected, all students found it difficult. However, most of them also found it interesting and realized the importance of
understanding functional grammar to improve their writing as reflected in the journals below.

SFG is difficult actually. But we are eager to learn it since we realize its importance in improving our writing. What we’ve learnt is the Transitivity system: material, mental, behavioural, verbal, existential and relational processes. Honestly, I still can’t differentiate them clearly. But I’ll try hard to get them. Besides, I learnt many things from the texts given, such as the writer, purpose, reader, intention, etc. … (No name, Journal entry, Feb, 2003).

… I found it interesting to learn this new concept of grammar, since from the beginning I studied English, it was always about subject, object, etc. … (Elli., Feb, 5th, 2003).

Upon the brief introduction to the GBA, and SFL-related aspects, two teaching cycles of the GBA were applied, which will be discussed below.

4.3.2.2 Implementation of the Teaching Cycle

This section will be structured to describe in detail each stage of the teaching cycle under the GBA, generally following the model of Rothery (1996), which can be described in Figure 4.2 below. The model from Rothery (1996), which covers Building Knowledge of the Field (Negotiating Field); Modelling (Deconstruction); Joint Construction; and Independent Construction, was used as it incorporates CL into the teaching cycle, which is one of the study’s main concern. Moreover, it includes the stage Negotiating Field, or Building Knowledge of the Field, which is important for the students’ CT and CL development. It also includes Deconstruction (initially conceptualized as Modelling), which is critical for the students’ CL for it involves analysis and discussions about how and why examples of a particular genre are organized to make meaning. Deconstruction allows students to analyse the representations of a text, as suggested by a critical social theory of literacy (see Chapter 2, Section 2.4). From a CP perspective, Deconstruction is a critical element of a radical pedagogy (Giroux, 1977) to enable students to understand the world, as suggested in one of the principles of CP adopted in this study (see Chapter 2, Section 2.3). Finally, the Joint and Independent constructions were expected to provide a chance to practise the CT and CL skills students had grasped from the two previous stages.
However, all the stages did not go in a linear way, to meet the students’ need and contextual condition. In the first teaching cycle, Building Knowledge of the Field was conducted twice, prior to the Joint Construction and Independent Construction respectively. This aimed to allow the students not only to gain the content of what they were reading but also to develop their CT skills and CL. In the second cycle, however, only two stages were conducted, which were Building Knowledge of the Field and Independent Construction. Modeling and Joint Construction were skipped (Feez, 2002, p. 67) as the students seemed to have a relatively good control of the Discussion genre, based on the jointly and independently constructed texts in the first cycle (see Chapter 5, Section 5.3 particularly, on analyses of text produced in the Joint Construction). This may coincide with the flexibility of the GBA, and the idea that “the teaching cycle does not work as a lockstep sequence for the whole
class” (Callaghan and Rothery, 1988, p. 48) and “there is no right way to sequence teaching learning activities” (Macken-Horarik, 2002, p. 26).

In the conduct of each stage, some modifications were made, drawn from the work of Callaghan and Rothery (1988); DSP (1989); Feez (2002); Macken-Horarik (2002); Smith et al (1995); Gibbons (2002). The model from the DSP, Feez and Macken-Horarik was involved especially in the teaching of CL. The model from DSP (1989); Smith et.al (1995); Davison (2001) and Gibbons (2002) was used, particularly in the stage Building Knowledge of the Field, to make sure that students had enough background knowledge of the topic to be able to write about it. In addition, the model provided by Smith et.al (1995), Davison (2001), Feez (2002), and Gibbons (2002) was involved as its context is ESL, similar to this study.

From the teaching cycle employed, however, there was one planned activity which was not done, but in retrospect would be very beneficial. This was “linking related texts” (Feez and Joyce, 1998a; Feez, 2002). Due to the limited time, we did not discuss, contrast and compare texts in a Discussion genre with other text types, comparing purpose and context, staging and language features.

In various stages of the teaching cycle, the directive role of the researcher was obvious and scaffolding was very strong, especially in some part of Building Knowledge of the Field and Modeling phases. Then the strong scaffolding was weakened (Feez, 2002) and was gradually removed (Antonacci and Colassaco, 1995) in the Joint and Independent construction stages, when the researcher began to relinquish responsibility to the learners as the learners’ expanding knowledge allowed them to take over ( Feez, 2002). The two teaching cycles can be described below.

4.3.2.2.1 Teaching Cycle 1

Prior to the stage of Building Knowledge of the Field, the researcher, first of all, reinforced the students of the activities and the stages of the GBA they would go through to make them
“understand the purpose for what they were learning” (DSP, 1989, p. 19), and “those things that underlie the learning task and the thing to be learned” (Lankshear, 1998, p. 122). This also aimed to make students aware of the merit of each stage to promote their writing skills and critical capacities.

The materials regarding the first topic, the Miss Universe Contest, were then given, classified into those consisting of arguments against and for (Smith et al, 1995). Students were asked to read the materials with the guiding questions to scaffold the readings or the research (Rothery, 1996, p. 104) as follows:

- What is (are) the benefit (s) of participating in the Miss Universe Contest?
- What are the main objections of the Indonesian government and society (and other societies) to the Miss Universe Contest?
- What is the motivation behind spending the large amount of money on the Miss Universe Contest?

As the materials were ample, the students were also reminded to take notes (Rothery and Callaghan, 1988, Rothery, 1996: Smith et al, 1995; Feez and Joyce, 1998a; Feez, 2002) about all arguments against and for the contest. This was intended to make them not have to read the articles again when writing a jointly-constructed text later and thus to save their time. From the CT point, as discussed in Chapter 2, Section 2.2, taking notes is also important to promote students’ metacognition, which is the awareness and control of their own thinking (Flavell, 1976, cited in Baron, 1987, p. 229; Costa, 2003, p. 61). However, as will be discussed later, it was found that some students did not take notes while reading the materials. Activities involved in teaching cycle one included four broad stages of the teaching cycle, which were: (i) Building Knowledge of the Field – the teaching of CL; (ii) Modelling; (iii) Joint Construction; and (iv) Independent Construction.

4.3.2.2.1.1 Stage 1: Building Knowledge of the Field – the Teaching of CL

This stage, as the name indicates, was intended to build up background knowledge, and so the focus was primarily on the “content” of the topic (Gibbons, 2002, p. 61; Rothery, 1996).
What the researcher and students did was cooperatively build up a shared knowledge of the field, while students also learned the language of the field since “we cannot know the field unless we know the language of the field” (Rothery, 1996, p. 103; Feez and Joyce, 1998a, p. 33). Activities involved will be discussed below:

First of all, the arguments for and against the contest articulated by the students, based on their reading, were black boarded. The students were also asked about the supports, reasons and evidence given by the writer to each argument, to promote its soundness and accuracy. Then a semantic web was made (Gibbons, 2002) when the use of nominalizations was encouraged. The researcher informed the students that successful use of nominalizations showed one dimension of “mature writing” (Martin, 1985, p. 31; Halliday, 1994a, p. 342) and they also omit agency, causality and responsibility (Kress, 2003; Kamler, 2001), which makes it difficult for the reader to challenge the text. The vocabularies related to the topic were, among others, listed below:

Participation, host sex objects ambassador tourist promotion eastern country feminist rate of rapes revenue charity physical beauty swim suit parade a waste of money business commodity arguments Brain, beauty and behaviour contestant business point/perspective cultural, religious value and moral value

This stage was then followed by a critical interrogation of several texts, in consultation with the students (Wallace, 2001). Dialogical relationship with the students, and the teacher’s role as a coparticipant were sustained, to encourage students to speak and express their ideas and to enable the researcher to learn from them (Freire and Shor, 1987, see also Wallace, 1992b, 2001). The texts approached can be found in Appendix 13.1, and were among others:

- *Arranging Beauty Contest* by Habibur Rahman Bhuiyan, Dhaka ([http://www.dailystarnews.com/200206/07/n2060711.htm](http://www.dailystarnews.com/200206/07/n2060711.htm));
- *Special Interview with Alya Rohali (Miss Indonesia 1996)* ([http://ferondi.tripod.com/missindonesiaunofficial/idl5.html](http://ferondi.tripod.com/missindonesiaunofficial/idl5.html));

Each text was interrogated, based on the questions raised in the stage of the teaching of CT and introduction to CL above. In discussing the first and second texts, the students seemed
to be able to answer the questions easily. Regarding the text on the *Interview with Alya Rohali*, they could see that if the interviewee was not Alya, the response might be different. Some students could see a bias in Alya Rohali’s statement, and said:

Alya Rohali considered the contest as a positive event because she herself gained benefit from that activity. But it was just for her own personal benefit (observer’s and researcher’s notes).

Asked about Alya Rohali’s opinion that Indonesia’s participation in the Miss Universe Contest can promote Indonesia’s tourism, students responded:

Ss: I don’t think so.
Homsi: We can see what Gus Dur (a former Indonesian President) did in the past. He visited so many countries and the aim was to invite people and to convince people to invest their money and to come to Indonesia. But it didn’t work (observer’s and researcher’s note).

This seems to suggest that students had had emerging capacity to challenge “the perceived authority of text” (Wallace, 1992b, p. 63). This may also reflect their awareness that different people have a different perspective on an issue. In addition, by referring to what a former Indonesian president did, students seemed to use their background knowledge to respond to the text (Varaprasad, 1999) or they could link their experience with the text (Shor, 1992, cited in Boyce, 1996). This may constitute one signal of their awareness of the social realities and of reading which poses widely as “making sense of the world around me” (Kress, 2003, p. 140) or their ability to read the word and the world (Freire and Macedo, 1987).

However, when discussing the third text *Miss World and the Press*, which was explicitly stated to have been written by a journalist, some students said that “the text was neutral as it was written by a journalist.” This did not seem to be surprising as the students were probably used to the assumption (which may also be prevalent among other Indonesians and societies) about media texts, that the language of news reporting should be factual, neutral, and free of subjectivity or impartial and objective (see White, 1997, p. 106-107 on the voice of the hard news reporter).

From a CT and critical reading perspective, this seemed to suggest that students’ CT and reading still needed further development, and this coincides with the suggestion that “learning to think takes time and practice” (Costa, 2003, p. 54). Although students had learnt
about the relationship between text and context, they did not seem to be aware that “all texts, however authoritative they appear, represent a particular view of the world and that readers are positioned in a certain way when they read it” (Gibbons, 2002, p. 82). They did not seem to be conscious that “written texts are constructed and therefore open to either imitation or challenge” (Veel and Coffin, 1996, p. 225, see also Rothery, 1996). This is relevant to the idea that critical reading skill is a developmental process and it cannot be taught just in one or two sessions (Varaprasad, 1997).

The researcher and the students also approached two texts on the same issue, to show how different people see an issue differently. The texts were:

- *India, Beauty Superpower, Is Becoming Jaded* (http://biharnews.hypermart.net/priyankanyt.htm) and
- *The Opposition to Miss World Seems to Me to Be a Symbol of Sickness in Our Society* (http://www.rediff.com/news/1996/0611vir.htm, see Appendix 17.1).

Particularly interesting was one moment of tension happening in discussing these texts specifically about the soundness of arguments, as shown in the following excerpt.

**T:** What do you think of the soundness of the arguments in each text?

**Ira:** The text ‘The opposition to Miss World …’ is not sound. The writer of this text is also not sure about what she is writing because she uses a lot of ‘seems’ (mentioning some sentences using ‘seem’ referring to the text).

**Riya:** But … remember the use of the verb ‘seem’ indicates CT, …that the writer is careful in saying something (Researcher’s notes, Feb, 2003).

The excerpt seems to show a different level of understanding between Riya and Ira in terms of the use of the relational process *seem* to promote the soundness of arguments. Ira did not seem to be fully aware of the effect of the use of the process “seem” or “appear”, which on the one hand may indicate the writer’s doubt, but may show the writer’s care in making judgment, on the other – one feature of a critical thinker. Apart from suggesting that CT is a long developmental process, this also seems to coincide with the advice that some students may need more assistance and more than one time of explicit teaching about some learning materials (Callaghan and Rothery, 1988; Derewianka, 1990; Feez and Joyce, 1998a). In terms of ESL learning, this seemed to be consistent with the idea that the relationship between teaching and learning is not identical to that of complementary transactions such as
giving and taking, buying and selling. When someone does some buying this means that some selling also occurs. When learning occurs, teaching may or may not be in attendance. When teaching occurs, learning may or may not take place (van Lier, 1988, p. 217, to follow Widdowson, 1981, 1983).

Accordingly, bearing in mind that she should not silent Ira, and the possibility that other students did not yet fully understand about this matter, the researcher explained again about the importance of the relational processes “seem” and “appear” and some circumstances such as “usually”, “generally” “sometimes” to avoid absolute facts (Callaghan and Rothery, 1988, p. 75) which were “accessible to debate” (Martin, 1985, p. 31) and “to make the opinions or arguments sound more objective” (Feez and Joyce, 1998b, p. 142). She also reminded the students that the use of these expressions should be combined with strengthening expressions such as modality of certainty (“certainly”, “obviously”, “in fact”, etc.) to make convincing arguments.

Moreover, asked further about the fact some final statements that the writer of the article entitled India, Beauty Superpower, Is Becoming Jaded. Some students said that what is stated in the text may be true. Wati said

I once read an article about the Miss Universe Contest. It is said in the article that a lot of Indians are involved in the contest, from the committee up to the audiences. The more the audience who give support to contestant, the more opportunity for her to become the winner. So, what is said in the article may be true that the fact that Indians contestants have won the Miss Universe Contest several times does not mean that Indian women are beautiful, and bright … (Researcher’s note, Feb, 2003).

From a CL point, this seems to suggest students’ critical engagement with the issue about the contest and her awareness that “the state of the existing affairs does not exhaust what is possible” (Fairclough and Chouliaraki, 1999, p. 35).

At the end of the Building Knowledge of the Field, students were invited to write about their ideas on the Miss Universe Contest, and there seemed to be changes in students’ views about the contest, as represented by a journal below:

…before I get the materials about the Miss Universe and discussed it with my friends, my stance was that Miss Universe Contest just brought bad effects for contestants and society rather than advantages. But then after we discussed it, I realize that sending an envoy to the contest has some advantages (Sila, no date).
Moreover, the discussion had led to the students’ CT development, especially to do with reasoning skills, and clear understanding regarding the issue as the students knew not only arguments for and against the contest but also the reasons for these arguments, as written in a journal below:

I was not really familiar with this topic. I have never watched any kind of this show. So, I knew nothing about it. Then I was given a huge pile of materials about the Miss Universe Contest … Basically, before and after reading the materials, I oppose the contest. The difference was that before reading them I couldn’t exactly explain why I disagreed; I had no evidence to back me up. But, after reading them, I know the arguments, I know people who are not on my side, and why they disagree. I also know those who agree and what their arguments are (Candra, no date).

This Building Knowledge of the field was followed by the Modelling stage below.

4.3.2.1.2 Stage 2: Modelling (Deconstruction)

This stage was designed to introduce and to familiarize the students with the Discussion genre, so they could read it and deconstruct it (Rothery, 1996). It was also aimed at building up students’ understandings of the purpose, overall structure, and language features of the genre. Activities involved in this stage were: (i) Familiarising students with the function and social context of the Discussion genre; (ii) Presenting the schematic structure of the Discussion genre; (iii) Presenting a model text of a Discussion genre; (iv) Presenting other texts in the Discussion genre.

Step 1: Familiarising the Students with the Function and Social Context of the Discussion Genre

The first step was familiarizing the students with “the power of the Discussion genre” (DSP, 1989, p. 12) in the social context (Feez and Rothery, 1998a) of English (which takes a similar form in Indonesian) and in the current Indonesian context. The researcher stressed that the Discussion genre, which weighs up two or more sides of an issue enabled the students to practise “the concept of decision making and conflict resolution through rational debate, i.e. arguments for, arguments against and recommended course of action” (DSP, 1989, p. 13).
Step 2: Presenting the Schematic Structure of the Discussion Genre

The second step was presenting and explicitly explaining the schematic structure of a Discussion genre on an overhead transparency (Christie in personal consultation, Nov, 2002; Callaghan and Rothery, 1988; p. 40; DSP, 1989, p. 19; Gibbons, 2002, p. 64). This aimed to allow the researcher and the students to share comments and to talk about the text as a class more easily. Each student was also given a copy which they could use for their own reference on future occasions when they wrote a Discussion genre (Callaghan and Rothery, 1988, p. 40). The transparency on the schematic structure of a Discussion genre with the function of each stage can be seen in Table 4.2.

Table 4.2 Schematic Structure of a Discussion Genre

<table>
<thead>
<tr>
<th>Elements of structure/stages of a Discussion genre</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Tells the reader the problem and what will be argued about it. Gives information about the issue and how it is to be framed.</td>
</tr>
<tr>
<td>Arguments for</td>
<td>Topic sentence</td>
</tr>
<tr>
<td>Arguments against</td>
<td>Topic sentence</td>
</tr>
<tr>
<td>Recommendation</td>
<td></td>
</tr>
</tbody>
</table>

During this stage, students’ attention was drawn to learn how the genre works to achieve its social purpose through the function of its stage.

Step 3: Presenting a Model Text of a Discussion Genre

The model text of a Discussion genre was then presented as a whole (Butt, et al, 2000; Feez and Joyce, 1998a; Callaghan and Rothery, 1988; DSP, 1989; Gibbons, 2002). The text, as mentioned above, was taken from *IELTS Preparation and Practice* by Sahanaya, Lindeck, and Stewart, (1998, p. 142-143). The text, as can be seen in Table 4.3 below, is an example of essays to the following question:

Too much education is dangerous. If people receive more education than they need to function in their job, it only breeds dissatisfaction. Write a report for an educated audience for or against the above (Sahanaya, Lindeck and Stewart, 1998, p. 141).
<table>
<thead>
<tr>
<th>Structural features</th>
<th>Should people receive more education than they need to function in their job?</th>
<th>Linguistic features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement (question about the issue)</td>
<td>Some people may say that education gives people unrealistic ambitions; the law of the market place decrees that not every one can be a managing director</td>
<td>Opening statement using a projecting verbal process: say with modality may</td>
</tr>
<tr>
<td>Arguments for</td>
<td>In fact for every boss there must be many more employees, so some countries believe there is very little point in training people for a level of job that they can never hope to achieve. What is more, education is expensive. Therefore over education is a waste of time and money. Another argument against education would be that students tend to be a disruptive influence on society. Once you encourage people to think for themselves it is difficult to control what they are thinking. It is hardly surprising that students are often found at the forefront of radical organisations.</td>
<td>Focus on generalised human and nonhuman</td>
</tr>
<tr>
<td>Arguments against</td>
<td>In spite of the problems of over-education, most countries need a high standard of human resources in order to compete in the world market. Constantly changing technology means that the workforce has to be flexible and receptive to new ideas in order to be of value to employers. When a person is only trained to perform one job, it is not realistic to expect him or her to adapt to a change in circumstances or an unexpected problem. All this is not to mention the moral questions involved in limiting education. Who has the right to say how much education a person is entitled to? What criteria could be used to decide a level of schooling?</td>
<td>The use of present simple tense: may say, believe, gives, must be, is, need, means, has to be, has, etc.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>It may be true that a greater level of education tends to make people more radical. However, if society is not going to become static, it must be prepared to accept new ideas. Therefore, the degree of radicalism caused by a high level of education can only serve to make the country more adaptable and better able to withstand social change in the long run.</td>
<td>Congruently realised causal connection: therefore, so, in order to.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incongruently realised conjunctive adjunct: what is more.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nominalisations: Another argument, a waste of time and money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of textual Themes to shift arguments forward: therefore</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marked topical Themes: in spite of the problems over-education; once to encourage people to think for themselves; When a person is trained to perform only one job;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concession construed as a circumstance with a prepositional phrase: in spite of problems of over education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incongruently realised causal connection: make; disruptive influence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of references: it must be …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passive voice: When a person is only trained to perform one job; What criteria could be used?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpersonal metaphors: it is hardly surprising; it may be true; It is not realistic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Various material, mental, and relational processes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Embeddings to form complex nominal group structure: involved in limiting education; the right to say how much education a person is entitled to; that they can never hope to achieve</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rhetorical questions: Who has the right…? What criteria…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Various non-finite dependent clauses: training people… to be of …, to decide a level …</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The use of modality in recommendation: may and strong modality: must</td>
</tr>
</tbody>
</table>
The researcher created the title of the text, that is: *Should people receive more education than they need to function in their job?*

The researcher and the students collaboratively identified the purpose, the schematic structure, the function of each stage in the model text and the linguistic features, as displayed at the right side of the text, including:

- generic participants, tense, the patterns of process choices (i.e. action, mental, verbal, relational);
- mood of sentences (i.e. statements, questions, or commands); modality (may must, should);
- conjunctions; references; patterns in Themes;
- grammatical metaphors (especially interpersonal metaphors such as “it is…” expressions and nominalisations); and
- passive voice.

The researcher and the students then collaboratively highlighted the significance of each linguistic feature to the text, to show how the grammar aspects previously learned functioned in “the context of language use” (Gibbons, 2002, p. 65). The text was also interrogated using questions regarding CT and CL, to make the critical interrogation of texts a “routine” (Perkins, 1998) for them. The directive role of the researcher in this discussion was limited to allow dialogue with the students.

**Step 4: Presenting Other Texts in the Discussion Genre**

Students were presented with the second and third Discussion texts, which were *Logging in Old Growth Forests* (Feez and Joyce, 1998b, p. 140) and *Should we use animals for entertainment* (Christie, 2002a, p. 62) (see Appendix 12). In terms of the content, these texts were rather too easy for students at the tertiary level. However, they were used mainly to strengthen students’ understanding of the schematic structure and to show the students various linguistic features and expressions that could be employed in their writing later.
Students in pairs identified the schematic structure and linguistic features (as listed above) of each text. Then with the whole class, the texts were critically interrogated in the same way as mentioned earlier. At the end of this stage, a hand out on “What language of arguments does” (Joyce and Feez, 1998b, p. 142) and expressions used in each stage of the Discussion genre was given, based on the work of mainly DSP (1989) and Derewianka (1990) (see Appendix 14). This was intended to help students strengthen their understanding of the power of language in persuasive writing, and to enrich expressions that they could use in writing a Discussion genre in the Joint and Independent constructions below.

4.3.2.2.1.3 Stage 3: Joint Construction

There were five steps conducted in this stage, including: (i) grouping the students into threes and familiarizing them with the task they would do in the stage; (ii) approaching each group at the start of the Joint Construction; (iii) observing students’ development in CT and control of the Discussion genre; (iv) Observing students’ perceptions of the Joint Construction; (v) consultation with each group on their draft.

Step 1: Grouping the Students into Threes and Familiarizing Them with the Task They Would Do in this Stage

The researcher first of all asked the students to make groups of threes, the members of which were entirely decided by them. Then she informed the students that activities conducted in this stage would be different from that they were used to, in that they would write a whole text (not only paragraphs as they were used to), in groups, in several sessions, during which consultations with the researcher was made. Moreover, they were also reminded about the importance of note taking (Callaghan and Rothery, 1988; Rothery, 1996) and some research strategies, such as locating sources of information (Rothery, 1996) or references.

Writing in groups also aimed to allow the students to practice activities that make up CT, particularly “seeing an issue from various perspectives” “discussing ideas in an organised way”, which can best be nurtured by communicating with others and engaging in dialogue (Chaffee, 2000, p. 154; Norris and Ennis, 1989, see also Reid, 2002). Writing in groups was
also intended to lead the students to exchange and to examine ideas in an open and organised way to foster some CT dispositions, such as “being open-minded” and to receive differences in ideas between friends.

Although in this stage the researcher was still a guide (Gibbons, 2002, p. 67), the students entered into a more active participation in learning to write the Discussion genre. They began to contribute to the creation of a Discussion genre in groups. The strong scaffolding of the researcher in some part of the Building Knowledge of the Field and Modeling stages was gradually weakened in this phase (Feez, 2002, p. 66).

**Step 2: Approaching Each Group at the Start of the Joint Construction**

At this step, the researcher approached each group to see if they had any difficulty in starting their writing. To those who seemingly had difficulty, she asked some guiding questions, such as:

- *What will you start with?*

- *How many arguments or points will be included in the arguments for and against?* In this case, the researcher stressed that the arguments for and against should be balanced (Smith et al, 1995).

- *Why will you take those arguments?*

- *Do you have enough data/evidence to support the arguments?*

When the students were half way through their writing, the researcher approached each group, to make sure which group had gained what (Gee, 1992) and which groups needed more assistance (Derewianka, 1990; Callaghan and Rothery, 1988; Feez and Joyce, 1998a). Over the consultation, the researcher reminded the students about aspects of CT they had learned. Regarding references, the researcher asked questions such as:

- *Why do you use this reference?*

- *Is what the writer says accurate?*

The researcher also encouraged the students to use some technical terms or language relevant to the issue, as a way “to develop students’ vocabulary in a meaningful context” (DSP, 1989, p. 60).
Each consultation with each group was conducted in a context of shared experience (Painter, 1985; Rothery, 1996; Martin, Christie, and Rothery, 1994) with the researcher playing an authoritative role (Derewianka, 1990; Feez and Joyce, 1998a). Assistance in constructing texts was of two kinds (Callaghan and Rothery, 1988, p. 50). One might be a direct telling of what to say, such as how and when to say some distancing devices such as “it is said”, “it is argued”, and to use references and projecting clauses maximally. The other might be questions and comments that provided scaffolding for the students to make the text better, such as:

- *What do you mean with this statement?*
- *Is this already “showing” or just “telling” the readers?*
- *Why do you take ... say, “tourism aspect” in your arguments for the Miss Universe Contest?*

Then the researcher encouraged the students to focus on all aspects of writing (Gibbons, 2002, p. 67), and assistance was given “not only to shape the genre but also to use language that is appropriate for written text” (Callaghan and Rothery, 1988, p. 51). The researcher reminded the students not to use contractions, such as *don’t, aren’t*, etc (Dudley-Evans, 2002, p. 230) or colloquial words that they found from some of the articles they read, to create students’ awareness that their writing was a formal piece, for readers with distant social relationship. This also aimed to bring about students’ understanding of the difference in ways of formulating meanings that are usual in speech to those that are common in writing (Ibid, see also Callaghan and Rothery, 1988; McCarthy and Carter, 1994 for a similar observation).

**Step 3: Observing Students’ Development in CT and Control of the Discussion Genre**

Monitoring students’ progress was actually made by the researcher (and the observer) throughout the teaching learning process. However, because at this stage she did not need to teach to the whole class, the researcher could more closely observe students’ development from their group discussions. From the perspective of CT, this can be used to evaluate whether lessons specifically designed to encourage students’ CT abilities and dispositions are meeting their immediate goals (Norris and Ennis, 1989, p. 150).
Regarding CT, the researcher could notice that all students seemed to try to apply CT knowledge in their writing. In one group the researcher noticed students’ awareness of the necessity of data to support arguments – an instance of their development in reasoning skills (Lipman, 2003, p. 170), as represented by Ari to his group:

Ari: Don’t take a social aspect of the Miss Universe Contest, because we don’t have a lot of data to support it (Researcher’s note, Feb 7th, 2003).

Then in another group, the researcher could hear a discussion as follows:

Cinta: What if we say that participating in the Miss Universe Contest, Indonesia will be famous like Botswana and Venezuela.
Riya: No, … That’s not a fact, that’s opinion (Researcher’s note, Feb, 7th, 2003).

Riya’s response, apart from showing her consciousness of the difference between facts and opinions, seems to evidence her capacity to recognize situational differences and sensitivity to context and to recognize a faulty reasoning, which is “a classic case of faulty analogy” (Diestler, 2001, p. 185), that what works in Botswana, does not or will not necessarily work in Indonesia. These constitute instances of inquiry skills, as described by Lipman (2003).

In some other cases the researcher noticed students’ discussion which may reveal their control of the “logic” (Martin, 1985) of the Discussion genre and thus their improvement in information-organisation skills (Lipman, 2003), as represented by Mugi’s statement to his group:

Mugi: In the conclusion there should be a recommendation or a solution. If Indonesia participates in the Miss Universe Contest, the swimsuit should be changed with, say, a traditional costume (The researcher’s note, Feb, 10th, 2003).

Moreover, students’ control of the linguistic features of a Discussion genre can be seen from their awareness of various verbal processes and conjunctions that can be employed in their text, as represented in student’s statements below:

Don’t use the verb “argue” all the time (Researcher’s note, Feb, 7th, 2003).

We were confused to use the conjunctions without doing repetition (Ira, Journal entry, Feb, 10th, 2003).
During the Joint Construction, the researcher could notice that the handout on some expressions usually used in a Discussion genre was very useful for students as a guide to write various expressions they could maximally employ in their texts (see Appendix 14).

**Step 4: Observing Students’ Perceptions of the Joint Construction**

As the Joint Construction was new to the students, particularly in learning to write, “it was profitable to discuss with the students the ways they thought they learnt best” (DSP, 1989, p. 19) at this stage. The researcher asked for the students’ perceptions of the Joint Construction, and from conversations and students’ journals, it appeared that initially the Joint Construction was not uniformly welcomed by all students. Some students did find the stage useful, as reflected below:

> It is important to discuss with my friends about how to arrange an essay. It seems easier if we work in groups. … Having a Joint Construction is a nice activity, because we can join our ideas to construct a good essay … discussing our ideas, rearranging an essay with friends are fun … (Puri, Journal entry, Feb, 10th, 2003).

Other students, however complained that the stage was time consuming, as represented by a journal below:

> The Joint Construction took a longer time than writing alone. It was very difficult even to write a statement of issue (Elli Feb, 10th, 2003).

Rather than viewing instances of resistance to the Joint Construction as a failure and an indication that the Joint Construction should be abandoned, the researcher made observations and reflection on several possible problems which may have caused students’ resistance to the stage. These will be discussed below.

The first one was the grouping, which can be problematic (see Nunan and Lamb, 1996, Leki, 2001 in an ESL context) and require more extended treatment than is possible in this study. One potential problem of group discussion task is that “quieter or less confident students may contribute nothing” as reported by Doughty and Pica (1986, cited in Wallace, 1992a, p. 96). As the students will also have their own views on who is clever, students’ perception about their respective abilities is likely to affect the kind of contribution they make to the
task (Fisher, 1994, p. 160-161). This seems to be the case in this research, as represented by a journal by a student whose diagnostic writing was categorized as high:

I felt that Joint Construction is helping but not helping too much. We didn’t really discuss something … when I said something, they only said “yes, that’s good”… (Ina, Feb, 13th, 2003).

This may suggest that grouping should be done very carefully to allow all students’ active participation in the group tasks.

The second possible problem was students’ accustomisation to “the traditional one-off writing task, when they were expected to write a single and final copy at one sitting” (Gibbons, 2002, p. 67). This may have led to their lack of research strategies, especially note-taking (despite the researcher’s emphasis, as illustrated earlier), which contributed to their assumption of the Joint Construction as time consuming. The mistake that they did not take notes was admitted by some students, as stated in some journals below:

My group discussed what to include in our text about “Should Indonesia send an envoy to the Miss Universe Contest?”… We found difficulty because we didn’t pick important data before. We were busy looking up the texts. Next time we should pick up the data first (Ina. Feb 5th, 2003).

Today we did the Joint Construction. Wati, Candra and I, each expressed our ideas. We were a little bit confused because every time we wrote we had to open and open the articles. It was because we did not take notes when we read them at home. It’s the first mistake…(Puri. Feb, 13th, 2003)

Accordingly, the researcher stressed once more the importance of note-taking, to record the main points about the materials they read, to lead them to understand the concepts contained in the materials and then to write a Discussion genre more quickly (DSP, 1989, p. 52). The researcher also mentioned that note-taking was important to enhance the students’ metacognition, as mentioned in Chapter 2, Section 2.2.

Another possible problem was related to the Indonesian education system so far, which to some degree “has fostered passivity for a long time” (Shor and Freire, 1987; Shor, 1992, cited in Boyce, 2003). This may have created the students’ assumption that learning is information gathering from the teacher “who knows it all” (Frye, 1999; Boyce, 1996) and thus students’ resistance to practices that required engagement, and listening to classmates (Boyce, 1996; Auerbach, 1996), as represented by a journal below:
I know that we should share ideas and listen to others. But it’s hard for me to listen (to friends) more than speak up until now. Anyway I hope it will change as time goes by while I am joining this class, because in this class we are learning to discuss and correct each other (Nuri, Feb, 13th, 2003).

To encourage students to trust peers and listen to each other, when students had a question, the researcher tried not to answer the questions directly, but always referred back to the students if there was any of them who could answer the question (Field, 1999). In doing so, the researcher expected that the students could see that their peers were capable of solving their problem (see also the discussion in Chapter 6, Section 6.2.2. regarding this matter).

Added to the problems above was that students’ CT was still developing. Some students were not seemingly able to identify meaningful activity for them (Boyce, 1996) and aware of the importance of discussing and sharing ideas with friends as one of the best ways to become a critical thinker. Accordingly, the researcher asserted that CT needed practice (Atkinson, 1997, p. 73; Beyer, 1997; Costa, 2003), and discussion in the Joint Construction, could lead them to have abilities and dispositions involved in CT.

After several sessions of the Joint Construction, students’ perception on the stage seemed to gradually change, as represented by journals below:

Together we laughed and frowned, that was fun. … The ideas coming from different head are surprising although we read the same materials (Candra, Feb, 10th, 2003).

It was rather difficult to write an essay in group, there were a lot of ideas to write. But it was fun, when we could join our ideas into a good sentence/appropriate statement (Cinta, Feb, 13th, 2003).

However, although all students had realized the merit of the Joint Construction, interview data, as discussed in Chapter 6, Section 6.2.2, reveal that students’ resistance to the Joint Construction seemed to still exist.

Step 5: Consultation with Each Group on Their Draft

In this consultation, the researcher focused first of all on the strengths of the students’ writing (Feez and Joyce, 1998a). This aimed to encourage and reinforce students’ first attempt at approximating the genre, even though the text produced may not contain all
language features or show full control of the generic structure (DSP, 1989, p. 60). Then the consultation was focused on things that still needed improvement.

Over the consultation, again assistance was made available in both “direct telling on what to say or comments or questions that provided scaffolding for the students to create a better text” (Callaghan and Rothery, 1988, p. 50). At this stage, the researcher encouraged the students to focus on all aspects of writing, including CT-related aspects, and modeled the process of writing, when she would cross out, amend and add words.

This consultation was found useful by the teacher and students. For the teacher it was “an appealing way to respond to the students’ work” (Celce-Murcia and Olshtain, 2000, p. 160), and to find out clearly “which group had gained what” (Gee, 1990), and “to help promote students’ thinking” (Baron, 1987, p. 232). From a perspective of writing process, it provided many opportunities “to teach drafting, editing and proofreading skills” (DSP, 1989, p. 60) which might not be possible to teach in a discrete way. For the students, it appeared to allow them to get clear guidance and to express their difficulty based on small group or individual bases (see also Chapter 6, Section 6.2.1 on this matter), as represented by a journal below:

Having finished our Joint Construction last Monday, we consulted it with Mrs Emi. There were some mistakes in our writing, for example, we didn’t always write the expression such as “it is said”…. Mrs Emi then showed us what should be done. She also reminded us not to forget to mention the reference. I found her guidance very useful … (Sila, Feb 17th, 2003).

Some grammatical matters focused in the consultation also could help students to promote their understanding about grammar, as reflected in the journal below:

I got a lot of information about arranging sentences in this Joint Construction…. I think we should learn more about grammar, since we still consider a phrase as a sentence. The consultation helped us to comprehend more about grammar (Nia, Journal entry, Feb, 12th, 2003).

Moreover, the consultation also led to the students’ understanding that to compose a good writing, they had to go through a long process, as written in a journal below.

The teacher read our writing. She gave us some recommendations on how to write appropriate expressions. …we should use various reporting verbs (verbal processes)…. this process showed that to compose a good writing we had to go through a long process (Elli, Feb 17th, 2003).

Pursuant to the consultation, the students rewrote the jointly-constructed text and then consulted again with the researcher just in case there were still some expressions which were
not clear. The purpose of this revision was twofold: to show them that “writing is a process” (Gibbons, 2002, p. 67, see also Butt, et al, 2000, p. 267; Bizzell, 1992), that it was not unusual for a writer to write several drafts before she/he came to the neat, finished one, as mentioned above, and to enhance their metacognition (Marzano et al, 1988). When no student needed further assistance, the move to the Independent Construction was the next step, which will be described in the subsequent section. Texts produced at this stage were collected and one sample will be closely analysed in Chapter 5, Section 5.3.

4.3.2.2.1.4 Stage 4: Independent Construction of the Text

As mentioned earlier, the topic discussed at this stage arouse from students-teacher interactions, which was Working Women and the issue was Should Women Work outside the Home? or Should Women Become Homemakers? The steps taken in this stage included: Building Knowledge of the Field and the Independent Construction itself.

Step 1: Building Knowledge of the Field – Consolidation of CT and CL

As in the first Building Knowledge of the Field, this step aimed to build up the students’ knowledge about the content of the topic and to consolidate the students’ critical capacities. Apart from being encouraged to find their own materials, the students were also given the materials about the topic along with emphasis on note taking and some guiding questions, such as:

- What are the benefits of women working outside the house for:
  - the children? the family life? the women themselves? the economy of the family? and the society?
- What are the risks of working women for:
  - the women themselves? the children? the family life? the economy of the family?
- What are arguments for and against working women from feminist and religious points of view?
After the students read and understood the content of all the materials, the researcher and the students brainstormed and created a vocabulary web, when use of nominalizations was again emphasized, such as *self actualization, children rearing, risks, benefits, advantages*. To consolidate students’ critical capacities, again some texts were critically interrogated, including:

- *Tips to Look after Your Husband* (Extract from -1960 Home Economic Book, taken from Love et al, 200, see Appendix 13.2).

The first text was chosen because it was about women in Islam, which was relevant to the students’ religion and gender (Creighton, 1997). This aimed to enable students to bring their knowledge regarding Islam to the text, and thus to read the text more easily. The second text “*Tips to Look after Your Husband*” was chosen because it could arouse students’ critical reading capacity, especially in relating the text to the realities around them. Although it was not directly related to the topic on working women, it was dealing with what women should do at home.

In the discussions of the two texts, there were three particular points of interest. The first happened when the students were asked about the accuracy of the arguments in the text *Women in Islam* and whether they agreed with the writer’s statement. The students said that the accuracy of the first part of the text was questionable and was not related to their belief because the writer uses AS (Alaihissalaam) for the narrator of Muhammad’s (peace be upon him) saying or doing (tradition). This indicates, they said, that the writer was a *syi’ah*, to which they did not belong, and therefore they said that some of the content of the text was not relevant to them. This really surprised the researcher and made her “embarrassed” as she should have been more careful in choosing a text to discuss. The second point of interest occurred over the discussion of recommendations of the text, and some students said that “the writer positioned as an authority to the readers, because she used a command and modality *should* and *must*.” However, one student, Cinta said “the writer also positioned as a friend to the readers, as she used *we* in the last recommendation”. When asked further about
how western (non Moslem) women or readers may respond to the text, the students said that western (non Moslem) women or readers may not agree with the writer’s opinions, especially regarding “the husband’s right to grant or refuse permission to work, the use of make up or cloths, and non mehram men (men with whom a woman can get married in Islam)”. They said that western women are more independent and free to decide what they want to do. The third point of interest occurred when discussing Tips to Look after Your Husband, and all students seemed to realise that the “texts are not timeless” (Luke and Walton, 1994, p. 1195; Shor, 1999), in that the text was not relevant to the current social life of Indonesia today, especially in urban areas where a lot of women also had a job outside the house.

The first case may suggest students’ consciousness of the impact of a text on different groups of readers and their capacity to develop resistant reading (Gerot, 2000) or tactical reading (Martin and Rose, 2003). This also suggests students’ emerging understanding that the writer’s background does influence the way a text is constructed and that “writing is relative to particular groups and contexts, and can be seen as one among many practices, which are open to scrutiny and contestation” (Hyland, 2002, p. 48). Moreover, the second case seemed to evidence students’ awareness of the impact of grammar, specifically mood of sentences or the use of modality and pronouns on power relations between the writer and readers and thus their awareness that “nearly all aspects of language serve to express the power relations between participants in an interaction” (Kress, 1985b, p. 146). Finally, the third occurrence seemed to suggest the students’ capacity to relate the text with their reality (Varaprasad, 1997), and “to make sense of the world around me” (Kress, 2003, p. 140). From a CT perspective, the third occurrence may suggest the students’ capacity “to note discrepancies between present situation and seemingly similar past situations” (Lipman, 2003, p. 225), a characterization indicating their acquisition of “sensitivity to context” (Ibid).

After the discussions, when students had sufficient background knowledge about the topic and were ready to write independently, based on students’ agreement, we moved on to the Independent Construction, presented subsequently.
Step 2: Independent Construction

This was the final stage of the GBA when students wrote their own texts. The researcher at this stage acted as a facilitator, and the scaffolding she provided in previous stages was taken away. Consultation was conducted with each student, but only when it was needed.

While students were writing their draft, they were reminded about aspects of CT, such as clarity, precision, accuracy, supports and evidence for each argument, how to write references, nominalisations, and other grammatical metaphors that they already learnt and applied in the jointly-constructed text. After they finished their first draft, consultation with each student was offered, particularly with those who felt they needed it. The students were also encouraged to discuss their writing with peers, to nurture their trust with friends and to practise listening to and discussing with friends, which was important for their CT development. Moreover, from the learning of writing, the presence of peer can give two benefits to the learner writer. Most obviously the peer asks questions, with content appropriate to the text at hand. Less obviously, the peer silently but no less effectively represents the needs of an audience and makes “the concept of audience visible” (Kamler, cited in Cazden, 1988, p. 132). Texts produced in this stage, in the interest of space, will not be closely analysed in Chapter 5, but some samples can be found in Appendix 17.

4.3.2.2.2 Teaching Cycle 2

As indicated earlier, the topic discussed in this cycle was Capital Punishment and the issue was “Should Capital Punishment Be Implemented in Indonesia?” This topic was chosen because at the time of the study, it was a current issue in Indonesia as six defendants were waiting for their execution, as President Megawati was not willing to give them clemency. Also as outlined above, in this cycle only two stages were conducted: Building Knowledge of the Field and Independent Construction. Modelling and the Joint Construction stages were skipped because the students seemed to have had relatively good control of the Discussion genre, as shown in their Joint and Independent Constructions in the first cycle. Thus, the stages of the second teaching cycle only involved: Building Knowledge of the Field and the Independent Construction, each of which will be described below.
4.3.2.2.1 Stage 1: Building Knowledge of the Field – the Teaching of CL

Activities conducted in this stage were again similar to those in previous Building Knowledge stages. With respect to the teaching of CL, four texts were examined. Two texts were in bahasa Indonesia, about Asih and her son Sugi (Pseudonyms), who were going to be executed for sadistic murders to five members of an army family. Asih and Sugi were not given clemency by President Megawati Soekarno Poetri. Two texts were in English, entitled Death and Justice by Edward Koch and Capital Punishment, the Question of Justification by David Hoekema. These were taken from Axelrod and Cooper (1987). All the texts can be found in Appendix 13.3.

In discussing the texts, students seemed to find it easier to answer questions such as what is the topic, who is the writer, to whom, how does the writer position himself to the readers. Some students also seemed to be aware that text is not innocent and does not necessarily present what should be. In discussing text about Asih and Sugi, in responding to the researcher’s idea regarding whether or not Asih and Sugi deserved to get capital punishment, some students said:

We should see first of all why they killed the family sadistically. I heard that the army family has also treated them unfairly … . (Cinta, Riya, The researcher’s and her colleague’s notes, March, 2003).

From a CT perspective, the students’ statement “we should see first of all why they killed the family sadistically” suggests an instance of their attempt “to inquire in an impartial manner” (see Lipman, 2003, p. 50). From a CL perspective, this may suggest students’ emerging capacity to challenge authority, including the perceived authority in texts and teacher’s judgment and interpretations (Wallace, 1992, p. 63; see also Cummins, 1996).

In discussing the text Death and Justice, in particular the students could see how the writer of the text positioned him/herself to the readers. Some of them referred to paragraph five of the text:

During my 22 years in public service, I have heard the pros and cons of capital punishment expressed with special intensity. As a district leader, councilman, congressman, and mayor, I have represented constituencies generally thought of as liberal. Because I support the death penalty for heinous crimes of murder, I have sometimes been the subject of emotional and outraged attacks by voters who find my position reprehensible or worse. I have listened to their ideas. I have weighed their objections
carefully. I still support the death penalty. The reasons I maintain my position can be best understood by examining the arguments most frequently heard in opposition … (see Appendix 13.3).

Then they said that “by saying all these, the writer implicitly positioned himself as an authority.” Some of them said, “Look, I have been working as … for 22 years, listen to me.” The students could also identify some aspects of CT standards, such as precision, relevance and activities that make up CT, especially “seeing an issue from various perspectives” (Chaffee, 2000). One of them said: By saying arguments in opposition, he also sees the issue from various perspectives, not only from his perspective. Regarding clarity, some students said that the structure of the text is not easy to understand. Some of them said “We have to be very careful in reading this text. If not, we will think that the writer is opposing the death penalty.” Then another student asked “Why didn’t he write in a Discussion genre, where he could present arguments against and then his arguments in favour of capital punishment.”

These seem to suggest several points. First, students’ ability to recognize the writer’s positioning to the readers may suggest their capacity to identify some aspects of register, i.e. the tenor of the text from linguistic patterns (Gerot, 2000), their awareness that the surface structure of declarative mood can have a meaning of a command (Martin, 1985; Halliday, 1994a; DSP, 1995; Christie, 1998). This may also suggest their critical capacity to read under “the surface level of the text” (Shor, 1999; see also Degener, 1999). Moreover, from a CT point, their ability to evaluate the clarity of the organization of the text, may suggest an instance of self-correction behaviour and information-organising skills as well as their grasp of CT standards. The student’s question “why doesn’t he write in a Discussion genre” may also demonstrate their emerging awareness of the power of the Discussion genre to fulfill the social purpose of persuasion.

Following the Building Knowledge of the Field, then each student wrote individually, in the Independent Construction stage which will be described below.
4.3.2.2.2 Stage 2: Independent Construction

What was done in the second Independent Construction was similar to that in the first one, when the teacher, again, acted as a facilitator. When the students had finished their writing, consultation with each student was made. Sharing writing with peers was again, encouraged before consultation with the teacher. All texts produced in this stage were also collected and two samples will be analysed in Chapter 5, Section 5.4. At the end of the teaching program, as indicated in Chapter 3, Section 3.2.5, two types of interviews, individual and focus group, were conducted. The data from these interviews will be discussed in Chapter 6.

4.3.2.3 Summary of the Teaching of the Discussion Genre – Implementation of the GBA and Consolidation of Critical Capacities

This section has offered an illustration of the application of the GBA, synthesized with classroom practices from theories reviewed in Chapter 2, related to CT, CP and CL. It has shown how the stages of the GBA, including Building Knowledge of the Field, Modelling, Joint Construction and Independent Construction can help improve students’ critical capacity and writing skills, which are of vital importance and main concern in the development of Indonesian education today, of the teaching of EFL in particular. From the two teaching cycles, students seemed to have gained good control of the Discussion genre, as well as features of CT and CL investigated in this study, as shown in the texts they produced (analysed in Chapter 5, Sections 5.3 and 5.4) and classroom interactions shown in previous sections. This may give hope that critical capacities, especially CT, can be taught to people from any background (Davidson, 1995) including Indonesian students.

However, although most of the attempts to implement the GBA (synthesised with classroom practices suggested by CT, CP and CL) were successful, there were situations in which it did not happen as expected, particularly in the Joint Construction stage. This was not necessarily because the GBA or the Joint Construction itself has inadequacies, for the students were aware of the merits they could get from the stage. The problems may stem from several factors that affect the classroom significantly and thus should be taken into account. The first was to do with the students’ previous learning experience in which they were not used...
to being involved in discussions in which they take active participation in their learning, which then can lead to the development of their CT and CL. Students’ were used to the classroom in which the teacher acts as the transmitter of knowledge. The second problem was to do with the groupings in the Joint Construction, which suggests that the teacher should strive to group students in such a way that each student can take active participation in the group work. Additional studies should also be made in a wider scope of Indonesian contexts to find out the best way to do the Joint Construction and to observe how other students perceive it. The third problem was related to the nature of CT and CL, which is a developmental process. This suggests that longer teaching of CT should be conducted to help students develop and apply their CT in their life.

4.4. Conclusion

This chapter has presented the teaching program conducted in this study. It has illustrated activities prior to and throughout the teaching program, in which attempts were made to promote students’ argumentative writing skills and critical capacities. These, as mentioned earlier, are of essential importance in the current EFL teaching in particular and across the curriculum in Indonesian education in general. The teaching program can be summarized in Table 4.4 below, from which it can be noted that the stages involved in teaching cycles one and two are not the same. This suggests that the GBA is not a lockstep (Callaghan and Rothery, 1988) and its application in the classroom is not linear. The GBA can start from any stage, depending on the students’ need and capacity. There is not one way of doing it.

Furthermore, from the description in the previous sections, it can also be seen that the students seemed to have gained some development in writing skills and critical capacities concerned with in this study, as evidenced in the findings in this chapter, Chapters 5 and 6 (text analysis and interview data respectively). From a CT perspective, this supports the findings from previous research conducted by Excley (2002) about Indonesian students’ CT (see also Canagarajah, 2002 and Kumaradivelu, 2003 about Asian students’ CT) and this gives hope that CT can be taught to Indonesian students. The findings in this chapter also
show the necessity of cultural background knowledge about a text to help students think and read critically about the text.

<table>
<thead>
<tr>
<th>Table 4.4 Summary of the Teaching Program</th>
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<tbody>
<tr>
<td><strong>The teaching of CT – Introduction to CL:</strong></td>
</tr>
<tr>
<td>• Explicit teaching on CT-related features;</td>
</tr>
<tr>
<td>• Application of CT in social context;</td>
</tr>
<tr>
<td>• Dealing with texts on arguments – Introduction to CL;</td>
</tr>
<tr>
<td>• Comparing different texts on the same topic.</td>
</tr>
<tr>
<td><strong>Teaching the Discussion genre – Implementation of the GBA and consolidation of critical capacities</strong></td>
</tr>
<tr>
<td>• Introduction to the GBA and SFL;</td>
</tr>
<tr>
<td>• Implementation of the teaching cycle: Teaching cycles 1 and 2.</td>
</tr>
</tbody>
</table>

| Teaching cycle 1: |
| Stage 1: **Building Knowledge** of the Field – the teaching of CL. |
| Stage 2: **Modelling (Deconstruction)**: |
| • Familiarising the students with the function and social context of the Discussion genre; |
| • Presenting the schematic structure of the Discussion genre; |
| • Presenting a model text of a Discussion genre; |
| • Presenting other model texts in the Discussion genre. |
| Stage 3: **Joint Construction**: |
| • Grouping students into threes and familiarizing them with the task they would do in the stage; |
| • Approaching each group at the start of the Joint Construction; |
| • Observing students’ development in CT and control of the Discussion genre; |
| • Observing students’ perceptions of the Joint Construction; |
| • Consultation with each group on their draft. |
| Stage 4: **Independent Construction** |
| • Building Knowledge of the Field – Consolidation of CT and CL; |
| • Independent Construction. |

| Teaching cycle 2: |
| Stage 1: **Building Knowledge** of the Field – the teaching of CL. |
| Stage 2: **Independent Construction**. |

There were indeed some problems which deserve to be followed up, especially regarding the students’ resistance to the Joint Construction of the GBA (despite their awareness of the merit of the stage). As this was affected by their previous learning experience and CT which was still developing, it follows that continuous and longer implementation of the GBA in various contexts in Indonesia, and longer teaching of CT across the subjects should be conducted, as will be indicated in Chapters 6 and 7.
CHAPTER FIVE: DISCUSSION OF ANALYSES OF TEXTS PRODUCED IN THE TEACHING PROGRAM

5.1 Introduction

Chapter 4 has provided an overview of the teaching program used in this study, indicating how it constituted an essential element of this research. As we saw, the teaching program fell into two parts – a first and a second teaching cycle – and the second cycle placed more responsibility on the students, in the sense that there was no Modelling and no Joint Construction phase. As we also saw in Chapter 4, the teaching program sought to use a CP that would develop critical capacities (i.e. CT and CL) in the students, especially as realised in writing Discussion genres. This chapter will now turn to offering detailed analysis and interpretation of a sample of texts collected as part of the teaching program in the two teaching cycles. A larger sample of texts grouped by the researcher’s colleague, Mr. Ari, will be found in Appendix 4.3. Of the texts to be considered here in Section 5.2, the first two – Texts 5.1 and 5.3 – were selected as instances of diagnostic texts, written by the students without any overt intervention or direction from the researcher. Text 5.1 – an instance of an Expository text – was graded by Mr. Ari as a low text, written by Candra while Text 5.3 – a Discussion genre – was rated as high, written by Wati, and Text 5.2 as a middling text written by Nia (all names are pseudonyms). In the interests of space, the latter text is not considered here though it will be found in Appendix 15.2. It will be argued that although the two texts showed some grasp of their respective schematic structures, and critical capacity, they were reasonably underdeveloped texts, suggesting there would be merit in exposing the students to some considered teaching with a view to improving their capacities. Hence, in Section 5.3 we will then consider Text 5.4, an instance of a Discussion genre, written in a Joint Construction activity. Here the analysis will suggest that the students – two of whom wrote Texts 5.1 and 5.3 (Candra and Wati) – showed considerable improvement in their writing.

Then, in Section 5.4, we will consider Texts 5.5 and 5.7, which are independently written texts produced by the same two students (Candra and Wati), though they are drawn from the
conclusion of the second teaching cycle. Text 5.6, written by the writer of Text 5.2, Nia, who was graded as a mid achiever by Mr. Ari, again, in the interest of space, will not be considered, but it can be found in Appendix 15.6. Considerable improvement in control of CT and CL as well as the linguistic organization of the two texts will be argued. The texts produced by the students in the later stages of the teaching program analysed in Sections 5.3 and 5.4 later in the chapter indicate that the students had gained good control of the Discussion genre. The schematic structure of the texts suggests that the students understood the demands of the generic form of the Discussion genre to achieve its purpose. Moreover, the linguistic resources drawn on by the students are enriched and extended. In learning to control these things, it will be argued that the students also learned to develop some features of CT and CL investigated in this study. Textually, linguistic resources seem to be efficiently used to create texts which develop smoothly not only locally but also globally. This, as will be shown later, is evidenced by the employment of higher-level Themes (macro and hyper-Themes), which allow for the employment of “multiple” (Eggin's, 1994) or “derived” (Fries, 1995) Theme development. Experientially, they are employed to create more written-like and intertextual texts, to build sound and credible arguments. This, it will be argued, leads to the analytical feature of the texts, which entail critical writing, and constitute a source of evidence of aspects of CT looked at in this study. Finally, interpersonally, various linguistic resources are efficiently used to involve strategies in the creation of effective communication with an audience or the reader, which, again, is of essential source of evidence of sophistication in both thought and capacity in using “the right language in the right way within particular discursive settings” (Gee, 1990, 1999), a feature of CL.

Section 5.5 will offer a concluding discussion, bringing together the major elements of the argument, and preparing for the analysis of the interviews with students conducted at the end of the teaching program. The latter analysis will then be offered in Chapter 6.

In the following discussions of texts, it is planned to set out the texts first, showing the elements of schematic structure that it is claimed are present. Subsequent grammatical analyses with respect to each text’s elements will be used both to indicate how and in what
ways the texts are constructed, and to evaluate the extent to which they reveal evidence of developing critical writing. A complete analysis of Theme and Transitivity of all texts mentioned in this chapter can be found in Appendices 15 and 16.

5.2. Analysis of Diagnostic Texts (Texts 5.1. and 5.3)

5.2.1 Analysis of Text 5.1

Text 5.1, as it was written by the student, will be presented below in Table 5.1. The text (and other texts later) is divided into numbered clauses.

### Table 5.1 Diagnostic Text (Text 5.1)

<table>
<thead>
<tr>
<th>Position</th>
<th>Clause</th>
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<tbody>
<tr>
<td>Thesis</td>
<td>1. Education plays a very important role in a country. 2. That is [why Indonesia tries its best]. 3. to improve the quality of education. 4. [[Publishing academic books]] is one of the programs [[applied by the Department of Education]]. 5. In response to this, I would like to share opinions. 6. I think 7. the Government’s program [[to publish books]] is ineffective in [[improving education]].</td>
</tr>
<tr>
<td>Argument</td>
<td>8. At the beginning of a term students can usually borrow these books at the school libraries for free. 9. They can keep the books for a term. 10. But they don’t really use the books 11. since the teachers think 12. that the books aren’t good enough [[to be used as a reference]] ]] 13. The books sure (surely) are thick 14. but the content is not as good as [[it seems]] 15. Eventually, they use another book 16. and this means [[that the students should buy them]]. 17. This brings more burden to parents especially those of the low economy class.</td>
</tr>
<tr>
<td>Restatement of Thesis</td>
<td>18. If the government spends billions of their budget 19. to publish the books 20. while nobody uses them, 21. I think 22. the government should reconsider the effectiveness (it should be the effectiveness of the program) 23. before they continue publishing them.</td>
</tr>
</tbody>
</table>

5.2.1.1 The Schematic Structure, Organization and Purpose of Text 5.1

Text 5.1 is an instance of an Expository genre, and the purpose of such a genre is always to adopt a critical point of view. In fact, the object of an Exposition is “to argue for a particular
(the writer’s) point of view on an issue” (Feez and Joyce, 1998b, p. 138; Macken-Horarik, 2002, p. 22) and to persuade the reader to think or act in particular ways (Veel, 1997; Unsworth, 2000). It is because such a text seeks to build its case by providing arguments in favour of a particular point of view that the writer has no obligation to consider alternative points of view, as he or she would in writing a Discussion genre, for example. On the contrary, CT, as constructed and expressed in this genre, requires the building of one general point of view, and it specifically does not seek to build that point of view by reviewing a range of possible alternative positions.

In the case of Text 5.1, the writer attempted to persuade the reader that the Indonesian government’s program of publishing academic books was not effective, and that therefore, before the government continued the program, it should reconsider its effectiveness. This suggests that prior to the teaching program, the students already had “a critical insight into social reality” (Canagarajah, 2002, p. 100), on the government’s program of publishing books in particular. However, as the grammatical analysis will reveal, due to the limited background knowledge about the issue, critical thinking skills and linguistic resources, the verbalisation of their critical insight is less sophisticated and explicit.

As the text is displayed above, it is clear that it has the essential conventional elements found in examples of written English Exposition, as identified by Veel (1997); Feez and Joyce (1998b); Macken-Horarik (2002); Callaghan and Rothery (1988). These essential elements are:

- **The Thesis**, which introduces the issue and the writer’s point of view;
- **The Argument**, which supports the Thesis, and which normally involves several arguments;
- **The Restatement of the Thesis** and sometimes a **Recommendation**. The former restates the point of view adopted, while the recommendation indicates the recommended course of action.

As already indicated, the objects of the grammatical analyses to be provided below will be (i) to demonstrate the grammatical resources in which the genre is realised, (ii) to reveal the
extent to which the text is a successful instance of the genre, and (iii) to evaluate the 
evidence of any CT or “higher level thinking skills” (Creighton 1997, p. 442) and CL 
capacities.

In fact, as discussion based on the analyses will suggest, Text 5.1, written before the 
teaching program, is at best a rudimentary instance of an expository genre. Thus, while it 
shows some control of the overall generic structure, it is limited in terms of the knowledge 
of the subject it reveals, and it is also limited in terms of the arguments the writer is able to 
marshal in support of her Thesis. A mature example of an Exposition is normally one which 
attempts to provide more than one argument, presented in favour of the Thesis, so that 
“each argument for the thesis (tends) to form a paragraph” (Martin, 1985, p. 14). In 
practice, the writer relies a great deal on personal opinion (indicated by I think used twice) 
and rather little on information. It may be that, the writer has a rather limited understanding 
of writing and its purposes, as Johns (2002b, p.140) reports. It may also be that the 
limitations are in part due to the fact that the text was written “at one sitting” (Gibbons, 
2002, p. 67). The writer might well have done better if she had had more time to research 
information relevant to the genre, and to develop her opinions.

As an exercise in CT, as mentioned above, the text is limited, in that it makes little use of 
significant knowledge to support perspectives with reasons and credible “sources of 
support” (Norris and Ennis, 1989, p. 140) – a feature that can promote the credibility of 
arguments (Chaffee, 2000, p. 44; Diestler, 2001, p. 334).

It is proposed now to move through each of the elements of Text 5.1, discussing the ways in 
which each of the various metafunctions is realised. We will start with the textual 
metafunction, selected because this has so much to do with the overall organization and 
direction of any text. We will then move to the experiential metafunction and the logical 
metafunction, and thence to the interpersonal metafunction.
5.2.1.2 Grammatical Analyses of Elements in Text 5.1

5.2.1.2.1 Thesis Element

In the manner of most Thesis statements, this element makes use of several unmarked topical Themes, that serve to identify the field under discussion, as in: *Education plays a very important role*…. *That is [[why Indonesia tries its best; [[Publishing academic books]] is one of the programs*…. The writer signals a shift in direction after these three opening instances of topical Themes by using a marked topical Theme realised in a Circumstance, in *In response to this, I would like to share opinions*. Here the writer signals the move into the main point of view to be adopted, which is now signaled in part with an interpersonal Theme choice, as well as an unmarked topical Theme: *I think the governments’ program to publish books is ineffective*…

Looking at the experiential metafunction, as can be noted in Table 5.2 below, the element uses three types of processes: material, mental, relational (this time and henceforth categorised and presented in two columns: Intensive and Circ, Cause, and Possessive), counting six, two and five respectively. Instances of material processes are used to build aspects of the field (e.g. *to improve the quality of education*), some of which appear in some embedded clauses (e.g. *one of the programs [[applied by the Department of Education]]*]. One relational process is realised in an identifying process, establishing the significance of education: *education (Token) plays a very important role (Value) in a country*. Another identifying process is used to state an important principle in Indonesia: *that (i.e. the fact that education plays an important role) is [[why Indonesia tries its best]]*…. Finally, the element uses two mental processes, occurring in: *I would like to share opinions* and *I think*. Given that the element is short (a not uncommon feature of a Thesis statement), this one makes use of some material processes to build aspects of action, but its use of two identifying processes and two mental processes of cognition show that this element is primarily concerned to state a position, not to build important information.

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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Interpersonally, the element makes one use of a modal verb in *I would like to share opinions*, and as already noted, it uses the mental process of cognition in association with the personal pronoun *I* in *I think*. It is clear that personal opinion is to be an issue in this Text. While it is not uncommon for such an opening Thesis element to make use of personal pronouns, and in other ways to indicate that personal opinion is involved, as we shall see, the text is weakened by the relative absence of significant information, which would be realised in other aspects of the grammar, in support of the overall arguments of the text.

5.2.1.2.2 Argument Element

The new element is clearly signaled with use of very different Theme choices, for both topical themes and textual Themes are now involved. It will be noted that the linguistic features that realise the textual metafunction also realise aspects of the logical metafunction, and this matter will be discussed shortly. The element is opened with a marked topical Theme and this is a common way to indicate new departures in the direction of the discourse: *at the beginning of a term students can usually borrow*.... Another marked topical Theme occurs in *eventually they use another book*. The other topical Themes (eight in all) are all unmarked, and used to identify aspects of the field in construction as in: *they can keep the books*.... *the books sure (surely) are thick*.... Textual Themes serve to link clauses together and to carry the discourse forward in a manner that was not a feature of the Thesis element, whose function was only to state the view adopted. Here examples of textual Themes occur, for example in *but they don’t really use the books; since the teachers think that the books aren’t good enough*.... Such items in their function as aspects of the logical metafunction serve to make logical connectedness between the propositions expressed in clauses. Some have a contrastive role as in two uses of *but* in *but they don’t really use the books* or *but the content is not good enough*, while *since* is used once in a clause to suggest reason: *since the teachers think*.... There is one use of an additive conjunction in *and this means that the students should buy them*. Overall, it is clear that some attempt has been made to build arguments, building connectedness between steps in the discussion. However, while we should note the attempt, the result is nonetheless reasonably simple and lacking elaborate detail, as the discussion of the experiential metafunction will further reveal.
Experientially, as shown in Table 5.3, three types of processes are used in the element: material, mental, and relational (intensive) with each counting five, one, and five. Material processes, to build aspects of the field, can be seen in students can usually borrow these books; they can keep the books for one term. The range of material processes is not considerable, and three instances are realised in the same lexical verb, use. One mental process of cognition realises an aspect of teacher behaviour: the teachers think … . Furthermore, instances of relational processes occur in attributive processes that build simple features of the books under discussion: the books aren’t good enough; the content is not as good as it seems. Overall, the detail constructed in this range of process types is limited, while the Participant roles and Circumstances do not build significant additional information.

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
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<td>1</td>
<td>-</td>
<td>5</td>
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</table>

Interpersonally, the element uses some modality, realised in modal verbs and modal adjuncts, to express aspects of students’ behaviours: students can usually borrow these books; they can keep the books for a term, and in one case, modality is used to express judgment about the books: they sure(ly) are thick and they don’t really use the books. The presence of these modalities may suggest the writer’s emerging attempt at careful judgment (Kress, 1985a), indicated by careful use of language, which is “a trait that a critical thinker usually displays” (Nickerson, 1987, p. 35).

5.2.1.2.3 Restatement of Thesis Element.

Textually, this new element again commences with a marked topical Theme, signaling a further new direction, this time realised in a dependent clause: If the government spends billions of their budget to publish the books... . Subsequent topical Themes are all unmarked, and the element is of interest mainly because the writer uses several Textual Themes to direct the discourse forward in if (just discussed), and while nobody uses them; before they continue publishing them. These linguistic items, also realising conjunctions, help build the logical metafunction, constructing the concluding element of the Text. There
is in addition one instance of an interpersonal Theme again realised in a use of a mental process of cognition: *I think the government*.... This may indicate the writer’s attempt to take a stance on the issue raised in the text, which is recognised as a CT disposition (Ennis, 1987) and to make her personal voice clear, which is important in writing arguments (McCarthy and carter, 1994, p. 48). However, again, as the position is not supported by sufficient evidence, the stance is not critical (Barnett, 1997).

Experientially, as can be seen in Table 5.4, the element uses four material processes as in: *the government spends billions of their budget; they continue publishing them*. There are two mental processes of cognition - the instance already discussed and one example realising an aspect of government behaviour: *the government should reconsider the effectiveness*.

<p>| Table 5.4 Process Types Employed in the Restatement of Thesis Element of Text 5.1 |</p>
<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
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<tr>
<td>Total</td>
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<td>2</td>
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Interpersonally, the element is quite forceful in its expression of opinion, apparent in the interpersonal Theme expressed in the mental process *I think*... and the use of one instance of modulation in: *the government should reconsider*... . From a CT point, as mentioned above, this interpersonal Theme indicates the presence of a standpoint (Eemeren et al, 2002, p. 6-7). This may also suggest that the student already had a critical insight into social reality, into the government’s publishing books, in particular. Another example of modality is used metaphorically in the *if clause*: *if the government spends billions of its budget*, which can be interpreted as *possibly, the government spends billions of its budget* (see Halliday, cited in Bloor, 1998). While this instance of modality show the student’s emerging care in making statements (in use of language), which is a characteristic of a critical thinker, as mentioned above, there is one statement which indicates that the writer seems to be too certain about what she is saying, realised in a “universal statement” (Reichenbach, 2001) or “realis” (Fairclough, 2003; Celce-Murcia and Olshtain, 2000): *nobody uses them* (i.e. books). This statement may appear to be less appropriate as it may weaken the soundness of arguments, especially in this case as the writer does not provide sufficiently significant evidence to support the statement.
Overall, this discussion has served to demonstrate that the text is constructed in three elements, each clearly differentiated through the linguistic choices in which they are realised. The Thesis element establishes the position to be adopted; the Argument element provides supporting argument, though no significant evidence for it; and the Restatement of Thesis reasserts the position argued. The student thus did demonstrate some understanding of the structure of the target genre and some sense of its social purposes. She did not, however, provide sufficient information to develop her argument in any detailed way, and the evidence provided was thus also very limited. Because of these linguistic limitations and lack of background knowledge about the issue, she necessarily did not demonstrate much evidence of aspects of CT investigated in this study, though she was willing to offer a critical insight that revealed some views about how the government of the day should ideally behave. In all, the student demonstrated, despite the limitations, that she had some capacities in control of written language - an aspect of information-organisation skills (Lipman, 2003) and would not doubt benefit from some specific tuition to improve her understanding of Expository texts.

5.2.2 Analysis of Text 5.3

Text 5.3, as it was written by the student, will be presented in Table 5.5 below.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>US Attack to Iraq, Can it Be Justified?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Statement of issue</strong></td>
<td></td>
</tr>
<tr>
<td>1. The U.S President, George Bush, has announced his plan [[to attack Iraq]] in several days [[to come]].</td>
<td></td>
</tr>
<tr>
<td>2. A large number of U.S troops have been placed at some spots within the gulf areas of the Middle East.</td>
<td></td>
</tr>
<tr>
<td>3. They are all set to attack Iraq as soon as they receive order from president Bush.</td>
<td></td>
</tr>
<tr>
<td><strong>Arguments for</strong></td>
<td></td>
</tr>
<tr>
<td>6. Bush declared that his initiative of [[attacking Iraq]] is based on his country good will [[to promote peace trough out the world]].</td>
<td></td>
</tr>
<tr>
<td>7. As we all know The U.S accuses Iraq of [[possessing a huge number of mass destructive nuclear armaments, [[which are able to destroy living creatures in a great state]]]].</td>
<td></td>
</tr>
</tbody>
</table>

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10. Bush states that this possession could be a significant threat for the wide world.
11. Therefore, he argued that the ultimate reason behind this attack is [[to prevent Iraq [[from using those lethal weapons for [[endangering human life]]]]]].
12. And he assumed that war is the only measure [[that should be taken]] to intimidate Iraq to give up their weapons.

Arguments against

18. Meanwhile, Iraq president, Saddam Hussein, denied all U.S government accusation(s) of [[possessing mass destructive nuclear weapons]].
19. He said that Bush only uses this issue to justify his desire [[to invade Iraq]] in order to realize his hidden agenda, which is [[controlling Iraq oil possession for U.S own favour]].

Recommendation

24. If we think more clearly, war cannot be approved or justified because it will leave nothing but misery.
25. U.S. government never takes into account the misery[[ Iraq citizens have to deal with]] if they persist to make their plan of [[attacking Iraq]] into practice.
26. For a long time, Iraq citizens have been suffering deeply because of the embargo [[the U.S government sanctioned to their country over several years]].
27. So, war will just make their life much worse.
28. That is [[why I am against the U.S plan of [[attacking Iraq]] b]]a because it will violate the human rights of the Iraq citizens.
29. I am strictly against war whatever form it might be found because it stands against humanity.
30. and it is a very useless action with no good [[come (coming) of it]].
31. Besides, the argument [[which is launched by the U.S government of attacking Iraq]] is not making any sense.
32. They said that they conduct war to promote peace,
33. but it is they themselves [[who create the war [[and violate the peace]]]] by [[realizing their plan of [[attacking Iraq]]]]
34. So, here, I can say that it is just a part of U.S hypocrisy.

5.2.2.1 The Schematic Structure, Organisation and Purpose of Text 5.3

Text 5.3, as presented in Table 5.5, is an instance of a Discussion genre. The purpose of this kind of genre is “to persuade the reader to accept a particular position on an issue” (Unsworth, 2000, p. 250). In this case, the writer attempted to persuade the reader to accept
an opposing position on the US’ attack on Iraq because the writer thinks that war will not bring about any good thing, but more misery for the Iraqi people, who have already been suffering so far, due to the embargo the US has sanctioned to their country.

As the social purpose of such genre is to provide more than one point of view on an issue, the student (in spite of her limited observations) seemed to have made some effort “to see an issue from various perspectives” (Ennis, 1987; Chaffee, 2000) and “to hear the other side of the case” (Lipman, 2003, p. 169). This constitutes an element that makes up CL (Shor, 1992, cited in Lankshear, 1994, Lankshear et al, 1997) and a source of evidence of the student’s CT (Norris and Ennis, 1989, p. 140).

The text has essential elements of a Discussion genre as suggested by the DSP (1989); Christie (1997; 2002); Feez and Joyce (1998b); Unsworth (2000); Macken-Horarik (2002); Gibbons (2002). These include:

- **Preview of issue**, which introduces the issue, that is the US’ attack to Iraq;
- **Arguments for**, which presents arguments which support the attack;
- **Arguments against**, which presents opposing arguments on the attack;
- **Recommendation**, which presents the writer’s position and recommendation regarding the issue discussed.

As the following discussion will reveal, Text 5.3, like Text 5.1, is a rudimentary instance of its genre. So, while it shows some control of the overall generic structure of a Discussion genre, it is limited in terms of the knowledge of the subject it reveals. The writer simply presented one argument in favour and against. In addition, at a glance, the Recommendation, which should just present the conclusion and the writer’s position, is rather too long, compared with the other elements.

Having discussed the schematic structure, organisation and purpose of the text, the following discussion will now deal with how each of the various metafunctions is realised in each of the elements. As in Text 5.1, the discussion will start with the textual and logical metafunctions, followed by the experiential, and then the interpersonal metafunction.
5.2.2.2 Grammatical Analyses of Elements in Text 5.3

5.2.2.2.1 Preview of Issue Element

This element handles its organisation by using unmarked topical Themes to help identify the field under discussion, as in: *The US President, George Bush, has announced his plan* ...; *A large number of US troops have been placed at* ... . A reference *They* in *They are all set* is then assigned as an unmarked topical Theme, to carry the discourse forward and “to build cohesion of the text” (Eggsins, 1994; Martin, 2001). It is realised in an instance of the passive voice, the typical function of which is “to make another participant (other than subject) the Theme of the clause” (DSP, 1992, p. 206), or “to change the Theme of the clause from actor to affected” (Kress and Hodge, 1979, p. 26). The writer also gives the text *texture* by using a conjunction *as soon as*, “to connect the message via temporality” (Martin, 2001, p. 38). Combined with a topical Theme, this results in the formation of a multiple Theme, realised in *as soon as they receive order from President Bush*. All these, as far as CT is concerned, may suggest the writer’s attempt to create the relevance and clarity of the text, which also shows her emerging information-organising skill.

Experientially, the element starts with a verbal process (the only verbal process in the element) *has announced*, reporting the US president’s plan to attack Iraq and introducing who initiates the attack: *The US President George Bush has announced his plan [[to attack Iraq]] in several days [[to come]].* Other processes used, as can be seen in Table 5.6 below, are material processes (six out of seven), two of which are in embedded clauses (above). Since most of the processes are material, which is “the type closest to action” (Hasan, 1985a, p. 40), this part of the text constructs a picture of a world, describing what has happened, which, to some extent, is in line with the function of the element - to introduce and to build information on the issue.

| Table 5.6 Process Types Employed in the Preview of Issue of Text 5.3 |
|-----------------|---------|-------|-------|---------|
| Process types   | Material| Mental| Verbal| Intensive|
| Total           | 6       | -     | 1     | -       |
| Circ, Cause, and Possessive | -       | -     | -     | -       |
| Behav           | -       | -     | -     | -       |
| Exist           | -       | -     | -     | -       |
As far as the Participants are concerned, the first Participant role, as mentioned above, is that of *Sayer* assigned to *The US President, George Bush*, and the presence of such Sayers, may constitute an emerging attempt to construe other representation, which can promote the credibility (Diestler, 2001) and accuracy of arguments (Chaffee, 2000; Nosich, 2001). Other Participant roles are of *Goal* in agentless passive clauses above, which may indicate an emergence of the student’s capacity to create an impersonal, academic writing, as Kress (1994, p. 111) argues, and of *Actor*, occurring in the last clause as soon as they receive …. Two clauses, one occurring in an embedded clause (*to attack Iraq*) are non-finite, which do not have the “-er” role (Hasan, 1985a, p. 39) or “need no Subject” (Halliday, 1994b, p. 150) overtly assigned within the clause, to indicate the actor of the “attack” is hidden. This may suggest emerging capacity to save the face and avoid responsibility of the writer (Kress and Hodge, 1979; Hasan, 1985a). In addition, some circumstances also provide further experiential information about when the attack will be carried out, as in *in several days to come* and where the US troops have been placed: *at some spots in the gulf areas within the Middle East*.

Interpersonally, as can be seen in instances above, the element does not use any modality. In fact it shows the “single modality of factuality or certainty, expressed in the present tense” (Kress, 1985a, p.91; Eggins, 1994). This also suggests that “the writer reports information close to her own opinion” (Swales and Feak, 1994, p. 184, see also Hinkel, 2002, p. 102), that “the writer believes” (Toulmin, 2003) and has only one single position vis-à-vis the material, that of description and factuality, “that something is the case” (Salmon, 1989, p. 33). This seems to be in line with the function of the stage, to introduce the issue or what has happened. In addition, the use of third persons in Subject position indicates that the text is not “addressed”, that is, no audience seems to be envisaged or structured into the text (Kress, 1985a, p. 92). This, to some extent shows the student’s emerging awareness of her responsibility to create a text which accommodates and considers an absent “reader-audience” (Olshstain and Celce-Murcia, 2001, p. 718, see also Rothery, 1985).
5.2.2.2 Arguments in favour Element

This element opens, again with unmarked topical Theme *Bush*. Of particular interest is that this element uses more textual Themes realised by various structurals (6 out of 11), (e.g. *that* [four times], *as*, *and*) and one conjunctive *therefore*. The referential item *he*, is also used twice, referring to *Bush*. This helps to promote logical relationships between clauses or logical meaning of the stage. In terms of CT, this leads to the promotion of the “relevance” and “clarity” of the text and shows one CT disposition, that is “to remain relevant to the main point” (Ennis, 1987, p. 12). From the Theme choices, it is also clear that this element establishes its perspective on its field, about the US action, under Bush’s leadership. Bush, the US and their action are selected as Theme in seven messages, and some of them appear in multiple Themes, together with a conjunctive, as in *Therefore he argued* ... ; with structurals, as in: *that the ultimate reason behind this attack*... ; *And he assumed* .... Overall then, the main recurrent choice for Themes in this phase is realised in *Bush* and his action, and these kinds of Themes, (combined with various textual Themes) help “give continuity to the phase of the text” (Martin and Rose, 2003, p. 178). This, again, seems natural, in the sense that this element functions to present arguments in favour of the war, which was initiated by Bush.

Experientially, this stage uses different types of processes (see Table 5.7 below). Material processes, used to build aspects of the field, occupy the highest number (i.e. seven). They occur among others in: *which are able to destroy living creatures in great state*; some in embedded clauses, as in *that his initiative of [[attacking Iraq]]* ....

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>-</td>
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</tr>
</tbody>
</table>

Meanwhile, relational processes (6 in all) involve attribution, as in *That this possession could be a significant threat*; or identification, as in *that war is the only measure [[that should be taken]]* and possessing process, as in ... of [[possessing a huge number of mass destructive nuclear armaments]]. Of particular interest is that apart from using material and relational processes, the element uses more verbal and mental processes (five and two
respectively), occurring in Bush declared; Bush states; he argued; as we all know; he assumed. These may signal that the writer had some emerging capacity to project “meta representation (the second-order representation) of experience” (Williams, 1993, p. 220), which gives some analytical feature to the text. This signals a movement from the here-and-now situation to a wider social world, toward CL, particularly critical writing (Cruddas and Watson, 2001, p. 194-195). Moreover, this emerging capacity to build representations of other people’s (in this case Bush and the US) thoughts and beliefs, may lead the writer “to see an issue from various perspectives” (Chaffee, 2000). However, as the writer seemed to lack information and time, she could not support the perspective with sufficient reasons and evidence, suggesting that further opportunities for teaching these aspects of CT (see Chapter 4, Section 4.3) are available.

Turning to the Participant roles, since more clauses have a verbal or mental process, the roles of Sayer and Senser frequently appear, mostly assigned to Bush and one Senser to We (above). The role of Carrier occurs in that his initiative of attacking Iraq is based on his country good will …; that this possession could be a significant threat for the wide world. These Carriers, realised in nominalisations, may show the emergence of the writer’s capacity to create a more written-like text and attempt to move from the here-and-now situation. This stage, however, does not use considerable Circumstances to add significant experiential information.

Interpersonally, unlike the first element of the text, this element uses some instances of modality, to reflect possibility, as in which are able to destroy living creatures in a great state; that this possession could be a significant threat for the wide world, and one lexical metaphor for modality, to conjecture (hypothetical modality) as in And he assumed … . This, although infrequent, reflects the writer’s emerging capacity to make “careful judgment” (Kress, 1985a, p. 93) which is also one aspect of typicality of a critical thinker (Reichenbach, 2001; Nickerson, 1987). In terms of the relationship with the reader, unlike the first element, although this part is not very close, it addresses the reader in a personalised and familiar way (Schirato and Yell, 1996, p. 64), through the use of “we” (above). However, as this stage serves to present arguments for the issue, as stated by its supporters,
the employment of the first person seems less appropriate. Moreover, as far as CT is concerned, the expression *As we all know* could be considered as a universal statement, showing some fallacy in reasoning, which is called a *hasty conclusion* or *generalisation* (see Chapter 2, Section 2.2).

5.2.2.2.3 Arguments against Element

This element commences with a different choice of Theme, a textual Theme, realised in a “conjunctive Theme” or “discourse Adjunct” (Halliday, 1994a, p. 49-50) *Meanwhile*, to indicate a new stage and build logical relationship between stages in the text. This is in line with the function of the element – to discuss arguments against the issue. A structural Theme *that*, which functions to set up a relationship with what precedes is then used in *that Bush only uses this issue*. Other Themes are topical (four in six messages), e.g. *He said*; two of them occur in multiple Themes, e.g. *Meanwhile, Iraq president, Saddam Hussein, denied ...; that Bush only uses this issue*), and one in an elaborating clause *which is [[controlling Iraq oil possession for US own favour]].* Again, other sources of cohesion and connectedness between clauses are also used, realised in referential items, such as *he* referring to *Saddam*: *He said*, and *his* (twice) to *Bush*, e.g. *his desire, his hidden agenda*.

Experientially, as can be seen in Table 5.8 below, the element uses three verbal processes, occurring in *... Iraq President, Saddam Hussein, denied all US government’s accusation(s) ...; He said*. One verbal process is realised in a non-finite clause: *to justify his desire[[to invade Iraq]].* As indicated earlier, this type of process reflects the student’s effort to construe both sides of opposing groups’ representations of experience through what they say (Williams, 1993, p. 223).

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
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</table>

Other processes employed are: four material processes, as in *that Bush only uses this issue; in order to realise his hidden agenda*, and one relational process to build a feature of the US’ hidden agenda behind its attack to Iraq: *Which is [[controlling Iraq oil possession for*
US own favour]. In terms of Participants, conspicuous by its presence is nominalisations: all US government’s accusation, Iraq oil possession. The significance of these nominalisations, apart from that mentioned above, is that they help create more sound arguments as “once they function as actors, affected, etc., the readers are less likely to attempt to interpret” (Kress and Hodge, 1979, p. 27). Overall, as this part is short, the range of process types employed is limited and it does not employ any Circumstances which can help clarify the meaning.

Interpersonally, the text does not use any modality. All the clauses are in realis (Celce-Murcia and Olshtain, 2000; Fairclough, 2003) statements, realised in the present and simple past tenses, which indicates and that the writer was concerned with facts and had the single modality of certainty, as mentioned above. This, to some extent, is in line with the function of the stage, to present arguments against the issue, to describe some act that has taken place in the past, realised in the past tense and the sense of something “habitual” or “routine” in the present tense (Hasan, 1985a, p.34-35). However, again, as the stage is very short, and the writer did not give further illustrations for the statement, the writer’s certainty “may lead the reader to begin to wonder whether things really are so certain as the writer made out” (Reichenbach, 2001, p. 98). In addition, the relationship between the reader and the writer in this stage is a distant one, as it does not address the audience in a personalised way, indicated by the absence of first and second person pronouns. This seems to be appropriate, in line with the function of the stage. From a CL point, that the presence of Saddam Hussein’s statement on Bush’s “hidden agenda” for attacking Iraq may suggest students’ emerging critical engagement with the issue, recognizing that “the state of the existing affairs does not exhaust what is possible” (Fairclough and Chouliaraki, 1999, p. 35).

5.2.2.2.4 Recommendation Element

As shown in Table 5.5, the stage uses varying types of Themes, topical (marked and unmarked) and textual. It opens with a marked topical Theme, “to signal a new phase in the text” (Martin and Rose, 2003, p. 179), realised in a dependent clause If we think more clearly. Other marked topical Themes occur twice “to signal a shift in participants” (Ibid) as
in *For a long time*, *Iraq citizens have been suffering deeply because of the embargo*; and *So, here I can say*. Other topical Themes are mostly unmarked, as in *war cannot be approved; I am strictly against war*...., which indicates the writer’s ability to verbalise her critical insight more explicitly (Canagarajah, 2002). Of particular interest is the presence of various textual Themes (13 in all 19 Themes). These are realised in different structural and conjunctive Themes. Structurals are realised in *because*, in *because it will leave nothing but misery*; and *so* (twice) in *So, war will just make their life much worse; So, here I can say*; while conjunctive Themes in among others *besides* in *Besides, the argument [[which is launched by the US government of attacking Iraq]]...*. The effect of all these structural and conjunctive Themes is “to sustain and develop the expression of an opinion” (Christie, 1986, p. 231) and hence the relevance of arguments. Moreover, the use of structurals, such as *because, so and if* (above) indicate a movement away from the here-and-now everyday life towards more abstract discourse (Veel, 1997, p. 186). Abstraction, involved in such a discourse (which is also a feature of later texts) is recognised as “one component of CT” (Paul, 1990, p. 7). Particularly interesting is the occurrence of a predicated Theme, which did not appear in Text 5.1, in *but it is they themselves [[who create the war [[and violate the peace]]]] ....* This indicates the writer’s emphasis and evaluation that it is the United States who creates the war and violates the peace, not Iraq, or anybody else (see Halliday, 1994a).

Turning to the experiential metafunction, Table 5.9 below shows that the last stage of the text uses varying types of processes.

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>16</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The element starts with a mental process of cognition: *if we think more clearly*. Other mental processes (four in all) are used to build the United States’ internal beliefs about war, as in *US government never takes into account the misery [[Iraq citizens have to deal with]];* to describe Iraqi citizens’ feeling or affection, as in *Iraq citizens have been suffering deeply*...., and the writer’s stance on war: *war cannot be approved*. Meanwhile, verbal processes (counting four) are used to build up the US’ ideas about war, as in: *They said* ...., and the
writer’s position regarding war (relevant to the function of the stage): war cannot be justified. Some relational processes are used to attribute or evaluate the qualities of war to support the writer’s position. They occur in it is a very useless action…; it is just a part of U.S. hypocrisy. Striking by their presence are the material processes, highlighted by the 16 occurrences out of 33, as Table 5.9 reveals. This seems to be normal, as this stage functions to present the writer’s stance, supported by reasons with examples and illustrations describing what the US did or has done related to the attack, as in they conduct war; to promote peace. Some material processes are also used to describe the impact of the war, as in because it will leave nothing but misery; it will violate the human rights of the Iraq citizens. In terms of Participants, it is also normal in this stage that the writer (realised in I and one first person we as mentioned above) appears to be the entity to whom some -er roles are assigned. Some instances are: Carrier: I am strictly against war; I am against the US plan …; Sayer: Here, I can say…. However, the fact that this element is longer than the others, as mentioned above, seems to be unnatural. It would be more appropriate if the writer expressed more ideas or arguments in the previous stages to make a critical position based on arguments previously stated.

Interpersonally, the element uses a variety of interpersonal devices “which express an awareness of audience either directly or indirectly” (Peters, 1986, p. 174). Devices which allow the writer to intrude in the communication of the message directly can be seen from, among others, the use of first and second person pronouns (I and we) above. This makes the stage more personalised or “personalised individualised” (Schirato and Yell, 1996, p. 64) than the previous ones. The use of we constitutes an effective rhetorical, and ideological device used by the writer to represent every one “as being in the same boat” (Fairclough, 1989, p. 182, see also Travers, 2001, p. 125), and assimilates, in this case, the reader to the writer, that “the writer speaks on behalf of us all” (Halliday, 1994b, p. 150). The writer also exploits a Circumstance of place here at the end of the text, suggesting “the here and now notionally shared” (Peters, 1986, p. 174). This is normal, as stated above, that it is in this stage that the writer “took a position” and thus shows her emerging ability in written argumentation (Ennis, 1987, p. 12) and spelled out recommendations regarding the issue.
Meanwhile, devices employed to assert an indirect relationship with the reader are among others, a few modal finites to express the probability of propositions, such as: will in because it will leave nothing but misery (see also above examples); can in So, here, I can say; might in Whatever form it might be found. Some instances of modalities are also realised in modal adjuncts, to express “the writer’s attitude towards what she is saying” (Eggins, 1994, p. 180), i.e. resistance towards war: I am strictly against war. One modal verb can in negative polarity is used to express the writer’s assessment of the social obligation inherent in the information, occurring in: war cannot be approved. These instances of modalities again may indicate the writer’s emerging capacity in argumentation, and her capacity to express her “critical and oppositional insight” (Canagarajah, 2002, p.100) into social reality more explicitly and openly (compared with the writer of Text 5.1).

However, there is still one instance of modality which suggests the writer’s tendency to write “universal statements” (Reichenbach, 2001, p. 99; Chaffee, 2000; Chaffee, et al, 2002), as in US government never takes into account the misery [...] (see also the hasty conclusion above). As far as CT is concerned, it seems less acceptable to use such modality as the writer does not provide sufficient evidence to prove her statement is true.

Overall, the discussion above has demonstrated that the text is constructed in four elements: The Preview of issue, Arguments in favour, Arguments against, and Recommendation, as are required for a Discussion genre. Like the writer of Text 5.1, the writer of Text 5.3 understood “the demands of generic form of a Discussion genre, and its social purpose, which is the first and foremost task of a writer” (Kress, 1985a, p. 46). Compared with Text 5.1, despite its limitations, Text 5.3, demonstrates the writer’s superior mastery of forms of language in the written mode. This is evidenced in the employment of some instances of passive voice, nominalisations and extended nominal groups, the significance of which has been mentioned earlier. Text 5.3 also shows an emerging movement from the here-and-now situation to a more analytical piece of writing, as indicated by the presence of more verbal and mental processes to construe other people’s representations of experience through what they say and believe, which thus indicates an emerging capacity to build up sound, credible
and objective arguments. Text 5.3 also shows the writer’s capacity to verbalise her critical insight more openly than Text 5.1.

However, like Text 5.1, the text does not provide sufficient information to give detailed support and evidence to develop arguments. This is probably due to the writer’s lack of field knowledge and “linguistic repertoire” (Olshtain and Celce-Murcia, 2001) needed in the genre, and also the process of writing she undertook, which was done just in one sitting.

5.2.3 Summary of Analysis of Texts 5.1 and 5.3

In summary, the analyses of the diagnostic texts have revealed that Texts 5.1 and 5.3 display, to some degree, the students’ capacity in control of written English language. The schematic structure of both texts follows quite closely a typical structure of an Exposition and a Discussion respectively, despite their lack of employment of linguistic resources to overtly signal their respective elements, which hence could have promoted the clarity, and relevance of the texts. The presence of arguments and the position taken by the writer in both texts seems to suggest that some CT has been made evident (Atkinson, 1997). The presence of arguments also shows, to some degree, students’ critical capacity in using writing as a means of articulating voices (Freire and Macedo, 1987) and “critical insight into social reality” (Canagarajah, 2002, p. 100) although it is still limited and not very detailed.

The details of the linguistic analyses using functional grammar, indicate that both texts, to some degree, display the writer’s varying capacity to meet the demands of forms of language in the written mode. Text 5.3, written by a high achiever, to some extent suggests more features of good and more writerly-formed writing, relevant to the genre of the text. However, both writers still needed improvements in terms of linguistic resources, background knowledge about the issue, and more time to practise writing to enable them to create a coherent, cohesive and analytical text, and to provide reasons for assertions and sources of support needed in argumentative texts. In addition, they still needed to enhance their competence in exploiting various interpersonal strategies involved in effectively communicating with the reader. All these, as Norris and Ennis (1989) claim, are one of the
best sources of evidence of CT dispositions, and thus, as it will be alluded to later, some aspects of CL investigated in this study, the development of which are of essential importance in Indonesian education today, as mentioned in Chapter 1.

As the following analysis of texts constructed in the Joint Construction and Independent Construction of the teaching program will reveal, however, both students, especially the lower group, benefited from the teaching program, as discussed in detail in Chapter 4, Section 4.3. It can also be seen that these two students showed a similar capacity in writing a Discussion genre, as indicated especially in the analyses of independently-constructed texts, at the end of the teaching program.

5.3 Analysis of the Jointly-Constructed Text (Text 5.4)

Text 5.4 was composed during the Joint Construction stage in the teaching cycle to respond to the question “Should Indonesia Send An Envoy to the Miss Universe Contest?” Unlike the diagnostic texts, this text was written in several sessions, by a group of students who entered into more active participation in learning to write a Discussion genre. However, at this stage the teacher’s guidance was still available.

The text was selected for analysis as it was written by a group of three (two categorised by the researcher’s colleague as low and one as high achiever), and two of them (Candra and Wati) were the students whose diagnostic writing has been analysed above. Text 5.4 will be analysed in the same way as Texts 5.1 and 5.3. Linguistic and grammatical analyses of the text will be based on complete Theme and Transitivity analyses, which respectively can be found in Appendices 15.4 and 16.7.

Text 5.4, as it was written by the group, is presented in Table 5.10 below.

<table>
<thead>
<tr>
<th>Table 5.10 The Joint Construction Text (Text 5.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should Indonesia Send An Envoy to the Miss Universe Pageant</strong></td>
</tr>
<tr>
<td><strong>Statement of Issue</strong></td>
</tr>
<tr>
<td>1. Miss Indonesia contest was banned in 1996.</td>
</tr>
<tr>
<td>2. But since 2000, the government had (has) allowed Yayasan Putri Indonesia (Puteri Indonesia</td>
</tr>
</tbody>
</table>
Foundation) to re-organize the contest.

3. This means [[that the winner of this contest owns a ticket [[to participate in the Miss Universe Pageant ]]a].

4. However, there has been a heated debate [[whether or not Indonesia sends an envoy to the Miss Universe Pageant]].

5. This essay will discuss the arguments for and against Indonesia’s participation in the Miss Universe Pageant.

Arguments in favour

6. Supporters of the Miss Universe Pageant claim three positions, to do with the concept of Brain, Beauty, and Behaviour, tourism aspect, and business point of view.

7. The first argument is related to the concept of Brain, Beauty, and Behaviour.

8. The proponents of the Miss Universe Pageant claim that this contest emphasises on (‘on’ should be omitted) three principles, Brain, Beauty and Behaviour,

9. not merely on (‘on’ should be omitted) beauty and behaviour.

10. This, <<12 >>, has been proved by the fact [[that there is an interview session in the Miss Universe Pageant]]

11. it is argued where the participants were questioned about their general knowledge and [[the way they think]].

12. This has been justified by a participant from Egypt [[who says]],

13. “We were questioned on everything,

14. whether on the status of women over the last century,

15. or on general knowledge

16. or simply, on the way [[we think]].”

17. Besides that, the Miss Universe Pageant, <<20 >>, covers a vast spectrum of academic fields.

18. it is said They are, for example, law students, aspiring journalists, would-be clinical psychologists, etc.

19. Secondly, those [[who are in favour of the Miss Universe Pageant]] argue that Indonesia’s participation in the contest will be beneficial for the country, especially for the development of tourism.

20. In this context, Alya Rohali, a contestant from Indonesia in 1996, says,

21. “We can introduce our own country to the world community especially when the situation in Indonesia is not stable.

22. It is very important [[for us to heal our reputation from any media <including the Miss Universe Pageant>>>].

23. [[That [[participating in the Miss Universe Pageant]] can promote tourism of the participant’s country]] has also been stated by Miss S. Marten (2000) as saying,

24. “I see my participation in the pageant as a good promotion for the island.

25. … to me the true meaning of a pageant <like this> is young women [[proudly representing their home nations [[and inviting others to have a visit”]]]].

26. Therefore, the proponents of the Miss Universe Pageant believe that Indonesia should undoubtedly take part in the Miss Universe Pageant so as to promote the country

27. in order to create a good image throughout the world,

28. which can eventually invite visitors to Indonesia.

29. The third argument [[proposed by the supporters of the Miss Universe Pageant]] is concerned with business.

30. It is argued [[that the Miss Universe Pageant can be used as an arena [[to promote business]]]].

31. In relation to this, Madhu Kishwar, an Indian Journalist, states, “Big national and international companies spent millions of dollars of [[promoting their products and images through association to the contest and the winner]]”.

32. A good example can be seen from the 1999 Miss Universe Pageant [[held in Trinidad and...]]
where 26 investment representatives from Europe, the United States and Latin America were invited. 

So, the supporters of the Miss Universe Pageant assert, particularly if Indonesia becomes the host country, Indonesia may have opportunities [to invite investors, [who can help to develop the business life of the country]].

**Arguments against**

Meanwhile, the opponents of Indonesia’s participation in the Miss Universe Pageant adopt three positions related to oriental value, social aspect and feminism point of view.

To begin, those [[who are against Indonesia’s participation in the Miss Universe Pageant]] highlight Indonesia’s oriental values, regarding Indonesia’s culture and religion background.

For Indonesia, <<50>>, as the biggest Moslem Country in the world, [[participating in such contest]], <<51>>, is a disgrace.

they claim in which each contestant should participate in a swim suit parade

In addition, [[that participating in the Miss Universe Pageant does not suit Islamic value]] has also been heralded by Gamal Hesmat, a member of Egypt Muslim Brotherhood. He says “I believe that such contests are against our values and morals, that they only demean women, rather than benefit them”. Moreover, the Miss Universe Pageant, <<59>>, is also inappropriate to Indonesia’s oriental values. they say

This is stated by the Indonesian Minister for woman’s role, “Taking part in the Miss Universe Election is against our oriental values”. Another argument [[put forward by the opponents of the Miss Universe Pageant]] is [[that [[participating in the Miss Universe Pageant]] does not bring any advantages to the society]]

They point out that Indonesia’s participation in the Miss Universe Pageant will not give any significant effect for Indonesia especially for [[eradicating poverty]].

In this context, they point to [[what has happened in India]], which has won the Miss Universe title several times.

India’s poor people cannot get benefits from the fact [[that India’s contestant becomes the winner of the Miss Universe Pageant]]

In this context, Viviek Sharma, an opponent of the Miss Universe Pageant from India, says “The Miss Universe Pageant does not mean anything to the poor population… But personally to me it is the absolute wastage of time and money which should rather be spent on the elimination of poverty in the nation and on education. Moreover, the so-called beauty queens have never done anything for the nation in terms of social service or national pride”.

Similarly, Javis, another opponent of the Miss Universe Pageant from India, suggests, “All beauty pageants are a waste of money. With that money the poor can be well supported.”

The last argument against the Miss Universe Pageant is revealed by feminists. Feminists think that the Miss Universe Pageant makes an unachievable standard for women. The feminists believe that “such contests, <along with the portrayal of the ideal look in the fashion world>, only serve to perpetuate the myth [[that women are only worth something [[if they are young, long legged and beautiful]]]

Regarding this, Imran Ahmad, an Indonesian opponent of beauty pageants, states,
These competitions unrealistically standardise the standard of feminine beauty.”

Recommendation

In summary, after looking at both arguments for and against the Miss Universe Pageant, it is obvious [that Indonesia should not send an envoy to the Miss Universe Pageant]. Although Indonesia’s participation in the Miss Universe Pageant may bring advantages in terms of women’s quality, tourism aspect and business, it seems not to suit Indonesia’s religious, cultural and oriental values. In addition, Indonesia’s participation in the Miss Universe Pageant will not contribute to the attempts of poverty eradication in Indonesia. Furthermore, [participating in the Miss Universe Pageant] may create a bad impact on Indonesian women due to the possible emergence of women standard, which emphasizes beauty. Therefore, we recommend Indonesia should not send an envoy to the Miss Universe Pageant. It will be better if Miss Indonesia concentrates on domestic social service so that she can share the benefit of [being Miss Indonesia] with the society.

5.3.1 The Schematic Structure, Organisation and Purpose of Text 5.4

Text 5.4 functions essentially to discuss the issue whether Indonesia should send an envoy to the Miss Universe Contest (henceforth called MUC). It attempts to persuade the audience that Indonesia should not send an envoy to the MUC. The schematic structure of the text suggests that the text has essential elements of a Discussion genre as mentioned above. These are:

- **Preview of issue:** introduces the issue and describes the existence of the debate about the issue. Unlike the previous texts, this introductory element can successfully function as a “macro-Theme”, that is, “the opening generalisation in a text which predicts its overall development” (Coffin, 1997, p. 218) or “a sentence or group of sentences (possibly a paragraph) which predicts a set of hyper-Themes; … the introductory paragraph of school rhetoric ” (Martin, 1992, p. 437). This is done by explicitly stating: *This essay will discuss the arguments for and against Indonesia’s participation in the Miss Universe Pageant.* From this statement, it is clear that what is to come in the text is the discussion on the arguments for and against Indonesia’s participation in the MUC. As the hyper-Themes, or the topic sentence of the subsequent elements (the first layers) of the text can successfully function as macro-Theme in their own right (Martin, 1992, p. 443), which will be called *macro-Theme*
i, this macro-Theme, happening in the second layer of the discourse, can be called *macro-Theme ii* (see Martin and Rose, 2003).

- **Arguments in favour:** presents three arguments in favour of the MUC. It is introduced by the topic sentence of the first paragraph of the stage: *Supporters of the Miss Universe Pageant claim three positions, to do with the concept of Brain, Beauty and Behaviour, tourism aspect and business points of view.* This topic sentence can function effectively as the opening generalisation in the element. It predicts the element’s overall development, and therefore it can function as macro-Theme for the element (Martin, 1992, p. 443). As this macro-Theme occurs in the first layer of the discourse, as mentioned above, it can be called *macro-Theme i*.

- **Arguments against:** presents three arguments against the MUC, introduced by the topic sentence in the first paragraph of the element: *Meanwhile, the opponents of Indonesia’s participation in the Miss Universe Pageant adopt three positions related to oriental value, social aspect and feminism point of view.* As in the preceding stage, the topic sentence of this element functions effectively as the opening generalisation in the element, predicting the element’s overall development, and therefore it can function as macro-Theme for the element. Again, it is called *macro-Theme i*.

- **Recommendation:** presents the writers’ critical stance or position as it is based on the arguments for and against the issue (Barnett, 1997), and recommendation. This is explicitly stated in the topic sentence of the element: *In summary, after looking at both arguments for and against the Miss Universe Pageant, it is obvious [[that Indonesia should not send an envoy to the Miss Universe pageant]].* This topic sentence indicates that the stage refers back to, and reviews the points amassed as well as draws conclusions from what has been described in the previous stages, i.e. the possible advantages and negative impacts of Indonesia’s participation in the MUC. Accordingly, the stage seems to successfully function as “macro-New” (Martin, 1992, p. 455-458; 2002, p. 106-108), which looks back, gathering up the meanings which have accumulated to elaborate a text’s field (see Chapter 3, Section 3.3.1.4).
From the schematic structure above, Text 5.4, compared with the previous texts, shows considerable improvement in students’ understanding and mastery of the demands of generic form of a Discussion genre, to achieve the purpose and the function of the genre. In terms of CL, this relates closely to the students’ awareness of “why the text was written – that is its communicative function” (Wallace, 1992a, p. 34). The schematic structure indicates that the text is “interactive”, involving the management of the flow of information and thus serves to guide readers through the content of the text (Thompson, 2001, p. 59), with the elements of the schematic structure overtly marked by appropriate Themes (as the detailed grammatical analyses will also reveal). As indicated above, and will be shown later, the text projects forward through the employment of macro-, hyper- and clause-Themes. It also projects back through the use of macro-New, as they unfold. This results in a “textured sandwich” (Martin, 1992, p. 456), which suggests real improvement in writing and an instance of indications of good writing (Ibid, p. 397; Thompson, 2001), relevant to the genre (Coe, 2002). Over all, the schematic structure of Text 5.4 suggests that the text is now on its way to becoming an effective piece of a Discussion genre.

As far as CT is concerned, it will be argued that the schematic structure shows more obvious clarity, precision and relevance at text level. This also indicates the students’ capacity in “discussing ideas in an organised way” (Chaffee, 2000) or “information-organizing skill” (Lipman, 2003) taught in the teaching program. The presence of the arguments for and against, revealing various arguments from different perspectives also suggests sufficiency and breadth – two key aspects of CT standards (see Chapter 2, Section 2.2), as well as the writer’s capacity to cluster information in terms of their similarities and thus their grasp of the concept (Lipman, 2003, p. 180-181) of the MUC. In addition, because of the text’s genre, the text signals the writers’ willingness “to listen to other people’s ideas” (Ennis, 1987; Lipman, 2003) and the writers’ awareness of multiple perspectives or “multiple interpretation” (Gee, 1990) on the MUC – a signal of a movement toward CL. The balanced arguments also signal the writers’ endeavour to provide “a fair presentation” (Norris and Ennis, 1989, p. 140), “to treat various arguments as equal” (McPeck, 1990). This suggests objectivity or “impartiality” (Lipman, 2003, p. 58) – one aspect of a good disposition, with which a good critical thinker would have strived to think about an issue (Langrehr, 1994, p. 188).
Finally, the presence of a recommendation (see also later texts) suggests students’ ability in CT, regarding deciding on an action, particularly “tentatively decide what to do” (Ennis, 1987, p. 15; see also Nickerson, 1987 on characteristics of a critical thinker).

5.3.2 Grammatical Analyses of Elements in Text 5.4

5.3.2.1 Preview of Issue Element

The element commences with an opening “topic-based Theme” (McCarthy and Carter, 1994, p. 71) Miss Indonesia contest, which is foregrounded by using a passive voice. Subsequent Themes in the element are mainly categorised into “microstructural devices”, that is textual devices which work at the local level (Peters, 1986, p. 174). These are realised in a textual device But combined with a circumstantial marked topical Theme: since 2000 to construe a temporal succession. Other textual strategies used to maintain the connectedness of the messages are: a referential item this to provide anaphoric cohesion, in This means [[that the winner...]], and a conjunctive Theme, However, combined with a topical Theme there, in However, there has been a heated debate [[...]] to indicate a contrast that despite the government’s permission to reorganise the Miss Indonesia Contest, there is a heated debate whether or not the winner of this contest should participate in the MUC. Finally, the last message, This essay will discuss the arguments for and against Indonesia’s participation in the Miss Universe Pageant, helps the element to function as a macro-Theme (or introductory paragraph) for the text (see Chapter 3, Section 3.3.1 on higher level Theme). This, as mentioned above, functions as “the opening generalisation in a text which can predict its overall development” (Coffin, 1997, p. 218). As alluded to earlier, this macro-Theme is called macro-Theme ii (to follow Martin and Rose, 2003), which is the highest level of macro-Theme or the highest “hierarchy of periodicity” (Martin and Rose, 2003, p. 193) in the text as a whole. This opening macro-Theme is very crucial as it serves to signal and establish for the kind of text that will unfold. This coincides with the suggestion from McCarthy and Carter (1994, p. 63) that “genres become quickly established in their opening phases.” Another interesting feature is the absence of thematised first and second person pronouns, which shows a development to clearer accent of written usage (Martin, 1992), related to their awareness of to whom the text has been constructed (Wallace, 1992a, b).
Experientially the phase mainly uses material processes to build aspects of the field (four in all eight, as revealed in Table 5.11).

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
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<tbody>
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<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

One material process gives an account of what happened to the Miss Indonesia Contest: *Miss Indonesia Contest was banned in 1996.* Another describes the Indonesian government’s action regarding the contest: *But since 2000 the government has (had) allowed Yayasan Puteri Indonesia (Puteri Indonesia Foundation) to re-organise the contest.* The other two appear in embedded clauses (e.g. *... a ticket[[ to participate in the Miss Universe pageant]]; ... a heated debate [[whether or not Indonesia sends an envoy to the Miss Universe Pageant]].*) Other process types involved are: one relational process involving identification of the government’s permission to reorganise the Miss Indonesia Contest (*This means [[that the winner of this contest owns a ticket [[...]]...]); one existential process stating the existence of a debate whether or not Indonesia sends an envoy to the Miss Universe Pageant, in *However, there has been a heated debate ...*, and finally one verbal process *will discuss* in the last message, establishing the field of the whole text. The use of these processes is appropriate for the stage, relevant to its function to contextualise the issue. Meanwhile, Participant roles occurring are relevant to the processes employed, such as Goal, Actor, Token, Sayer, Existent (instances discussed above). In addition, Circumstances, despite their infrequent occurrences, help to give additional precise experiential information regarding the issue, as in *in 1996; since 2000; in the Miss Universe Pageant.*

Interpersonally, the element does not exploit any interpersonal strategies or devices. The element does not use first and second person pronouns as Subjects nor does it use any modality. The writers indeed used *will* as mentioned above, but it does not express modality, but the future tense. Only one phrase *this* is used, which, while serving as a textual device, can also function as an interpersonal device. This indicates that the writers had only the single position towards the material, that of description (Kress, 1985a, p. 92) and factuality
(Eggins, 1994, p. 191; Hinkel, 2002). This seems quite relevant to the function of the stage – to introduce the issue and the background of the emergence of the debate about the issue.

5.3.2.2 Arguments in favour Element

The stage opens with significantly different textual strategies, through the use of higher level-Themes, realised in macro- and hyper-Themes. The first higher level Theme is expressed in *Supporters of the Miss Universe Pageant claim three positions, to do with the concept of brain, Beauty and Behaviour, tourism aspect and business point of view*. This higher level Theme, as mentioned above, provides explicit organisational signal of how the stage is to be read. It can also efficiently predict a set of hyper-Themes (clauses 7, 22 and 37 below) in the element, which are “the opening generalisation in a paragraph which predicts the pattern of clause-Themes and elaboration” (Coffin, 1997, p. 218; see also Chapter 3, Section 3.3.1). Accordingly, it can efficiently function as *macro-Theme* in this layer of discourse, and as mentioned above, to follow Martin and Rose (2003, p. 185), it is called *macro-Theme i*. With this macro-Theme, the stage develops efficiently by using “a multiple-Theme pattern” (Eggins, 1994), or “Derived Theme” (Fries, 1995, p. 321). This happens when the Theme of the first clause of the stage introduces a number of different pieces of information (in this case three different arguments related to the issue), each of which is then picked up and made Theme in the first clause of subsequent paragraphs. This indicates that the method of development of this stage is clearly “planned” (Eggins, 1994, p. 305) and thus shows the writer’s investigation strategy conducted prior to the writing activity, typical of a critical thinker (McPeck, 1981). Planning and research also constitute important processes which can enhance students’ metacognition (Marzano et al, 1988). The multiple-Theme pattern in this stage can be described below:

6. *Supporters of the Miss Universe pageant claim three positions, to do with the concept of Brain, Beauty, and Behaviour, tourism aspect, and business point of view.*

7. *The first argument is related to the concept of Brain, Beauty, and Behaviour*

22. *Secondly, those [[who are in favour of the Miss Universe Pageant ]] argue…*

37. *The third argument [[proposed by the supporters of the Miss Universe Pageant is concerned with business]].*
From the macro- and hyper-Themes above, it is clear that at this stage, the students had started to employ enumerations (*three, first, secondly and third*), one of textual strategies which work at the global level, which are called “macrostructural devices” (Peters, 1986, p. 173-174). However, despite the writer’s considerable improvement in structuring the element, with the clauses explicitly signaling organisational structure of the stage, the use of continuity marker *secondly* (clause 22) seems less appropriate. Clause 22 would be more clearly highlighted as a hyper-Theme if it used a metaphorical internal conjunction (i.e. *The second argument …*). This is because conjunction and the interaction of lexical relations and Theme selection are not reinforcing each other, as Martin (1992, p. 438) argues.

Equally interesting, as in the previous stage, is the absence of first personal pronouns indicating the writers’ positioning and plural personal pronouns as Themes, or what is called “collective interactional Themes” (McCarthy and Carter, 1994, p. 73), such as *you; we*. These are replaced by nouns and nominal groups, many of which are of abstract nature, which, as mentioned above, makes the text “more-written like” (Eggin, 1994, p. 301) and signals an element of CT (Paul, 1990, p.7). These among others, are: *The first argument; Indonesia’s participation in the Miss Universe Contest; Big national and international companies; A good example*. Some first personal pronouns are indeed used (examples to follow) but they are just in quotations, as examples or illustrations to support arguments. This is quite normal, because although the basic function of the stage is that of arguments, which tend to be *distant* (Celce-Murria, 2001; McCarthy and Carter, 1994), as is often the case with arguments, the arguments in this stage are supported by examples which in turn depend on narrative patterns (McCarthy and Carter, 1994, p. 62). This can be seen in instances of expressions: *We were questioned on everything; I see my participation in the pageant as a good promotion for the island*. This combination in discourse of different genres (narrative in argumentation) indicates that the text (see also later ones) involves another level of intertextuality, called “interdiscursivity” (Fairclough and Chouliaraki, 1999, p. 49). From a CT point, this may show the writers’ attempt to apply a suggestion learnt in the teaching program that a critical thinker does not only tell the reader, but also show the reader and to support arguments with factual evidence (Chaffee, 2000; Chaffee et al 2002) – an instance of enhancement in reasoning skills (Lipman, 2003, p. 170)
Also of particular interest is the frequency of long nominal groups and dependent clauses assigned as Themes, which rarely occurred in the diagnostic texts, especially in Text 5.1. These are expressed in: *Supporters of the Miss Universe pageant; Secondly, those [[who are in favour of the Miss Universe pageant]] ...; The third argument [[proposed by the supporters of the Miss Universe Pageant]] ...; [[that [[participating in the Miss Universe Pageant]] can promote tourism of the participant’s country]] .... Most striking is the exploitation of *it* in impersonals such as *It is argued* (clause 12) *It is said* (clause 20); *It is very important*..., which suggests that the writers strived to foreground their objectivity in presenting the propositions, which is also another typicality of a critical thinker. The last significant feature of Theme selection is the presence of nominalisations, which open up the possibility of a process, made into a concept, which is informationally denser, to be the starting point for the message. This can be seen, for example, in *Indonesia’s participation in the MUC*, a concept which is informationally denser than *Indonesia participates in the MUC*.

Over all, Theme choices suggest that the stage is much more *writerly* as it “foregrounds items more specifically to do with the topic under consideration” (McCarthy and Carter, 1994, p. 75). This is evidenced by the topic-based Theme choices above, which apart from showing the CT standards mentioned above, also indicates a CT disposition, that is “to try to remain relevant to the main point and keep in mind the original and basic concern” (Ennis, 1987, p. 12; Reichenbach, 2001). Moreover, it uses micro and macrostructural devices (as mentioned above) and higher-level Themes, which allow the stage to develop efficiently not only locally, but also globally. From a CT point, this suggests the writers’ capacity to organize thoughts and articulate them coherently (Lipman, 2003, p. 59; Nickerson, 1987) – a feature which is not present in diagnostic texts.

Experientially, the element uses various process types, as can be noted in Table 5.12 below (see also Appendix 16.8 on the whole set of processes employed in Text 5.4).

| Table 5.12 Process Types Employed in the Arguments in favour Element of Text 5.4 |
|---------------------------------|---------------|-------------|-------------|-------------|-----------------|
| Process Type                  | Material | Mental | Verbal | Intensive | Circ, Cause, and Possessive | Behav | Exist |
| Total                         | 21       | 3      | 19     | 7          | 3                | -     | -     |

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The process types displayed in Table 5.12 indicate that the material processes count the highest number (21 out of 53), followed by verbal (19), and relational processes (10). Moreover, mental and behavioural processes only count two and one respectively. This distribution of processes was not a feature of diagnostic texts. The high frequency of verbal processes (and the presence of two mental processes) at this stage suggests, as the nature of the text’s genre, that the text is not only one of “action and being, but also of reflection and analysis” (Williams, 1993, p. 223) and that the text is dialogic (Halliday and Mathiessen, 2004, p. 252). Instances of verbal processes occur in: Supporters of the Miss Universe Pageant *claim* three positions ...; *In this context, Alya Rohali, a contestant from Indonesia in 1996, says* ..., while mental processes in: *Therefore the proponents of the Miss Universe believe*. The employment of such reporting or projecting clauses signals the presence of “discourse representation” (Fairclough, 1992b, p. 107), which is a form of intertextuality (see the literature review, Section 2.5.3). From a CT point, as mentioned above, this shows the writers’ attempt to consider seriously other points of view than their own, which also indicates dialogical thinking (Ennis, 1987). Moreover, as “a dimension of social practice” (Fairclough, 1992b, p.107), discourse representation also reflects the writers’ capacity “to generate stories from a wide range of communities” (Cruddas and Watson, 2001, p. 194), which is extremely important in contributing to the building of arguments, to make the text not too narrowly focused on the ahistorica, on the here and now, but on the analytical. Meanwhile, the other frequently appearing processes - relational processes – involve attribution, as in *especially when the situation in Indonesian is not stable* and identification, as in *They are, for example, law students,* ....

Conspicuous in this stage (and the subsequent phase) is the presence of impersonal verbal and mental processes as in *it is argued* (clause 12); *it is said* (clause 20), which implies that the writers were situated above their own discourse, and were in position to control and manipulate it (Fairclough, 1992b, p.122). Another striking feature is the presence of projected embedded clauses whose status is simply that of “fact” (Halliday, 1994a, p. 264-266): *[[That participating in the Miss Universe Pageant]] can promote tourism of the participants’ country]] has also been stated by Miss St. Marten (2000)*.... Other facts are projected impersonally either by a relational process, realised in a non finite clause: *It is very
important [for us to heal our reputation from any media <including the Miss Universe Pageant.>] or by impersonal verbal processes: It is argued [that the Miss Universe Pageant can be used as an arena [[to promote business]]]. These facts help promote the credibility, accuracy and soundness of arguments (Chaffee, 2000; Ennis, 1987; Toulmin et al, 1984). Moreover, by presenting these facts, the writers showed themselves to be thoroughly prepared, knowledgeable, and good researchers. All these may indicate the writers are worth attending to or persuaded by (Mulholland, 1994, p. 25).

In terms of Participants, the frequently appearing roles of Sayer and Senser, assigned to the entity supporters of the miss Universe, including proper nouns: Alya Rohali, Madu Kishwar (above), indicate the writers’ attempt to spell out “what the authorities say” (Nosich, 2001; Chaffee, 2000; 2002; Diestler, 2001) about the contest. These, along with other Participants (e.g.26 investment representatives; The concept of Brain, Beauty and Behaviour; a participant from Egypt …) also help to enhance the precision of arguments. The presence of non-animate agents ([[That participating in the Miss Universe can promote tourism of the participant’s country]]), and instances of expanded nominal groups and nominalisations (mentioned above) also show a considerable control on the writers’ part on both sense and structure and of more writerly presentation (McCarthy and Carter, 1994, p. 49).

Similarly, Circumstances appearing in the stage are relevant to the process types employed. They, among others, are those of Matter, which are “frequent with both verbal and cognitive mental processes” (Halliday, 1994a, p. 158) and of Angle, which “are related also to verbal processes, but in this case, to the Sayer” (Ibid). Circumstances of Matter occur in: to do with the concept of Brain, Beauty and Behaviour,…; about their general knowledge and…, while those of Angle in: to me (clause 31). Occasionally circumstances of Matter are used to give prominence to a Theme, e.g. In this context (clause 24), In relation to this (clause 39) and by being first introduced circumstantially, they become a marked-Theme (Halliday, 1994a, p. 158). Other Circumstances also help strengthen the clarity of information, to set events in an exact place, as in the Miss Universe Pageant; in Trinidad and Tobago. Such Circumstances may have an influential impact on the reader, as they can give “occasions for narrative remembering” (Linde, 2001, p. 527).
Interpersonally, the element employs various instances of modalities, both modalisation (epistemic modality) and modulation (deontic modality) (Halliday, 1994a; Fairclough, 2003, see also Chapter 3, Section 3.3.3.). These modalities are achieved grammatically in a number of ways: internally through the use of modal verbs and modal adjunct in the main clause or externally by adding the pseudo-clause which may be phrased “subjectively or objectively” (Eggins, 1994, p. 191). Some modal verbs are used in modalisations to construe possibility or potential, like will, can and may. The modality will occurs in that Indonesia’s participation in the contest will be beneficial for the country, especially for the development of tourism; while can in which can eventually invite visitors; and may in Indonesia may have opportunities [[to invite investors,... . Moreover, the modality of potentiality, realised in can also frequently appears in quotations, but because the writers used them, they are also part of the writers’ thinking (see the discussion on citation below). This can be seen in:][[participating in the miss Universe Pageant can promote tourism of the participant’s country]. One modalisation of definiteness undoubtedly, which is also called “strengthening word" (Reichenbach, 2001, p. 98) indicates the writers’ improving competence to make the persuasive communication work best by showing that “they had something to say” (Ibid). Moreover, combined with a sense of obligation, expressed in should, it creates a much more forceful statement: That Indonesia should undoubtedly take part in the Miss Universe Pageant. Other modulations are construed externally in a pseudo clause, phrased objectively, as in: It is very important [[for us to heal our reputation from any media,...]]. The use of different examples of modality above, the significance of which has been mentioned earlier, also shows the writers’ ability in CT, particularly in argumentation, that is “presenting a position, oral or written” (Ennis, 1987, p. 15). This is also shown by the greater sense of obligations should which can be compared with the greater sense of possibility conveyed by will, and promise and potential by can, which is “necessary to the act of persuasion” (McCarthy and Carter, 1994, p. 75), central to the text. Furthermore, the use of these instances of modality (as is the case in subsequent elements and other texts to follow) may portray the emerging progression “from knowing what is true to contemplating what may be true – which is a monumental one” (Kuhn, 1991, p. 297) in the development of the skill of arguments.
Moreover, the stage is more impersonal, which is evidenced by the frequent use of third person pronouns which is normal in an argumentative writing, where “impersonal uses of language are apparent” (McCarthy and Carter, 1994, p. 48). A shift to a more written text can be seen in the more distant, “less inclusive” (Schirato and Yell, 1996, p. 137) phrases such as *Supporters of the Miss Universe Contest; They*; and even more distant *those [[who are in favour of the miss Universe pageant]]*. Moreover, the distant feature can be seen from distancing devices or “metadiscourse” (Fairclough, 1992b) or “impersonal projections” (Halliday, 1994a, p. 271), or “agentless passive” (Kress, 2003, p. 18) where the process is not really a process at all, but simply a way of turning a fact into a clause. Examples are: *it is believed; it is argued; it is claimed;* or projecting clauses: *they say; they claim.* All these third person statements indicate that the writers attempted to state arguments in objective orientation (Fairclough, 2003) – one characteristic of a critical thinker, as mentioned above.

### 5.3.2.3 Arguments against Element

Textually, this stage opens with a contrasting conjunctive Theme *Meanwhile.* Combined with an unmarked topical Theme *the opponents of Indonesia’s participation in the Miss Universe Pageant,* it overtly signals another phase of the text. Subsequent Themes in this stage frequently refer to the opponents of the Miss Universe Pageant, relevant to the function of the element, to contrast arguments in this stage with those in the preceding one. This is also relevant to the suggestion that “the experiential content of the Themes in a text is sensitive to different genres” (Fries, 1995, p. 325). As in the preceding stage, the striking feature of Themes in this stage is the presence of a macro-Theme (also called *macro-Theme*), which serves to reflect the group’s consistent capacity in building a scaffold for the arguments, and hence is an important aspect of texture (Coffin, 1997, p. 218). This is expressed in clause 47: *Meanwhile, the opponents of Indonesia’s participation in the Miss Universe Pageant adopt three positions related to oriental value, social aspect and feminism point of view.* With this macro-Theme, followed by hyper-Themes (clauses 48, 62, 76 below), the stage employs a multiple-Theme development, the significance of which, apart from those mentioned above is that it can “provide the underlying organising principle for a text” (Eggins, 1994, p. 305). Thus, the structure of the stage can be described as follows:
47. Meanwhile, the opponents of Indonesia’s participation in the Miss Universe Pageant adopt three positions related to oriental value, social aspect and feminism point of view.

48. To begin, those [[who are against Indonesia’s participation in the Miss Universe Pageant]] highlight Indonesia’s oriental values, regarding Indonesia’s culture and religion background.

62. Another argument [[put forward by the opponents of the Miss Universe Pageant]] is [[that participating in the Miss Universe Pageant]] does not bring any advantages to the society.

76. The last argument against the Miss Universe Pageant is revealed by feminists.

From the hyper-Themes above, the group seemed to successfully scaffold the arguments, as they appear, by efficiently and confidently manipulating “incongruently-realised logical linkers” (Martin and Rose, 2003, p. 193), such as the process to begin, to replace the internal conjunction firstly; a cohesive device another, and last in replacement of secondly and lastly. This indicates students’ development in creating connectedness in the messages and, again, the CT standard relevance in a richer experience (rather than conjunctions) – again, an instance of enhancement of information-organising skill (Lipman, 2003). Moreover, the presence of three opposing arguments (as in the Arguments in favour stage), apart from revealing the significance mentioned above, shows a balance in arguments presented (Smith et al, 1995) and the writers’ reasoning skills (Lipman, 2003).

Equally interesting is the localised development in this phase, (also the case in the preceding stage) through the use of textual strategies which work at the local level, called as “microstructural devices” (Peters, 1986, p. 174) assigned as Themes. These are realised in:

- text references: This (e.g. clause 60) to comment on a preceding clause: This is stated by the Indonesian Minister for women’s role; They (clause 56) referring to an element in the previous clause: that they only demean women; which (clause 66) to introduce an elaborating clause: which has won the miss universe title several times.
- conjunctions, to construct the logic of arguments: continuity marker: Moreover: Moreover, the Miss Universe << >> is also inappropriate to Indonesia’s oriental values; internal comparison similarly which is “one of the rich resources of written
Similarly, Javis, another opponent of the Miss Universe Pageant from India, suggests...

- ellipsis as “a tracking device” (Martin and Rose, 2003, p. 167): … rather than benefits them (clause 57).

All these devices help strengthen the unity and connectedness of the messages in the stage.

Another striking feature in terms of Theme choices is again, the presence of Themes realised in long nominal groups, such as The opponents of Indonesia’s participation in the Miss Universe Pageant; another argument [[put forward by the opponents of the Miss Universe Pageant]] and dependent clauses, such as: [[that participating in the Miss Universe Pageant does not suit Islamic value]]...

The long nominal groups above, with nominalisations referring to abstract entities and concept, also show one aspect of the students’ skill in deploying the resources of written language. Over all, the stage, like the preceding one, shows a demonstration of a logical progression of ideas with a clear focus.

Experientially, the element opens with a material process with the opponents of the Miss Universe Pageant as an Actor and three positions related to oriental value, social aspect and feminism point of view as a Goal. As in the preceding element, the total set of processes in this stage, as can be seen in Table 5.13 below, indicates that material processes occupy the highest number (21 out of 49), followed by verbal processes (13), and relational and mental processes (12 and 3 respectively).

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>21</td>
<td>3</td>
<td>13</td>
<td>12</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Instances of material processes, apart from the above-mentioned, are: in which each contestant should participate in a swim suit parade; which has won the Miss Universe title several times; while verbal processes in: he says, they point out; ..., Imran Ahmad, ... states.

Occasionally, as in the preceding stage, these verbal processes fall in enclosed clauses (clause 50 and 59) which are not “down-ranked within another entity: Instead, they are dependent clauses that are redeployed from their usual or unmarked position, to achieve some particular linguistic effect” (Christie, 2002a, p. 57). In addition, most relational
processes involve attribution, and help characterise the features of the contest, as in *that such contests are against our values and morals; All beauty pageants are a waste of money;* and identification: *... it is the absolute wastage of time and money [[which should rather be spent on ...]]*. Moreover, mental processes are all cognitive, occurring in: *I believe; Feminists think*. Another striking feature, again is the presence of projected embedded clauses, whose status is simply that of “fact”, the significance and feature of which has been mentioned above. These clauses occasionally functions as “qualifier to the noun fact” (Halliday, 1994a, p. 266), as in *the fact [[that India’s contestant becomes the winner of the Miss Universe Pageant]]... .*

As in the preceding stage, an interesting feature is the presence of citations, the significance of which, apart from those mentioned above, is that they signal “the writer’s reading position, and hence the writers’ capacity in selecting which materials (of all available to them) had a relationship of relevance to the particular text which was to be constructed” (Kress, 1985a, p. 49). Citation also constitutes a feature of CL, especially critical reading, that evaluation of the materials read had been done by the writers (Gerot, 2000; see also Varaprasad, 1997, p. 2). As a technique for introducing other voices into a text, citations, also demonstrate intertextuality in action, or show that the text expects the readers to draw on intertextuality to make sense of the text (Bazerman, 1988, see also Chapter 2, Section 2.5.3). This intertextuality also reflects the writers’ effort “to employ their knowledge of other texts to make sense of what they saw, read and wrote, which is a typicality of literate members of a culture” (Shrirato and Yell, 1996, p. 92). Another significance of citations, from the point of the process of writing, needs to be mentioned: citations (or verbal processes) reveal “that the writers were aware they were reporting on matters read about and researched” (Christie, 2002a, p. 61) to create sound arguments – a CT ability and an activity which they did not conduct in the previous writing. Moreover, in terms of the students’ writing ability, citations show the students’ capacity to meet one of the demands of academic writing features typical in the university level (Dudley-Evans, 2002). This, as indicated by the students in the interview, discussed later in Chapter 6, is one of the achievements the students thought the most meaningful from the teaching program. However, in terms of CT, as the discussion on interpersonal metafunction will reveal below,
the students’ care in selecting the materials still needed further improvement as there are still citations containing universal statements, which are less appropriate to create sound arguments.

Regarding Participant roles, as in the preceding stage, apart from Actors, other frequently appearing roles are: Sayer, in: *Viviek Sharma, an opponent of the Miss Universe Pageant from India, says;* Similarly, *Javis, another opponent of the Miss Universe Pageant from India, says* (see also above); Carrier, in: *that India’s contestant becomes the winner of the Miss Universe Pageant; The Miss Universe Pageant does not mean anything to the poor population;* Token (twice), in *Another argument [[put forward by the opponents of the Miss Universe pageant is [[that ...]]] is a disgrace;* and Senser in: *I believe; Feminists think; the feminists believe.* The exploitation of the proper names (above) and pronouns (*I* in clause 54) strengthens the CT standards *clarity and precision* in information and arguments, as “names and pronouns have enough information to identify a participant, … so, the name and pronouns can stand on its own” (Martin and Rose, 2003, p. 109). Moreover, some Participants realised in expanded nominal groups involve clause embedding and build abstraction (e.g. *Another argument [[put forward by the opponents of the Miss Universe Pageant].* This abstraction is “the very essence of symbolic analysis,…and a new way to represent reality which will be more compelling or revealing…” (Reich, cited in Paul, 1993, p. 7). It also shows control in the conventions of written argument and in presenting ideas, “to pack in information in the nominal group structure, in a manner particularly characteristic of written language” (Christie, 2002a, p. 55). Finally, conspicuous in terms of Participants, as also mentioned in Theme selection, is the good use of nominalisations, like: *Another argument, the absolute wastage of time and money; the portrayal of the ideal look in the fashion world.* Nominalisations, “as the single most powerful resource for grammatical metaphor, it emerges as the most significant feature of students’ development from more oral language to a more academic register” (Collombi, 2002, p. 77). Nominalisations also enable the writers to generalise about social processes, and to describe, classify and evaluate them (Martin and Rose, 2003, p. 107), and shows a movement from the here-and-now, toward CL (see McCarthy and Carter, 1994 and discussion above).
Moreover, Circumstances help build significant experiential information, and as in the preceding stage, those of Matter frequently appear, as in: regarding Indonesia’s culture and religion background; in terms of social service and national pride. Circumstances of Angle also appear in, among others, to Indonesia’s oriental values; to the poor population, and some are related to the Sayer, as in But personally to me (clause 70). Moreover, other Circumstances which help enrich the information and hence strengthen the clarity and precision of information are those of location in place, like in a swim suit parade; in the Miss Universe Pageant; in India (in a downranked-clause); of Purpose: especially for [[eradicating poverty]]; of Means: from the fact [[ that India’s contestant becomes the winner of the Miss Universe pageant]].

Interpersonally, like the preceding stage, the element uses various instances of modality, both modalisation and modulation. Instances of modalisations can be seen in the use of modal verbs, such as will in that Indonesia’s participation in the Miss Universe Pageant will not give any significant effect for Indonesia,...; and can in: India’s poor people cannot get benefits ...; With that money the poor can be well-supported. Meanwhile, modulations are realised in modal verb should, in enclose and down-ranked clauses: in which each contestant should participate in a swim suit parade; [[which should rather be spent on the elimination of poverty in the nation and on education]]. Occasionally too, the element exploits modal adjuncts which have significance for their roles in building judgment expressed by the opponents of the MUC. These, among others are: personally, only (three times). All these, to some extent, as mentioned above, can show the writers’ humility or “modesty” (Swales, 1990a, p. 174) and care about what they claimed, again, a typical aspect of a critical thinker.

However, despite the employment of instances of modality above, in this stage the writers also seemed to show too much certainty about what they claimed. This is shown by considerable use of the present and the past tenses as shown in examples above, which show the writers’ certainty and the use of “strengthening words” (Reichenbach, 2001, p. 98), such as absolute (clause 69), never (clause 70), all (clause 72). The impact of these expressions, in spite of serving to convey the writers’ confidence in their opinions, is that they may “lead
the readers to begin to wonder whether things are so certain as the writers made out” (Reichenbach, 2001, p. 98). This goes with the suggestion regarding modalisation, that “modalisation is a very rich area of the grammar, allowing great subtlety in the expression of judgment of certainty and usuality. Paradoxically, however, it turns out that the more we say something is certain, the less certain it is” (Eggins, 1994, p. 182). In addition, the expressions like all and never indicate universal statements, as alluded to above, which seem less appropriate in this case, as the writers did not provide all existing evidence for these statements. It is true that all these statements are in citations, which “consist of simply what other characters have said or thought, when the writer cannot inject a personal view, a bias, or an opinion,” (Hasan, 1985a, p. 71). However, as citations are also part of the writers’ thinking, it would be more acceptable if they were carefully selected, to support arguments and to make the persuasive communication work well.

Finally in terms of Subjects, the stage is distant as evidenced by the absence of first and second person pronouns to serve to express interpersonal meanings, involving the reader (e.g. you) or the author (We, I). Some first person pronouns are indeed present, as is the case in the preceding stage, but they are in quotations, which are used as examples and illustrations and references to authorities. More distant phrases occur in: The opponents of Indonesia’s participation in the Miss Universe Pageant, and even more distant those [[who are against Indonesia’s participation in the Miss Universe Pageant]]. At times too, projecting clauses, as those mentioned above, are used, which show another significant feature of the text being distant. All these indicate the writers’ understanding of their responsibility to write for a distant reader, which also relates to their awareness of to whom they were writing (Wallace, 1992a,b).

5.3.2.4 Recommendation Element

Textually the stage opens with a textual Theme In summary which serves “to signal closure” (Christie, 2002a, p. 58) and “provides explicit organisational signals of how the text is to be read” (McCarthy and Carter, 1994, p. 72). This is combined with a dependent clause in Theme position, after looking at both arguments for and against the Miss Universe Pageant.
whose effect is to foreground the fact that the writers spelled out their stance and position about the issue, expressed in *it is obvious [[that Indonesia should not send an envoy to the Miss Universe pageant]].* This position is “critical” (Van Eemeren et.al, 2002) and is not superficial (Gee, 1990) as it is based on a close observation on the arguments for and against the issue, and thus suggests CT dispositions, particularly “to suspend judgment” (Moore and Parker, 1995; Lipman, 2003), and “to take a position based on sufficient factual data or when the evidence and reasons are sufficient to do so” (Ennis, 1987, p. 12, Nickerson, 1987). A significant feature of textual strategies in this stage, as in the two preceding stages, is that the topic sentence efficiently functions as a kind of hyper-Theme which gives the readers an orientation to what is to come (Martin and Rose, 2003, p. 181). This hyper-Theme, as in many registers, as Martin and Rose (Ibid) argue, also involves evaluation, and in this text is realised in evaluative attribute *obvious* (above). In the mean time, as mentioned earlier, this hyper-Theme also helps the stage to successfully function as macro-New. This, as can be shown later, is evidenced by the fact that the stage “looks back and gathers up the meanings which have accumulated to elaborate a text’s field, as well as reviews the points presented in the text”, a feature of macro-New, described by Martin (1992, p. 456-457, see Chapter 3, Section 3.3.1.4).

Another marked topical Theme, realised in Circumstance of Concession *Although Indonesia’s participation in the Miss Universe Pageant may bring advantages in terms of women’s quality tourism aspect and business* indicates the writers’ awareness of the possible benefits of participating in the contest, as suggested by the supporters of the contest, although the writers were against the issue. This may suggest that the students, as the reader, had started to participate in an inner dialogue with the writers of the materials they read, which is a feature of critical reading (Paul, 1993, p. 525). This also seems to suggest the writers’ submission or compliance apart from their resistance towards some of the materials they read on the issue – another feature indicating that “critical” (Wallace, 1992) or “tactical reading” (Martin and Rose, 2003, p. 270) has taken place. This also shows a CT disposition, that is, “being open-minded” (Ennis, 1987; Lipman, 2003) and being receptive to others’ view points (Freire, cited in Elias, 1994; Degener, 1999). Moreover, it suggests the students’
awareness that the information they read from the material is not absolute and unproblematic or unnegotiated (Johns, 2002b), or “innocent” (Misson, 1998a,b).

The writers subsequently developed the stage by presenting some further possible negative impacts of participating in the contest, and these messages are connected via addition, by using textual Themes realised in continuity conjunctions in addition Indonesia’s participation ... and furthermore [[participating in the Miss Universe Pageant]] .... Several consequential conjunctions also occur, to signal explicit connection between clause complexes: Although (above), Therefore, and so that. These suggest, apart from the significance mentioned above, the students’ competence to efficiently employ the range of alternative realisations for logical relations, and logical indicators, which function like “road signs” or “give directions to the readers” (Reichenbach, 2001, p. 158). Consequential conjunctions also suggest that reasoning has taken place (Thompson, 1996) – one major variety of thinking skills (Lipman, 2003, p. 179) (see also Chapter 2, Section 2.2.3). The writers then wrapped up the text and signaled the move into the main point of the element - Recommendation, by thematising themselves, we, combined with a causality, realised in Therefore: Therefore we recommend. Conspicuous in Theme selection is also the presence of the pronoun it as topical Themes (three times) realised in: It is obvious; it seems; it will be better, which again, suggests the writers’ effort to foreground their objectivity in presenting the propositions.

Experientially, as revealed in Table 5.14 below, this element mainly uses material processes (nine out of 15), relational (three), mental (two) and verbal (one). The preponderance of material processes is not surprising as it is at this stage that the writers took a position and gave evaluation about the issue – Indonesia’s participation in the contest. This position is supported by a description of the possible positive and negative impacts of Indonesia’s participation in the contest, all of which are realised in processes of doing and happening. These occur in: ...Indonesia’s participation in the Miss Universe Pageant will not contribute to the attempts of poverty eradication in Indonesia; which emphasises beauty.
Table 5.14  Process Types Employed in the Recommendation Element of Text 5.4

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

In addition, relational processes deployed involve attribution, as in *it is ...* structure in which the Carrier is discontinuous, expressed in an embedded clause: *It is obvious [[that Indonesia should not send an envoy to the Miss Universe pageant]].* This kind of discontinuity reflects the stress grammar undergoes to place experiential resources (attributive processes) in the service of interpersonal ones to create explicit objectivity (Martin et al, 1997, p. 282). Meanwhile, mental processes occur in the first message (above), and in: *if Miss Indonesia concentrates on domestic social service.* Finally, verbal process can be seen in *Therefore we recommend* (above).

From the details of the “-er” (Hasan, 1985a, p. 39) or Participant roles, relevant to the process types employed, the role of Actor frequently appear, assigned to the entity *Indonesia’s participation, Indonesia, and Miss Indonesia.* Other -er roles are Senser (*Miss Indonesia*, clause 93) and Sayer we (the writer, above), while Carrier is in the structure *It is...* (above). Meanwhile, Circumstances also help to build clearer experiential meanings, through the expression of Circumstance of Cause: *due to the possible emergence of women’s standard;* of location in place: *to the Miss Universe pageant; in Indonesia;* and of Accompaniment: *with the society* (the last clause).

Interpersonally, the element uses a range of instances of modality, to suggest the writers’ stance towards the message communicated, from certainty, construed in unmodulated clauses: *it is obvious; which emphasises beauty;* to a hypothetical modality, realised in modal verbs: *Although Indonesia’s participation in the Miss Universe Pageant may bring advantages ... ;* *She can share the benefit of [[being Miss Indonesia]] with the society* and lexical modals: *It seems not to suit Indonesia’s religious, cultural and oriental values;* and the word *possible* (above). The writers also chose to express modalisation “externally” by adding a “pseudo-clause”, phrased objectively, expressed in *it is ...* structure, as in *It is obvious [[that ...]]* (above). This metaphorical expression of *I think, in my opinion that ...* (Eggins, 1994, p. 182), reinforced by the modal operator *should*, shows not only degree of
certainty but also forceful expression of opinion, as realised in “evaluative attribute” (Lemke, 1999) obvious. Moreover, the use of this structure allows the writer to pretend that “the judgment they are expressing is not just their own but has some objective status” (Eggins, 1994, p. 182). Other examples of modality indicate obligation and necessity, expressed in modal operator should, or what Halliday describes as “modulated Finites” (Eggins, 1994, p. 187). This modal verb is used twice, in the same expression, one in a main clause and the other in a rank-shifted clause: [That Indonesia should not send an envoy to the Miss Universe Pageant]]. As the obligation is not expressed in a command, but in “opinion” (Eggins, 1994), it reflects another aspect of the writers’ competence in manipulating incongruently-realised grammar, and this makes the writers’ expression of obligation has a wider impact, as it is not directed at the person implicated in the command, but at a third person.

Another interesting matter regarding interpersonal strategies is that the writer used first person pronoun we (above), which makes explicit the “ownership” or “source” of the modalisation, or “gives subjective marking to the modality, i.e. explicitly marks the commitment of the person who is speaking/writing” (Fairclough, 2003, p. 169). This is desirable, as mentioned above, as the stage functions to spell out the writers’ opinion and stance toward the issue. This is also consistent with the suggestion that “writing arguments is an activity …and as its best when the writer’s personal voice is clear, … ” (McCarthy and Carter 1994, p. 48). Furthermore, that the writers presented their strong personal opinions in one and the last part of the text, after more impersonal and factual cases had been established, “does not make the writers lose their personal voice, and even makes the text more powerful”, as Mc McCarthy and Carter (1994, p. 49) further argue. From a CT point, interpersonal strategies in this stage show that the writers had started to make efforts to state opinions and to make judgment in an objective and careful way, which is a feature of typicality of a critical thinker. Interpersonal strategies also show CT abilities, including “presenting argumentation in written form” (Ennis, 1987, p.15) and “effectively communicating with an audience” (Norris and Ennis, 1989, p. 140). The fact that the writers took a position after presenting arguments for and against the issue entails that they began to have a capacity to say: “I know this is my theory. I can conceive of alternative theories that
might explain the same phenomenon …” (Kuhn, 1990, p. 28). This, Kuhn further says, entails a high degree of metacognition, a typical feature of a skilled critical thinker.

### 5.3.3 Summary of Analysis of Text 5.4

This Section has presented a discussion of the jointly-constructed text. The analyses above have served to demonstrate that the writers (three students, two of whom were Candra, the writer of Text 5.1, and Wati, Text 5.3) at this stage had considerably developed their writing as well as CT and CL, despite some minor weaknesses that still need further improvement.

The schematic structure indicates the writers’ successful grasp and understanding of the demands of the generic form of a Discussion genre, to achieve the purpose and the function of the genre. This relates to their awareness of why the text has been constructed and indicates students’ enhancement of thinking skill, particularly information-organising skill. The grammatical analyses indicate the writers had successfully begun to use some of the main conventions of written language and argumentative discourse with consistency and accuracy. Textually the writers efficiently employed linguistic devises to strengthen the text’s coherence, and thus relevance and precision, to create local and global unity, and to render the passage in the manner that confirms to the expectations of experienced readers. Experientially it uses various sources which show the writers’ capacity to create a more written-like text, to strengthen the accuracy of the arguments or to build credible and sound arguments, which are supported by evidence. This is recognised as one source of evidence of critical disposition and enhancement in reasoning skill, and has led to an analytical feature of the text, which also appear to signal a movement towards CL. Finally, interpersonally, the writers efficiently used various linguistic resources to create forceful but objective arguments to create an effective communication with the reader, which also signifies an instance of enhancement of inquiry skill. The position taken in the last part of the text after conceiving arguments for and against entails another development in reasoning skill. All these may indicate that at this stage the students benefited from the teaching program in developing their writing skills and critical capacity which are considered urgent in Indonesian education in the Reform era.
The manner in which the two students in the group (Candra and Wati) further developed their writing, CT and CL can be seen from the discussion of the independently-constructed texts written by them at the end of the teaching program, which will be presented in the subsequent section.

5.4. Analysis of Independently-Constructed Texts (Texts 5.5 and 5.7)

This section will discuss texts written by the students at the end of the teaching program, to respond to the question “Should capital punishment be implemented in Indonesia?” At this stage, the writers still wrote in several sessions, but they did it independently with the teacher just as a facilitator.

The discussion will focus on two texts – Text 5.5, written by Candra and Text 5.7 by Wati, respectively the writer of Texts 5.1 and 5.3, as analysed earlier. These students were also two of three students belonging to the group whose Joint Construction text was analysed previously. Meanwhile, the text written by a mid achiever, Nia (Text 5.6), again, in the interest of space, will not be analysed, but can be seen in Appendices 15.6 and 16.11-12 on a complete analysis of Theme, Transitivity, and process types respectively. As will be presented below, in Tables 5.15 and 5.16, the texts, despite their significant improvement in various aspects as discussed later, at a glance still have some expressions which might be awkward or unacceptable to the majority of native speakers of English. The most obvious one is the expression *incapacitation*. However, actually the students found this from one of the materials given to them, entitled *Thoughts on the death penalty* (http://www.richard.clark32.btinternet.co.uk/thoughts.html).

<table>
<thead>
<tr>
<th>Table 5.15 Independent Construction Text (Text 5.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Should Indonesia Employ Death Penalty?</strong></td>
</tr>
<tr>
<td><strong>Statement of Issue</strong></td>
</tr>
<tr>
<td>1. While 95 nations throughout the world have abolished death penalty,</td>
</tr>
<tr>
<td>2. Indonesia&lt; along with China, Saudi Arabia, and the United States&gt; execute criminals [sentenced to death]).</td>
</tr>
<tr>
<td>3. Since 1978, Indonesia has done no less than 38 executions.</td>
</tr>
<tr>
<td>4. Since then there has been a dispute on [[ whether or not Indonesia employs death penalty]]</td>
</tr>
<tr>
<td>5. especially recently after President Megawati rejected to give clemency to six defenders [[who are convicted to death]]</td>
</tr>
</tbody>
</table>
6. Below are the arguments for and against death penalty.

**Arguments in favour**

7. The proponents of capital punishment state three arguments, to do with religious, particularly Islamic point of view, incapacitation and the value of human life.
8. The first argument is concerned with Islamic point of view.
9. Islam regards death penalty as a form of punishment for convicting murder or adultery.
10. They assert this is stated in the Qur’an, surah Al-Bakarah verse 178,
11. that the law of Qishash is applicable for murder.
12. Furthermore, it is stated in Surah Al-Isra verse 33, [that Allah gives authority for heir of a victim to kill murderer in a proper way]
13. For adultery case, there is a hadith [narrated by Muslim, Abu Dawud, Nasa’i and Tirmidzi]
14. saying that there is (was) a woman [having an illegitimate baby in her womb]
15. (she) came to Rasul (Muhammad, peace be upon him),
16. Admitting her sin.
17. Rasul (Muhammad, pbuh) told her parents to take care of her
18. until she delivered her baby.
19. When she had given birth to her baby, she was tied and stoned to death.
20. After she died, Rasul (Muhammad, pbuh) performed a funeral prayer,
21. that it will be sufficient.
22. if her repentance is to be shared to 70 Madinah people
23. Have you ever found a good and honest woman like her?
24. She consciously surrendered to obey the law of Allah The Glorious’
25. Secondly, the proponents of death penalty point out argument to do with incapacitation.
26. They think, death penalty permanently incapacitate criminals from committing another crime]
27. Edward Koch, a former Mayor of New York City, argues that “only death can incapacitate murderers,
28. otherwise the murderers can harm prison staffs, other prisoners and even the society”
29. In relation to this, Koch presents two examples.
30. Lamuel Smith [who was serving six life sentences for four murders, one kidnapping and one robbery in New York’s Green Haven Prison]* trapped a woman officer in the chaplain’s office
31. and choked her to death,
32. then savagely cut off her arms and legs.
33. Richard Biegenwald [released after 18 years of imprisonment] killed four more people after his release.
34. The third argument [claimed by those who are in favour of death penalty] is concerned with the value of human life.
35. [Sentencing criminals to death] demonstrates appreciation toward the value of the victim’s life.
36. it is said that “It is by [exalting the highest penalty for the taking of human life]
51. that we affirm the highest value of human life”
52. It is [[to appreciate the human life]]
53. the proponents of death sentence claim,
54. law is made
55. to judge guilty people
56. and to give a chance [[to defend themselves]]
57. So, whatever the court’s finding is,
58. they assert,
59. even if it is a death sentence,
60. there is no need [[to argue about it]].

Arguments against
61. Meanwhile, the opponents of death penalty adopt three positions concerned with deterrence, humanity and injustice.
62. The first argument [[proposed by the opponents of death penalty]] is regarding deterrence.
63. They believe
64. [[executing criminals]] cannot deter other criminals from convicting crime.
65. This can be seen <<66>> from the similar homicide rate and the same rate of policeman [[killed by criminals in the US for the past 50 years]] regardless of the employment or abolition of capital punishment.
66. it is argued
67. Furthermore, a comparison between the US, Singapore - <<68 >> - and Britain <<69>> reveals
68. both employing death penalty
69. which doesn’t employ death penalty
70. that The US still had five times as many murders per head of population [[as did Britain in 1997]],
71. whilst Singapore had 15 times fewer murders per head of population [[than Britain]] ]
72. This <<73 >> proves
73. it is claimed
74. that capital punishment has little to do with the decrease of homicide rate
75. but is greatly connected to the country’s cultural background (ibid).
76. The second argument [[highlighted by the opponents of capital punishment]] is related to humanity.
77. They argue
78. that death penalty is barbaric
79. and that it is against the value of humanity.
80. Any form of death penalty <<81>> is painful.
81. it is claimed
82. The opponents of capital punishment point out
83. that “the gas chamber causes a slow and cruel death,
84. electrocution causes great emotional suffering [[which far outweighs the physical pain of the actual moment of death]],
85. shooting by firing squad causes the prisoner bleeds ( to bleed) to death,
86. often whilst conscious,
87. hanging causes more physical pain and acute mental agony,
88. and lethal injection, <<89>>, is a very slow process”.
89. though may appear to be more humane to the witnesses
90. Moreover, it is stated [[that the criminal suffers a mental torture]]
91. ‘knowing
92. that he is going to die tomorrow morning at 8.am’ (ibid).
93. The last argument [[advocated by the opponents of capital punishment]] is to do with injustice.
94. They believe
95. that capital punishment has little to do with the character of the crime
96. but is highly related to race and the amount of money available
97. which will determine the skill of the legal counsel.
98. The latter is supported by a statement from one of the opponents of capital punishment, as follows:
99. “The discriminatory or unequal use of the death penalty causes it to be applied mostly to the poor and defenseless.
100. Its existence complicates the administration of justice, lengthens trials, and may lead to unjustified verdicts.
101. and greatly increases the burden on appellate courts and pardon authorities.”
102. It is stated that race highly determines whether someone is to be executed or not, can be seen from the fact that 2,066 (54%) out of 3,860 criminals executed in the US from 1930 up to now were black (ibid).
103. In relation to injustice in Indonesia, Nasution, the Chairman of Legal Assistance Body (LBH) in North Sumatra, says that law discrimination continues to happen in Indonesia.
104. So, he believes that death sentence can’t be employed yet in Indonesia.

Recommendation
105. After looking at both sides of the arguments, I really believe that Indonesia should not employ death penalty yet.
106. Even though it can incapacitate criminals, and in this way we appreciate the value of human life, there are several aspects such as law discrimination. If law discrimination persists, it is improper to employ capital punishment.
107. But when the time arrives, I think Indonesia should employ death penalty.
108. The second aspect is related to Islamic rules. It is true that Islam does permit death penalty, but Islam is not Indonesia’s constitution.
109. Indonesia can refer to Islamic rules only if Islam is Indonesia’s constitution.
110. Besides, in Islam, death penalty is the last alternative to murderer when the victim’s family doesn’t forgive the murderer and doesn’t approve the murderer.
111. to just pay diyat (a fine for those who violate the Islamic law).

Table 5.16 Independent Construction Text (Text 5.7)

<table>
<thead>
<tr>
<th>Should Capital Punishment Be Implemented in Indonesia?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement of Issue</strong></td>
</tr>
<tr>
<td>1. Capital punishment is the execution of a criminal pursuant to a sentence of death imposed by a competent court.</td>
</tr>
<tr>
<td>2. It has been used for a wide variety of offences since ancient time up until now in many countries including Indonesia.</td>
</tr>
<tr>
<td>3. However, capital punishment has been a controversy among Indonesian people whether capital punishment is suitable and should be implemented or it should be abolished. (awkward expression)</td>
</tr>
</tbody>
</table>
Arguments in favour

5. The proponents of capital punishment claim at least three positions.
6. The first argument [(they claim)] is [(that capital punishment is able to deter people from committing crimes)].
7. In this case, David R. Frances states,
8. “Capital punishment has a unique power [(to deter people from committing crimes)].”
9. Although some people may find it doubtful
10. that capital punishment can deter crimes
11. the proponents of capital punishment provide a proof [(that there is actually a declining crime rate [(found in some countries [(which implement capital punishment such as the US and Singapore])])]]
12. In USA, for example, there has been a 26% reduction of murder rate.
13. The murder rate in USA dropped from 24,562 in 1993 to 18,209 in 1997,
14. which was the lowest for years during a period of increased use of the death penalty.
15. This fact, <<16>>, also happens in Singapore.
16. it is reported
17. It is said [(that <<18>>, <<19>> its population knows precisely)]
18. as Singapore always carries out death sentences
19. where the appeal has been turned down
20. what will happen to them
21. if they are convicted of murder or drug trafficking.
22. The second argument [(proposed by those [(who defend capital punishment)])] relates to the incapacitation of criminals.
23. They believe
24. that capital punishment is the most effective way [(to reduce crime rather than life imprisonment)].
25. Life imprisonment, <<26>>, would expose prison staffs and fellow prisoners to dangerous murderer,
26. it is said
27. and the risk later extends to the community,
28. since such person may escape
29. or be pardoned.
30. Therefore, the proponents of capital punishment think
31. that life imprisonment would not be equally effective with capital punishment.
32. It is also claimed [(that unexecuted criminals will be able to commit further crimes, either within prison or after [[escaping or after [[being released]]]]]].
33. Regarding this, statistics from the Home Office in Britain shows
34. that in the country, between abolition in 1964-1998, the murder rate more than doubled (to around 750 per annum).
35. and there have been 71 murders [(committed by people [(who have been released after [[serving “life sentences” in the same period]]])]]
36. So, capital punishment,<<37>>, is aimed
37. it is asserted
38. to assure
39. that criminals cannot commit crimes anymore.
40. This has also been stated by Edward Koch, a former mayor of New York city, in his article ‘Death and Justice’
41. that “capital punishment is [(to assure [(that convicted murderers do not kill again)])].
42. Only death penalty can accomplish this end.”
43. The third argument [(upheld by the advocates of capital punishment, particularly in Indonesia)] is connected with the real condition of Indonesian prison itself.
44. Most Indonesian people, <<45>>, still prefer the implementation of capital punishment
45. it is said
46. rather than just put criminals behind bars due to the lack of public’s confidence in the
credibility of the prison system in Indonesia.

47. This has been revealed by the Director of the YLBHI (a foundation for legal assistance in Indonesia), Munarman, saying

48. “In Indonesia, the implementation of capital punishment still receives a great deal of supports from most Indonesian society.

49. It is [because they do not believe in our country’s prison system].

50. They do not believe

51. that imprisonment will be able to make bad people into good ones”

52. This lack of public confidence on the credibility of the prison system, <<54>>, is based on the fact [that some criminals, [who still serve their punishment in jail are still capable of [committing crimes]]]]

53. It is claimed

54. This has also been argued by Munarwan,

55. that “It is almost impossible [[for the prison system in Indonesia to gain public’s confidence]]

56. because even a convicted drug trafficker, for example, is still fully capable of [controlling their drug business from jail]].”

Arguments against

58. On the other hand, the opponents of capital punishment highlight three arguments.

59. The first one relates to the imperfect justice, due to the discrimination on the application of the death penalty.

60. The opponents of capital punishment claim

61. that the discriminatory or unequal use of death penalty causes it to be applied mostly to the poor and defenseless.

62. This, <<63>>, is mainly [because money plays a very important role in the defense of [avoiding death penalty]]]]

63. it is said

64. [[That capital punishment is convicted mainly to the poor]] has been said by David Hoekema (1987), a former philosophy professor in St. Olaf College in Minnesota, in his article, ‘Capital Punishment: the justification of death’,

65. as saying

66. “legal council depends in large measure on [how much money is available for the defense]].

67. Inevitably, the death penalty has been imposed most frequently on the poor.”

68. The same thing,<<69>>, occurs in Indonesia.

69. it is claimed by the Indonesian proponents of capital punishment

70. It is argued [[that the legal system in Indonesia is still partial]].

71. It can be seen from the case of Akbar Tanjung.

72. He was accused of doing corruption of 40 billion rupiahs,

73. but he was only charged 3 years of imprisonment for his action.

74. And worse, the sentence is never executed up until now.

75. Moreover, the imperfection of justice[[proposed by opponents of capital punishment]] is also indicated by racism issue.

76. Race,<<77>>, is an important factor in [[determining [who is sentenced to death]]]]

77. it is revealed

78. In 1990, a report from the General Accounting Office in the US, concluded

79. that in 82 % of studies, those [[who murdered whites]] were more likely to be sentenced to death [[than those [[who murdered blacks]]]]

80. With regard to this issue, statistics in the US, also reveals

81. that of 3,860 persons executed in the US from 1930 up to now (the time of the writing of the article), 2,066 or 54 % were black.

82. The second position [[claimed by those [[who oppose capital punishment]]]] is regarding the mistaken conviction,

83. which could lead to the execution of innocent people.

84. They contend

85. that innocent people can be wrongfully sentenced to death
86. and that there is no compensation for them for this error of justice.
87. For this, David Hoekema (1987) notes
88. “Numerous cases of erroneous convictions in capital cases have been documented;
89. several of those convicted were put to death
90. before the error was discovered.
91. … A wrongful execution is a grievous injustice [[that cannot be remedied after the fact]]”
92. In relation to this mistaken conviction issue, there has been several studies [[which discover
93. [[that in this century (20th century), at least 400 innocent people have been convicted of capital
94. crimes [[they did not commit]]]]].
95. Of those 400, 23 were executed.
96. The third strand of the opposition of capital punishment is viewed from the criminal’s human
97. right.
98. The protesters of capital punishment point out
99. that all lives, including the criminals’, are valuable.
100. Therefore, capital punishment, <<98>>, cheapens the value of human life.
101. it is argued
102. Regarding this, Margaret Mead (1987), an anthropologist from the US, says,
103. “… ‘a life for a life’ need not mean destructive retribution,
104. but instead the development of new forms of community,
105. in which, <<103>>, [[what is emphasized]] is the prevention of crime…”
106. because all lives are valuable
107. In relation to the human right issue, Indonesian opponents of capital punishment say
108. that capital punishment is not relevant with the 1945 Constitution.
109. This is stated by Irham Buana Nasution, a lawyer of Ayodha Prasad Chaubey, an Indian
110. drug trafficker,
111. who has been sentenced to death by Indonesian court.

Recommendation
112. Thus, after looking at both sides of the arguments,
113. I consider capital punishment effective in [[deterring people [[to commit crimes]] and in
114. [[incapacitating criminals [[to commit further crimes]]]]
115. Therefore, I strongly argue
116. that capital punishment needs to be implemented in Indonesia,
117. remembering the situation in our country itself,
118. where crimes have been rising sharply.
119. It especially should be focused upon drug trafficking and corruption cases
120. because those cases have a devastating impact toward society in large scale.
121. Even though I realize
122. there might be some negative excess [[coming from the imposition (imposition) of capital
123. punishment related to imperfect justice, mistaken conviction, and violation of criminal’s
124. human right]],
125. I do believe
126. that it is still needed to be imposed in our country,
127. at least to be used as a shock therapy for those [[who have intention [[to commit crimes]]]]
128. However, the decision of [[sentencing death penalty]] must be fair, just and adequate.
129. Therefore, we must be prepared to execute every criminal [[who commits a crime]]
130. irrespective of gender, status, race, and social class.

5.4.1 The Schematic Structure, Organisation and Purpose of Texts 5.5 and 5.7

Both Texts 5.5 and 5.7, like Text 5.4, represent instances of a Discussion genre, the social
purpose of which, as alluded to earlier, is to persuade readers to accept a particular position
about an issue by considering more than one perspective. In this case, Text 5.5 tries to
convince the readers that capital punishment in Indonesia should not be implemented, due to the existence of law discrimination in Indonesia and the fact that although Islam (which is the religion of most Indonesian people) allows capital punishment, it is not expressed in Indonesia’s constitution. So, Indonesia cannot refer to it. On the reverse, Text 5.7 (also see Text 5.6 in Appendix 15.6) strives to convince the readers that capital punishment should be implemented in Indonesia as a shock therapy, to decrease crimes in the country, despite some possible negative impacts of its implementation. Both texts, however, explicitly state the required condition prior to the implementation of capital punishment, to avoid some negative impacts.

As can be noted in Tables 5.15 and 5.16, the schematic structure of all texts (including Text 5.6) is the same as Text 5.4 (the jointly constructed text) and in line with the suggestions of genre theorists mentioned earlier. They begin with the stage of Preview of issue to be discussed, that is about the debate on the implementation of capital punishment, followed by the stages of Arguments in favour and Arguments against, in which arguments in favour and against capital punishments are presented. In reference to these opposing arguments the texts end with the writer’s recommendation.

Conspicuous is that each text, like the Joint Construction one, overtly signals its elements with appropriate linguistic resources, to create a successfully organised text. The Preview of issue efficiently functions to introduce the issue and to allow the readers to predict how the text is going to read, by functioning as a macro-Theme (again, called macro-Theme ii). This is expressed in: Below are the arguments for and against death penalty (Text 5.5); and Below is the discussion on arguments for and against the legalisation of capital punishment (Text 5.7). These macro-Themes, again, were not present in the diagnostic texts. While the Arguments in favour stage is marked by an unmarked topical Theme The proponents of capital punishment, while Arguments against stage by a combination of a contrasting textual Theme, expressed in a “conjunctive Theme” (Halliday, 1994a, p. 53) Meanwhile (Text 5.5) and On the other hand (Text 5.7). Combined with an unmarked topical Theme the opponents of capital punishment, these Themes explicitly mark that the stage is about opposing arguments on capital punishment. It will be shown later that the topic sentence of
the Arguments for and against stages in the two texts can function as macro-Theme, as they can predict a set of hyper-Themes in the stages. The final stage is signposted by a marked topical Theme after looking at both sides of the arguments to signal a new phase (Text 5.5) and a combination of a closing textual Theme Thus and marked-topical Theme after looking at both sides of the arguments (Text 5.7). As in the jointly-constructed text, the topic sentence of the stage functions as hyper-Theme of the stage. At the same time, as it will be delineated later, the stage functions as macro-New, as again, it gathers up the meanings which have accumulated. This makes the text project not only forward, through the employment of macro-, hyper-, and clause-Themes, but also backward, through the exploitation of the macro-New.

As far as CT is concerned, it will be argued that the schematic structure reflects some CT standards concerned with in this study, such as relevance, clarity and precision, at text level. Moreover, the Recommendation stage, in the two texts, which is commenced by a marked topical Theme after looking at both sides of the arguments, shows some CT dispositions, that each writer took a position after carefully examining various arguments related to the issue, and gained sufficient data to support their position. The schematic structure, as that in the jointly-constructed text, reflects one of activities that make up CT as suggested by Chaffee (2000), that is “to discuss ideas in an organised way” – a major thinking skills most relevant for educational purposes, as suggested by Lipman (1991, 2003). Moreover the fact that the two writers attempted to seek changes in the system of laws in Indonesia and clarified obstacles (such as law discrimination) as well as possibilities for changes in implementation of capital punishment may suggest student’ critical engagement with the contemporary Indonesian practices of law and their capacity to interpret the social practice, recognizing that the state of the existing affairs does not exhaust what is possible (Fairclough and Chouliaraki, 1999, p. 35-36). This is of essential critical capacity they performed – the role that contemporary intellectuals should play, as Fairclough and Chouliaraki further argue.
The recommendations and interpretations of the social practice, the practice of system of law in particular, may suggest students’ enhanced critical capacity to use “writing as a means of articulating their voices” (Freire and Macedo, 1987).

Overall, the schematic structure of both texts indicate the students’ consistent understanding of “the demands” (Kress, 1985a, p. 47) and seem to have “a practical command” (Coe, 2002, p. 201) of the generic forms, the formula and the convention of a Discussion genre. The texts can be considered as an example of effective writing, which is rhetorically situated, and achieve situated purposes, audience and occasion. This, in terms of CL, reflects the writer’s awareness of why and to whom the text has been created, as mentioned earlier.

5.4.2 Grammatical Analysis of Elements of Texts 5.5 and 5.7

5.4.2.1 Preview of Issue

The opening Theme of the element in Text 5.5 is a multiple one, a combination of a contrasting textual Theme while and a topical Theme 95 nations throughout the world, to contextualise the field about the implementation of capital punishment in other countries vis-à-vis in Indonesia. In Text 5.7, it starts with a topic-based Theme Capital punishment, which as will be noted later, is also the thematic focus for the stage and the whole text as it consistently occupies thematic position. The next Themes in Text 5.5 are topical: Indonesia followed by marked ones – circumstantial items: since 1978; Since then (the implementation of capital punishment); especially recently, setting connectedness of temporal sequence as the background of the debate on the implementation of capital punishment in Indonesia since it was first applied in 1978 until now. Meanwhile, subsequent Themes of the stage in Text 5.7 are, among others, a referential item it, referring to capital punishment. Particularly interesting in Text 5.7 is that three out of four messages assign capital punishment to Theme positions, which is in line with the topic discussed in the text, followed by a textual Theme However to give texture to the text. Then, the last Theme in the element of both texts is a marked one – a circumstantial item setting the debate: Below. This marked topical Theme and the last message, Below are the arguments for and against death penalty (Text 5.5) and Below is the discussion on arguments for and against the legalisation of capital punishment.
(Text 5.7) help the element to successfully function as a macro-Theme (again called macro-Theme ii). Over all the textual strategies employed in both texts show the writers’ attempts to enhance the relevance of “discourse entities and discourse representations to one another” (Polanyi, 2001, p. 267).

Experientially, as can be seen in Table 5.17 below, both texts do not use a variety of process types. Text 5.5 mainly uses material processes (seven out of nine) construing happenings regarding capital punishment, as in While 95 nations throughout the world have abolished death penalty; Indonesia ...execute criminals [[sentenced to death]]. Two existential processes occur, with one representing that a dispute on the implementation of capital punishment “exists or happens” (Halliday, 1994a, p. 142): Since then there has been a dispute on ... , and the other stating that arguments for and against capital punishment are going to be presented in the text, expressed in the last message (above).

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
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<tr>
<td>Text 5.5</td>
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<td>2</td>
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<tr>
<td>Text 5.7</td>
<td>4</td>
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<td>3</td>
<td>-</td>
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</table>

In addition, Text 5.7 uses only four material processes, three of which are in embedded clauses as in ... a sentence of death [[imposed by a competent court]]; [[whether capital punishment... [[and should be implemented [[or it should be abolished]] ]]]]. Three relational processes (intensive) are also used, two of which are realised in is, involving attribution to assign “a quality, classification and descriptive epithet” (Eggins, 1994, p. 256) to capital punishment: Capital punishment is the execution of a criminal pursuant to a sentence of death...; [[whether capital punishment is suitable [[ and ...]]] and the other in has been as in However, capital punishment has been a controversy among Indonesian people. One existential process is used to state that the text will deal with a discussion on arguments for and against capital punishment: Below is the discussion on arguments for and against the legalisation of capital punishment. All the processes used in both texts help to contextualise the issue of capital punishment, relevant to the function of the stage.
As far as Participants are concerned, in line with the processes employed, Text 5.5 assigns the role of Participants mostly as Actor, expressed in: 95 nations, Indonesia and two as Existent: a controversy among Indonesian people, and the discussion on arguments for and against the legalisation of capital punishment as shown above; while Text 5.7 as Token and Carrier, assigned to the same entity: capital punishment; as Goal, assigned to a referential item it in a passive clause: It has been used for a wide variety of offences since ancient time up until now in many countries) and as Existent: the discussion on arguments for and against the legalisation of capital punishment in the last message above. Meanwhile, Circumstances, especially in Text 5.5, as discussed above help to build significant additional information and help promote the clarity and precision of information, while Text 5.7 does not employ considerable Circumstances at this stage as it builds information by exploiting relational processes “underlying a defining style” (McCarthy and Carter, 1994) - this is the way capital punishment is and what are the relevant properties.

Interpersonally, the element in Text 5.5 does not employ any instances of modality, and thus can be considered as “unmodulated” (Kress, 1985a), which is also evidenced in the use of the present and past tenses. This is normal as the stage particularly deals with observations and generalisations about phenomena (Christie 1986, p. 231), and as an introductory part, it is the place where the writer states facts (Eggins,1994) and “contextualities” (McCarthy and Carter, 1994, p. 49) as the background of the discussion of the issue. Text 5.7 uses modality of certainty, expressed in the universal present tense to give a definition of capital punishment (capital punishment is the execution of criminal ...), which allows the reader to identify what capital punishment is. Text 5.7 also uses two modal verbs, expressed in should in positive and negative polarity, expressed in … [[and should be implemented [[or it should be abolished]], to show the reader that there is a controversy about the implementation of capital punishment. This is again relevant to the function of the stage.

Conspicuous by its absence in the two texts is the use of first and second person pronouns, which hence suggests that the writers had consistently developed strategies for a “reader-based approach which continually considers and accommodates an absent reader-audience” (Chafe, 1982, cited in McCarthy and Carter, 1994, p. 37). This, again shows a CT ability,
especially in written argumentation as well as CL, particularly to with the writers’ awareness of *to whom* the text has been written, as mentioned above.

### 5.4.2.2 Arguments in favour Element

The stage in both texts (see also Text 5.6 in Appendix 15.6), opens with an unmarked topical Theme *the proponents of capital punishment*. This is relevant to the function of the stage, to serve to present arguments for capital punishment. As in the Joint Construction text, the significant feature of textual strategies in the stage can be seen from the presence of the stage’s higher-level Theme, again called *macro-Theme i*. This is expressed in clause 7: *The proponents of capital punishment state three arguments, to do with religious, particularly Islamic point of view, incapacitation and the value of human life* (Text 5.5); and clause 5: *The proponents of capital punishment claim at least three positions* (Text 5.7). The macro-Theme in both texts, can predict the set of hyper-Themes in the stage, realised in clauses 8, 35, and 46 (Text 5.5) and clauses 6, 22 and 43 (Text 5.7), as can be seen below. With the presence of *macro-Theme i* and hyper-Themes, the phase in the two texts, as in the Joint Construction one, effectively develop globally, and efficiently manipulate a multiple-Theme development, which shows a feature of written mode (Eggins, 1994). The development in each text can be seen below:

**In Text 5.5:**


8. *The first argument is concerned with Islamic point of view ... .*

35. *Secondly, the proponents of death penalty point out argument to do with incapacitation.*

46. *The third argument claimed by those who are in favour of capital punishment is concerned with the value of human life.*

**In Text 5.7:**
1. The proponents of capital punishment claim at least three positions.

2. The first argument [[they claim]] is [[that capital punishment is able to deter people from [[committing crimes]]]].

22. The second argument [[proposed by those [[who defend capital punishment]]]] relates to the incapacitation (it should be ‘incapacity’) of criminals.

43. The third argument [[upheld by the advocates of capital punishment, particularly in Indonesia]] is connected with the real condition of Indonesian prison itself.

The description of multiple-Theme development above indicates that the scaffolding in this stage is highly metaphorical, as it involves two types of grammatical metaphors. First is an ideational metaphor, which involves a transference of meaning, as the process of arguing is treated as a thing argument (see Martin and Rose, 2003, p. 104-105). Second is logical metaphor, in which internal conjunctions first, second, and third are realised in things (noun phrases) (Martin, 1992, p. 408-409). They occur in three arguments; the first argument, the third argument (in Text 5.5) and three positions, the first argument, the second argument, the third argument (Text 5.7). The expressions of arguments (Text 5.5) and positions (Text 5.7) bring readers to another time, as “the first argument”, “the second argument” and “the third argument” names and points forward to the next (Martin and Rose, 2003, p. 195). The placement of “arguments” in macro- and hyper-Theme position also serves to build a scaffold for arguments and hence an important aspect of texture. Moreover, the nominalization argument, combined with internal cohesive devices first, third becomes a “staging and ordering device” (Coffin, 1997, p. 218). This may suggest the students’ consistent capacity in promoting relevance, clarity and precision at stage level.

From the multiple Theme development above, it can be seen that the writer of Text 5.7 successfully highlighted clauses 6, 22, and 43 as hyper-Themes through making use of metaphorical internal conjunctions (i.e. the first argument, the second argument, and the third argument). However, the writer of Text 5.5 seemed to need more guidance to make her aware that clause 35 would be more clearly highlighted as a hyper-Theme if she had used a metaphorical internal conjunction (i.e. The second argument... like that in Text 5.7) instead of continuity marker secondly. More guidance seemed to be needed to make her aware that
conjunction and the interaction of lexical relations and Theme selection are not reinforcing each other, as mentioned above. This seems to justify the suggestion that some students probably need more guidance and more practice to be competent writers, as alluded to in Chapter 4.

To maintain the connectedness between clauses, the writers of both texts also seemed to confidently choose Themes of the clauses by picking up elements from the Rhemes, which are then used as Theme in the following clause. This is called the “zigzag” (Eggins, 1994) or “linear” (Fries, 1995) pattern. Instances of this pattern in each text can be described below:

In Text 5.5:

6. The proponents of capital punishment state three arguments to do with religious, particularly Islamic point of view, incapacitation and the value of human life.

7. The first argument is concerned with Islamic point of view.

8. Islam << they assert >> regards death penalty as a form of punishment for convicting murder or adultery.

9. Thus, <they say>, is stated in the Qur’an, surah Al-Bakarah verse 178.

In Text 5.7:

5. The proponents of capital punishment claim at least three positions.

6. The first argument [they claim] is [that capital punishment is able to deter people from committing crimes]]).

7. In this case, David R. Frances states,

8. “Capital punishment has a unique power [to deter people from committing crimes]]”.

Apart from all striking features above, other interesting features of theme choices in the stage, which were not present in diagnostic writings can be delineated as follows:

- Predicated Themes, especially in Text 5.5, expressed in: It is by [exalting the highest penalty for the taking of human life; and It is [to appreciate the human
life]. The effect of these Themes is “to make it explicit that this (i.e. by exalting the highest penalty for the taking of human life and “to appreciate the human life”), and nothing else around is the news value of this particular information unit” (see Halliday, 1994, p. 59, and discussion above). Furthermore, it functions to direct the reader to interpret the information structure in the intended way (Ibid).

- More frequency of conjunctions as structural Themes. These structurals are seldom used at the beginning of a sentence, which indicates that the text is “highly written English” (Ravelli, 2000, p. 55). Instances in Text 5.5 are: that, if, until, when, and, then, even if; and in Text 5.7 are: although, because, as, if, that, and, since. Some of these conjunctions are also consequential (i.e: because, although, if, since), which indicates a movement away from the here and now situation – a feature of CL as mentioned above. Consequential conjunctions also suggest that the writer presented reasons and conclusions (Thompson, 1996), which are essential aspects of arguments, and instances of reasoning skills, as also mentioned earlier.

- More frequency of topical Themes, realised in proper names, such as Edward Koch; Lanuel Smith; Rasul (Muhammad-several times) (in Text 5.5), and David R. Frances and the result of a study: The murder rate in USA; Statistics from the Home Office in Britain (in Text 5.7), shows the writers’ sound background knowledge about the issue, which also relates to the writer’s awareness of “what the text is about” – another aspect of CL taught (see Chapters 2 and 4). The presence of proper names, defined experientially that “there exists only one, at least in the relevant body of knowledge” (Halliday, 1994a, p. 189) also helps to strengthen the accuracy and precision of arguments and shows some CT dispositionas and abilities, such as “try to be well-informed”, and “use and mention credible sources”, as mentioned earlier.

- The last significant feature of Themes is regarding the writers’ attempt to foreground objectivity in their arguments through replacing first personal pronouns indicating the writer’s positioning and collective interactional Themes, by third person pronouns, like the proponents of capital punishment, and the use of impersonal it assigned as Theme in impersonal projections, expressed in it is said, it is reported, it is asserted. At times too, first and second person pronouns are replaced by nouns and nominal groups, many of which are abstract, like the first argument, the law of
qishash, her repentance, the proponents of death penalty, death penalty, law (Text 5.5) and the first argument, the murder rate, this fact, capital punishment, the risk, life imprisonment, this lack of public confidence (Text 5.7). These indicate the writer’s enhanced maturity in exploiting “the forms of language in written mode” (Kress, 1985a, p. 47). In terms of CT, this indicates an attempt at objectivity, that a good CT would have tried to make in thinking about an issue, as mentioned earlier.

Experientially, the stage commences with a verbal process: state (Text 5.5) and claim (Text 5.7), with the proponents of capital punishment as a Sayer. This seems appropriate as the stage deals with arguments proposed by the proponents of capital punishment. Both texts use various processes, as can be seen in Table 5.18 (see also Appendices 16.10 and 16.14).

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
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<tbody>
<tr>
<td>Text 5.5</td>
<td>28</td>
<td>8</td>
<td>21</td>
<td>7</td>
<td>3</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Text 5.7</td>
<td>34</td>
<td>8</td>
<td>22</td>
<td>9</td>
<td>5</td>
<td>-</td>
<td>3</td>
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The most striking feature of process types is that the stage in both texts (as in the jointly-constructed one) use considerable number of verbal and mental processes in addition to material and relational ones. This does not only reflect an analytical feature of the texts, a feature of critical writing, as alluded to earlier, but also suggests that the text is concerned with “dialogue” (DSP, 1994), with the unfolding of some series of arguments, put forward by those who support capital punishment. This seems to be consistent with the function of the stage and the nature of a Discussion genre, as discussed in Chapter 2, Section 2.5.5.2.

Instances of verbal processes in Text 5.5 are: The proponents of capital punishment state three arguments ...; they assert. Some of them are in embedded clauses: The third argument [[claimed by...]] and passive voice: This is stated in the Qur’an. In Text 5.7 they occur in: In this case, David. R Frances states, and also in passive voice: it is asserted, it is said. The presence of these verbal processes may suggest that the students could draw on their field knowledge “to dialogue with other discourses” (Macken-Horarik, 1997, p. 88) and to question different constructions of knowledge, which is relevant to their awareness of what the text is about, who is the writer and to whom, as alluded to earlier. A striking feature
related to verbal process, (which is also the case in the subsequent stage), as the result of research conducted prior to the writing activity, is the frequent occurrences of an “unconscious Participant” (Eggins, 1994, p. 251) which is responsible for the verbal process, such as hadith (Text 5.5), and statistics from the Home Office in Britain (Text 5.7). Moreover, mental processes are mostly cognition to construe the experience of sensing – “todenote the mental change” (Mathiessen, 1998, p. 332) as in: they think; to judge guilty people (in Text 5.5) and although some people may find. Therefore the proponents of capital punishment think, (in Text 5.7), or to construe a belief, as in they believe (Text 5.7). These may indicate the writer’s attempt to enhance the breadth and sufficiency of the texts.

Other frequently appearing process types, such as material processes can be found in illustrations or examples given by the writer to support each argument, as in she came to Rasul, when she had given birth to her baby (Text 5.5); and The murder rate in USA dropped ... , what will happen to them (Text 5.7). While relational processes involving attribution can be seen in: that the law of qishash is applicable for murder, The third argument [...]] is concerned with the value of human life (Text 5.5); and Life imprisonment would not be equally effective with capital punishment; The second argument [...] relates to the incapacitation of criminals (Text 5.7), those involving identification in Whatever the court’s finding is (Text 5.5) and that capital punishment is the most effective way ... (Text 5.7). The last process type – existential occurs only occasionally, and can be found in: There was a woman .... (Text 5.5); and there have been 71 murders ... (Text 5.7).

The use of various processes above, especially verbal and mental ones, indicates the students’ improvement in writing capacity “which is the result of their learning to write and research, which had enabled them to hear other voices and to incorporate them in their writing and thinking” (Adam and Artemewa, 2002, p. 195). The presence of illustrations and examples, realised in other process types, such as material processes may suggest that the writer “did not only tell the readers but also showed them” (Chaffée et al, 2002), a typicality of a critical thinker in writing, as outlined earlier.
To turn to Participants in the stage, the most striking feature, apart from those mentioned in Theme selection above, is the frequency of Participants realised in long nominal groups, some of which use clause embeddings, attached to nominalisations. Examples are: The third argument [[claimed by those who are in favour of death penalty]] ...(Text 5.5) and The first argument they claim, the third argument [[upheld by the advocates of capital punishment, particularly in Indonesia]] (Text 5.7). Nominalisation, which is a characteristic of all adult discourse (Halliday, 1994a, p. 342), as alluded to earlier, also realises a more academic register as well as the writers’ confidence and maturity in writing the text, which in turn suggests their significant writing development (Colombi, 2002, p. 69-70). Moreover, nominalisations, which are metaphorical expressions, play a very crucial role, especially in persuasive texts, as is the case with these texts, to make arguments sound and “not accessible to debate” (Martin, 1985). At the same time, the presence of embedded clauses in nominalisations and other nominal groups, such as: Richard Biegewald [[released after 18 years of imprisonment]], ... a chance[[ to defend themselves]], ... no need [[ to argue about it]] (Text 5.5), and …some countries [[which implement capital punishment]].... ...the most effective way [[to reduce crime rather than life imprisonment]] (Text 5.7) shows that the students had moved in the direction of a more “literate or written language to more formal registers that use main clauses with embedded clauses” (Colombi, 2002, p. 84). The final significant feature in terms of Participants is concerned with the writers’ effort to use many ways of saying the same thing, such as how to refer to the proponents of capital punishment by providing a range of options, like: The proponents of capital punishment; those who are in favour of death penalty (Text 5.5) and the proponents of capital punishment; those [[who defend capital punishment]]; the advocates of capital punishment (Text 5.7). This shows the writers’ attempt to avoid disempowering others and positioning themselves (Ivanic and Janks, 1992, p. 313).

Similarly, various Circumstances help to add significant experiential information. These happen in Circumstances of Location in place: in the Qur’an Surah Al Bakarah, of Manner: in a proper way, of Cause: for the taking of human life, of Matter: about it, of Comparison: like her (Text 5.5), and Circumstances of Location in place: in Singapore, of Manner: precisely, of Cause: of murder or drug trafficking, of Comparison: with capital punishment,
of Intensity: from 24,562 in 1993 to 18,209 in 1997 (Text 5.7). The use of these Circumstances, some of which exemplify the implementation of capital punishment, gives more precision and clarity to the meaning of the propositions. In academic writing, this is desirable, advisable and even necessary to clarify the writer’s meaning (Hinkel, 2002, p. 147).

Interpersonally, the stage in both texts effectively uses a range of instances of modality. Modality of certainty, like in previous texts, is expressed in unmodulated finites in the universal present tense, as in Islam regards death penalty as a form of punishment for convicting murder; the law of qishash is applicable for murder (Text 5.5) and capital punishment has a unique power, capital punishment is the most effective way ... (Text 5.7). Meanwhile, hypothetical modalities are expressed in various modal verbs, such as can, to construe potentiality of capital punishment in “subjective implicit orientation” (Halliday, 1994a, p. 359): only death can incapacitate criminals; only death penalty can accomplish this end (Text 5.5) and [[that capital punishment can deter crime]] (Text 5.7). In some cases, modal verb can is used to construe the potentiality of criminals who are (are not) sentenced to death, as in: criminals cannot commit crimes anymore; otherwise the murderers can harm prison staffs, ...(Text 5.5). Potentiality occasionally is expressed in objective implicit orientation, as in: that imprisonment will be able to make bad people into good ones,...[[that some criminals [[who still serve their punishment in jail]] are still capable of [[committing crimes]]] (Text 5.5); and one in objective explicit orientation, as in: it is almost impossible [[for the prison system in Indonesia to gain public's confidence]] (Text 5.7). Other modal verbs also show probability, such as will (some instances discussed above), may and would (particularly in Text 5.7), realised respectively in: Although some people may find; since such person may escape and Life imprisonment...would expose prison staffs...., that life imprisonment would not be equally effective with capital punishment. At times too, both texts use various Mood Adjuncts to express the writers’ judgment about the statement, such as: permanently (Text 5.5); actually, precisely (Text 5.7). All these modalities, may suggest that the writers’ confidence and “honesty, modesty, proper caution and diplomacy in presenting arguments” (Swales’ 1990a, p. 174). This is also evidenced by the absence of universal statements, which was a feature of the diagnostic and
the Joint Construction texts. This, as alluded to earlier, may entail the progression in the skill of argument, an essential component of CT, from “knowing what is true to contemplating what may be true” (Kuhn, 1991, p. 297).

Conspicuous by its absence is the use of the first and second person pronouns, which may constitute the writers’ desire to keep their tenor impersonal. This is evidenced by the use of passive forms of mental or verbal processes when the writers presented facts, as in: *it is stated in Surah Al Bakarah verse 33, [[that Allah gives authority for heir of a victim]]* (Text 5.5) and *it is said, that its population knows precisely* (Text 5.7) and projecting clauses or “metadiscourse” (Fairclough, 1992b): *they think; they assert* (Text 5.5) and *they believe* (Text 5.7). The significance of these various features of distancing devices, apart from those mentioned earlier, is that they allow the text to be understood not only by those who possess a shared, unspoken, implicit understanding of certain relevant features of the context, but also those distant readers. This is because meanings are made available not only to those who share an implicit understanding of the context (Bersntein, 1971, p. 14, see also DSP, 1994, p. 122) but also those distant readers.

### 5.4.2.3 Arguments against Element

The element in both texts commences with a contrasting textual Theme realised in a conjunctive Theme or “discourse operator” (Polanyi, 2001, p. 266): *meanwhile* (Text 5.5) and *on the other hand* (Text 5.7). These Themes, give information about the state of the discourse and the relation of discourse entities and discourse representations to one another (Ibid, p. 267; see also Martin and Rose, 2003, p. 120). Combined with a topical Theme *the opponents of capital punishment*, again, they have an important role in structuring the text, and are in line with the function of the stage, to present opposing arguments on capital punishment. In this stage, again, the writers efficiently developed the text by successfully exploiting higher-level Themes, including *macro-Theme i* (clause 61 in Text 5.5 and 58 in Text 5.7) and hyper-Themes (clauses 62, 76, and 93 in Text 5.5 and 59, 82, and 95 in Text 5.7). With these higher-level Themes, again, the stage effectively exploits multiple theme development, the significance of which has also been discussed above.
In Text 5.5 the development can be described below:

61. Meanwhile the opponents of death penalty adopt three positions, concerned with deterrence, humanity and injustice.

62. The first argument [[proposed by the opponents of death penalty]] is regarding deterrence.

76. The second argument [[highlighted by the opponents of capital punishment is related to humanity]] is to do with humanity.

98. The last argument [[advocated by the opponents of capital punishment]] is to do with injustice.

In Text 5.7. it can be seen as follows:

58. On the other hand, the opponents of capital punishment highlight three arguments.

59. The first one relates to the imperfect justice, due to the discrimination on the application of the death penalty.

94. The third strand of the opposition of capital punishment is viewed from the criminal's human right.

From the description above, both texts are much more efficient in manipulating the multiple Theme development, as both writers seemed to successfully stage the arguments by manipulating incongruently-realised logical linkers which are reinforcing each other with Theme selection. Text 5.7, in particular, seems to succeed in exploiting various Themes involving various sources, including substitutions one to different nominalisations referring to arguments (the second position, the third strand). This, as Eggins (1994, p. 303) states, has the effect of maintaining a strong topical focus in the text, while avoiding simple repetition. Apart from multiple-Theme development, both texts also use the zig-zag pattern, combined with theme reiteration, some occuring for short periods. For example:
in Text 5.5:

76. The second argument highlighted by the opponents of capital punishment is related to humanity.

77. They believe

78. That death penalty is barbaric

79. and it is against the value of human life.

While in Text 5.7,

71. It can be seen from the case of Akbar Tanjung.

72. He was accused of doing corruption of 40 billion rupiahs,

73. but he was only charged 3 years of imprisonment for his action.

This presence of multiple-Theme and the zig-zag patterns signals a more written-like text, while Theme reiteration in particular, provides the text with a clear focus (Eggins, 1994, p. 303).

Other significant features of Theme selections, which indicate the writers’ considerable improvement in their capacity to organise a text, to achieve its purpose, are similar to those mentioned in the preceding element, the significance of which has also been discussed. These, among others are:

- The use of various conjunctions, such as *that, and, but* (in both texts), some are continuatives, which tell the readers “additional steps” (Martin and Rose, 2003, p. 120), such as, *furthermore* (Text 5.5) and *moreover* (Text 5.7) and consequential: *so, though* (Text 5.5) and *because, therefore* (Text 5.7).

- Long nominal groups and nominalisations as Themes, occurring in: *The first argument [[proposed by the opponents of capital punishment]], death penalty, any form of death penalty, the discriminatory or unequal use of death penalty, law discrimination* (Text 5.5) and *the discriminatory or unequal use of death penalty, a*
wrongful execution, the imperfection of justice ([proposed by the opponents of capital punishment] (in Text 5.7).

- The replacement of first person pronouns indicating the writers thematised themselves by third person pronouns referring to authority (or illustration of cases); or proper names as well as the result of study as Themes, such as: he (referring to Nasution, the Chairman of Legal Assistance Body in Indonesia), a report from the General Accounting Office (Text 5.5) and He (referring to Akbar Tanjung), of 3,860 persons executed in the US from 1930 up to now (Text 5.7); or impersonal it assigned as Theme in impersonal projections: it is reported; it is asserted.

- Frequent occurrence of the passive voice, particularly in Text 5.7, such as that innocent people can be wrongfully sentenced to death, several of those convicted were put to death, which allows another Participant to become Theme.

Experientially, like in the preceding element, this element in both texts use various process types, as described in Table 5.19 below.

<table>
<thead>
<tr>
<th>Process types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 5.5</td>
<td>21</td>
<td>5</td>
<td>14</td>
<td>8</td>
<td>16</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Text 5.7</td>
<td>25</td>
<td>3</td>
<td>20</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

From Table 5.19 above, it is apparent that the preponderance of material processes in both texts (21 and 25 in Texts 5.5 and 5.7 respectively) is followed by the frequent uses of verbal processes (14 and 20 respectively), the significance of which has also been discussed. Instances of material processes occur in: ([executing criminals]) cannot deter criminals from convicting crime; that he is to die tomorrow (Text 5.5) and in: legal council depends in large measure on [[how much money is available for the defense]], therefore capital punishment cheapens the value of human life (Text 5.7). Verbal processes (some in embedded clauses) can be seen in the proponents capital punishment point out; the second argument [[highlighted by the opponents of capital punishment]]; the last arguments [[advocated by the opponents of capital punishment]]...(Text 5.5), and in … statistics in the US reveals …, the protesters of capital punishment point out. Moreover, the imperfection of justice[[proposed by opponents of capital punishment]] is also indicated by racism issue
A significant feature of verbal processes, as in the preceding stage, is that the Participants responsible for the verbal processes are frequently not conscious, as can be seen in: a comparison between the US, Singapore and Britain reveals; a report from the General Accounting office showed (Text 5.5) and a report from the General Accounting office concluded; statistics in the US also reveals (Text 5.7). This, as mentioned earlier, suggests that both writers were well-informed (Mulholland, 1994) and grasped “the concept” (Lipman, 2003) about the topic discussed, which relates to their CL capacity, particularly their awareness of “what is the topic of the text” (Wallace, 1992 a,b). At times too, verbal processes are exploited in “ impersonals” (Halliday, 1994a, p. 266), the significance of which has also been mentioned above. These occur in it is stated [[that the criminal suffers a mental torture]] (Text 5.5) and it is also claimed [[that unexecuted criminals will be able to commit further crimes,...]] (Text 5.7). Mental processes in this stage, however, is not used frequently, as the writer of both texts presented others’ representations through what they say, which is still in line with the function of the stage. Mental processes are used to construe a belief: They believe, (twice); so he believes (Text 5.5) and a change in cognition They contend, (Text 5.7).

Conspicuous in the process types, as can be seen in Table 5.19 is the frequency of relational processes (i.e. circumstantial, cause), especially in Text 5.5 (counting 16). These processes do not simply indicate that the two participants are linked with each other, but there is a sense of causality in this connection, namely that the first causes this connection with the second in “rebus” (Halliday, 1994b, p. 141; 2002a, p. 174). These are realised in circumstantial processes, as in: that the gas chamber causes a slow and cruel death, (its existence) may lead to unjustified verdicts (Text 5.5) and which could lead to the execution of innocent people (Text 5.7). The effect of these relational processes is that they reduce the number of conjunctions and describe the field in a richer experience through the employment of a logical metaphor. Logically, there is a relation of consequence between the two participants, (ie. The gas chamber and a slow and cruel death; (its existence) (death sentence) and unjustified verdicts and which (capital punishment) and the execution of innocent people) which is usually expressed in “if ... then” (see Martin and Rose, 2003, p. 140-141). However, in this case, they are reconstrued as a process (causes, lead to). Thus, as
Martin and Rose further argue, we can unpack such a sequence as that of two figures related by conjunctions:

*If* the gas chamber is used, *then* a slow and cruel death will appear, or
*If* the death penalty is implemented, *then* innocent people will be executed.

Apart from logical metaphor, the use of relational processes above also involves experiential metaphors, as the participants are expressed in nominalisations (*a slow and cruel death; its existence; the execution of innocent people)*.

Other Transitivity elements which help to build important experiential meaning are Participants and Circumstances. In these two aspects, both writers seemed to exploit the same strategy as that in the preceding stage, to build significant experiential information. In the interest of space, therefore, they will not be described in detail here, except for two features. First relates to the presence of specific Circumstances of location in time and place, which give special impact to the readers, as mentioned above, because they may give occasions for narrative remembering, especially regular occurrences regarding capital punishment, like *tomorrow morning at 8.00 a.m., in his article 'Capital Punishment: the justification of death'*'. These may function as “moral instruction in how to behave” (Linde, 2001, p. 526-527) to avoid capital punishment. Second, regarding the Participants the writers related the arguments presented with Indonesian law conditions by mentioning several cases, such as that stated by Nasution (Text 5.5) and the case of the chief of Indonesian House of Representative, Akbar Tanjung (Text 5.7). This implies the writers’ evaluation on the relevance of the materials they read with the text they were constructing - a feature of CL, discussed earlier.

The last significant feature of Transitivity resources in this stage (see also in the preceding one) is concerned with the frequency of technical words related to capital punishment, or crimes committed by those to whom capital punishment was imposed. Instances in Text 5.5 are: clemency, victims, death sentence, deterrence, execution, homicide rate, lethal injection, crime, trials, unjustified verdicts, appellate courts, injustice, law discrimination. In addition, in Text 5.7 are: execution, crimes, murder rate, death penalty,
convicted, murder, drug trafficking, life imprisonment, that unexecuted criminals, murders, the prison system, the discriminatory or unequal use of death penalty, legal council, accused, sentence, innocent people, criminals, the 1945 Constitution. All these lead to the creation of a text which tends to be “restricted on a specialised topic” (Stubb, 2001, p. 314). This, again, may indicate that the writers were well-informed, having relatively strong background knowledge about capital punishment – an important aspect of metacognition (Marzano, et al, 1988, p. 13-14). From a CL perspective, as mentioned above, this relates to students’ awareness of what is the topic of the text. This, according to Barnett (1997, p. 70-71), constitutes a reflexive capacity, which is part of what might be termed metacritical capacities, fundamental to higher education. All these may suggest that the stage Building Knowledge of the Field in the teaching program, as described in Chapter 4, contributed to the students’ confidence and competence in exploiting various technical words relevant to the topic and genre.

Interpersonally, the stage in both texts effectively uses a range of modalities, to assert intrusion and relationship with the reader, the significance of which, again, has been discussed above. Conspicuous is the presence of modalities showing certainty, as in previous texts, expressed in the universal present tense, as stated by the opponents of capital punishment regarding the characteristics, especially the bad impacts of capital punishment. These happen in among others: that capital punishment has little to do with the decrease of homicide rate, that death penalty is barbaric (Text 5.5) and that legal system in Indonesia is still partial, race is an important factor in [[determining [[who is sentenced to death]]] (Text 5.7). Modal verbs are also used, like can to construe possibility and potentiality, in This can be seen from the similar homicide rate..., that death sentence can’t be employed yet in Indonesia (Text 5.5) and It can be seen from the case of Akbar Tanjung, that innocent people can be wrongfully sentenced to death (Text 5.7). Occasionally the modal verb can is used in negative polarity, as in [[executing criminals]] cannot deter other criminals from convicting crime; that death sentence can’t be employed in Indonesia (Text 5.5). Other modal verbs are: may in: though may appear to be more human; it may lead to unjustified verdicts; will in which will determine the skill of the legal system (Text 5.5), while in Text 5.7 are: could in: which could lead to the execution of innocent people and likely to claim
explicitly that the probability is objective (Halliday, 1994a, p. 362): ... those [[who murdered whites]] were more likely to be sentenced to death.... In addition, Modal Adjuncts occur in some instances, such as: but is greatly connected to the country’s cultural background, but is highly related to race; [[that race highly determines ...]] ...(Text 5.5), and Inevitably, the death penalty has been imposed most frequently on the poor; This <<>> is mainly because ... (Text 5.7).

In addition to their competence in manipulating modalities, expressed in strengthening or intensifying expressions above, the writers also seemed to be capable of expressing the probability in various ways. This shows their capacity in exploiting “mitigation strategy” (Wodak and Reisigl, 2001, p. 386), which is important in persuasive text and shows their care in presenting arguments. This, for example, can be seen in the use of modality likely in Text 5.7, which is expressed in tend to be in Text 5.5 in the same message: ... that those [[who murdered white Americans]] tend to be executed ...(Text 5.5) and ... that those [[who murdered white Americans]] are more likely to be executed ...(Text 5.7).

Another significant feature of the interpersonal strategies is again related to the distancing feature of the stage, and the manifestation of the writer’s desire to keep their tenor impersonal. This is again revealed by replacement of first and second person pronouns, by the use of expressions, such as the opponents of capital punishment, they, and even more distant pronoun those. Some passive forms of mental or verbal processes are also effectively used, with some being in enclosed clauses, the impact of which has been delineated above. This can be seen in: it is claimed (clause 73, 78); it is stated (clause 106) (Text 5.5); and it is said (clause 63); it is revealed (clause 77) (Text 5.7). These passive forms of verbal or mental processes also occur frequently, especially when the writers presented facts, turning it into a clause, as in: Moreover, it is stated [[ that the criminal suffers a mental torture]] (Text 5.5) and it is argued [[ that the legal system in Indonesia is still partial]] (Text 5.7). Both texts also use projecting clauses, verbal and mental, such as: They believe; they argue (Text 5.5), and David Hoekema notes; the protesters of capital punishment point out (Text 5.7). All these reflect the writers’ consistent capacity in presenting arguments and organising information – CT skills emphasised in this study.
5.4.2.4 Recommendation Element

Textually the stage in Text 5.5 commences with a marked-topical Theme after looking at both sides of the arguments, and in Text 5.7 with a closing Theme Thus, combined with a marked topical Theme after looking at both sides of arguments (Text 5.7). The significance of these types of Themes, apart from those mentioned above, is that they make explicit the shift in the indices of the discourse (Polanyi, 2001, p. 267), especially Text 5.7 which suggests that the writer would present conclusions. The marked topical Theme in the first message, again, suggests that the writer foregrounded that the position taken or recommendation given is not superficial, but based on deep and thoughtful thinking. Both writers showed the readers that they had carefully considered other perspectives, opinions or options and that they had very good, if not decisive, reasons to think that they are inadequate, reasons that they were willing to share (Reichenbach, 2001, p. 99). Through the employment of these marked-topical Themes, as mentioned earlier and can be seen in the delineation later, the stage gathers up the meanings which have accumulated. This has led the stage in both texts to successfully function as macro-New, which can be shown to function in parallel way to an abstract in typical texts (Martin, 1992, p. 458).

Other Theme choices in the stage are mostly topical and some occur in multiple Themes: a combination of topical - unmarked and marked and textual, which results in a cohesive stage. These can be seen in among others: that Indonesia; if law discrimination; even though it can incapacitate criminals; and in this way; Besides, in Islam... (Text 5.5) and Therefore, I; where crimes; because those cases; Even though I realise; However, the decision (Text 5.7). The presence of those textual Themes, especially because in the stage indicates that the writers presented reasons, while Therefore and Thus conclusions. Both are critical aspects of arguments, essential components of CT, which also relates to the writers’ awareness of not only of what capital punishment is but also why capital punishment should or should not be implemented – instances of CL and CT (particularly reasoning and inquiry skills) development. Conspicuous is the presence of first person pronoun I indicating the writers thematising themselves, realised in interpersonal Themes, I really believe, I think (Text 5.5) and I strongly argue; I do believe; Even though I realise (Text 5.7). These expressions indicate that the writers “emphasised the point” (Eggin, 1994, Ravelli, 2000),

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which is required in the Discussion genre, and “took a position” (Ennis, 1987, p.12) or a standpoint (van Eemeren, et al, 2002) or a critical point (Barnett, 1997) – a critical thinking disposition concerned with in this study.

Experientially the stage in both texts uses various types of processes, described in Table 5.20 below.

Table 5.20 Process Types Employed in the Recommendation Element of Texts 5.5 and 5.7

<table>
<thead>
<tr>
<th>Process Types</th>
<th>Material</th>
<th>Mental</th>
<th>Verbal</th>
<th>Intensive</th>
<th>Circ, Cause, and Possessive</th>
<th>Behav</th>
<th>Exist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text 5.5</td>
<td>10</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Text 5.7</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5.20 suggests that both texts use a considerable number of material processes, which seems to be normal, as the stage presents reasons to support arguments or ideas, which consist of facts on what has happened regarding the implementation of capital punishment. All these are expressed in material processes, some of which are in embedded clauses, as in: Even though it can incapacitate criminals; But when the time [when criminals are treated equally, regardless of their race, or status] arrives (Text 5.5); and where crimes have been rising sharply; ...some negative excess [coming from the imposition (imposition) of capital punishment... (Text 5.7). Moreover, it seems natural that mental processes count the second highest number as it is in this stage the writer construed their opinions and belief about the issue discussed, realised in: I think; I really believe (Text 5.5) and I consider; I do believe (Text 5.7). Verbal process occurs only once, in: Indonesia can refer to Islamic rules (Text 5.5) and Therefore I strongly argue (Text 5.7). Of particular interest regarding verbal and mental processes, which is also related to the Theme selection above, is that the writer becomes the entity that carries the role of a Senser, or a Sayer (especially in Text 5.7), which makes the ownership of the arguments clear, as outlined above and will be discussed later.

Interpersonally, both texts use a range of modalities, again, from certainty, expressed in the present tense, as in: Islam is not Indonesia’s constitution; In Islam, death penalty is the last alternative (Text 5.5) and those cases have a devastating impact toward society in large scale (Text 5.7) to hypothetical modality and potential, expressed in: Even though it can
incapacitate criminals; Indonesia can refer to Islamic rules (Text 5.5) and there might be some negative excess (Text 5.7). Some Modal Adjuncts are also used to intensify expressions or attitudinal evaluation of the state of affairs, expressed in really in I really believe (Text 5.5) and strongly and especially in I strongly argue and it especially should be focused upon...(Text 5.7). The use of these intensifying expressions is very important in persuasive text, as discussed above. It also shows that the writer stressed her belief “against superficial rationality” (Gee, 1990, p. 109), as is the case in Text 5.5, or a forceful arguments or obligations, in Text 5.7, based on and supported by arguments previously presented. This is again, a typical characteristic of a critical thinker. Meanwhile, modality of modulation is expressed several times in both texts, which is an interest, realised in modal verbs, such as: should (in positive and negative polarity in Text 5.5) in: that Indonesia should not employ death penalty yet; Indonesia should employ death penalty, and in Text 5.7 can be seen in examples above. An interesting feature of interpersonal strategies employed by both writers is the way they construed objective modulations and their capacity to exploit interpersonal metaphors by turning obligations from commands to statements. In Text 5.5 the writer used a pseudo clause, or “cleft construction” (Iedema, 1997, p. 86), to foreground objectivity and to incongruously realise a command: It is improper [[to employ capital punishment]]. In this case, the writer’s disagreement with the implementation of capital punishment is realised incongruously in the Attribute improper. Another case showing objectivity in a command occurs in a non-finite passive voice: There are several aspects [[to be put into consideration]]. This effort, to foreground objectivity of a command is also apparent in Text 5.7, indicated by the frequent use of passive voice, as in: that capital punishment needs to be implemented; it is still needed to be imposed… . This may suggest both writers’ capacity in exploiting various linguistic resources to make the communication with the reader work best, by attempting to sustain their objectivity in presenting arguments.

However, in terms of expressing modulation, the writer of Text 5.7 seemed to have a richer linguistic resources, shown by the exploitation of varying vocabularies to express modulation, or necessity, such as need (above) and must (twice). The first must in However, the decision of [[sentencing death penalty]] must be fair, just and adequate, corresponds to the proposed rule or law (McCarthy and Carter, 1994, p. 130) or the social obligations
inherent in the information (Peters, 1986, p. 175) and the second must in Therefore we must be prepared to execute criminals \ldots is the concluding evaluation by the author and represents a strong imperative. That both texts use modulated declaratives, rather than commands to express obligation, indicates the writers’ capacity in interpersonal metaphors the advantage of which are:

- First, the obligation can be graded (DSP, 1992), so the strength of the command can be adjusted, such as in examples above, where the writer used must and need which are high modulation and should median (Halliday, 1994a, p. 362; Eggins, 1994, p. 189).
- Second, declarative commands can have more than just you as the subject. This means that responsibility for carrying out the command can be shared around, thus cooperative action (DSP. 1992, p. 206). Moreover, declarative commands make no claims that the speaker is the source of the command. Because it is depersonalised and given an impersonal authority which is not specified, it is more difficult to challenge (Kress and Hodge, 1979, p. 123-124).

Another interesting matter regarding interpersonal strategies is that both writers used first person pronoun I (Text 5.5) and I and we (Text 5.7), which makes explicit the “ownership” or “source” of the modalisation. The use of these first person pronouns is desirable in this element as it is at this stage that the writer is required to state his/her point in the Discussion genre. As the strong personal opinions appear in one and the last part of the text, after more impersonal and factual cases had been established, as discussed above, the employment of the first person pronouns makes the text more powerful.

Overall, the interpersonal strategies used in this stage show the writers’ endeavour to state forceful opinions, but in an objective and careful way, which is typical of a critical thinker. Interpersonal strategies also show the writers’ CT disposition, especially in “presenting argumentation in written form” (Ennis, 1987, p. 15). Finally, the fact that both writers make recommendations for action, shows that they engage in “knowledge-transformation” and that they are “evaluating rather than reporting” (Dudley-Evans, 2002, p. 132), a feature of critical reading.
5.4.3. Summary of Discussion of Texts 5.5 and 5.7

This Section has presented a discussion of two independently-constructed texts. The analyses above have served to demonstrate that the program yielded very similar quality of the participants’ writing products and their use of strategies to compose a Discussion genre, despite a slight variation in the patterns of progress. With their different capacity as shown in diagnostic texts taken into account, this seems to be relevant to the principle of the GBA as a pedagogy for inclusion and access, which “allows greater, fairer, possibly equal access to the cultural and social resources and benefits of society” as suggested by Kress (1993, see Chapter 2, Section 2.5.5). The discussion above has shown that the two students (especially the lower one) had made further improvement, compared with their capacity prior to the teaching program and even in the Joint Construction stage, not only in writing but also in CT aspects concerned with in this study, as evidenced by the absence of some weaknesses in CT, which were features in the diagnostic and jointly-constructed texts.

The schematic structure indicates the writers’ successful grasp and understanding of the demands of the generic form of a Discussion genre, to achieve the purpose and the function of the genre. This, as alluded to above, relates to their CL awareness and various aspects of CT concerned with in this study. In addition, the grammatical analyses indicate that the writers had successfully begun to use some of the main conventions of written language and argumentative discourse with consistency and accuracy. Textually the writers efficiently employed linguistic devices as well as a combination of thematic progression (the theme reiteration, zig-zag and multiple theme progression), is a feature of more written-like texts, to strengthen the text’s coherence and cohesion, and local as well as global unity, which thus promotes the relevance and precision of the texts. The texts effectively developed by using a combination of patterns of thematic progression. Experientially the texts use various linguistic resources, which show the writers’ capacity to create a more written-like, more intertextual and multivoiced text. This, again, signals various aspects of CT and a movement towards CL, the main aspects looked at in this study. Finally, interpersonally, the writers efficiently used various linguistic resources to create forceful but objective arguments, and to effectively communicate with an audience or the reader. In terms of CL, the texts show
the students’ increasing awareness of what is the topic of the text, who is the writer, to whom, and why the text has been created, as mentioned earlier.

As these improvements are mainly the result of the students’ learning, as described in Chapter 4, it seems to support the hypothesis claimed by Pang (2002, p. 149), “that by learning to study the lexico-grammatical features of texts of a certain genre, learners should be more capable of writing in that genre.” These improvements may also suggest the value and thus the relevance of the teaching program in Indonesian education today, which attempts to develop and enhance students’ writing skills as well as critical capacities, again as outlined in Chapter 1.

5.5 Conclusion

This chapter has discussed samples of texts produced by the students in various stages in the teaching program. The texts created in the Joint Construction and Independent Construction show that students with initially differing levels of achievement (low, mid and high) seemed to have benefited from the program. The independently constructed texts in particular seem to suggest that the lower group benefited more from the program than the higher one, which coincides with the “access, inclusion and equity” idea proposed by the GBA, as discussed in Chapter 2.

The jointly- and independently-constructed texts, produced after the teacher’s intervention, show considerable improvement in both writing skills as well as CT and CL, which are of vital importance in the contemporary Indonesian education. The schematic structure of these texts suggests the students’ improvement in capacity to construct a successfully organised text, which reflects various features or aspects of CT and CL concerned with in this study. Similarly, the grammatical analyses of each element of the texts produced in the Joint Construction and independent construction above, despite minor weaknesses as mentioned earlier, show the students’ enormous development in their competence to exploit various linguistic resources. Textually, the employment of these various linguistic resources, has led to the creation of a coherent and cohesive text. Through the effective use of a combination
of the patterns of Theme progression (*theme reiteration, zigzag and multiple theme patterns*) the texts develop not only locally but also globally – a feature which was not present in the diagnostic texts. Experientially it helps to build significant experiential information and to create more intertextual and multi-voiced texts with sound and credible arguments. Moreover, interpersonally, it helps make communication with the reader work best. All these, at the same time also reflect various CT and CL aspects, again, investigated in this study. These may also suggest that the teaching program applied in this study seemed to be effective in improving the students’ writing ability, particularly in the Discussion genre, as well as some aspects of critical capacity looked at in this study.

Thus, it seems that the research question underlying this research, to some extent, is already answered. The teaching program which implemented the GBA, supported by the suggestions of classroom practices from the CT movement, CP and CL was effective in improving the students’ writing ability in the Discussion genre as well as their CT and CL, which are of main concerns in this study and of critical importance in the contemporary Indonesian education. It is also then quite wise to say that the teaching program is worth intensive socialisation and gradual implementation in Indonesia to help develop the teaching of English (of reading and writing in particular), which has also been considered as a means of enhancing critical capacities.

This seems to be supported by interview data, especially regarding the students’ perceptions about the teaching program and the developments they thought they gained from the teaching program, which will be discussed in Chapter 6.
CHAPTER SIX: DISCUSSION OF INTERVIEW DATA

6.1. Introduction

Chapter 5 has discussed the findings from analyses of students’ texts and has shown the students’ development in their writing skills and critical capacities investigated in this study, despite some aspects that still needed improvement. This chapter will discuss data from another source, that is interviews with students, which, as outlined in Chapter 3, is recognized as a means of “checking the accuracy of – verifying or refuting – the impressions the researcher had gained through observations” (Fraenkel and Wallen, 2000, p. 509), as discussed in Chapter 4, and text analyses in Chapter 5.

As also outlined in Chapter 3, Section 3.2.5.3, student teachers were interviewed twice after the teaching program. The first time, immediately after the teaching program, aimed to find out more about their insights as learners, in both individual and focus group interviews. Two weeks after the focus group in this stage, as indicated in Chapter 3, Section 3.2.5.3, to test the reliability of the students’ verbalisations, two individual interviews were conducted with a mid and a high achiever, who had been interviewed previously. These interviews were conducted in bahasa Indonesia by a researcher’s colleague who did not participate in the teaching program. In the interest of space and since the students’ verbalization was similar to and confirmed evidence from the previous interviews, the data from these interviews are not reported in this thesis.

The second time, eight months later, aimed to find out students’ perceptions of the teaching program, not only as learners, but also as student teachers. This second interview, as mentioned in Chapter 3, Section 3.2.5.3, was deemed important as over this period of time, the students had had subjects which require academic writing skills (like Research Project) and critical reading (like Extensive Reading). Moreover they had enrolled in the subject Kuliah Kerja Nyata (obligatory social action internship for advanced students), during which they would have a chance to visit some schools and to interact with students and teachers of primary and secondary schools. Therefore, the second stage interview aimed to find out the students’ perceptions of the applicability of their learning in their current
academic accomplishment as well as the likelihood and challenges in applying the teaching
program in their own teaching.

The interviews (with the researcher) were conducted in English, although the students were
allowed to speak in bahasa Indonesia when they had difficulty in expressing ideas. They
were also structured to encourage the students to offer critical comments. The focus group,
in particular, was designed to encourage a sense of divergent opinions (Krueger and
Morgan, 1993, p. 17-18) regarding the program (see Chapter 3, Section 3.2.5.3). Quite
possibly, however, students were still very polite and still telling the researcher, who was
also the teacher, what she wanted to hear, and this is a limitation of the research design that
needs to be accounted for in any future studies of this sort.

The data from the two stages of interviews, as already indicated in Chapter 3, Section 3.2.6,
were analysed in steps. The first one was to put interview questions into categories, based on
the themes in line with the purposes of the interviews. The complete range of questions in
the first and second stage interviews can be seen respectively in Appendices 18.1 and 18.4.
The data were then classified in line with the central themes and presented in a condensed
body of information (Kvale, 1996) as described respectively in Appendices 18.2 -18.4. The
interpretation of the first stage interview data will be presented in Section 6.2, and that of the
second stage in Section 6.3.

Data from the first stage interviews generally show students’ consciousness of the value of
the program in helping them as learners. Regarding students’ developments, interview data
by and large support the findings of Chapters 4 and 5. Furthermore, data from the second
stage show most students’ learning was applicable to their current academic tasks, which
may constitute an even more direct indication of the significance of the teaching program.
However, interview data also reveal some practical aspects of the teaching program which
warrant further research and improvement in EFL teaching, in the research site in particular,
and in other Indonesian contexts in general. Some students’ responses suggest their concerns
and point to challenges in further implementation of the teaching program, among others
mainly regarding the large size of general Indonesian classes, the nature of the centralized curriculum and the socio-cultural background of the students.

Section 6.4 will offer a concluding discussion, bringing together the major findings from the interviews and preparing for the general conclusions of the study as a whole in Chapter 7. Although the discussion will not cover everything that the students said, some short extracts will be included “to give the flavour” (Travers, 2001, p. 124) of the discussion.

6.2 Discussion of Data from the First Stage Interviews: How the Program Helped Students as Learners

As indicated in Chapter 3, Section 3.2.5.3, seven students were involved in individual interviews, and ten in the focus group (presented using pseudonyms). Two of them, Wati and Candra were respectively the writers of Texts 5.1 and 5.5 and Texts 5.3 and 5.7, as discussed in Chapter 5. Another student, Nia was the writer of Texts 5.2 and 5.6, which were mentioned, although not closely analysed in Chapter 5. Consistent with the types of interviews employed, the discussion of data from the first stage interview will be divided into two subsections, the first focusing on the data from individual interviews and the second on the focus group.

6.2.1 Discussions of Data from Individual Interviews

This section will deal with two central themes: students’ perceptions of the teaching program, including the development they thought they gained from the teaching program and students’ suggestions for further implementation of the teaching program.

6.2.1.1 Students’ Perceptions of the Teaching Program

As can be seen in Appendix 18.2, interview data indicate that the teaching program was perceived by students to have achieved most of its goals. All interviewees thought the program was useful and enjoyable, although one student indicated “a heavy burden on her
shoulder” (Ina), and another noted “the program took up a great deal of her time” (Riya), but “it’s worth it” (Riya).

These comments suggest students’ appreciation of the necessity of the acts of teaching, of learning, of studying, which is not only a serious and demanding task but also pleasurable and generates satisfaction in the teacher and students (Freire, 1998, p. 88-92). These comments also seem to support the notion that “knowing is something demanding many things, which makes you tired, in spite of being happy. Knowing ..., is not a weekend on a tropical beach” (Freire and Shor, 1987, p. 79-80). From the perspective of the teaching of ESL, students’ comments seem to coincide with the notion that “instruction must evoke intellectual effort on the part of students, i.e. be cognitively demanding, if it is to develop academic and intellectual abilities” (Cummins, 1996, p. 72).

One student, Ira, appeared to be aware of the importance of the program for the current Indonesian condition, to enable students to express ideas in written form, because “in recent condition, students usually express their ideas only in spoken language, like demonstration, but few of them try to write their ideas and send it to newspaper, perhaps” (Ira). This is relevant to the suggestion that serious attention should be paid to the teaching of writing (both in English and bahasa Indonesia) in Indonesia, which has been neglected so far (see Chapter 1, Section 1.4).

Asked about the difference between the teaching program and their normal classes, all interviewees seemed to perceive the value of explicit teaching, in which “the teacher takes an overtly interventionist role” (Christie, 1991) and the value of student teacher interactions in the classroom. Wati (whose diagnostic text was analysed in Chapter 5) indicated:

The most clear difference between this program and the usual class was the intensiveness of supervision and explanation that I have never got before, especially in writing: the steps to make an argumentative essay, particularly a discussion and also about CT that I have learnt for the first time. The role of the teacher in guiding us was very useful to make a good writing. When we made a good thing, you said “good”. It encouraged me to do better. When we did something wrong, you told us what it was supposed to be so that we could make it better (Wati).

Likewise, Warda, whose diagnostic text was categorized as low, shared the significance of explicit teaching:
For other lessons, explicit teaching is also needed, for example, in the subjects of Structure, Linguistics, Reading (Warda).

These comments are contrary to the criticism of the SFL GBA that “explicit teaching is not necessary” (Freedman, 1994, p. 197-8; 1997, p. 179). Of particular interest is Riya’s response which portrays her consciousness of a sense of equality, resulting from explicit teaching:

Explicit teaching is necessary, because with the teacher’s explicit explanation, we can get the information fully, and we will not have different perspectives about what is being explained. ... Explicit teaching is important because not all students have the same level of understanding. It will convey the message to the students efficiently and therefore students will have ... the same level of understanding about an issue or knowledge (Riya).

Riya’s observations support the findings discussed in Chapter 5, Section 5.4, that the students with initially different levels of achievement produced relatively similar quality texts, in terms of their control of the genre and their critical capacities. This is a particularly significant finding since it coincides with the educational aim of the GBA in a first language context, that is, “to give everyone access to literacy skills and knowledge in the fullest sense, to allow greater, fairer, possibly equal access to the cultural and social resources and benefits of society” (Kress, 1993, p. 28). This also goes with Martin’s suggestion that:

The GBA would take nothing for granted initially, and would not count as acquired what some and only some of the pupils had inherited, instead, the genre-based approach would do all things for all and would be organised with the explicit aim of providing all with the means of acquiring that, which, although apparently a natural gift, is only given to the children of the educated classes (1993, cited in Christie and Unsworth, 2000, p. 19-20, see Chapter 2, Section 2.5.4).

The need for explicit teaching has also been considered as important in the teaching of CT skills and abilities, as suggested by Paul (1990, p. 217; Costa, 2003). Norris and Ennis likewise advise that “for children (students) to learn how to employ CT, they have to be instructed in the use of the abilities and dispositions” (1990, p. 21). All these seem to suggest that explicit teaching is critical in every educational program, in which direct intervention by the teacher is involved (see Christie, 1989, p. 155).

All interviewees elaborated that the controversial and current topics discussed constituted another positive feature of the program. Conspicuous was Ina’s comment, which indicates
the significance of appropriate topic choice to challenge the students to think critically and to find arguments to support their position. Ina said,

> The topics were interesting and challenging. They made us think before we decided our position. They made me challenged to express my ideas. For example, when I wrote about working women, I knew the role of women and where they should be in Islam. But I thought women should be allowed to work. Therefore I was challenged to find arguments to say that women should be allowed to work (Ina).

Ina appeared to be aware that a decision, or a critical stance should be made carefully, supported by other arguments. Such a stance potentially leads to the development of a CT disposition (Ennis, 1987). Moreover, Ina’s comment seems to justify the suggestion that the topics of writing which can trigger students’ CT should be controversial (Chaffee et al, 2002).

Further to the matter of topic choice, interviewees also indicated that the discussions about the topic, in which CL was incorporated, allowed them to have awareness of wider social realities. Nia, for example, said:

> The discussions helped us to promote our critical awareness about how the wider social system works, allowed for different voices about an issue, especially about capital punishment, when I could compare the materials you gave with the legal system in Indonesia and what happens here now. … about working women, … the issue was very interesting because most of us are women and we could see that the arguments against and for working women were from different perspectives … it gave us a lot of new knowledge that I haven’t gained before (Nia).

This comment, apart from coinciding with Chaffee et al’s (2002) above, indicates that the materials used to teach CL should be relevant to the students (i.e. students’ gender, and cultural experiences), as suggested by Creighton (1997, p. 438). The materials, however, as will be discussed later, should be sufficient, but carefully selected.

As far as the stages of the teaching cycle of the GBA were concerned, all interviewees perceived they were all crucial. Building Knowledge of the Field, for example, was considered useful to them “to have background knowledge about the topic and thus to write sound arguments as well as to promote critical reading” (Wati). Wati’s observation was enhanced by Candra:

> Building Knowledge of the Field made us able to analyse and interrogate texts better, based on who is the writer, to whom, why she wrote the text, what is her arguments, what data she presents, what is
her position, and her intention in writing the text. In short, now I can read something implicit in the text (Candra).

Candra’s response may suggest her capacity to evaluate the soundness of arguments by seeing the arguments and the data presented in a text. It may also reflect her awareness of the multiplicity of interpretation of a text (Gee, 1991, p. 111; Giroux, 1992b), and her critical reading capacity as taught in the teaching program. Her ability to read something implicit may also indicate her capacity to read “the word and the world” (Freire and Macedo, 1987) or to read “under the surface level” (Shor, 1999), as also already shown in observation data, discussed in Chapter 4.

To turn to the Modelling stage, all interviewees appeared to be conscious of the goal of this stage, as represented by Warda’s and Ina’s comments below. Warda, in particular appeared to benefit from the discussion of the model texts to further develop her critical reading. Warda and Ina noted:

It (the Modelling stage) helped me to understand the stages, the coherence of the text and how to make a good paragraph (text). It also helped me write the joint and Independent Construction texts more easily. The discussion also allowed me to examine the text critically through the teacher’s guidance (Warda).

The Modelling stage helped us because we never had something like this before. It helped us to know what is the correct stages of a Discussion genre, what we should put first. … Previously I didn’t know that we should use “it is said” to say an opinion that is not ours (Ina).

Particularly interesting is Candra’s comment, which shows her capacity to relate the benefit of the Modelling stage to the theory of learning she must have learnt, which is a feature of CL concerned with in this study. Candra explained:

The Modelling stage was very helpful. As the first thing that a learner does in learning is imitating, having a Modelling stage, we were trying to imitate a Discussion genre (Candra).

This supports the findings of her development, shown in her text analysed in Chapter 5, Section 5.4, in which she presented arguments, and related them to what has been said by authorities. Moreover, this suggests the importance of the “provision of appropriate models for students to learn” (Christie, 1989, p. 155). In the teaching of ESL/EFL, this coincides with the principle that “with the available model, students can have a clear concept of the desired goal, be able to compare their work with the model and to decide how to close the gap between the two,” (Barnes, 1999, p. 263, see also Migdalek, 2002 regarding imitation
in EFL spoken language). With respect to imitation, Candra’s comment relates to Vygotsky’s idea that:

… to imitate, it is necessary to possess the means of stepping from something one knows to something new … imitation and instruction play a major role. They bring out the specifically human qualities of the mind and lead the child (student) to new developmental levels. In learning to speak, as in learning school subjects, it is indispensable (1962, p. 103-104; see also Vygotsky, 1994, p. 55).

Above all, Candra’s response offers a challenge to the criticism of the GBA that “students learn new genres not by imitating models”, as argued by Freedman (1997, p. 179).

Regarding the Joint Construction stage, all students were aware of the benefit of the stage for, among others, “collaborating and cooperating with others, … a significant role in constructing a good writing piece” (Riya). Other students seemed to be conscious of the stage as allowing them to engage in extended discussions about an issue in groups, as indicated by Ina:

The Joint Construction allowed me to share ideas, to listen to others’ opinions, to ask and answer questions to each other. It could promote my CT because in CT we should listen to other’s opinion, and we should not just say that “we don’t agree” without looking at their background of why they say something (Ina).

This comment is relevant to the suggestion that discussion in groups is “a very effective means for developing the CT dispositions” (Norris and Ennis, 1990, p. 150) and “the best way to expand one’s thinking” (Chaffee, 2000, p. 69). Similarly, in the teaching of ESL, pair and group work has been emphasized (Nunan, 1988; Nunan and Lamb, 1996, p. 142) and seen as an essential element, in that it offers opportunities for cooperative learning and “real” language practice (Hyland, 1991, cited in Lunt, 2001, p. 18), with consequent gains in language proficiency (Bejarano, 1987, Ibid).

However, pair and group work can also be problematic (see Nunan and Lamb, 1996, p. 143 in ESL context and Fisher, 1994, p.160-161 in first language one), and in this study, this was evidenced by some students’ resistance to the Joint Construction, as represented by Nia’s comment:

The Joint Construction was very new to me. We had to combine and share our ideas. And it was not easy. We found we always had to argue first to decide what we should write for the argument and it spent a lot of time than individual constructions. Regarding CT, it was helpful in teaching us not to be selfish in pouring my ideas and to help with each other, especially when someone got stuck (Nia).
As discussed in Chapter 4, Section 4.3, students’ resistance to the Joint Construction, however, does not mean that the stage was not important and thus should be avoided. Rather, despite the possibility of the time consumed, it may actually constitute one impact of the centralized curriculum, with the teacher being a central authority. This, to some extent, may have led to students’ passivity and being unaccustomed to listening to friends. This is consistent with the argument that chief among the difficulties of developing critical consciousness are encountering learners’ resistance to an active and engaged approach to learning (Freire and Shor, 1987; see also Degener, 1999; Auerbach, 1999). Therefore, some effort should be made to build students’ consciousness that “learning can be perceived as a collective endeavour that takes place in a participatory framework, not in an individual mind” (Adam and Artemewa, 2002, p. 196).

Moreover, as already mentioned in Chapter 4, students’ resistance to the Joint Construction may suggest that their CT is still developing and needs further improvement. This constitutes a limitation of such a short program, and therefore, there would certainly be a lot of aspects regarding CT which were incompletely achieved. Continuous and longer teaching of CT, infused in various subjects, should consequently be conducted, both in the research site and a wider range of contexts in Indonesia to help enhance students’ CT.

With respect to the Independent Construction, some students thought the stage was a means of developing “their individual writing” (Ina) and others of practising their independence in writing, as represented by Wati’s comment:

The Independent Construction enabled me to learn independently and to devote my own thoughts and opinions into my writing without others’ interferences (Wati).

Warda further saw the stage as being more efficient than the Joint Construction, and said “The time used was also more efficient” (Warda).

Of particular interest was Candra, who seemed to consider Independent Construction as a means of putting her CT skills and knowledge into practice. She explained:

The Independent Construction stage gave me a chance to state what reasons that support the arguments against and for the issue. I could determine whether I am against or for the issue. Through reading prior to the writing activity, I could read others’ opinions toward an issue (Candra).
Candra, who seemed to struggle at the beginning of the teaching program, appeared to have developed the CT dispositions “to see an issue from various perspectives”, “to seek reasons to defend a position” and “to take a position” (Ennis, 1987, p. 12). This was evidenced by her attempt to state reasons and support for both arguments for and against and to read others’ opinions toward the issue, which also indicates her improvement in reasoning skills, as suggested by Lipman (2003). Her reading prior to the writing activity may suggest an attempt to do research to make her position or stance critical (Barnet, 1997) – an important aspect of metacognition (Marzano et al, 1988).

In terms of the conference conducted at the Independent Construction stage, three students (Ina, Nia and Ira) found it useful and seemed to be aware of the merit of “teacher’s sitting down with the students to go over papers” (Meyers, 1986, p. 86). Some students seemed to see the conference as a means of not only recognizing their mistakes, but also seeing their strength, as noted by Wati “when we made a good thing, the teacher said good. …It encouraged me to do better” (above). Another seemed to see it also as a way to promote her understanding of what she wrote, as noted by Candra, “when correcting my writing, the teacher did not say you are wrong, but asked me why did you say this, why did you choose this argument.” However, students like Ina, seemed to see the consultation only as a correcting stage:

The conference with the teacher made us know at once what were the weaknesses of our writing and then we could fix them (Ina).

Regarding this, it cannot be denied that in the conduct of this study, there was a possibility of the emergence of “a sense of impatience” (Moore, 1999, p. 120) in the researcher, linked to the limited time available. This, to some extent, may have led her to unconsciously correct the students’ writing, without a clear attempt to make them learn more about their writing. This also constitutes another limitation of the teaching program, and accordingly, for further implementation of the teaching program, as will be discussed later, corrections should be given cautiously in order not to create “teacher’s own legitimated version” (Moore, 1999, p. 105), but to provide opportunity for real learning to occur.
Further to the benefit of the consultation, Ina noted that the consultation was also a chance of “teaching grammar in context” (Ina). Ina explained:

When you supervised our writing you also checked the grammar. It was teaching grammar directly, in context, and not in isolation, not about Subject, Verb (Ina).

Ina’s comment may suggest her awareness of the significance of the teaching of grammar “which explains how language makes meaning” (Martin and Rothery, 1993, p. 137). This relates to the principle of *learning about language* of the GBA (see Chapter 2), which means building knowledge of the target language and how it works, or learning language in use. It also supports the idea that teaching grammar in writing allows students, “to become aware of what he is doing and to learn to use his skills (in using the correct grammar) consciously” (Vygotsky, 1962, p. 100). In the ESL context, the concept of learning in context is crucial, as Cummins puts it:

The more initial reading and writing instruction can be embedded in a meaningful communicative context … the more successful it is likely to be. The same principle holds for L2 instruction. The more context-embedded the initial L2 input, the more comprehensible it is likely to be, and paradoxically, the more successful in ultimately developing L2 skills in context-related situations. … (1984, p. 141, see also Moore, 1999, p. 47 for a similar observation).

All the interviewees’ comments above may suggest that the students seemed “to know not only how to do it but also what it is that they know how to do it” (Lankshear, 1998, p. 123). This appears to show that the goal of explicit teaching, in which the teacher attempted to spell out and to bring to the surface those things that underlie and that become the purpose of each activity and learning task, had been achieved, to some degree.

To turn to some classroom practices informed by CP (some of which are also suggested in the GBA), all interviewees seemed to be conscious of a democratic atmosphere in the class, which allowed them to take a role as agents, as active participants in learning, without fear of being judged wrong. Compared with their normal classes, this appeared to be an exception, as noted by Warda:

A democratic sphere was felt in discussing the topics, when each student was asked a question, was treated equally as the same chance to express our ideas was given to us. We were also free to criticise or to critique our surrounding situation. In other classes it does not mean that we do not brave to criticise, but our freedom to do so is limited (Warda).
Warda’s comments, along with others’ (below), seem to indicate that the students in this study (and also in other contexts in Indonesia, as reported by Exley, 2002) can be critical and become active participants in their learning if the climate in the classroom permits them to do so. Exley reports “They (Indonesian students) are very critical but they chose who they are going to be critical with” (2002, p. 4; see also Kumaradivelu, 2003 on similar observation into cultural stereotypes of general Asian students). This may suggest that “for any kind of CL to develop, students need the guidance ad support of their teachers who in turn must be able to provide the right environment to nurture their thinking” (Cheah, 2001, p. 79). This also suggests the significance of the idea that schools (classes) should become “public places where students learn the knowledge and skills necessary to live in an authentic democracy and which can support individual freedom and social justice, dedicated to forms of self and social empowerment” (Giroux, 1988, p. xxxiii;1997).

Likewise, Candra seemed to feel empowered to articulate her ideas in the program and said:

In other classes, I never speak up. But in your class I did. In other classes, only famous students or those who sit in the front or back row are asked. The students who sit in the middle row are not paid attention sometimes. “You in the middle, do not need to talk. You will pass any way” (Candra).

Asked further whether it was the small class, or the method which was responsible for her courage to speak, Candra said, “Not only the method, but also the teacher.” Both Warda’s and Candra’s comments indicate their awareness of the need for a teacher “to make the students have a voice” (Giroux, 1988, p. xxxiii), and “to create public spaces for expression, for freedom to articulate distinctive perspective, within social relation that strengthens the possibility for active citizenship” (Giroux, 1997, p. 106). This may also indicate that to help students succeed academically (especially to help students develop their critical capacities), there should be a willingness on the part of teachers, individually and collectively, to some extent, to modify the power structure in the classroom, which will prevail in the wider society (see Cummins, 1996). This also relates to the suggestion from the GBA that “a place must be found for interaction and guidance in the context of shared experience” (Christie, Martin and Rothery, 1994, p. 239) and “interactions both between students and teacher and between peers should be valued (Feez, 2002, p. 56).
All interviewees also seemed to be conscious of other features of the democratic atmosphere found in a dialogic education. Nia, for example, noted:

> The teacher always involved the students in making a decision regarding the learning teaching process, by asking for the students’ agreement in doing the activities (Nia).

This was supported by Wati, who thought the joint decision on the topic choice, which is also suggested by the GBA (see Derewianka, 1990, p. 6 the DSP, 1989), was another feature of a democratic atmosphere:

> When you asked about the choice of topics, it was part of the democratic atmosphere in this program, because you allowed us to make our choice based on what we liked (Wati).

This agreement, according to Ina, “made the students motivated to do their best.”

From the perspective of ESL, this seems to be a parallel with the learner-centred approach, where learners are closely involved in the decision-making process regarding what they need and how they should go about meeting that need (Nunan, 1988, p. 2, see also Murray, 1990, p. 61).

Particularly interesting is Riya’s comment, which to some extent, shows her awareness of a sense of the removal of “power asymmetry” and “unequal power relationship” (Fairclough, 1992, p. 203; DSP, 1995, p. 50; Cazden, 1988) in the program. She noted:

> A democratic atmosphere was felt as we did not feel inferior to the teacher, who played a different role. So, we felt so close with the lecturer. We didn’t feel that we talked to a lecturer, but we could talk to the teacher as a friend. We could share opinions with each other (Riya).

This appears to signal a gradual change in the students’ perception of the role of the teacher, which is normally seen by students in Indonesia as “an expert” (IALF, 2003 [http://www.ialf.edu/dpdf/may03page4.html](http://www.ialf.edu/dpdf/may03page4.html)). Riya seemed to be aware of the importance of the teacher playing a different role “who in some cases becomes more a colleague of her/his students in a search for insight and identity than an instructor who has information, skills, and values to transmit” (Cummins 1996, p. 185; see also Freire and Shor, 1987). In a similar vein, Wallace (2001) shares the idea:

> … just as we make our teaching explicit, sources for authority should be equally so. … teacher-learner interaction is inherently and generically an unequal encounter. However, it can be mitigated in particular ways. Optional features of the lesson genre that offer space for students and teacher to
behave in atypical ways can point the way forward to more productive exchanges in the building of knowledge and to longer terms change in the classroom culture (2001, p. 214).

This also relates to different roles played by the teacher in different stages, as suggested by the GBA (see Derewianka, 1990; Gibbons, 2002; Macken-Horarik, 2002) and the shift of the roles of the teacher and students in relation to each other at specific times and for specific purposes (Hammond, 1990).

With respect to the development students thought they gained, apart from those mentioned above, interview data generally support the findings discussed in Chapters 4 and 5. Warda, whose diagnostic writing was categorized as low, seemed to be aware of her enhanced confidence in writing, in which she applied her CT skills and knowledge. She explained:

Previously, when I wrote, I just wrote what came out of my brain, without clear stages, and thought of clarity, accuracy, etc. Now I feel more confident in writing. I can write a whole text and when writing, I also think of the coherence, the clarity, accuracy of arguments, based on many references. I also try to practise applying CT into my writing (Warda).

Warda also appeared to have developed to be an effective writer, as she could write a whole text, with clear stages, which may also indicate her effort to create a clearly-planned text. All these constitute an important aspect of her metacognition development (Marzano et al, 1988), as mentioned earlier. Moreover, that she based her arguments on references, again, may suggest her attempt to present more accurate and credible arguments, (Diestler, 2001; see also Chapter 5, Sections 5.3. and 5.4), and enhancement of her reasoning skills (Lipman, 2003).

Another student, Candra, whose diagnostic writing was also categorized as low, as analysed in Chapter 5, elaborated:

Previously, I just could not write and my grades from writing were mostly a C. Since I was in Primary School I have never learnt to write. … After attending this program, my writing skills are much better. I have never written an essay in a Discussion genre, but now I can write a Discussion genre by thinking of clarity, accuracy and relevance of the arguments. I know the way to write, and I know that in writing (argumentative text) I can’t claim something without any evidence (Candra).

Like Warda, Candra appeared to have developed a sense of CT adopted in this study, that is “self improvement through standards (i.e. CT standards, such as: clarity, accuracy, relevance) that assess thinking” (Paul, 1993, p. 91; Lipman, 2003).
Other students emphasised the significance of “data and references” (Wati) or “quoting or inserting someone’s ideas” (Nia) in their writing. This, as indicated above, shows the students’ development in reasoning skills, and may indicate their capacity to create more intertextual and analytical texts, with more accurate arguments, which constitutes a feature of critical writing. This, as discussed in Chapter 5, Sections 5.3 and 5.4, was evidenced in their texts by the high frequency of verbal processes and precise Participants, realized in nominal groups. This capacity to include “otherness” in their writing, as Kress (1982, p. 119-120) argues, indicates the highest development of students’ writing capacity. It also reflects a feature of a critical writer, who “does not only tell the reader, but also shows them” (Chaffee, 2000; Chaffee et al, 2002).

Conspicuous were Riya’s comments, which seem to portray development of more features of an effective writer and her good grasp of a sense of CT as adopted in this program. Riya explained:

> At first I did not even know what a Discussion genre is and now I can write a three-page Discussion genre in capital punishment. For me that is an excellent improvement. By rereading and revising my writing over and over again, I can apply the concept of clarity, accuracy, precision and relevance and I can find out which statement is less accurate, less precise and irrelevant within the writing piece. I try to give data and warrants (evidence) available to convince the reader. When I write now I also have to consider the time. I have to reread my writing. At first it would sound very convincing for me when I read it, but when I keep it and I read it one or two days later, I will find that there is not enough clarity, I have to add something. If there is not enough coherence, I have to manage a lot of things to make it more coherent and cohesive (Riya).

Riya’s statement seems to reveal her growing ability to write a planned and lengthy text, with CT standards taken into account. This is in contrast to less effective writers who may focus primarily on the mechanics of writing, and thus lack confidence to write at length (Gibbons, 2002, p. 52). It also reflects her awareness that “writing is a recursive process” (Bizzell, 1992, p. 196; But, et al, 2000, p. 267; Gibbons, 2002, p. 67), and growing control of her own thinking (metacognition) (Marzano et al, 1988) indicated by her revising and reading her writing again and again, to produce a clearer, more coherent text. This seems to reject another criticism of the GBA “that the GBA … focuses on the end product”, (see the discussion in Nunan, 1999, p. 286).
In addition, Riya’s statement “when there is not enough clarity, I have to add something” seems to suggest her ability to anticipate the reader’s problem, when the readers may be distant. This also entails her awareness of “to whom the text was constructed”, a feature of CL emphasized in this study, as alluded to in Chapter 2. Above all, this may imply her consciousness that a written text, “is not just speech written down” (Gibbons, 2002, p. 52) and “is characterized by the physical absence of the addressee” (Kress, 1982, p. 19) or “is context-reduced” (Moore, 1999, p. 49). Therefore, “it is necessary to make written texts much fuller of information, to make them more explicit than spoken texts, for there is no chance of adding information” (Kress, 1982, p. 21-22). From a CT perspective, this may indicate her reflective thinking (Nosich, 2001, p. 3; Reichenbach, 2001, p. 18), her awareness of the importance of clarity “to support her position” (Moore and Parker, 1995, p. 29) and her capacity to assess her own thinking, an example of behaviours associated with self-correction – inquiry skills (Lipman, 2003, p. 224; Paul, 2002), emphasized in the teaching program (see Chapter 2, Section 2.2). Moreover, the fact that she attempted to include data and evidence may suggest her enhanced reasoning skill (see Lipman, 1991, 2001) to make sound arguments, to convince the reader (Toulmin, et al, 1984; see also Connor and Lauer, 1988; Chaffee et al, 2002).

With regard to CT, other students also seemed to be aware of their capacity to assess the soundness of arguments, by seeing several features, including the presence of factual evidence, or even logical fallacy – again, a characterizations of enhanced inquiry skills, as suggested by Lipman (2003). This, for example, was stated by Candra:

Now, I can assess the soundness of arguments by thinking of the relevance between the arguments and the issue, whether it is an opinion or a fact, who says the statement, whether there is any logical fallacy (Candra).

Candra also seemed to have good understanding of most of the CT aspects and notions taught in the teaching program, including facts and opinions, fallacies in reasoning, as described in Chapters 2 and 4, Section 2.2 and 4.3.1 respectively.

Likewise, Warda appeared to be conscious of the emergence of her “willingness to listen to other people’s ideas” (Ennis, 1987; Lipman, 2003), and flexibility in her position, due to her awareness of the multiplicity of perspectives of an issue (Gee, 1991, p. 111) and diverse
readings and responses exhibited in analysis of a particular text (Giroux, 1988b, p. 206).

Warda said:

In the past, I just saw an issue from one side. But now I learn to see an issue from various aspects, not only from what I believe but I have to see what other people believe about it. About the Miss Universe, for example, in the past I saw it just from the religious value, that the Miss Universe Contest is not relevant to the Islamic values. But now I realise that there are advantages from other aspects, such as economic, tourism, business, and fame of the Miss Universe (Warda).

Further to critical reading capacity, apart from reading “under the surface level” as stated by Candra above (and also Wati, Riya and Ira), some students, like Riya, further showed her care in responding to a text, by attempting not just “to swallow all the things that the writer writes, but to analyse it thoroughly.” Likewise, bearing in mind the significance of critical reading, Ira attempted to evaluate the relevance of a text with her context, a feature of critical reading (see Gerot, 2000; Varaprasad, 1997; Comber, 2002). Ira explained:

When I read a text now, I can assess the clarity, accuracy, and relevance of a text. I can see that the writer of a text has an interest and so I don’t think that I should always follow the text. I will see its relevance with my environment, my situation, in recent condition and the facts that support the writer’s argument. This skill is very important in recent condition in Indonesia (Ira).

Riya’s and Ira’s comments about their reading may suggest their consciousness that “writing is relative to particular groups and contexts” (Hyland, 2002, p. 44-48), that “all texts are ideological encodings” (Kress, 1993; White, http://www.grammatics.com) and “… represent a particular view of the world and that readers are positioned in a certain way when they read it and that there are many other ways in which texts of all sorts are written out” (Gibbons, 2002, p. 82; Misson, 1998a,b, see the discussion in Chapters 2 and 4). From the roles that successful readers take, Riya’s and Ira’s reading strategy may reflect a role as “texts analyst”, implying that they read a text as a crafted object, one that is written by an author who has a particular ideology or set of assumptions (Luke and Freebody, 1900, p. 13; 1997; see also Gibbons, 2002, p. 82). Riya’s and Ira’s reading may also suggest reading which poses not only narrowly as “getting meaning from written texts” but also widely as “making sense the world around me – through a new lens” (Kress, 2003, p. 140). Overall, Riya and Ira seemed to be aware that readers need not accept the words on the page as given, but that a range of interpretations are legitimate, providing that textual warrants are offered (Wallace, 2001b, p. 24). From a CT point, This relates to a characterisation of CT, that is “sensitivity to context”, as suggested by (Lipman, 2003; see also Nosich, 2001).
The last development the students seemed to be aware of may to some extent shed light on the debate about CT conceptions (see Chapter 2, Section 2.2.1). That is, whether CT is generalisable or transferable to other areas, or whether it is subject specific. Some students’ responses in the interview may indicate that CT is transferable to other areas, as shown by their attempt to apply their CT skills and knowledge in solving their daily life problems. This was represented by Ina’s and Wati’s comments:

I try to apply my knowledge about CT in my life. When I had a problem a few days ago, I thought emotionally, not critically. That made me think “Am I thinking critically?” (Ina).

… knowledge about CT… is very important because in our real world we deal with a lot of issues and problems, the solution of which must be thought critically. So, from now on in dealing with some problem… I try to use my CT (Wati).

However, as will be alluded to later, students’ responses also indicate that content knowledge about an issue is important to make them think critically, which indicates that CT is also subject specific. This may suggest that both conceptions are not contradictory, rather they are mutually complementary. This also seems to justify the idea that “it is a mistake to concentrate only upon knowledge to the exclusion of thinking skills, because such concentration risks generating students who know a lot but who are unable to evaluate their knowledge. It is equally a mistake to concentrate only on thinking skills, because the results may be students who knows how to think but who have nothing to think about” (Sternberg, 1987, p. 254).

Overall, students’ responses are generally positive to the teaching program. The students seemed to be conscious of the value of each element of the teaching program in facilitating their learning and providing them with experiences needed to optimise their development in writing skills and various aspects of critical capacities investigated in this study. This supports the findings discussed in Chapter 4, and particularly Chapter 5 on students’ developments, as shown in the texts they constructed in various stages. All these may point to some of the benefits of implementation of the teaching program in Indonesia, in English teacher education in particular and in various levels and contexts in general to help EFL learners develop their writing, and critical capacities.
For better implementation of the program, however, there are matters of practical importance which warrant further study and improvement, as indicated by the students’ suggestions about improvements to the teaching program. These will be discussed in the subsequent section.

### 6.2.1.2 Students’ Suggestions about Improvements to the Teaching Program

Basically, there are five suggestions the students articulated in the interviews, which are all valuable and may indicate their capacity to offer critical comments on the program. The first and foremost one, as mentioned above, is regarding the corrections of students’ writing during the consultation with the teacher. Two students expressed their concern that the teacher’s corrections sometimes made them feel over-supported or “feel spoon-fed,” (Ira) or “made the students think that the mistakes would be corrected by the teacher” (Warda).

This instance of students’ valuable response seems to coincide with the idea that correction is “a universal teaching problem” (Auerbach, 1996, p. 190) and in the ESL/EFL context, “providing corrective feedback can be a complicated business as different students react differently to being corrected” (Nunan and Lamb, 1996, p. 44-45). Therefore, as mentioned in Chapter 4, the strategy of correcting the students’ writing should be done carefully, as it possibly makes the students learn very little in the process, since there is a likelihood that they are not actually being taught, but merely corrected. This, accordingly, is unlikely to do a great deal for those students’ sense of worth and self esteem (Moore, 1999, p. 105-107; see also Kress, 1982, p. 179-182 on corrections to students’ writing).

There is indeed a suggestion, especially in the ESL context, that language feedback, should be given as soon as possible because “if feedback is delayed, …, the effect of the feedback will diminish”(Barnes, 1999, p. 260). However, in correcting students’ writing, what should be emphasised is that the teacher should not only tell the students what is wrong with their writing from a stylistic, generic point of view, but also explain to them why these stylistic/generic alterations need to be made (Moore, 1999, p. 120). The teacher, Moore further states, should give more encouragement to the students to make decisions on his
own, implying, through this action, “a recognition of cultural capital that they already possessed”. In doing this, the teacher will not lose the sight of the fundamentally social nature of learning, or of the central role played by teacher in developing language (Ibid). Moreover, the teacher should also decide “which errors to correct, when to correct, how to correct and which students to correct”, as suggested by Nunan and Lamb (1996, p. 45). Finally, students should be made aware of the importance of group work, collaborative learning and peer correction, as also suggested in the GBA (see Derewianka, 1990, p. 9), to make them learn to be quite receptive to corrections from their peers (Alford, 1999, p. 242). In doing so, learners are encouraged to see that the teacher is not always the best person to mark/correct work (Field, 1999, p. 193, Leki, 2001). Regarding students’ resistance to the Joint Construction, as discussed in Chapter 4, Section 4.3.2, this can be an alternative to gradually change students’ discouraging perceptions about the Joint Construction and the need to promote students’ active participation in a democratic atmosphere of the class in a longer period of time.

The second suggestion was articulated by all students, regarding the conduct of the teaching program during school time, which seemed to burden them, as represented by Ina’s comment:

… as the class was conducted during the school time, while students had other activities and work, the work in this program made me feel burdensome. … (Ina).

This seems to be reasonable, as the program was really extra hard work for them. However, later when the program is implemented in real classes, it will not be extra work for students. Accordingly, it is expected that they can really enjoy their participation in teaching learning process under a similar program, despite the hard work and rigour they should show to gain knowledge.

The third suggestion was expressed by Candra regarding the materials “which were not balanced for the arguments for and against.” Candra further said that “if students are asked to write a Discussion genre, the materials which support the arguments for and against should be balanced.” Moreover, Ina elaborated that “the materials were also too many”. This suggests the necessity to balance the materials for writing a Discussion genre and to select
the materials carefully for writing of any genre to make students not feel burdened to read them. Moreover, the materials should also be relevant to the students’ linguistic as well as cultural backgrounds to enable them to interrogate texts and thus “to get meaning from it” as well as “to understand the world around them” as suggested by Kress (2003).

The fourth suggestion was pointed out by two students (Ira and Warda), to do with insufficient exploration of functional grammar, due to the limited time. Ira said, “unfortunately we did not have time to explore functional grammar,” and Warda “functional grammar should be more explored because we need it.” Although these comments indicate another limitation of the program, they may signal the emergence of students’ awareness of the significance of functional grammar. As functional grammar is a broad body of knowledge, continuous and longer teaching program on functional grammar should be conducted to enable students to learn in more detail how language works to make meaning.

The last suggestion, expressed by four students (Ira, Candra, Riya, and Nia), constitutes the biggest challenge in the examination of the effectiveness of the teaching program in various Indonesian contexts and levels in the teaching of EFL. This is regarding the size of the class in this program, which was much smaller than the majority of classes in formal education settings in Indonesia. Candra said:

… the teaching program, …. if it is applied in bigger classes, I think it will not be as effective as it was in this program (Candra).

This, again, constitutes a limitation of the study, and therefore further research should be conducted to test the effectiveness of the program in normal classes in Indonesia in a wider range of contexts.

Overall, the students had given valuable suggestions for further implementation and improvement to the teaching program in an Indonesian teacher education context. An attempt should be made to better the teaching program, and further research is therefore warranted to examine the effectiveness of the teaching program, particularly when it is applied in big Indonesian classes, at different levels and in different settings. To validate
students’ perceptions and to encourage students’ divergent insights about the teaching program, as mentioned above, a focus group interview was conducted, and the data obtained from this interview will be discussed subsequently.

6.2.2 Discussion of Data from the Focus Group Interview

As mentioned above, 10 students, some of whom had been interviewed individually, were involved in the focus group interview conducted immediately after the teaching program. Data from the focus group interview regarding students’ perceptions of the teaching program and the development the students thought they gained, as can be seen in Appendix 18.3, are by and large, similar to those from the individual ones. Therefore, consistent with the purpose of the interview as mentioned above, this section will discuss only moments of tension emerging over the course of the interview, and students’ suggestions for further implementation of the teaching program, which were to do with:

- the flexibility and negotiability of syllabus;
- CT- and content knowledge, which should be taught first;
- more involvement of male students; and
- multimodal resources of meaning making in writing.

The first tension to do with the flexibility of syllabus emerged when Cinta showed her preference for a strict syllabus, which should function as “a contract” between students and the teacher, that the sequence of activities and the learning process should follow the syllabus. Cinta said:

In the first meeting, it would be better that we made an agreement that all activities done should always be based on the syllabus, so it functions like a “contract” when the teacher and the students refer to it (Cinta).

Although this was opposed by most students, Puri seemed to support Cinta, saying:

But to some extent, I think Indonesian people should be forced. So, to some extent, it (strict syllabus) may be useful. But may be for the creativity development, it’s not really good (Puri).

This preference for a strict syllabus seemed to be normal as an impact of their previous learning under the centralized curriculum, “which follows a lock-step procedure” (Hammond, 1990, p. 39) and “the delivery of which is monitored through regular
government inspection and which does not support flexibility or recognize contingency” (Moore, 1999, p. 176). This also constitutes one obstacle in implementing participatory pedagogy, as reported by Aeburach (1999), Moore (1999), Freire and Shor (1987) and Shor (1999). For Shor, “the problem of adjusting to dialogic practice is problematic, because students and teachers have already been deeply socialized by prior “banking” models, that is one-way teacher talk and nonnegotiable syllabi,” (1999, p. 13). Moreover, this seems to go with Gramsci’s concept about hegemony (about how societal institutions maintain their power) that:

Power is less likely to be used in a physical manner and more likely to be used in subtle ways that are harder to see because even the dominated group is partially supporting the process (cited in Wink, 1997, p. 68).

Above all, this may suggest that effort and commitment from teachers and teacher educators are needed as a change from a centralised curriculum to an emancipatory and flexible one is “a long term project, demanding high levels of patience and self-sacrifice” (Moore, 1999, p. 176, see also Freire and Shor, 1987; Boyce, 2003 for a similar observation). In the teaching of EFL in English teacher education in Indonesia in particular, student teachers should be made to understand that:

Effective teaching is much more than simply pre-determined plan. The mechanistic model, with its assumption that planning equals teaching equals learning simply does not match the reality, ... planning, teaching and learning are complex, multidimensional activities and that the relationships between them are organic rather than linear. ... the process of helping students to learn is more like growing a garden than building a brick wall (Nunan and Lamb, 1996, p. 44).

However, with the release of the 2004 English curriculum in Indonesia, which involves SFL and the GBA, which is not a lockstep, it is hoped that the room for flexibility in implementing the teaching program, the GBA in particular (along with classroom practices from other theories involved in this study) will be opened wider.

Further to the impact of students’ being accustomed to a strict syllabus, another moment of tension occurred when Candra and Wati expressed some resistance to the Joint Construction phase, despite their awareness of merits of the stage for their development of writing skills as well as CT, as discussed in Chapter 4. Candra and Wati indicated:

What I don’t like from the Joint Construction was domination in the ideas from a certain member of the group that should be written. That’s injustice (Candra).
... and in the Joint Construction, when we have an idea, we want our ideas to be accepted by others. when they judge our opinion wrong, it is discouraging. Our freedom is limited. We can’t express our ideas totally (Wati).

These comments seem to suggest that the basic reason for the students’ resistance to the Joint Construction was the fact that they were not used to “discussion”, in which each participant should be open to viewpoints of others and be willing to listen and exchange ideas with them (Chaffee, 2000, p. 67). This happened partly as a result of an education system which applies ranking, which may have encouraged a strong sense of competition among students and thus their unwilling to share ideas and knowledge with friends (see The Suara Hidayatullah/Jendela Keluaraga, Tarbiyah http://www.hidayatullah.com/sahid/9811/tarbiyah.HTM). Moreover, this may also constitute another impact of the dense and highly structured curriculum implemented in Indonesia, which has forced the teacher “to merely lecture the materials to the students” without any attempt “to pose academic subject matters as complex problems, questions and exercises” (Shor, 1999, p.22). Moreover, as mentioned in Chapter 4, Section 4.3.2, students’ resistance to the Joint Construction may also be caused by several problems, such as the composition of the groups, the students’ being accustomed to writing in one sitting, which to some degree had led to their lack of research strategy and thus their perception of the Joint Construction as time consuming. Regarding this, the merit of working in groups should be made more explicit to the students and the groupings should also be done more carefully. Further study should also be conducted to find out how other groups of students at different levels and in different contexts in Indonesia perceive the Joint Construction in helping them as learners.

The third moment of tension was to do with the teaching of content knowledge and CT – which should be taught first. This, to some degree, relates to the debate about CT conceptions, as mentioned above. Data from the focus group interview reveal that students’ perception of the significance of content knowledge and CT skills seem to be consistent with the position adopted in the study: both CT knowledge and skills and field knowledge are important, as one mutually supports the other. However, regarding “which should be taught first”, students’ responses seemed to bring to light three schools of thought. Some students perceived that CT should be taught first, as stated by Riya, Wati and Ira:
… by knowing CT we can explore the knowledge better than before we know CT. If we have knowledge without understanding CT, we will just take the knowledge as it is. We will never think about what is behind it, what makes it happen, etc., that relates to the knowledge. So, I think CT should be taught first (Riya).

I think CT encourages students to learn and read more. So, it improves their knowledge as well (Ira).

When we are taught CT, it will encourage us to try to find as much knowledge as possible. So, in my opinion, CT should come first because that is the basic ground for students to get more knowledge (Wati).

However, some other students noted that knowledge should come first, as stated by Elli,

But I think when we want to be a critical thinker, first we have to have basic knowledge about something. Because we can’t judge an issue from different points of view if we don’t know anything about it. So, I think when we want to have CT, we have to first have wide knowledge about something. For example, about capital punishment, there are for and against arguments. We have to know the reasons why someone is for or against the issue before we decide our own position (Eli).

In addition, Cinta had a different idea from the two above, that “CT and knowledge should be taught together."One does not come after the other (they come together).” Although CT-related aspects were explicitly taught first in this program, as suggested by Perkins (1987, p. 45), and then further nurtured and developed in each stage of the teaching cycle of the GBA, (including the Building Knowledge of the Field for students to acquire knowledge about the topic to be written), to follow the mixed approach to the teaching of thinking, as discussed in Chapter 2, further study should be conducted on which should be taught first to find out which teaching program can yield better students’ achievement. If we see from the general conception, which upholds the generalisability of CT, it seems that CT should be taught first. This is because, it is said, once someone has CT capacity in some subject matter, this capacity can be applied in all aspects of human life and all problems, and he/she does not need to learn CT again to be able to deal with a different subject matter. This has also been evidenced above when Wati and Ina tried to apply their CT in solving their personal or daily problems. However, again, it does not seem to be wise to draw a conclusion just from this small scale of study. Further study in various levels and contexts should be conducted to come to a thoughtful and convincing conclusion which should be taught first.

The fourth moment of tension occurred when Puri stated that she did not like the topic about Capital Punishment, by saying:

I don’t like the topic of capital punishment because capital punishment made someone die. The process of writing this topic was very long for me. Capital punishment is remarked in Islam. When
some body commits a murder, that person has to be punished. But in this case, I had to see it from different points of view, like democracy, human rights, etc. I still believe that capital punishment is a must. So, I don’t like it (Puri).

Although Puri’s comment was immediately opposed by other students, saying that “it is a current Indonesian issue” (Riya), this was of valuable input for the researcher and other teachers who may apply the teaching program later. This may also suggest that although the topic was dialogically determined by the students and the teacher, students’ resistance to the topic still existed. However, students’ resistance to the topic should not be considered as a failure and lead us to abandon the topic. Rather, we should treat it as a pedagogical or political moment and an opportunity for dialogue (Benesch, 2001, p. 74).

From the CT point, Puri’s reason for her resistance to the topic may suggest that her CT was still developing. It is seemingly true that students’ progress in CT at times might be slow (Reichenbach, 2001, p. xv) and “it is often very difficult for people to see things from points of views other than their own” (Chaffee, 2000, p. 63). Puri did not seem to be aware that seeing capital punishment from other than an Islamic perspective, could stimulate her to critically evaluate her belief, which then could lead to “thoughtful, well-substantiated conclusions” (Chaffee, 2000, p.78). Puri also did not appear to be conscious that to become a critical thinker “we need to be willing to learn from those others. We often need especially to learn from the voices we dislike” (Askeland, http://www3.wittenberg.edu/laskeland/critical_thinking.htm). All these may suggest that continuous and longer teaching of a broader scope of CT, infused in different subject matters, should be conducted.

Apart from moment of tensions above, there were two valuable suggestions expressed by Ari, one of the only two male students involved in this program. The first one related to more involvement of male students. He noted:

> Here, there are only two male students. We are the minority in this program. … I should recommend that we should have more number of male students (Ari).

From a CL perspective, this suggestion is crucial and should be followed up because, as outlined in Chapter 3 and 4, “… mixed-gender classrooms provide an ideal environment in which people can test their own readings against those of others” (Janks, 2001, p. 149).
The second suggestion was around the issue of “multimodal semiotic resources for meaning making” (Kress et al, 2001, p. 58; see also Kress, 1997, 2003, Kress and van Leuwen, 1990) in writing. Ari explained:

I think it (the program) is really good, but the weakness is that we need something more challenging … We should have some other media. It would be better if we are challenged to use … technology, computer for example. You can ask us to put charts or pictures in our writing, so that we can be more creative (Ari).

This suggestion is again, really valuable for further teaching of writing, and coincides with Kress et al (2001), who are of the opinion that:

writing deploys visual graphological and typographical semiotics. … the meaning of what is spoken or written does not reside purely in language, but in the complex interweaving between the linguistic, visual and actional resources.” (Kress et al, 2001, p. 58-59)

Written texts, Kress elsewhere argues, “are becoming much more visual than they ever were… . The pages of novels, textbooks, manuals have given way to pages where visual images dominate in many domains of communication” (1997, p. 160). In ESL context, the use of non language resources in texts, such as graphics, has also been emphasized, as they can help learners develop a general competence in academic discourse (Mohan, 1984, p. 92-95; see also Mohan, 2001; Tang, 2001). With regard to CT, non language sources of meaning (such as photos) can provide compelling evidence (Reichenbach, 2001, p. 4-6).

Based on the discussion above, students seemed to be articulate and could verbalise their critical and to some extent, oppositional insights into aspects of the teaching program explicitly to the researcher (who was also the teacher), although some of their verbalization suggests that their CT was still developing. Their suggestions are essential and deserve to be followed up in further studies on implementation of the teaching program in various EFL contexts in Indonesia.

6.2.3. Summary of Discussion of Data from the First Stage Interview

This section has discussed data from the first stage interviews, conducted immediately after the teaching program. The data indicate that students’ perceptions are generally positive of the teaching program in helping them as learners. The students seemed to perceive every element of the program was useful to help them gain a good control of the Discussion genre and different aspects of critical capacities investigated in this study. Students’ responses
regarding their developments in writing skills and critical capacities, by and large support the findings of Chapter 4, and especially Chapter 5. Interview data may thus indicate that it would be beneficial if the teaching program is implemented in Indonesia as an alternative to improve the teaching of EFL and to develop aspects of critical capacities in various levels and contexts.

Interview data however, also reveal several areas that need to be considered in designing similar programs in an Indonesian context – for both teacher education and school learning. From individual interviews, these, among others, are to do with the students’ reaction to the Joint Construction, the timing, the materials, teachers’ correction and feedback to students’ writing, and the teaching of functional grammar. From the focus group interview, these areas are regarding students’ preference for a strict syllabus, the chronological order of the teaching of CT and content knowledge (which should be taught first), the topic, the involvement of more male students and multimodal semiotic resources for meaning making. These indicate that further study should be conducted to follow up the problems and to better the implementation of the teaching program. As some problems relate to students' CT which was still developing, longer and continuous teaching of CT in various subject matters, in particular, needs to be conducted.

6.3. Discussion of Data from the Second Stage Interview

Eight months after the teaching program, a focus group interview, involving eight students who had been interviewed in the first stage, was conducted. A focus group interview was employed, because this interview, relevant to the function of the focus group interview, aimed “to allow for group dynamics to produce new additional data” (Frey and Fontana, 1993, p. 32). As outlined in Chapter 3, Section 3.3, with the students’ permission, this interview used several texts as a prompt (Texts 5.1 and 5.5, and Texts 5.3 and 5.7 as discussed in Chapter 5).

The discussion in this section will cover four central themes:

- what students remembered they learned from the teaching program;
• the developments students thought they gained from the teaching program (using texts as a prompt);
• the likelihood of their applying the teaching program; and
• possible challenges they perceived in implementing the teaching program in their own teaching.

In the interest of space, and the fact that the data were similar to those in the first stage interview, the discussion about what students remembered they learned and the development students thought they had gained from the teaching program will be brief. The discussion will focus on the likelihood of students’ applying the teaching program and, particularly on some possible challenges they might face in implementing the teaching program in their future teaching. The discussion will be based on a condensed body of information which can be found in Appendix 18.4.

Interview data from the second stage generally indicate that all interviewees seemed to remember most their learning of writing a Discussion genre, CT and critical reading. This, as the students said, was due to the applicability of most of their learning in the program in accomplishing their current academic tasks, especially reading and writing. Four students (Candra, Nia, Wati and Ira) explained that their knowledge about how to provide references in particular, was really useful for fulfilling academic assignments, i.e. essay writings. This seems to suggest that “teaching the technique of making a reference in the text is particularly important” (Dudley-Evans, 2002, p. 232). In addition, their skills in critical reading can be applied in the subject “Extensive Reading” as represented by Wati’s comment:

We can use our critical reading knowledge in the subject Extensive Reading, in which critical reading is required. So, we can see ‘what is the purpose of the writer’, ‘why did the writer write this, to whom’ (Wati).

With regard to the development they thought they gained, using the diagnostic and independently-constructed texts as a prompt, the first development students recognised was that the independently-constructed texts were much longer than the diagnostic ones. This reflects a feature of an effective writer, as mentioned above. In this context, Nia noted,
“Oh… from the length of the text, I can see that the development is a lot.” Moreover, Wati, seeing her writings (Text 5.3 and 5.7), elaborated:

What is obvious is that (in the Independent Construction) I tried to give evidence to my arguments. While in the first text, I didn’t. This is because I did not know well about the topic, and maybe because I wrote it in one sitting (Wati).

Wati appeared to be aware of the importance of giving evidence for her arguments, which constitutes a critical disposition and thus a feature of a critical thinker (see Ennis, 1987; Noris and Ennis, 1990; Chaffee, 2000, 2002; Lipman, 2003). Her awareness of the significance of content knowledge may signify the value of the Building Knowledge stage in the GBA, which aims “to make sure that the students have enough background knowledge of the topic to be able to write about it” (Gibbons, 2002, p. 60, see also Feez, 2002). This also relates to the idea on the significance of content knowledge in ESL as suggested by Mohan (1986; 2001; Davison and Williams, 2001). Moreover, from a CT perspective, “background knowledge is absolutely essential, as we cannot expect someone who is ignorant in a field to be good at making and judging best explanation inferences,” (Ennis, 1987, p. 21). Wati’s acknowledgement that improvement in her writing was thanks to the fact that she wrote it in several sessions, may also suggest her awareness of the recursive process of writing, a feature of an effective writer, as mentioned above.

Likewise, seeing her writings, Candra indicated that “the development in the independent writing is also because we did this writing in several sessions.” Candra’s awareness of the significance of writing as being recursive can further be seen from her intention in teaching writing to her students:

I learnt that teaching writing should be done not in one session, students should be given time to revise, to discuss with friends and to consult their writing with the teacher. This is what I would like to implement when I teach writing later on. Letting the student to go through the process of writing enables them to create a good product (Candra).

Concerning the likelihood that they would apply the teaching program in their own teaching, all students seemed to have no reservations about implementing the program. Rather, they were concerned with some challenges that might hinder them in implementing the teaching program effectively, as will be explained below.
The first concern, as in the first stage interview, was to do with the big size of classes in Indonesian schools, as noted by Wati, Riya, and Candra. Wati said, “… the problem of implementing this program is that the class should be small….” This concern seems to be normal as Indonesian classes, from primary to tertiary levels generally have more than 40 students. This needs further attempt to test the effectiveness of the program in such classes.

The second concern was regarding the possibility of students’ low motivation to read a lot, and their being unaccustomed to critically interrogating texts, as pointed out by Nuri:

Probably the students will find difficulty when they are asked to read a lot like in this program, as I did experience at the beginning of the program. May be because they are not used to reading a lot of materials and asking the text as we did in the program (Nuri).

Apart from indicating students’ low motivation to read a lot, Nuri’s concern may also coincide with the argument that critical capacities, including critical reading may be a relatively radical concept in some part of the world (Davidson, 1995), like Indonesia. This also coincides with the idea that the teaching of reading in EFL (including in Indonesian context) is usually considered as unproblematic (Wallace, 1992a,b). Therefore, an attempt should be made to encourage EFL readers not only to enjoy reading but also to critically interrogate texts. EFL students should learn to take a role as “text analyst” (Luke and Freebody, 1990, p. 13; see also Gibbons, 2002) as mentioned above. The texts should also be carefully selected, relevant to the students’ linguistic capacity and cultural background knowledge.

Further to Nuris’ concern about students’ capacity to interrogate texts, Cinta indicated a possible difficulty in teaching critical reading to EFL beginner learners, due to their language restrictions. Cinta illustrated:

When I visited some schools, I could see that some students still struggled to read in English. Some of them could not even read the word “white”… . So, I think it will be difficult to teach critical reading to groups of students like this (Cinta).

This matter does not seem to be surprising because it has also been concern of some observers in CL for ESL beginner learners. Eastman, for example, argues:

… being able to assess CL development in beginning learners may be unrealistic. … In fact, is it even fair to expect such assessment when survival language is their priority? (1998, p. 27).
This has been shared by Christie who argues that “it is unrealistic to undertake a critical analysis of a text if its content is not understood in the first place” (notes to the researcher on May 27th, 2004; see also Barkhuizen, 2002, p. 20). Christie further argues that whether or not critical perspective can be taught to beginner learners depends on what is meant by the term “beginner learners”. This may suggest that further study should be conducted to find out which beginner learners can be taught critical analysis of a text.

The last concern was expressed by Riya, to do with the centralized curriculum, which she though might hinder her to apply the program in formal classes. Riya explained:

In this teaching program there is flexibility, while in schools, we have to follow the curriculum and syllabus released by the government. In private courses, where teachers can have flexibility, this program is really applicable (Riya).

Riya’s concern does not seem to be unusual in the framework of current Indonesian education, as discussed in Chapter 1, Section 1.5. A lot of Indonesian observers seem to have acknowledged that the centralized curriculum seems no longer appropriate, particularly for the diverse society of Indonesia. The call for consideration of diversity in socio-cultural, and political aspirations of Indonesian society in constructing a curriculum, has likewise been heralded by some observers. Hasan (2001), one of the vice rectors of the university in which the research took place, for example, argues:

Indonesian society and nation has diversity in social, cultural, and political aspirations as well as economic capacity. … This diversity should be taken into account in… the development, socialization and implementation of a curriculum (Hasan, 2001, p. 1).

This is consistent with Wallace’s argument, that:

Just as curriculum reform might be approached from different starting points, it is important to realize that what works in one setting may not work in another and vice versa. Macro and micro-cultural factors can make big difference to the substance of the reform (http://projects.edte.utwente.nl/smarternet/version2/planning/Domains/cur/wallace-cur-ppp.h; see also Hammond, 1990, p. 39 for a similar observation).

From these arguments, it sounds wise to say that the teaching program, which emphasized a “context-specific” feature (Auerbach, 1999, p. 13; Kincheloe and Steiner, 1998; see also Chapters 2 and 4) and attempted to encourage flexibility in its implementation, may fit the diverse characteristics of Indonesian society. With the release of the 2004 curriculum of English which involves the GBA, as mentioned earlier, an initial attempt, an intensive socialization and then gradual implementation of the GBA (synthesised with classroom
practices suggested by CT, CP and CL) in particular, is timely and seems to be worth carrying out immediately, to see how it helps the students improve their learning in EFL, their writing in particular and critical capacities as concerned with in this study.

6.3.1. Summary of Discussion of Data from the Second Stage Interview

This section has discussed data from interview held at the second stage. Based on the discussion above, it appears that the teaching program brought about long term benefit for the students in helping them not only as learners, but also as student teachers. Based on the texts given as a prompt, students seemed to be conscious of development they had gained, such as their confidence in writing, indicated by the length of the texts written in the Independent Construction, with attempts to take CT and reading aspects into account. Moreover, students’ verbalization on some possible challenges in further implementation of the teaching program, as mentioned above, may suggest something of their emerging consciousness and sense of their professionalism as teachers who may be going to be using a new approach to writing and developing critical capacities in their own students. This may also signify that further study should be conducted to assure that the program is worthwhile to better the current Indonesian EFL teaching and to enhance students’ critical capacities.

6.4. Conclusion

This chapter has discussed data from interviews. The data indicate that students’ responses to each element of the teaching program are generally positive. From the GBA perspective, the data support earlier findings about the value of the GBA, especially in EFL contexts, as reported by Sutoyo (1994) in another Indonesian setting, and Dang (2002) in Vietnam (see also Feez and Joyce, 1998a; Gibbons, 2002; Davison, 2001; Feez, 2002; Hunter, 2002; Burns, 1990 on the application of the GBA in ESL contexts). Despite some resistance to the Joint Construction, the students seemed to be aware of its benefits for their CT and writing development. Students’ resistance to the Joint Construction seemed to mainly result from their being unaccustomed to working in groups or discussion, “the process of give-and-take, of advancing their own views and considering those of others” (Chaffee, 2000, p. 69).
Regarding classroom practices informed by CP, students seemed to be conscious of the value of a sense of a democratic atmosphere in the class, which enabled them to become agents in the learning process, and allowed for the removal of power asymmetry, to some degree. They also appeared to be aware of the significance of different roles of the teacher (which has also been suggested by the GBA) who was not only as an expert but also as “co-participant in the kind of critical enquiry that forms part of the negotiation of CL development in the classroom” (Wallace, 2001, p. 227). This supports earlier findings as reported by Exley (2002) that Indonesian students are very critical if the climate permits them to do so.

With respect to the development gained from the teaching program, interview data seem to support the findings of Chapter 4, and particularly Chapter 5. Students’ responses may indicate their consciousness of their writing skill development, evidenced by their confidence in writing, their capacity to write at length with clear stages, to anticipate the reader’s difficulty in reading their texts, and their awareness of writing as a recursive process. Their attempt to include “otherness” (Kress, 1982, p. 117) in their texts constitutes the highest development of writing skills and cognitive significance (Kress, 1982, p.115-120). Students’ responses may also suggest their good grasp of a sense of CT and CL adopted and emphasized in this study. These findings seem to suggest applicability of the teaching of CT and CL in EFL context (Eastman, 1998; Pennycook, 2001; Perkins, 1998; Hood, 1998; Canagarajah, 2002), including Indonesian one. The data also give hope that CT, which is perceived as being rooted in western cultural values (Atkinson, 1997; Barnett, 1997; Davidson, 1995) (and therefore potentially not relevant in an Indonesian context), can be taught to Indonesian people. This also supports the findings of previous research that Indonesian students can be very critical (Exley, 2002) and in the longer term hopefully to be critically thinking citizens. Added to this, the data seem to suggest that the program was worth implementing in the teaching of EFL in Indonesia. Regarding the GBA in particular, which has been part of the 2004 curriculum, this study is again timely and important in terms of providing directions for successful implementation of the new curriculum and hopefully for responding to various needs in the teaching of English, particularly the teaching of writing, and the urgency of critical capacities in Indonesian society today.
However, the data also reveal some practical matters which need to be followed up. These are, among others, to do with teacher’s correction to students’ writing; the time spent in the Joint Construction; students’ motivation to discuss and to work in groups; the teaching of CT and content knowledge – which should be taught first; the need for more comprehensive exploration of functional grammar; more involvement of male students and inclusion of non-language sources of meaning in writing; the class size employed in this study, which was smaller than normal ones in Indonesia. Interview data also show some possible challenges in implementing the teaching program, regarding, among others: students’ preference for a strict syllabus, which relates to the centralised curriculum; the students’ low motivation to read and their lack of familiarity with reading texts critically, and the teaching of critical reading to EFL beginner learners due to their language restrictions.

All these deserve additional studies on the impact of the teaching program on EFL writing skills and CT and critical reading in normal classes in various levels and contexts. This will be discussed in Chapter 7, which will deal with general conclusions, limitations of the study and recommendations for further research.
CHAPTER SEVEN: CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS FOR FURTHER STUDIES

7.1 Introduction

This study sought to investigate the values of using a genre-based approach in teaching academic English writing skills to students who were learning EFL in Indonesia. The approach that was developed was distinctive in at least two senses. Firstly, it was distinctive in that the approach sought to synthesise principles taken from other areas of theory to do with critical thinking (CT), critical pedagogy (CP) and critical literacy (CL). Secondly, it was distinctive in that it sought to use a genre-based pedagogy with a community of EFL students, whereas hitherto most uses of this pedagogy have been with native speakers or ESL students.

7.2 Conclusions

The major conclusion of the study is that despite some limitations, to be outlined below, the teaching program was successful in some ways. Most significantly, the students’ argumentative writing skills improved, in that they achieved enhanced control of the target argumentative genre. They learned to write at greater length, with a clear schematic structure, indicating students’ improvement in capacity to construct successfully organised texts, making much improved use of evidence and information in support of their arguments, which also indicates their development in CT as well as CL.

Linguistically, the students’ texts produced after the teacher’s intervention were much enhanced, despite minor weaknesses, suggesting students’ significant development in their competence to exploit various linguistic resources. Textually, students learned to make better and more effective use of a combination of patterns of Theme progressions (*the zig-zag pattern, the Theme reiteration, and multiple Theme patterns*), hyper- and macro-Themes. This led to the creation of more coherent and cohesive texts, which developed smoothly not only locally, but also globally – a feature which was not present in texts
produced prior to the teacher’s intervention. Experientially, students learned to make better and more effective use of such resources as nominalisations, which are metaphorical expressions, playing a very crucial role, especially in persuasive texts that the students wrote, to make arguments sound and “not accessible to debate” (Martin, 1985). Nominalisation also realises a more academic register as well as the writers’ confidence and maturity in writing a more written-like text, which in turn suggests their significant writing development (Colombi, 2002, p. 69-70). Moreover, experientially, students also successfully employed various processes in building field knowledge, especially verbal and mental processes. This indicates the students’ improvement in creating a more intertextual and analytical text, as the result of their learning to write and research, which had enabled them to hear other voices and to incorporate them in their writing and thinking. Interpersonally, the students learned to make effective use of modality in expression of judgment and opinion, which may suggest the students’ care in expressing ideas and thus capacity to make the communication with the readers work effectively. The use of third person pronouns and impersonal *it* in impersonal projections (also assigned as Themes) indicates the students’ attempt to foreground objectivity in their arguments and their awareness of the distant readers. All these at the same time reflect students’ improvement in aspects of critical capacities concerned with in this study.

As discussion in Chapters 4 and 6 revealed, the students themselves, while not without some reservations and criticisms, appeared generally pleased with the study, being themselves aware of having made progress. They had developed a much improved metalanguage for discussing critical reading and writing. Data discussed in Chapters 4, 5 and 6 also seemed to suggest a good grasp of some CT dispositions and abilities concerned with in this study. From a CP perspective, interview data especially showed that students had enhanced an awareness of the values of class dialogue, allowing them to take active participation in their learning. Interview data also showed the students’ awareness and changes in their opinions about the role of the teacher, who should act not only as an expert in the class, but also as a facilitator and a peer or a colleague, with whom students could freely share ideas and have a dialogue.
In terms of CT, this study may shed light on the debate about the issue of the generalisability of CT so far. The results of this study indicate that CT can be learned or taught through explicit teaching, and interview data in particular seem to suggest that CT does transfer to other domains of knowledge, as the general conceptionists argue. Despite some possible resistance and difficulty, and the fact that the development of CT takes a long time, this study supports previous research in that it gives hope that CT can be taught to people from any background including Indonesians. However, the results of the study also indicate that as an intellectual process, CT is inextricably context-based (Brookfield, 2003, p. 159), in that one can think critically about a certain subject matter, only if one has a sound background knowledge. As indicated repeatedly previously, notions of the general conception and the subject-specific conception about CT should be complementary, rather than contradictory. Accordingly, the teaching of CT needs to emphasise both CT skills and the background knowledge, to enable students to know how to think and to allow them to grasp what to think about.

With respect to CL, students learned that no text is innocent and all texts construct value positions and multiple interpretations which can be interrogated. In addition, students’ CL development can be seen from their capacity to read under the surface level, to read the word and the world, as Freire and Macedo (1987) suggest. Data from observations, students’ journals and interviews indicate students’ awareness of the fact that the creation as well as readers’ responses to a text is constrained by various aspects of context of situation and context of culture.

The above results of the study, which reflect the success of the teaching program employed in this study may also have been thanks to the emphasis of several aspects in the teaching program. The first aspect was explicit teaching, as suggested by the GBA and the CT movement, of all aspects students learned in the program, i.e. CT, CL, some principles of CP and the Discussion genre. This explicit teaching, as interview and text analyses revealed, could reduce students’ confusion about the materials discussed and provide all students with equal access to the cultural and linguistic knowledge that is so important in the teaching of EFL.
For the teacher to do explicit teaching as suggested in the GBA, it is important that she/he has explicit knowledge on the theory of the English language and theory of learning. Moreover, his/her mastery of the genre in focus as well as his/her understanding of the aims of every stage and principles of the GBA plays a significant role in helping students develop their metalanguage and awareness of the benefit of every stage they go through over the process of their learning. Knowing the benefits and aims of every stage of the approach, as indicated in the data discussed in Chapter 4 and 6, students were motivated to do their best in their learning. Such motivation and language awareness is particularly important for graduates preparing to teach EFL in the current educational climate in Indonesia as outlined in chapter 1.

Regarding the implementation of the GBA in other EFL contexts, in Indonesia in particular, the findings in the study indicated that the approach is not a lockstep one. Modification may be made in applying every stage of the approach, adapted to the situation and condition of the students and the socio-cultural condition of the teaching learning process. Some stages, such as the Joint Construction, as was the case in the second cycle of the teaching program applied in this study, may be skipped, depending on students’ control of the genre in focus.

Another aspect which contributed to the students’ heartening achievement in this study was the inclusion of the cultural and linguistic aspects of English in the teaching of reading or writing in this study. The findings indicated that the teacher’s explanation about cultural and linguistic aspects of English as reflected in the texts students read and wrote was important to help enhance students’ critical understanding and capacity in reading and writing English texts. Moreover, the program’s strong and explicit emphasis on students’ metalinguistic and metacognitive development led to their enhanced awareness and control of their own thinking, as indicated in their concern with the clarity of the text they wrote, and the accuracy of the arguments they proposed in their text.

Moreover, the use of the students’ native language, bahasa Indonesia throughout the teaching program also played a significant role in the students’ development of language and
critical capacity. The use of *bahasa Indonesia* in the Building Knowledge of the Field phase of the GBA, for example, which was conducted in a dialogic situation, helped students understand what was going on in the teaching learning process regarding the topic discussed. The inclusion of *bahasa Indonesia* in this study could lead to the creation of a place in the classroom where students used multiple discourses to generate meaning of their everyday social contexts, to comprehend their relations with the wider society and to ensure their active participation in their learning without having to silence the language they brought to class and fear be judged wrong. Finally, the use of *bahasa Indonesia* throughout the program could allow for both *bahasa Indonesia* and English to be used as a meaning-making tool, as a means to communicate ideas.

Finally, in general the study showed that a teaching program that used an SFL GBA, combined with other critical dimensions could enhance students’ performance of their argumentative writing skills, CT and CL investigated in this study. This program may be applied in other EFL contexts in Indonesia to improve the teaching of English and enhance the students’ critical capacity needed to create a democratic Indonesian society. The teaching program may also be applied in other ESL or EFL contexts in other countries, with some modification adapted to the condition of each context.

### 7.3 Limitations of the Study

There are some limitations of the study, and the major one is that the study involved the researcher in studying and evaluating her own teaching. There is therefore a potential loss of objectivity in every stage of the research, in terms of both data collection and analyses, as Ivanic and Weldon (1999) write. In the use of interview data, for example, where the researcher acted as the interviewer, there was a potential for the students to try to please the interviewer who was also the teacher. The decision to interview certain students was also influenced, to some extent, by the relationships between the researcher and the students. This may have coloured the results.
However, there are some tactics which were used to address the problems. The first tactic was that a colleague gave some additional feedback and review. The second tactic was that the study used multiple sources of evidence through multiple data collection techniques, which allowed for a triangulation of different sources of information. Attempts to address bias in each data collection were also made. For example, classroom observation was conducted not only by the researcher but also her colleague. Interviews were conducted in two stages, and the transcription of some interviews was also sent back to the students to be checked and amended if necessary. In addition to this, one interview to test the reliability of the students’ observation was conducted by a colleague, who was not involved in the study. Given the fact that the interviewer did not know anything about the study, and the interview was conducted in their own language, the students in this interview seemed to want to give information to the interviewer on what happened in the class, what activities conducted in the program and what they thought about the activities. This, accordingly, allowed for a more elaborated verbalization on what the students thought of the benefits and the weaknesses of activities conducted in the program and how they felt over the teaching learning process. The results of this interview, which were similar to those gained in previous interviews with the researcher helped to assure that the students were being honest and not just trying to please the interviewer, who in this case was also the researcher. This also led the researcher to feel secure that the data obtained from the interviews were reliable.

Moreover students’ journals were collected after each session, which enabled the researcher to obtain data and at the same time to do on-going data analyses. Finally, in terms of the method of text analyses, the use of SFG as a tool for text analyses did promote some validity and replicability of the study. In this case, Halliday maintains that a discourse analysis that is not based on grammar is not analysis at all, but simply a running commentary on a text (1985b, 1994a, p. xvi-xvii, see also Paltridge, 1994, p. 296; Gerot, 2000), because grammar is inseparable from discourse (Stubbs, 1994, p. 202). Halliday goes on to maintain that “the most direct move in the analysis of a text is to give its structural interpretation, … all the structural analyses could be reinterpreted in terms of the features selected” (1994a, p. xvii).
All these methods could address the issue of subjectivity in text analyses (Ivanic and Weldon, 1999; Stubbs, 1994) and the concern that the findings were not simply products of the researcher/analyst’s intuitions, as raised by Crooks (1986, cited in Ansary and Babaii, 2004).

The last tactic to enhance the reliability of the study involved a detailed description of a range of data collection techniques and procedure, as shown in Chapters 3 and 4. This was aimed, as mentioned in Chapter 4, at “enabling later investigator to follow exactly the same procedures as described in this study” (Yin, 1984, p. 40).

7.4 Recommendations for Further Studies

Based on the findings of this study, which may not be generalisable to other settings, it is recommended that a critical GBA be gradually but intensively implemented in Indonesia. The involvement of the GBA in the 2004 English curriculum of junior and senior high school in Indonesia indicates the necessity of the implementation of the GBA in the teaching of English in Indonesia. The findings of this study, which suggest the values of the approach in helping students enhance their writing skills, confirms the urgency of the gradual but intensive implementation of the GBA in English classrooms in Indonesia to better the teaching of English, to enable students to use the language in context.

Moreover, given the limited writing capacity of Indonesian students (and academics), as mentioned in Chapter 1, Section 1.4, while students’ writing capacity plays a central role in their success of learning, it is also recommended that learning to write should be emphasised across the subjects of the curriculum and the teaching of writing should also be a major responsibility for all teachers. From the urgency of CT in Indonesia and the calls for re-examination or changes in the centralised curriculum to an interactive one, as also discussed in Chapter 1, Section 1.5, the GBA should be supported by classroom practices from the CT movement, CP and CL. It is also important that CT be infused across the subjects of the curriculum, and principles of CP which can encourage dialogic and democratic classroom practices be applied in the teaching-learning process, in various contexts, from primary to
tertiary levels of education. As what happens in the class reflects the existing wider social condition of the society, dialogic and democratic classrooms are expected to allow for a gradual change in the existing social condition of the Indonesian community, to a better and more democratic one.

However, without adequate teacher education, such an approach is unlikely to succeed. Teacher education therefore must urgently provide better models for teaching English writing and reading than in the past, as well as models for teaching CT and implementing dialogic and democratic principles in the class, to enable students to take active participations in their learning. Students’ experience and learning in the university (teacher education) should help practising and preservice teachers better understand the process and the practical application of the GBA, classroom practices as suggested by CT, CP and CL with their students in their classrooms. Extensive studies focusing on the best ways to implement the GBA, to teach CT and CL, and to apply classroom practices as suggested by CP in a wider contexts in Indonesia should also be conducted.

For the teaching of English in the research site in particular, it is recommended that the teaching of macro skills of reading, writing, listening and speaking should not be separated. Moreover, the teaching of English grammar should in authentic use of the language, and teachers should focus explicitly on aspects of language that enable students to use the language for different purposes and contexts. A greater component should also be given to the teaching of writing, which can lead to their independence in writing different genres, for different purposes and audiences, or “writing across the curriculum and writing that would have a place in the world beyond school” as Bizzell (1992, p. 197) suggests.

Regarding the teaching of writing in English (as well as in Bahasa Indonesia) which aims to promote students’ CT and implementation of CP, recommendations from Bizzell (1992, p. 196-198; see also Tsui, 2002) are worth a brief mention. First, because writing is a complex process and learning to write requires writing, students cannot be expected to master complex processes if they seldom practise it, or without teacher’s guidance. This means then, if students are to be writing frequently and receiving frequent responses from the
teacher, classes in which writing is taught must be kept small, no more than 20 students (Bizzell, 1992, p. 196).

Moreover, if the emphasis in writing is to be on developing thinking, it follows that the curriculum should be structured to encourage recursive composing processes, and constructive feedback from the teacher, and classmates. Students should be given opportunities “to write and re-write (texts) and to interact with the teacher and peers in the process” (Martin and Rothery, 1986, p. 262), which can enhance “the students’ self-assessed growth in CT” (Tsui, 2002, p. 742). If the emphasis in writing is to be on developing thinking, institutionalised testing of students’ writing should not set a counter agenda for the writing class, and the class should also create a thinking environment, which exhibits, among others: longer periods of time that allow investigation and interactive dialogue, emphasis on reasoning, self correction and willingness to admit errors, to seek explanation, to make predictions and to question inference, as suggested by Wilks (2004a, p. ix). If the curricular goal is to foster mastery of academic discourse, given the fact that students typically do not have enough prior knowledge of academic discourse conventions, guidance from the teacher and more reading materials that illustrate and elucidate the practices will be needed, without, however, returning to the traditional, authoritarian classroom (Bizzell, 1992, p. 197-198). In addition, given the essential role of language resources and reading materials to help develop competent and critical writers and readers, students’ greater access to language resources and multiple and authentic reading materials both in libraries and the world wide web should be made more widely available.

A recommendation regarding the teaching of EFL also needs to be mentioned. This is to do with the assumption that “English should be taught entirely monolingually”(Auerbach, 1993, p. 12-15; 1996, p. 18), which is also prevalent among Indonesian English teachers and students. As indicated in Chapter 4, the use of bahasa Indonesia in Indonesian EFL classes, to some extent is necessary, as Auerbach (1996, p. 15) suggests that “knowledge of the learners’ first language should be considered an important teaching qualification.” The use of the first language can provide students with additional support that allows them to analyse the second language. It can also enable students to work at a higher level than would be
possible were they restricted to sole use of English, and to increase their basic understanding about how languages work. Furthermore, from a CP perspective the inclusion of *bahasa Indonesia* in Indonesian EFL classrooms, as indicated earlier, may provide a place in the classroom where students use multiple discourses to comprehend their relations with the wider society and thus to ensure their active participation, without having to silence the language they brought to class. This follows that English teacher education in Indonesia in particular, should allow student teachers to have not only explicit knowledge about the theory of language and learning, but also qualities such as: awareness of cultural diversity, recognition of language diversity, understanding of the students’ reality, recognition of the potential of all students, knowledge of second language acquisition theory and willingness to modify instruction as needed, adapted to the socio-cultural condition as well as cognitive and linguistic capacity of the students (Thonis, 1990, cited in Auerbach, 1996, p. 19).

The last recommendation is that the program implemented in this study should be tried out in various contexts and levels of education in Indonesia to test its effectiveness in helping students to promote their English capacity, their reading and writing skills in particular, and their critical capacities, i.e., critical thinking and critical literacy. This, in the long run, may allow the emergence of models of English teaching that can genuinely contribute to the development of English skills and critical capacities in teacher education, and eventually in primary and secondary education in Indonesia. These capacities, which have now been seen as of great national importance in Indonesia, as outlined in chapter 1, would contribute to the creation of an Indonesian society which is highly competitive in the modern and globalisation era. It is this sort of critical and democratic society which the Indonesian government has been trying to achieve.
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A CRITICAL GENRE-BASED APPROACH TO TEACHING ACADEMIC WRITING IN A TERTIARY EFL CONTEXT IN INDONESIA

VOLUME 2

APPENDICES

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<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Writing I</td>
</tr>
<tr>
<td>2</td>
<td>Paragraph structure</td>
</tr>
<tr>
<td>3</td>
<td>Analysing paragraph models</td>
</tr>
<tr>
<td>4</td>
<td>Analysing paragraph models</td>
</tr>
<tr>
<td>5</td>
<td>Choosing and developing a topic</td>
</tr>
<tr>
<td>6</td>
<td>Making an outline</td>
</tr>
<tr>
<td>7</td>
<td>Writing topic sentences</td>
</tr>
<tr>
<td>8</td>
<td>Mid Test</td>
</tr>
<tr>
<td>9</td>
<td>Writing supporting sentences</td>
</tr>
<tr>
<td>10</td>
<td>Writing concluding sentences</td>
</tr>
<tr>
<td>11</td>
<td>Writing concluding sentences</td>
</tr>
<tr>
<td>12</td>
<td>Identifying and using transitional signals</td>
</tr>
<tr>
<td>13</td>
<td>Writing conference</td>
</tr>
<tr>
<td>14</td>
<td>Writing conference</td>
</tr>
<tr>
<td>15</td>
<td>Identifying methods of paragraph development (by example)</td>
</tr>
<tr>
<td>16</td>
<td>Final Test</td>
</tr>
</tbody>
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Appendix 1.2: A Sample Schedule and Topics for Writing II

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Writing II</td>
</tr>
<tr>
<td>2</td>
<td>Identifying methods of paragraph development</td>
</tr>
<tr>
<td>3</td>
<td>Writing conference</td>
</tr>
<tr>
<td>4</td>
<td>Identifying methods of paragraph development</td>
</tr>
<tr>
<td>5</td>
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</tr>
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<td>6</td>
<td>Identifying methods of paragraph development</td>
</tr>
<tr>
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<td>Writing conference</td>
</tr>
<tr>
<td>8</td>
<td>Mid Test</td>
</tr>
<tr>
<td>9</td>
<td>Identifying methods of paragraph developments</td>
</tr>
<tr>
<td>10</td>
<td>Writing conference</td>
</tr>
<tr>
<td>11</td>
<td>Analysing paragraphs with various methods of development</td>
</tr>
<tr>
<td>12</td>
<td>Paragraph writing practice</td>
</tr>
<tr>
<td>13</td>
<td>Writing conference</td>
</tr>
<tr>
<td>14</td>
<td>Introduction to essays</td>
</tr>
<tr>
<td>15</td>
<td>Introduction to essays</td>
</tr>
<tr>
<td>16</td>
<td>Final test</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The essence of paragraph and paragraph structure</td>
</tr>
<tr>
<td>2</td>
<td>The essence of idea and idea development</td>
</tr>
<tr>
<td>3</td>
<td>Techniques of generating ideas</td>
</tr>
<tr>
<td>4</td>
<td>Techniques of supports</td>
</tr>
<tr>
<td>5</td>
<td>Paragraph outlining</td>
</tr>
<tr>
<td>6</td>
<td>Expository paragraph</td>
</tr>
<tr>
<td>7</td>
<td>Paragraph development: definition and classification</td>
</tr>
<tr>
<td>8</td>
<td>Paragraph development: definition and classification (peer correction)</td>
</tr>
<tr>
<td>9</td>
<td>Midterm test</td>
</tr>
<tr>
<td>10</td>
<td>Paragraph development: process</td>
</tr>
<tr>
<td>11</td>
<td>Paragraph development: process (peer correction)</td>
</tr>
<tr>
<td>12</td>
<td>Paragraph development: comparison and contrast</td>
</tr>
<tr>
<td>13</td>
<td>Paragraph development: comparison and contrast</td>
</tr>
<tr>
<td>14</td>
<td>Paragraph development: cause-and-effect</td>
</tr>
<tr>
<td>15</td>
<td>Paragraph development: cause-and-effect (peer correction)</td>
</tr>
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<td>16</td>
<td>Introduction to essay writing</td>
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<td>Final Test and students’ feedback</td>
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### Appendix 1.4: A Sample Schedule and Topic for Writing IV

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essence and structure for essay</td>
</tr>
<tr>
<td>2</td>
<td>Generating ideas for an essay</td>
</tr>
<tr>
<td>3</td>
<td>Thesis statement and introductory paragraph</td>
</tr>
<tr>
<td>4</td>
<td>Outlining an essay (peer correction)</td>
</tr>
<tr>
<td>5</td>
<td>Writing an introductory paragraph (peer correction)</td>
</tr>
<tr>
<td>6</td>
<td>Techniques of support: facts, examples, personal experience, and physical description</td>
</tr>
<tr>
<td>7</td>
<td>Techniques of support: facts, examples, personal experience and physical description</td>
</tr>
<tr>
<td>8</td>
<td>Mid Test</td>
</tr>
<tr>
<td>9</td>
<td>Methods of essay development</td>
</tr>
<tr>
<td>10</td>
<td>Developmental paragraph: comparison and contrast essay</td>
</tr>
<tr>
<td>11</td>
<td>Developmental paragraph (peer correction)</td>
</tr>
<tr>
<td>12</td>
<td>Developmental paragraph: Classification essay</td>
</tr>
<tr>
<td>13</td>
<td>Developmental paragraph: Process analysis essay</td>
</tr>
<tr>
<td>14</td>
<td>Developmental paragraph (peer correction)</td>
</tr>
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<td>15</td>
<td>Developmental paragraph (cause and effect analysis essay)</td>
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## Appendix 1.5: A Sample Schedule and Topic for Writing V

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<th>Session</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Sharing of writing experiences and socially constructing procedural knowledge of writing especially those related to the skills of paraphrasing</td>
</tr>
<tr>
<td>2</td>
<td>Sharing of writing experiences and socially constructing procedural knowledge of writing especially those related to the skills of quoting</td>
</tr>
<tr>
<td>3</td>
<td>Peer feedback and class discussion</td>
</tr>
<tr>
<td>4</td>
<td>Sharing of writing experiences and socially constructing procedural knowledge of writing especially those related to the skills of summarizing</td>
</tr>
<tr>
<td>5</td>
<td>Sharing of writing experiences and socially constructing procedural knowledge of writing especially those related to the skills of synthesizing</td>
</tr>
<tr>
<td>6</td>
<td>Peer feedback and class discussion</td>
</tr>
<tr>
<td>7</td>
<td>Model compositions followed up with exercises focusing on paraphrasing</td>
</tr>
<tr>
<td>8</td>
<td>Midterm Test</td>
</tr>
<tr>
<td>9</td>
<td>Model compositions followed up with exercises focusing on quoting</td>
</tr>
<tr>
<td>10</td>
<td>Model compositions followed up with exercises focusing on summarising</td>
</tr>
<tr>
<td>11</td>
<td>Peer feedback and class discussion</td>
</tr>
<tr>
<td>12</td>
<td>Model compositions followed up with exercises focusing on synthesizing</td>
</tr>
<tr>
<td>13</td>
<td>Peer feedback and class discussion</td>
</tr>
<tr>
<td>14</td>
<td>Writing an article synthesised from three different published articles (the topic will be negotiated with the students)</td>
</tr>
<tr>
<td>15</td>
<td>Writing an article synthesised from three different published articles (the topic will be student-chosen one)</td>
</tr>
<tr>
<td>16</td>
<td>Final test</td>
</tr>
</tbody>
</table>
Dear students who take the Course Writing V, the English Department, Indonesia University of Education.

You are invited to participate in the above research project, which is being conducted by Prof. Frances Christie; Dr. Kristina Love (supervisors) and Mrs. Emi Emilia (Ph. D student) of the Department of Language, Literacy and Arts Education, The University of Melbourne. This project will form part of Mrs Emi Emilia’s PhD thesis, and has been approved by the Human Research Ethics Committee.

The aim of this study is to investigate the effectiveness of a teaching program which attempts to synthesise classroom practices under the critical thinking movement, critical pedagogy, critical literacy and the genre-based approach in developing students’ writing as well as critical thinking skills. Should you agree to participate, you would be asked to take part in several activities. First we would ask you to complete a questionnaire prior to the writing lessons. This questionnaire would ask you to indicate your experiences in writing argumentative genre and your familiarity with the concept of critical thinking.

Second, we would ask you to sit a diagnostic writing task, in which you will be asked to write an argumentative text on any topic you like. This is aimed to obtain information about your familiarity with argumentative genres and your initial critical thinking capacity as reflected in your writing.

Third, following the diagnostic writing task, you will be asked to attend writing classes, for 100 minutes, twice a week for eight-ten weeks. During the undergoing of the teaching program, you will be asked to produce three pieces of a Discussion genre with different topics under the guidance of the researcher (Mrs. Emi Emilia). Your writing will be submitted for further analysis later. However, all your work will be given back to you.

Lastly, some of you will be involved in an individual as well as group interview for about 30 minutes. These interviews are aimed to gain a more detailed picture of what improvements could be made to make the teaching program more effective to help students develop their writing as well as their critical thinking skills. Interviews are also aimed to get your ideas on how you find your writing as well as critical thinking skills after you attend the program. With your permission, the interview will be tape-recorded so that we can ensure that we make an accurate record of what you say. When the tape has been transcribed, you will be provided with a copy of the transcript, so that you can verify that the information is correct and/or request deletions. We estimate that the time commitment required of you would not exceed 30 minutes.

We intend to protect your anonymity and the confidentiality of your responses to the fullest possible extent, within the limits of the law. Your name and contact details will be kept in a separate, password-protected computer file from any data that you supply. This will only be able to be linked to your responses by the researchers, for example, in order to know where
to send your interview transcript for checking. In the final report, you will be referred to by a pseudonym. We will remove any references to personal information that might allow someone to guess your identity; however, you should note that as the number of people we seek to interview is very small, it is possible that someone may still be able to identify you.

Once the thesis arising from this research has been completed, a brief summary of the findings will be available to you on application at the English Department of Indonesia University of Education. It is also possible that the results will be presented at academic conferences. The data will be kept securely in the Department of Language, Literacy and arts Education, Faculty of Education, The University of Melbourne, for five years from the date of publication, before being destroyed.

Please be advised that your participation in this study is completely voluntary. Should you wish to withdraw at any stage, or to withdraw any unprocessed data you have supplied, you are free to do so without prejudice. The researchers are not involved in the ethics application process. Your decision to participate or not, or to withdraw, will be completely independent of your dealings with the ethics committee, and we would like to assure you that it will have no effect on any applications for approval that you may submit.

If you would like to participate, please indicate that you have read and understood this information by signing the accompanying consent form and returning it in the envelope provided. The researchers will then contact you to arrange a mutually convenient time for you to fill out a questionnaire and sit a diagnostic writing task.

Should you require any further information, or have any concerns, please do not hesitate to contact either of the researchers;

Prof. Frances Christie on ph: 61.3. 8344 8799, or

Dr. Kristina Love on ph: 61.3. 83448372, or

Mrs. Emi Emilia on ph: 0816 603490.

Should you have any concerns about the conduct of the project, you are welcome to contact the Executive Officer, Human Research Ethics, The University of Melbourne, on ph: 8344 7507, or fax: 9347 6739.
APPENDIX 3: CONSENT FORM FOR PERSONS PARTICIPATING IN RESEARCH PROJECTS

The University Of Melbourne
School/Department of Language, Literacy and Arts Education

PROJECT TITLE: Teaching A Discussion Genre to Foster Students’ Critical Thinking

Name of participant: [Blank]
Name of investigator(s): Prof. Frances Christie; Dr. Kristina Love; Emi Emilia

1. I consent to participate in the project named above, the particulars of which - including details of the filling out of a questionnaire, sitting a diagnostic writing task, attending the writing lessons, and involving in interviews - have been explained to me. A written copy of the information has been given to me to keep.

2. I authorise the researcher or his or her assistant to use with me the research-related activities referred to under (1) above.

3. I acknowledge that:

   (a) The possible effects of the involvement in all research-related activities, such as the filling out of the questionnaire, sitting a diagnostic writing task, attending writing lessons and involving in interviews have been explained to me to my satisfaction;

   (b) I have been informed that I am free to withdraw from the project at any time without explanation or prejudice and to withdraw any unprocessed data previously supplied;

   (c) The project is for the purpose of research; and not for treatment;

   (d) I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements.

4. I have also been informed that some sessions of writing lessons will be videotaped, the interviews will be audio-taped, and copies of transcript will be returned to me for verification, copies of my writings will be returned, I will be referred to by pseudonyms or identified by name in any publications arising from the research. I have also been confirmed that my participation or non-participation in the research will have no effect on grades/assessment.

Signature __________________________ Date __________

(Participant)

Signature __________________________ Date __________

(Witness to consent)
APPENDIX 4: A HAND OUT GIVEN TO THE STUDENTS

A. Definitions of CT

The word *critical* derives from two Greek roots: “kriticos”, meaning discerning judgment, and “criterion” meaning standards (Paul et al, http://www.criticalthinking.org/schoolstudy.htm; see also Chaffee, 2000, p. 45 for the definition of the word *critical*). The word *critical*, Paul et al argue, is also characterized by careful analysis and judgment and by an attempt at objective judgment so as to determine both merits and faults. The word critical also means to question, to make sense of, to be able to analyse. It is by questioning, making sense of situations, and analysing issues that we examine our thinking and the thinking of others. The word *critical* is also related to the word *criticise*, which means to question and evaluate. Unfortunately, the ability to criticise is often used destructively, to tear down someone else’s thinking (Chaffee, 2000).

There are a lot of definitions of CT, as there are many theorists of CT. Some of the definitions are:

CT is a careful, deliberate determination of whether we should accept, reject, or suspend judgment about claim-and of the degree of confidence with which we accept or reject it (Moore and Parker, 1995, p. 4).

CT is based on articulately intellectual standards and hence is intrinsically subject to assessment by those standards. Criteria for the assessment of thinking in all domains are based on such general standards as: clarity, precision, accuracy, relevance, significance, fairness, logic, depth, and breadth, evidentiary support, probability predictive or explanatory power. … There is an intimate interrelation between knowledge and thinking (Paul, 2002, p. 3).

CT is a skillfull thinking that is conducive to good judgment because it is sensitive to context, relies on criteria, and is self correcting (Lipman, cited in Nosich, 2001, p. 46).

CT is always thinking about X, manifests itself in connection with some identifiable activity or subject area and never in isolation (McPeck, 1981, p. 13; see also McPeck, 1990, 1992).

B. Essential Components of CT

There are several essential CT notions, which are: arguments, the issue, reasons, facts and opinion (Moore & Parker, 1996, Reichenbach, 2001; Picciotto, 2000; Diestler, 2001; Toulmin, 1971; Toulmin et al, 1984).

**Arguments**

Argument is the heart of CT and to begin to think critically is to recognize arguments (Bowell & Kemp, 2002, p. 5). The concept of argument emphasised here is not associated with negative connotations, referring to “a kind of verbal battle or disagreement between two persons” (Kurfiss, 1988; Boylan, 1988; Diestler, 2001; Eemeren et al, 2002). Instead, it refers to:
the sequence of interlinked claims and reasons that, between them, establish the content and force of the position for which a particular speaker (or writer) is arguing (Toulmin, et al, 1984, p. 14).

The anatomy of Arguments, according to Toulmin, et al (1984; see also Nickerson, Perkins, & Smith, 1985, p. 290-294; Connor, 1996), consists of the following:

- **Claims**: assertions put forward publicly for general acceptance;

- **Grounds**: statements specifying particular facts about situation to support a given claim. Grounds may comprise experimental observations, matters of common knowledge, statistical data, personal testimony, previously established claims, or other comparable factual data;

- **Warrants**: justification of the data, providing further support for the claim, as the accuracy and appropriateness of data may be challenged;

- **Backings**: generalizations making explicit the body of experience relied on to establish the trustworthiness of the ways of arguing applied in any particular case;

- **Qualifiers (Modality)**: phrases that show the strength and limitations of the claim, and what kind and degree of reliance is to be placed on the claim, given the arguments available to support them. These are often construed by modality, such as necessarily, very likely, maybe, certainly, presumably, apparently, in all probability, so far as the evidence goes, plausibly, or so it seems (Modality will be discussed in SFG later);

- **Rebuttals**: the extraordinary or exceptional circumstances that might undermine the force of the supporting arguments.

Criteria to assess the soundness of arguments as proposed by Toulmin et al (1984; see also Connor & Lauer, 1988, p. 145-146)

**Claim**  
No specific problem stated and/or no consistent point of view. May have one sub claim. No solution offered, or if offered, not feasible, unoriginal, and inconsistent with claim. Specific explicitly stated problem. Somewhat consistent point of view. Relevant to the task. Has two or more sub claims that have been developed. Solution offered with some feasibility with major claim. Specific, explicitly stated problem with consistent point of view. Several well-developed sub claims, explicitly tied to the major claim. Highly relevant to the task. Solution offered that is feasible, original, and consistent with major claim.

**Data**  
Minimal use of data. Data of the “everyone knows” type, with little reliance on personal experience or authority. Not directly related to the major claim.
Some use of data with reliance on personal experience or authority. Some variety in use of data. Data generally related to the major claim. Extensive use of specific, well-developed data of a variety of types. Data explicitly connected to major problem.

**Warrant**
Minimal use of warrants. Warrants only minimally reliable and relevant to the case. Warrants may include logical fallacies. Some use of warrants. Though warrants allow the writer to make the bridge between data and claim, some distortion and informal fallacies are evident. Extensive use of warrants. Reliable and trustworthy allowing rater to accept the bridge from data to claim. Highly relevant. Evidence of some backing (Cited from Connor, 1996, p. 68).

**For example:**

Claim (score-2): Abortion is wrong.  
Data (Score-2): Right after conception constitutes life.  
- Abortion affects a whole community.  
- Those who argue that they have a right to their own bodies should realize God gave them those bodies.  
- Fetus’ right are ignored.  
- Fetus can’t talk, carry protest signs, or defend himself.

Warrants (Score-1): Abortion is a very serious issue.  
- Abortion is a crime  
- To abort a child is to kill part of God and part of the mother.  
- Fetus is innocent victim of modern cruelty.

Claim (Score-3): Underage drinking is a problem in our community.  
(Solutions: Parents should tell kids about alcohol. Schools should distribute information on alcoholism. Community needs AA group for teens).

Data (Score -3): I hear kids boasting about drinking on weekends.  
- Kids think parents are stupid for not noticing.  
- I’m teenage alcoholic.  
- I drank through junior high and high school.  
- As freshman in high school, I need whiskey to get out of bed.  
- I drank at school during lunch.  
- I had to drink to feel normal.  
- My grades and athletic performance lowered.  
- My PE teacher sent me to a counselor.  
- Counselor diagnosed me as alcoholic and put me on treatment plan.  
- After year of struggling, I’m myself.
Warrants (Score – 3): If only other teens knew the struggles of alcoholism, they wouldn’t boast about their drinking.
Worth efforts to help one person.
No good to cut alcohol off at source because kids will get it from somewhere.
Need to take action promptly in ways kids can understand.
(source: Connor & Lauer, 1988, p. 149-150).

The Topic

The topic is what a sentence, a paragraph, series of paragraphs, chapter, book, video, or speech is primarily about. In effect, it is the main or central subject to the communication. The topic might be a thing, event, person, or idea. Generally, it is express by a word or two or three, at most a phrase. You should not express it by a complete sentence, because by then, you are moving on to state some claim or thesis about the topic.
To find the topic, ask yourself “What is the author or speaker talking about?” Here are two clues:
Sometimes communication comes with titles
Locate the grammatical subject of either the first or the last sentence in the paragraph

The issue

The issue is the question that is being addressed (Diestler, 2001; Bowell & Kemp, 2002). In a text the issue is the main or primary question the author asks and then goes on to answer (Reichenbach, 2001; Bowell & Kemp, 2002). The issue is different from the topic. The issue should contain the topic, preferably (not always) as the subject of the question. Topics, are ideas or subjects and topics become issues when a question or controversy is introduced (Diestler, 2001).

Reasons

Reason is the central point of an argument (Toulmin et al, 1984). Reasons are the statements that provide support for claims or conclusions. Without reasons, we have no arguments; but we simply have an assertion, a statement of someone’s opinion (Diestler, 2001, p. 9).

In a text, several indicators for reasons can be realised in conjunctions, such as: because, since, and some other expressions, such as for one thing, for the reason that ... (Browney & Keeley, 1986; Reichenbach, 2001; see also the conjunction system in SFG, chapter 3, Section 3.3).

Fact and opinion

The capacity to differentiate fact and opinion is crucial for students to learn CT. A fact is defined as what actually happened, what is true (The glossary of CT.org/University/gloss/f-h.html). A fact is verifiable by empirical means, distinguished from interpretation, inference,
judgment, or conclusion, and considered as the raw data (Picciotto, 2000). A fact is also “the way things are, the way the world is and makes a statement true” (Reichenbach, 2001, p. 80). For example, the statement _The earth is the third planet from the sun_ is true, and _The earth is the fifth planet from the sun_ is false, because of the fact that the earth is the third planet from the sun (Reichenbach, 2001, p. 80)

An opinion, on the other hand, is something that may be believed to be true, but that is questionable or debatable (Picciotto, 2000). Opinions are our own beliefs about the world. Every idea we express or judgment we make communicates our opinions about the way things are (Reichenbach, 2001, p. 82).

**Intellectual standards of critical thinking (CT Standards)**

According to Nosich (2001), what critical thinkers do, when thinking is addres a question or problem, and then they think it through, using the elements of reasoning, and while they do this, they monitor their reasoning using the critical thinking standards. These intellectual standards, as English (2002) states, are regarded as a way of gauging how well critical thinking skills are performed.

There are several critical thinking standards that can be used by a critical thinker in monitoring their thoughts, which will be discussed below, mainly based on the work of Nosich (2001), _An Educator’s Guide to Critical Thinking Terms and Concepts_, 2001 (http://www.criticalthinking.org/University/gloss/f-h.html) and others.

**Clarity**

According to Nosich (2001), our thinking is clear when it is easily understood, when it is free from the likelihood of misunderstanding, when it is readily apparent what follows from it. There are two aspects to clearness or clarity. One is being clear in our own mind about what we mean; the other is expressing ourselves clearly so that the other person knows what we mean. Clarity, as the glossary of critical thinking states, is a fundamental perfection of thought, and clarification a fundamental aim in critical thinking (2001).

In relation to this clarity, Nosich (2001) and Vipond (1993) point out that clarity/clearness is context dependent, it should not be considered as a stable property of texts. “What is clear to you might not be clear to me, and what is clear in one context is not necessarily clear in another” (Vipond, 1993). Similarly, Reichenbach (2001) argues that “not everything we say or write is clear. We may believe it is clear because it is clear to us but others may not understand what we are saying or writing” (p. 108). Nosich (2001) sees that knowledge, familiarity, and expectations play important roles in determining what is clear on any given occasion for any given reader. He further states that there are three important aspects of context, which may cause us to adjust our standard of clarity in undertaking any course of study. These are:

_Audience_: To express ourselves clearly we need a clear idea of who our audience is. We must then choose our words appropriately.
Discipline or subject matter: Different disciplines use the standard of clarity in different ways.

Stage of thinking: If we are thinking critically, our understanding of important concepts becomes clearer over time. For example, how clear a concept is to us at the beginning of a course will be different from how clear it is to us at the end (Nosich, 2001, p. 120-121).

The importance of clarity in critical thinking has also been justified by Ennis & Norris (1992) & Moore & Parker (1995). In relation to clarity in argumentative writing, Moore & Parker suggest “… if our objective is to support our position, … then we will strive to write as clearly as possible” (1995, p. 29).

Accuracy

Following Aristotle, Nosich (2001, p. 122) gives one of the clearest definitions of the notion of truth. “To say what is that it is, or what is not that it is not, is true.” Nosich goes on to define accuracy in a similar way, “My thinking and my words are accurate when they describe the way things actually are.” (2001, p. 122). Related terms to accuracy are: “true”, “well-established”, “confirmed”, “corroborated”, “well-authenticated”, “and plausible”. As a critical thinking standard, the word “true” means simply that our words describe the way things are.

Importance, Relevance

In critical thinking, relevance, according to Nosich (2001) means relevant to a question at issue, with a purpose in mind and set in a particular context. It does not mean “relevant” in general. In writing or speaking, to focus on what is relevant we can ask a question: “How does this point relate to the topic at hand?”

Sufficiency

Our thinking about a question or issue is sufficient when we have reasoned it out thoroughly enough for the purpose at hand, when it is adequate for what is needed, when we have taken account of all necessary factors. Related terms to sufficiency are: adequacy, sufficiency, completeness, and comprehensiveness.

Depth & Breadth

Nosich (2001, p. 132) sees that our thinking about a question is deep enough when: we recognize that, in order to accomplish our purpose, we must look below the surface of the question or issue. (particularly at theories or explanations in a discipline); we identify the complexities that underlie it; we take adequate account of those complexities and underlying issues in addressing the question.

Similarly, our thinking is broad when we:
a) Recognize the need to look at other aspects, other perspectives, and other parallel problems;
b) identify them; and
c) take adequate account of them in reasoning through the question.

**Precision**

Our thinking is precise when we have been as specific and detailed as needed to reason through an issue. Related terms to precise are: exact, specific, detailed, and focused. According to Nosich (2001), precision and clarity are related, but they capture different ideas. For example, the sentence *the infant is running a temperature* is clear. But the sentence *the infant is running a temperature of 39°C degrees* is both clear and precise. However, Nosich further states, precision is not related to accuracy. A lie can be entirely precise; a true statement can lack precision.

In relation to the critical thinking standards above, Paul (1994), cited in English (2002) states that in an educational environment, precision and clarity constitute the criteria to measure students’ overall quality of their use of critical thinking skills. Intellectual standards, according to English (2002) seem vital as education develops standards for student performance in critical thinking skills.

Note: Precision and clarity are related, as can be seen in the following example:

“There is a great deal of violence on TV, even on children’s program” (Clear)

“In 1993, U.S. network programs offered about 3 violent acts per hour during prime time, and 18 per hour during children’s Saturday morning programs” (Both clear and precise)

Precision and accuracy are not related, as suggested by Nosich (2001, p. 136) that “A lie can be entirely precise; a true statement can lack precision. We can’t infer that the statement is accurate from the fact that it is precise” (Nosich, 2001, p. 136)

**Questions to Test CT Standards:**

Below are questions that can be used to probe each standard of critical thinking.

**Clarity:**
Is the idea easily understood?
Is the information free from confusion or ambiguity or vagueness?
Are concrete and specific examples given?

**Accuracy:**
Is the information free from errors, mistakes, or distortion?
Does information have conformity with fact or truth?
Do the words describe the way things actually are?
Relevance:
Does the thinking focus on what is important?
How does the point relate to the topic at hand?

Precision:
Is the thinking precise?
Is the reasoning detailed enough? (Nosich, 2001).

Brief Notes Related to CT:

When you are thinking critically, what you think makes sense, and you can give good reasons to back up your ideas. It is not enough to take a position on an issue or make a claim; we have to back up our views with other information that we feel support our position. In other words, there is an important distinction as well as relationship between what you believe and why you believe it (Chaffee, 2000).
Knowledge plays a very significant role in critical thinking. Without knowledge, Reichenbach (2001, p. 30) argues, critical thinking is like a carpenter without wood: We have nothing with which to work. To acquire knowledge of what is communicated, you must identify the topic the writer or speaker is discussing, what the writer or speaker takes to be the issue or problem with respect to that topic, what position the author or speaker takes on the issue, and finally, where appropriate, the main points the author or speaker uses to support or develop the position he or she takes on the issue.

C. CT Skills

According to Lipman (2003, p. 178-186), there are four skill areas of CT relevant to educational purposes, including: inquiry processes (self-correcting practices), reasoning processes, information organizing and translation (see also Lipman, 1991).

Meanwhile, Browne, Haas, and Keeley, S. (1978, January) identify several CT skills that should be emphasized in college. These are, among others:

1. "Identifying a controversy and conclusions,
2. Identifying major arguments pertaining to the controversy,
3. Identifying and analyzing implicit premises according to their level of abstraction,
4. Recognizing language difficulties (e.g., ambiguity, vagueness),
5. Evaluating the validity of individual arguments and truth of individual premises,
6. Formulating a conclusion from premises based on number 5,
7. Recognizing alternative inferences that could be drawn from premises supporting the conclusion, and
8. Suggesting a rudimentary technique for verifying these alternative inferences.

D. Dispositions and Abilities Involved in CT

There are a lot of dispositions and abilities involved in CT. Some dispositions and abilities involved in CT which will be emphasised in this study are those closely related to the
process of reading and writing (a Discussion genre) and can be enhanced through the
process of discussion and collaboration in classroom activities. The dispositions and
abilities, adapted from Ennis (1987, p. 12-15); Nickerson (1987); Zechmeister & Johnson
(1992, p. 6-7) are as follows:

**Dispositions:**
- seek a clear statement of the thesis or question;
- seek reasons;
- try to be well informed;
- use and mention credible sources;
- try to remain relevant to the main point;
- be open minded:
  (i) consider seriously other points of view than one’s own;
  (ii) withhold judgment when the evidence and reasons are insufficient
- take a position (and change a position) when the evidence and reasons are sufficient to do so;
seek as much precision as the subject permits;
be sensitive to the feelings, level of knowledge, and degree of sophistication of others.

Other dispositions typical of a critical thinker, according to Zechmeister & Johnson (1992, p. 6-7) are among others:

- Objectivity: using objective factors to make decisions and avoiding being influenced by emotional or subjective factors (see Langrehr, 1994);
- Intellectual honesty: accepting statements as true even when they don’t agree with one’s own position;
- Being systematic: following a line of reasoning consistently to a conclusion;
- Respect for other viewpoints: willingness to admit that he/she is wrong and that others may be right.

**Abilities:**
- Focusing on a question;
- Analysing arguments
  identifying conclusions;
  identifying stated reasons;
  identifying unstated reasons;
- asking and answering questions of clarification and/or challenge, for example:
  (i) why?
  (ii) what is your main point
  (iii) what do you mean by...?
  (iv) What are the facts?
  (v) Would you say some more about this?
- Judging the credibility of source;
- Identifying assumptions;
- Deciding on an action;
  (i) formulate alternative solutions
(ii) tentatively decide what to do
- interacting with others
(i) employing and reacting to fallacy labels (see fallacy in reasoning below)
(ii) logical strategies
(iii) rhetorical strategies
(iv) argumentation: presenting a position, oral or written.

E. Activities that Make up CT (Adapted from Chaffee, 2000; Chapters 2 & 6 Chaffee et al, 2002, Chapters 2 & 5)

Corresponding to dispositions and abilities above, there are several activities that make up CT, and according to Chaffee (2000, p. 44; Chaffee, et al, 2002), they are:

- *Thinking actively*: actively using intelligence, knowledge, and abilities to deal effectively with life’s situation, through integrating new information with existing knowledge framework (Chaffee, 2000, p. 51).

When you think actively, you are:
- Getting involved in potentially useful projects and activities instead of remaining disengaged.
- Taking initiative in making decisions on your own instead of waiting passively to be told what to think or do.
- Following through on your commitments instead of giving up when you encounter difficulties.
- Taking responsibilities for the consequences of your decisions rather than unjustifiably blaming others or events beyond your control.

**Exercise**

Listed here are some of the activities that may influence you to think actively or passively. Place an *A* next to those items you believe in general influence you to think actively, and a *P* next to those you consider to be generally passive influences.

<table>
<thead>
<tr>
<th>Activities</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books</td>
<td>Family members</td>
</tr>
<tr>
<td>Writing</td>
<td>Friends</td>
</tr>
<tr>
<td>Watching television</td>
<td>Employers</td>
</tr>
<tr>
<td>Dancing</td>
<td>Advertisers</td>
</tr>
<tr>
<td>Drawing/ Painting</td>
<td>School/College teachers</td>
</tr>
<tr>
<td>Playing video games</td>
<td>Religious leaders</td>
</tr>
</tbody>
</table>
Playing sports

Listening to music

• Carefully exploring situations with questions: actively using thinking abilities to attack problems, to meet challenges, and to analyse issues. Questions can be categorized into: fact, interpretation, analysis, synthesis, evaluation, and application (see Chaffee, 2000, p. 53-55).

An important dimension of thinking actively is carefully exploring the situations in which you are involved with relevant questions. In fact the ability to ask appropriate questions is one of the most powerful thinking tools you possess, although many people do not make full use of it. Active learners explore the learning situations they are involved in with questions that enable them to understand the material or task at hand, and then integrate his new understanding into their knowledge framework.

Questions can be categorized into six, including:

Questions of fact: seek to determine the basic information of a situation: who, what, when, where, how. These questions seek information that is relatively straightforward and objective.

Who, what when, where, how ………………………………………
Describe ………………………………………………………………

Questions of interpretation: seek to select and organize facts and ideas, discovering the relationship between them. Examples of such relationships include:

Chronological relationships: Relating things in time sequence
Process relationships: relating aspects of growth, development, or change.
Comparison/contrast relationship: relating things in terms of their similar /different features.
Causal relationship: relating events in terms of the way some events are responsible for bringing about other events.

Retell ….. in your own words.
What is the main idea of ….?
What is the time sequence relating the following events: ……..?
What are the steps in the process of growth or development in …
How would you compare and contrast …… and ……?
What was the cause of ….? The effect of ……?

Questions of analysis: seek to separate an entire process or situations into its component parts and to understand the relation of these parts to the whole. These questions attempt to classify various elements, outline component structures, articulate various possibilities, and clarify the reasoning being presented.
Questions of synthesis: have as their goal combining ideas from a new whole or come to a conclusion, making inferences about future events, creating solutions, and designing plans of action.

What would you predict/ infer from?
What ideas can you add to …?
How would you create/design a new …?
What might happen if you combine … with …?
What solutions/decisions would you suggest for …?

Questions for evaluation: the aims of evaluation questions are to help us make informed judgments and decisions by determining the relative value, truth, or reliability of things. The process of evaluation involves identifying the criteria of standards we are using and then determining to what extent the things in common meet those standards.

How would you evaluate …. And what standards would you use?
Do you agree with ….? Why or why not?
How would you decide about ….?
What criteria would you use to assess ….?

Questions of application: The aim of application questions is to help us take the knowledge or concepts we have gained in one situation and apply them to other situations.
How would you apply this rule/ principle to ….?

Note: Thinking independently: thinking for ourselves, involving balancing our view of things against those of others, integrating ourselves into our social structure, without sacrificing our independence or personal autonomy. Becoming a critical thinker transform you in positive ways by enabling you to develop your own well-reasoned viewpoints and to make informed choices.

Answer the following questions, based on what you believe to be true.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the earth flat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Is there a God?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is abortion wrong?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Should men be the breadwinners and women the homemakers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To evaluate the strengths and accuracy of the reasons and evidence you identified to support your beliefs on the five issues by addressing the following questions:

Authorities: Are the authorities knowledgeable in this area? Are they reliable? Have they ever given inaccurate information? Do other authorities disagree with them?

References: What are the credentials of the authors? Are there other authors who disagree with their opinions? On what reasons and evidence do the authors base their opinions?

Factual evidence: What are the source and foundation of the evidence? Can the evidence be interpreted differently? Does the evidence support the conclusions?

Personal experience: What were the circumstances under which the experiences took place? Were distortions or mistakes in perception possible? Have other people had either similar or conflicting experiences? Are there other explanations for the experience?

- Viewing situations from different perspectives: a willingness to listen to and examine carefully other views and new ideas; an awareness that in addition to one’s own point, there may be other viewpoints that are equally important and need to be taken into consideration if he/she wants to develop a more complete understanding; “a willingness to learn from others, often from the voices he/she dislikes” (Askeland http://www3.wittenberg.edu/laskeland/critical_thinking.htm).

Although it is important to think for yourself, others may have good ideas from which you can learn and benefit. A critical thinker is a person who is willing to listen and to examine carefully other views and new ideas.

As children, we understand the world from only our point of view. As we grow, we come into contact with people who have different viewpoints and begin to realize that our viewpoints is often inadequate, we are frequently mistaken, and our perspective is only one of many. If we are going to learn and develop, we must try to understand and appreciate viewpoints of others.

Being open to new ideas and viewpoints means being flexible enough to change or modify your ideas in the light of new information or better insight. Each of us has a tendency to cling to the beliefs we have been brought up with and the conclusions we have arrived at. If we are going to continue to grow and develop as thinkers, however, we have to be willing to change or modify our beliefs when evidence suggests that we should.

Example:

Imagine that you have been brought up with certain views concerning an ethnic group in Indonesia, say, Sundanese, Balinese, Javanese or Batakese. As you mature and your experience increases, you may find that the evidence of your experience conflicts with the views you have been raised with. As critical thinkers, we have to be open to receiving this new evidence and flexible enough to change and modify our ideas on the basis of it.
In contrast to open and flexible thinking, uncritical thinking tends to be one-sided and close-minded. People who think this way are convinced that they alone see things as they really are and that everyone who disagrees with him is wrong. The words we use to describe this type of person include “dogmatic”, “subjective” and “egocentric”. It is very difficult for such people to step outside their own viewpoints in order to see things from other people’s perspectives. Part of being an educated person is being able to think in an open-minded and flexible way.

**Activities: Work in pairs**

Consider the following situation:

Imagine that you have been employed at a new job for the past six months. Although you enjoy the challenge of your responsibilities and you are performing well, you find that you simply cannot complete all your work during office hours. To keep up, you have to work late, take work home, and even occasionally work on weekends. When you explain this to your employer, he/she says that although he/she is sorry that the job interferes with your personal life, it has to be done. He/she suggests that you view these sacrifices as an investment in your future and that you should try to work more efficiently. She/he reminds you that there are many people who would be happy to have your position.

1. Describe this situation from your employer’s standpoint, identifying reasons that might support her views.

Describe some different approaches that you and your employer might take to help resolve this situation.

Note: Considering other points of view is very important especially when we are making an argument. People do not argue about things on which they agree, nor do they agree about concepts that are accepted as facts. For example, it’s not likely that an argument would arise over the relative lengths of a meter and a yard. Arguments develop because people have different opinions about issues.

“You should not ignore opposing points of view when you are making an argument. Sometimes, people will ignore other ideas and present one-sided cases—as in most advertisements, sermons, many political statements, and attempts to pushing proposals through. But in reasoned arguments, you should address varying ideas in order to demonstrate your grasp of the issue and also to try to achieve mutual understanding and, if possible, consensus or agreement”

**Supporting diverse perspectives with reasons and evidence:** to take a position on an issue and make a claim, we have to back up our views with other information that support our position. To make sense of an issue, we should attempt to identify not just the reasons that support our view, but also the reasons that support other views.
When you are thinking critically, what you think makes sense, and you can five good reasons to back up your ideas. It is not enough simply to take a position or make a claim, we have to back up our views with other information that we feel support our position. In other words, there is an important distinction as well as relationship between what you believe and why you believe it.

Consider the issue of whether UPI (Indonesia University of Education) should become a BHMN (autonomous university).

**Issue:**

| UPI should not become a BHMN (an autonomous university) | UPI should become a BHMN (an autonomous university) |

**Supporting reasons:**

- *Discussing ideas in an organised way:* Critical thinking often takes place in a social context, not in isolation (Chaffee, 2000) and therefore exchanging ideas in the process of “take and give” (Chaffee, 2000, p. ) is important to develop knowledge, understanding and judgment about the matter. Regarding this, McPeck maintains:

Not only do discussion and argument enable students to understand the disciplines more deeply, in an epistemological sense, but they enable students to partake in autonomous discourse about these things. It helps to provide those characteristics in students, which we all agree, are desirable: those characteristics, which many people regard as tantamount to critical thinking (McPeck, 1990, p. 50).

When we discuss, we have to do the following:

- **Listening Carefully**

Review dialogue B and notice how each person in the discussion listens carefully to what the other is saying and then tries to comment directly on what has just been said. When you are working hard at listening to others, you are trying to understand the point they are making and the reasons for it. This enables you to imagine yourself in their position and see things as they see them. Listening in this way often brings new ideas and different ways of viewing the situation to your attention that might never have occurred to you. An effective dialogue in this sense is like a game of tennis-you hit the ball to me, I return the ball back to you, you return my return, and so on. The ball the discussant keeps hitting back and forth is the subject they are gradually analyzing and exploring.
• **Supporting Views with Reasons and Evidence**

Critical thinkers support their points of view with evidence and reasons and also develop an in-depth understanding of the evidence and reasons that support other viewpoints. Review Dialogue B and identify some of the reasons used by participants to support their points of view.

• **Responding to the Points Being Made**

When people engage in effective dialogue, they listen carefully to the people speaking and then respond directly to the points being made instead of simply trying to make their own points. Examine the second dialogue and notice how each person keeps responding to what the other is saying, creating an ongoing, interactive discussion.

• **Asking Questions**

Asking question is one of the driving forces in your discussions with others. You can explore a subject first by raising important questions and then trying to answer them together. This questioning process gradually reveals the various reasons and evidence that support each of the different viewpoints involved. Identify some key questions imposed in dialogue B.

• **Increasing Understanding**

When we discuss subjects with others, we often begin by disagreeing with them. In fact, this is one of the chief reasons that we have discussions. In an effective discussion, however, our main purpose should be to develop our understanding—not to prove ourselves right at any cost. If we are determined to prove that we are right, then we are likely not to be open to the ideas of others and to viewpoints that differ from our own. Unfortunately, our conversations with other people about important topics are too often not productive exchanges. They often degenerate into name-calling, shouting matches, or worse.

Read the dialogues 1 and 2 in pairs. What do you think are the people in dialogue 1 and 2 doing? Are people in dialogue A discussing their views or simply expressing them? Consider the following dialogues and examine the dynamics of the dialogues, whether the two people here are really:

Listening to each other;
Supporting their views with reasons and evidence;
Responding to the points being made;
Asking and trying to answer important questions;
Trying to increase their understanding rather than simply winning the argument.
DIALOGUE 1 (taken from Chaffee, 2000, p. 69-70)

**Person A**: I have a friend who just found out that she is pregnant and is trying to decide whether she should have an abortion or have the baby. What do you think?

**Person B**: Well, I think that having an abortion is murder. Your friend doesn’t want to be a murderer, does she?

**Person A**: How can you call her a murderer? An abortion is a medical operation.

**Person B**: Abortion is murder. It’s killing another human being, and your friend doesn’t have the right to do that.

**Person A**: Well, you don’t have the right to tell her what to do—it’s her body and her decision. Nobody should be forced to have a child that is not wanted.

**Person B**: Nobody has the right to commit murder—that’s the law.

**Person A**: But abortion isn’t a murder.

**Person B**: Yes, it is

**Person A**: No, it isn’t

**Person B**: Good-bye! I can’t talk to anyone who defends murder.

**Person A**: And I can’t talk to anyone who tries to tell other people how to run their lives.

DIALOGUE 2 (Chaffee, 2000, p. 70-71)

**Person A**: I have a friend who just found out that she’s pregnant and is trying to decide whether she should have an abortion or have the baby. What do you think?

**Person B**: Well, I think that having an abortion is murder. Your friend doesn’t want to be a murderer, does she?

**Person A**: Of course she doesn’t want to be a murderer! But why do you believe that having an abortion is the same thing as murder?

**Person B**: Because murder is when we kill another human being, and when you have an abortion, you are killing another human being.

**Person A**: But is a fetus a human being yet? It certainly is when it is born. But what about before it’s born, while it’s still in the mother’s womb? It is a person then?
**Person B:** I think it is. Simply because the fetus hasn’t been born doesn’t mean that it isn’t a person. Remember sometimes babies are born prematurely, in their eighth or seventh month of development. And they go on to have happy and useful lives.

**Person A:** I can see why you think that a fetus in the last stages of development—the seventh, the eighth, or ninth month—is a person. After all, it can survive outside the womb with special help at the hospital. But what about at the beginning of development? Human life begins when an egg is fertilised by a sperm. Do you believe that the fertilised egg is a person?

**Person B:** Let me think about that for a minute. No, I don’t think that fertilised egg is a person, although many people do. I think that a fertilised egg has the potential to become a person – but it isn’t a person yet.

**Person A:** Then at what point in its development do you think a fetus does become a person?

**Person B:** That’s a good question, one that I haven’t really thought about. I guess you could say that a fetus becomes a person when it begins to look like a person, with a head, hands, feet, and so on. Or you might say that a fetus becomes a person when all of its organs are formed—liver, kidneys, lungs, and so on. Or you might say that it becomes a person when its heart begins to start beating or when its brain is fully developed. Or you might say that its life begins when it can survive outside the mother. I guess determining when the fetus becomes a person all depends on the standard that you use.

**Person A:** I see what you are saying! Since the development of human life is a continuous process that begins with a fertilised egg and ends with a baby, deciding when a fetus becomes a person depends on at what point in the process of development you decide to draw the line. But how do you decide to draw the line?

**Person B:** That’s a good place to begin another discussion. But right now I have to leave for class. See you later.

**Notes:**

When we discuss, we have to listen to each other.

When we discuss, we keep asking—and trying to answer—important questions.

When we discuss, our main purpose is to develop a further understanding of the subject, we are discussing, not to prove that we are right and the other person is wrong.

**F. Fallacies in Reasoning**

In addition to those features that foster CT, there are some fallacies, which should be avoided and recognized in learning to think, particularly in reading or writing a text. Adapted from the work of Kahane (1984); Kurfiss (1988); Boylan (1988); Fulkerson (1996); Toulimin et al (1984); Thomas (1986); McPeck (1981), Diestler (2001), Picciotto (2000), the fallacies can be classified into, among others:
- **Provincialism**: The tendency to accept or reject ideas on the basis of experience in one’s own group or society;
- **Ad hominem** (the genetic fallacy): An attack on a person’s credibility or character rather than on the arguments presented;
- **False dilemma (false alternatives)**, to use Thomas’ (1986) term: Erroneously reducing the number of possible choices on an issue;
- **Hasty conclusion or generalisation**: Drawing conclusions from too little evidence or from unrepresentative samples;
- **Begging the questions, circularity**: Endorsing without proof of some form of the very question at issue;
- **Irrelevant reasons/causes**: The reasons given in support of a conclusion are irrelevant to the truth or falsity of the conclusion.
- **A classic case of faulty analogy**: Comparing one situation or idea to another and disregard significant differences that make this comparison invalid.

**G. Some advice regarding critical thinking in writing (adapted from Chaffee, 2000; Chaffee et al, 2002)**

A common piece of advice to writers is “Don’t tell your readers; show them.” Good writers show by providing specific details and relevant examples, often searching through specificity to find what is needed. For example:

**Telling**: Michael Jordan is a great basketball player.

**Showing**:

During the 1995-1996 seasons, Michael Jordan led the NBA with a scoring average of 30.4 points per game.

That same season, he ranked second on the Bulls for rebounding and assists.

He was chosen for NBA All stars Team in his first nine seasons.

He has won four league MVP awards and two Olympic gold medals.

Telling: My brother is an easygoing person

Showing: My brother lets me borrow his car whenever I want.

- When I had an accident while driving his car, all he said was, “That’s why we have insurance.”

When writing, a critical thinker will also avoid: **stereotypes (general perceptions)**. A critical thinker will try to avoid expressing a belief about an entire group of people without recognising individual differences among members of the group.

Consider the following perceptions:
Women are very emotional.
Politicians are corrupt.
Teenagers are wild and irresponsible.
People who are good athletes are usually poor students.
Men are thoughtless and insensitive.

Vague language (a vague word is a word that lacks a clear and distinct meaning).
Consider the following sentences:

1. I had a nice time yesterday.
2. That is an interesting book.
3. She is an old person

Give specific definitions for the following words in italics by filling in the blanks.

1. A middle-aged person is one who is ......years old.
2. A tall person is one who is over ...
3. It’s cold outside when the temperature is ... degrees.
4. A person is wealthy when she or he is worth ... dollars.

Virtually we use vague language extensively in our day-to-day conversations. In many cases, it is natural that our immediate reaction to an experience would be fairly general. (That’s nice, She is interesting, etc. If we are truly concerned with sharp thinking and meaningful communication, we should follow up these initial general reactions with a more precise clarification of what we really mean.

1. I think that she is a nice person because ....
2. I think that she is a good teacher because ...
3. I think that this is an interesting class because ...

Vagueness is always a matter of degree. In fact we can think of our descriptive and informative use of language as falling between somewhere on a scale between extreme generality and extreme specificity. For example, the following statements move from general to specific.

General
She is really smart.
She does well in school.
She gets straight As
She got an A in physics.

Specific

Examine the following response to the assignment “Describe what you think about the school you are attending.” Circle the vague words.
I really like it a lot. It’s a very good school. The people are nice and the teachers are interesting. There are a lot of different things to do, and students have a good time doing them. Some of the courses are pretty hard, but if you study enough, you should do all right.

Notice how general the passage is. The writer says, for example, that “the people are nice,” but gives no concrete and specific descriptions of why she thinks the people are nice. The writer would have been more specific if she had used statements such as the following:

Everyone says hello.
The students introduced themselves to me in class.
I always feel welcome in the students lounge.
The teacher takes a special interest in each student.

_Ambiguous language_

Ambiguity is another obstacle that can interfere with the clear expression of our thoughts and feelings.

An ambiguous word is “A word with more than one meaning that is open to different interpretations.”

Give at least two meanings for the following potentially ambiguous words:

Exercise    critical    major    bar    cool

Think of two meanings for each of the following sentences.
He fed her dog biscuits.
The duck is ready to eat.
Flying planes can be dangerous.
The shooting of the hunters disturbed him.

_References_


APPENDIX 5: QUESTIONNAIRE DISTRIBUTED PRIOR TO THE TEACHING PROGRAM

1. Name:
2. When did you start learning English?
3. Where have you learned English?
   (Please mention if you take any private English courses)
4. Do you enjoy writing in English?
5. Do you often write in English? How often?
6. What type of writing do you often write?
7. Do you have experiences in writing argumentative genre?
   If yes, what do you think about argumentative genre? Easy or difficult?
8. When you write, do you take context into account? (such as the purpose of the writing, the stages of the writing to meet the purpose of the writing, the audience, the topic)
9. Do you find any difficulties when writing in English?
   If yes, mention the difficulties you have encountered.
10. Have you heard about the term “critical thinking”? If yes, please answer the questions 11-16.
11. When did you first hear “critical thinking”? And where?
12. Have you learned critical thinking and critical reading in subjects you have enrolled so far?
13. If you have, could you explain what critical thinking and critical reading are.
14. Have you heard critical thinking related-terms (a-f) below? If yes, please provide a brief explanation about those terms.
   a. “clarity”:
   b. “accuracy”:
   c. “precision”:
   d. “relevance”:
   e. “argument”:
   f. “facts and opinions”
15. When you read a text, specifically an argumentative text, can you identify all the above concepts?
16. Have you ever learned to apply the above concepts (in question 14) in writing?
17. Have you ever learned to analyse arguments?
18. Have you ever heard the terms “claim”, “data” and “warrant” in arguments?
   If yes, please explain briefly.
19. When you read an argumentative writing, can you identify:
   a. the claim or statement;
   b. stated reasons; and
   c. conclusions of the writing?
20. Please mention your expectations from attending this course.
APPENDIX 6: LESSON PLAN FOR THE TEACHING PROGRAM

A. Course Description

This program will try to implement a teaching technique, which tries to integrate classroom practices under the traditions of the critical thinking movement, critical literacy, critical pedagogy and the genre-based approach. This program is intended to familiarize students with the concept and aspects related to critical thinking. Over the course of the program, students will be facilitated with activities that make up critical thinking which will allow them to, say, see an issue from different perspectives, support ideas with evidence, discussing ideas in an organizing way. Students will also be facilitated with activities that enable them to have critical perspectives on texts and the realities around texts. This program is also aimed to equip students with knowledge and skills in writing, specifically writing a discussion genre in which they can apply their knowledge and skills in critical thinking and critical perspectives on texts and realities. As a terminal goal, the program tries to enable learners to write a discussion genre, both jointly and individually, in which all their critical thinking skills and activities that make up critical thinking, their critical perspectives on texts and the realities around texts can be exercised. Over the course of the program, some classroom practices as suggested by critical pedagogy will also be employed, aiming at slowly making possible the potential changes, which reflect a shift toward critical pedagogy.

B. Objectives

At the end of this program, students are expected to:

- Have critical thinking skills, which can be applied in reading and writing text, and later in their daily life, regarding both academic and nonacademic matters.
- Assess the soundness of arguments based on the critical thinking standards learnt in this program.
- Have critical perspectives on text and the realities around the text, which will later on facilitate them to the access of being agents of changes into equalities and justices, specifically in campus level, and generally in the society, which has been experiencing a long multidimensional crisis.
- Describe why the debate of an issue discussed in the program has emerged.
- Discuss arguments for and against the topics discussed from various perspectives.
- Synthesize information on the issues treated in a number of articles on the topics discussed in the program.
- Grasp knowledge of systemic functional grammar, particularly aspects related to a discussion genre, such as conjunction, types of process and participants.
- Write and use the Discussion genre effectively.

In relation to the learning of a Discussion genre in English, which is the participants’ foreign language, like other programs under the genre-based approach, as exemplified by Smith et al (1995), over the course of the program students are expected to:

- Learn through English, which includes to:
  1. develop their awareness of the need to evaluate carefully issues presented, the need to consider different points of view before reaching a conclusion;
  2. develop understanding of the fact that what we say or write reflects our beliefs on the issue discussed.
- Learn to use English, among others, to:
  1. develop their ability to listen to, read and discuss a variety of issues treated in various texts;
  2. develop their ability to identify and evaluate knowledge and information from different viewpoints as well as from their own;
  3. demonstrate the developing ability to identify and use schematic structure of a written Discussion text;
4. demonstrate the developing ability to present balanced arguments for and against an issue, using appropriate and sufficient reasons and evidence;
5. demonstrate the ability to write a Discussion genre which follows the correct schematic structure.

- Learn about English
1. demonstrate understanding of linguistic features of a discussion genre, such as conjunctions, processes, tense and participants commonly used in a Discussion genre.

C. Planned schedule for the program

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic and activities</th>
<th>Students’ activities</th>
</tr>
</thead>
</table>
| 1       | **Topic: Introduction to critical thinking**, including the definitions of critical thinking and activities that make up critical thinking.  
Activities:  
- Ask students about their familiarity and understanding of the concept of critical thinking.  
- Introduce the concept of critical thinking and activities that make up critical thinking, based on the illustration given by Chaffee (2000).  
- Relate activities that make up critical thinking with the realities around the class or the society.                                                                 | - Express their knowledge about critical thinking.  
- Listen to the teacher’s explanation.  
- Do exercises related to activities that make up critical thinking                                                                                                                                                                  |
| 2       | **Topic: Essential notions of critical thinking**, including arguments, reasons, facts and opinions, thinking skills, critical thinking standards, assessing the soundness of arguments.  
Activities:  
- Introduce essential aspects of critical thinking.  
- Provide exercises on aspects related to critical thinking, such as critical thinking standards and the soundness of arguments.                                                                                   | - Listen to the teacher’s explanation.  
- Read and discuss the material given on essential aspects of critical thinking.  
- In pairs/groups do exercises on critical essential aspects of thinking.                                                                                                                                                           |
| 3       | **Topic: Critical thinking and argumentative writing**  
Activities:  
- Discuss how critical thinking can be promoted through argumentative writing referring to what students have learnt about essential aspects of critical thinking.  
- Present students with some tips on what to avoid when writing an argumentative essay.                                                                                                                     | Discuss the material given and do exercises related to how critical thinking can be applied in writing.                                                                                                                                 |
| 4       | **Topic: Introduction to argumentative text and critical literacy**  
Activities:  
- Discuss an argumentative text  
- Discuss the importance of the skills of writing argumentative texts.  
- Demonstrate that what a writer says/writes reflects his/her belief in an issue, although sometimes the writer does not explicitly state it.  
- Interrogate the text based on the suggestion from critical literacy and the genre-based approach  
- Present students with two texts presenting opposing arguments on the same issue.  
- Introduce a text type which enables learner to discuss both for and against arguments, and to reading, identifying and analyzing the text and answering the questions suggested by critical literacy and critical thinking.  
Discuss and give comments on the texts. From critical literacy and critical thinking perspectives.                                                                                                      | Reading, identifying and analyzing the text and answering the questions suggested by critical literacy and critical thinking.  
Discuss and give comments on the texts. From critical literacy and critical thinking perspectives.                                                                                                                                  |
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<th></th>
<th>Topic</th>
<th>Activities</th>
<th></th>
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</table>
| 5. | **Introduction to the genre-based approach, the concept of genre.**  | **Activities:**  
- Discuss the term genre  
- Describe the stages of the genre-based approach that students will go through.  
- Introduction to SFL and SFG | **Listen to the teacher’s explanation about genre and the genre-based approach.** |
| 6. | **SFG (Continued)**                                                   | **Activities:**  
- Discuss in brief Systemic Functional Grammar by relating them to traditional grammar that students have understood. | **Listen to teacher’s explanation and do some exercises related to functional grammar.** |
| 7. | **Introduction to the issue on the Miss Universe Contest (Building knowledge of the field)**  
The Miss Universe Contest.  
Activities:  
- Ask students about their familiarity with the topic.  
- Discuss why the Miss Universe Contest has become a heated debate in Indonesia.  
- Presents students with a variety of texts related to the Miss Universe Contest, from various perspectives.  
- List questions of things that students need to find out from the texts, e.g. What are the benefits of sending an envoy to the Miss Universe, as can be seen in the cases of other countries? What aspects of the contest that make people, especially Indonesian people argue for and against it? What do people say about the contest from economic, social cultural, religious points of view? Encourage students to find out other resources about the Miss Universe to promote their background knowledge. | **Put forward their knowledge and opinion about the Miss Universe contest.  
Read at home all the texts and synthesise the information the obtain from the text, using the guiding questions given.** |
| 8. | **Building knowledge of the field (continued)**  
- Discuss what people say (based on the texts) about the Miss Universe Contest.  
- List arguments for and against the Miss Universe Contest.  
- List the reasons why the Indonesian government does not allow Miss Indonesia to participate in the contest.  
- Discuss and interrogate several texts based on the suggestion from critical literacy and critical thinking.  
- Relate what students understand from the text with social practices in Indonesia.  
- Compare two texts on the same issue. | **- Discuss what students know about the miss universe.  
- Ask questions related to the text.  
- In pairs/groups list arguments for and against the Miss Universe Contest.  
- List supporting evidence for each argument.  
- Answer the question suggested by critical literacy, and critical thinking, regarding various texts.  
- Do exercises given regarding the comparison of the text.** |
| 9. | **Introduction to a Discussion genre (Modeling)**                     | **Listen to the teacher’s explanation.**                                   |   |
| 10. | **Joint Construction**  
**Activities:**  
- Brainstorm arguments for and against the Miss Universe Contest.  
- Make an outline  
- Conference between teacher and students | Identify the schematic structure and linguistic feature of a discussion genre.  
Answer questions.  
Work in groups with jumbled texts.  
Students in pairs did exercises determining whether a piece of language is a text or non-text, by seeing the property of texture, namely coherence and cohesion. The exercise is taken from Eggins (1994, p. 85-93).  
- Work in groups, brainstorming arguments for and against the Miss Universe.  
- Discuss to decide which arguments included in the writing, which argument to be put first, or second, etc. |
|---|---|
| 11. | **Joint Construction (continued)**  
- Teacher encouraged students to focus on all aspects of critical thinking and writing previously learnt.  
- When students finish their first draft, teacher discussed with the students the first draft of their jointly constructed text. The discussion is focused on aspects of critical thinking and writing. | - Discussion (Write in groups)  
- Conference with the teacher about their first draft.  
- Revise the first draft. |
| 12. | **Joint construction (continued)**  
**Activities:**  
- Discuss the second draft of students’ jointly constructed text.  
- Collect students’ jointly constructed writing | -Discuss the second draft with the teacher.  
- Write and tidy up their writing.  
- Submit their final draft. |
| 13. | **Independent Construction**  
At this stage, as students will be more confident in their writing and have had the knowledge and skills in both Activities prior to the independent construction may include:  
- Build knowledge of the field (about the issue discussed) by independently reading materials presented by the teacher and the students (This | - Students read the texts, analyse and synthesise the information they obtained from all the texts. Some readings can be done at home.  
- Discuss some of the texts based on the suggestion from critical literacy and critical thinking. |
may be done at home)
-Discuss and list arguments for and against the
issue.
-Interrogate some f the texts based on the
suggestions from critical literacy, critical thinking
and the genre-based approach.
-Relate the texts with the social realities.
-Encourage students to do something when
students find injustices related to the issue, especially at campus level.
-After the discussion, students might be invited to
express their opinions on how the system works in
Indonesia regarding the issue previously discussed
from various levels: campus, local and national
level.
-Discuss possible way to do to
at least minimize injustices
students find, particularly in
campus level.
-Discuss arguments for and
against the issue.
-Write an outline for their
writing and discuss and
conference it with the teacher
-Students write a discussion
individually, and independently.

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<tr>
<td>14.</td>
<td><strong>Independent construction (Continued)</strong></td>
<td>Students write their individual writing, and go through the process of writing, such as revising, editing, proof reading.</td>
</tr>
<tr>
<td>15.</td>
<td><strong>Independent construction (Continued)</strong></td>
<td>Conference with peer, to get feedback on their writing.</td>
</tr>
<tr>
<td>16.</td>
<td><strong>Independent construction (continued)</strong></td>
<td>Write final draft</td>
</tr>
<tr>
<td>17.</td>
<td>Building knowledge of the field for the second independent construction.</td>
<td>Activities done in the first independent writing can be repeated</td>
</tr>
<tr>
<td>18.</td>
<td><strong>Independent construction (continued)</strong></td>
<td>Continued</td>
</tr>
<tr>
<td>19.</td>
<td><strong>Independent construction (continued)</strong></td>
<td>Continued</td>
</tr>
<tr>
<td>20.</td>
<td><strong>Independent construction (continued)</strong></td>
<td>Continued</td>
</tr>
</tbody>
</table>

**D. Main References:**


Chaffee, J. (2002). Critical thinking, Thoughtful writing. 2nd edn. New York:


http://radicalpedagogy.icaap.org/content/issue5_1/03_keesing-styles.html


http://www.criticalthinking.org/K12/k12class/using.html


http://www.lesley.edu/journals/jppp/4/shor.html


APPENDIX 7: SAMPLES OF REFLECTIONS (NOTES) OF CLASSROOM OBSERVATIONS AND STUDENTS’ JOURNALS

Appendix 7.1 A Sample of Reflections (Observation Notes) by the Researcher

Today was the second Building Knowledge of the Field, with the topic working women. We discussed several texts, among others, *Tips to look after the husband* and *Women in Islam*. Perhaps the most significant aspect of the session was that the discussion was lively, with every student participating actively. The students seemed to be very enthusiastic in responding to the questions asked by the teacher. This is because, perhaps, the texts were relevant to their life, as Moslems and women who are going to be a wife.

Students’ CT, CL and awareness of the impact or meaning of certain linguistic features of a text to readers seemed to have significantly improved. The students seemed to feel free to express ideas and at times their critical or oppositional insight into the texts discussed. Of particular interest in terms of critical capacity is that the students seemed to be able to evaluate the accuracy or validity of arguments, seeing the source of the statement in the text. When asked about the accuracy of the arguments in the text *Women in Islam*, surprisingly, students said that “the writer uses alaihissalaam for the narrator of hadith (Muhammad’s saying and doing) her texts, and this means that she is a syi’ah” (Nuri, Cinta, Candra, Homsi). Therefore, the students said, “The accuracy of the hadith in the first part of the text is questionable and not relevant to us.” This may suggest the students’ emerging awareness of the impact of the writer’s background on the text and that the text is relative to particular groups of readers.

In terms of CT students were also aware of the need for giving reasons to the statement, as stated by Wati that “the writer mentions that the suitable jobs for women are teachers, nurses...”, but she does not give reasons why these jobs are considered most suitable for women. Moreover, in terms of linguistic features, the students could recognize that the use of commands suggests that the writer positions as an authority to the reader. However, particularly interesting was that Cinta could also recognize that the writer positions herself as a friend or “someone in the same boat” (Fairclough, 1989) by seeing that the writer uses *we* in the last suggestion “May we...”

Moreover, students’ development in CT and CL can also be seen from their capacity in evaluating and responding to the second text discussed, that is *Tips to look after the husband*. They seemed to be aware that the text is not timeless, and again is relative to particular groups of readers, by saying that “Women in big cities, who have career and work outside the house cannot do this ... . This text is not relevant today. We can’t think of the husband only we have a lot of things to think of” (Riya). Students’ also seemed to recognize what is missing in the text, saying “The writer should also have said what the husband should do to their wife to make their wife happy” (Cinta). Likewise, when asked about who possibly wrote the text, students could mention several possible writers, such as “an old
women who has been successful in her marriage, who has celebrated her golden wedding anniversary. She gives this advice to her children”. Some students said that the text may also be written by “an old woman to her daughter in law”. When the teacher asked “why?” they said “Usually a mother in law wants her son to be treated very well by his wife.”

Particularly interesting is that in the discussion of the two texts, despite their resistance to some part of the texts, the students also expressed submission to what is stated by the writer, connecting what is stated in the text to their knowledge regarding religion and social reality. This may suggests that critical or tactical reading has taken place.

However, despite their improvement in CT, CL and awareness of how the linguistic features of the text affect the reader, I have an impression that in discussions, from the beginning up to this stage students still rarely ask questions. So, asking question is something that should be further emphasized in this program.
Appendix 7.2 A Sample of Observation Notes by the Researcher’s Colleague

Notes of the researcher’s colleague’s on the discussion of the text “Tips to look after the husband” and “Women in Islam”.

Teacher and students are discussing the text “Tips to look after the husband”. The students are laughing while reading this article. Two students come late because of heavy rain.

**T: What does the text tell you about**

**Students:** ... about what a wife should do to her husband.

**T:** When was the text written?

**Students:** in 1960.

**T:** Who do you think the writer is?

**Students:** A man …

**Wati:** Possibly the writer is an old woman who had been successful in her marriage, who had celebrated her golden wedding anniversary. She gave the advice to her children and she did this because it was also what she did to her husband that made her successful in her marriage.

**T:** Who else possibly wrote this text?

**Students:** An old woman to her daughter in law.

**T:** Why?

**Students:** Usually a mother in law (the mother of a husband) wants her son to be treated very well by his wife. So, this has possibly been written by a mother in law.

**T:** You think so?

**Students:** Yes... .

**T:** What is the text asking you to do?

**Students:** The text positions us as the one who should follow what she (the writer) said.

**T:** How do you know that?

**Students:** The text uses imperatives, such as get dinner ready, ... 

**Students:** It is asking us to think of husband as the first priority, and it is only looking after the husband that we should do.

**Riya:** This text is not relevant to the situation now because it is impossible that we do this. We have too many things to think of.

**Candra:** The first part is not applicable.

**T:** Why?

**Candra, Riya:** We probably cannot prepare meals everyday because we work. Some times we just buy our foods (cooked foods).

**T:** Yes, that’s right … and many workers in big cities, like my husband, sometimes have work until late, at 9 or 10.00 pm ... . If the worker is a wife, she will definitely not be able to do this ... .

**T:** What about you, Puri, do you want to say something?

**Puri:** I agree with some parts in this text such as ideas that we have to look pretty, we should smile at our husband when he comes home ... (students are laughing...)
T: why?
Puri: That’s what we have been suggested so far…. Also in our religion …

T: What do you think is missing or should have been discussed in this article.
Wati: The writer does not discuss the rights of a wife. He/she should have mentioned what she should do to get the right as a wife.
Cinta and Nuri: The writer should also have said what the husband should do to their wife to make their wife happy. How the husband helps do the household work should also be discussed.
Nuri, Wati: Why doesn’t the writer say about what the husband should do to his wife in order that the wife can do her best to him?
T: That’s a good idea.

T: What did you think or how did you feel while you were reading this text? Upset, annoyed, or angry?
Students: Upset, annoyed, angry.
T: What influenced these thoughts or feelings?
Riya: Our experience says that when we get married, we do not have time to do all these. What if women work outside? If we work, we won’t be able to do especially advice no. 1.

The teacher gives another text: Women in Islam, and the students are enthusiastic to read it, saying … Asyiik (an expression of happiness or joy in Bahasa Indonesia).

…
T: What is the text about?
Students: … about what women should do in her family.

…
T: Who is the writer?
Students: A Moslem…, a Moslem woman
T: How do you know that?
Students: she uses we in the last suggestion, …

T: Do you think that the arguments she mentions are accurate?
Students: Nuri, Candra, Cinta: The writer mentions alaihissalaam for the narrator of Muhammad’s saying or doing. This means that she is a syi’ah … so, the accuracy of the hadiths is questionable. This text is also from Ahlul Bayt magazine, which belongs to Syi’ah… .
T: Oh ya?
Students: Yes… .

T: Why does the writer mention hadiths to support her arguments?
Riya: Because it is dealing with the relationship between human beings, and it is hadiths which discuss a lot of what people should do regarding their relationship with other humans. It is dealing with Hablum minannaas…(the relationship between human beings).
T: Do you agree with her recommendations
Students: … recommendations…that’s what a woman should do in Islam…
Wati: But… the writer mentions that women should work as a teacher, a nurse, but she does not mention the reasons why…
T: good, …if the writer mentions the reasons, will it make her arguments clearer and more sound?
Students: yes…

T: How does the writer position to the readers?
Students: From the suggestions, she positions as the one who gives advice … .
Cinta: But she also uses we in the last recommendation, …she positions the readers as those who have equal positions, as a friend …

T: In the last recommendation, the writer says “May we …”, instead of using imperative, such as “consult your husband …”. This indicates that the writer tries to soften her language. What do you think the reason behind this?
Students: May be because the husband is the leader of the family. He should know the rights of his wife. ….
T: Any other opinion?
Students: silent …. If the husband is pious, he will understand his responsibilities and the rights of his wife.
T: … without being reminded about the rights of his wife, may be he will support his wife to work? …
Students: ya… .
T: that’s why, may be, the writer also puts this as the last recommendation …

T: … mh…How do you think other readers, such as western women, will respond to this text?
Wati, Candra: May be they will not agree with the suggestions, like “consult your husband …” They may feel that women have the same rights as men, … no gender difference. … if the writer is a western woman, she will not mention… “Do not use make up … do not communicate with non mehram (a man to whom a woman can get married).

…
T: What should have been discussed in the text?
Students: … It should be mentioned that when the wife is working, the husband should support the wife in doing the household work..
Puri: But I think if the husband is religious and know what to do, he doesn’t need to be advised. So, this text is dedicated to husbands who are religious and know the Islamic rules.
T: practicing Moslem husbands you mean?
Puri: … yes….
T: Do you think that our social system allows women to have the same job opportunities or to have successful career as men?

Riya: To some degree, yes, because there is no explicit rules saying that women cannot enter or go to a certain schools or universities. … But in reality, there are some jobs which cannot be done by women, like construction, mining…

Ira, Homsi: Yes, … indeed there is no rules which limits women in getting the same job opportunities or having the same career as men. But we can see, for example, in our university … .

Warda: ya .. in our university, there is only one dean who is a woman … .

Candra: Our society also does not allow women who have a baby to work. .. In a way, they do, because we can have a servant to take care of the children, or we can leave our children with their grandmother. … However, because the child care is rare while the servant is not educated, a lot of working women are worried to leave their children with the servant. … therefore, there are women who then quit their job when they have a baby, as what happened to my aunt. ………
Appendix 7.3 Format of Journal Writing

Name:
Date:

What I learnt from the teacher

What I learnt from Friends
Appendix 7.4 A Sample of Students’ Journals

Name: Riya

What I learnt from the Teacher

Finally, the confusing “Systemic Functional Grammar” is explained again by Mrs. Emi. At first behavioural and verbal processes puzzled me a lot. But then by absorbing what the teacher taught and brainstorming in the class, I declare myself “understand” what systemic functional grammar is. However, understanding and applying knowledge are two different things. I have to practise my knowledge then.

After systemic functional grammar we discussed a new topic for independent construction “Should women become homemakers?” Relating the texts on the topic to SFG, we found a lot of sentences we can use to practise analysing texts.

What I learnt from Friends

Reading other groups’ writing helps me and my group a lot about how to re-correct our work, which turned out to have a lot of mistakes we did not realise before. From the joint construction activity, I can conclude that reviewing others’ work is necessary and beneficial for us to construct a better text.
## APPENDIX 8: TEXTS ON OPPOSING ARGUMENTS ABOUT JUNK MAIL

**Source:** McGregor (2002, P. 5)

In this activity, your task is to understand and comment on arguments expressed on what to do about the increasing problem of junk mail.

Which of the two arguments on the issue below appeals more to you?

<table>
<thead>
<tr>
<th>Argument 1</th>
<th>Argument 2</th>
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<tbody>
<tr>
<td>Anyone caught placing advertising or promotional material in letterboxes should be fined. Last week, I collected 27 pieces of junk mail from my letterbox.</td>
<td>Mailbox advertising is not junk mail. It provides useful local information and shopping specials, cuts down on shopping time by allowing comparison between products and services, and is much less intrusive and noisy than other media.</td>
</tr>
<tr>
<td>As a national newspaper reported last week, our mail is increasingly just junk. The junk mail I received came from local pizza shops, real estate agents, restaurants, and supermarkets, to name a few. If people put up signs that say “no junk mail” they mean just that. Junk mail is unsolicited mail—unsolicited mail.</td>
<td>A study by Australia Post shows that 74 percent of consumers actually enjoy or don’t mind receiving unaddressed advertising mail. Another study by Radley University found that more than 50 per cent of people will open advertising material personally addressed to them. So, people want advertising material in their letter boxes.</td>
</tr>
<tr>
<td>Junk mail is adding tremendously to the amount of litter that finds its way into the storm water drains and ends up polluting our rivers and bays. There is no need for this. We can find out about products and services available locally by walking down the main street, or by looking up the telephone directories.</td>
<td>The national library has a special heritage section for examples of advertising material. Fast food advertising, store sale catalogues, real estate notices, appeals for charity support etc, are all potential heritage material and as such are added selectively to the National Library collection.</td>
</tr>
<tr>
<td>Advertising has gone mad. Junk mail is a waste of resources such as paper and people’s time and money.</td>
<td>There are very good reasons for the library to do this. This material reflects our culture and lifestyle, and keeps people in touch with the community around them. Advertising material is communication which brightens up our lives. People who want to ban it are doing the community a disservice.</td>
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Junk mail is war. The mayor of Darwin recently suggested that we should gather all the junk mail on the streets, stuff it in a garbage bag and send it back to the perpetrators at a cost to them. What a good idea!
APPENDIX 9: EXERCISES ON PROPERTY OF TEXT
(FROM NON-TEXT TO TEXT)

Source: Eggins (1994, p. 84-94)

Text, according to Halliday and Hasan (cited in Eggins, 1994, p. 85) refers to “any passage of language, spoken or written, of whatever length, that does form a unified whole.” In relation to how a text forms a unified whole, a text has texture, which refers to “what holds the clauses of a text together to give them unity.” Texture is the property that distinguishes text from non-text: a text has texture.

Regarding texture, there are two important dimensions, which are: Coherence and Cohesion.

Coherence refers to the way a group of clauses or sentences relate to the context. In Systemic Functional Linguistics, there are two types of coherence: situational or registerial coherence and generic coherence.

A text has situational coherence when we can think of one situation in which all the clauses of the text could occur, i.e. when can specify a field, mode, and tenor for the entire collection of clauses.

A text has generic coherence when we can recognize the text as an example of a particular genre, i.e. when we can identify a Schematic Structure, with each part of the text expressing one element of the unfolding, staged organization of the language event.

Cohesion refers to the way we relate or tie together the bits of our discourse. The key notion behind cohesion is that there is a semantic tie between an item at one point in a text and an item at another point. The presence of the tie makes at least one of the items dependent upon the other for its interpretation.

Exercises

In pairs, consider whether the following pieces of language are texts or non-texts. Discuss the reasons.

Written Language

a. 1. Up road runs they. 2. To sign please form those page on. 3. Three children Shirley have: boy two, girl.

b. 1. I’ve been learning English for two years. 2. He’s been playing the guitar for six months. 3. They’ve been living in Sydney for one month. 4. We’ve been working here for 3 years. 5. She’s been studying French for two weeks.
c. 1. Once upon a time there was a little white mouse called “Tiptoe”. 2. It’s very rarely hot in Paris. 3. When does the race start? 4. It does so. 5. No, I don’t know how to make chocolate crackers.

d. 1. Once upon a time there was a little white mouse called “Tiptoe”. 2. The boys lived in a large, red brick house with a thatched roof at the end of the longest street in town. 3. That morning, Mrs Smooks left home in a great hurry. 4. But too late, William realized that the car had no brakes. 5. So they ran and they ran until eventually the giant got so tired out that he couldn’t follow them anymore. 6. “What an exciting day!” she sighed. And so he never goes alone to the shops anymore.

e. 1. The little white mouse sniffed the cheese carefully. 2. Camembert is a soft, French cheese. 3. The French consume a lot of dairy products. 4. Isn’t milk an important source of calcium? 5. You know of course that vitamin deficiencies can lead to feelings of fatigue and listlessness.

f. 1. Michael took the book out of the glove box and gave it to Jane. 2. It had a terrible smell about it. 3. he coughed and said “Thanks”. 4. She asked if it was pretty. 5. Together they cooked.

g. I had always wanted to see Paris. 2. However, you can imagine how excited I was one there. 3. We had wanted to do some sightseeing. 4. An unfortunately it was cold and wet. 5. Meanwhile we were exhausted by 6 o’clock.

h. Mark offered Lisa the box of chocolate. 2. She took two of the chocolates out of the box of chocolates. 3. She put one of the chocolates down on the saucer of her cup. 4. She started eating the other one of the chocolates she had taken out of the box of chocolates. 5. Then she started eating the other chocolate she had taken out of the box of chocolates. 6. These chocolates out of the box of chocolates are delicious, she said. 7. Is that chocolate out of the box of chocolates delicious, he replied. 8. “Why don’t you take another chocolate out of the box of chocolates” he suggested. 9. “I will take another chocolate out of the box of chocolates” she replied. 10. And so she took another chocolate out of the box of chocolates.

i. 1. Mark offered Lisa the box of chocolates. 2. She took two out of the box. 3. Placing one down on her saucer, 4. she started eating the other. 5. “These are delicious” she said. 6. “Are they?” he replied. 7. “Then why don’t you take another?” he suggested. 8. “I will” she replied. 9. And so she did.

Spoken language

   B: 2. The ferry just left.
   A: 3. Thank you.
   B: 4. Hallo
APPENDIX 10: TEXT TYPES (GENRES) AND DIFFERENCES BETWEEN GENRES IN TERMS OF STAGES AND THE SOCIAL CONTEXTS


A Look at Eight Key Genres for Teaching Writing across the Curriculum

<table>
<thead>
<tr>
<th>Genre</th>
<th>Social Purpose</th>
<th>Social Location</th>
<th>Schematic Structure</th>
<th>Description of stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recount</td>
<td>Retells events for the purpose of informing or entertaining. Events usually arranged in a temporal sequence.</td>
<td>Recounts are found in personal letters or oral and written histories, police records, insurance claims and excursion “write-ups”.</td>
<td>{Orientation ^Record of Events ^{(Reorientation)}}</td>
<td>Orientation: Provides information about situation; Record of Events: Presents events in temporal sequence; Re-orientation: Optional stage bringing the events into present.</td>
</tr>
<tr>
<td>Information Report</td>
<td>Describes “the ways things are” in our natural, built and social environment by first classifying things and then describing their special characteristics.</td>
<td>Information reports package information and are found in encyclopedias, brochures, and government documents. They are useful for locating information on a topic.</td>
<td>{General Statements (or Classification) Description of Aspects ^Description of Activities.)</td>
<td>General Statement: Provides information about the subject matter; Description of Aspects: lists and elaborates the parts or qualities of the subject matter; Description of Activities: Could be behaviours, functions, or uses.</td>
</tr>
<tr>
<td>Explanation</td>
<td>Accounts for how or why things are as they are. An explanation sets out the logical steps in a process.</td>
<td>Explanations are written by experts for textbooks, for nature programs, environmental leaflets, health-care booklets, and so on.</td>
<td>{General Statement ^Implication Sequence ^{(State)}}</td>
<td>General Statement: Provides information about phenomena to be explained; Implication Sequence: Sets out steps in a process or the factors influencing a phenomenon in a logical sequence.</td>
</tr>
<tr>
<td>Exposition</td>
<td>Argues for a particular point of view on an issue. An exposition gives reasons to support a thesis and elaborates this using evidence.</td>
<td>Expositions are written in school essays for subjects like history or English. They also occur in editorials, commentaries, and political debates.</td>
<td>{Thesis ^Position ^Preview ^Arguments ^Elaboration ^Assertion ^Reiteration}</td>
<td>Thesis: Proposes a view point on a topic or issue; Position ^Preview: a position is stated and the arguments listed; Arguments: the arguments are asserted and elaborated in turn. Reiteration: returns to the thesis and concludes.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Discusses an issue in the light of some kind of</td>
<td>Discussions are found in essays, editorials, and</td>
<td>{Issue ^Arguments for and against ^Conclusion}</td>
<td>Issue: gives information about the issue and how it is to be framed;</td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td>Instruct in how to do something through a sequence of steps.</td>
<td>Procedures can be found in science experiments and in instructional manuals such as gardening and cookbooks and technical instruction sheets.</td>
<td><strong>Goal</strong>: gives information about the purpose of the activity (might be in the title or in the opening paragraphs); <strong>Steps 1-n</strong>: presents the activities needed to achieve the goal. They need to be put in right order; <strong>Results</strong>: optional stage describing the final state or “look” of activity.</td>
<td></td>
</tr>
<tr>
<td><strong>Narrative</strong></td>
<td>Entertains &amp; instructs via reflection on experience. Deals with problematic events which individuals have to resolve for better or worse.</td>
<td>Narratives are found across all aspects of cultural life, in novels, short stories, movies, sit coms, and radio dramas. They are important in subjects such as English.</td>
<td><strong>Orientation</strong>: provides relevant information about the characters’ situation; <strong>Complication</strong>: introduces one or more problems for characters to solve; <strong>Evaluation</strong>: highlights the significance of the events for characters; <strong>Resolution</strong>: Sorts out the problems for better or worse.</td>
<td></td>
</tr>
<tr>
<td><strong>News Story</strong></td>
<td>Presents recent events regarded as “newsworthy” or of public importance.</td>
<td>News stories are found in newspapers, television, and radio broadcasts.</td>
<td><strong>Lead</strong>: provides newsworthy information about the events (the “hook”); <strong>Key Events</strong>: provides backgrounds information about events or story; <strong>Quotes</strong>: provides commentary from relevant sources about Significance of the events.</td>
<td></td>
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</tbody>
</table>

**Notes**: The ^formalism indicates “is followed by”. 
APPENDIX 11: ESSAY TYPES TO AVOID IN ARGUMENTATIVE WRITING


A good argumentative essay defines or otherwise clarifies obscure terms, avoids ambiguous claims, and does not bewilder its readers with vague phrases and assertions. Another thing a good argumentative essay does not do is confuse its readers with weird organization.

Essay types to avoid

The windy preamble

Writers of this type of essay avoid getting to the issue and instead go on at length with introductory remarks, often about how important the issue is, how it has troubled thinkers for centuries, how opinions on the issue are many and various, and so on and on.

The Stream-of-consciousness Ramble

This type of essays results when writers make no attempt to organize their thinking on the issue and instead simply list thoughts more or less in the order they come to mind.

The Knee-Jerk reaction

In this type of essay, writers record their first reaction to an issue without considering the issue in any depth or detail.

The Glancing Blow

Writers of this type of essay address the issue obliquely rather than straight on if they are supposed to evaluate the health benefits of exercise, they will discuss the health benefits of using exercise equipment. If they are supposed to consider the health benefits of using exercise equipment, they will discuss the benefits of bicycling.
Logging in Old-Growth Forests
Source: Feez & Joyce (1998b, p. 140)

One of the most controversial issues in our community is whether old-growth forests should be logged. Some people believe that it is vital for Australia’s rural economy to continue logging in native forests. People on the other side of the debate claim that logging will lead to the destruction of Australia’s few remaining wilderness.

Supporters of the logging industry say that only 1% of old growth trees are harvested and that all these trees are replanted. This, they claim, brings new life to the forests. At the same time they point out that logging brings employment to rural communities. This is important at a time when Australia’s country towns are dying as more and more people move to the cities to find work.

On the other hand, there are a growing number of people in the community who oppose logging. They argue that logging destroys the habitat of a great number of native animals and plants. The consequence of this is the extinction of many species. Furthermore they point out that forests are vital to the environment because they absorb carbon dioxide and produce oxygen.

Although logging supports rural communities, it also threatens the environment. After looking at both sides of this debate, I believe that new industries should be developed for the rural sector and that we should leave areas of untouched wilderness to be preserved for future generations.
**Should We Use Animals for Entertainment?**

**Statement of issue**

"Should we use animals for entertainment” is the name of the topic we’re talking about in this essay. Below I have stated the positive and negative points for this issue.

**Arguments for**

In the report we read it said that in order to let a particular species survive, we need to at least capture a few to show to the public, to let them learn about the animals and then may be the public would do something to help the endangered animals. It said the animals are never tortured during training or the performances and they are kept in very clean, natural yards while not performing. At one stage it said that animals are the core element of circuses and the statistics proved that people like the animals best at the circus, therefore human circuses would not meet the public demand. Most people judge circuses on their old ways, not on the current, improved ways.

**Arguments against**

But then on the other hand, animals like the elephants and bears are very prone to stress so they make a habit of standing in one place and rocking or swaying, which is bad for their joints and feet. Things like constant traveling and performing in front of very large audiences nearly every day affect this. They’re nearly always in confined spaces and the biggest places they are ever in are the circus arena or tent, which is also really small. The animals are not usually kept in their natural habitat, which stops their basic instinct like fighting for mates, building nests, hunting, etc, from being used to such a large extent like they do in the wild. An alternative is to use humanism circuses because they can’t exactly force people to join, they have to be voluntary.

**Recommendation**

After looking at all these facts, I believe that it’s wrong for us to keep animals in circuses for our entertainment. We should be able to entertain ourselves, not rely on animals. For this reason, and the one I have mentioned before, I believe it is wrong for us to train and force animals to perform in circuses.
APPENDIX 13: SAMPLES OF READING MATERIALS

Appendix 13.1: Reading Materials about the Miss Universe Contest

Arranging Beauty Contest!
By Md. Habibur Rahman Bhuiyan, Dhaka
(http://www.dailystarnews.com/200206/07/n2060711.htm)

We are surprised to learn from a national English daily that marketing agent of ‘LOLANE’ is going to organise a beauty contest “LOLANE Miss Bangladesh Contest-2002”.

Being the third largest Muslim country it is shameful for us to even consider arranging such contest. Even in India such type of beauty contest is not welcomed by many. There were protests and demonstration against beauty contest in India. The beauty contest is against the dignity of women, against our culture and against our religion as well.

We strongly protest it and request the organiser as well as all the authorities concern including the PM, who is also a woman, not to arrange beauty contest and uphold the image of Bangladesh women in a dignified manner.

Arranging Beauty Contest!
By Mamunur Rahman, Department of Women’s Studies, DU.
(http://www.dailystarnews.com/200206/07/n2060711.htm)

Picture of Miss Universe 2002 was illustriously covered in most of the electric and print media. Role of some progressive media has enormously stunned us regarding the issue. Especially by those who are deemed to have committed to uphold the women’s issues and try to emancipate our women folk from their subordinate condition in the society.

In the name of beauty contest our sisters are exposing themselves to the vested groups. We would like to know do these and Miss Universe and Miss World know how they are being made the worst product of multinational companies? Teenage beauty contestants may not be aware of their position how they are belittling themselves in particular and the women folk in general. But how our conscious publishers and reporters are covering these disgraceful events aggravating the situation from bad to worse?
Special Interview with Alya Rohali (Miss Indonesia 1996)
(http://ferondi.tripod.com/missindonesiaunofficial/id15.html)

She has been chosen as the Most Beautiful Miss Indonesia and she was the longest Miss Indonesia to hold her title for 4 years (1996-2000) and she also the most controversial Miss Indonesia due to her participation in Miss Universe pageant in 1996. Now she is hosting a quiz show in television and I have to tell you that she still beautiful and I had a great time talking with her. There she is: Alya Rohali, The Most Beautiful Miss Indonesia

MIU: Could you tell us briefly the process you had to go through to participate in Miss Indonesia pageant?
Alya: Well, it begins when I won the None Jakarta contest and then I was interested to follow the Miss Indonesia pageant especially because some of the past Miss Indonesia like Indira and Venna were also started their career as Miss Indonesia from None Jakarta contest and particularly because they also represented the same state as I did. So, actually I had a lot of feedback from them how to enter and how to prepare myself during Miss Indonesia contest.

MIU: How was the chance to win at that time?
Alya: It was really hard because most of the contestants were prepared themselves really well especially the candidate from.....uhm.....Lampung, if I am not wrong.

MIU : And then how did you feel after they announced you as the winner ?
Alya : I was very happy definitely, because it’s been my dream since I followed the pageant from the first day. Actually I did not put any target to win and just do my best but soon after I joined the activities with other candidates, we had so many seminars and visit to many places during the pageant. Since then, I started to realize that it would be pitiful if I just want to do my best in here and I started to say to myself that I had to win this pageant and it came true.

MIU : Could you tell us briefly about your activities during your reign as Miss Indonesia 1996?
Alya : Since I won the pageant the most important thing that I’ve done was certainly my participation in Miss Universe 1996 but I heard that it wasn’t approved by the government especially by the Indonesian Women Department and followed by other related Departments because of my participation in swimsuit competition and it became an issue in Indonesia. Actually the swimsuit competition was not a big part through the whole pageant, it was just a really small part from the whole activities that we did in there maybe because they don’t participate and see directly with their own eyes how exactly the pageant is and they just don’t understand completely. Well, anyway after the Miss Universe Pageant I was doing my regular duties as Miss Indonesia by promoting the sponsors and involving myself in many social activities in Indonesia.

MIU : Personally, do you agree with beauty pageant such as Miss Universe pageant?
Alya: Well, of course I do agree with those pageants because we can introduce our country through the world community especially when the situation in Indonesia is not stable it is very important for us to heal our country’s reputation from any media including Miss Universe pageant.

MIU: Do you still remember who your roommate was?
Alya: My roommate is Miss Philippines but I don’t remember her name and she was the one who won the Miss Photogenic award during the pageant.

MIU: What do you think about Alicia Machado, Miss Venezuela 1996 who won the Miss Universe pageant at that time?
Alya: Okay, here is another interesting story. During the pageant, contestants from South America and other Latin countries could not speak English properly. It was really bad, even the simplest English sentence they still get confuse with that. Therefore, they tend to grouping themselves and speak with other South America countries merely because they cannot communicate with other delegates effectively. Thus, Alicia Machado was regarded as one of the candidates that wasn’t very like so much by others because she cannot speak English yet she seemed very confident with herself and that what makes people didn’t like her so much but I think it is only the matter of language. People cannot get close with her because she cannot speak English and hence they cannot recognize her well.

During the final night there were only herself and Miss Aruba. Well, Miss Aruba was a very nice person and she communicated well with most of us during the preliminary round and therefore most of the girls on back the stage were supporting her and wishing Aruba will be the winner but then when Miss Venezuela was announced as the winner we were surprise and just clap our hands and look at her without any enthusiasm. I think Alicia is a nice lady however and what makes her shine through the pageant was her naturality and she did not behave like a naive of fake person, I think that’s why she won.

MIU: Why do you think the contestants from Asia are really hard to shine in Miss Universe pageant? What makes them different with the rest of the delegates?
Alya: Definitely our self confident. Through the pageant, the ladies from Asia were almost forgotten especially from India, Lebanon and other West Asia countries but mostly the ladies from South East Asia and East Asia were very shy and they just cannot bear themselves to do something that is expressive. Even we lose with other delegates from the Islands like Jamaica and British Virgin Island. They came from a small country but they really have a good confident and they can socialize very well. This is one of the benefits by joining Miss Universe pageant, I never know if there were countries like Aruba or Botswana before but then I realize that we really left behind from them.

MIU: Within the controversy arise after you joined the pageant, do you consider your participation in Miss Universe as a positive or negative experience?
Alya: Well, I think it is a really memorable moment in my life and I never think get trauma with that because it has been my dream since I was a little child. I still remember clearly when I saw the Miss Universe pageant for the first time it was in 1988 and I just dreaming and dreaming to be there and now since my wish already came true I don’t want to consider it as my bad experience. I don’t care what people say because they wasn’t there and they cannot feel the excitement and the joyful. I was very thrilled soon after I realized I enter the Miss Universe pageant and it was a strong evidence that I can reach my dream.

MIU: Do you think that within the future the government will allow Miss Indonesia to compete in Miss Universe pageant?
Alya: Well, there is a possibility because people always demand for reformation in anywhere and it is so pathetic if we cannot enter such competition just because the swimsuit competition. Compare to what happen in here our entertainment world always related with such thing even they was sexier and wearing swimsuit as well. Just look at our drama movies, magazines, even our sculptures always related with such thing. We have to open our eyes first and look at where we up to if we don’t want to get left behind from other countries.

MIU: What do you think about the reigning Miss Indonesia 2001, Angelina Sondakh?
Alya: It’s quite hard to know Angelina more because I rarely met with the reigning Miss Indonesia. Since I passed my crown in 2000 I only met with Bernika, Miss Indonesia 2000 twice and even worse I only met Angelina once during the pageant. I never received any invitations related to the pageant anymore so I cannot recognize Angelina well but during the pageant I can see that she is a very smart person and her answers during interview always great and had a good quality.

MIU: Do you have any message you want to say to all the Indonesian women especially young teenagers?
Alya: Well, what I really want to say is that when you have a dream then you have to try your best to achieve that cause possibility always there and it all depends on you. I am really fortunate to be able to reach my dream joining the Miss Universe pageant. Therefore, I emphasize to all the young teenager to do your best, it doesn’t have to be the same as me but realize your ability, use your talent and it can be in any fields. When you realize your talent and your dream then you have to try hard and it’ll be yours, I’m positively sure.

MIU: Thank you Alya and it is very nice to have this opportunity with you
Alya: You’re welcome.
Miss Indonesia & the Resistance towards Beauty Pageants
(http://ferondi.tripod.com/missindonesiaunofficial/id15.html)

It had been 6 times since the Miss Indonesia pageant was held in 1993 for the very first time and the pageant had choose 6 beautiful and stunning ladies within each year as a Miss Indonesia. Clearly it is not an easy thing to achieve and it has been the dream of most woman to be crowned as a beauty queen. Furthermore, being a Miss Indonesia means that she has to prepare to do all her duties waiting for her as tourist ambassador and to promote Indonesia in the world community. However, as a Miss Indonesia she also receives a ticket straight away to participate in Miss Universe pageant, an international beauty pageant contest which is the biggest, and the most recognized contest all over the world. It has been the dream of many young women around the world to get the chance to be in the pageant and from 200 million Indonesia people Indira Soediro, Venna Melinda, Santi Manuhutu, Alya Rohali, Bernika Ifada, and Angelina Sondakh are the only 6 lucky ladies who had the chance to be in there.

But the question is: will the government permit them to participate in such contest? To follow the Miss Universe pageant the Miss Indonesia tends to get a resistance from both the society and the government because of the culture and the tradition point of view. However, as a compensation the government still allow Miss Indonesia to travel around the world and to take a part in many international forum to introduce Indonesia.

It seems fair enough for Miss Indonesia to enjoy her reign by traveling around the world and this could be crucial for Indonesia because the situation in Indonesia since the economic crisis in 1997 never been good and the number of people who visited Indonesia is getting downwards.

On the other hand, for the woman itself it must be feel incomplete if she has not yet been participated in Miss Universe pageant. Feels like you have been to Paris but you do not see the Eiffel tower or you have been to New York but the Liberty statue could not be reached. Almost all candidate are dreaming away to get the chance to Miss Universe pageant but the hope is gone as soon as they realize how big the resistance may come from the others. The main problem is that the swimsuit competition which is one of the conditions for each contestant to participate always become the biggest wall which is regarded as a ‘taboo’ thing to do on the stage always blow up all the hope and the chance.

The first time Indonesia started to send a delegate into Miss Universe pageant was in 1967 when Sylvia Taliwongso was planned to participate but at that time a hard reaction came from everywhere. The government also emphasize that they will not allow such thing. The minister of tourism in 1978, Dr. Daud Jusuf gave an instruction which forbid all beauty competitions to be held in Indonesia. In 1984, the minister of education and culture, Mr. Fuad Hasan altered the instruction by forbidding all beauty queen competitions which have negative impacts on society. Since then, Yayasan Putri Indonesia (YPI), starts to hold a few competitions which focused on intellectuality and personality. Then in 1993, the Miss Indonesia was held for the very first time and Indira Soediro of Jakarta won the first title of Miss Indonesia.
It is not fully understood how Indonesia was capable to send delegates during 70’s into Miss Universe and other beauty pageants but the latest Indonesia delegate who registered to participate in Miss Universe pageant was Andi Tenri in 1982 in which she did not appear on the pageant afterwards. Since then Indonesia was totally absent from all pageants until in 1995, Santi Manuhutu (Miss Indonesia 1995) appeared on Miss Universe 1995 in Windhoek, Namibia. In 1996, Alya Rohali (Miss Indonesia 1996) was participated in Miss Universe 1996 in Las Vegas, USA and her swimsuit picture was on the newspaper in Indonesia. The reaction was so strong, all the people and the government gave protest to Alya and she received such a hard resistance after the pageant. “I felt really stressful because everyone was suing me like I was the worst woman in Indonesia”, said Alya. But she never regrets her participation in Miss Universe because she admits that it was truly a tremendous experience and not all woman could get a chance as she has. This leads her as the longest Miss Indonesia ever with 4 years holding the title because the Miss Indonesia pageant was banned afterwards.

Now, since the reformation began the Miss Indonesia is allowed to be held again, the Miss Universe pageant is permitted to be telecasted again by cutting the swimsuit competition, and finally the reigning Miss Universe is welcome to come into the land of Indonesia again as Lupita Jones, Michelle McLean, Dayanarara Torres, Sushmita Sen, and Chelsi Smith did few years ago.

Maybe it would be better if we look at Lara Dutta, Miss Universe 2000 from India. As a world ambassador, clearly Lara Dutta has shown a lot skills of her as an intellectual and a woman with full of charisma. She actualizes herself on the right track as a Miss Universe and so far from what people think as a woman who expose herself in a bikini and other model photo shots. Clearly she gave us an indication how positive the Miss Universe pageant for a woman like Lara Dutta. During her travel in Indonesia, she often mention her country India to the press and comparing it with Indonesia in a proper manner which mean that she also could use every opportunities to introduce her country into the worldwide in every chances she has.

It is the time for Indonesia to move on and to start think logically and being more positive because the globalization era is moving ahead and the challenge is getting stronger. If the society still keep thinking traditionally, it can be predicted that we may be left behind from another Asian country. Many improvement in the way we think and the way we act because Indonesia is a ‘naive country’, what we say and what we do is totally different. However, as an Asian nation we still have to act and to behave properly as our culture but do not let it become a resistance to move on because as a developing country, Indonesia must develop like a child who dare to try everything in which he curious with and learn from every mistakes he did so one day he can be a man who does know how to act and behave as he wants with full of responsibility and that is what we should do.
Miss World and the Press (Missworld.terra.com, Nov 25th, 2000)

Henrique Fontes is in London covering the event and here are his first impressions upon arriving:

“Back to London after one year, I am glad to see that the local press is giving the Miss World pageant some attention this time around (although 99% of what comes out in newspapers related to Miss World is mockery and criticism). Yesterday “The Sun” reported the Julia Morley, Eric Morley’s widow, will be announcing the Miss World’s final results. (in reverse order, of course). Julia said during last Thursday’s press call, “After 40 years together it is hard to come to terms with. He was a wonderful husband and father. However, the show must go on. It will be a very poignant moment and I hope I can do it half as well as he did it.” The “Daily Star” mocks the pageant with the following headline: “BABES BATTLE TO RULE WORLD”. For them the favorites are Misses Northern Ireland, Ireland and Russia. As much as we pageant fans try to defend major beauty competitions such as this, sometimes it gets tough to argue against some of the criticism they receive. For example, how can we justify Jerry Springer, the king of bad taste, as Sunday Express’ defined him, being host?? It is hard to understand what is behind it may be conquering the US market?? But is it the most appropriate way??

Conversely the good news is that last year alone Miss World was able to raise $66 million pounds for Variety Club and its needy children. But journalists rather still see Miss World as old fashioned and sexist. Haven’t they seen the latest editions of the pageant? Sexist-what they mean by that?? Are respectable international pageants like Miss World, Miss Universe and Miss International really sexist?? And then they talk about how dumb contestants are. Do they care if supermodels and soccer players are dumb as long as they are good in what they are doing?? The so called ‘supermodels’ are in most cases not much more than pretty walking brain and feelingless hangers walking around in a ‘fashionable way’. Yet they are respected and admired. Miss World works her ass out during an entire year for a cause. She is a positive role model and an Ambassador for the world, just like national titleholders are ambassadors for their countries. Let’s hope the British press will be able to start appreciating the bright side of this magnificent event.

I have not seen or talked to many of the contestants yet (I will tonight), but based on pictures, comments, newspapers articles, talks on the phone with some of the candidates, etc, I am starting make up my mind about a few of these beautiful women. Miss Mexico is looking so amazing I have to say she has to be one of the 10. This Catherine Zeta Jones look alike is also friendly and expressive. Miss Chile is a huge and great surprise: The woman is beautiful and could not be sexier! She does have an amazing body and a beautiful personality. I have heard good comments about Miss Bahamas here and there-she might be a surprise. Another contestant highly appreciated here in London is Miss Holland and her exotic looks. Miss England is often cited as a favorite in most newspapers and I have a feeling she will go far. It’s been a while since the last time a local girl did well in Miss World, and the pageant’s 50th anniversary may be the time to turn this around. Nevertheless, although Miss England is very pretty, I personally rather see Scotland or Northern Ireland up there instead.

We are now headed to the Hilton to try to catch up with more contestants and bring you more stuff. See you all tomorrow.
Commentary/Vir Sanghvi

The opposition to Miss World seems to me to be a symbol of sickness in our society (http:www.rediff.com/news/1996/0611vir.htm)

Never mind the bimbettes, look at the principles.

I must confess to holding no strong views about beauty contests. Yes, there was a phase (1979 to 1981) when I edited Bombay magazine and was routinely invited to judge some contest or the other. I always refused, not so much because I was against the principle of such contests but because I felt uncomfortable sitting in judgment over another person’s physical assets.

Of course, each time I refused, the organisers would urge me to reconsider, offering up the standard excuse: ‘It is a test of brain power and personality as well as beauty.’

Oh sure!

Judging by the few contests I’ve read about or seen on television, the ‘personality round’ consists of one question which usually gives the contestants a chance to say how much they admire Mother Teresa, want to spread world peace and hope to end global suffering.

I note with relief, however, that they have now dispensed with the round where girls were asked what they wanted to be when they grew up. Once contestant – back in the 1970s – answered ‘interior decoration’. I thought she was being remarkably honest but it turned out that she meant that she wanted to become an interior designer.

In any case, honesty is not sought – after virtue at these contests. Apparently, Madhu Sapre was a shoo-in for Miss Universe two years before Sushmita Sen actually won. She lost because of her performance in the ‘intellectual’ round. Asked what she would do if she came to power in India, she refused to say ‘feed the little children’ or ‘put an end to war’. Instead, she answered, with remarkable candour, that she would build a sports stadium.

Good for her! Not so good for the contest, however, and the crown went to somebody else. But all that was a while ago. In the 1970s, feminist groups still made the front pages of newspapers abroad by picketing beauty contests. Now, such contests have moved to the periphery of the national consciousness in the West – both Miss World and Miss Universe are usually held outside England or America – and the feminists have moved on.

Not so in India. If the fashion show was the middle class art from the early 1990s the beauty contests has taken its place in the mid-1990s.

There seems to be a new contest each week: Look of the Year, Supermodel of the Year, Air Force Queen, Miss Beautiful Hair of Karol Bagh Di Rani (okay, okay, I made the last one up – but you get the general idea).
Partly it is that the beauty business picked up when Sushmita Sen and Aishwarya Rai won their international titles. Partly, it is that there are loads of advertisers in search of manufactured ‘events’ by which they can flog their products. And partly it is that the great Indian middle class has so little to do in the evenings that a beauty contest or a fashion show seem like attractive, aesthetically elevating ways of spending their time.

I’m still uncomfortable with beauty contests (though fortunately nobody is stupid enough to ask me to judge them any longer), but I’ve come around to the view that the feminist objections are passé’.

First of all, nobody forces’ the girls to take part. Secondly, they don’t seem in the least degraded by the experienced (just more prosperous). Thirdly, more women seem interested in watching them than men so it is hard to see the contests as symbols of male oppression.

And finally, while beauty contests do put a premium on looks, so I suspect, does society. If you don’t want women to get ahead because they are beautiful then you’d have to ban the use of female models in advertising and ask film directors to disregard appearances while casting their heroines.

Unless you are prepared to do all of that – and clearly, no sensible person wants to go that far – then it is foolish to single out beauty contests.
All that stuff about respect for Indian women and protection of Indian culture is complete nonsense.

Which brings me to the immediate provocation for this column: The Miss World contest.

I would not normally waste your time by discussing this non-issue – after all if the whole country celebrates when Aishwarya Rai wins in Sun City, how can we complain if the same contest is held in Bangalore? But the opposition to Miss World seems to me to be a symbol of something more serious; a sickness, if you can call it that, in our society.

Clearly, the protesters have no record of objecting as strenuously to other beauty contests. If the objection is that such competitions violate the chastity of Indian maidenhood, then the proper contests to picket is Miss India or Miss Bangalore. That’s when Indian girls are put on parade. Miss World will have only one Indian contestant; the rest will be foreigners.

So, all that stuff about respect for Indian women and protection of Indian culture is complete nonsense. A country that hails Sushmita and Aishwarya as role models can’t now get self-righteous about the global contests that raised them to these heights.

Why then are the protesters doing it?

Two reasons. One: for the publicity. Nobody had heard of most of these people before they discovered this issue. And those who had a certain local notoriety (i.e., the fellow who keeps trashing the KFC outlet) now hope to get international exposure.

If they had picketed the Miss Bangalore show, nobody would have cared. But this is an international extravaganza. And besides, Amitabh Bachchan is involved. As everybody – from Shatrughan Sinha to V P Singh has discovered – there’s no surer way of staying in the headlines than by taking potshots at Bachchan.

But it is the second reason that concerns me more. The threat to disrupt the Miss World show is a manifestation of a growing illiberal and intolerant trend in our society.

The logic is: I don’t like it, so I’ll deny everybody else the right to like it.

Whether it is the ban on The Satanic Verses, the campaign against Mani Ratnam’s Bombay or the uproar over Husain’s paintings, the symptoms are the same. We are in danger of turning into a society where people measure their clout by their ability to deny other people their freedoms.

The opponents of Miss World have a right to their views – even if I think that many of them are cynical self-publicists. And they have the
right to move the courts or to use other legal means to oppose the contest.

But they have no right to disrupt it; no right to threaten to cause chaos; and no right to terrorise those attending the pageant.

Unfortunately, we have become a soft state in which nobody stands up for other people’s rights. Not only do the vandals get away with it but they also become national figures in the process.

Miss World, with its parade of bimbettes all of whom say that they will use their breasts to promote world peace, may not seem like a big deal. But the principles involved are crucial.

And if we can’t stand up for little freedoms, we might as well kiss the big ones goodbye.
India, Beauty Superpower, Is Becoming Jaded

By BARRY BEARAK (http://biharnews.hypermart.net/priyankanyt.htm)

NEW DELHI, Dec. 12 – Exceptionally sexy in swimwear, stunningly elegant in evening gowns, oh-so-earnest in their admiration for the good works of Mother Teresa, Indian pinup girls have been sashaying across the globe like some juggernaut in high heels, making this country the world’s beauty pageant superpower.

Two weeks ago it furthered its boast to leggy hegemony, with Priyanka Chopra winning the Miss World title just months after Lara Dutta became Miss Universe.

It is the second time in six years that India has swept the two major international competitions in feminine comeliness. Indeed, the Miss World crown may as well be displayed atop the jeweled inlays of the Taj Mahal. India also won it in 1994, 1997 and 1999.

But while this latest victory received the customary front-page treatment here, there has also been a bit of self-consciousness, as if many Indians suddenly realized that all this time they had been watching a spoof and thinking it a drama.

“India Breasts Tape Again in the World’s Great Bimbo Race” was the banner headline in The Indian Express, an example of the sarcasm that has been rubbing shoulders with the usual adoration.

Several commentators noted derisively that the Miss World pageant was now largely a third-world event. The show was not televised in the United States, and it was carried only by a down-market channel in Britain. The host was the less-than-dignified Jerry Springer. He asked a bewildered Miss Turkey, “Tell me, what do you eat on Thanksgiving?”

Ms. Chopra, the planet’s new Miss World, is an 18-year-old who, before the competition, said she aspired to be a clinical psychologist “to understand why people turn demented.” Afterward, she allowed that her true calling might be movie stardom.

On the night of Nov. 30, she walked flawlessly down the ramp in her peach strapless gown. But at crunch time, she made a slight flub when five finalists – including Miss Kazakhstan, Miss Italy, Miss Turkey and Miss Uruguay – were each challenged with a weighty question that called for introspection: “Who do you consider to be the most successful woman living today and why?”

Ms. Chopra, who had been groomed for months by a team of tutors, beauticians and fashion designers, seemed to switch to auto pilot. She named Mother Teresa, dead since 1997: “I admire her from the bottom of my heart for being so passionate and kind – to give up her life to put smiles on people’s faces.”

For some, the slip-up was a telltale sign of societal rot. “We Indians send out some bimbo and she returns with the prize, and we act like we’ve conquered the world,” scoffed the writer Khushwant Singh, an avowed lecher not usually so mocking of bimboosity. “This one is singularly stupid. She didn’t even know whether Mother Teresa is alive or dead.”

Many news accounts dwelled on the faux pas. An editorial in The Hindustan Times said that “perhaps Ms. Chopra had taken the convent school line about the Holy Ghost a little too seriously.”
The new Miss World was also given bad marks in demographic study, having said India is home to two billion people, which is twice the correct number.

Other accounts were far more forgiving, concluding that Ms. Chopra’s poise and charm were so extraordinary that the judges simply chose to overlook her mistake.

But naysayer offered a more cynical explanation: that Indian beauties so often win these contests because India is one of the few countries that actually cares. There were insinuations that the contest might even be fixed.

The Miss World competition was held in London, but it was an Indian network that sponsored the show worldwide. Indian designers did the costumes. An Indian was among the judges. Indians made up a large of the live audience.

India, in fact, has been gaga over beauty contests since 1994, the year of that astonishing Miss World-Miss Universe twin triumph. Awakened was something that might be called patriotic vanity. Contests multiplied.

There are now queens of this city and that city: monsoon queens, married queens and junior queens. Indian women, many say, are discovering their sexuality; some are also discovering bulimia and anorexia.

“What wins these international contests is not the traditional Indian conception of beauty,” said Patricia Uberoi, a sociologist. Here, height has not been so much a criterion. It’s a more rounded look, wide hips, plenty of bosom. Ten years ago it would have been hard to imagine how many women would be going to slimming parlors.

India, of course, is a big and varied place-home to about one in every six of the world’s people. Beauty contests are more likely to appeal to the urban middle class, the same segment of the population that has the extra rupees to spend on herbal skin creams.

Even then, the flaunting of well-proportioned flesh does not fall within every Indian’s idea of propriety.

In 1996, when the Miss World pageant was held in the Indian city of Bangalore, the numerous protests included self immolation. Strange bedfellows found themselves entwined in their mutual outrage-feminists who found such contests degrading to women and Hindu nationalists who saw the show as an invasion of western degeneracy. The swimsuit competition had to be moved to the nearby and more hospitable Seychelles Islands.

But for most Indians the victories of Indian beauties were a needed boost. The national self image had been in a droop. In the early 90’s, with its economy a mess, India finally veered from Nehru-era socialism and began to open its markets to the world. In came hair tonics, toothpaste, and satellite television with titillating soap operas like “Santa Barbara”.

Indians did not approve of everything that was entering their living rooms, but they did enjoy the televised rivalry of radiant women from every nation.

Worldwide, more than one billion people were said to watch the annual extravaganza. And there was India, able to show off females judged as incomparably beautiful and brainy. Merely to be chosen to compete was to become an instant celebrity here; to be a winner was to become an icon.

“For long we’ve considered ourselves to be losers and second-raters,” said novelists Shobe De. "We crave success at anything at all in the international arena.”
Vir Sanghvi, the editor of the Hindustan Times, said Indians especially longed for recognition from the West, anything showing that they are major players in the world, whether with nuclear weapons, a seat on the United Nations Security Council, Western book prizes, and movie deals with Hollywood or top jobs with multinational corporations.

“There is a sense that we can be a contender,” he said. “At least we certainly want to be. That’s why we became obsessed with these beauty contests. We thought they brought us a victory over the world. But now fatigue and cynicism are setting in.”

Mr. Sanghvi and others actually view this disdain as a sign of maturity.

“We shouldn’t kid ourselves anymore that our women are exceptionally beautiful, that our women are exceptionally bright,” said Mary John, a senior fellow at a women’s research center here in New Delhi. “We’re so desperate to make it in the globalised world that we’ll fall for any con job.”

“Winning beauty contests doesn’t deserve national fervor. A beauty queen should not be held in the same esteem as a prime minister. I mean really now.”
Appendix 13.2: Reading Materials About Working Women

Women in Islam: Sharing the Work Load
Source: Ahlul Bayt Magazine

It is right that earning a family’s livelihood is an obligatory deed of the man and as per Islamic laws, women are not responsible for this act. However, women should not remain idle. Imam Ja’far As Sadiq (AS) stated: “The Al-mighty Allah hates too much sleep and too much rest.”

In Usul Al Kahfi, it is reported that Fatima Zahra (A) also used to work at home. Anyone, in need or without, should have a job. One should not waste one’s life by not doing anything, but one should work and contribute in building a better world. The best job for married women is to take care of the house. Housekeeping, childcare, etc. Are areas where women do an excellent job. It is a misconception that the work of house-wives are of no consequence. A talented and hardworking housewife can turn her house into a heavenly place for her husband and children, whose value cannot be measured in terms of money.

The Holy Prophet (SAWA) said: “A woman’s jihad is when she attends to her husband.”

Ummi Salamah asked the Holy Prophet (SAWA): “How much reward is there for a woman’s housework?” The Holy Prophet (SAWA) replied: “Any woman who in the way of improving the order of the house, takes something from somewhere and places it somewhere else, would enjoy the grace of Allah, and whoever attracts the blessings of Allah, would not be tormented by Allah’s Anger.”

Ummi Salamah said, O Messenger (SAWA) of Allah! May my parents be sacrificed for you, please state other rewards for women.” The Holy Prophet (SAWA) stated: "When a woman becomes pregnant, Allah rewards her as such as He would to some one who goes for Jihad with all his wealth and life. Then, when she delivers her baby, a call would reach her stating, all your sins are forgiven; start a new Life again. Each time she feeds her baby with her milk Allah gives reward equal to that of freeing a slave for each feeding."

Housewives who have spare time on their hands must find something to do. They can read books, learn some skills such as tailoring, knitting, embroidery, etc. As a result they can help their families economically. Working prevents the development of many mental disorders. Hazrat Ali (AS) stated: "Allah likes a pious person who honestly engages in doing a job."

While some women work at home, there are others who prefer an outside job for economical or other reasons. In this case, the best jobs are cultural occupations, or nursing. Women can suitably serve the society as teachers, doctor and nurses. The following are recommendations to those ladies who intend to or who are working outside their homes:
a) Consult your husband before taking up a job. It is your husband's right to grant or refuse you permission to work. Starting to work without your husband's permission will be detrimental to the serenity and the loving atmosphere of your family. Men are also advised not to be adamantly negative unless the job concerned is considered unsuitable for women.

b) Women should observe complete Islamic hejab (covering) when not at home. They should go to work without any make up and with simple clothes. They must avoid interacting with men who are not mehram as much as possible. An office or an institution is a place to work and is not for the purpose of showing off or rivalry. Prestige and dignity does not come with fashionable or attractive clothes, but what you do and how well you do. Be and act as a dignified Muslim woman. Maintain your self-respect and do not hurt you husband's feeling; save your adornments and your beautiful dresses for him at home.

c) Women should be aware that although they are working outside the house, they are still expected by their husbands and children to attend to such activities as housekeeping, cooking washing and so forth. This can be done by co-operation within the family. An outside job should not pave the way for upsetting the whole family. Husbands are also advised to help their wives with regard to housekeeping. They should not expect their wives to work both outside, and inside the house on their own. Such an expectation is neither lawful nor fair. Men and women should share the housework.

d) If a woman is working outside and has a child, then she should leave the child with someone trusted and kind. It is neither right nor wise to leave children at home on their own, since many children become fearful or helpless when they have to confront difficult situations. Here, we are not speaking of the child who has just learnt to walk. At this stage, no one is more suitable than a mother to look after the child. We're speaking of a child who has been admitted to a nursery or primary school.

e) If the husband agrees for the wife's taking up a job, she must try to select a job in which she comes in contact with minimum number of strangers or non-mehram men. This is in the interest of both herself and the society.

f) May we also remind the husbands, that the wife has a right to work outside the home as long as it does not harm the family environment. And whatever she earns belongs to her alone, no matter what legitimate work she performs or the degree to which the husband helps with housework. A husband has no right to benefit economically in anyway whatsoever from his wife. That is, he cannot expect or demand, by right. He can accept that benefit accruing from his wife, which she shares with him by her own choice and willingness. By the way, that also concerns her work at home. A husband has no right to force her to do housework.
Tips to Look After Your Husband
(Extract from -1960 Home Economics Book)

Have dinner ready: Plan ahead, even the night before, to have a delicious meal ready on time. This is a way of letting him know that you have been thinking about him and that you are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal is part of the warm welcome needed.

Prepare yourself: Take 10 minutes to rest so that you will be refreshed when he arrives. Touch up your make up, put a ribbon in your hair and be fresh looking. He has been with a lot of work-weary people. Be a little gay and a little more interesting. His boring day may need a lift.

Clear away the clutter: Make one last trip through the main part of the house just before your husband arrives, gathering up school books, toys, paper etc. Then run a dust cloth over tables. Your husband will feel he has reached a heaven of rest and order, and it will give you a lift too.

Prepare the children: Take a few minutes to wash the children’s hand and faces (if they are small), comb her hair, and if necessary change their clothes. They are little treasures and he would like to see them playing the part.

Minimise all noise: At the time of his arrival, eliminate all noise of washer, dryer, dishwasher or vacuum. Try to encourage the children to be quiet. Greet him with a warm smile and be glad to see him.

Some don’ts: Don’t greet him with problems of complaints. Don’t complain if he’s late for dinner. Count this as minor compared with what he might have gone through that day.

Make him comfortable: Have him lean back in a comfortable chair or suggest he lie down in the bedroom. Have a cool or warm drink ready for him. Arrange his pillow for him and offer to take off his shoes. Speak in a low, soft, soothing and pleasant voice. Allow him to relax-unwind.

Listen to him: You may have a dozen things to tell him, but the moment of his arrival is not the time. Let him talk first. Make the evening his: Never complain if he does not take you out to dinner or to other place of entertainment. Instead, try to understand his world of strain and pressure, his need to be home and to relax.

The Goal

Try to make your home a place of peace and order where your husband can renew himself in body and spirit.
Working Women Face High Risks From Work Stress, Musculoskeletal Injuries, Other Disorders

Working women compose an increasingly large proportion of the U.S. work force. They also face high risk from job-related stress, musculoskeletal injuries, violence, and other hazards of the modern workplace, new reports by the National Institute for Occupational Safety and Health (NIOSH) conclude. In many respects, the risks are higher than those for male workers.

NIOSH researchers describe their findings in two articles and an editorial in the Spring 2000 issue of The Journal of the American Medical Women's Association. The editorial provides an overview of occupational health and safety hazards for working women. One of the articles addresses work stress and women. The other article, co-written by authors from NIOSH and two other organizations, examines health and safety concerns for working women in construction.

"Many factors heighten certain risks of work-related injury, illness, and death for female workers," said NIOSH Director Linda Rosenstock, M.D., M.P.H. "It is important to recognize these hazards and to keep all workers, women and men alike, safe on the job."

Women currently make up almost half of the general U.S. work force. In the growing health care industry, where a complex range of hazards exists, including latex allergy, back injuries, and needle-stick injuries, about 80 percent of the work force is female.

Increasingly, women are moving into occupations once held exclusively by men, such as the construction trades. In such instances, physiological differences between women and men can translate into occupational hazards, as when women operate equipment designed for male workers of larger stature.

Women workers are at disproportionately high risk for musculoskeletal injuries on the job, suffering 63 percent of all work-related repetitive motion injuries. Hazards such as radiation, glycol ethers, lead, and strenuous physical labor can affect a woman's reproductive health, including pregnancy outcomes. Violence is also a special concern for women workers. Homicide is the leading cause of job-related death for women, and women also are at increased risk of non-fatal assault.

The NIOSH article "Working Women and Stress" finds that:

- Gender-specific work stress factors, such as sex discrimination and balancing work and family demands, may have an effect on women workers above and beyond the impact of general job stressors such as job overload and skill under-utilization.
- Discriminatory barriers to financial and career advancement have been linked to more frequent physical and psycho-logical symptoms and more frequent visits to the doctor.
- The most effective way of reducing work stress is through organizational change in the work-place. This holds true for reducing work stress in female and male workers.
alike. Workplaces that actively discourage sexual discrimination and harassment, and promote family-friendly policies, appear to foster worker loyalty and attachment regardless of gender, studies indicate. Organizational changes effective for reducing job stress among women workers include expanding promotion and career ladders, introducing family-support programs and policies, and enforcing policies against sex discrimination and sexual harassment.

The article "Women in Construction: Occupational Health and Working Conditions," finds that:

- Women may receive less on-the-job safety mentoring than men from supervisors and co-workers. This can create a potentially dangerous cycle in which trades-women are asked to do jobs for which they are not properly trained, and then are injured when they do them or are seen as incompetent when they are unable to do them.

- Women in construction have reported harassment and verbal abuse by co-workers and isolation on the job severe enough that some women have looked for other employment.

- Patterns of work-related construction fatalities differ for men and women. For example, women construction laborers are at higher risk than male laborers of death from motor vehicle injuries, but less likely being at risk of death from falls, machinery related injuries, or being struck by objects. Further research is needed to determine why these differences exist.


The Regents’ Training Center has many excellent videos and other resource materials available on a variety of subjects. Videos include those on ergonomics that addresses musculoskeletal problems and video display terminal stress. Other videos cover subjects such safe lifting techniques, minimizing back strain, accident causes and prevention, and fall prevention. These videos and other resource materials are available free of charge from the Regents’ Training Center. Contact the training center at (405) 325-8069 for more information.
I went back to work when my son was 7 months old and I haven’t looked back since.

I search around for a day nursery ... the thought of a child minder made me cringe, too many stories and the thought of one person doing her ironing and then picking children up from school with another few in tow just put me off (only my opinion ... sure there are some good ones out there too). I found one which also came highly recommended.

After the settling in days ... at no extra cost which took three weeks of a few hours and days here and there, Oliver started his 3 days a week.

Now at a year old, he has great social skills, his development is excellent and he’s been in his first nativity play.

I cannot praise enough the way the nursery is run and the benefits to Oliver and my self ... I work and earn a wage for days which helps the cause and have my brain back in use, also my friends at work are great company ... and I ‘m sure a lot will understand this, as much as I love Oliver, I need to have adult company and escape the baby talk ... .

Even if you don’t want to work I highly recommend taking your baby/toddler to a private nursery for a day a week as it is the best start they can have into the big wild world to interact.
Ibu Bekerja di Luar Rumah: Apa Manfaat dan risikonya?


Banyak persoalan yang dialami ibu rumah tangga yang bekerja di luar rumah, seperti bagaimana mengatur waktu dengan suami dan anak-anak hingga mengurus tugas-tugas rumah tangga dengan baik. Ada yang bisa menikmati peran gandanya, namun ada yang merasa kesulitan hingga akhirnya persoalan-persoalan rumit kian berkembang dalam hidup sehari-hari. Nah, jika dengan bekerja ternyata mendatangkan problem yang cukup memusingkan, apakah manfaatnya jika seorang ibu bekerja mencari nafkah di luar rumah?

Sejak dulu persoalan yang dihadapi kaum ibu yang bekerja di luar rumah sepertinya tidak jauh berbeda. Berbagai hambatan dan kesulitan yang mereka alami dari masa ke masa, berasal dari sumber-sumber yang sama. Faktor-faktor yang biasanya menjadi sumber persoalan bagi para ibu yang bekerja, sebagaimana ditulis e-psikologi.com, dapat dibedakan sbb:


Namun kenyataan ideal itu cukup sulit dicapai karena beberapa faktor, misalnya pekerjaan di kantor sangat berat, sedangkan suami di rumah kurang bisa “bekerja sama” untuk ikut menyelesaikan pekerjaan rumah, sementara anak-anak juga menuntut perhatian dirinya. Akhirnya, sang ibu akan merasa sangat lelah karena dirinya merasa dituntut untuk terus memberi dan memenuhi kebutuhan orang lain. Belum lagi, jika ternyata suami dan anak-anak merasa “kurang mendapat perhatian”, tidak heran jika
lama-kelamaan dirinya mulai dihingapi depresi, karena merasa tidak bisa membahagiakan keluarganya.

2. Faktor eksternal seperti (a) dukungan suami, (b) kehadiran anak, dan (c) masalah pekerjaan.

3. Faktor relasional. Dengan bekerjanya suami dan istri, maka otomatis waktu untuk keluarga jadi terbagi. Memang pengangguran terhadap pekerjaan rumah tangga bisa diselesaikan dengan disediakannya pengasuh serta pembantu rumah tangga. Namun ada hal-hal yang sulit dicari substitusinya, seperti masalah kebersamaan bersama suami dan anak-anak.

Motivasi

Apakah yang sebenarnya melandasi tindakan para ibu bekerja di luar rumah, atau motif-motif apa saja yang mendasari kebutuhan mereka bekerja di luar rumah, hingga mereka mau menghadapi berbagai risiko atau konsekuensi yang bakal dihadapi? Beberapa diantaranya sbb:


Kebutuhan akan aktualisasi diri melalui profesi atau karir, merupakan salah satu pilihan yang banyak diambil oleh para wanita kini-terutama dengan makin terbukanya kesempatan yang sama pada wanita untuk meraih jenjang karir yang tinggi. Bagi wanita yang sejak sebelum menikah sudah bekerja karena dilandasi kebutuhan aktualisasi diri yang tinggi, maka ia akan cenderung kembali bekerja setelah menikah dan punya anak. Nereka merasa bekerja dan pekerjaan adalah hal yang sangat bermanfaat untuk memenuhi kebutuhan aktualisasi diri.


Bagaimanapun, kerja mempunyai manfaat positif bagi ibu bekerja maupun bagi keluarga. Beberapa segi positifnya adalah:


3. Relasi yang sehat dan positif dengan keluarga. Wanita yang bekerja, cenderung punya ruang lingkup yang lebih luas dan bervariasi, sehingga punya pola pikir yang lebih terbuka, lebih energik, mempunyai wawasan yang luas dan lebih dinamis. Keberadaan istri bias jadi partner bagi suami, teman bertukar pikiran, saling membagi harapan, pandangan dan tanggung jawab.

4. Pemenuhan kebutuhan social, para ibu punya kebutuhan menjalin relasi social dengan orang lain. Dengan bekerja, seorang wanita juga dapat memenuhi kebutuhan akan “kebersamaan” dan untuk menjadi bagian dari suatu komunitas. Sosialisasi penting bagi setiap orang agar punya wawasan dan cara berpikir yang luas, meningkatkan kemampuan empati dan kepekaan social.


Penelitian

Berikut ini diungkap bebrapa hasil penelitian menyangkut situasi-situasi keluarga jika suami-istrinya sama-sama bekerja.
1. Kepuasan hidup. Studi tentang kepuasan hidup wanita bekerja yang pernah dilakukan oleh Ferree (1976) menunjukkan wanita yang bekerja menunjukkan tingkat kepuasan hidup yang lebih tinggi dibandingkan dengan wanita yang tidak bekerja. Kesetiaan tentang kepuasan hidup wanita bekerja yang pernah dilakukan oleh Ferree (1976) menunjukkan wanita yang bekerja menunjukkan tingkat kepuasan hidup yang lebih tinggi dibandingkan dengan wanita yang tidak bekerja.


Sementara penelitian Scanzoni (1980) menungkap, perkawinan dual-career dikatakan berhasil jika di antara kedua belah pihak saling memperlakukan pasangannya sebagai partner yang setara. Umumnya, mereka tidak hanya akan berbagi dalam hal income, namun tidak segan-segan berbagi dalam urusan rumah tangga dan mengurus anak-anak. (*/tin).
Appendix 13.3: Reading Materials about Capital Punishment

Thoughts on Death Penalty
(http://www.richard.clark32.btinternet.co.uk/thoughts.html)

Contents.

- Is capital punishment ethically acceptable?
- Arguments for capital punishment
- Arguments against capital punishment
- Future of capital punishment in Britain
- Should capital punishment be re-introduced in Britain?
- Alternatives to capital punishment

- Life without parole
- Death versus deterrence
- Mad or bad?
- Capital punishment and the media
- Can capital punishment ever be humane?
- Conclusions

Background.

Capital punishment is the lawful infliction of death as a punishment and since ancient times it has been used for a wide variety of offences. The Bible prescribes death for murder and many other crimes, including kidnapping and witchcraft. By 1500 in England, only major felonies carried the death penalty - treason, murder, larceny, burglary, rape, and arson. By 1700, however, Parliament had enacted many new capital offences, and hundreds of persons were being put to death each year.

Reform of the death penalty began in Europe by the 1750s, and was championed by academics such as the Italian jurist Cesare Beccaria, the French philosopher Voltaire, and the English law reformers Jeremy Bentham and Samuel Romilly. They argued that the death penalty was needlessly cruel, overrated as a deterrent, and occasionally imposed in fatal error. Along with Quaker leaders and other social reformers, they defended life imprisonment as a more rational alternative.

By the 1850s these reform efforts began to bear fruit. Venezuela (1853) and Portugal (1867) were the first nations to abolish the death penalty altogether. In the United States Michigan was first state to abolish it for murder in 1847. Today, it is virtually abolished in all of Western Europe and most of Latin America. Britain effectively abolished capital punishment in 1965 (for the full story of abolition click here).
In America, Asia, Africa, and the Middle East (except Israel) most countries still retain the death penalty for certain crimes and impose it with varying frequency.

Shooting and hanging are the two most common methods of execution followed by beheading and lethal injection which is becoming almost universal in America and is also used in the Philippines and Guatemala. Electrocution and the gas chamber are used only in America and seem to be disappearing rapidly. Stoning for sexual offences including adultery occurs in some Islamic countries. China with a quarter of the world's population carries out the most executions (by shooting) for a wide variety of offences. Since 1998 China has been experimenting with lethal injection and like Thailand plans to make it the sole form of execution in the next few years.

Is capital punishment ethically acceptable?

The state clearly has no absolute right to put its subjects to death although, of course, almost all countries do so in some form or other, (but not necessarily in the conventional form of capital punishment.) In most countries it is by arming their police forces and accepting the fact that people will from time to time killed as a result and therefore at the State's behest.

A majority of a state's subjects may wish to confer the right to put certain classes of criminal to death through referendum or voting in state elections for candidates favouring capital punishment. Majority opinion in many democratic countries tends to be in favour of the death penalty.

It is reasonable to assume that if a majority is in favour of a particular thing, in a democratic society their wishes should be seriously considered with equal consideration given to the down side of their views.

A fact that is conveniently overlooked by anti capital punishment campaigners is that we are all ultimately going to die. In many cases we will know of this in advance and suffer great pain and emotional anguish in the process. This is particularly true of those diagnosed as having terminal cancer. It is apparently acceptable to be "sentenced to death" by one's family doctor without having committed any crime at all but totally unacceptable to be sentenced to death by a judge having been convicted of murder or drug trafficking (the crimes for which the majority of executions are carried out).

However there are obvious merits to both the pro and anti arguments.

Arguments for the death penalty.

- **Incapacitation of the criminal.**

Capital punishment permanently removes the worst criminals from society and should prove much cheaper and safer for the rest of us than long term or permanent incarceration. It is self evident that dead criminals can not commit any further crimes, either within prison or after escaping or being released from it.
• Cost

Money is not an inexhaustible commodity and the state may very well better spend our (limited) resources on the old, the young and the sick rather than the long term imprisonment of murderers, rapists etc. Anti capital punishment campaigners in America sight the higher cost of executing someone over life in prison but this is (whilst true for America) has to do with the endless appeals and delays in carrying out death sentences that are allowed under the American legal system where the average time spent on death row is over 11 years. In Britain in the 20th century the average time in the condemned cell was less than 8 weeks and there was only one appeal.

• Retribution.

Execution is a very real punishment rather than some form of "rehabilitative" treatment, the criminal is made to suffer in proportion to the offence. Although whether there is a place in a modern society for the old fashioned principal of "lax talens" (an eye for an eye) is a matter of personal opinion. Retribution is seen by many as an acceptable reason for the death penalty, according to my survey results.

• Deterrence.

Does the death penalty deter? It is hard to prove one way or the other because in most retentionist countries the number of people actually executed per year (as compared to those sentenced to death) is usually a very small proportion. It would however seem that in those countries (e.g. Singapore) which almost always carry out death sentences there is generally far less serious crime. This tends to indicate that the death penalty is a deterrent, but only where execution is an absolute certainty. Anti death penalty campaigners always argue that death is not a deterrent and usually site studies based upon American states to prove their point. This is, in my view, flawed and probably chosen to be deliberately misleading. Let us examine the situation in three countries.

• Britain.

In Britain, between abolition in, the murder rate more than doubled (to around 750 per annum) and is now around a 1000 a year as we enter 2004. There have been 71 murders committed by people who have been released after serving "life sentences" in the period between 1965 and 1998, according to Home Office statistics. Statistics were kept for the 5 years that capital punishment was suspended in Britain (1965 - 1969) and these showed a 125% rise in murders that would have attracted a death sentence. Whilst statistically all this is true it does not tell one how society has changed over nearly 40 years. It may well be that the murder rate would be the same today if we had retained and continued to use the death penalty. It impossible to say that only this one factor affects the murder rate. Easier divorce has greatly reduced the number of domestic murders, unavailability of poisons has seen poisoning become almost extinct, whilst tight gun control had begun to reduce the number of shootings, however drug related gun crime is on the increase and there have been a spate of child murders recently. Stabbings have increased dramatically as have the kicking and
beating to death of people who have done something as minor arguing with someone or jostling them in a crowd, i.e. vicious and virtually motiveless killings. As in most Western countries greatly improved medical techniques have saved many victims who would have previously died from their injuries (e.g. Josie Russell).

- **America.**

In most states, other than Texas, the number of executions as compared to death sentences and murders is infinitesimally small. Of the 598 executions carried out in the whole of the USA from 1977 to the end of 1999 Texas accounts for 199 or 33%. Interestingly the murder rate in the U. S. dropped from 24,562 in 1993 to 18,209 in 1997 the lowest for years (a 26% reduction) - during a period of increased use of the death penalty. 311 (62%) of the 500 executions have been carried out in this period.

America still had 5 times as many murders per head of population as did Britain in 1997, whilst Singapore had 15 times fewer murders per head of population than Britain. How can one account for this? There are obvious cultural differences between the three countries although all are modern and prosperous. It is dangerously simplistic to say that the rise in executions is the only factor in the reduction of homicides in America. There has been a general trend to a more punitive society (e.g. the "three strikes and your out" law) over this period and cities such as New York claim great success in reducing crime rates through the use of "zero tolerance" policing policies. But otherwise that has been political and economic stability over the period and no obvious social changes. Improvements in medical techniques have also saved many potential deaths.

- **Texas.**

As stated above Texas carries out far more executions than any other American state (between 1982 and 2000 it executed 254 men and 2 women) and there is now clear evidence of a deterrent effect. My friend Rob Gallagher (author of Before the Needles website) has done an analysis of the situation using official FBI homicide figures. Between 1980 and 2000 there were 41,783 murders in Texas. In 1980 alone, 2,392 people died by homicide, giving it a murder rate of 16.88 for every 100,000 of the population. (The US average murder rate in 1980 was 10.22, falling to 5.51 per 100,000 by the year 2000. Over the same period Texas had a population increase of 32%, up 6,681,991 from 14,169,829 to 20,851,820. There were only 1,238 murders in 2000 giving it a rate of 5.94, just slightly higher than the national rate which had dropped to 5.51/100,000. In the base year (1980) there was 1 murder for every 5,924 Texans. By the year 2000 this had fallen to 1 murder for every 16,843 people, or 35.2% of the 1980 value. If the 1980 murder rate had been allowed to maintain there would have been, by interpolation, a total of 61,751 murders. On this basis 19,968 people are not dead today who would have potentially been homicide victims, representing 78 lives saved for each one of the 256 executions. The overall US murder rate declined by 54% during the period. Therefore, to achieve a reasonable estimate of actual lives saved we must multiply 19,968 by 0.54, giving a more realistic figure of 10,783 lives saved or 42 lives per execution. Even if this estimate was off by a factor of 10, (which is highly unlikely), there would still be over 1,000 innocent lives saved or 4 lives per
execution. One can see a drop in the number of murders in 1983, the year after Charlie Brooks became the first person to be executed by lethal injection in America.

In 2000 Texas had 1238 murders (an average of 23.8 murders per week), but in 2001 only 31 people were given the death sentence and 17 prisoners executed (down from 40 the previous year). This equates to a capital sentencing rate of 2.5% or 1 death sentence for every 40 murders.

- **Singapore.**

Singapore always carries out death sentences where the appeal has been turned down so its population knows precisely what will happen to them if they are convicted of murder or drug trafficking - is this concept deeply embedded into the sub consciousness of most of its people, acting as an effective deterrent?

In 1995 Singapore hanged an unusually large number of 7 murderers with 4 in 1996, 3 in 1997 and only 1 in 1998 rising to 6 in 1999 (3 for the same murder). Singapore takes an equally hard line on all other forms of crime with stiff on the spot fines for trivial offences such as dropping litter and chewing gum in the street, caning for males between 18 and 50 for a wide variety of offences and rigorous imprisonment for all serious crimes.

**Arguments against the death penalty**

There are a number of incontrovertible arguments against the death penalty.

The most important one is the virtual certainty that genuinely innocent people will be executed and that there is no possible way of compensating them for this miscarriage of justice. There is also another significant danger here. The person convicted of the murder may have actually killed the victim and may even admit having done so but does not agree that the killing was murder. Often the only people who know what really happened are the accused and the deceased. It then comes down to the skill of the prosecution and defence lawyers as to whether there will be a conviction for murder or for manslaughter. It is thus highly probable that people are convicted of murder when they should really have only been convicted of manslaughter.

A second reason, that is often overlooked, is the hell the innocent family and friends of criminals must also go through in the time leading up to and during the execution and which will often cause them serious trauma for years afterwards. It is often very difficult for people to come to terms with the fact that their loved one could be guilty of a serious crime and no doubt even more difficult to come to terms with their death in this form. However strongly you may support capital punishment two wrongs do not make one right. One cannot and should not deny the suffering of the victim's family in a murder case but the suffering of the murderer's family is surely equally valid.

There must always be the concern that the state can administer the death penalty justly, most countries have a very poor record on this. In America a prisoner can be on death row for
many years (on average eleven years {2000 figure}) awaiting the outcome of numerous appeals and their chances of escaping execution are better if they are wealthy and/or white rather than poor and/or black irrespective of the actual crimes they have committed which may have been largely forgotten by the time the final decision is taken. Although racism is claimed in the administration of the death penalty in America, statistics show that white prisoners are more liable to be sentenced to death on conviction for first degree murder and are also less likely to have their sentences commuted than black defendants.

It must be remembered that criminals are real people too, who have life and with it the capacity to feel pain, fear and the loss of their loved ones and all the other emotions that the rest of us are capable of feeling. It is easier to put this thought on one side when discussing the most awful multiple murderers but less so when discussing, say, an eighteen-year-old girl convicted of drug trafficking. (Singapore hanged two girls for this crime in 1995 who were both only eighteen at the time of their offences and China shot an 18 year old girl for the same offence in 1998.)

There is no such thing as a humane method of putting a person to death irrespective of what the State may claim (see later). Every form of execution causes the prisoner suffering, some methods perhaps cause less than others, but be in no doubt that being executed is a terrifying and gruesome ordeal for the criminal. What is also often overlooked is the extreme mental torture that the criminal suffers in the time leading up to the execution. How would you feel knowing that you were going to die tomorrow morning at 8.00 a.m.?

There may be a brutalising effect upon society by carrying out executions - this was apparent in this country during the seventeenth and eighteenth centuries when people turned out to enjoy the spectacle. They still do today in those countries where executions are carried out in public. It is hard to prove this one way or the other - people stop and look at car crashes but it doesn't make them go and have an accident to see what it is like. I think there is a natural voyeurism in most people.

The death penalty is the bluntest of "blunt instruments" it removes the individual's humanity and with it any chance of rehabilitation and their giving something back to society. In the case of the worst criminals this may be acceptable but is more questionable in the case of less awful crimes.

**Will Britain restore capital punishment in the future?**

My 2003 survey shows just over two out of three people would like capital punishment reinstated. ([Click here](#) for the detailed results) Support for the death penalty in Britain seems to be growing and is equally strong among young people too. In the short term (say the next 10 years) there is no realistic chance of reinstatement however, despite majority public support for such a move. Re-introduction of something that has been abolished is always much more difficult than introducing something entirely new. Successive free votes on the issue in the House of Commons during the 1980’s failed to get anywhere near a majority for restoration. Politically it would be impossible at present, given our membership of the EU and our commitment to European Convention on Human Rights,
both of which are totally against capital punishment. The EU contains no member states that practice it and will not allow retentionist states to join. The present Labour government is implacably opposed to capital punishment and has removed it from the statute book for the few remaining offences for which it was still theoretically allowed. The Conservative party seems to be split on the issue and the Liberal Democrats firmly against. There is no doubt that capital punishment is a very emotive issue but there is a strong anti death penalty lobby in this country who would put every obstacle in the way of it's return should it ever become likely. There is concern at the number of convictions that are being declared unsafe by the Courts, particularly for the most serious offences such as murder and terrorism. Yet we live in a time of ever-rising serious crime.

Will people become so fed up with escalating levels of crime and what they see in, most cases, as derisory punishments that they will support anything that appears likely to reduce crime and redress the balance? Or do they see the return of capital punishment as a return to barbarity?

**Should capital punishment be re-introduced in Britain?**

There are very real issues of human rights that will affect us all if it were to be re-introduced. Will the government introduce laws that are just and contain sufficient safeguards and will the judiciary administer them properly?

We are all potentially capable of murder (a lot of domestic murders, where one partner murders the other during a row, are first time crimes) and therefore we must each consider whether we and our loved ones are more at risk of being murdered or being executed for committing murder.

We must also consider what the likelihood is of innocent people being executed - it is inevitable that it will happen sooner or later.

Can the police, the courts and the system generally, be trusted to get things right on every occasion? They never have been able to previously.

Will juries be willing to convict in capital cases? Would you like to have to make the decision as to whether the person in the dock should live or die?

Will the government really be willing to carry out death sentences or will they find every excuse for not doing so thus returning to the injustices of earlier centuries?

Will executions really prove to be the deterrent that the supporters of capital punishment expect them to be? This is a very important point as the pro-capital punishment lobby as the principal benefit always puts it forward from re-introduction. It is unlikely the very worst murderers would be deterred because they are typically psychopaths or of such dubious sanity that they are incapable of rational behaviour (often taking their own lives immediately after the crime as in the Hungerford and Dunblane massacres) Certain criminals e.g. drug traffickers may be deterred because they have a clear option with defined risks but would the
person who has a violent argument with their partner give a second thought to what will happen to them when in the heat of the moment they pick up the carving knife?

It is unlikely that a handful of executions a year will have any real deterrent effect particularly on the people whom society would most like to be deterred, e.g. serial killers, multiple rapists and drugs barons. Yet these particular criminals are the least likely to be executed, the serial killers will be found insane and the drug barons will use any means to avoid conviction e.g. intimidation of witnesses. So we go back to the situation where only "sane" murderers can be executed. Thus a modern day Ruth Ellis would hang because she was sane whilst Beverley Allitt, who murdered four small children, would be reprieved after because she has Munchausen's Syndrome by Proxy, or so she and certain psychiatrists claim.

Can these scenarios ever be seen as justice?

Should we only execute people for the most awful multiple murders as a form of compulsory euthanasia rather than as a punishment or should we execute all murderers irrespective of the degree of guilt purely as a retributive punishment for taking another person's life and in the hope of deterring others?

What about crimes such as violent rape, terrorism and drug trafficking - are these as bad as murder? How should we punish such offences?

Should executions be carried out in such a way as to punish the criminal and have maximum deterrent effect on the rest of us (e.g. televised hangings) would this be a deterrentistic or merely become a morbid show for the voyeuristic?

Or should they be little more than a form of euthanasia carried out in such a way as to remove from the criminal all physical and as much emotional suffering as possible?

Does it make any sense to imprison someone for the rest of their life or is it really more cruel than executing them?

If we do not keep them in prison for life will they come out only to commit other dreadful crimes? A small but significant number do.

What is the cost to society of keeping people in prison? (£600.00 per week at present for an ordinary prisoner which is around £468,000 for a typical 15 years of a life sentence)

These questions need to be thought about carefully and a balanced opinion arrived at.

If the general conclusion is that capital punishment is desirable then the first step toward restoration is for the Government to present a fully thought out set of proposals, that can be put to the people in a referendum, stating precisely what offences should carry the death penalty, how it should be carried out, etc. and what effect on crime is expected to follow from re-introduction.
If such a referendum produced a clear yes vote, the Government would have a genuine mandate to proceed upon, and could claim the support of the people, thus substantially reducing the influence of the anti-capital punishment lobby. There should be another referendum about five years later, so that the effects of re-introduction could be reviewed and voted on again. Referenda have the advantage of involving the public in the decision making process and raising awareness through the media of the issues for and against the proposed changes.

**The alternatives.**

What are the realistic alternatives to the death penalty?

Any punishment must be fair, just, adequate and most of all, enforceable. Society still views murder as a particularly heinous crime which should justify the most severe punishment. Whole life imprisonment could fit the bill for the worst murders with suitable gradations for less awful murders.

I am personally against the mandatory life sentence for murder as it fails, in my view, to distinguish between really dreadful crimes and those crimes which, whilst still homicide, are much more understandable to the rest of us. Therefore it is clearly necessary to give juries the option of finding the prisoner guilty, but in a lower degree of murder and to give judges the ability to pass sensible, determinate sentences based upon the facts of the crime as presented to the court.

Imprisonment, whilst expensive and largely pointless, except as means of removing criminals from society for a given period, is at least enforceable upon anyone who commits murder (over the age of ten years). However it appears to many people to be a soft option and this perception needs to be corrected.

In modern times we repeatedly see murderers being able to "get off" on the grounds of diminished responsibility and their alleged psychiatric disorders or by using devices such as plea bargaining. This tends to remove peoples' faith in justice which is very dangerous.

Are there any other real, socially acceptable, options for dealing with murderers? One possible solution (that would enrage the civil liberties groups) would be to have everyone's DNA profile databased at birth (not beyond the wit of modern computer systems) thus making detection of many murders and sex crimes much easier. If this was done and generally accepted as the main plank of evidence against an accused person and a suitable, determinate sentence of imprisonment passed, involving a sensible regime combining both punishment and treatment, it would I am sure, considerably reduce the incidence of the most serious and most feared crimes. The reason for this is that for most people, being caught is a far greater deterrent than some possible, probably misunderstood, punishment - e.g. "life imprisonment". Surely this has to be better than the arbitrary taking of the lives of a tiny minority of offenders (as happens in most countries that retain the death penalty) with all the unwanted side effects that this has on their families and on the rest of society. It is clear that certainty of being caught is a very good deterrent - just look at how people observe speed.
limits when they see signs for speed cameras and yet break the speed limit as soon as the risk is passed.

"Life without parole" versus the death penalty.

Many opponents of capital punishment put forward life in prison without parole as a viable alternative to execution for the worst offenders and surveys have shown that LWOP enjoys considerable support amongst those who would otherwise favour the death penalty.

However there are drawbacks to this:

Death clearly permanently incapacitates the criminal and prevents them committing any other offence. LWOP cannot prevent or deter offenders from killing prison staff or other inmates, or taking hostages to further an escape bid - they have nothing further to loose by doing so.

However good the security of a prison someone will always try to escape and occasionally will be successful. If you have endless time to plan an escape and everything to gain from doing so it as very strong incentive.

We have no guarantee that future governments will not release offenders who were imprisoned years previously, on the recommendations of various professional "do-gooders" who are against any punishment in the first place. Twenty or thirty years on it is very difficult to remember the awfulness of an individual's crime and easy to claim that they have reformed.

Myra Hindley is prime example of this phenomenon - whilst I am willing to believe that she changed as a person during her 37 years in prison and probably did not present any serious risk of re-offending, one has absolutely no guarantee of this and it does not obviate her responsibility for her crimes. Fortunately she died of natural causes before she could obtain parole which I am sure she would have eventually been granted.

The Numbers Game "death versus deterrence".

If we are however, really serious in our desire to reduce crime through harsher punishments alone, we must be prepared to execute every criminal who commits a capital crime, irrespective of their sex, age (above the minimum) alleged mental state or background. Defences to capital charges must be limited by statute to those which are reasonable. Appeals must be similarly limited and there can be no reprieves. We must carry out executions without delay and with sufficient publicity to get the message across to other similarly minded people. This is similar to the situation which obtains in China and would, if applied in Britain, undoubtedly lead to a large number of executions to begin with until the message got through. I would estimate at least 2,000 or so in the first year if it were applied for murder, aggravated rape and drug trafficking. This amounts to more than seven executions every day of the year Monday through Friday.
Are we as a modern western society willing to do this or would we shy away from it and return to just carrying out the occasional execution to show that we still can, without any regard for natural justice? These events will be seized upon by the media and turned into a morbid soap opera, enjoyed by a (large?) proportion of the population (Note the popularity in the American media of capital murder trials there). It is doubtful whether executions carried out on this basis will deter others from committing crimes. For capital punishment to really reduce crime every one of us must realise that we will personally and without doubt, be put to death if we commit the particular crimes and that there can be absolutely no hope of reprieve. One wonders if as many people would be willing to vote for this scenario in a referendum when they realised the full consequences of their action. I have no doubt that if we were to declare war on criminals in this fashion we would see a rapid decline in serious crime but at what cost in human terms? There will be a lot of innocent victims - principally the families of those executed.

"Mad or Bad".

Are criminals (particularly murderers as we are discussing capital punishment) evil or sick? This is another very important issue as it would seem hardly reasonable to punish people who are genuinely ill but more reasonable to use effective punishment against those who are intentionally evil. As usual, as a society, we have very confused views on this issue - there are those, notably some social workers and psychiatrists, who seem to believe that there is no such thing as evil whilst the majority of us do not accept that every accused person should be let off (i.e. excused any responsibility for their actions) due to some alleged mental or emotional condition. Will advances in mapping the human genome over the next couple of decades allow us to predict those people who are prone to committing violent and murderous crimes and so prevent them before they happen?

It would seem that whilst legally and technically "sane" many criminals are mentally abnormal and their thought processes are not like those of the rest of us. Ruth Ellis was, in my view a perfect case in point. She lived at a time when the death penalty was mandatory for murder and was known to be in favour of it herself. This did not stop her committing a murder which she made no attempt to escape from or deny responsibility for, and for which she knew that she would probably be hanged. We can only conjecture why she did murder David Blakely, the man she loved, at all, and particularly in the way she did which was much more likely to result in her execution. Home Office psychiatrists who examined her in the condemned cell found her to be sane according to their definition and I have no doubt that we would also have considered her to be sane if we had interviewed her - but she was obviously not "normal".

In America they seem, on the whole, less concerned about the mental state of condemned prisoners and are willing to execute them, as the case of the child killer Westly Alan Dodd who was clearly very abnormal indeed. There are many other cases to choose from where the defendant's deeds are not those of a normal person. The typical psychopath is often a person of above average intelligence but is presently incurable and will continue to present a severe risk to society.
Will we ever find an answer to the "mad or bad" question and be able find effective treatment for those who turn out to be "mad"? Should we worry about the alleged mental state of our worst criminals? These are the people who are least likely to benefit from imprisonment or care in institutions (or worse still the community) and are most likely to re-offend. It could therefore be argued that killing these people would be a very good thing.

**Capital punishment and the media.**

The media's attitude to executions varies widely depending on the age and sex of the criminal, the type of crime and method of execution. Middle aged men being executed by lethal injection in Texas for "ordinary" murders hardly rate a paragraph in the US press nowadays and do not get a mention in the U. K. media at all.

However a woman convicted of double murder and being injected on the same gurney gets tremendous world wide media attention at all levels. *(Karla Faye Tucker)*. Equally a man being hanged in Washington or Delaware or shot by a Utah firing squad makes international news. *(Wesley Allan Dodd, Billy Bailey and John Taylor)*. And yet non white women being hanged in Jordan (3 in 1997 and 2 in 1998), the 51 people publicly beheaded in Saudi Arabia during 2003 and men and women executed by the hundred in China for a wide variety of offences make very little news. However when a white woman is hanged in Africa this is considered newsworthy by the British press – *(Mariette Bosch* in Botswana in 2001). The broad sheets all ran articles with photos of her. Why is this? Is it a form of racism or do we not care if the execution takes place in a Middle Eastern or Far Eastern Country? Are their criminals somehow perceived as lesser people with less rights? The media obviously does not judge many of these stories to be newsworthy although they are aware of them through the news wires from those countries (which is how I know about them). In Singapore when executions were reported, they typically only made a small article and aroused very little public interest. Most Singaporeans however firmly support the government hard line on crime and punishment.

During the late 70's and early 80's when executions were rare in America, every execution, by whatever means, attracted a great deal of media interest and yet now they are frequent (averaging over 1 per week) the authorities seem to have difficulty in finding sufficient official and media witnesses. They also used to attract pro and anti capital punishment protesters in large numbers but these seem to have dwindled down to just a few in most cases. I tend to think that if executions were televised they would soon reach the same level of dis-interest amongst the general public unless it fitted into a "special category" i.e. a first by this or that method or a particularly interesting criminal.

Is media coverage of executions just a morbid side show for some people, who deprived of public hangings etc., lap up every detail the media has to offer, whilst the majority ignore the not very interesting criminals who are executed by lethal injection?

Lethal injection as my own survey has shown, is perceived by most respondents as the least cruel method - probably because it is least gruesome way of executing someone. The less
the public interest, the easier the process becomes - a state of affairs that suits many States in America very well. Probably the majority of people don't much care either way and would rather watch football. They may vaguely support capital punishment but do not wish to be or feel involved.

The Future.

I wonder if in another hundred years we will, as a world, still have capital punishment at all, or for that matter prisons, or whether we will have evolved technological means of detecting and correcting potential criminals before they can actually commit any crime. It seems to me that we must first find this technology and then educate public opinion away from its present obsession with punishment by demonstrating that the new methods work and pointing out the futility and waste of present penal methods especially imprisonment and execution.

Punishment will remain popular with the general public (and therefore politicians) as long as there are no viable alternatives and as long as crime continues its present inexorable rise. Logically, however, punishment (of any sort) cannot be the future - we must progress and therefore we will.

Until this utopian point is reached, which I believe it ultimately will be, I think that we will see the rise in the use of the death penalty continuing and its reintroduction in countries that had previously abolished it.

There will probably be a move toward generally more severe punishments for all classes of crime but without any appreciable affect on the crime rate.

It is clear that in strict, penal societies such as Singapore that the crime rate is much lower than in effectively non-penal societies such as Britain. It is therefore logical to assume that Singaporean style policies are likely to be adopted by more countries as their crime rates reach unacceptable proportions.

I do not believe that the majority of people who support capital punishment or other severe punishments do so for sadistic reasons but rather out of a feeling of desperation that they and their families are being overwhelmed by the rising tide of crime. I think there would, in the long term, be sufficient support for non-penal methods of dealing with criminals if these were perceived to be effective.

A particular danger in our society is that we continue to do little or nothing effective about persistent juvenile offenders. If the death penalty were re introduced we may be consigning many of these to their death at the age of 18 having never previously given them any discipline whatsoever. Surely execution should not be both the first and last taste of discipline a person gets and yet as we allow so many youngsters to run wild and commit ever more serious crimes unpunished, public opinion and thus political expediency makes it more and more likely. Nicholas Ingram who went to the electric chair in the American State of Georgia in 1995 is a perfect example of this phenomenon.
We should start by introducing stricter discipline from "the bottom up" i.e. start with unruly children at school and on the streets and progress through young thugs and older thugs before we think about restoring capital punishment. This way we might bring up a generation or two of disciplined people who might not need the threat of execution to deter the criminal from committing the most serious crimes.

It is noticeable that whilst Singapore retains and uses the death penalty it also has severe punishments for all other offences, including caning for many offences committed by young men who are usually the most crime prone group. Thus Singapore provides discipline at all levels in its society and has the sort of crime figures that most countries can only dream of.

**Can capital punishment ever be "humane"?**

I have never personally believed that any form of death, let alone execution, is either instant or painless, so which method of capital punishment should a modern "civilised" society use? Should our worst criminals be given a completely painless death even if the technology exists to provide one or should a degree of physical suffering be part of the punishment? Whatever method is selected should have some deterrent value whilst not causing a slow or agonising death.

British style, long drop hanging is an extremely quick process that is designed to cause instant deep unconsciousness and also benefits from requiring simple and thus quick preparation of the prisoner. It also seems to have substantial deterrent value.

**Lethal injection** may appear to be more humane than other methods, to the witnesses but is a very slow process. If the short acting barbiturate functions properly it usually causes unconsciousness in under a minute but this does not always happen. The biggest single objection would seem to be the length of time required to prepare the prisoner which can take from twenty to forty five minutes depending on the ease of finding a vein to inject into which is vital if the execution is to work and cause a painless death.

The **gas chamber** seems to possess no obvious advantage as the equipment is expensive to buy and maintain, the preparations are lengthy, adding to the prisoner's agonies and it always causes a slow and cruel death. It is also dangerous to the staff involved.

**Electrocution** can cause a quick death when all goes well but seems to have a greater number of technical problems than any other method, often with the most gruesome consequences. (This may in part be due to the age of the equipment - in most case 70 - 90 years old!)

**Shooting** by a single bullet in the back of the head seems greatly preferable to shooting by a firing squad in that it is likely to cause instant unconsciousness followed quickly by death rather than causing the prisoner to bleed to death, often whilst still conscious.

The time taken in the actual preparations prior to the execution (e.g. the shaving of the head and legs for electrocution) must also cause great emotional suffering, which again may far
outweigh the physical pain of the actual moment of death, which at least has an end. Remember that in 20th century Britain it took typically around fifteen seconds to carry out a hanging whereas it can take thirty - forty five minutes when all goes well to carry out a lethal injection. It sometimes takes much longer when a vein cannot be found. Hanging may cause more physical pain but surely being executed over a period of half an hour or more must cause acute mental agony.

One issue rarely addressed is the length of time prisoners spend in the condemned cell or on death row prior to execution and the uncertainty of eventual execution as various stays are granted and then overturned (particularly in America, where it is an average of over 11 years). In my view the mental anguish caused by this is a far greater cause of suffering both to them and their families than that caused by the physical pain produced by the eventual execution.

It is easy to condemn capital punishment as barbaric, but is spending the rest of one's life in prison so much less cruel to the prisoner or is it merely a way of salving society's conscience and removing the unpleasantness for the staff and officials?

**Conclusion.**

At the end of the debate we would seem to be left with three options.

1) Not to have the death penalty and the genuine problems it causes and continue to accept the relatively high levels of murder and other serious crimes that we presently have.

2) Re-introduce capital punishment for just the "worst" murderers which would at least be some retribution for the terrible crimes they have committed and would permanently incapacitate them. It would also save a small amount of money each year which could, perhaps, be spent on the more genuinely needy. This option is unlikely to reduce crime levels.

3) Re-introduce the death penalty in the really strict format outlined above and see a corresponding drop in serious crime whilst accepting that there will be a lot of human misery caused to the innocent families of criminals and that there will be the occasional, if inevitable, mistakes.

The **applied ethics** issue of capital punishment involves determining whether the execution of criminals is ever justified, and, if so under what circumstances it is permissible. Philosophical defenses of capital punishment typically draw from more general discussions of punishment. The issue of **corrective justice** in legal philosophy distinguishes between two principal theories of punishment: utilitarian and retributive. Accordingly, defenses of capital punishment are usually either utilitarian or retributive in nature. By contrast, most criticisms of capital punishment seek to expose flaws in popular justifications of capital punishment. Thus, in the absence of any good reason for executing a criminal, the critic of capital punishment concludes that the criminal should be allowed to live.
Capital Punishment
The Internet Encyclopedia of Philosophy
(http://www.utm.edu/research/iep/c/capitalp.htm)

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Utilitarian Arguments Concerning Capital Punishment

Perhaps the most common defenses of capital punishment are on utilitarian grounds. For utilitarians, punishment in general is justified only insofar as it creates a greater balance of happiness vs. unhappiness. From the utilitarian perspective, then, capital punishment is justified if it (1) prevents the criminal from repeating his crime; or (2) deters crime by discouraging would-be offenders. For, both of these contribute to a greater balance of happiness in society. There are several immediate problems with this line of reasoning. First, the burden of proof is on the defender of capital punishment to show that the same effects could not be accomplished with less severe punishment, such as life imprisonment. This is especially pertinent since the goal of utilitarianism is to reduce as much unhappiness as possible and this entails imposing the least severe of two possible punishments when everything else is equal. Italian political theorist Cesare Beccaria (1738-1794) argues this point in On Crimes and Punishment (1764), one of the first systematic critiques of capital punishment from the utilitarian point of view. According to Beccaria, capital punishment is not necessary to deter, and long-term imprisonment is a more powerful deterrent since execution is transient.

A second and more basic problem with utilitarian defenses of capital punishment involves the fact gathering process. Since the utilitarian is making a factual claim about the beneficial social consequences of capital punishment, then his claim should be backed by empirical evidence. In the absence of such reliable empirical evidence, the utilitarian position must be dismissed, as is the case with any unverified factual claim. "Empirical evidence" in general is of two varieties: anecdotal evidence and scientific evidence. Anecdotal evidence involves isolated observations, which appear to correlate two states of affairs, which, in this case, would be (a) capital punishment, and (b) improved social conditions. Given the gravity of the issue at stake with capital punishment, namely, people's lives, anecdotal evidence is an insufficient ground for establishing a causal connection between capital punishment and improved social conditions. Instead, scientific studies are needed. Several studies have been conducted in the past few decades regarding such a connection, but, unfortunately, the methodology used on social questions of this nature is necessarily imprecise. Ideally, a truly scientific study of the question would involve a comparison between two otherwise identical societies in which capital punishment was not used in the control group but was used in the test group. The problem, though, is that it is a practical impossibility to isolate two otherwise identical societies upon which to conduct the study. An almost endless variety of differing
factors in the respective groups will make the results inconclusive. Not surprisingly, the recently conducted empirical studies in fact draw conflicting conclusions. This basic problem in the fact gathering process not only applies to the utilitarian defender of capital punishment, but also to the utilitarian critic of capital punishment who might, for example, argue that society benefits more from life imprisonment sentences.

A third problem with utilitarian justifications of punishment, as pointed out by contemporary political philosopher Adam Bedeau, concerns the ratio of innocent lives saved per execution. Perhaps, in the best possible situation, executing five of the most dangerous convicts will result in saving five innocent lives in the future. As the number of executions increases, however, the number of innocent lives saved will not increase proportionally. Eventually, it may take one thousand additional executions to save only one additional innocent life. So, eventually it must be determined how many executions justify the saving of one innocent life. This, though, is virtually impossible to determine, yet utilitarians need this information to successfully calculate the overall social benefit of capital punishment.

Finally, critics of capital punishment sometimes argue on utilitarian grounds that the expense involving executions is substantially greater than the cost of life imprisonment. The costs of appeals and legal counseling are the principal expenses. Thus, the extra financial burden of capital punishment contributes to a greater balance of unhappiness vs. happiness. There are three problems with this argument. First, such financial calculations typically do not take into account that much of the legal counseling for death row inmates is pro bono which does not cost the taxpayer. Second, even if this is a true description of the cost of capital punishment in the United States and other developed countries, it is not representative of the cost of criminal executions worldwide. Indeed, one might reasonably expect that in many developing countries executions are substantially cheaper than life imprisonment costs. Assuming that critics of capital punishment object to its practice in any country, this argument not only lacks universal application, but might in fact be used as an argument in favor of capital punishment in countries with less expensive appeals processes. Finally, even if executing criminals is more costly than life imprisonment, it is not immediately obvious that the extra expense either contributes to a greater balance of social unhappiness or even tips the balance towards unhappiness. Society may actually be pleased with, or at least content with, the value it is getting for its capital punishment dollar.

Retributive Arguments Concerning Capital Punishment

The retributive notion of punishment in general is that (a) as a foundational matter of justice, criminals deserve punishment, and (b) punishment should be equal to the harm done. In determining what counts as "punishment equal to harm," theorists further distinguish between two types of retributive punishment. First, lex talionis retribution involves punishment in kind and is commonly expressed in the expression "an eye for an eye." Second, lex salica retribution involves punishment through compensation, and the harm inflicted can be repaired by payment or atonement. Historically, capital punishment is most often associated lex talionis retribution. One of the most early written statements of capital
punishment from the *lex talionis* or "eye for an eye" perspective is from the 18th century BCE Babylonian *Law of Hammurabi*:

If a builder builds a house for someone, and does not construct it properly, and the house which he built falls in and kills its owner, then that builder shall be put to death. If it kills the son of the owner, then the son of that builder shall be put to death. Critics of classic *lex talionis*-oriented capital punishment point out several problems with this view. First, as a practical matter, *lex talionis* retribution cannot be uniformly applied to every harm committed. The second sentence in the above quote from the *Law of Hammurabi* shows the inherent absurdity of consistent application: "If it [i.e., a collapsed house] kills the son of the owner, then the son of that builder shall be put to death." Second, as a strict formula of retribution, *lex talionis* punishment may even be inadequate. For example, if a terrorist or mass murderer kills ten people, then taking his single life is technically not punishment in kind. Third, foundational beliefs in general have the unfortunate consequence of appearing arbitrary. If a belief in *lex talionis* retribution is foundational, then, by definition, it cannot be defended by appealing to a prior set of reasons. The arbitrary nature of this is particularly clear when we see that there is an alternative retributive view of punishment which is equally foundational, yet which does not require capital punishment, namely *lex salica* retribution. Finally, critics of capital punishment argue that the true basis of retributive justifications of capital punishment is not at all foundational, but instead rooted in psychological feelings of vengeance. Even if we grant that vengeance is a natural human emotion, critics argue that it is an impulse which should be tempered, just as we do natural feelings of fear, lust, and greed. Laws about punishment, then, should not be grounded in our extreme feelings, but should instead be based on our more tempered ones. When we moderate our natural feelings of vengeance, there should be little inclination to execute criminals.

Immanuel Kant offered an alternative retributive justification of capital punishment which is not rooted in vengeance. Instead, for Kant, capital punishment is based on the idea that every person is a valuable and worthy of respect because of their ability to make rational and free choices. The murder, too, is worthy of respect; we, thus, show him respect by treating him the same way he declares that people are to be treated. Accordingly, we execute the murderer. A key problem with Kant's justification of capital punishment is that it tells us what to do with only ideally rational killers, although many killers are not rational.

**Other Arguments for Capital Punishment**

Some standard arguments for capital punishment do not fall neatly into either the retributive or utilitarian categories. For example, John Locke's famous defense of capital punishment has both a retributive and utilitarian component. Locke argued that a person forfeits his rights when committing even minor crimes. Once rights are forfeited, Locke justifies punishment for two reasons: (1) from the retributive side, criminals deserve punishment, and, (2) from the utilitarian side, punishment is needed to protect our society by deterring crime through example. Thus, society may punish the criminal any way it deems necessary.
so to set an example for other would-be criminals. This includes taking away his life. Under the influence of Locke's theory of the forfeiture of rights, English law had some 200 capital offenses by 1800. Critics of Locke argue that there are alternatives to his assumption that criminals forfeit their right to life. It may be, instead, that criminals forfeit other rights (such as freedom to travel), yet the right to life is simply not forfeitable. Beccaria, for example, argued that people did not sacrifice their rights to life when entering into the social contract.

Another defense of capital punishment is based on an analogy that capital punishment is to the political body just as self-defense is to the individual. The reasoning is that, in dangerous circumstances, the individual is justified in protecting himself by self-defense with deadly force. Since society (or the political body) is like a large person, society, too, is justified in using deadly force through capital punishment. However, for this analogy to be a successful, it must parallel the accepted principle that self-defense with deadly force is justified only when there is no alternative open to us (such as fleeing). This means we must see whether any alternative to capital punishment is open (such as long term imprisonment). Further, the self-defense with deadly force is grounded in the moral right of self-preservation. However, only people, properly speaking, have moral rights; abstract entities and institutions such as governing bodies do not. Consequently, the analogy between capital punishment and self-defense fails at a basic level.

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Direct Attacks on Capital Punishment

As noted, most arguments against capital punishment are based on exposing flaws in defenses of capital punishment. However, some are more direct attacks, such as that capital punishment should be abolished since it is undignified, inhumane, or contrary to love. Corporal punishment, such as flogging, and extreme types of capital punishment, such as burning at the stake, are no longer accepted practices because of their indignity. By parity of reasoning, capital punishment should be abolished too. However, even if we grant that capital punishment violates our duty to treat people with dignity, humanity, and love that alone may not be a sufficient reason for abolishing the practice. Dignity, humanity and love are foundational moral goods and as such are *prima facie* in nature. That is, they are each morally binding on face value until a stronger duty emerges with which it conflicts, thereby creating a *moral dilemma*. Defenders of capital punishment argue that retributive justice is one such conflicting duty. For, even though we are duty bound to acknowledge a criminal's dignity, the duty of retribution is also present and is in fact outweighs the other duties.

A second direct attack on the practice of capital punishment is that, at least at present, it is virtually impossible to apply death sentences fairly. People on death row are typically poor and thus could not afford the best defense at their initial trial. They are also predominately Afro-American or Hispanic which raises larger issues of racial inequality in the US. As ethnic minorities, they are also likely to receive more strict judgments from juries than their white counterparts who commit the same crime. These considerations recently prompted a US Supreme Court Justice to change his own views on capital punishment and reject the practice. In addition to problems of class bias, the practice of capital punishment is further
tainted by the tragic fact that innocent people are sometimes executed. Eliminating capital punishment not only prevents their wrongful execution, but gives them more time to clear their names and return to society.
David Hoekema  
(Taken from *Reading Critically, Writing Well* by Axelrod and Cooper, 1987, p. 503-513)

Formerly a philosophy professor at St. Olaf College in Minnesota, David Hoekema is currently the executive secretary of the American Philosophical Association. Hoekema has written extensively on the ethical dimension of contemporary social issues such as apartheid, hunger, and nuclear war. In 1979, he addressed the issue of capital punishment in a speech delivered at a forum sponsored by the Citizens' Committee for Criminal Justice. This selection is a revised version that appeared in a journal called The Christian Century.

**Capital Punishment:  
The Question of Justification**

In this essay, Hoekema addresses the issue of capital punishment with the objectivity one might expect from a philosopher. What other expectations do you have about his argument? How does the fact that it was published in *The Christian Century* influence your expectations? What do you think might be a “Christian position on this issue? What kind of argument might support this position?

In 1810 a bill introduced in the British Parliament sought to abolish capital punishment for the offense of stealing five shillings or more from a shop. Judges and magistrates unanimously opposed the measure. In the House of Lords, the chief justice of the King's Bench, Lord Ellenborough, predicted that the next step would be abolition of the death penalty for stealing five shillings from a house; thereafter no one could "trust himself for an hour without the most alarming apprehension that, on his return, every vestige of his property [would] be swept away by the hardened robber" (quoted by Herbert B. Hermann in "The Death Penalty and the Administration of Justice," in *The Death Penalty in America*, edited by Hugo Adam Bedau [Anchor, 19671, p. 415]).

During the same year Parliament abolished the death penalty for picking pockets, but more than 200 crimes remained punishable by death. Each year in Great Britain more than 2,000 persons were being sentenced to die, though only a small number of these sentences were actually carried out.

In this regard as in many years, the laws of the English colonics, in North America were much less harsh than those of the mother country.

At the time of the Revolution, statutes in most of the colonies prescribed hanging for about a dozen offenses-among them murder, treason, piracy, arson, rape, robbery, burglary, sodomy and (in some cases) counterfeiting, horse theft and slave rebellion. But by the early nineteenth century a movement to abolish the death penalty was gaining strength.

The idea was hardly new: Czarist Russia had eliminated the death penalty on religious grounds in the eleventh century. In the United States the movement had been launched by Benjamin Rush in the eighteenth century, with the support of such other distinguished citizens of Philadelphia as Benjamin Franklin and Attorney General William Bradford. By the 1830s, bills calling for abolition of capital punishment were being regularly introduced, and defeated, in several state legislatures. In 1846 Michigan voted effectively to abolish the death penalty—the first English-speaking jurisdiction in the world to do so.
In the years since, twelve states have abolished capital punishment entirely. Although statutes still in effect in some states permit the death penalty to be imposed for a variety of offenses - ranging from statutory, rape to desecration of a grave to causing death in a duel-murder is virtually the only crime for which it has been recently employed. There are about 400 persons in U.S. prisons under sentence of death, but only one execution (Gary Gilmore's) has been carried out in this country in the past eleven years.

However, the issue of whether capital punishment is justifiable is by no means settled. Since the Supreme Court, in the case of Furman v. Georgia in 1972, invalidated most existing laws permitting capital punishment, several states have enacted new legislation designed to meet the court's objections to the Georgia law. And recent public-opinion surveys indicate that a large number, possibly a majority, of Americans favor imposing the death penalty for some crimes. But let us ask the ethical question: Ought governments to put to death persons convicted of certain crimes?

II

First, let us look at grounds on which capital punishment is defended. Most prominent is the argument on deterrence. Capital punishment, it is asserted, is necessary to deter potential criminals. Murderers must be executed so that the lives of potential murder victims may be spared.

Two assertions are closely linked here. First, it is said that convicted murderers must be put to death in order to protect the rest of us against those individuals who might kill others if they were at large. This argument, based not strictly on deterrence but on incapacitation of known offenders, is inconclusive, since there are other effective means of protecting the innocent against convicted murderers— for example, imprisonment of murderers for life in high-security institutions.

Second, it is said that the example of capital punishment is needed to deter those who would otherwise commit murder. Knowledge that a crime is punishable by death will give the potential criminal pause. This second argument rests on the assumption that capital punishment does in fact reduce the incidence of capital crimes—a presupposition that must be tested against the evidence. Surprisingly, none of the available empirical data shows any significant correlation between the existence or use of the death penalty and the incidence of capital crimes.

When studies have compared the homicide rates for the past fifty years in states that employ the death penalty and in adjoining states that have abolished it, the numbers have in every case been quite similar; the death penalty has had no discernible effect on homicide rates. Further, the shorter-term effects of capital punishment have been studied by examining the daily number of homicides reported in California over a ten-year period to ascertain whether the execution of convicts reduced the number. Fewer homicides were reported on days immediately following an execution, but this reduction was matched by an increase in the number of homicides on the day of execution and the preceding day. Executions had no discernible effect on the weekly total of homicides. (C1. "Death and Imprisonment as Deterrents to Murder," by Thorsten Sellin, in Bedau, op. cit., pp. 274-284, and "The Deterrent Effect of Capital Punishment in California," by William F. Graves, in Bedau, op. cit., pp. 322-332.)

The available evidence, then, fails to support the claim that capital punishment deters capital crime. For this reason, I think, we may set aside the deterrence argument. But -here
is a stronger reason for rejecting the argument—one that has to do with the way in which supporters of that argument would have us treat persons.

Those who defend capital punishment on grounds of deterrence would have us take the lives of some persons convicted of certain crimes because doing so will discourage crime and thus protect others. But it is a grave moral wrong to treat one person in a way justified solely by the needs of others. To inflict haring on one person in order to serve the purposes of others is to use that person in an immoral and inhumane way, treating him or her not as a person with rights and responsibilities but as a means to other ends. The most serious flaw in the deterrence argument, therefore, is that it is the wrong kind of argument. The execution of criminals cannot be justified by the good which their deaths may do the rest of us.

III

A second argument for the death penalty maintains that some crimes, 11 chief among them murder, morally require the punishment of death. In particular, Christians frequently support capital punishment by an appeal to the Mosaic code, which required the death penalty for murder. "The law of capital punishment," one writer has concluded after reviewing relevant biblical passages, "must stand as a silent but powerful witness to the sacredness of God-given life" ("Christianity and the Death Penalty," by Jacob Vellenga, in Bedau, op. cit., pp. 123-130).

In the Mosaic code, it should be pointed out, there were many capital crimes besides murder. In the book of Deuteronomy, death is prescribed as the penalty for false prophecy, worship of foreign gods, kidnapping, adultery, deception by a bride concerning her virginity, and disobedience to parents. To this list the laws of the book of Exodus add witchcraft, sodomy, and striking or cursing a parent.

I doubt that there is much sentiment in favor of restoring the death penalty in the United States for such offenses. But if the laws of Old Testament Israel ought not to govern our treatment of, say, adultery, why should they govern the penalty for murder? To support capital punishment by an appeal to Old Testament law is to overlook the fact that the ancient theocratic state of Israel was in nearly every respect profoundly different from any modern secular state. For this reason, we cannot simply regard the Mosaic code as normative for the United States today.

But leaving aside reference to Mosaic law, let me state more strongly the argument we are examining. The death penalty, it may be urged, is the only just penalty for a crime—such as murder; it is the only fair retribution. Stated thus, the argument at hand seems to be the right kind of argument for capital punishment. If capital punishment can be justified at all, it must be on the basis of the seriousness of the offense for which it is imposed. Retributive considerations should govern the punishment of individuals who violate the law, and chief among these considerations are the principle of proportionality between punishment and offense and the requirement that persons be punished only for acts for which they are truly responsible. I am not persuaded that retributive considerations are sufficient to set a particular penalty for a given offense, but I believe they do require that in comparative terms we visit more serious offenses with more severe punishment.

Therefore, the retributive argument seems the strongest one in support of capital punishment. We ought to deal with convicted offenders not as we want to, but as they deserve. And I am not certain that it is wrong to argue that a person who deliberately killed another person deserves to die.
But even if this principle is valid, should the judicial branch of our governments be
empowered to determine whether individuals deserve to die? Are our procedures for making
laws and for determining guilt sufficiently reliable that we may entrust our lives to them? I
shall return to this important question presently. But consider the following fact: During the
years from 1930 to 1962, 466 persons were put to death for the crime of rape. Of these, 399
were black. Can it seriously be maintained that Our Courts are administering the death
penalty to all those and only to those who deserve to die?

IV
Two other arguments deserve brief mention. It has been argued that, even if the penalty
of life imprisonment were acceptable on other grounds, our society could not reasonably
be asked to pay the cost of maintaining convicted murderers in prisons for the remainder
of their natural lives.

This argument overlooks the considerable costs of retaining the death penalty. Jury
selection, conduct of the trial-and the appeals process become extremely time-consuming
and elaborate when death is a possible penalty. On the other hand, prisons should not be
as expensive as they are. At present those prisoners who work at all are working for
absurdly low wages, frequently at menial and degrading tasks. Prisons should be
reorganized to provide meaningful work for all able inmates; workers should be paid fair
wages for their work and charged for their room and board. Such measures would
sharply reduce the cost of prisons and make them more humane.

But these considerations - important as they are - have little relevance to the justification
of capital punishment. We should not decide to kill convicted criminals only because it
costs so much to keep them alive. The cost to society of imprisonment, large or small,
cannot justify capital punishment.

Finally, defenders of capital punishment sometimes support their case by citing those
convicted offenders-for example, Gary Gilmore-who have asked to be executed rather
than imprisoned. But this argument, too, is of little relevance. If some prisoners would
prefer to die rather than be imprisoned, perhaps we should oblige them by permitting
them to take their own lives. But this consideration has nothing to do with the question of
whether we ought to impose the punishment of death on certain offenders, most of whom
would prefer to live.

V
Let us turn now to the case against the death penalty. It is sometimes argued that capital
punishment is unjustified because crimes cannot help acting as they do: the environment,
possibly inter acting with inherited characteristics, causes some people to commit crimes. It
is not moral culpability or choice that divides law-abiding citizens from criminals-so
Clarence Darrow argued eloquently-but the accident of birth or social circumstances.

If determinism of this sort were valid, not only the death penalty but all forms of
punishment would be unjustified. No one who is compelled by circumstances to act
deserves to be punished. But there is little reason to adopt this bleak view of human action.
Occasionally coercive threats compel a person to violate the law; and in such cases the
individual is rightly excused from legal guilt. Circumstances of deprivation, hardships and
lack of education- unfortunately much more widely prevalent- break down the barriers,
both moral and material, which deter many of us from breaking the law. They are grounds
for exercising extreme caution and for showing mercy in the application of the law, but
they are not the sole causes of crimes: they diminish but do not destroy the responsibility
of the individual. The great majority of those who break the law do so deliberately, by choice and not as a result of causes beyond their control.

Second, the case against the death penalty is sometimes based on the view that the justification of punishment lies in the reform which it affects. Those who break the law, it is said are ill, suffering either from psychological malfunction or from maladjustment to society. Our responsibility is to treat them, to cure them of their illness, so that they become able to function in socially acceptable ways. Death, obviously, cannot reform anyone.

Like the deterrence argument for capital punishment, this seems to be 26 the wrong kind of argument. Punishment is punishment and treatment is treatment, and one must not be substituted for the other. Some persons who violate the law are, without doubt, mentally ill. It is unreasonable and inhumane to punish them for acts which they may not have realized they were doing; to put such a person to death would be an even more grievous wrong. In such cases treatment is called for.

But most persons who break the law are not mentally ill and do know 27 what they are doing. We may not force them to undergo treatment in place of the legal penalty for their offenses. To confine them to mental institutions until those put in authority over them judge that they are cured of their criminal tendencies is far more cruel than to sentence them to a term of imprisonment. Voluntary programs of education or vocational training, which help prepare prisoners for no criminal careers on release, should be made more widely available. But compulsory treatment for all offenders violates their integrity as persons; we need only look to the Soviet Union to see the abuses to which such a practice is liable.

VI

Let us examine a third and stronger argument, a straightforward moral assertion; the state ought not to take life unnecessarily. For many reasons—among them the example which capital punishment sets, its effect on those who must carry out death sentences and, above all, its violation of a basic moral principle - the state ought not to kill people.

The counterclaim made by defenders of capital punishment is that in certain circumstances killing people is permissible and even required, and that capital punishment is one of those cases. If a terrorist is about to throw a bomb into a crowded theater, and a police officer is certain that there is no way to stop him except to kill him, the officer should of course kill the terrorist. In some cases of grave and immediate danger, let us grant, killing is justified.

But execution bears little resemblance to such cases. It involves the planned, deliberate killing of someone in custody who is not a present threat to human life or safety. Execution is not necessary to save the lives of future victims, since there are other means to secure that end.

Is there some vitally important purpose of the state or some fundamental right of persons which cannot be secured without executing convicts? I do not believe there is. And in the absence of any such compelling reason, the moral principle that it is wrong to kill people constitutes a powerful argument against capital punishment.

VII

Of the arguments I have mentioned in favor of the death penalty, only one has considerable weight. That is the retributive argument that murder, as an extremely serious offense, requires a comparably severe punishment. Of the arguments so far examined against capital punishment, only one, the moral claim that killing is wrong, is, in my view, acceptable.
There is, however, another argument against the death penalty which I find compelling—that based on the imperfection of judicial procedure. In the case of Furn v. Georgia, the Supreme Court struck down existing legislation because of the arbitrariness with which some convicted offenders were executed and others spared. Laws enacted subsequently in several states have attempted to meet the court’s objection, either by making death mandatory for certain offenses or by drawing up standards which the trial jury must follow in deciding, after guilt has been established, whether the death penalty will be imposed in a particular case. But these revisions of the law diminish only slightly the discretion of the jury. When death is made the mandatory sentence for first-degree murder, the question of death or imprisonment becomes the question of whether to find the accused guilty as charged or guilty of a lesser offense, such as second-degree murder.

When standards are spelled out, the impression of greater precision is often only superficial. A recent Texas statute, for example, instructs the jury to impose a sentence of death only if it is established "beyond a reasonable doubt" that "there is a probability that the defendant would commit criminal acts of violence that would constitute a continuing threat to society" (Texas Code of Criminal Procedure, Art. 37.071; quoted in Capital Punishment: The Inevitability of Caprice and Mistake, by Charles L. Black, Jr. [Norton, 19741, p. 58). Such a law does not remove discretion but only adds confusion.

At many other points in the judicial process, discretion rules, and arbitrary or incorrect decisions are possible. The prosecutor must decide whether to charge the accused with a capital crime, and whether to accept a plea of guilty to a lesser charge. (In most states it is impossible to plead guilty to a charge carrying a mandatory death sentence.) The jury must determine whether the facts of the case as established by testimony in court fit the legal definition of the offense with which the defendant is charged—a definition likely to be complicated at best, incomprehensible at worst. From a mass of confusing and possibly conflicting testimony the jury must choose the most reliable. But evident reliability can be deceptive: persons have been wrongly convicted of murder on the positive identification of eyewitnesses.

Jurors must also determine whether at the time of the crime the accused 3e, satisfied the legal definition of insanity. The most widely used definition—the McNaghten Rules formulated by the judges of the House of Lords in 1843—states that a person is excused from criminal responsibility if at the time of his act he suffered from a defect of reason which arose from a disease of the mind and as a result of which he did not "know the nature and quality of his act," or "if he did know it . . . he did not know he was doing what was wrong" (quoted in Punishment and Responsibility, by H. L. A. Hart (Oxford University Press, 19681, p. 189). Every word of this formula has been subject to legal controversy in interpretation, and it is unreasonable to expect that juries untrained in law, will be able to apply it consistently and fairly. Even after sentencing, some offenders escape the death penalty as a result of appeals, other technical legal challenges, or executive clemency.

Because of all these opportunities for arbitrary decision, only a small number of those convicted of capital crimes are actually executed. It is hardly surprising that their selection has little to do with the character of their crimes but a great deal to do with the skill of their legal counsel. And the latter depends in large measure on how much money is available for
the defense. Inevitably, the death penalty has been imposed most frequently on the poor, and in this country it has been imposed in disproportionate numbers on blacks.

To cite two examples in this regard: All those executed in Delaware between 1902 and the (temporary) abolition of the state's death penalty in 1958 were unskilled workers with limited education. Of 3,860 persons executed in the United States between 1930 and the present, 2,066, or 54 percent, were black. Although for a variety of reasons the per capita rate of conviction for most types of crime has been higher among the poor and the black, that alone cannot explain why a tenth of the population should account for more than half of those executed. Doubtless, prejudice played a part. But no amount of goodwill and fair-mindedness can compensate for the disadvantage to those who cannot afford the highly skilled legal counsel needed to discern every loophole in the judicial process.

VIII

Even more worrisome than the discriminatory application of the death penalty is the possibility of mistaken conviction and its ghastly consequences. In a sense, any punishment wrongfully imposed is irrevocable, but none is so irrevocable as death. Although we cannot give back to a person mistakenly imprisoned the time spent or the self-respect lost, we can release and compensate him or her. But we cannot do anything for a person wrongfully executed. While we ought to minimize the opportunities for capricious or mistaken judgments throughout the legal system, we cannot hope for perfect success. There is no reason why our mistakes must be fatal.

Numerous cases of erroneous convictions in capital cases have been documented; several of those convicted were put to death before the error was discovered. However small their number, it is too large. So long as the death penalty exists, there are certain to be others, for every judicial procedure—however meticulous, however compassed about with safeguards—must be carried out by fallible human beings.

One erroneous execution is too many, because even lawful executions of the indisputably guilty serve no purpose. They are not justified by the need to protect the rest of us, since there are other means of restraining persons dangerous to society, and there is no evidence that executions deter the commission of crime. A wrongful execution is a grievous in justice that cannot be remedied after the fact. Even a legal and proper execution is a needless taking of human life. Even if one is sympathetic—as I am—to the claim that a murderer deserves to die, there are compelling reasons not to entrust the power to decide who shall die to the persons and procedures that constitute our judicial system.
A Debate on Capital Punishment
(Taken from Reading Critically, Writing Well, by Axelrod and Cooper, 1987, p. 495-502).

In 1972, the Supreme Court struck down existing laws that made it possible to sentence men and women to death. The Court, however, did not abolish capital punishment; it merely declared existing laws unconstitutional because they applied the death penalty arbitrarily. In fact, the ruling encouraged lawmakers in each of the fifty states to write new legislation. Since then the court system on both the state and federal levels has been busy adjudicating the constitutionality of these new laws. Despite innumerable legal challenges and delays, roughly 2,000 people have been sentenced to death and nearly seventy have been executed so far. In the next few years, many more executions may take place as the courts clarify what makes capital punishment legally acceptable.

Opinion on the issue of capital punishment understandably remains strongly divided. Many proponents of the death penalty claim that it deters potential murderers from committing murder and that it is a valid form of punishment. Opponents often argue that life imprisonment without the possibility of parole should be enough and that capital punishment is nothing more than unnecessarily cruel and socially demoralizing retribution.

The following selections represent three voices on this highly charged issue. The first selection is by Edward Koch, the mayor of New York City, who holds that the death penalty paradoxically "affirms life." In rebuttal, David Hoekema, a philosophy professor, argues that the death penalty has the contrary effect of legitimating murder. The concluding selection is by Margaret Mead, the respected anthropologist, who urges us to take a different perspective on the issue, to place it "within the context of our way of living and our view of human values."

Edward Koch

Edward Koch (b. 1924) has been mayor of New York City since 1978. Educated at City College of New York, Koch received his law degree from New York University. He soon entered politics and served as a city councilman, state representative, and member of Congress before being elected mayor. An outspoken man, Koch often writes articles for local and national newspapers and magazines. Recently, with the aid of William Rauch, Koch wrote an autobiography entitled Mayor (1984), which focuses on New York City politics and his life in government.

Death ad Justice

In this selection, originally published in 1985 in The New Republic, Koch entered the public debate on capital punishment with an elaborate argument in favor of the death penalty. Koch naturally assumed that he would have some credibility with readers by virtue of his position as mayor. As you read, notice how he reminds readers of his position and tries to build on his authority. Also consider how knowing that Koch is an attorney and a politician influences your reading. Are you more or less critical of his reasoning?
Before reading, preview the title of the essay. What do the words death and italics mean to you? Why do you suppose Koch links them with and instead of or? What would be the difference?

Last December a man named Robert Lee Willie, who had been convicted of raping and murdering an 18-year-old woman, was executed in the Louisiana state prison. In a statement issued several minutes before his death, Mr. Willie said: "Killing people is wrong. . . . It makes no difference whether it's citizens, countries, or governments. Killing is wrong." Two weeks later in South Carolina, an admitted killer named Joseph Carl Shaw w-was put to death to, murdering two teenagers. In an appeal to the governor for clemency, Mr. Shaw wrote; "Killing is wrong when I did it. Killing is wrong when you do it. I hope you have the courage and moral strength to stop the killing."

It is a curiosity of modern life that we find ourselves being lectured on morality by cold-blooded killers. Mr. Willie previously had been convicted of aggravated rape, aggravated kidnapping, and the murders of a Louisiana deputy and a man from Missouri. Mr. Shaw committed another murder a week before the two for which he was executed, and admitted mutilating the body of the 14-year-old girl he killed. I can't help wondering what prompted these murderers to speak out against killing as they entered the death-house door. Did their newfound reverence for life stem from the realization that they were about to lose their own?

Life is indeed precious, and I believe the death penalty helps to affirm this fact. Had the death penalty been a real possibility in the minds of these murderers, they might well have stayed their hand. They might have shown moral awareness before their victims died, and not after. Consider the tragic death of Rosa Velez, who happened to be home when a man named Luis Vera burglarized her apartment in Brooklyn. "Yeah, I shot her," Vera admitted. "She knew me, and I knew I wouldn't go to the chair."

During my 22 years in public service, I have heard the pros and cons 4 of capital punishment expressed with special intensity. As a district leader, councilman, congressman, and mayor, I have represented constituencies generally thought of as liberal. Because I support the death penalty for heinous crimes of murder, I have sometimes been the subject of emotional and outraged attacks by voters who find my position reprehensible or worse. I have listened to their ideas. I have weighed discern objections carefully. I still support the death penalty. The reasons I maintain my position can be best understood by examining the arguments most frequently heard in opposition.

(1) The death penalty is "barbaric." Sometimes opponents of capital punishment horrify with tales of lingering death on the gallows, of faulty electric chairs, or of agony in the gas chamber. Partly in response to such protests, several states such as North Carolina and Texas switched to execution by lethal injection. The condemned person is put to death painlessly, without ropes, voltage, bullets, or gas. Did this answer the objections of death penalty opponents? Of course not. On June 22, 1984, The New York Times published an editorial that sarcastically attacked the new "hygienic" method of death by injection, and
stated that "execution can never be made humane through science." So it's not the method that really troubles opponents. It's the death itself they consider barbaric.

Admittedly, capital punishment is not a pleasant topic. However, one does not have to like the death penalty in order to support it any more than one must like radical surgery, radiation, or chemotherapy in order to find necessary these attempts at curing cancer. Ultimately we may learn how to cure cancer with a simple pill. Unfortunately, that day has not yet arrived. Today we are faced with the choice of letting the cancer spread or trying to cure it with the methods available, methods that one day will almost certainly be considered barbaric. But to give up and do nothing would be far more barbaric and would certainly delay the discovery of an eventual cure. The analogy between cancer and murder is imperfect, because murder is not the "disease" we are trying to cure. The disease is injustice. We may not like the death penalty, but it must be available to punish crimes of cold-blooded murder, cases in which any other form of punishment would be inadequate and, therefore, unjust. If we create a society in which injustice is not tolerated, incidents of murder—the most flagrant form of injustice—will diminish.

(2) No other major democracy uses the death penalty. No other major democracy—in fact, few other countries of any description—are plagued by a murder rate such as that in the United States. Fewer and fewer Americans can remember the days when unlocked doors were the norm and murder was a rare and terrible offense. In America the murder rate climbed 122 percent between 1963 and 1980. During that same period, the murder rate in New York City increased by almost 400 percent, and the statistics are even worse in many other cities. A study at M.I.T. showed that based on 1970 homicide rates a person who lived in a large American city ran a greater risk of being murdered than an American soldier in World War II ran of being killed in combat. It is not surprising that the laws of each country differ according to differing conditions and traditions. If other countries had our murder problem, the cry for capital punishment would be just as loud as it is here. And I daresay that any other major democracy where 75 percent of the people supported the death penalty would soon enact it into law.

(3) An innocent person might be executed by mistake. Consider the work of Adam Bedau, one of the most implacable foes of capital punishment in this country. According to Mr. Bedau, it is "false sentimentality to argue that the death penalty should be abolished because of the abstract possibility that an innocent person might be executed." He cites a study of the 7,000 executions in this country from 1893 to 1971, and concludes that the record fails to show that such cases occur. The main point, however, is this. If government functioned only when the possibility of error didn't exist, government wouldn't function at all. Human life deserves special protection, and one of the best ways to guarantee that protection is to assure that convicted murderers do not kill again. Only the death penalty can accomplish this end. In a recent case in New Jersey, a man named Richard Biegenwald was freed from prison after serving 18 years for murder; since his release he has been convicted of committing four murders. A prisoner named Lemuel Smith, who, while serving four life sentences for Murder (plus two life sentences for kidnapping and robbery) in New York's Green Haven Prison, lured a woman corrections officer into the chaplain's office and strangled her. He then mutilated and dismembered her body. An additional life
sentence for Smith is meaningless. Because New York has no death penalty statute, Smith has effectively been given a license to kill.

But the problem of multiple murder is not confined to the nation's penitentiaries. In 1981, 91 police officers were killed in the line of duty in this country. Seven percent of those arrested in the cases that have been solved had a previous arrest for murder. In New York City in 1976 and 1977, 85 persons arrested for homicide had a previous arrest for murder. Six of these individuals had two previous arrests for murder, and one had four previous murder arrests. During those two years the New York police were arresting for murder persons with a previous arrest for murder on the average of one every 8.5 days. This is not surprising when we learn that in 1975, for example, the median time served in Massachusetts for homicide was less than two-and-a-half years. In 1976 a study sponsored by the Twentieth Century Fund found that the average time served in the United States for first-degree murder is ten years. The median time served may be considerably lower.

(4) Capital punishment cheapens the value of human life. On the contrary, it can be easily demonstrated that the death penalty strengthens the value of human life. If the penalty for rape were lowered, clearly it would signal a lessened regard for the victims' suffering, humiliation, and personal integrity. It would cheapen their horrible experience, and expose them to an increased danger of recurrence. When we lower the penalty for murder, it signals a lessened regard for the value of the victim's life. Some critics of capital punishment, such as columnist Jimmy Breslin, have suggested that a life sentence is actually a harsher penalty for murder than death. This is sophistic nonsense. A few killers may decide not to appeal a death sentence, but the overwhelming majority make every effort to stay alive. It is by exacting the highest penalty for the taking of human life that we affirm the highest value of human life.

(5) The death penalty is applied in a discriminatory manner. This factor no longer seems to be the problem it once was. The appeals process for a condemned prisoner is lengthy and painstaking. Every effort is made to see that the verdict and sentence were fairly arrived at. However, assertions of discrimination are not an argument for ending the death penalty but for extending it. It is not justice to exclude everyone from the penalty of the law if a few are found to be so favored. Justice requires that the law be applied equally to all.

(6) Thou Shalt Not Kill. The Bible is our greatest source of moral inspiration. Opponents of the death penalty frequently cite the sixth of the Ten Commandments in an attempt to prove that capital punishment is divinely proscribed. In the original Hebrew, however, the Sixth Commandment reads, "Thou Shalt Not Commit Murder," and the Torah specifies capital punishment for a variety of offenses. The biblical viewpoint has been upheld by philosophers throughout history. The greatest thinkers of the 19th century-Kant, Locke, Hobbes, Rousseau, Montesquieu, and Mill-agreed that natural law properly authorizes the sovereign to take life in order to vindicate justice. Only Jeremy Bentham was ambivalent. Washington, Jefferson, and Franklin endorsed it. Abraham Lincoln authorized executions for deserters in wartime. Alexis de Tocqueville, who expressed profound respect for American institutions, believed that the death penalty was indispensable to the support of
social order. The United States Constitution, widely admired as one of the seminal achievements in the history of humanity, condemns cruel and inhuman punishment, but does not condemn capital punishment.

(7) The death penalty is state-sanctioned murder. This is the defense with which Messrs. Willie and Shaw hoped to soften the resolve of those who sentenced them to death. By saying in effect, "You're no better than I am," the murderer seeks to bring his accusers down to his own level. It is also a popular argument among opponents of capital punishment, but a transparently false one. Simply put, the state has rights that the private individual does not. In a democracy, those rights are given to the state by the electorate. The execution of a lawfully condemned killer is no more an act of murder than is legal imprisonment an act of kidnapping. If an individual forces a neighbor to pay him money under threat of punishment, it's called extortion. If the state does it, it's called taxation. Rights and responsibilities surrendered by the individual are what give the state its power to govern. This contract is the foundation of civilization itself. Everyone wants his or her rights, and will defend them zealously. Not everyone, however, wants responsibilities, especially the painful responsibilities that come with law enforcement. Twenty-one years ago a woman named Kitty Genovese was assaulted and murdered on a street in New York. Dozens of neighbors heard her cries for help but did nothing to assist her. They didn't even call the police. In such a climate, the criminal understandably grows bolder. In the presence of moral cowardice, he lectures us on our supposed failings and tries to equate his crimes with our quest for justice. "The death of anyone—even a convicted killer—diminishes us all. But if we are diminished even more by a justice system that fails to function. It is an illusion to let ourselves believe that doing away with capital punishment removes the murderer's deed from our conscience. The rights of society are paramount. When we protect guilty lives, we give up innocent lives in exchange. When opponents of capital punishment say to the state: "I will not let you kill in my name," they are also saying to murderers: "you can kill in your own name as long as I have an excuse for not getting involved." It is hard to imagine anything worse than being murdered while neighbours do nothing. But something worse exists. When those same neighbors shrink back from justly punishing the murderer, the victim dies twice.
Warga Negara India yang akan Dihukum Mati Ajukan PK lagi (The Republika, Feb 19th, 2003)


Alasan PK Chaubey diajukan, menurut Ilham, berdasarkan pengakuan terbaru terpidana yang menyatakan tidak pernah didampingi pembela selama pemeriksaan polisi. Kecuali itu, barang bukti heroin sebesar 12, 19 kg tidak pernah pula dihadirkan di persidangan. “Ini merupakan bukti baru (novum) yang bias dijadikan alas an untuk mengajukan PK,” katanya kemarin (18/2) di Medan.


Sebelum pengajuan PK tersebut. LBH Medan juga telah mengajukan Judicial review (uji materi) atas Kepres No 22/2003 yang menolak permohonan grasi Chaubey, Senin (17/2) lalu. Alasannya sama dengan alas an pengajuan PK, hukuman mati bertentangan dengan UUD’ 45 dan HAM. Dua terobosan hukum yang dilakukan LBH Medan diharapkan akan bias menyelamatkan nyawa Chaubey dari regu penembak.
Sumiarsih dan Anaknya Ajukan Penagguhan Eksekusi (The Republika, Feb 19th, 2003).


Dasar permohonan penagguhan eksekusi itu sendiri karena penasihat hukum terpidana mengajukan permohonan grasi kedua pada 20 Maret 1996 dan masih ada grasi-grasi lain yang diajukan pribadi terpidana dan kalapas yang hingga saat ini belum diproses.


Menurut Soetedja, berdasarkan Pasal I Ayat (2) UU No 8 Tahun 1981 tentang KUHAP, jika ada undang-undang yang diubah setelah perbuatan itu dilakukan, maka kepada tersangka dikenakan ketentuan yang menguntungkan baginya.
Kejati Jatim Segera Eksekusi Mati Sumiarsih (The Republika, February 17th, 2003).

SURABAYA – Kejaksaan Tinggi (Kejati) Jawa Timur, menurut rencana, Senin ini (17/2) akan menyerahkan salinan penolakan grasi terhadap dua terpidana mati Ny Sumiarsih dan Sugeng yang kini mendekam di lembaga pemasyarakatan (LP) di Lowokwaru dan LP Wanita, Kebonsari, Malang.


Kejati Jatim, menurut Katimoen, baru menerima salinan penolakan grasi dari presiden dua hari lalu. Salinan itu diterima dengan cara dikirim melalui faks.


Kepolisian, menurut Katimoen, juga sudah menyiapkan regu penembakannya. Menurut undang-undang, regu tembak terdiri dari 10 orang anggota brigade mobil ditambah seorang bintara sebagai komandan dan seorang perwira sebagai pengawas pelaksana.

Katimoen menambahkan, dilihat dari UU No 22 Tahun 2002 tentang Grasi, maka sudah tidak ada celah lagi bagi terpidana menempuh jalur hukum lain. Sebab dalam UU baru tersebut menurutnya, kesempatan mengajukan grasi hanya boleh dilakukan tidak lebih dari satu kali.

Ny Sumiarsih dan Sugeng, terpidana mati kasus pembunuhan keluarga Letkol Marinir Purwanto, ditolak permohonan grasinya oleh Presiden. Menyusul penolakan grasi itu, kejaksaan selaku eksekutor akan segera melakukan eksekusi mati atas dua terpidana tersebut.
APPENDIX 14: LINGUISTIC FEATURES OF A DISCUSSION GENRE

(Based on The work of the DSP, 1989; Derewienka, 1990; Christie, 2002).

**Some language features of a discussion genre:**

Focus on generic human and nonhuman participants, e.g. advertisements, newspapers, many people, etc.
Use of simple present tense. eg. are. Have, is, promote, compete, saves, sells, take up, etc.
Use of logical conjunctive relations. eg. while, why, and, because, on the other hand, firstly, also.
Use of material, relational, and mental and verbal processes.

**Some saying verbs that are usually used in a discussion genre:**

state, claim, argue, point out, point to ... , suggest, say, observe, assert, contend, ... put it ..., reiterate, write, provides a good example of ..., stresses that..., sees/ saw s.t as ... indicates, represents, highlights, focus., recommends, comment, inform, discuss, maintain, believes.

**Conjunctions used to set contrasts between what goes before and what comes after (ways to introduce another point):**

however, but, nevertheless, on the other hand, on the other side, In contrast, On the reverse, In contrast to ... expert who assert the contrary are ..., on the opposite side, despite this, ultimately we must realize, however; ...

**Ways to express arguments for:**

*The Miss Universe Contest/Abortion/Capital punishment, it’s been said,*
*In the ... we read, it is said....
As a (n).... said, abortion/capital punishment/ the Miss Universe Contest ....
The proponents of ... claim ... positions
Supporters of ..... say ............
The advocates of .... Those who are in favour of/defend ..... argue ...
Abortionists ......; Those who argue for abortion/capital punishment/the Miss Universe Contest...; Supporting evidence for this viewpoint comes from ...
The most important work on this issue is the study by ....
After interviewing (.....) she/he concluded ..... Believers in ... regard... as .... For example, ..... .... strongly supports ..The survey found out that..... favour abortion.
The first argument claimed by supporters of .... is related to/ regards, is concerned with, is to do with ...; The third position adopted by supporters of ... is ..., It is argued that ...; The argument for ... is that ...; On one hand, some people agree that
Ways to express arguments against:

Meanwhile, the opponents of ... adopt three positions.... To begin, ..... 
Those who are against ... argue .... 
Strong arguments against ... come from .... 
But then on the other hand, ...... 
On the other hand, there are a growing number of people in the community who oppose ... 
The first reason for the argument against ... stated by opponents of abortion is that ....  
It is argued that ... 
On the other side some people say that ... 
On the against side some people believe.... 
The argument against abortion in Indonesia is that .... 
Some people think that ...

Ways to sum up and to introduce recommendations:

Thus, in summary, … 
To sum up, … 
In summary 
After looking at both sides … I believe that …; ... should/ need /must ..... 
Therefore after examining all arguments …, it is recommended that / it is important that .... 
The weight of evidence would suggest … 
My point of view is … 
My recommendation after looking at both sides .... 
It would appear reasonable to conclude then … 
It would seem that …

Ways to write about cause and effect

As a consequence of … 
An effect of … 
As result of … 
... led to .. 
... resulted in …
NOTES TO APPENDICES 15 AND 16 (TEXT ANALYSES)

Key for Theme Coding (Appendix 15):
Text Th: Textual Theme
Struct Th: Structural Theme
Top Th: Topical Theme
Int Th: Interpersonal Theme
Rh: Rheme

Key for Transitivity Coding (Appendix 16):
Pr: Process
Mat: Material
Rel: Relational
Caus: Causative
Int: Intensive
Id: Identifying
Verb: Verbal;
Ment: Mental:
Cog: Cognition
Perc: Perception
Aff: Affection
Beh: Behavioural
Exist: Existential
Actr: Actor
G: Goal
R: Range
Attr: Attribute
Tk: Token
V: Value
Ph: Phenomenon
Circ: Circumstance
Loc: Location
Circ: Loc:Pl: Circumstance Location Place

- In all students’ texts which are analysed using Theme and Transitivity systems, all
  the references in the texts are omitted.
- In the analysis of the Joint Construction text (Text 5.4), sometimes the "The Miss
  Universe Contest" is abbreviated to the "MUC".
- Correction to the grammatical mistakes in the texts is provided in brackets.
APPENDIX 15: THEME ANALYSES OF STUDENTS’ TEXTS

Appendix 15.1: Theme Analysis of Text 5.1

Should Government (the Government) publishes* (Publish) Books?

Thesis
1. Education plays a very important role in a country.
2. That is [[why Indonesia tries its best]]
3. to improve the quality of education.
4. [[Publishing academic books]] is one of the programs [[applied by the Department of Education]].
5. In response to this, I would like to share opinions.
6. I think
7. the Government’s program [[to publish books]] is ineffective in [[improving education]].

Argument
8. At the beginning of a term students can usually borrow these books at the school libraries for free.
9. They can keep the books for a term.
10. But they don’t really use the books
11. since the teachers think
12. that the books aren’t good enough [[ to be used as a reference]]
13. The books sure (surely) are thick
14. but the content is not as good as [[it seems]]
15. Eventually, they use another book
16. and this means [[that the students should buy them]].
17. This brings more burden to parents especially those of the low economy class.

Restatement of Thesis
18. If the government spends billions of their budget
19. to publish the books
20. while nobody uses them,
21. I think
22. the government should reconsider the effectiveness (it should be the effectiveness of the program).
23. before they continue publishing them.

Thesis

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I think the government’s program [to publish books]a is ineffective.

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Restatement of Thesis

| 17 | If the government spends billions of their budget to publish the books, while nobody uses them, I think |
The government should reconsider the effectiveness. (it should be the effectiveness of the program)

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Before they continue publishing them

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Appendix 15.2: Theme Analysis of Text 5.2

School Uniform

Statement of issue
1. The students from kindergarten until senior high school and several colleges have the obligation [[to wear uniform]].
2. Actually this policy has been the pros and cons all this time (It should be: This policy has many pros and cons).
3. Many people agree
4. and many people don’t.

Arguments for and against
5. [[Wearing school uniform]] has many benefits, for instance: [[to make the students more disciplined, to minimize the fashion show among the students, to educate the students [[that they are equal in school]] ]].
6. But there are also the drawbacks of [[wearing uniform]],
7. for example, it kills the creativity of the students,
8. the teachers waste time in [[checking them]],
9. it’s not comfortable to wear
10. and many others

Recommendation
11. Let’s put aside those benefits and drawbacks
12. and let’s see it in an objective way.
13. The students themselves might think
14. that it’s boring [[to wear school uniform]]
15. and it’s not fashionable enough.
16. But in my opinion, I agree with school uniform,
17. though it is not comfortable
18. but it makes the students neat
19. and teach(es) them
20. how to be disciplined,
21. it also saves the parents’ money.
22. If the school policy changes it,
23. then it (there) will appear [[what we call “Fashion show”]] among the students
24. and it will create another problem among the students.
25. That’s [[why between the pros and cons of school uniform, I am with the pros]]
26. because I’ve seen
27. that school uniform has more benefits for the students.

Statement of issue

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<tbody>
<tr>
<td>1</td>
<td>The students from kindergarten until senior high school and several colleges have the obligation [[to wear uniform]].</td>
<td>Rh</td>
</tr>
<tr>
<td>2</td>
<td>Actually this policy has been the pros and cons all this time</td>
<td>Rh</td>
</tr>
<tr>
<td>3</td>
<td>Many people agree</td>
<td>Rh</td>
</tr>
<tr>
<td>4</td>
<td>and many people don’t</td>
<td>Rh</td>
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</tbody>
</table>
## Arguments for and against

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<tbody>
<tr>
<td>5</td>
<td>([Wearing school uniform]) has many benefits, for example [[to make the students more disciplined, to minimize the fashion show among the students, [to educate the students [that they are equal at school]]]]c)b.</td>
<td></td>
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<tbody>
<tr>
<td>6</td>
<td>But there are also the drawbacks</td>
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<td></td>
<td>Text Th</td>
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<tr>
<td>7</td>
<td>for example, it kills the creativity of the students,</td>
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<td></td>
<td>Text Th</td>
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<tr>
<td>8</td>
<td>the teachers waste time in [[checking them]]a</td>
<td></td>
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<tbody>
<tr>
<td>9</td>
<td>It’s not comfortable to wear</td>
<td></td>
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<td></td>
<td>Top Th</td>
<td>Rh</td>
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<tr>
<td>10</td>
<td>and many others</td>
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<td>Text Th</td>
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## Recommendation

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<tr>
<td>11</td>
<td>Let’s put aside those benefits and drawbacks</td>
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<td>Top Th</td>
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<tbody>
<tr>
<td>12</td>
<td>and let’s see it in an objective way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Th</td>
<td>Top Th</td>
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<tbody>
<tr>
<td>13</td>
<td>The students themselves might think</td>
<td></td>
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<td></td>
<td>Top Th</td>
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<tbody>
<tr>
<td>14</td>
<td>that it ’s boring [[to wear school uniform]]</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Text Th</td>
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<tbody>
<tr>
<td>15</td>
<td>and it ’s not fashionable enough</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Text Th</td>
<td>Top Th</td>
<td>Rh</td>
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<tbody>
<tr>
<td>16</td>
<td>But in my opinion, I Agree with school uniform</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Th</td>
<td>Int Th</td>
<td>Top Th</td>
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<th></th>
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<tbody>
<tr>
<td>17</td>
<td>though it is not comfortable</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Th</td>
<td>Top Th</td>
<td>Rh</td>
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<tbody>
<tr>
<td>18</td>
<td>but it makes the students neat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Text Th</td>
<td>Top Th</td>
<td>Rh</td>
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<tbody>
<tr>
<td>19</td>
<td>and teach (es) them</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Text Th</td>
<td>Rh</td>
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<th></th>
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<tbody>
<tr>
<td>20</td>
<td>how to be disciplined</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Struct/Top Th</td>
<td>Rh</td>
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</table>

119
<table>
<thead>
<tr>
<th></th>
<th>It also saves the parents’ money</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top Th Rh</td>
</tr>
<tr>
<td></td>
<td>If the school policy changes it</td>
</tr>
<tr>
<td></td>
<td>Text Th Top Th Rh</td>
</tr>
<tr>
<td>OR Theme to the next clause</td>
<td></td>
</tr>
<tr>
<td></td>
<td>then it (there) will appear [[what we call “Fashion show”]] among the students</td>
</tr>
<tr>
<td></td>
<td>Text Th Top Th Rh</td>
</tr>
<tr>
<td></td>
<td>and it will create another problem among the students</td>
</tr>
<tr>
<td></td>
<td>Text Th Top Th Rh</td>
</tr>
<tr>
<td></td>
<td>That ’s [[why between the pros and cons of school uniform, I am with the pros]]</td>
</tr>
<tr>
<td></td>
<td>Top Th Rh</td>
</tr>
<tr>
<td></td>
<td>because I ’ve seen</td>
</tr>
<tr>
<td></td>
<td>Text Th Top Th Rh</td>
</tr>
<tr>
<td></td>
<td>that school uniform has more benefits for the students</td>
</tr>
<tr>
<td></td>
<td>Text Th Top Th Rh</td>
</tr>
</tbody>
</table>
Appendix 15.3: Theme Analysis of Text 5.3

US Attack to Iraq, Can It Be Justified

Statement of issue

1. The U.S President, George Bush, has announced his plan [[to attack Iraq]] in several days [[to come]].
2. A large number of U.S troops have been placed at some spots within the gulf areas of the Middle East.
3. They are all set to attack Iraq as soon as they receive order from president Bush.

Arguments for

6. Bush declared that his initiative of [[attacking Iraq]] is based on his country good will [[to promote peace through out the world]].
7. As we all know the U.S accuses Iraq of [[possessing a huge number of mass destructive nuclear armaments, [[which are able to destroy living creatures in a great state]]]].
8. Bush states that this possession could be a significant threat for the wide world.
9. Therefore, he argued that the ultimate reason behind this attack is [[to prevent Iraq [[from using those lethal weapons for [endangering human life]]]].
10. And he assumed that war is the only measure [[that should be taken]] to intimidate Iraq to give up their weapons.

Arguments against

18. Meanwhile, Iraq president, Saddam Husein, denied all U.S government accusation(s) of [[possessing mass destructive nuclear weapons]].
19. He said that Bush only uses this issue to justify his desire [[to invade Iraq]] in order to realize his hidden agenda, which is [[controlling Iraq oil possession for U.S own favour]].

Recommendation

24. If we think more clearly, war cannot be approved or justified because it will leave nothing but misery.
25. U.S. government never takes into account the misery[[ Iraq citizens have to deal with]] if they persist to make their plan of [[attacking Iraq]] into practice. (IFG, p. 290)
26. For a long time, Iraq citizens have been suffering deeply because of the embargo [[the U.S government sanctioned to their country over several years]].
27. So, war will just make their life much worse.
28. That is why I am against the U.S plan of [[attacking Iraq]] because it will violate the human rights of the Iraqi citizens.
29. I am strictly against war.
35. whatever form it might be found
36. because it stands against humanity
37. and it is a very useless action with no good [[come (coming) of it]].
38. Besides, the argument [[which is launched by the U.S government of attacking Iraq]] is not making any sense.
39. They said
40. that they conduct war
41. to promote peace,
42. but it is they themselves [[who create the war [[and violate the peace]]]] by [[realizing their plan of [attacking Iraq]]].
43. So, here, I can say
44. that it is just a part of U.S hypocrisy.

**Statement of Issue**

<table>
<thead>
<tr>
<th>1</th>
<th>The US president, George Bush has announced his plan [[to attack Iraq in several days [[to come]]]a.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top Th</td>
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<tr>
<td></td>
<td>Rh</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>A large number of US troops have been placed at some spots within the gulf areas of the Middle East.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top Th</td>
</tr>
<tr>
<td></td>
<td>Rh</td>
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</table>

<table>
<thead>
<tr>
<th>3</th>
<th>They are all set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top Th</td>
</tr>
<tr>
<td></td>
<td>Rh</td>
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</table>

<table>
<thead>
<tr>
<th>4</th>
<th>to attack Iraq</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rh</td>
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<table>
<thead>
<tr>
<th>5</th>
<th>as soon as they receive order from President Bush</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text Th</td>
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<td></td>
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<td></td>
<td>Rh</td>
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**Arguments for**

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<thead>
<tr>
<th>6</th>
<th>Bush declared</th>
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<td>Top Th</td>
</tr>
<tr>
<td></td>
<td>Rh</td>
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<table>
<thead>
<tr>
<th>7</th>
<th>that his initiative of [[attacking Iraq]] is based on his country good will [[to promote peace throughout the world]].</th>
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<td></td>
<td>Text Th</td>
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<td></td>
<td>Rh</td>
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<table>
<thead>
<tr>
<th>8</th>
<th>As we all know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text Th</td>
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<tr>
<td></td>
<td>Top Th</td>
</tr>
<tr>
<td></td>
<td>Rh</td>
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</tbody>
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<table>
<thead>
<tr>
<th>9</th>
<th>The US accuses Iraq of [[possessing a huge number of mass destructive nuclear armaments, [[which are able to destroy living creatures in a great state] [b ]]]a.</th>
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<td></td>
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<td>Rh</td>
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<thead>
<tr>
<th>10</th>
<th>Bush states</th>
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<tr>
<td></td>
<td>Rh</td>
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<thead>
<tr>
<th>11</th>
<th>that this possession could be a significant threat for the wide world</th>
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<td>Text Th</td>
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<td></td>
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122
Therefore, he argued that the ultimate reason behind this attack is [[to prevent Iraq [[from using those lethal weapons for [[endangering human life ]]]]]a.

and he assumed that war is the only measure [[that should be taken]]a.

to intimidate Iraq
to give their weapons

Arguments against

Meanwhile Iraq President, Saddam Hussein denied all US government accusation (s) of [[possessing mass destructive nuclear weapons]]a.

He said Bush only uses this issue to justify his desire [[to invade Iraq]]a.

in order to realize his hidden agenda.

which is [[controlling Iraq oil possession for US own favour]]a.

Recommendation

If we think more clearly war cannot be approved or Justified
27 because it will leave nothing but misery

28 (The) US government never takes into account the misery [[Iraq citizens have to deal with]]a

29 If they persist to tame their plan of [[attacking Iraq]]a into practice

30 For a long time, Iraq citizens have been suffering deeply because of the embargo [[the US government sanctioned to their country over several years]]a.

31 So, War will just make their life worse.

32 That is why I am against the U>S plan of [[attacking Iraq]]b ]a.

33 because it will violate the human rights of the Iraq citizens.

34 I am strictly against war

35 whatever form it may be found,

36 because It stands against humanity

37 and it is a very useless action with no good (thing) come (coming) of it.

38 Besides, the argument [[which is launched by the U.S. government of [[attacking Iraq]]b ]a is not making any sense.

39 They Said

40 that they conduct war

41 to promote peace

42 but it is themselves [[who create the war and [[violate the peace]]b]a by [realizing their plan of [[attacking Iraq]]c]]d.

124
<table>
<thead>
<tr>
<th>43</th>
<th>So, here, I can say</th>
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<tr>
<td></td>
<td>Text Th Top (Marked) Th Rh</td>
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<table>
<thead>
<tr>
<th>44</th>
<th>that it just a part of U.S. hypocrisy.</th>
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<td></td>
<td>Text Th Top Th Rh</td>
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</table>
Appendix 15.4: Theme Analysis of Text 5.4

Should Indonesia Send an Envoy to the Miss Universe Pageant

Statement of issue

1. Miss Indonesia contest was banned in 1996.
2. But since 2000, the government had (has) allowed Yayasan Putri Indonesia (Puteri Indonesia Foundation) to re-organize the contest.
3. This means [[that the winner of this contest owns a ticket [[to participate in the Miss Universe Pageant ]b ]].
4. However, there has been a heated debate [[whether or not Indonesia sends an envoy to the Miss Universe Pageant]].
5. This essay will discuss the arguments for and against Indonesia’s participation in the Miss Universe Pageant.

Arguments in favour

6. Supporters of the Miss Universe Pageant claim three positions, to do with the concept of Brain, Beauty, and Behaviour, tourism aspect, and business point of view.
7. The first argument is related to the concept of Brain, Beauty, and Behaviour.
8. The proponents of the Miss Universe Pageant claim
9. that this contest emphasises on (‘on’ should be omitted) three principles, Brain, Beauty and Behaviour,
10. not merely on (‘on’ should be omitted) beauty and behaviour.
11. This, <<12>>, has been proved by the fact [[that there is an interview session in the Miss Universe Pageant]]
12. it is argued
13. where the participants were questioned about their general knowledge and [[the way they think]].
14. This has been justified by a participant from Egypt [[who says]],
15. “We were questioned on everything,
16. whether on the status of women over the last century,
17. or on general knowledge
18. or simply, on the way [[we think]].”
19. Besides that, the Miss Universe Pageant, <<20>>, covers a vast spectrum of academic fields.
20. it is said
21. They are, for example, law students, aspiring journalists, would-be clinical psychologists, etc.
22. Secondly, those [[who are in favour of the Miss Universe Pageant]] argue
23. that Indonesia’s participation in the contest will be beneficial for the country, especially for the development of tourism.
24. In this context, Alya Rohali, a contestant from Indonesia in 1996, says,
25. “We can introduce our own country to the world community
26. especially when the situation in Indonesia is not stable.
27. It is very important [[for us to heal our reputation from any media <including the Miss Universe Pageant>]]”.
28. [[That [[participating in the Miss Universe Pageant]] can promote tourism of the participant's country]] has also been stated by Miss S. Marten (2000)
29. as saying,
30. “ I see my participation in the pageant as a good promotion for the island.
31. … to me the true meaning of a pageant <like this> is young women [[proudly representing their home nations [[and inviting others to have a visit”]]]]).
32. Therefore, the proponents of the Miss Universe Pageant believe
33. that Indonesia should undoubtedly take part in the Miss Universe Pageant
34. so as to promote the country
35. in order to create a good image throughout the world,
36. which can eventually invite visitors to Indonesia.
37. The third argument [[proposed by the supporters of the Miss Universe Pageant]] is concerned with business.
38. It is argued [[that the Miss Universe Pageant can be used as an arena [[to promote business]]]].
39. In relation to this, Madhu Kishwar, an Indian Journalist, states,
40. “Big national and international companies spent millions of dollars of [[promoting their products and images through association to the contest and the winner]]”.
41. A good example can be seen from the 1999 Miss Universe Pageant [[held in Trinidad and Tobago]],
42. where 26 investment representatives from Europe, the United States and Latin America were invited.
43. So, the supporters of the Miss Universe Pageant assert,
44. that participating in this contest,
45. particularly if Indonesia becomes the host country,
46. Indonesia may have opportunities [[to invite investors, [[who can help to develop the business life of the country]]]].

Arguments against

47. Meanwhile, the opponents of Indonesia’s participation in the Miss Universe Pageant adopt three positions related to oriental value, social aspect and feminism point of view.
48. To begin, those [[who are against Indonesia’s participation in the Miss Universe Pageant]] highlight Indonesia’s oriental values, regarding Indonesia’s culture and religion background.
49. For Indonesia, <<50 >>, as the biggest Moslem Country in the world, [[participating in such contest]], <<51 >>, is a disgrace.
50. they claim
51. in which each contestant should participate in a swim suit parade
52. In addition, [[that participating in the Miss Universe Pageant does not suit Islamic value]] has also been heralded by Gamal Hesmat, a member of Egypt Muslim Brotherhood.
53. He says
54. “I believe
55. that such contests are against our values and morals,
56. that they only demean women,
57. rather than benefit them”.
58. Moreover, the Miss Universe Pageant, <<59 >>, is also inappropriate to Indonesia’s oriental values.
59. they say
60. This is stated by the Indonesian Minister for woman’s role,
61. “[Taking part in the Miss Universe Election]] is against our oriental values”.
62. Another argument [[put forward by the opponents of the Miss Universe Pageant]] is [[that [[participating in the Miss Universe Pageant]] does not bring any advantages to the society]]
63. They point out
64. that Indonesia’s participation in the Miss Universe Pageant will not give any significant effect for Indonesia especially for [[eradicating poverty]].
65. In this context, they point to [[what has happened in India]],
66. which has won the Miss Universe title several times.
67. India’s poor people cannot get benefits from the fact [[that India’s contestant becomes the winner of the Miss Universe Pageant]]
68. In this context, Viviek Sharma, an opponent of the Miss Universe Pageant from India, says
69. “The Miss Universe Pageant does not mean anything to the poor population…
70. But personally to me it is the absolute wastage of time and money
71. which should rather be spent on the elimination of poverty in the nation and on education.
72. Moreover, the so-called beauty queens have never done anything for the nation in terms of social service or national pride”.
73. Similarly, Javis, another opponent of the Miss Universe Pageant from India, suggests,
74. “All beauty pageants are a waste of money.
75. With that money the poor can be well supported.”
The last argument against the Miss Universe Pageant is revealed by feminists. Feminists think that the Miss Universe Pageant makes an unachievable standard for women. The feminists believe that “such contests, <along with the portrayal of the ideal look in the fashion world>, only serve to perpetuate the myth [[that women are only worth something [if they are young, long legged and beautiful]]]

Regarding this, Imran Ahmad, an Indonesian opponent of beauty pageants, states, “These competitions unrealistically standardise the standard of feminine beauty.”

### Recommendation

In summary, after looking at both arguments for and against the Miss Universe Pageant, it is obvious [[that Indonesia should not send an envoy to the Miss Universe Pageant]]. Although Indonesia’s participation in the Miss Universe Pageant may bring advantages in terms of women’s quality, tourism aspect and business, it seems not to suit Indonesia’s religious, cultural and oriental values. In addition, Indonesia’s participation in the Miss Universe Pageant will not contribute to the attempts of poverty eradication in Indonesia. Furthermore, [[participating in the Miss Universe Pageant]] may create a bad impact on Indonesian women due to the possible emergence of women standard, which emphasizes beauty. Therefore, we recommend Indonesia should not send an envoy to the Miss Universe Pageant. It will be better if Miss Indonesia concentrates on domestic social service so that she can share the benefit of [[being Miss Indonesia]] with the society.

### Statement of Issue

<table>
<thead>
<tr>
<th></th>
<th>Miss Indonesia Contest</th>
<th>was banned in 1996</th>
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2. But since 2000 the government had (has) allowed Yayasan Puteri Indonesia (Puteri Indonesia Foundation) to reorganize the contest.

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<td>2</td>
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3. This means [[that the winner of this contest owns a ticket [[to participate in the Miss Universe Pageant]]b]]a

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4. However, there has been a heated debate [[whether or not Indonesia sends an envoy to the Miss Universe pageant]]a

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5. This essay will discuss the arguments for and against Indonesia’s participation in the Miss Universe Pageant.

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</table>

### Arguments in favour

<table>
<thead>
<tr>
<th></th>
<th>Supporters of the Miss Universe Pageant</th>
<th>claim three positions, to do with the concept of Brain, Beauty and Behaviour, tourism aspect, and business point of view.</th>
</tr>
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128
7 The first argument is related to the concept of Brain, Beauty and Behaviour.

8 The proponents of the Miss Universe pageant claim

9 That this contest Emphasizes on (on should be omitted) three principles, Brain, Beauty and Behaviour.

10 not merely on (“on” should be omitted) beauty and behaviour.

11 This, <<12>> has been proved by the fact [[that there is an interview session in the Miss Universe Pageant]]a

12 It is argued

13 Where the participants were questioned about their general knowledge and the way [[they think]]a

14 This has been justified by a participant from Egypt [[who says]]a,

15 “We were questioned on everything.

16 Whether on the status of women over the last century,

17 or on general knowledge

18 Or simply on the way [[they think]]a

19 Besides that, The Miss Universe pageant, <<20>>, covers a vast spectrum of academic fields.

20 It is said

21 They are, for example, law students, aspiring journalists, would-be clinical psychologists, etc.

22 Secondly, Those [[who are in favour of the Miss Universe pageant]]a argue
that Indonesia’s participation in the contest will be beneficial for the country, especially for the development of tourism.

In this context, Alya Rohali, a contestant from Indonesia in 1996, says “We can introduce our own country to the world community especially when the situation in Indonesia is not stable. It is very important [[for us to heal our reputation from any media, including the Miss Universe pageant]]a”.

[[That [[participating in the Miss Universe Pageant]a can promote tourism of the participant’s country]]b has also been stated by Miss St. Martin (2000).]

as saying...

“I see my participation in the pageant as a good promotion for the island.

.. to me the true meaning of a pageant, like this. Is young women [[proudly presenting their home nations [and inviting others to have a visit]]b]a.

Therefore, the proponents of the Miss Universe Pageant believe that Indonesia should undoubtedly take part in the Miss Universe Pageant.

so as to promote the country

in order to create a good image throughout the world, which can eventually invite visitors to Indonesia.

The third argument [[proposed by the supporters of the Miss Universe Pageant]a is concerned with business.

130
It is argued \[[that the Miss Universe Pageant can be used as an arena \[to promote business\]]a\].

> Madu Kishwar, an Indian journalist, states

"Big national and international companies spent millions of dollars of \[[promoting their products and images through association to the contest and the winner\]]a”

A good example can be seen from the 1999 Miss Universe Pageant \[[held in Trinidad and Tobago\]]a,

where 26 investment representatives from Europe, the United States and Latin America were invited.

So, the supporters of the Miss Universe Pageant assert that participating in this contest particularly if Indonesia becomes the host country, Indonesia may have opportunities \[[to invite visitors, \[who can help to develop the business life of the country\]]b\]a.

Arguments against

Meanwhile, the opponents of Indonesia’s participation in the Miss Universe pageant adopt three positions related to oriental value, social aspects and feminism point of view.

To begin those \[[who are against Indonesia’s participation in the Miss Universe pageant\]]a highlight Indonesia’s oriental values, regarding Indonesia’s culture and religion background.

For Indonesia, \[<<50>>, as the biggest Moslem country in the world, \[[participating in such (a) contest\]]a \[<<51>> is a disgrace.

they claim

in which each contestant should participate in a swim parade.
In addition, [[that participating in the Miss Universe Pageant does not suit Islamic value]]a has also been heralded by Gamal Hesmat, a member of Egypt Muslim Brotherhood.

He says that such contest are against our values and morals, that they only demean women rather than benefit them.”

Moreover, The Miss Universe pageant, <<59>> is also inappropriate to Indonesia’s oriental values. This is stated by the Indonesian Minister of woman’s role, [[“Taking part in the Miss Universe Election]]a is against our oriental values.”

Another argument [[put forward by the opponents of the Miss Universe pageant]]a is [[that [[participating in the Miss Universe pageant]] does not bring any advantages to the society]]c]b. They point out that Indonesia’s participation in the Miss Universe pageant will not give any significant effect for Indonesia especially for [[eradicating poverty]]a in this context, they point to [[what has happened in India]]a which has won the Miss Universe title several times.
India’s poor people cannot get benefits from the fact [[that India’s contestant becomes the winner of the Miss Universe pageant]].

In this context, Viviek Sharma, an opponent of the Miss Universe pageant from India, says that the Miss Universe pageant does not mean anything to the poor population …

But personally to me, it is the absolute wastage of time and money which should rather be spent on the elimination of poverty in the nation and on education.

Moreover, the so-called beauty queens have never done anything for the nation in terms of social service or national pride.

Similarly, Javis, another opponent of the Miss Universe Pageant from India, suggests that all beauty pageants are a waste of money.

With that money the poor can be well-supported.

The last argument against the Miss Universe Pageant is revealed by feminists.

Feminists think that the Miss Universe Pageant makes an unachievable standard for women.

The feminists believe that such contests, <along with the portrayal of the ideal look in the fashion world>, only serve to perpetuate the myth [[that women are only worth something [[if they are young, long-legged and beautiful]]]a.
These competitions unrealistically standardize the standard of feminine beauty.

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<thead>
<tr>
<th>82</th>
<th>These competitions</th>
<th>unrealistically standardize the standard of feminine beauty.</th>
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**Recommendation**

<table>
<thead>
<tr>
<th>83</th>
<th>In summary,</th>
<th>after looking at both arguments for and against the Miss Universe Pageant,</th>
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<td>Theme to the subsequent clause</td>
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<table>
<thead>
<tr>
<th>84</th>
<th>it</th>
<th>is obvious [[that Indonesia should not send an envoy to the Miss Universe pageant]]</th>
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<th>85</th>
<th>Although</th>
<th>Indonesia’s participation in the Miss Universe Pageant may bring advantages in terms of women’s quality, tourism aspect and business,</th>
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<th>It</th>
<th>seems not to suit Indonesia’s religious, cultural and oriental values.</th>
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<th>87</th>
<th>In addition,</th>
<th>Indonesia’s participation in the Miss Universe Pageant will not contribute to attempts of poverty eradication in Indonesia.</th>
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<th>88</th>
<th>Furthermore,</th>
<th>[[participating in the Miss Universe pageant]a may create a bad impact on Indonesian women due to the possible emergence of women standard,</th>
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<th>89</th>
<th>which</th>
<th>emphasises beauty.</th>
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<th>90</th>
<th>Therefore,</th>
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<th>91</th>
<th>Indonesia</th>
<th>should not send an envoy to the Miss Universe Pageant.</th>
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<th>It</th>
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<th>93</th>
<th>if Miss Indonesia</th>
<th>concentrates on domestic social service</th>
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<th>94</th>
<th>so that Miss Indonesia</th>
<th>can share the benefit of [[being Miss Indonesia]a with the society</th>
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Appendix 15.5: Theme Analysis of Text 5.5

Should Indonesia Employ Death Penalty?

Statement of issue

1. While 95 nations throughout the world have abolished death penalty.
2. Indonesia, along with China, Saudi Arabia, and the United States, execute criminals sentenced to death.
3. Since 1978, Indonesia has done no less than 38 executions.
4. Since then there has been a dispute on whether or not Indonesia employs death penalty.
5. Especially recently after President Megawati rejected to give clemency to six defenders who are convicted to death.
6. Below are the arguments for and against death penalty.

Arguments in favour

7. The proponents of capital punishment state three arguments, to do with religious, particularly Islamic point of view, incapacitation and the value of human life.
8. The first argument is concerned with Islamic point of view.
9. Islam regards death penalty as a form of punishment for convicting murder or adultery.
10. They assert that the law of Qishash is applicable for murder.
11. Furthermore, it is stated in Surah Al-Isra verse 33, that Allah gives authority for heir of a victim to kill murderer in a proper way.
12. For adultery case, there is a hadith narrated by Muslim, Abu Dawud, Nasa’I and Tirmidzi saying that there is (was) a woman having an illegitimate baby in her womb.
13. She came to Rasul (Muhammad, peace be upon him), admitting her sin.
14. Rasul (Muhammad, pbuh) told her parents to take care of her until she delivered her baby.
15. When she had given birth to her baby, she was tied and stoned to death.
16. After she died, Rasul (Muhammad, pbuh) performed a funeral prayer, and then Rasul (pbuh) said “She sincerely repented of what she had done, it will be sufficient. If her repentance is to be shared to 70 Madinah people. Have you ever found a good and honest woman like her? She consciously surrendered to obey the law of Allah The Glorious”.
17. Secondly, the proponents of death penalty point out argument to do with incapacitation.
18. They think that death penalty permanently incapacitate criminals from convicting (committing) another crime.
19. Edward Koch, a former Mayor of New York City, argues that “only death can incapacitate murderers, otherwise the murderers can harm prison staffs, other prisoners and even the society”.
20. In relation to this, Koch presents two examples.
42. Lamuel Smith [[who was serving six life sentences for four murders, one kidnapping and one robbery in New York’s Green Haven Prison]]* trapped a woman officer in the chaplain’s office
43. and choke her to death,
44. then savagely cut off her arms and legs.
45. Richard Biegenwald [[released after 18 years of imprisonment]] killed four more people after his release.
46. The third argument [[claimed by those who are in favour of death penalty]] is concerned with the value of human life.
47. [[Sentencing criminals to death]] demonstrates appreciation toward the value of the victim’s life.
48. It is said
49. The proponents of capital punishment argue
50. that “It is by [[exalting the highest penalty for the taking of human life]]
51. that we affirm the highest value of human life”
52. It is [[to appreciate the human life]]
53. the proponents of death sentence claim,
54. law is made
55. to judge guilty people
56. and to give a chance [[to defend themselves]].
57. So, whatever the court’s finding is,
58. they assert,
59. even if it is a death sentence,
60. there is no need [[to argue about it]].

Arguments against

61. Meanwhile, the opponents of death penalty adopt three positions concerned with deterrence, humanity and injustice.
62. The first argument [[proposed by the opponents of death penalty]] is regarding deterrence.
63. They believe
64. [[executing criminals]] cannot deter other criminals from convicting crime.
65. This can be seen [[from the similar homicide rate and the same rate of policeman [[killed by criminals in the US for the past 50 years]] regardless of the employment or abolition of capital punishment.
66. it is argued
67. Furthermore, a comparison between the US, Singapore - and Britain - reveals
68. both employing death penalty
69. which doesn’t employ death penalty
70. that The US still had five times as many murders per head of population [[as did Britain in 1997]],
71. whilst Singapore had 15 times fewer murders per head of population [[than Britain]]
72. This proves
73. it is claimed
74. that capital punishment has little to do with the decrease of homicide rate
75. but is greatly connected to the country’s cultural background (ibid).
76. The second argument [[highlighted by the opponents of capital punishment]] is related to humanity.
77. They argue
78. that death penalty is barbaric
79. and that it is against the value of humanity.
80. Any form of death penalty [[is painful]] is painful.
81. it is claimed
82. The opponents of capital punishment point out
83. that “the gas chamber causes a slow and cruel death,
84. electrocution causes great emotional suffering [[which far outweighs the physical pain of the actual moment of death]],
85. shooting by firing squad causes the prisoner bleeds (to bleed) to death,
86. often whilst conscious,
87. hanging causes more physical pain and acute mental agony,
88. and lethal injection, <<89>>, is a very slow process”.
89. though may appear to be more humane to the witnesses
90. Moreover, it is stated [[that the criminal suffers a mental torture]]
91. ‘knowing
92. that he is going to die tomorrow morning at 8.am’ (ibid).
93. The last argument [[advocated by the opponents of capital punishment]] is to do with injustice.
94. They believe
95. that capital punishment has little to do with the character of the crime
96. but is highly related to race and the amount of money available
97. which will determine the skill of the legal counsel.
98. The latter is supported by a statement from one of the opponents of capital punishment,
99. as follows
100. “the discriminatory or unequal use of the death penalty causes it to be applied mostly to the poor and
fendless
101. Its existence complicates the administration of justice,
102. lengthens trials,
103. and may lead to unjustified verdicts
104. and greatly increases the burden on appellate courts and pardon authorities”
105. [[That race highly determines [[whether someone is to be executed or not]]]] can be seen from [[the fact that 2,066 (54%) out of 3,860 criminals [[executed in the US from 1930 up to
now]]d were black]]c (ibid).
106. it is stated
107. Worse, a report from the General Accounting Office in 1990 showed
108. that those [[who murdered white Americans]] tend to be executed than those [[who murdered black
Americans]]b).
109. In relation to injustice in Indonesia, Nasution, the Chairman of Legal Assistance Body (LBH) in
North Sumatra, says
110. that law discrimination continues to happen in Indonesia.
111. So, he believes
112. that death sentence can’t be employed yet in Indonesia).

Recommendation

113. After looking at both sides of the arguments,
114. really believe
115. that Indonesia should not employ death penalty yet.
116. Even though it can incapacitate criminals,
117. and in this way we appreciate the value of human life,
118. there are several aspects [[to be put into consideration]], such as law discrimination.
119. If law discrimination persists,
120. it is improper [[to employ capital punishment]].
121. But when the time [[when criminals are treated equally, regardless of their race or status]], arrives,
122. I think
123. Indonesia should employ death penalty.
124. The second aspect [[to be put into consideration]] is related to Islamic rules.
125. It is true [[that Islam does permit death penalty]]
126. but Islam is not Indonesia’s constitution.
127. Indonesia can refer to Islamic rules
128. only if Islam is Indonesia’s constitution.
129. Besides, in Islam, death penalty is the last alternative to murderer
130. when the victim’s family doesn’t forgive the murderer
131. and doesn’t approve the murderer
132. to just pay diyat (a fine for those who violate the Islamic law).
### Statement of Issue

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<td>1</td>
<td>While 95 nations throughout the world have abolished death penalty,</td>
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<tr>
<td>2</td>
<td>Indonesia, &lt;along with China, Saudi Arabia, and the United States&gt;, execute criminals [sentenced to death]a</td>
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<td>3</td>
<td>Since 1978 Indonesia has done no less than 38 executions.</td>
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<td>4</td>
<td>Since then there has been a dispute on [whether or not Indonesia employs death penalty]a</td>
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<td>5</td>
<td>Especially recently after President Megawati rejected to give clemency to six defenders [who are convicted to death]a.</td>
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<td>6</td>
<td>Below are the arguments for and against death penalty</td>
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### Arguments in favour

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<td>7</td>
<td>The proponents of capital punishment state three arguments, to do with religious, particularly Islamic point of view, incapacitation and the value of human life.</td>
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<td>8</td>
<td>The first argument is concerned with Islamic point of view.</td>
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<td>9</td>
<td>Islam, &lt;&lt;10&gt;&gt;, regards death penalty as a form of punishment for convicting murder or adultery.</td>
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<td>10</td>
<td>They Assert</td>
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<td>11</td>
<td>This, &lt;&lt;12&gt;&gt;, is stated in the Qur'an, surah Al-Bakarah verse 178,</td>
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<td>12</td>
<td>They Say</td>
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<td>13</td>
<td>that the law of Qishash is applicable for murder.</td>
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<tr>
<td>14</td>
<td>Furthermore, it is states in Sural Al-Isra verse 33, [that Allah gives authority for heir of a victim to kill murderer in a proper way]b]a.</td>
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<td>15</td>
<td>For adultery case, there is a hadith [narrated by Muslim, Abu Dawud, Nasa’I and Tirmidzi ]a</td>
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16. Saying
   Rh

17. that there is (was) a woman [[having an illegitimate baby in her womb]a.
   Text Th  Top Th  Rh

18. She came to Rasul (Muhammad, peace be upon him),
   Top Th  Rh

19. admitting her sin.
   Rh

20. Rasul (Muhammad, pbuh) told her parents
   Top Th  Rh

21. to take care of her
   Rh

22. Until she delivered her baby.
   Text Th  Top Th  Rh

23. When she had given birth to her baby,
   OR Theme to the subsequent clause
   Text Th  Top Th  Rh

24. she was tied
   Top Th  Rh

25. and stone to death.
   Text Th  Rh

26. After she died
   OR Theme to the subsequent clause
   Text Th  Top Th  Rh

27. Rasul (Muhammad, pbuh) performed a funeral prayer,
   OR Rheme
   Top Th  Rh

28. then Rasul (pbuh) said
   Text Th  Top Th  Rh

29. “She sincerely repented of [[what she had done]]a
   Top Th  Rh

30. that <<31>> It will be sufficient.
   OR Theme <<Top Th>> Rheme
   Text Th  Top Th  Rh

31. If her repentance is to be shared to 70 Madinah people.
   Text Th  Top Th  Rh

139
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Structure</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Have</td>
<td>Int Th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>you</td>
<td>Top Th</td>
<td></td>
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<tr>
<td></td>
<td>ever found a good and honest woman like her?</td>
<td>Rh</td>
<td></td>
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<tr>
<td>33</td>
<td>She</td>
<td>Top Th</td>
<td>Rh</td>
</tr>
<tr>
<td></td>
<td>consciously surrendered</td>
<td></td>
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<td>34</td>
<td>to obey the law of Allah the Glorious”</td>
<td>Rh</td>
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</tr>
<tr>
<td>35</td>
<td>Secondly,</td>
<td>Text Th</td>
<td></td>
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<tr>
<td></td>
<td>the proponents of death penalty</td>
<td>Top Th</td>
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<tr>
<td></td>
<td>point out argument to do with incapacitation.</td>
<td>Rh</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>They</td>
<td>Top Th</td>
<td>Rh</td>
</tr>
<tr>
<td></td>
<td>think</td>
<td></td>
<td>OR</td>
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<tr>
<td>37</td>
<td>death penalty</td>
<td>Top Th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>permanently incapacitate criminals from [[convicting committing another crime]]a</td>
<td></td>
<td></td>
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<tr>
<td>38</td>
<td>Edward Koch, a former Mayor of New York City,</td>
<td>Top Th</td>
<td>Rh</td>
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<tr>
<td></td>
<td>argues</td>
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<tr>
<td>39</td>
<td>That</td>
<td>Text Th</td>
<td>Rh</td>
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<tr>
<td></td>
<td>“only death can incapacitate criminals,”</td>
<td>Top Th</td>
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<tr>
<td>40</td>
<td>otherwise</td>
<td>Text Th</td>
<td></td>
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<td></td>
<td>the murderers</td>
<td>Top Th</td>
<td></td>
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<td></td>
<td>can harm prison staffs, other prisoners and even the society.”</td>
<td>Rh</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>In relation to this,</td>
<td>Top Th</td>
<td>Rh</td>
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<tr>
<td></td>
<td>Koch presents two examples</td>
<td></td>
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<tr>
<td>42</td>
<td>Lamuel Smith [[who was serving six life sentences for four murders, one kidnapping and one robbery in New York’s green Haven prison]]a</td>
<td>Top Th</td>
<td>Rh</td>
</tr>
<tr>
<td></td>
<td>trapped a woman officer in the chaplain’s office</td>
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</tr>
<tr>
<td>43</td>
<td>and</td>
<td>Text Th</td>
<td>Rh</td>
</tr>
<tr>
<td></td>
<td>choke her to death</td>
<td></td>
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</tr>
<tr>
<td>44</td>
<td>then</td>
<td>Text Th</td>
<td>Rh</td>
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<tr>
<td></td>
<td>savagely cut off her arms and legs.</td>
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<td>45</td>
<td>Richard Biegenwald [[released after 18 years of imprisonment]]a</td>
<td>Top Th</td>
<td>Rh</td>
</tr>
<tr>
<td></td>
<td>killed four more people after his release</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>The third argument [[claimed by those who are in favour of death penalty]]a</td>
<td>Top Th</td>
<td>Rh</td>
</tr>
<tr>
<td></td>
<td>is concerned with the value of human life.</td>
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</tbody>
</table>
[sentencing criminals to death], demonstrate appreciation toward the value of victim’s life.

it is said

The proponents of capital punishment argue that “it is by [exalting the highest penalty for the taking of human life] a that we affirm the highest value of human life.”

It is [to appreciate the human life] a the proponents of death sentence is made to judge guilty people to give a chance [to defend themselves] a whatever the court’s finding is to argue about it there is no need [to argue a bout it] a

Arguments against

Meanwhile, the opponents of death penalty adopt three positions concerned with deterrence, humanity and injustice.
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
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</thead>
<tbody>
<tr>
<td>62</td>
<td>The first argument [[proposed by the opponents of death penalty]]a is concerned with deterrence.</td>
</tr>
<tr>
<td>63</td>
<td>They believe</td>
</tr>
<tr>
<td>64</td>
<td>[[Executing criminals]] cannot deter other criminals from committing crime</td>
</tr>
<tr>
<td>65</td>
<td>This can be seen &lt;&lt;66&gt;&gt; from the similar homicide rate and the same rate of policeman [[killed by criminals in the US for the past 50 years]]a regardless of the employment or abolition of capital punishment[].</td>
</tr>
<tr>
<td>66</td>
<td>it is argued</td>
</tr>
<tr>
<td>67</td>
<td>Furthermore, a comparison between the US, Singapore -&lt;&lt;67&gt;&gt; - and Britain &lt;&lt;68&gt;&gt; reveals</td>
</tr>
<tr>
<td>68</td>
<td>both employing death penalty</td>
</tr>
<tr>
<td>69</td>
<td>which doesn’t employ death penalty</td>
</tr>
<tr>
<td>70</td>
<td>that the US still had five times as many murders per head of population [[as did Britain in 1977]]a</td>
</tr>
<tr>
<td>71</td>
<td>whilst Singapore had 15 times fewer murders per head of population [[than Britain]]a.</td>
</tr>
<tr>
<td>72</td>
<td>This, &lt;&lt;73&gt;&gt;, proves</td>
</tr>
<tr>
<td>73</td>
<td>it is claimed</td>
</tr>
<tr>
<td>74</td>
<td>that capital punishment has little to do with the decrease of homicide rate</td>
</tr>
<tr>
<td>75</td>
<td>but is greatly connected to the country’s cultural background (Ibid).</td>
</tr>
<tr>
<td>76</td>
<td>The second argument [[highlighted by the opponents of capital punishment]]a is related to humanity</td>
</tr>
<tr>
<td>77</td>
<td>They argue</td>
</tr>
</tbody>
</table>

142
that death penalty is barbaric

and that it is against the value of humanity.

Any form of death penalty, <<81>> is painful

it is claimed

The opponents of capital punishment point out

that the gas chamber causes a slow and cruel death,

electrocution causes great emotional suffering [[which far outweighs the physical pain of the actual moment of death]]a,

Shooting by firing squad causes the prisoner bleeds (to bleed) to death,

often whilst conscious

hanging causes more physical and mental agony,

and lethal injection, <<89>>, is a very slow process.”

though may appear to be more humane to the witnesses

Moreover, it is stated [[that the criminal suffers a mental torture]]a

“knowing

that he is going to die tomorrow morning at 8. am”

The last argument [[advocated by the opponents f capital punishment]]a is to do with injustice.

They believe
that capital punishment has little to do with the character of the crime.

but is highly related to race and the amount of money available,

which will determine the skill of the legal counsel.

The latter is supported by a statement from one of the opponents of capital punishment,

as follows

"the discriminatory or unequal use of the death penalty causes it to be applied mostly to the poor.

Its existence complicates the administration of justice,

lengthen trials

may lead to unjustified verdicts

and greatly increases the burden on appellate courts and pardon authorities."

[[That race highly determines whether someone is to be executed or not]],

<<106>>, can be seen from the fact that 2,066 (54%) out of 3,860 criminals executed in the US from 1930 up to now were black.

it is stated

Worse, a report from the General Accounting Office in 1990 showed

that those who murdered white Americans tend to be executed than those who murdered black Americans.

In relation to injustice in Indonesia, Nasution, the Chairman of Legal Assistance Body (LBH) in North Sumatera, says

that law discrimination continues to happen in Indonesia.
111 So, he believes

112 that death sentence can’t be employed yet in Indonesia.

Recommendation

113 After looking at both sides of the arguments,

114 I really believe

115 that Indonesia should not employ death penalty yet.

116 Even though it can incapacitate criminals

117 and in this way we appreciate the value of human life,

118 there are several aspects [[to be put into consideration]]a, such as law discrimination

119 if law discrimination Persists,

120 it is improper [[to employ capital punishment]]a.

121 But when the time [[when criminals are treated equally, regardless of their race or status]]a arrives,

122 I think

123 Indonesia should employ death penalty.

124 The second aspect [[to be put into consideration]]a is related to Islamic rules.

125 It is true [[that Islam does permit death penalty]]a,
but Islam is not Indonesia’s constitution

Indonesia can refer to Islamic rules

only if Islam Is Indonesia’s constitution.

Besides, in Islam, death penalty is the last alternative to murderer

when the victim’s family doesn’t forgive the murderer

and doesn’t approve the murderer

to just pay *diyat* (a fine for those who violate the Islamic law).
Appendix 15.6: Theme Analysis of Text 5.6

Should Capital Punishment Be Implemented in Indonesia?

Statement of issue

1. Capital punishment is a common penalty throughout the world.
2. It is carried out
3. to execute criminals [[who have committed capital crime]].
4. The form of executions is different in every country in the world.
5. Executions in Indonesia are generally carried out by a 24 member firing squad,
6. while in America the two most common of executions are shooting and hanging
7. followed by beheading and lethal injection [[also used in (the) Philippines and Guatemala]].
8. Stoning for sexual offences <including adultery> occurs in some Islamic countries.
9. However, capital punishment has triggered (a) controversy among those [[who are in favour and
   [[against this issue ]]]]
10. So, in this essay I will discuss the for and against arguments of capital punishment.

Arguments in favour

11. The proponents of capital punishment claim three positions, to do with deterrence, retribution and
   incapacitation of the criminals.
12. The first argument [[claimed by the proponents of capital punishment]] is related to deterrence aspect.
13. The proponents of capital punishment believe
14. that capital punishment is necessary
15. to deter potential criminals.
16. Those [[who use capital punishment]] claim
17. that capital punishment produces certain demonstrable effect
18. or serves some demonstrable purpose.
19. They mainly focus on the belief [[that it has a unique power [[to deter people from [[committing
   crimes]]]]]
20. Although it is hard [[to prove [[whether death penalty deter (s)]]]],
21. there’s a tendency in those countries [[which carry out capital punishment]] for far less capital crime.
22. This indicates
23. that death penalty is a deterrent.
24. In reference to (http://www.richard.clark32.btinternet.co.uk/thoughts.html), it is also claimed by those
   who are in favour of capital punishment, [[that in the country like Singapore, <<25 >> there is
generally far less serious crime]].
25. which almost often carries out the death penalty
26. In addition, David Hoekema states
27. that “those [[who defend capital punishment on grounds of deterrence]] would have us take the lives
   of some persons [[convicted of certain crimes]]
28. because [[doing so]] will discourage crime
29. and thus protect others.”
30. The second argument [[proposed by the supporters of capital punishment]] is concerned with
   retribution.
31. The execution of capital punishment is considered as a real punishment
32. rather than the form of treatment.
33. According to David Hoekema, “punishment is punishment
34. and treatment is treatment
35. and one must not be substituted for the others.”
36. Furthermore, it is argued by the proponents of capital punishment [[that retribution is seen as an
   acceptable reason for the capital punishment]].
37. Related (in relation) to this, David Hoekema argues,
38. “Retributive consideration should govern the punishment of individuals [[who violate the laws]]
39. and chief among these considerations are the principle of proportionality between punishment and
offense and the requirement [[that person should be punished only for acts [[for which they are truly
responsible]]]]
40. The third argument [[claimed by those [[who are in favor of capital punishment]]]] is related to the
incapacitation of the criminals.
41. It is said [[that criminals deserve capital punishment]]
42. so that the lives of potential victim may be protected.
43. It is also claimed [[that convicted murderers must be put to death]]
44. in order to protect the rest of the people against those individuals [[who might kill others]]
45. if they were at large.
46. Regarding this, the supporters of capital punishment assert,
47. “capital punishment permanently removes the worst criminals from society
48. and should prove much cheaper and safer for the rest of us than long term or permanent incarceration.
49. It is self evident [[that death criminal cannot commit any further crimes, either within prison or after
[escaping or being released from it]]]
50. In such a way, supporters of capital punishment believe
51. that it would be so much better [[to carry out the death penalty]] than life imprisonment
52. because life imprisonment is not effective;
53. furthermore, it might expose prison staffs and fellow prisoners to dangerous murderers
54. and it will extend the risk to the community in the future.

Arguments against

55. On the other hand, the opponents of capital punishment adopt three positions, related to innocence,
imperfect justice and barbaric points of view.
56. The first argument [[argued by the opponents of capital punishment]] is concerned with innocence.
57. Those [[who are against capital punishment]] put forward evidence [[found by death penalty focus
(DPF)]]
58. “after 16 years on death row, Anthony Porter, 43, walked out of the Cook Country Jail on Friday
59. after journalism professor, David, protested
60. and his class gathered evidence [[that he was wrongly convicted of two 1982 murders”]]
61. Moreover, the death penalty focus (DPF) reports
62. “studies show
63. that in this century (in the 20th century), at least 400 innocent people have been convicted of capital
crimes [[they did not commit]].
64. Of those 400, 23 were executed.
65. The wrongful execution of an innocent person is an injustice [[that can never be rectified]].”
66. The second position [[claimed by those [[who are against capital punishment]]]] is related to
imperfect justice.
67. The main cause of executing the innocents <<68>>, is imperfection of judicial procedure.
68. the protesters of capital punishment say
69. This, <<70>>, makes some convicted offenders executed
70. it is said
71. and others spared.
72. Protesters of capital punishment argue
73. that only a small number of those [[convicted of capital crimes]] are actually executed.
74. Regarding this, the opponents of capital punishment say
75. that it is hardly believed [[that their selection has less to do with the character of their crimes but a lot
to do with the skill of their lawyers]]
76. and the latter depends in large measure on [[how much money is available for the defense]].
77. Thus, the opponents of capital punishment believe
78. that it is unavoidable [[that the most frequently death penalty has been imposed on the poor]].
79. Related (In relation) to this issue, David Hoekema argues,
80. “…as long as the death penalty exists,
there are certain to be others, 
for every judicial procedure - must be carried out by fallible human beings’.
however meticulous however compassed about with safeguard
In relation to imperfect justice in Indonesia, the opponents of capital punishment take a look at an example of the case of the Head of the House of Representatives, Amber Tan Jung.
He was accused for (of) doing corruption in Kosgoro]
and now his status is as the defendant. But one thing [[which is quite odd]], [[he is still as the Head of the House of Representatives]]
they say
He also refused to resign from that position. This, [[he is still as the Head of the House of Representatives]]
They say because he has the power in the government and it makes him immune against the law.
The last argument of the opponents of capital punishment is concerned with barbaric point of view (the point that capital punishment is barbaric).
The opponents of capital punishment argue that capital punishment is barbaric.
They claim that there is no such thing as a humane method of putting a person to death]
whether it is the gas chamber, electrocution, shooting, hanging nor lethal injection which can cause a slow or organizing death.
Regarding this, it is reported [[that “every form of execution causes the prisoner to suffer]], some method probably cause less [[than the others]], but be in no doubt that [[being executed]] is a petrifying and painful experience for the criminal.”
The protesters of capital punishment point out that there is something [[that often fails to notice]], which is the extreme mental torture [[that the criminal suffers in the time [[leading up to the execution]]]]

Recommendation
Thus, after examining all the arguments, it is obvious [[that <in spite of the disadvantages [[coming from capital punishment in terms of innocence, imperfect justice and barbaric points of view]>, there are advantages of capital punishment for the security of the people in society related to deterrence, retribution and incapacitation of the criminal aspects]]
Regarding the chaotic situation in Indonesia today, I strongly suggest that capital punishment should be implemented in Indonesia in order to protect the society from capital criminals.
However, if Indonesia enforces capital punishment, I recommend the following:
One, the judge must determine whether the facts of the case [[as established by testimony in court]] fit the legal definition of the offence [[with which the defendant is charged]].
Thus, the defendant should be punished only for the acts [[for which he or she is truly responsible]]. Two, justice should be guaranteed in the process of trial in courts.
So, erroneous conviction can be avoided.
Those [[who deserve to be imposed the capital punishment]] are murderers, violent rapists, drug traffickers, corrupts and human right violators.
Based on the points above, hopefully capital punishment can reduce crime and strengthen the value of human life.
### Statement of Issue

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Capital punishment is a common penalty throughout the world.</td>
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<td>Top Th</td>
<td>Rh</td>
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<td>2</td>
<td>It is carried out</td>
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<td>3</td>
<td>to execute criminals [[who have committed capital crime]]a.</td>
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<td></td>
<td>Rh</td>
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<td>4</td>
<td>The form of executions is different in every country in the world.</td>
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<td></td>
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<td>Rh</td>
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<td>5</td>
<td>Executions in Indonesia are generally carried out by a 24 member firing squad,</td>
<td></td>
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<td></td>
<td>Top Th</td>
<td>Rh</td>
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<td>6</td>
<td>While in America, the two most common of executions are shooting and hanging,</td>
<td></td>
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<td></td>
<td>Text Th</td>
<td>Top Th</td>
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<td>7</td>
<td>followed by beheading and lethal injection [[also used in (the) Philippines and Guatemala]]b][a.</td>
<td></td>
</tr>
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<td></td>
<td>Rh</td>
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<tr>
<td>8</td>
<td>Stoning for sexual offences &lt;including adultery&gt; occurs in some Islamic countries.</td>
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<td>Top TH</td>
<td>Rh</td>
</tr>
<tr>
<td>9</td>
<td>However, capital punishment has triggered (a) controversy among those [[who are in favour and [[against this issue]]b][a</td>
<td></td>
</tr>
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<td></td>
<td>Text Th</td>
<td>Top Th</td>
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<td>10</td>
<td>So, in this essay, I will discuss the for and against arguments of capital punishment.</td>
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<td>Text Th</td>
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### Arguments in favour

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<tbody>
<tr>
<td>11</td>
<td>The proponents of capital punishment claim three positions, to do with deterrence, retribution, and incapacitation of the criminals.</td>
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<td></td>
<td>Top Th</td>
<td>Rh</td>
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<tr>
<td>12</td>
<td>The first argument [[claimed by the proponents of capital punishment]]a is related to deterrence</td>
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<td>13</td>
<td>The proponents of capital punishment believe</td>
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<td>Rh</td>
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<tr>
<td>14</td>
<td>That capital punishment is necessary</td>
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<td>Text Th</td>
<td>Top Th</td>
</tr>
<tr>
<td>15</td>
<td>to deter potential criminals</td>
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<td>Rh</td>
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<tr>
<td>16</td>
<td>Those [[who use capital punishment]]a claim</td>
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<td>17</td>
<td>That capital punishment produces certain demonstrable effect</td>
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<tr>
<td>18</td>
<td>Or serves some demonstrable purpose.</td>
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<tr>
<td>19</td>
<td>They mainly focus on the belief [[that I has a unique power [[to deter people from [committing crimes]]c]]b]a.</td>
<td></td>
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<tr>
<td>20</td>
<td>Although it is hard [[to prove [whether death penalty deters]]b]a</td>
<td></td>
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<tr>
<td>21</td>
<td>There’s a tendency in those countries [[which carry out capital punishment]]a for far less capital crime.</td>
<td></td>
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<tr>
<td>22</td>
<td>This indicates</td>
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<tr>
<td>23</td>
<td>That death penalty is a deterrent</td>
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</tr>
<tr>
<td>24</td>
<td>In reference to (<a href="http://www.richard.clark32.btinternet.co.uk/thoughts.html">http://www.richard.clark32.btinternet.co.uk/thoughts.html</a>), it is also claimed by those [[who are in favour of capital punishment, [[that in the country like Singapore, &lt;&lt;24&gt;&gt;, there is generally far less serious crimes]]b]a.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Which almost often carries out the death penalty</td>
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<tr>
<td>26</td>
<td>In addition, David Hoekema states</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>That “those [[who defend capital punishment on grounds of deterrence]]a would have us take the lives of some persons [[convicted of certain crimes]]b would discourage crime.</td>
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<tr>
<td>28</td>
<td>Because [[doing so]]a will discourage crime.</td>
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<tr>
<td>29</td>
<td>and thus protect others.”</td>
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<tr>
<td>30</td>
<td>The second argument [[proposed by the supporters of capital punishment]]a is concerned with retribution.</td>
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<tr>
<td>31</td>
<td>The execution of capital punishment is considered as a real punishment.</td>
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<td>32</td>
<td>Rather than the form of treatment.</td>
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<td>33</td>
<td>According to David Hoekema, “punishment is punishment.”</td>
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<td>34</td>
<td>And treatment is treatment.</td>
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<td>35</td>
<td>And one must not be substituted for the other.”</td>
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<td>36</td>
<td>Furthermore, it is argued by the proponents of capital punishment that retribution is seen as an acceptable reason for the capital punishment.</td>
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<td>37</td>
<td>Related (in relation) to this, David Hoekema argues, “Retributive consideration should govern the punishment of individuals who violate the laws.”</td>
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<td>38</td>
<td>And chief among these considerations are the principles of proportionality between punishment and offence and the requirement that person should be punished only for acts for which they are truly responsible.</td>
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<td>39</td>
<td>The third argument is related to the incapacitation of the criminals.</td>
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<td>40</td>
<td>It is said that criminals deserve capital punishment, so that the lives of potential victims may be protected.</td>
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<td>41</td>
<td>It is also claimed that convicted murderers must be put to death.</td>
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<td>42</td>
<td>In order to protect the rest of the people against those individuals who might kill others.</td>
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<td>43</td>
<td>If they were at large.</td>
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<td>44</td>
<td>Regarding this, the supporters of capital punishment assert,</td>
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“capital punishment permanently removes the worst criminals from society”

And should prove much cheaper and safer for the rest of us than long term or permanent incarceration.

It is self evident that death criminal cannot commit any further crimes, either within prison or after escaping or being released from it.

In such a way, supporters of capital punishment believe that it would be so much better to carry out death penalty than life imprisonment.

because life imprisonment is not effective; life imprisonment is not effective;

Furthermore, it might expose prison staffs and fellow prisoners to dangerous murderers.

and it will extend the risk to the community in the future.

Arguments against

On the other hand, the opponents of capital punishment adopt three positions, related to innocence, imperfect justice and barbaric points of view.

The first argument argued by the opponents of capital punishment is concerned with innocence.

Those who are against capital punishment put forward evidence found by death penalty focus.

After 16 years on death row, Anthony Porter, 43, walked out of the Cook Country Jail on Friday. (a) journalism professor, David, protested, and his class gathered evidence that he was wrongly convicted of two 1982 murders.”

55 | On the other hand, | the opponents of capital punishment | adopt three positions, related to innocence, imperfect justice and barbaric points of view. |
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56 | The first argument argued by the opponents of capital punishment is concerned with innocence. |
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57 | Those who are against capital punishment put forward evidence found by death penalty focus. |
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58 | After 16 years on death row, Anthony Porter, 43, walked out of the Cook Country Jail on Friday. (a) journalism professor, David, protested, and his class gathered evidence that he was wrongly convicted of two 1982 murders.” |
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59 | After (a) journalism professor, David, protested, and his class gathered evidence that he was wrongly convicted of two 1982 murders.” |
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60 | After (a) journalism professor, David, protested, and his class gathered evidence that he was wrongly convicted of two 1982 murders.” |
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Moreover, the death penalty focus (DPF) reports

Studies show

That in this century (the 20th century) at least 400 innocent people have been convicted of capital crimes [[they did not commit]]a.

Of those 400, 23 were executed.

The wrongful execution of an innocent person is an injustice [[that can never be rectified]]a

The second position [[claimed by those [[who are against capital punishment ]]b]]a is related to imperfect justice.

The main cause of [[executing the innocents, <<68>>, is imperfection of judicial procedure.]

The protesters of capital punishment say

This, <<70>>, makes some convicted offenders executed

It is said

and others spared.

Protesters of capital punishment argue

That only a small number of those [[convicted of capital crimes]]a are actually executed.

Regarding this, the opponents of capital punishment say

That it is hardly believed [[that their selection has less to do with the character of their crimes but a lot to do with the skills of their lawyers]]a

And The latter depends in large measure on [[how much money is available for the defense]]a.

Thus the opponents of capital punishment believe
| 78 | That it is unavoidable [[that the most frequently death penalty has been imposed on the poor]]a |
| 79 | Related (in relation) to this issue, David Hoekema argues |
| 80 | “as long as the death penalty exists |
| 81 | There are certain to be others, |
| 82 | For every judicial procedure, <<83>>, <<84>>- must be carried out by fallible human beings.” |
| 83 | However meticulous |
| 84 | However compassed about with safeguard, |
| 85 | In relation to imperfect justice in Indonesia, the opponents of capital punishment take a look at an example of the case of the Head of the House of Representatives, Amber Tanjung |
| 86 | He was accused for (of) [[doing corruption in Kosgoro]]a. |
| 87 | And now his status is as the defendant. |
| 88 | But one thing [[which is quite odd]]a, <<89>>, is [[he is still as the Head of the House of Representatives]]b. |
| 89 | They say. |
| 90 | He also refused to resign from that position. |
| 91 | This, <<92>>, has happened |
| 92 | They say |
| 93 | because he has the power in the government |
and it makes him immune against the law.

The last argument of the opponents of capital punishment is concerned with barbaric point of view (the point that capital punishment is barbaric).

The opponents of capital punishment argue that capital punishment is barbaric.

They claim that there is no such thing as a humane method of putting a person to death.

Whether it is the gas chamber, electrocution, shooting, hanging nor lethal injection, which can cause a slow or organizing death.

Regarding this, it is reported that “every form of execution causes the prisoner to suffer,” some method probably cause less than the others.

But be in no doubt, that being executed is a petrifying and painful experience for the criminal.”

The protesters of capital punishment point out that there is something that often fails to notice.

which is the extreme mental torture that the criminal suffers in the time leading up to the execution.
Recommendation

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<td>109</td>
<td>Thus, after examining all the arguments,</td>
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<td>110</td>
<td>It Is obvious [that &lt;in spite of the disadvantages [&lt;(coming from capital punishment in terms of innocence, imperfect justice and barbaric points of view)&gt;], there are advantages of capital punishment for the security of the people in society related to deterrence, retribution and incapacitation of the criminal aspects]].</td>
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<td>111</td>
<td>Regarding the chaotic situation in Indonesia today, I strongly suggest</td>
<td>[Marked]</td>
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<td>112</td>
<td>That capital punishment should be implemented in Indonesia</td>
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<td>113</td>
<td>in order to protect the society from capital criminals.</td>
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<td>114</td>
<td>However, If Indonesia enforces capital punishment</td>
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<td>115</td>
<td>I recommend the following</td>
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<td>116</td>
<td>One, the judge must determine</td>
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<td>whether the facts of the case &lt;as established by the testimony in court&gt;&gt; fit the legal definition of the offence &lt;with which the defendant is charged&gt;&gt;.</td>
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<td>118</td>
<td>Thus the defendant should be punished only for the acts &lt;for which he or she is truly responsible&gt;&gt;.</td>
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<td>119</td>
<td>Two justice should be guaranteed in the process of trial courts.</td>
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<td>120</td>
<td>So, erroneous conviction can be avoided.</td>
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<td>121</td>
<td>Those &lt;who deserve to be imposed the capital punishment&gt;&gt; are murderers, violent rapists, drug traffickers, corrupts and human right violators.</td>
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<td>122</td>
<td>Based on the points above, hopefully capital punishment can reduce crime</td>
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<tr>
<td>123</td>
<td>And strengthen the value of human life.</td>
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Appendix 15.7: Theme Analysis of Text 5.7

Should Capital Punishment Be Implemented in Indonesia?

Statement of Issue

1. Capital punishment is the execution of a criminal pursuant to a sentence of death [[imposed by a
court]].
2. It has been used for a wide variety of offences since ancient time up until now in many countries
including Indonesia.
3. However, capital punishment has been a controversy among Indonesian people
[[whether capital punishment is suitable [and should be implemented [or it should be abolished]]c]]bja.
4. Below is the discussion on arguments for and against the legalization of capital punishment

Arguments in favour

5. The proponents of capital punishment claim at least three positions.
6. The first argument [[they claim]] is [[that capital punishment is able to deter people from
committing crimes]]].
7. In this case, David R. Frances states,
8. “Capital punishment has a unique power [[to deter people from [committing crimes]]]”.
9. Although some people may find it doubtful
10. that capital punishment can deter crimes
11. the proponents of capital punishment provide a proof [[that there is actually a declining crime rate
found in some countries [which implement capital punishment such as the US and Singapore]]].
12. In USA, for example, there has been a 26% reduction of murder rate.
13. The murder rate in USA dropped from 24,562 in 1993 to 18,209 in 1997,
14. which was the lowest for years during a period of increased use of the death penalty.
15. This fact, <<16>>, also happens in Singapore.
16. it is reported
17. It is said that <<18>>, <<19>> its population knows precisely
18. as Singapore always carries out death sentences
19. where the appeal has been turned down
20. what will happen to them
21. if they are convicted of murder or drug trafficking.
22. The second argument [[proposed by those [[who defend capital punishment]]]] relates to the
incapacitation of criminals.
23. They believe
24. that capital punishment is the most effective way [[to reduce crime rather than life imprisonment]].
25. Life imprisonment, <<26>>, would expose prison staffs and fellow prisoners to dangerous murderer,
26. it is said
27. and the risk later extends to the community,
28. since such person may escape
29. or be pardoned.
30. Therefore, the proponents of capital punishment think
31. that life imprisonment would not be equally effective with capital punishment.
32. It is also claimed [[that unexecuted criminals will be able to commit further crimes, either within
prison or after [being released]]].
33. Regarding this, statistics from the Home Office in Britain shows
34. that in the country, between abolition in 1964-1998, the murder rate more than doubled (to around
750 per annum).
35. and there have been 71 murders [[committed by people [[who have been released after [serving “life
sentences” in the same period]]]].
36. So, capital punishment, is aimed
37. it is asserted
38. to assure
39. that criminals cannot commit crimes anymore.
40. This has also been stated by Edward Koch, a former mayor of New York city, in his article ‘Death
and Justice’
41. that “capital punishment is [to assure [that convicted murderers do not kill again]].
42. Only death penalty can accomplish this end.”
43. The third argument [[upheld by the advocates of capital punishment, particularly in Indonesia]] is
connected with the real condition of Indonesian prison itself.
44. Most Indonesian people, , still prefer the implementation of capital punishment
45. it is said
46. rather than just put criminals behind bars due to the lack of public’s confidence in the credibility of
the prison system in Indonesia.
47. This has been revealed by the Director of the YLBHI (a foundation for legal assistance in Indonesia),
Munarman,
48. saying
49. “In Indonesia, the implementation of capital punishment still receives a great deal of supports from
most Indonesian society.
50. It is [[because they do not believe in our country’s prison system]].
51. They do not believe
52. that imprisonment will be able to make bad people into good ones”
53. This lack of public confidence on the credibility of the prison system, , is based on the fact
[[that some criminals, [who still serve their punishment in jail are still capable of [committing
crimes]]]]
54. it is claimed
55. This has also been argued by Munarwan,
56. that “It is almost impossible [[for the prison system in Indonesia to gain public’s confidence]]
57. because even a convicted drug trafficker, for example, is still fully capable of [[controlling their drug
business from jail]]”

**Arguments against**

58. On the other hand, the opponents of capital punishment highlight three arguments.
59. The first one relates to the imperfect justice, due to the discrimination on the application of the death
penalty.
60. The opponents of capital punishment claim
61. that the discriminatory or unequal use of death penalty causes it to be applied mostly to the poor and
defenseless.
62. This, , is mainly [[because money plays a very important role in the defense of [avoiding
death penalty]]].
63. it is said
64. [[That capital punishment is convicted mainly to the poor]] has been said by David Hoekema (1987),
a former philosophy professor in St. Olaf College in Minnesota, in his article, ‘Capital Punishment:
the justification of death’,
65. as saying
66. “legal council depends in large measure on [[how much money is available for the defense]].
67. Inevitably, the death penalty has been imposed most frequently on the poor.”
68. The same thing, occur in Indonesia.
69. it is claimed by the Indonesian proponents of capital punishment
70. It is argued [[that the legal system in Indonesia is still partial]].
71. It can be seen from the case of Akbar Tanjung.
72. He was accused of doing corruption of 40 billion rupiahs,
73. but he was only charged 3 years of imprisonment for his action.
74. And worse, the sentence is never executed up until now.
Moreover, the imperfection of justice proposed by opponents of capital punishment is also indicated by racism issue. Race, <<77>>, is an important factor in determining who is sentenced to death. It is revealed that in 82% of studies, those who murdered whites were more likely to be sentenced to death than those who murdered blacks. With regard to this issue, statistics in the US also reveals that of 3,860 persons executed in the US from 1930 up to now (the time of the writing of the article), 2,066 or 54% were black. The second position claimed by those who oppose capital punishment is regarding the mistaken conviction, which could lead to the execution of innocent people. They contend that innocent people can be wrongfully sentenced to death and that there is no compensation for them for this error of justice. For this, David Hockema (1987) notes “Numerous cases of erroneous convictions in capital cases have been documented; several of those convicted were put to death before the error was discovered. A wrongful execution is a grievous injustice that cannot be remedied after the fact.” In relation to this mistaken conviction issue, there has been several studies which discover that in this century, at least 400 innocent people have been convicted of capital crimes they did not commit. Of those 400, 23 were executed. The third strand of the opposition of capital punishment is viewed from the criminal’s human right. The protesters of capital punishment point out that all lives, including the criminals’, are valuable. Therefore, capital punishment, <<98>>, cheapens the value of human life. It is argued regarding this, Margaret Mead (1987), an anthropologist from the US, says, “… ‘a life for a life’ need not mean destructive retribution, but instead the development of new forms of community, in which, [[what is emphasized]] is the prevention of crime…” because all lives are valuable. In relation to the human right issue, Indonesian opponents of capital punishment say that capital punishment is not relevant with the 1945 Constitution. This is stated by Irham Buana Nasution, a lawyer of Ayodha Prasad Chaubey, an Indian drug trafficker, [[who has been sentenced to death by Indonesian court]].

**Recommendation**

Thus, after looking at both sides of the arguments, I consider capital punishment effective in deterring people [[to commit crimes]] and in incapacitating criminals [[to commit further crimes]]. Therefore, I strongly argue that capital punishment needs to be implemented in Indonesia, remembering the situation in our country itself, where crimes have been rising sharply. It especially should be focused upon drug trafficking and corruption cases because those cases have a devastating impact toward society in large scale. Even though I realize
there might be some negative excess [[coming from the imposition (imposition) of capital punishment related to imperfect justice, mistaken conviction, and violation of criminal’s human right ]],

I do believe that it is still needed to be imposed in our country, at least to be used as a shock therapy for those [[who have intention [to commit crimes]]]

However, the decision of [sentencing death penalty] must be fair, just and adequate.

Therefore, we must be prepared to execute every criminal [[who commits a crime]] irrespective of gender, status, race, and social class.

### Statement of Issue

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<th>Capital punishment</th>
<th>is the execution of a criminal pursuant to a sentence [[imposed by a competent court]]</th>
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<th>capital punishment</th>
<th>has been a controversy among Indonesian people [[whether capital punishment is suitable [[ and should be implemented [[ or it should be abolished]]c]b]]</th>
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### Arguments in favour

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<th>The first argument [[they claim]]</th>
<th>is [[that capital punishment is able to deter people from [[committing crime]c]]</th>
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<td>11</td>
<td>The proponents of capital punishment provide a proof [[that there is actually a declining crime rate found in some countries [which implement capital punishment, such as the US and Singapore][c][b]]a.</td>
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<td>They believe</td>
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and the risk later extends to the community.

Since such person may escape

Or be pardoned

Therefore, the proponents of capital punishment think

That life imprisonment would not be equally effective with capital punishment.

It is also claimed [that unexecuted criminals will be able to commit further crimes, either within prison or after [escaping or after [being released]]]c]]b]]a.

Regarding this, statistics from the Home Office in Britain shows

That in the country between abolition in 1964-1998, the murder rate more than doubled (to around 750 per annum).

and there have been 71 murders [committed by people [who have been released after [serving “life sentences” in the same period]]]c]]b]]a.

So, capital punishment, is aimed

It is asserted

to assure

That criminals cannot commit crimes anymore

This has also been stated by Edward Koch, a former mayor of New York city.

That “Capital punishment is [[to assure [[that convicted murderers do not kill again]]]]b]]a.

Only death penalty can accomplish this end.”
| 43 | The third argument [[upheld by the advocates of capital punishment, particularly in Indonesia]]a is connected with the real condition of Indonesian prison itself. |
| 44 | Most Indonesian people, <<45>> still prefer the implementation of capital punishment |
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| 47 | This has been revealed by the Director of the YLBHI (a foundation for legal assistance in Indonesia), Munarwan. |
| 48 | saying |
| 49 | “In Indonesia, the implementation of capital punishment still receives a great deal of supports from most Indonesian society. |
| 50 | It is [[because they do not believe in our country’s prison system]]a. |
| 51 | They do not believe |
| 52 | that imprisonment will be able to make bad people into good ones.” |
| 53 | This lack of public confidence on the credibility of their prison system, <<54>>, is based on the fact [[that some criminals, [who still serve their punishment in jail]] are still capable of [[committing crimes][e][b]]a. |
| 54 | It is claimed |
| 55 | This has also been argued by Munarwan |
| 56 | That it is almost impossible [[for the prison system in Indonesia [[to gain public’s confidence][b]]a |
| 57 | because even a convicted drug trafficker, for example, is still fully capable of [[controlling their drug business from jail]]a. |
Arguments against

<table>
<thead>
<tr>
<th>58</th>
<th>On the other hand, the opponents of capital punishment highlight three arguments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text Th   Top Th   Rh</td>
</tr>
<tr>
<td>59</td>
<td>The first one relates to the imperfect justice, due to the discrimination on the application of the death penalty.</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>60</td>
<td>The opponents of capital punishment claim</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>61</td>
<td>That the discriminatory or unequal use of death penalty causes it to be applied mostly to the poor and defendless.</td>
</tr>
<tr>
<td></td>
<td>Text Th   Top Th   Rh</td>
</tr>
<tr>
<td>62</td>
<td>This &lt;&lt;63&gt;&gt;, is mainly [[because money plays a very important role in the defense of avoiding death penalty]]a.</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>63</td>
<td>It is said</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>64</td>
<td>[[That capital punishment is convicted mainly to the poor]]a has been said by David Hoekema (1987), a former philosophy professor in St.Olaf College in Minnesota, in his article “Capital Punishment: The Justification of death”.</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>65</td>
<td>As saying</td>
</tr>
<tr>
<td></td>
<td>Text Th   Rh</td>
</tr>
<tr>
<td>66</td>
<td>“legal council depends in large measure on [[how much money is available for the defense]]a</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>67</td>
<td>Inevitably, the death penalty has been imposed most frequently on the poor.”</td>
</tr>
<tr>
<td></td>
<td>Int Th   Top Th   Rh</td>
</tr>
<tr>
<td>68</td>
<td>The same thing, &lt;&lt;69&gt;&gt;, occur in Indonesia.</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>69</td>
<td>It is claimed</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>70</td>
<td>It is argued [[that the legal system in Indonesia is still partial]]a.</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>71</td>
<td>It can be seen from the case of Akbar Tanjung.</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
<tr>
<td>72</td>
<td>He was accused of [[doing corruption of 40 billions]]a</td>
</tr>
<tr>
<td></td>
<td>Top Th   Rh</td>
</tr>
</tbody>
</table>
But he was only charged 3 years of imprisonment for his action. And worse, the sentence is never executed up until now. Moreover, the imperfection of justice [[proposed by opponents of capital punishment]]a is also indicated by racism issue. Race, <<77>>, is an important factor in [[determining [[who is sentenced to death]]b]]a. It is revealed In 1990, a report from the General Accounting Office in the US, concluded that in 82% of studies, those [[who murdered whites]]a were more likely to be sentenced to death than those [[who murdered black]]b. With regard to this issue, statistics in the US, also reveals that Of 3,860 persons [[executed in the US from 1930 up to now}} (the time of the writing of the article), 2,066, or 54% were black. The second position [[claimed by those [[who oppose capital punishment]]b]]a is regarding the mistaken conviction, which could lead to the execution of innocent people. They contend that innocent people can be wrongfully sentenced to death. And that there is no compensation for them for this error of justice. For this, David Hoekema argues, Numerous cases of erroneous convictions in capital cases have been documented.
Several of those [convicted] were put to death before the error was discovered. “…A wrongful execution is a grievous injustice [[that cannot be remedied after the fact]]” In relation to this mistaken conviction issue, there has been several studies [[which discover [[that in this century (20th century), at least 400 innocent people have been convicted of capital crimes [[they did not commit]]]]] Of those 400, 23 were executed. The third strand of the opposition of capital punishment is viewed from the criminal’s human right. The protesters of capital punishment point out That all lives, <including the criminals>, are valuable Therefore, capital punishment <<98>> cheapens the value of human life. It is argued Regarding this, Margaret Mead (1987), an anthropologist from the US, says “a life for a life” need not mean destructive retribution, but instead the development of new forms of community, because all lives are valuable. In relation to the human right issue, Indonesian opponents of capital punishment say That capital punishment is not relevant.
This is stated by Irham Buana Nasution, a lawyer of Ayodha Prasad Chaubey, an Indian drug trafficker, who has been sentenced to death by Indonesian court.

Recommendation

Thus, after looking at both sides of the arguments, I consider capital punishment effective in deterring people to commit crimes and in incapacitating criminals to commit further crimes. Therefore, I strongly argue that capital punishment needs to be implemented in Indonesia. Remembering the situation in our country itself, where crimes have been rising sharply, especially should be focused upon drug trafficking and corruption cases because those cases have a devastating impact toward society in large scale. Even though I realize there might be some negative excess coming from the imposition of capital punishment related to imperfect justice, mistaken conviction, and violation of criminals’ human right, I do believe that it is still needed to be imposed in our country, at least to be used as a shock therapy for those who have intention to commit crimes.
<table>
<thead>
<tr>
<th>122</th>
<th>However, the decision of sentencing death penalty must be fair, just and adequate.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text Th</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>123</th>
<th>Therefore, we must be prepared to execute every criminal irrespective of gender, race, and social class.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text Th</td>
</tr>
</tbody>
</table>
APPENDIX 16: TRANSITIVITY ANALYSIS OF STUDENTS’ TEXTS

Appendix 16.1: Transitivity Analysis of Text 5.1

Should Government Publish (Publish) Books

<table>
<thead>
<tr>
<th>Thesis</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Education</td>
<td>Plays</td>
<td>a very important role in a country.</td>
</tr>
<tr>
<td>Tk</td>
<td>Pr: Id</td>
<td>Vl</td>
<td>Circ:Loc:Pl</td>
</tr>
<tr>
<td>2</td>
<td>That is [[why Indonesia tries its best]]a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>to improve the quality of education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pr:Mat</td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>[[Publishing academic books]] Is one of the program [[applied by the Department of Education]]a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pr:Mat</td>
<td>Vl</td>
<td>Pr:Id</td>
<td>Tk</td>
</tr>
<tr>
<td>5</td>
<td>In response to this, I would like to share opinions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circ:Matter</td>
<td>Sayers</td>
<td>Pr:Verb</td>
<td>Pr:Cog</td>
</tr>
<tr>
<td>6</td>
<td>I Think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senser</td>
<td>Pr:Cog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The government’s program [[to publish books]]a is ineffective in [[improving education]]b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
<td>Circ:Matter</td>
</tr>
</tbody>
</table>

Argument

<table>
<thead>
<tr>
<th>Argument</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>At the beginning of a term students can usually borrow these books at the school library for free.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>They can keep the books for a term.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
<td>Circ:Loc:Time</td>
</tr>
<tr>
<td>10</td>
<td>But They don’t really use the books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>since the teachers Think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senser</td>
<td>Pr:Cog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>that the books aren’t good enough [to be used as a reference]a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cr</td>
<td>Pr:Int:Attr Attr</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13 | The books sure (surely) are thick |
| Cr | Pr:Int:Attr Attr |

14 | But the content is not as good as [[it seems]]a |
| Cr | Pr:Int:Attr Attr |

15 | Eventually They Use another book. |
| Circ:Loc:Time Actr Pr:Mat G |

16 | And This Means [[that students should buy them]]a. |
| Tk | Pr:Id Vl |

17 | This Brings more burden to parents especially those of the low economy class |
| Tk | Pr:Circ Vl Circ:Loc:Pl |

**Restatement of Thesis**

| 18 | If the government spends billions of their budget |
| Actr | Pr:Mat G |

19 | to publish the books |
| Pr:Mat G |

20 | while Nobody uses Them |
| Actr Pr:Mat G |

21 | I Think |
| Senser Pr:Cog |

22 | the government Should reconsider The effectiveness (of publishing books0 |
| Senser Pr:Cog Ph |

23 | before They continue publishing Them. |
| Actr Pr:Mat G |
## Appendix 16.2: Process Types of Text 5.1

<table>
<thead>
<tr>
<th>Process Type</th>
<th>Thesis</th>
<th>Argument</th>
<th>Restatement of thesis</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat</td>
<td>2,3,4a,b,7a,b,</td>
<td>8,9,10,12a, 15,16a</td>
<td>18,19,20,23,</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Ment</td>
<td>6, 11</td>
<td>21,22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Verb</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Relational: Intensive</td>
<td>1,4,7,16,</td>
<td>12,13,14, 14a,</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Circ,Cause &amp; Possess</td>
<td>17</td>
<td>-</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Subtotal</td>
<td>5</td>
<td>4</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Beh</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Exist</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>11</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>
Appendix 16.3: Transitivity Analysis of Text 5.2

School Uniform

Statement of Issue

<table>
<thead>
<tr>
<th></th>
<th>The students from kindergarten until senior high school and several colleges</th>
<th>have</th>
<th>the obligation [[to wear (a) uniform]]a.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Possessor</td>
<td>Pr: Poss</td>
<td>Possessed</td>
</tr>
</tbody>
</table>

2 Actually, this policy has been the pros and cons all this time

<table>
<thead>
<tr>
<th></th>
<th>Many people</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sayer</td>
<td>Pr: Verb</td>
</tr>
</tbody>
</table>

4 And many people don’t.

|   | Sayer       | Pr: Verb (Ellipsed) |

Arguments for and against

<table>
<thead>
<tr>
<th></th>
<th>[[Wearing school uniform]]a</th>
<th>has</th>
<th>many benefits, for example: [[to make the students more disciplined, [[to minimize the fashion show among the students, [[to educate the students [[that they are equal as school]]d]]c]]b</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Possessor</td>
<td>Pr: Poss</td>
<td>Possessed</td>
</tr>
</tbody>
</table>

5b to make the students more disciplined

<table>
<thead>
<tr>
<th></th>
<th>Pr: Circ: Cause</th>
<th>Cr</th>
<th>Attr</th>
</tr>
</thead>
</table>

5c to minimise the fashion show among the students

<table>
<thead>
<tr>
<th></th>
<th>Pr:Mat</th>
<th>Attr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G</td>
<td>Circ:Loc:Pl</td>
</tr>
</tbody>
</table>

5d to educate the students

<table>
<thead>
<tr>
<th></th>
<th>Pr:Verb</th>
<th>Receiver</th>
</tr>
</thead>
</table>

5e That they are equal at school

<table>
<thead>
<tr>
<th></th>
<th>Cr</th>
<th>Pr: Int: Attr</th>
<th>Attr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Circ: Loc: Pl</td>
<td></td>
</tr>
</tbody>
</table>

6 But there are also the drawbacks of [[wearing (a) uniform]]a.

|   | Pr: Exist | Existent |

7 For example, it kills the creativity of the students,

|   | Actr | Pr:Mat | G |

8 the teachers waste time in [[checking them]]a,

|   | Actr | Pr:Mat | G | Circ: Matter |

173
It is not comfortable [[to wear]]a Pr:Mat

and many others Attr

Recommendation

Let’s put aside those benefits and drawbacks. G

and see it in an objective way. Ph Circ:Manner

The students themselves might think Pr:Cog

that it’s boring [[to wear school uniform]]a G

And it’s not fashionable enough. Attr

But in my opinion I agree with school uniform Circ:Matter

though it’s not comfortable Attr

but it makes the students neat Cr

and teaches them Pr:Verb Receiver

how to be disciplined Pr:Verb Circ:Matter

it also saves the parents’ money Pr:Mat

if the school policy changes it Pr:Mat

then it (there) will appear among the students

and will create another problem among the students

174
<table>
<thead>
<tr>
<th>25</th>
<th>that is</th>
<th>[[why between the pros and cons of school uniform, I am with the pros]]a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tk Pr:Id</td>
<td>VI</td>
</tr>
<tr>
<td>26</td>
<td>because</td>
<td>I `ve seen</td>
</tr>
<tr>
<td></td>
<td>Senser</td>
<td>Pr: Perc</td>
</tr>
<tr>
<td>27</td>
<td>that</td>
<td>school uniform has more benefits for the students.</td>
</tr>
<tr>
<td></td>
<td>Possessor</td>
<td>Pr: Poss Possessed Beneficiary: Client</td>
</tr>
</tbody>
</table>
Appendix 16.4: Process Types of Text 5.2

<table>
<thead>
<tr>
<th>Process Type</th>
<th>Statement Of Issue</th>
<th>Arguments in favour and against</th>
<th>Recommendation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat</td>
<td>1a,</td>
<td>5a,5c,7,8,8a</td>
<td>11,21,22,23a,24</td>
<td>11</td>
</tr>
<tr>
<td>Subtotal</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Ment</td>
<td></td>
<td></td>
<td>12,13,26</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Verb</td>
<td>3,4,</td>
<td>5d,</td>
<td>16,19,</td>
<td>5</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Relational:</td>
<td></td>
<td></td>
<td>14,15,17,20,25,</td>
<td>15</td>
</tr>
<tr>
<td>Intensive</td>
<td>2</td>
<td>5e,9,10,</td>
<td>25,25a,</td>
<td></td>
</tr>
<tr>
<td>Circ, Cause&amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possessive</td>
<td>1</td>
<td>5,5b,</td>
<td>18,27</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Beh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exist</td>
<td></td>
<td>6</td>
<td>23,</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>12</td>
<td>19</td>
<td>36</td>
</tr>
</tbody>
</table>
Appendix 16.5: Transitivity Analysis of Text 5.3

US Attack to Iraq, Can It Be Justified?

Statement of Issue

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The US President, George Bush, has announced his plan [[to attack Iraq]]a Pr:Mat G in several days [[to come]]b Pr:Mat Verbiage Circ:Loc:Time</td>
</tr>
<tr>
<td>2</td>
<td>A large number of US troops have been placed at some spots within the gulf areas of the Middle East. G Pr:Mat Circ:Loc:Pl Circ:Loc:Pl</td>
</tr>
<tr>
<td>3</td>
<td>They are all set G Pr:Mat</td>
</tr>
<tr>
<td>4</td>
<td>to attack Iraq G</td>
</tr>
<tr>
<td>5</td>
<td>as soon as they receive order from President Bush. Actr Pr:Mat G Circ:Loc:Pl</td>
</tr>
</tbody>
</table>

Arguments for

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Bush declared Sayer Pr:Verb</td>
</tr>
<tr>
<td>7</td>
<td>that his initiative of [[attacking Iraq]]a Pr:Mat G is based on his country good will [[to promote peace throughout the world]]b Pr:Mat G Circ:Loc:Pl Cr Pr:Circ Attr</td>
</tr>
<tr>
<td>8</td>
<td>as we all know Senser Pr:Cog</td>
</tr>
<tr>
<td>9</td>
<td>The US accuses Iraq of [[possessing a huge number of mass destructive nuclear armaments [[ which are able to destroy living creatures in a great state]]b]]a. Sayer Pr:Verb Target Circ:Matter</td>
</tr>
<tr>
<td>9ab</td>
<td>[[possessing a huge number of mass destructive nuclear armaments [[ which are able to destroy living creatures in a great state]]b]]a. Pr: Poss Possessed</td>
</tr>
<tr>
<td>10</td>
<td>Bush states Sayer Pr:Verb</td>
</tr>
<tr>
<td>11</td>
<td>that this possession could be a significant threat for the wide world. Cr Pr:Int:Attr Attr</td>
</tr>
</tbody>
</table>
Therefore, he argued.

Sayer Pr:Verb

That the ultimate reason behind his attack is [[to prevent Iraq from using those lethal weapons for endangering human life]]c)]]b)]a.

Vl Pr:Id Tk

To prevent Iraq from [[using those lethal weapons for endangering human life]]c)]]b.

Pr: Mat G Circ:Matter

And he assumed that war is the only measure [[that should be taken]]a.

Tk Pr:Id Vl

To intimidate Iraq.

Pr: Mat G

To give up their weapons.

Pr: Mat G

Arguments against

Meanwhile, Saddam Hussein denied all US government accusation(s) of possessing mass destructive nuclear weapons].

Senser Pr:Perc Ph

He said Bush only uses this issue.

Sayer Pr:Verb

To justify his desire [[to invade Iraq]]a.

Pr:Verb Verbiage

In order to realize his hidden agenda.

Pr:Mat G

Which is [[controlling Iraq oil possession for US own favour]]a.

Vl Pr:Id Tk

Recommendation

If we think more clearly.

Senser Pr:Cog Ph

178
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>war</td>
<td>cannot be approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ph</td>
<td>Pr:Cog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>or</td>
<td>justified</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pr:Verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>because</td>
<td>it will leave nothing but misery</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>US government</td>
<td>never takes into account the misery [[Iraq citizens have to deal with ]]a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senser</td>
<td>Pr:Cog</td>
<td>Ph</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>if</td>
<td>they persist to make their plan of [[attacking Iraq]]a into practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiator</td>
<td>Pr:Cause</td>
<td>Cr</td>
<td>Attr</td>
</tr>
<tr>
<td>30</td>
<td>For a long time, Iraq citizens have been suffering Deeply because of the embargo [[the US government sanctioned to their country over several years]]a.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30a</td>
<td>The US government sanctioned to their country over several years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>Beneficiary</td>
<td>Circ:Extent</td>
</tr>
<tr>
<td>31</td>
<td>So,</td>
<td>war will just make their life much worse.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiator</td>
<td>Pr:Cause</td>
<td>Cr</td>
<td>Attr</td>
</tr>
<tr>
<td>32</td>
<td>That is [[why I am against the US plan of [[attacking Iraq]]b]]a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tk</td>
<td>Pr:Id</td>
<td>Vl</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Because</td>
<td>it will violate the human rights of the Iraq citizens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>I am strictly against war,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>whatever form</td>
<td>it might be found</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circ:Concession</td>
<td>Ph</td>
<td>Pr:Perc</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>because it stands against humanity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>and it is a very useless action with no good [[come(coming) of it]]a.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
<td>Circ:Accompaniment</td>
</tr>
<tr>
<td>38</td>
<td>Besides, the argument [[which is launched by the US government]]a is not making any sense.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pr:Verb</td>
<td>Sayer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pr:Mat</td>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>
They said that they conduct war to promote peace but it is they themselves who create the war and violate the peace by realizing their plan of attacking Iraq. So, here, I can say that it is just part of US hypocrisy.
# Appendix 16.6: Process Types in Text 5.3

<table>
<thead>
<tr>
<th>Process Type</th>
<th>Statement of Issue</th>
<th>Arguments in favour</th>
<th>Arguments Against</th>
<th>Recommendation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat</td>
<td>1a,b,2,3,4,5</td>
<td>7a,b,10a,14a,b,c,18</td>
<td>21,22a,23,24a</td>
<td>28,29a,30a,31a,33b,34,36,38a,39,39b,41,42,43a,b,c,d</td>
<td>69</td>
</tr>
<tr>
<td>Subtotal</td>
<td>6</td>
<td>7</td>
<td>4</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Ment</td>
<td>8,15,</td>
<td>-</td>
<td>-</td>
<td>25,26,29,31</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>2</td>
<td></td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Verb</td>
<td>1</td>
<td>6,9,11,13,17,</td>
<td>19,20,22</td>
<td>27,39a,40,44,</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Relational: Intensive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circ, Caus &amp; Possess</td>
<td>10,12,14,16,</td>
<td>24</td>
<td>33,33a,35,37,38,43,45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>6</td>
<td>2</td>
<td>9</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Beh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>20</td>
<td>9</td>
<td>33</td>
<td>69</td>
</tr>
</tbody>
</table>
Appendix 16.7: Transitivity Analysis of the Joint Construction Text (Text 5.4)

Should Indonesia Send an Envoy to the Miss Universe Pageant?

Statement of Issue

<table>
<thead>
<tr>
<th></th>
<th>Miss Indonesia Contest</th>
<th>was banned in 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>Pr:Mat</td>
<td>Circ:Loc:Time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>But since 2000, the government had (has) allowed Yayasan Puteri Indonesia (Puteri Indonesia Foundation) [[to organize the contest]]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Circ:Loc:Time Actr Pr:Mat G</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>This means [[that the winner of this contest owns Possessor Pr:Poss a ticket [[to participate in the Miss Universe Pageant]]]]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tk Pr:Id Vl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>However, there has been a heated debate Indonesia sends an envoy to the MUC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pr:Exist Existent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>This essay will discuss the arguments for and against Indonesia’s participation in the MUC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sayer Pr:Verb Verbiage</td>
</tr>
</tbody>
</table>

Arguments in favour

<table>
<thead>
<tr>
<th></th>
<th>Supporters of the Miss Universe pageant claim three positions to do with the concept of Brain, Beauty, and Behaviour, tourism aspect, and business point of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sayer Pr:Verb Verbiage Circ:Matter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The first argument is related to the concept of Brain, Beauty and Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cr Pr:Circ Attr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>The proponents of the Miss Universe Pageant claim</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sayer Pr:Verb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>that this contest emphasizes on (on should be omitted) three principles: Brain, Beauty and Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actr Pr:Mat G</td>
</tr>
</tbody>
</table>
not merely on (‘on’ should be omitted) beauty and behaviour.

This, by the fact that there is an interview session in the MUC]

*It* is argued where the participants were questioned about their general knowledge and the way [[they think]]

This has been justified by a participant from Egypt [[who says]]

“We were questioned on everything, whether on the status of women over the last century or simply on the way [[we think]]”

Besides that, the Miss Universe Pageant, <<20>> covers a vast spectrum of academic fields.

They are, for example, law students, aspiring journalists, would-be clinical psychologists, etc.

Secondly, those [[who are in favour of the Miss Universe pageant ]] argue

Indonesia’s participation in the contest will be beneficial for the country, especially for the development of tourism.
In this context, Alya Rohali, a contestant from Indonesia in 1996 says:

<table>
<thead>
<tr>
<th>Circ: Matter</th>
<th>Sayer</th>
<th>Pr: Verb</th>
</tr>
</thead>
</table>

“We can introduce our country to the world community.”

Especially when the situation in Indonesia is not stable,

<table>
<thead>
<tr>
<th>Cr</th>
<th>Pr: Int: Attr</th>
<th>Attr</th>
<th>Cr-</th>
</tr>
</thead>
</table>

It is very important for us to heal our reputation from any media, including the Miss Universe pageant.

The proponents of the Miss Universe believe that Indonesia should undoubtedly take part in the Miss Universe Pageant so as to promote the country in order to create a good image throughout the world which can eventually invite visitors to Indonesia.
The third argument ([proposed by the supporters of the Miss Universe Pageant]) is concerned with business.

It is argued that the Miss Universe pageant can be used as an arena to promote business.

In relation to this, Madu Kishwar, an Indian journalist states that participating in this contest, particularly if Indonesia becomes the host country, may have opportunities to invite investors, who can help to develop the business life of the country.

Arguments against

Meanwhile, the opponents of Indonesia’s participation in the Miss Universe Pageant adopt three positions related to oriental values, social aspect and feminism point of view.
To begin, those who are against Indonesia’s participation in the Miss Universe Pageant highlight Indonesia’s oriental values, regarding Indonesia’s culture and religion background.

For Indonesia, as the biggest Moslem country in the world, participating in such a contest is a disgrace.

In addition, that participating in the Miss Universe Pageant has also been heralded by Gamal Hesmat, a member of Egypt Muslim Brotherhood.

He says that such contests are against our values and morals, that they only demean women rather than benefit them.

Moreover, The Miss Universe Pageant is also inappropriate to Indonesian values.

This is stated by the Indonesian Minister for woman’s role.

[(taking part in the Miss Universe Election)] is against our oriental values.”
Another argument put forward by the opponents of the Miss Universe pageant is that participating in the Miss Universe pageant does not bring any advantages to the society.

They point out that Indonesia’s participation in the MUC will not give any significant effect for Indonesia, especially for eradicating poverty.

In this context, Viviek Sharma, an opponent of the Miss Universe Pageant from India, says “The Miss Universe Pageant does not mean anything to the poor population,” but personally to me it is the absolute wastage of time and money.

Moreover, the so-called beauty queens have never done anything for the nation in terms of social service or national pride.
Similarly, Javis, another opponent of the Miss Universe pageant from India, suggests "All beauty pageants are a waste of money.

With that money the poor can be well supported."

The last argument against the Miss Universe pageant is revealed by feminists.

Feminists Think that The Miss Universe Pageant makes an unachievable standard for women. The feminists Believe that such contests, along with the portrayal of the ideal look in the fashion world, only serve to perpetuate the myth that women are only worth something if they are young, long-legged and beautiful.

Regarding this, Imran Ahmad, an Indonesian opponent of beauty pageants States "These competition unrealistically standardize the standard of feminine beauty."

In summary, after looking at both arguments for and against the Miss Universe pageant, it is obvious that Indonesia should not send an envoy to the Miss Universe Pageant.

Although Indonesia’s participation in the Miss Universe Pageant may bring advantages in terms of women’s quality, tourism aspect and business,

<table>
<thead>
<tr>
<th>73</th>
<th>Similarly, Javis, another opponent of the Miss Universe pageant from India, suggests Pr:Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>“All beauty pageants are a waste of money. Pr:Verb</td>
</tr>
<tr>
<td>75</td>
<td>With that money the poor can be well supported.” Pr:Verb</td>
</tr>
<tr>
<td>76</td>
<td>The last argument against the Miss Universe pageant is revealed by feminists Pr:Verb</td>
</tr>
<tr>
<td>77</td>
<td>Feminists Think that The Miss Universe Pageant makes an unachievable standard for women Pr:Verb</td>
</tr>
<tr>
<td>78</td>
<td>The feminists Believe that such contests, along with the portrayal of the ideal look in the fashion world, only serve to perpetuate the myth if they are young, long-legged and beautiful. Pr:Verb</td>
</tr>
<tr>
<td>79</td>
<td>Regarding this, Imran Ahmad, an Indonesian opponent of beauty pageants, States Pr:Verb</td>
</tr>
<tr>
<td>80</td>
<td>Recommendation In summary, after looking at both arguments for and against the Miss Universe pageant, it is obvious that Indonesia should not send an envoy to the Miss Universe Pageant. Pr:Verb</td>
</tr>
<tr>
<td>81</td>
<td>Although Indonesia’s participation in the Miss Universe Pageant may bring advantages in terms of women’s quality, tourism aspect and business. Pr:Verb</td>
</tr>
<tr>
<td>188</td>
<td></td>
</tr>
<tr>
<td>Line</td>
<td>Text</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>86</td>
<td>it seems not to suit Indonesia’s religious, cultural and oriental values.</td>
</tr>
<tr>
<td>87</td>
<td>In addition, Indonesia’s participation in the Miss Universe Pageant will not contribute to the attempts of poverty eradication in Indonesia</td>
</tr>
<tr>
<td>88</td>
<td>Furthermore, [[Participating in the Miss Universe pageant ]]a may create a bad impact on Indonesian women due to the possible emergence of women standards,</td>
</tr>
<tr>
<td>89</td>
<td>which emphasises Beauty</td>
</tr>
<tr>
<td>90</td>
<td>Therefore, We Recommend</td>
</tr>
<tr>
<td>91</td>
<td>Indonesia should not send an envoy an envoy to the Miss Universe Pageant.</td>
</tr>
<tr>
<td>92</td>
<td>It will be Better</td>
</tr>
<tr>
<td>93</td>
<td>if Miss Indonesia concentrates on domestic social service,</td>
</tr>
<tr>
<td>94</td>
<td>so that she can share the benefit of [[being Miss Indonesia]a with the society</td>
</tr>
</tbody>
</table>
## Appendix 16.8: Process Types in the Joint Construction Text
(Text 5.4)

<table>
<thead>
<tr>
<th>Process Type</th>
<th>Statement of Issue</th>
<th>Arguments in favour</th>
<th>Arguments Against</th>
<th>Recommendation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat</td>
<td>1,2,2a,3b</td>
<td>9,10,11,19,25, 27a, 28a,b,31a,b,33,34,35,36,38a,b,40,42,44,46a,b,</td>
<td>47,49a,51,52a,b56, 57,61a,62b,c 64, 64a,65a,66,67, 71,72,75,78,80,82,</td>
<td>84a,85,85, 87,88,88a, 89,91,94</td>
<td>55</td>
</tr>
<tr>
<td>Ment</td>
<td>-</td>
<td>29,32, 41</td>
<td>54,77,79,</td>
<td>83,93,</td>
<td>8</td>
</tr>
<tr>
<td>Verb</td>
<td>5</td>
<td>6, 8, 12,13,14,15,16,17, 18,20,22, 24,28,29,31b,37a,38,39,43,</td>
<td>48,50,52,53,59,60, 62a,63,65,6873,76,</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Relational: Intensive</td>
<td>3</td>
<td>21,22a, 23, 26,27,31,45,</td>
<td>48a,49,55,58,61,62,67a,69,70, 74,80a,b,</td>
<td>84,92,94a,</td>
<td>27</td>
</tr>
<tr>
<td>Circ, Caus &amp;Possess</td>
<td>3a,</td>
<td>7,37,46,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beh</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exist</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>9</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>35</td>
</tr>
</tbody>
</table>

190
Appendix 16.9: Transitivity Analysis of Text 5.5

Should Indonesia Employ Death Penalty?

Statement of Issue

<table>
<thead>
<tr>
<th>1</th>
<th>While</th>
<th>95 nations throughout the world have abolished death penalty,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
</tr>
</tbody>
</table>

| 2 | Indonesia, <along with China, Saudi Arabia and the United States>, execute criminals [sentenced to death]a |
|---|---|---|
| Actr | Circ:Accompaniment | Pr:Mat | G |

| 3 | Since 1978 Indonesia has done no less than 38 execution |
|---|---|---|
| Circ:Extent:Duration | Actr | Pr:Mat | Range |

| 4 | Since then there has been a dispute [on whether or not Indonesia employs death penalty]a |
|---|---|---|

| 5 | especially recently after President Megawati rejected to give clemency to six defenders [who are convicted to death]a |
|---|---|---|
| Circ:Loc:Time | Actr | Pr:Mat | G | Beneficiary |

<table>
<thead>
<tr>
<th>6</th>
<th>Below are the arguments for and against death penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circ:Loc:Pl</td>
<td>Pr:Exist</td>
</tr>
</tbody>
</table>

Arguments in favour

| 7 | The proponents of capital punishment state three arguments to do with religious, particularly Islamic point of view, incapacitation and the value of human life. |
|---|---|---|
| Sayer | Pr:Verb | Verbiage | Circ:Matter |

<table>
<thead>
<tr>
<th>8</th>
<th>The first argument is concerned with Islamic point of view</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr</td>
<td>Pr:Circ</td>
</tr>
</tbody>
</table>

| 9 | Islam regards death penalty as a form of punishment for [convicting (committing) murder or adulterer]a |
|---|---|---|
| Senser | Pr:Cog | Ph | Circ:Role | Circ:Cause |

<table>
<thead>
<tr>
<th>10</th>
<th>they assert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayer</td>
<td>Pr:Verb</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>this is stated in the Qur’an, surah Al-Bakarah verse 178,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbiage</td>
<td>Pr:Verb</td>
</tr>
</tbody>
</table>
they say Sayer Pr:Verb

that the law of Qishash is applicable for murder Cr Pr:Int:Attr Attr Circ:Cause

Furthermore, it is stated in Surah Al-Isra verse 33, [[that Allah gives authority for heir of a victim [[to kill murderer in a proper way]]b]]a. Pro- Pr:Verb Circ:Loc:Pl -jection

that Allah gives authority for heir of a victim Actr Pr:Mat G Beneficiary

to kill murderer in a proper way Pr:Mat G Circ:Manner

For adultery case, there is a hadith [[narrated by Abu Dawud Nasa’I and Tirmidzi]]a. Circ:Purpose Pr:Exist Existent

Saying Pr:Verb

That there is (was) a woman [[having an illegitimate baby in her womb]]a. Pr:Exist Existent

She came to Rasul Actr Pr:Mat Circ:Loc:Pl

admitting Her sin Pr:Cog Ph

told her parents Sayer Pr:Verb Receiver

to take care of Her Pr:Mat Beneficiary: Client

delivered her baby. Actr Pr:Mat G

when she had given birth to her baby. Actr PrMat Range Beneficiary: Recipient

She was tied G Pr:Mat

And stoned to death. Pr:Mat Circ:Manner

After she died Actr Pr:Mat
<p>| 27 | Rasul | performed | a funeral prayer. | Actr | Pr:Mat | G |
| 28 | Then | Rasul (pbuh) | said | Sayer | Pr:Verb |
| 29 | She | sincerely | repented of | Pr:Cog | Ph |
|    | Senser | Circ:Manner | [what she had done]a. | G | Actr | Pr:Mat |
| 30 | That &lt;&lt;31&gt;&gt; | it | will be | sufficient | Cr | Pr:Int:Attr | Attr |
| 31 | if | her repentance | is to be shared | to 70 Madinah people. | Verbiage | Pr:Verb | Receiver |
| 32 | Have | you | ever found | a good and honest woman | like her? | Pr:-Senser | Pr:Cog | Ph | Circ:Comparison |
| 33 | She | consciously | surrendered | Actr | Circ:Manner | Pr:Mat |
| 34 | to obey | the law of Allah the Glorious. | PrMat | G |
| 35 | Secondly, | the proponents of death penalty | point out | argument | to do with incapacitation. | Sayer | Pr:Verb | Verbiage | Circ:Matter |
| 36 | They | think | Senser | Pr:Cog |
| 37 | Death penalty | permanently | incapacitate | criminals | from [[convicting another crime]]a. | Pr:Mat | G | Circ:Matter |
| 38 | Edward Koch, a former Mayor of New York | argues | Sayer | Pr:Verb |
| 39 | That | only death | can incapacitate | murderers | Actr | Pr:Mat | G |
| 40 | Otherwise, | the murderer | can harm | prison staffs, other prisoners and even society | Actr | PrMat | G |
| 41 | In relation to this, | Koch | presents | two examples | Circ:Matter | Actr | Pr:Mat | G |
| 42 | Lamuel Smith [[who was serving six life sentences for murders, one kidnapping and one robbery in New York’s Green Haven Prison]]a | trapped | a woman officer in the chaplain’s office | Pr:Mat | G | Circ:Loc:Pl |</p>
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>42a</td>
<td>who was serving six life sentences for murders, one kidnapping and one robbery in New York’s Green Haven Prison</td>
<td>Actr Pr:Mat Range Circ:Cause Circ:Loc:Pl</td>
</tr>
<tr>
<td>43</td>
<td>And choked her to death</td>
<td>Pr:Mat G Circ:Manner</td>
</tr>
<tr>
<td>44</td>
<td>Then savagely cut off her arms and legs</td>
<td>Circ:Manner Pr: Mat G</td>
</tr>
<tr>
<td>45</td>
<td>Richard Biegenwald [released after 18 years of imprisonment] killed four more people after his release</td>
<td>Actr Pr:Mat G Circ:Loc:Time</td>
</tr>
<tr>
<td>46</td>
<td>The third argument [[claimed by those [[who are in favour of death penalty]]b]a is concerned with the value of human life</td>
<td>Cr Pr:Circ Attr</td>
</tr>
<tr>
<td>46ab</td>
<td>claimed by those [[who are in favour of death penalty]]a, &lt;&lt;48&gt;&gt;</td>
<td>Pr:Verb Sayer</td>
</tr>
<tr>
<td>47</td>
<td>[[sentencing criminals to death]]a, &lt;&lt;48&gt;&gt; demonstrate appreciation toward the value of the victim’s life</td>
<td>Sayer Pr:Verb Verbiage Circ:Matter</td>
</tr>
<tr>
<td>48</td>
<td>It is said</td>
<td>Pr:Verb</td>
</tr>
<tr>
<td>49</td>
<td>The proponents of capital punishment argue</td>
<td>Sayer Pr:Verb</td>
</tr>
<tr>
<td>50</td>
<td>that it is by [[exalting the highest penalty for the taking of human life]]a</td>
<td>Tk Pr:Id Vl</td>
</tr>
<tr>
<td>51</td>
<td>that we affirm the highest value of human life</td>
<td>Sayer Pr:Verb Ph</td>
</tr>
<tr>
<td>52</td>
<td>It is [[to appreciate the human life]]a</td>
<td>Tk Pr:Id Vl</td>
</tr>
<tr>
<td>53</td>
<td>The proponents of death penalty claim</td>
<td>Sayer Pr:Verb</td>
</tr>
<tr>
<td>54</td>
<td>law is made</td>
<td>G Pr:Mat</td>
</tr>
<tr>
<td>55</td>
<td>to judge guilty people</td>
<td>Pr:Perc Ph</td>
</tr>
</tbody>
</table>
56 and to give a chance [to defend themselves] a.

57 So, whatever the court’s finding is,

58 they Assert

59 Even if it is a death sentence,

60 there is no need [to argue about it] a

Arguments against

61 Meanwhile, the opponents of death penalty adopt three positions concerned with deterrence, humanity and justice

62 The first argument [proposed by the opponents of death penalty] is regarding deterrence.

63 They believe

64 [[executing criminals]] a cannot deter other criminals from [[convicting crime]] b

65 This can be seen From the similar homicide rate and the same rate of policeman [[killed by criminals in the US for the past 50 years]] a regardless of the employment or abolition of capital punishment.

66 it is argued

67 Furthermore, A comparison between the US, Singapore - and Britain reveals

68 both employing death penalty

69 which doesn’t employ death penalty
The US still had five times as many murders per head of population as Britain did in 1997. Whilst Singapore had 15 times fewer murders per head of population than Britain.

This proves it is claimed that capital punishment has little to do with the decrease of homicide rate but is greatly connected to the country’s cultural background.

The second argument highlighted by the opponents of capital punishment is related to humanity. They argue that death penalty is barbaric and it is against the value of humanity. Any form of death penalty, is painful.

The opponents of capital punishment point out that the gas chamber causes a slow and cruel death. Electrocution causes great emotional suffering which far outweighs the physical pain of the actual moment of death.
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Tag</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>Shooting by firing squad</td>
<td>`````````````````````````</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Causes</td>
<td>the prisoner</td>
<td>bleeds (to bleed)</td>
</tr>
<tr>
<td></td>
<td>Agent/Attributor</td>
<td>Pr:Cause</td>
<td>Actr</td>
</tr>
<tr>
<td>86</td>
<td>often</td>
<td>whilst conscious.</td>
<td>`````````````````````````</td>
</tr>
<tr>
<td></td>
<td>Circ:Frequency</td>
<td>Circ:Loc:Time</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>Hanging</td>
<td>causes</td>
<td>more physical pain and acute mental agony,</td>
</tr>
<tr>
<td></td>
<td>Tk</td>
<td>Pr:Cause</td>
<td>VI</td>
</tr>
<tr>
<td>88</td>
<td>and</td>
<td>lethal injection, &lt;&lt;86&gt;&gt;</td>
<td>is</td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
</tr>
<tr>
<td>89</td>
<td>though</td>
<td>may appear to be</td>
<td>more humane</td>
</tr>
<tr>
<td></td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
<td>Circ:Angle</td>
</tr>
<tr>
<td>90</td>
<td>Moreover,</td>
<td>it</td>
<td>is stated</td>
</tr>
<tr>
<td></td>
<td>Pro-</td>
<td>Pr:Verb</td>
<td>-jection</td>
</tr>
<tr>
<td>91</td>
<td>knowing</td>
<td>`````````````````````````</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pr:Cog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>that</td>
<td>he</td>
<td>is going to die</td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>Circ:Loc:Time</td>
</tr>
<tr>
<td>93</td>
<td>The last argument [[advocated by the opponents of capital punishment]]a</td>
<td>is to do with</td>
<td>injustice</td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Pr:Circ</td>
<td>Attr</td>
</tr>
<tr>
<td>94</td>
<td>They</td>
<td>say</td>
<td>`````````````````````````</td>
</tr>
<tr>
<td></td>
<td>Sayer</td>
<td>Pr:Verb</td>
<td></td>
</tr>
<tr>
<td>95</td>
<td>that</td>
<td>capital punishment</td>
<td>has</td>
</tr>
<tr>
<td></td>
<td>Possessor</td>
<td>Pr:Poss</td>
<td>Possessed</td>
</tr>
<tr>
<td>96</td>
<td>but</td>
<td>is</td>
<td>highly related to</td>
</tr>
<tr>
<td></td>
<td>Pr:Circ</td>
<td>Attr</td>
<td></td>
</tr>
<tr>
<td>97</td>
<td>which</td>
<td>will determine</td>
<td>the skill of the legal counsel.</td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
</tr>
<tr>
<td>98</td>
<td>The latter</td>
<td>is supported</td>
<td>by statement</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>Pr:Mat</td>
<td>Agent</td>
</tr>
<tr>
<td>99</td>
<td>as follows</td>
<td>`````````````````````````</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pr:Id</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>“the discriminatory or unequal use of the death penalty</td>
<td>causes</td>
<td>it</td>
</tr>
<tr>
<td></td>
<td>Agent/Initiator</td>
<td>Pr:Cause</td>
<td>G</td>
</tr>
<tr>
<td>101</td>
<td>Its existence</td>
<td>complicates</td>
<td>the administration of justice</td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
</tr>
</tbody>
</table>
102. lengthens trials
   Pr:Mat G

103. and may lead to unjustified verdicts
   Pr:Cause VI

104. and greatly increases the burden on appellate courts and pardon authorities
   Pr:Mat G Beneficiary:Recipient

105. [[that race highly determines [[whether someone is to be executed or not]]b]]a can be seen from the fact [[that 2,066 (54%) out of 3,860 criminals [executed in the US from 1930 up to now]]d were black]]c.
   Ph Pr:Perc Circ:Means

105ab. that race highly determines [[whether someone is to be executed or not]]b
   Actr Pr:Mat G

105cd. that 2,066 (54%) out of 3,860 criminals [executed in the US from 1930 up to now]]d were black
   Cr Pr:Int:Attr Attr

107. it is stated
   Pr:Verb

106. Worse, a report from the General Accounting Office in 1990 showed
   Sayer Pr:Verb

108. those [[who murdered white Americans]]a tend to be executed than those [[who murdered black Americans]]b.
   Actr Pr:Mat G Pr:Mat Circ:Comparison

109. In relation to injustice in Indonesia Nasution, the chairman of Legal Assistance Body (LBH) in North Sumatera says
   Circ:Matter Sayer Pr:Verb

110. that law discrimination continues to happen in Indonesia
   Actr Pr:Mat Circ:Loc:Pl

111. So, he believes
   Senser Pr:Cog

112. That death sentence can’t be employed yet in Indonesia
   G Pr:Mat Circ:Loc:Pl

**Recommendation**

113. after looking at both sides of the arguments
   Pr:Cog Ph

114. I really believe
   Senser Pr:Cog
115 that Indonesia should not employ death penalty yet
   Actr Pr:Mat G

116 Even though it can incapacitate criminals
   Actr Pr:Mat G

117 and in this way we appreciate the value of human life
   Circ:Means Senser Pr:Perc Ph

118 There are several aspects [[to be put into consideration]]a, such as law discrimination
   Pr:Exist Existent Apposition

119 if law discrimination persists
   Actr Pr:Mat

120 It is improper [[to employ capital punishment]]a.
   Pr:Int:Attr Attr -Cr

121 But when the time [[when criminals are treated equally, regardless of their race or status]]a arrives
   Actr Pr:Mat Circ:Manner Circ:Matter

122 I think
   Senser Pr:Cog

123 Indonesia should employ death penalty
   Actr Pr:Mat G

124 The second aspect [[to be put into consideration]]a is related to Islamic rules.
   Pr:Circ Attr

125 It is true [[that Islam does permit death penalty]]a
   Pr:Int:Attr Attr -Cr

126 but Islam is not Indonesia’s constitution
   Cr Pr:Int:Attr Attr

127 Indonesia can refer to Islamic rules
   Sayer Pr:Verb Verbiage

128 Only if Islam is Indonesia’s constitution
   Tk Pr:Id VI

129 Besides, in Islam, death penalty is the last alternative.
   Circ:Loc:Pl Tk Pr:Id VI

130 when the victim’s family doesn’t forgive the murderer
   Actr Pr:Mat G
<table>
<thead>
<tr>
<th>Line</th>
<th>Content</th>
<th>Pr</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
<td>and doesn’t approve the murderer</td>
<td>Verb</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Receiver</td>
</tr>
<tr>
<td>132</td>
<td>to just pay diyat (a diyat) (a fine for those who violate the Islamic law)</td>
<td>Mat</td>
<td>G</td>
</tr>
</tbody>
</table>
Appendix 16.10: Process Types in Text  5.5

<table>
<thead>
<tr>
<th>Process Type</th>
<th>Statement of Issue</th>
<th>Arguments in favour</th>
<th>Arguments Against</th>
<th>Recommendation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat</td>
<td>1,2,2a,3, 4a,5,5a,</td>
<td>9a,14a,14b,18, 21,22,23,24,25,26, 27,33,34,37,37a,39 ,40,42, 42a,43,44,45, 45a,47a,50a,54,56, 56a,</td>
<td>61,64,64a,b,65a,68, 69,92,97,98,101, 102,104,105,a,105 b,108,108a,108b,10 10,112,</td>
<td>115,116,119120a,121 , 121a,123, 125a, 131, 132</td>
<td>66</td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Ment</td>
<td>9,19,29,32,36, 52a,55,</td>
<td></td>
<td>63,90a,91,94, 111,</td>
<td>113,114,117118a,122 , 124a,130,</td>
<td>20</td>
</tr>
<tr>
<td>Subtotal</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Verb</td>
<td>7,10,11,12,14, 15a,16,20,28,3135, 38,41,46b, 47,48,49,51,53,58, 60a</td>
<td>62a,66,67,72,73, 76a, 77,81,82,90,93a10 6,107,109,</td>
<td>127,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Relational: Intensive</td>
<td>50,52,57,59, 13,30,46a</td>
<td></td>
<td>84a,99, 78,79,80,88,89, 105c,</td>
<td>126,129, 120,125</td>
<td>8</td>
</tr>
<tr>
<td>Circ, Caus &amp;Possess</td>
<td>8,17,46,</td>
<td></td>
<td>62,70,70a,71, 71a,74,75,76,83 84,85,87,95,96,100 103,</td>
<td>124</td>
<td>20</td>
</tr>
<tr>
<td>Subtotal</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
<tr>
<td>Beh</td>
<td></td>
<td>65,105,</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Exist</td>
<td>4,6</td>
<td>15,60</td>
<td></td>
<td></td>
<td>118</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>69</td>
<td>66</td>
<td>24</td>
<td>168</td>
</tr>
</tbody>
</table>

201
Appendix 16.11: Transitivity Analysis of Text 5.6

Should Capital Punishment Be Implemented in Indonesia?

Statement of Issue

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Capital punishment</td>
<td>is</td>
<td>a common penalty throughout the world.</td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
</tr>
<tr>
<td>2</td>
<td>It</td>
<td>is carried out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Range</td>
<td>Pr:Mat</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>To execute [criminals who have committed capital crime] a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pr:Mat</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The form of execution</td>
<td>is</td>
<td>different in every country in the world</td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Pr:Int:Attr</td>
<td>Attr</td>
</tr>
<tr>
<td>5</td>
<td>Executions in Indonesia are generally carried out by a 24 member firing squad,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>Pr:Mat</td>
<td>Actor</td>
</tr>
<tr>
<td>6</td>
<td>While in America, the two most common of executions are shooting and hanging</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circ:Loc:Pl</td>
<td>VI</td>
<td>Pr:Id</td>
</tr>
<tr>
<td>7</td>
<td>followed by beheading and lethal injection [also used in the Philippines and Guatemala] a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pr:Mat</td>
<td>Actr</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Stoning for sexual offences &lt;including adultery&gt; occurs in some Islamic countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>Circ:Loc:Pl</td>
</tr>
<tr>
<td>9</td>
<td>However, capital punishment has triggered a controversy among those [who are in favour and [against arguments of capital punishment]] b] a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
<td>G</td>
</tr>
<tr>
<td>10</td>
<td>So, in this essay I will discuss the for and against arguments of capital punishment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circ:Loc:Pl</td>
<td>Sayer</td>
<td>Pr:Verb</td>
</tr>
</tbody>
</table>

Arguments in favour

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>The proponents of capital punishment claim three positions, to do with deterrence, retribution and incapacitation of the criminals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sayer</td>
<td>Pr:Verb</td>
<td>Verbiage</td>
</tr>
</tbody>
</table>
The proponents of capital punishment believe that capital punishment is necessary to deter potential criminals. Those who use capital punishment claim that capital punishment produces certain demonstrable effect or serves some demonstrable purpose. They mainly focus on the belief that it has a unique power to deter people from committing crimes. Although it is hard to prove whether death penalty deter(s) crime, there is a tendency in those countries which carry out capital punishment for far less capital crime. This indicates that death penalty is a deterrent. In reference to (http://www.richard.ckllark32.binternet.co.uk/thoughts.htm) it is also claimed by those who are in favour of capital punishment that in the country like Singapore, there is generally far less serious crime.
who are in favour of capital punishment

Cr Pr:Int:Attr Attr

that in the country like Singapore there is generally far less serious crime

Circ:Loc:Pl Pr:Exist Existent

which almost often carries out the death penalty

Actr Pr:Mat G

In addition David Hoekema Says

Sayer Pr:Verb

that those [who defend capital punishment on grounds of deterrence] would have us take the lives of some persons [convicted of certain crimes].

Agent/Initiator Pr:Cause Actr Pr:Mat G

who defend capital punishment on grounds of deterrence.

Sayer Pr:Verb Verbiage Circ:Matter

because [doing so] will discourage crime

Actr Pr:Mat G

and thus protect Others

Pr:Mat G

The second argument [proposed by the supporters of capital punishment] is concerned with retribution

Cr Pr:Verb Sayer Pr:Circ Attr

The execution of capital punishment is considered as a real punishment

Cr Pr:Cog Circ:Role

rather than the form of treatment

Circ:Role

According to David Hoekema, punishment is punishment

Circ:Angle Tk Pr:Id Vl

and treatment is treatment

Tk Pr:Id Vl

and one must not be submitted for the other

G Pr:Mat Circ:Purpose

Furthermore, it is argued by the proponents of capital punishment [that retribution is seen as an acceptable reason for the capital punishment].

Pro- Pr:Verb Sayer Pr:Verb
| 38 | “Retributive consideration should govern the punishment of individuals [who violates the laws]a Actr Pr:Mat G |
| 39 | and chief among these considerations are the principle of proportionality between punishment and offense and the requirement that the person should be punished for acts [for which they are truly responsible]b]a |
| 39ab | that the person should be punished for acts [for which they are truly responsible]b. Circ:Purpose Cr Pr:Verb Sayer |
| 40 | The third argument [claimed by those [who are in favour of capital punishment]b]a is related to the incapacitation (incapacity) of the criminals |
| 41 | It is said [that criminals deserve capital punishment ]a |
| 42 | so that she lives of potential victim may be protected |
| 43 | It is also claimed [that convicted murderers must be put to death]a |
| 44 | in order to protect the rest of people against those individuals [who might kill others]a |
| 45 | if They were at large |
| 46 | Regarding this, the supporters of capital punishment assert, |
| 47 | capital punishment permanently removes the worst criminals from society |
| 48 | and should prove much cheaper and safer for the rest of us than long term or permanent incarceration |
| 49 | It is self-evident [that dead criminals cannot commit any further crimes, either within prison or after [escaping or being released from it]b]a |

205
49ab that dead criminals cannot commit any further crimes either within prison or after [[escaping or being released from it]]

|------|--------|---|-------------|---------------|

50 In such a way, supporters of capital punishment believe

<table>
<thead>
<tr>
<th>Circ:Manner/Means</th>
<th>Senser</th>
<th>Pr:Cog</th>
</tr>
</thead>
</table>

51 that it would be so much better [[to carry out the death penalty]]a than life imprisonment

<table>
<thead>
<tr>
<th>Cr-</th>
<th>Pr:Int:Attr</th>
<th>Attr</th>
<th>-Cr</th>
<th>Circ:Comparison</th>
</tr>
</thead>
</table>

52 because life imprisonment is not effective

<table>
<thead>
<tr>
<th>Cr</th>
<th>Pr:Int:Attr</th>
<th>Attr</th>
</tr>
</thead>
</table>

53 Furthermore, it might expose prison staffs and fellow prisoners to dangerous murderers

<table>
<thead>
<tr>
<th>Actr</th>
<th>Pr:Mat</th>
<th>G</th>
</tr>
</thead>
</table>

54 and it will extend the risk to the community in the future

| Actr | Pr:Mat | G | Beneficiary: Recipient | Circ:Loc:Time |

Arguments against

55 On the other hand, the opponents of capital punishment adopt three positions related to innocence, imperfect justice and barbaric points of view.

<table>
<thead>
<tr>
<th>Actr</th>
<th>Pr:Mat</th>
<th>G</th>
<th>Circ:Matter</th>
</tr>
</thead>
</table>

56 The first argument [[argued by the opponents of capital punishment]]a is concerned with innocence

<table>
<thead>
<tr>
<th>Cr</th>
<th>Pr:Verb</th>
<th>Sayer</th>
<th>Pr:Circ</th>
<th>Attr</th>
</tr>
</thead>
</table>

57 Those[[ who are against capital punishment]]a put forward evidence [[found by death penalty focus (PDF)]]b

<table>
<thead>
<tr>
<th>Sayer</th>
<th>Pr:Verb</th>
<th>Verbiage</th>
</tr>
</thead>
</table>

58 After 16 years on death row Anthony Peter, 43, walked out of the Cook Country Jail on Friday

|---------------|------|--------|-------------|---------------|

59 After (a) journalism Professor, David, protested

<table>
<thead>
<tr>
<th>Actr</th>
<th>Pr:Mat</th>
</tr>
</thead>
</table>

60 and his class gathered evidence [[that he was wrongly convicted of two 1982 murders"]a

<table>
<thead>
<tr>
<th>Actr</th>
<th>Pr:Mat</th>
<th>G</th>
<th>Circ:Cause</th>
</tr>
</thead>
</table>

61 Moreover, the death penalty focus (DPF) reports

<table>
<thead>
<tr>
<th>Sayer</th>
<th>Pr:Verb</th>
</tr>
</thead>
</table>

62 studies show

<table>
<thead>
<tr>
<th>Sayer</th>
<th>Pr:Verb</th>
</tr>
</thead>
</table>

206
In this century (in the 20th century), at least 400 innocent people have been convicted of capital crimes ([they did not commit])\textsuperscript{a} \textsuperscript{Actr Pr:Mat}.

Of those 400, 23 were executed \textsuperscript{G Pr:Mat}.

The wrongful execution of innocent persons is an injustice ([that can never be rectified])\textsuperscript{a} \textsuperscript{G Pr:Mat}.

The second position ([claimed by those who are against capital punishment])\textsuperscript{b} is related to imperfect justice.

The main cause of executing the innocents, is imperfect justice of judicial procedure.

The protesters of capital punishment say that only a small number of those convicted of capital crimes are actually executed.

Regarding this, the opponents of capital punishment say that it is hardly believed that their selection has less to do with the character of their rimes, but a lot to do with the skill of their lawyers.
Thus, the opponents of capital punishment believe it is unavoidable [[that the most frequently death penalty has been imposed on the poor]].

That it is Unavoidable

Cr-Pr: Int: Attr -Cr

Related (in relation) to this issue, David Hoekema argues “…as long as the death penalty exists, there are certain to be others (certainly others) for every judicial procedure must be carried out by fallible human beings.”

However meticulous however compassed about with safeguard

In relation to imperfect justice in Indonesia, the opponents of capital punishment in Indonesia take a look at an example of the case of the Head of the House of Representatives in Indonesia, Akbar Tanjung.

He was accused for (of) [[doing corruption in Kosgoro]]

and now his status is as the defendant.

But one thing is [[quite odd]]

They say He also refused to resign from that position

This, has happened
They say Sayer Pr:Verb

because he has the power in the government Possessor Pr:Poss Possessed Circ:Loc:Pl

and it makes him immune against the law. Agent (Initiator) Pr:Cause Cr Attr Circ:Matter

The last argument of the opponents of capital punishment is concerned with barbaric point (the idea that capital punishment is barbaric) Cr Pr:Circ Attr

The opponents of capital punishment argue Sayer Pr:Verb

that capital punishment is barbaric Cr Pr:Int:Attr

They claim Sayer Pr:Verb

that there is no such thing as humane method of putting a person to death]a Pr:Mat G Circ:Loc:Pl

whether it is the gas chamber, electrocution, shooting, hanging nor lethal injection. Tk Pr:Id Vl

which can cause a slow organizing death Tk Pr:Cause Vl

Regarding this, it is reported [that “every form of execution causes the prisoner to suffer]a. Agent/Initiator Pr:Cause Senser Pr:Aff

Some method probably cause less than the others Tk Pr:Cause Vl Circ:Comparison

but be in no doubt Pr:Int:Attr Attr

that [being executed]a is a petrifying and painful experience for the criminal.” Cr Pr:Int:Attr Attr Circ:Angle

The protesters of capital punishment point out Sayer Pr:Verb

that there is something [that often fails to notice]a

Preexist Existent
which is the extreme mental torture [that the criminal suffers in the time [leading up to the execution]]

Tk Pr:Id V1

Recommendation

Thus, after examining all the arguments

Pr:Cog Ph

It is obvious [that <in spite of the disadvantages [coming from capital punishment in terms of innocence, imperfect justice and barbaric points of view]b, there are advantages of capital punishment for the security of the people in the society, related to deterrence, retribution and incapacitation of the criminal aspects]]

Cr- Pr:Int:Attr Attr Cr

Regarding the chaotic situation in Indonesia today, I strongly suggest

Circ:Matter Sayer Pr:Verb

that capital punishment should be implemented in Indonesia in order to protect the society from capital criminals

Pr:Mat G Circ:Matter

However, if Indonesia enforces capital punishment

Actr Pr:Mat G

I recommend the following

Sayer Pr:Verb Verbiage

One, the judge must determine

Senser Pr:Cog
whether the fact of the case [[as established by testimony in court]]a fit the legal definition of the offence [[with which the defendant is charged]]b

Thus, the defendant should be punished only for the acts [[for which he or she is truly responsible]]a.

Two, justice should be guaranteed in the process of trial in courts

So, erroneous conviction can be avoided

Those [[who deserve to be imposed the capital punishment ]]a are murderers, violent rapists, drug traffickers, corrupts and human right violators.

Based on the points above, hopefully, capital punishment can reduce crime

and strengthen the value of human life
## Appendix 16.12: Process Types in Text 5.6

<table>
<thead>
<tr>
<th>Process Type</th>
<th>Statement of Issue</th>
<th>Arguments in favour</th>
<th>Arguments Against</th>
<th>Recommendation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mat</td>
<td>2,3,3a,5,7,7a,8,9,</td>
<td>15,16a,17,18,19b,c,20b,21a,25,27b,28,28a,29,35,38,38a,39a,41a,42,43a,44,44a,47,49a,b,c,51a,53,54,</td>
<td>55,58,59,60,60a,63,63a,64,65a,67a,71,73,73a,76,78a,80,82,84,86a,90,91,99a,101,103,103a,105a,108b,</td>
<td>110a,112,113,114,117,117a,117b,118b,119,120,121a,122,123</td>
<td>77</td>
</tr>
<tr>
<td>Subtotal</td>
<td>8</td>
<td>29</td>
<td>27</td>
<td>13</td>
<td>77</td>
</tr>
<tr>
<td>Ment</td>
<td></td>
<td>13,19,31,32,36a,50</td>
<td>57b,75,77,85,107a,108a,</td>
<td>109,116,</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>-</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Verb</td>
<td>10</td>
<td>11,12a,16,20a,22,24,26,27a,30a,36,37,40a,41,43,46</td>
<td>56a,57,61,62,66a,68,70,72,74,79,86,89,92,96,98,102,106</td>
<td>111,115,</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>1</td>
<td>15</td>
<td>18</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>Relational:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive:</td>
<td>1,4,6,9a,b,14,20,23,24a,33,34,39,39b,40b,45,48,49,51,52,</td>
<td>57a,65,66b,67,76a,78,83,87,88,88a,b,97,100,104,105,108,</td>
<td>110,118a,121,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attributive/Identifying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circ, Caus &amp;Possess</td>
<td>12,19a,27,30,40,</td>
<td>56,66,69,75a,b,93,94,95,102a,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>5</td>
<td>19</td>
<td>25</td>
<td>3</td>
<td>52</td>
</tr>
<tr>
<td>Beh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exist</td>
<td>21,24b,</td>
<td>81,99,107,</td>
<td>110b,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>71</td>
<td>79</td>
<td>21</td>
<td>185</td>
</tr>
</tbody>
</table>
Appendix 16.13: Transitivity Analysis of Text 5.7

Should Capital Punishment Be Implemented in Indonesia?

Statement of Issue

<table>
<thead>
<tr>
<th></th>
<th>Capital punishment</th>
<th>is</th>
<th>the execution of a criminal</th>
<th>pursuant to a sentence of death</th>
<th>imposed by a competent court</th>
<th>Tk</th>
<th>Pr:Id</th>
<th>Vl</th>
</tr>
</thead>
</table>

2 | It has been used for a wide variety of offences since ancient time up until now In many countries <including Indonesia> | G | Pr:Mat | Circ:Purpose | Circ:Extent:Duration | Circ:Loc:Pl |

3 | However, capital punishment has been a controversy among Indonesian people [whether capital punishment is suitable [and should be implemented]] | Cr | Pr:Int:Attr | Attr- | Circ:Angle | -Attr |

3a | whether capital punishment is suitable | Cr | Pr:Int:Attr | Attr |

3b | and should be implemented | Pr:Mat |

3c | or it should be abolished | G | Pr:Mat |

4 | Below is the discussion on arguments for and against the legalization of capital punishment | Circ:Loc:Pl | Pr:Exist | Existent | Circ:Matter |

Arguments in favour

5 | The proponents of capital punishment claim at least three positions | Sayer | Pr:Verb | Verbiage |

6 | The first argument [they claim] | [[that capital punishment is able to deter people from committing crimes]] | VI | Pr:Id | Tk |

6bc | that capital punishment is able to deter people from committing crimes | G | Circ:Matter |

7 | In this case, David R. Frances States | Circ:Matter | Sayer | Pr:Verb |
Capital punishment has a unique power [[to deter people from committing crimes]]

Although some people may find it doubtful

The proponents of capital punishment provide a proof [[that there is actually a declining crime rate [found in some countries [which implement capital punishment]] , such as the US and Singapore]]

In USA, for example, there has been a 26% reduction of murder rate

The murder rate in USA dropped from 24,562 in 1993 to 18,209 in 1997 which was the lowest for years <during a period of increased use of the death penalty>

This fact, also happens in Singapore.

It is said [[that its population knows precisely ]]

as Singapore always carries out death sentences

where the appeal has been turned down

what will happen To them
if they are convicted of murder or drug trafficking

The second argument proposed by those who defend capital punishment relates to incapacitation of criminals.

They believe that capital punishment is the most effective way to reduce crime rather than life imprisonment.

Life imprisonment, would expose prison staffs and fellow prisoners to dangerous murderer it is said and the risk later extends to the community since such person may escape or be pardoned.

Therefore, the proponents of capital punishment think that life imprisonment would not be equally effective with capital punishment. It is also claimed that unexecuted criminals will be able to commit further crimes, either within prison or after escaping or being released.

Regarding this, statistics from the Home Office in Britain shows...
that in the country between abolition in 1964-1998, the murder rate more than doubled (around 750 per annum)

and there have been 71 murders ([committed by people [who have been released after [serving “life sentence” in the same period]]][b][a].

committed by people [who have been released after [serving “life sentence in the same period]]][b][a].

So, capital punishment, is aimed at assuring that criminals cannot do crimes anymore.

This has also been stated by Edward Koch, a former mayor of New York City.

capital punishment is [to assure [that convicted murderers do not kill again][b][a]

only death penalty can accomplish this.

The third argument [upheld by the advocates of capital punishment, particularly in Indonesia][a] is connected with the real condition of Indonesian prison itself.

Most Indonesian people, still prefer the implementation of capital punishment.

it is said.

Rather than just put criminals behind bars due to the lack of public confidence.
This has been revealed by the Director of the YLBHI (Indonesian Foundation for Legal Assistance), Munarwan.

Verbiage: Pr:Verb Sayer

In Indonesia, the implementation of capital punishment still receives a great deal of support from most Indonesian society.


It is because they do not believe in our country’s prison system.

Tk Pr:Id Vi

They do not believe that Imprisonment will be able to make bad people into good ones.

that Initiator Pr:Cause- Tk -Pr:Cause Vi

This lack of public confidence on the credibility of the prison system, is based on The fact that some criminals, who still serve their punishment in jail, are still capable of committing crimes.

Cr Pr:Circ

That some criminals who still serve their punishment in jail are still capable of committing crimes.

Cr Pr:Int:A attr Attr Circ:Matter

This has also been argued by Munarwan.

Verbiage: Pr:Verb Sayer

that it is almost impossible for the prison system in Indonesia to gain public confidence.

Cr- Pr:Int Attr -Cr

because Even convicted drug trafficker, for example, is still fully capable of controlling their drug business from jail.

Cr Pr:Int:Attr Attr Circ:Matter
## Arguments against

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>On the other hand, the opponents of capital punishment highlight three arguments.</td>
<td>Sayer Pr:Verb Verbiage</td>
</tr>
<tr>
<td>59</td>
<td>The first one relates to the imperfect justice, due to the discrimination on the application of the death penalty.</td>
<td>Cr Pr:Circ Attr Circ:Cause</td>
</tr>
<tr>
<td>60</td>
<td>The opponents of capital punishment claim</td>
<td>Sayer Pr:Verb</td>
</tr>
<tr>
<td>61</td>
<td>that the discriminatory or unequal use of death penalty causes it to be applied mostly to the poor and defendless.</td>
<td>Agent/Initiator Pr:Cause G Pr:Mat Circ:Loc:Pl</td>
</tr>
<tr>
<td>62</td>
<td>This, &lt;&lt;63&gt;&gt;, is mainly [[because money plays a very important role in the defense of [avoiding death penalty]b]]a</td>
<td>Tk Pr:Id Vi</td>
</tr>
<tr>
<td>62a,b</td>
<td>because money plays a very important role in the defense of [avoiding death penalty]b</td>
<td>Tk Pr:Id Vi Circ:Matter</td>
</tr>
<tr>
<td>63</td>
<td>it is said</td>
<td>Pr:Verb</td>
</tr>
<tr>
<td>64</td>
<td>[[that capital punishment is convicted mainly to the poor]a has been said by David Hoekema (1987), a former philosophy professor in St Olaf College in Minnesota, in his article “Capital Punishment: The Justification of death.”</td>
<td>G Pr:Mat Circ:Loc:Pl</td>
</tr>
<tr>
<td>65</td>
<td>as saying</td>
<td>Pr:Verb</td>
</tr>
<tr>
<td>66</td>
<td>“legal council depends in large measure on [how much money is available for the defense]a</td>
<td>Actr Pr:Mat Circ:Intensity Circ:Matter</td>
</tr>
<tr>
<td>67</td>
<td>Inevitably, the death penalty has been imposed most frequently on the poor</td>
<td>G Pr:Mat Circ:Frequency Circ:Loc:Pl</td>
</tr>
<tr>
<td>68</td>
<td>The same thing, &lt;&lt;69&gt;&gt;, occur (occurs) in Indonesia</td>
<td>Actr Pr:Mat Circ:Loc:Pl</td>
</tr>
</tbody>
</table>
It is claimed by the Indonesian proponents of capital punishment.

It is argued that the legal system in Indonesia is partial a.

It can be seen from the case of Akbar Tanjung.

He was accused of doing corruption of 40 billion rupiahs a.

It can be seen from the case of Akbar Tanjung.

He was accused of doing corruption of 40 billion rupiahs a.

It is argued that the legal system in Indonesia is partial a.

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He was accused of doing corruption of 40 billion rupiahs a.

It is argued that the legal system in Indonesia is partial a.
<table>
<thead>
<tr>
<th>Line</th>
<th>Text</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>82</td>
<td>The second position is claimed by those who oppose capital punishment.</td>
<td>Pr:Verb</td>
</tr>
<tr>
<td></td>
<td>Cr</td>
<td>Sayer</td>
</tr>
<tr>
<td></td>
<td>Pr:Verb</td>
<td>Verbiage</td>
</tr>
<tr>
<td></td>
<td>is</td>
<td>Pr:Circ</td>
</tr>
<tr>
<td></td>
<td>the mistaken conviction</td>
<td>Attr</td>
</tr>
<tr>
<td>83</td>
<td>which could lead to the execution of innocent people.</td>
<td>Tk</td>
</tr>
<tr>
<td></td>
<td>Pr:Cause</td>
<td>Vi</td>
</tr>
<tr>
<td>84</td>
<td>They contend</td>
<td>Senser</td>
</tr>
<tr>
<td></td>
<td>Pr:Cog</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>that innocent people can be wrongfully sentenced to death</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>Pr:Mat</td>
<td>Circ:Loc:Pl</td>
</tr>
<tr>
<td>86</td>
<td>And that there is no compensation for them for this error of justice</td>
<td>Pr:Exist</td>
</tr>
<tr>
<td></td>
<td>Existent</td>
<td>Beneficiary</td>
</tr>
<tr>
<td>87</td>
<td>For this, David Hoekema Notes Sayer Pr:Verb</td>
<td></td>
</tr>
<tr>
<td>88</td>
<td>“Numerous cases of erroneous convictions in capital cases have been documented,</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>Pr:Mat</td>
<td></td>
</tr>
<tr>
<td>89</td>
<td>Several of those convicted were put to death</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td>Pr:Mat</td>
<td>Circ:Loc:Pl</td>
</tr>
<tr>
<td>90</td>
<td>before the error was discovered</td>
<td>Ph</td>
</tr>
<tr>
<td></td>
<td>Pr:Cog</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>… A wrongful execution is a grievous injustice that cannot be remedied after the fact</td>
<td>Cr</td>
</tr>
<tr>
<td></td>
<td>Pr:Cog</td>
<td>Attri</td>
</tr>
<tr>
<td>92</td>
<td>In relation to this mistaken conviction issue, there has been several studies which discover that in this century (20th century), at least 400 innocent people have been convicted of capital crimes they did not commit</td>
<td>Circ:Matter</td>
</tr>
<tr>
<td></td>
<td>Pr:Exist</td>
<td>Existent</td>
</tr>
<tr>
<td>92</td>
<td>a,b,c which discovers that in the 20th century, at least 400 people have been convicted of capital crimes they did not commit</td>
<td>Pr:Cog</td>
</tr>
<tr>
<td></td>
<td>Actr</td>
<td>Pr:Mat</td>
</tr>
<tr>
<td></td>
<td>Circ:Extent:Duration G</td>
<td>Circ:Cause</td>
</tr>
<tr>
<td></td>
<td>Sensor</td>
<td>Projection</td>
</tr>
<tr>
<td>93</td>
<td>Of those 400, 23 were executed</td>
<td>Circ:Contingency</td>
</tr>
<tr>
<td></td>
<td>G</td>
<td>Pr:Mat</td>
</tr>
<tr>
<td>94</td>
<td>The third strand of the opposition of capital punishment is viewed from the criminal’s human right.</td>
<td>Ph</td>
</tr>
<tr>
<td></td>
<td>Pr:Cog</td>
<td>Circ:Means</td>
</tr>
</tbody>
</table>
The protesters of capital punishment point out

<table>
<thead>
<tr>
<th>95</th>
<th>The protesters of capital punishment</th>
<th>point out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sayer</td>
<td>Pr:Verb</td>
<td></td>
</tr>
</tbody>
</table>

all lives, <including the criminals>, are Valuable

<table>
<thead>
<tr>
<th>96</th>
<th>all lives, &lt;including the criminals&gt;, are Valuable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr</td>
<td>Pr:Int:Attr Cr, Attr</td>
</tr>
</tbody>
</table>

Therefore, capital punishment, cheapens the value of human life

<table>
<thead>
<tr>
<th>97</th>
<th>Therefore, capital punishment, cheapens the value of human life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actr</td>
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it is argued

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Regarding this, Margaret Mead (1987), an anthropologist from the US, says …’a life for a life’ need not mean destructive retribution

<table>
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But instead the development of new forms of community.

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<th>But instead the development of new forms of community.</th>
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In which, …’a life for a life’ need not mean destructive retribution

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<td>Pr:Id</td>
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because all lives are valuable

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<th>because all lives are valuable</th>
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<td>Cr</td>
<td>Pr:Int:Attr Cr, Attr</td>
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In relation to the human right issue, Indonesian opponents of capital punishment say

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<thead>
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<th>103</th>
<th>In relation to the human right issue, Indonesian opponents of capital punishment say</th>
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<tr>
<td>Circ:Matter</td>
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that Capital punishment is not relevant with the 1945 constitution.

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<th>104</th>
<th>that Capital punishment is not relevant with the 1945 constitution.</th>
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This is stated by Irham Buana Nasution, a lawyer of Ayodha Prasad Chaubey, an Indian drug trafficker

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<tr>
<th>105</th>
<th>This is stated by Irham Buana Nasution, a lawyer of Ayodha Prasad Chaubey, an Indian drug trafficker</th>
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<td>Verbiage</td>
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<td>Sayer, Apposition</td>
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who has been sentenced to death by Indonesian court

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<th>106</th>
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<tr>
<td>G</td>
<td>Pr:Mat Circ:Lc:Pl Actr</td>
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Recommendation

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<th>Recommend</th>
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<tr>
<td>I</td>
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Thus, after looking at both sides,

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<th>Thus, after looking at both sides,</th>
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Capital punishment is effective in determining people who commit crimes and in incapacitating criminals to commit further crimes. Therefore, I strongly argue that capital punishment needs to be implemented in Indonesia remembering the situation in our country itself where crimes have been rising sharply. It especially should be focused upon drug trafficking and corruption cases because those cases have a devastating impact toward society in large scale. Even though I realise there might be some negative excess coming from the imposition (imposition) of capital punishment related to imperfect justice, mistaken conviction, and violation of criminal’s human right. I do believe that it is still needed (needs) to be imposed in our country at least to be used as a shock therapy for those who have intention to commit crimes. However, the decision of sentencing death penalty must be fair, just and adequate. Therefore, we must be prepared to execute criminals who commits a crime.
## Appendix 16.14: Process Types in Text 5.7

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<th>Process Type</th>
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<th>Arguments Against</th>
<th>Recommendation</th>
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<td>11a,12,35,</td>
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<td>2</td>
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<td>Total</td>
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APPENDIX 17: MORE SAMPLES OF STUDENTS’ TEXTS

Diagnostic Writing (Lower Group, Nuri)

Why should police arrest university students?

We have seen many demonstrations against the government who has raised three of public commodities; the price of fuel, telephone and electricity tariffs. Some of the demonstrators are students. They are grouped in BEM of Jabotabek University, students from universities in Jakarta, Bogor, Tangerang and Bekasi. I have seen their action on television. In several actions, police tried to cut them off by making human border. The last and controversial step taken by the police was the publishing of arresting letter for five students. In my writing, I will mention two reasons why I assume the step was controversial.

The police explained that their action was against the law because they did not ask for permission. I think the explanation is without foundation. I believe…………………………………………………………………………………………
…………………………………………………………………………………………………
………… (NOT FINISHED)

Independent Construction 1 (Nuri)

Should Women Work Outside The home?

Being a mother is an honor job for women since Allah has created women to do so. Taking care of children, looking at the growth of children, and doing the housekeeping are some of every mother's wishes. Sometimes, we find sonic women who are also being mothers working outside their house. Some people say that women should not work outside their house; others argue that it is all right to let women work outside. What follows will discuss whether women should work outside or not.

The supporters of working women claim three positions to do with financial, religious, and self-actualization points of view. To begin those who are in favor women should work outside their house argue that they could support their family financially (http://meiher.ozemail.com.au/~azama/WomenInIslam.html). Many women work outside to help their husband's income so they can increase a better quality off life for the family (http://www.balipost.co.id/balipostcetak/2002/12/22/html). Supporting evidence for this viewpoint comes from Elizabeth warren RI '02 the Leo Gottlieb Professor at Law of Harvard. She says that there has been a change in the economic dynamic of the family. The recent phenomenon of working mothers gives us a fact that money is a woman’s issue in a way that it has been before (http://www.radcliffe.edu/quarterly/200104/buying2.html).

The second position adopted by the proponents of working mother is related to religious point of view, particularly Islamic point of view. It is stated that although family income is a
husband’s duty, but women should not remain idle. Most of housewives have spare time after finishing the housekeeping, it is suggested that they should find something to do instead of doing nothing. Jafar As Sadiq (AS) stated, The Al-Mighty Allah hates too much sleep and too much rest.’

(http://members.ozemail.com.au/~azma/WomenInIslam.htm). It is also said that working prevents the development of many mental disorders. Hazrat Ali (AS) stated: ‘Allah likes a pious person who honestly engages in doing a job.” [Ibid]. Then though Islam allows women to work outside, there are some points to put in consideration. Women are recommended to consult their husband before taking up a job, they should observe complete Islamic hejab (covering) when not at home, and they should be aware that the children and housekeeping are still their responsibility, but they can cooperate with their husbands [Ibid]

The last argument claimed by those who are in favor for working women is the need of self-actualization. In N61. Abraham Maslow developed a hierarchy-requirement theory that one of them is self-actualization in which people can find their purpose of life. Working is one of ways to find their life meaning (http://www.balipost.co.id/balipostcetak/2002/12/22/html). Working, they claim, can also help a mother have her brain back in USC (http://www.doyoo.co.uk/kids_and_family/parenting_issues/working_mothers_in_general/review/351772).

But then on the other side the opponents of working women claim three positions, to do with. Medical point of view, the renting children and the relational factor- The first one reflect to stress diseases. According to a survey conducted by national institute for Occupational Safety and Health (NTOSH), working women face high risk from job-related stress, musculoskeletal, injuries, violence, and other Hazards of the modern workplace (http://www.okhighered.org/training-center/newssletters/working_women.htm).
Working women arc at disproportionately high risk for musculoskeletal injuries on the job, suffering 63 percent of all work-related repetitive motion injuries [Ibid].

The second stance of the oppositions to working women is- the rearing children. It is claimed that women might neglect their children A research, conducted by Professor John Ersmisch, reported that if parents have less time to spend with young children before they start school there might k long-term consequences (http://education.guardian.co.uk/distribution/redirect-artifact/0,4678,0-451852,00.html).
One of the implications of working women is that their time’s reduced for the job besides taking care of children- American research showed that good childcare improved children’s later academic performance [hid].

The third position of the opponents of working mother is regarding the relational factor. Since the mother has lack of time for gathering with children and husband, eventually she will feel that her husband doesn’t understand her self anymore. Those factors can make women look for other men who can comfort them, it can trigger an affair in the workplace, as revealed in article written by Jacinta. F. Rini, from the e-psychology .com (http://www.balipost.co.id/balipostcetak/2002/12/22/html).
Thus, in summary, it is seemed that there would be just as many advantages to let women work outside their house. Therefore after examining all the arguments, I strongly suggest women should work outside their house. To overcome the children problem caused by the lack of togetherness, with mothers. I suggest that ‘mothers manage their time proportionately between oh and family. And husband, who are also a father, should remain that they has the responsibility to help his wife so the taking care of children is also in his charge. It's good when husband and wife commit to help one and another instead of being stubborn and blaming each other.

Independent Construction 2 (Nuri)

Should Indonesia employ capital punishment?

Capital punishment is the execution of a criminal pursuant to a sentence of death inflicted by a competent court. Indonesia, according to Amnesty International, is among 90 countries that impose the death penalty (Laksamana.net). Capital offences in Indonesia include: crimes against national security, subversion, assassination of senior state officials, murder, drug offences, theft resulting in murder, gross human rights violations, and piracy. Since 1978, Indonesia has executed 38 people, but then, a debate arose whether Indonesia should employ death penalty or not. What follows are the discussion on arguments for and against whether Indonesia should employ capital punishment or not.

The proponents of capital punishment argue three positions, to do with deterrence, incapacitation of the criminal, and retribution. The first argument claimed by the supporters of capital punishment is deterrence. Capital punishment, they say, is required to deter potential criminals, especially murderers. They must be executed so that the lives of potential murder victims may be saved (David Hoekema, in “Capital Punishment: the Question of Justification” in Reading Critically, Writing Well by Axelrod, R.B., and Cooper, C. R., 1987, p. 415). Moreover, the supporters of capital punishment say that it has a unique power to prevent people from committing crimes. The death penalty, it is said, would carry lynching and vendettas away (http://www.derechos.net/amnesty/dp/cp.html). The supporters of capital punishment exemplify a state in the US which employs capital punishment: Texas. Texas, in 2000 had 1238 murders (an average of 23.8 murders per week). But in 2001 only 31 people were given the death sentence and 17 prisoners executed (down from 40 the previous year) (http://www.richard.clark32.btinternet.co.uk/thoughts.html).

Another argument pointed out by the supporters of death penalty is incapacitation of the criminal. They state that capital punishment removes the worst criminals from society and, it is claimed, that capital punishment is much cheaper and safer for us than long terms or permanent detention, because they say that “dead criminals cannot commit any further crimes.” (http://www.richard.clark32.btinternet.co.uk). The supporters of capital punishment argue that one who has been released from the prison might commit other crimes if he wasn’t sentenced to death. In New York, for example, as stated by Edward Koch in his article, a man named Richard Biegenwald was freed from prison after serving 18 years for murder; since his release he has been convicted of four murders (Edward Koch,

The last, but not least argument, highlighted by those who are in favour of capital punishment is related to retribution. Capital punishment, they claim, is the only just penalty for a crime such as murder. They also say that a fair retribution. The convicted offenders, they state, deserve it for violating the law. For preventing the mistake execution, it is said that the punishment is only for those who are truly responsible (David Hoekema, in “Capital Punishment: The Question of Justification” in Reading Critically: Writing Well by Axelrod, R.B., and Cooper, C. R., 1987, p. 506).

Meanwhile, the opponents of capital punishment adopt two positions: the execution by mistake and the trauma of the criminal’s family. To begin, the first reason for the argument against capital punishment stated by the opponents of capital punishment is that there is a possibility of execution by mistake. It is argued that there is no possible way of compensating the innocent people who are executed for the miscarriage of justice (http://wwwrichard.clark32.btinternet.co.uk/thoughts.html). The protesters of capital punishment claimed that a wrongful execution is a displeasure injustice that cannot be remedied after the fact.

The second argument stated by those who are against capital punishment is related to the trauma of the criminals’ family. It must be remembered, they say, that criminals, are real people too. The innocent family and friends of criminals, they say, must also go through in the time leading up to and during the execution and which will often cause them serious trauma for years afterwards. They further state that “even though we should not deny the suffering of the victim’s family in a murder case but the suffering of the murderer’s family is surely equally valid” (http://www.richard.clark32/btinternet.co.uk/thoughts.html).

After looking at both sides of the debate, it is obvious that Indonesia should employ capital punishment. Hopefully it can deter more crimes, not only murders but also other crimes in Indonesia. However, to implement capital punishment, Indonesia should promote the legal system valid now. In addition, capital punishment should be imposed justly, only those who must get it will be sentenced to death. In implementing death penalty, not only murderers or drug traffickers can be sentenced to death, corrupts should also be punished by the death penalty. This is because what corrupts have done may have worse impacts in a wider society than that committed by murderers and drug traffickers.
**Diagnostic Writings (Middle Group, Ira)**

**Why should we stop the dependence upon IMF?**

Since 1998, the economic growth in Indonesia has been lower than before and unemployment rise considerably every year. Thus, in order to finance economic development, Indonesian government is given loan by International Monetary Fund (IMF). However, instead of supporting Indonesian economic recovery, IMF makes it worse.

The most serious economic problem is inflation that is now being accelerated by thresholds pay awards. The dependence of Indonesian government upon IMF burdens the citizens since interest payable has decreased the budget for social public service.

The existence of IMF in Indonesia seems to be ‘neoliberalism’ since IMF dominates the government to make the economic policy that worsen economic crises, such as the increase in the price of petroleum, the rates of the electricity and telephone.

Thus, I believe that the existence of IMF does not improve the economic condition of Indonesia. The government should find another ways to recover the economic condition, such as through providing a mild stimulus to increase the export volume, optimizing the natural sources, etc.

**Independent Construction 1 (Ira)**

**Should Women Work Outside**

Nowadays women compose a large proportion of work force in the world. Women even move into occupation once held exclusively by men, such as the construction trades. At the some time, they also play role as housewives. However, the controversy whether women should work or just stay at home being homemakers keeps going on. In this essay. I will discuss arguments for and against the idea whether should women work outside or not.

The proponents of working women adopt three positions. The first argument claimed by supporters of working women is related to economic point of view. They say that women work to help their families economically. At the same time they point out that women strive everyday to make a better future for them selves and their families. In this case, it is reported that in the aftermath of the tragic September 11th attack, many families in the United States of America have lost their main source of income. This incident has led thousands of women become "displaced homemakers" and "displaced workers". (http://www.womenwork.org/nyrelief.html)

The second position: stated by the proponents of working women is concerned with social aspect. They believe that women need to be accepted in society, therefore, women prefer to work in other to acquire social identities. Moreover, the supporters of working women also claim that women need to actualize themselves. In this context, Abraham Maslow who developed the theory of the hierarchy of needs in 1960 asserts that one, whether man or
woman, needs to actualize oneself and they can find the meaning of their lives through working. He also says that self-actualization can be obtained from expressing one's ideas, sharing one's knowledge and experience, creating and producing something, improving oneself and others. (http://www.balipost.co.id/balipostcetak/2002/12/22/html)

The third argument for working women comes from Islamic point of view. Believers in Islam say that anyone, in need or not, should not waste one's life by doing nothing, but one should work and contribute in building a better world. In this case, although it is a man's duty to earn his family livelihood on Islamic laws, a wife has also a right to work outside the house as long as it does not harm the family environment. Because of that, a wife should consult her husband and asking his permission before taking a job. Furthermore, it is also claimed that working prevents the development of many mental disorders. In addition, Hazrat Ali (AS) stated: "Allah likes a pious person who honestly engages in doing a job." Regarding this, according to Islamic point of to be more nurturing than men, women can suitably serve the society as teachers, doctors, and nurses (http://members.ozemail.com.au/~azma/womennIslam.htm)

Meanwhile, the opponents of working women adopt three positions. The first argument against working women is related to medical side. They observe that working women face high risks from work stress, musculoskeletal injuries, and other disorders. According to Dr. Naomi G. Swanson of the National Institute for Occupational Safety and Health (NIOSH) in Cincinnati, Ohio, sex-discrimination, sexual harassment, women "(Journal of the American Medical Women's Association 200;55:76-78)" In addition, NIOSH also reports that certain risks of workers. Women workers, it is reported, are at disproportionately high risk for muscle skeletal injuries, on the job, suffering 63 percent of all work-related repetitive motion injuries (http://www.okhigered.org/training-center/newletters/working_-_women.htm)

The second position argued by the opponents of working women is concerned with the children of working mother. It is stated that the advantages of raising family income are offset by the risks of reducing their children's long-term attainment at school. Regarding this, the Joseph Rowntree Foundation research shows that children of mothers who worked full time during most of the pre-school years do less well at A-level and are more at risk of unemployment and psychological stress. (http://education.guardion.co.uk/Distribution/Redirect-Artifact/0,4678_451852.html)

Moreover, American research showed that good childcare improved children's later academic performance. (http://education.guardion.co.uk/Distribution/Redirect-Artifact/0,4678_451852.html)

Another argument against working women has to do with the wedded bliss. The opponents of working women argue that since women tend to spend less time with their spouses, the smoothness of communication between them is distracted. This kind of situation, it is claimed, makes women feel that their husband don't understand them anymore, and finally they start looking for someone else who can understand them better at work place. (http://www.balipost.co.id/balipostcetak/2003/12/22/html)
Thus, although working women face several risks, they also get benefits in terms of economic, social, and religious that women should be able to work without leaving their obligation to take care of their families. I also recommend that it would be better for women if they consult their husbands first give recommendation to working as by who are against before holding jobs for I believe that family should come first.

In summary, there appears to be sufficient supporting data to let women work outside their house. Although working women face several risks related to medical side, children's condition, and wedded bliss, they also get benefits in terms of economic, social, and religious point of view. After looking at manage their time so appropriately that they are able to work outside without leaving their obligation to take care of their families. I also recommend that it would be better for women if they consult their husbands first before holding jobs for I believe that family comes first. In addition, one strong argument against working women is that working women face high risks from work stress, musculoskeletal injuries, and other disorders. Regarding this, I suggest the effective way of reducing work stress is through organizational changes in the work place, which include expanding promotion and career ladders, introducing family-support programs and policies, and enforcing policies against sex-discrimination and sexual harassment.

Independent Construction 2 (Ira)

Should Capital Punishment be Implemented in Indonesia

There is a saying goes, “A life for a life, an eye for an eye.” This proverb relates to capital punishment. This kind of punishment has been used since ancient times in all over the world. The method of carrying out the death penalty varied from one country to another. It was ranging from using the guillotine (in France, from 1792), the garrotte (in Spain), the headman’s axe (in Germany) to fracture the neck by hanging (in England). Nowadays, some courtiers have abolished capital punishment, but others, such as Indonesia, still retain the death penalty for certain crimes. Regarding this, there is a controversy whether capital punishment should be implemented for certain crimes or it should be abolished. What follows are the discussion of the arguments for and against the idea of capital punishment.

Those who propose that capital punishment must be retained claim at least three positions. The first argument they claim is that capital punishment is necessary to deter potential criminals. Convicted murders, it is said, must be put to death in order to protect the rest of us against those individuals who might kill others if they were at large it is also asserted that the example of death penalty will give the potential criminal pause. Regarding this, although in some countries capital punishment seems not to have any influence to reduce the incidence of capital punishment seems not to have any influence to reduce the incidence of capital crimes, it has been evident in the U.S.A. that the murder rate during a period of increased use of the death penalty was dropped from 24,562 in 1993 to 18,209 in 1997 the lowest for years (a 26% reduction) (http://www.richard.clark32.btinternet.co.uk/thoughts.html) Furthermore, the supporters of capital punishment exemplify that in Britain, according to Home Office Statistics, between abolition in 1964 and 1998, the murder rate was more than doubled (to around 750 per annum) and there have been 71 murders committed by people who have been released,
Soeharto, ex-Indonesia President, bragged in this 1998 autobiography “My Thoughts, Worlds and Deeds” that the killings were part of this government’s ‘shock therapy’ policy to bring crime under control.

The second position advocated by those who support capital punishment related to the incapacitation of the criminal. They argue that capital punishment permanently removes the worst criminal from society and should prove much cheaper and safer for the rest of us than long term or permanent incarceration it is self evident that dead criminals cannot commit any further crimes, either within prison or after escaping or being realised from it. Even though there is argument that life in prison without parole is a better viable alternative to execution for the worst offenders than capital punishment, there is no guarantee that prison can prevent offenders from committing further crimes, such as killing prison staff or other inmates, taking hostages to Further an escape bid, doing illegal business in prison, etc.

In this case, Munarman, SH., a director of TLBHI, says, “Indonesian people tend to be in favour of the death penalty since they cannot trust law enforcement in Indonesia. Moreover, in recent condition, a prisoner can still run his/her illegal business, such as drugs.”

The third position upheld by those who support implementation of capital punishment is regarding retribution. They claim that some crimes, chief among them are regarding retribution. The death penalty, it is urged, is the only just penalty for a crime, such as murder and is the only fair retribution as well. In particular, Christians point to a Christian writer’s conclusion after reviewing relevant biblical passages which states that, “The law of capital punishment must stand as a silent but powerful witness to the sacredness of God – given life.” “(Christianity and the Death Penalty, by Jacob Vellenga, in Bedau, op.cit., PP. 123 – 130)” Furthermore, though the opponents of the death penalty frequently cite the sixth of the Ten Commandments that is read “Thou Shalt Not Kill”, in the original Hebrew, the sixth of the Ten Commandments reads “Thou Shalt Not Commit Murder,” and the Torah specifies capital punishment for a variety of offences. (“Death and justice” by Edward Koch in Axelrod, R.B., and Cooper, C.R., PP.495-500, 1987)”

On the contrary, the protesters of capital punishment state three arguments. The first one concerns with the imperfect justice and mistaken conviction. It is stated that errors of justice could lead to the execution of innocent people which would be intolerable. In this have been convicted of capital crimes they did least 400 innocent people have been convicted of capital crimes they did not commit. Of those 400, 23 were executed. In relation to this, the opponents of the death penalty point out that one of the innocent persons who were wrongly punished was Anthony Parter, 43, from Chicago. After 16 years on death row, Porter walked out of the Cook County Jail after journalism professor David Protested and his classes gathered evidence that Porter was wrongly convicted of two 1982 murders evidence that Porter was wrongly convicted of two 1982 murders.” (ibid)”. Moreover, the imperfection of judicial procedure has been evident in the case of Furman VS Georgia in the U.S.A. that in 1972, the supreme Court struck down existing legislation because of the arbitrariness with which some convicted offenders were executed and others were spared. (“Capital Punishment the Question of Justification” by David Hoekema in Axelrod, R.B., & Cooper,
They also argue that because of these opportunities for arbitrary decision only a small number of those convicted of capital crimes are actually executed. It is claimed that their selection has little to do with the character of their crimes but a great deal to do with the politics, the quality of legal death penalty has been composed most frequently in the poor. In this case, the opponents of capital punishment exemplify that all those executed in Delaware between 1902 and 1958 were unskilled workers with limited education. “(ibid)” In addition, the similar argument is stated by the opponents of capital punishment in Indonesia. They declare that Indonesian people cannot trust the judicial procedure in Indonesia due to the legal system in Indonesia is still particle. Regarding this, they quickly point to the case of Akbar Tanjung who has been sentenced three years imprisonment but the sentence is never executed.

The second position of the opposition to capital punishment relates to racism. It is asserted that race is a significant factor in determining who is sentenced to die. In this context, it has been evident in the U.S.A. that during the years from 1930 to 1962, 466 persons were put to death for the crime of rape. Of these, 399 were black (“Capital Punishment: the Question of Justification” by David Hoekema in Axelrod, R.B., & Cooper, C.R. 1987. pp. 503-602)” Moreover, of 3.860 persons executed in the U.S.A. between 1930 and the present, 2.066, or 54 percent, were black. “(ibid)” In addition, a 1990 report from the general Accounting Office concluded that “In 82% of the studies, those who murdered whites were more likely to be sentenced to death than those who murdered blacks. (http://www.motherjones.com/scoop/scoop5.html)

The third argument brought up by the opponents of capital punishment come from the humanists. They claim that capital punishment is against human right and cheapens the value of human life. In humanist view, it is said that even though criminals have committed crimes, they are real people too who have life and with it the capacity to feel all the emotional the death penalty as barbaric to death. Every form of execution, it is stated causes the prisoner suffering, some methods perhaps cause less than others, but be in no doubt that sentenced to death is the extreme mental suffered by the criminals in the time leading up to the execution. In this case. Irham Buana Nasution, a lawyer from LBH Median, Indonesia says that death penalty is not relevant with 1945 constitution. State has no right to take one life but God.

In summary, there seems to be sufficient evidence to implement the death penalty, especially in Indonesia. Although there were some errors in judicial procedures that could lead to imprison person mistakenly or execute him/her wrongfully, we should realize that there is no perfect system the world. Therefore, the government should realize that there is no perfect system in the world. Therefore, the government should do their best to minimize Furthermore, regarding the chaotic situation in Indonesia today, I strongly argue that justice should be guaranteed in the process of trial deserve to be punished will be executed. I also believe that one of the factors which causes Indonesia crisis is corruption. Corruption is a crime against nation since corruptions betray the trust capital oftenest, state officials who is convicted of corruption must be sentenced to death. Knowledge that corruption is punishable by death will give the potential corrupt pause.
Diagnostic Writing (High Group, Ina)

The Government doesn’t concern about the country

Our country has been led by five presidents. Since the end of the leadership of the second president, our country entered (has entered) many crises. The most visible crises are economic crisis and leadership crisis. After being led by Hobbies to Megawati, our country hasn’t been able to go out from the crises. Moreover, what those presidents did only showed that they didn’t concern (weren’t concerned) about the country. We are really in the crisis of leadership.

We can see what our latest president did that showed her ignorance. In the new year’s eve, the husband of the president celebrated his birthday with a very glamorous party in Bali. He invited his friends and colleagues to the big party. For the guests whom he invited to the party, he provided rooms in expensive hotels. We can count the cost of the celebration without knowing the exact figure. It might cost more than a hundred million rupiahs, the amount that can help our country at least to reduce the suffering of our country.

Another fact that shows President’s ignorance is her appearance in a famous boy band concert. She and some members of her family came to the concert of F4 from Taiwan. The ticket cost four million rupiahs for VVIP, one million rupiahs for VIP and 250 thousand rupiahs for the cheapest ticket. Her daughter, Pan Maharani, as reported in (the) METRO, spent 200 million rupiahs to treat her friends to come to the concert. We can imagine how much money the president and the vice president spent for the concert.

The last fact that shows that the government doesn’t concern about the country is the raising of price of three public commodities in one time. Although the raising of telephone tariff was cancelled and the new prices of fuel were revised, the government still insists on raising the prices someday. The lower-middle class will still suffer from this condition while the higher-middle class will perhaps not feel any meaningful effect.

Those facts that I mentioned above show that the government doesn’t concern about the country. There must be many ways the government can do to show its concern to (with) the country’s condition. If the president can’t spend her money to help this country to reduce the debt at least she shouldn’t spend so much money in front of the citizens of this country. What she did only showed that our country is really in the crisis of leadership.

Independent Construction 1 (Ina)

Should Woman Work Outside Their Home?

Since R.A. Kartini struggled for woman's right in education, women have had the same right to be educated as highly as men. Nowadays there have been many educated women in our country. Their knowledge is valued the same as men’s. It makes competitions between them in working fields- although women working is common in nowadays world, there are
sonic people who think that women should not have to work outside the house. Below is lie
discussion about arguments for and against working women.

Those who are the proponents of working women argue three positions related to financial
aspect the need of self actualization, and social aspect. The first argument claimed by the
proponents or working women is related to financial aspect. Fly working, it is argued, a
woman can support her family’s financial needs. In this case, Jacinta F. bin says that a
working mother can make a better living condition for the family. Both husband and wife
can make a better living condition for family
(http://www.balipost.co.id/balipostcetak/2002/12/22.html) Regarding this, a Canada study
in 1998 found the money earned by working mothers was good for children to improve
living standards
(http://education.guardian.co.uk/distribution/redirect.artifact/0,4678,0-451852,00.html)

The second argument proposed by the supporters of working women is concerned with the
need of self-actualization. A human, it is claimed, has a need of self-actualization and finds
the meaning of life through his activity. Regarding this, Abraham Maslow in 1960 said that
creating, making, expressing. Actualization, sharing knowledge and experience. Receiving a
prestation is part of the process of self-actualization. He also said lint working is one of the
ways to find the meaning of life (http://www.balipost.co.id/balipostcetak/2002/12/22.html)

The third petition claimed by those who support working woolen is related to social aspect.
The proponents of working women claim that working has benefits related to social aspect.
By working, they claim, mother and her children will socialize well with the outside world.
As an example, a working mother whose 7 months old boy was been taking to a private
nursery 3 days a week. Fund that her work have her train tack in use and that her friends are
great, and also her son has a peat social skills, his development is excellent and he is in his
nativity play
(http://www.dooyoo.co.uk/kids_and_family/pareting_issues/working_mother_in_general/_r
eview/351772)
In accordance with this, Jacinta F. Rini says that by working, women socialize with the
environment for everyone in order to have a broader knowledge and broader thought, to
improve social awareness and empathy.
(http://www.balipost.co.id/balipostcetak/2002/12/22.html)

On the against side, the opponents of working women state three arguments related to
religious, children’s caring and health point of view. The first one is related to religious
point of view. A woman, it is claimed, should not have to work outside the house. Regarding
this, the Holy Prophet (SAW) said that a woman’s jehad is when attending the husband. In
this context, Umme Salamah asked the Holy Prophet (SAW): "How much reward is there
for a woman's housework?" The Holy Prophet (SAW) replied: “Any women who in the
way of improving the order of the house, takes something from somewhere and places it
somewhere else, would enjoy the grace of Allah, and whoever attacks the blessing of Allah,
would not be tormented by Allah’s anger’
The second position of the opponents of working women is. Regarding the children caring.
The opponents of working women claim that the children whose mother is working will not be well developed. In this case, American research showed that good childcare improved children’s later academic performance. Regarding this, a controversial research published today by the Joseph Rowntree Foundation evidenced that children of mothers who worked full time during most of the pre-school years do less well at A-level and are more at risk of unemployment and psychological stress. In this case, academics at Essex University found that children of mothers who worked full nine for about 18 months during the pre-school years had 64% chance of passing an A-level. The odds fell to 52% if mother worked full time for an additional year. Furthermore, Essex project also found if mothers worked part-time for long periods, their children were 6% less likely to get a A-level but they were 2% less likely to suffer mental problems later in life. In accordance with this, last year Heather Joshi and Georgia Verropolou of London university institute of education found a slight risk children rend less well if mothers worked while they were under five — and were 10% less likely to do A-levels.

(http://educationguardian.co.uk/distribution/redirect-artifact/0,4678,0-451852,00.html)

The third argument damned by those who are against working women is related to health. Most working women, it is claimed face the health risk because of their job. In this context, news report by the National Institute for Occupational Safety and Health (NIOSH) conclude that working women compose an increasingly large proportion of lie US workforce. They also face high risk from job-related stress, musculoskeletal injuries, violence and other hazards of the modem workplace. In many respect, the risk are higher than those for male worker (http://okhighered.org/training.center/newsletters/working-women.html) Regarding this, Dr. Naomi G. Swanson of the National Institute for Occupational Safety and Health in Cincinnati, Ohio, says that more women than men report high level of stress, stress-related illness and 60% of women in one survey said that their number-one problem was job stress (RCE journal of the America, Medical Women’s Association 2000:55:76—78).

After examining both sides of arguments, I strongly agree that women should be let work. Those drawbacks of working women as stated by the opponents of working women could appear only when there is no balance between there time women spent in and outside their house. They should not work outside the house all day long in order to take care of their house and attend to their husband. Women whose children are still in the pre-school year should spend more time with their children and take less work from their job to take care of their children and lessen the job stress. By doing that, they can socialize with tile community and actualize their potential and at the same time they can still take care of their house and family. Moreover, by working outside the souse, women can do the da’wah since it is an obligation for everyone.

Independent Construction 2 (Ina)

Should Indonesia Employ Capital Punishment?

Since 1978, Indonesia has officially executed at least 38 people, 30 of these were political prisoners. At least 45 prisoners are now on death row in Indonesia. Many are foreigners. 
Those who are in favour of the implementation of capital punishment argue three positions related to religious point of view, deterrence and incapacitation. The first argument claimed by the proponents of capital punishment is related to religious point of view. Capital punishment, it is argued, is relevant to what has been said in the Bible and also in the Holy Koran. In the original Hebrew, the sixth of the ten commandments reads "Thou Shalt not Commit Murder" it means that the murder should not be let life to commit murder (Axelrod, R.B., and Cooper, C.R. (1987) Reading Critically, Writing Well). While in Islam, there is Qishos law (capital punishment) for murders, as mentioned in the Holy Qur'an, surah Al-Baqarah, verse 178. It is also mentioned in Surah Al-Isra. Verse 33, that the heir of the victims has been given the authority to demand qisas or forgive.

The second position stated by those who propose capital punishment is related to deterrence. In the countries where capital punishment is implemented, there, it is said, it for less serious crime. This, it is said, tends to indicate that the death penalty is a deterrent. Is an example, Texas carried out for more execution than any other American State and there is no clear evidence of a deterrent effect. Regarding this, Rob Gallagher (author of Before the Needles Website) has done an analysis of the situation using official FBI homicide figures. Between 1980 value. Another example is in the USA, the murder rate dropped 26% from 24,562 in 1993 to 18.209 in 1997 during a period of increased use of the death penalty. (http://www.richard.clark32.btinternet.co.uk/thoughts.html).

The third position claimed by the proponents of capital punishment concerns with incapacitation of the offenders. The offenders, it is argued, can not commit any further crimes if they are sentenced to death. In this case, Edward Koch, Mayor of New York City since 1987 quoted the opinion of Adam Bedau, one of the most implacable foes of capital punishment in the us "Human life deserves special protection, and one of the best ways to guarantee that protection is to assure that convicted murderers do not kill again. Only the death penalty can accomplish this and" (Axelrod, R.B., and Cooper, C.R (1987) Reading Critically, Writing Well). Moreover, it is said that dead criminals can not commit any further crimes, either prison or after escaping or being released from it. (http://www.richard.clark32.btinternet.o.uk/thoughts.html).

Meanwhile, the opponents of capital punishment claimed three arguments related to justice, law and humanity points of view. The first position against capital punishment is regarding imperfect justice. Some death sentences, it is argued, are carried out unfairly. The death sentence, it is said, more likely to be carried out for the black and the poor. In this case, David Hoekema, the executive Secretary of the American Philosophical Association, in his writing for the journal called the Christian Century, he argues "the death penalty has been imposed most frequently on the poor, and in this country it has been imposed in disproportionate numbers on blacks". Furthermore he evidences of 3860 persons executed in
the United States between 1930 and the present 2066 or 54%, were black. Although for a variety of reasons the per capita rate of conviction for most types of crime has been higher among the poor and the black, that alone can not explain why a tenth of the population should account for more than half of these executed. "(Axelrod, R.B, and Cooper, C.R.(1987) Reading Critically, Writing Well). Regarding this, in Indonesia, we can see that the implementation of law system is still questionable. In many cases concerning the army or politician, the process of justice is made long and at least it is forgotten by the public. As an example. When the chief of those of representatives, Akbar Tanjung, is accused imperfect justice in Indonesia is the case of Soeharto. The process of justice for his corrupting case has been started 5 years ago, when he from the president seat, but until now the case has not been ended. These show that capital punishment will not be effectively unfairly.

The second argument against capital punishment is related to system. Although there are many case in Indonesia in which the offender is sentenced to death, there are some people who are against the implementation of capital punishment, for example, Irham Buana Nasution, the lawyer of Ayodhya Prasad Chaubey, a convicted criminals who was sentenced to death for trafficking drugs, says " the country doesn't have right to take human's life. Only God has "Furthermore, he thinks that capital punishment or other is against the UUD 45. Regarding this, Yusril Ihza Mahendra, the Minister of Justice and Human Rights, Says that Capital punishment is against section 28 verse, UUD 45 UU 39/1999 about human rights and UU No 5/1995 which is against cruel mistreatment or other cruel, in humane punishment or that lower human dignity (the Republican-February 13th,2003).

The third position which opposes capital punishment is regarding humanity point of view. Capital punishment, it is argued, is against humanity. In this case there are facts that show that the mechanism of capital punishment is inhumane. The gas chamber always causes a slow and cruel death. It is also dangerous to the staff involved. Shooting by a firing squad, like what we used to do in Indonesia, causes the prisoner to bleed to death, often whilst still conscious. Lethal injection is a very show process to cause the person death. (http://www.richard.clark32.btinternet.co.uk/thoughts.html).

After examining both sides of arguments, I strongly agree that Indonesia should employ capital punishment. It is apparent that the implementation of capital punishment can deter crimes of recurring. Moreover, it has also been implemented by the Holy Prophet Muhammad Saw. How ever we can't assure that the capital punishment will be effectively implemented in Indonesia, if the condition of justice remains like today. Can we judge someone of doing crime while the persons in charge are also criminals? It means that we should change the condition of justice in Indonesia first before implementing capital punishment.
APPENDIX 18: INTERVIEW DATA

Appendix 18.1: Questions of the First Stage Interviews

1. Did you enjoy attending the program?
2. Why?
3. Do you think that all activities in this program are in line with your ability and readiness to do so?
4. Do you think that the topics discussed are interesting and challenging?
5. Do you think that the stages of the genre-based approach are beneficial to you? Such as Building Knowledge of the Field? Why? Are you satisfied with the materials given? Do they help you to write more sound arguments?
6. What about Modelling? What benefits do you think you can get from this stage?
7. The Joint Construction? What benefits do you think you can get from this stage?
8. Independent Constructions? What benefits do you think you can get from this stage?
9. Do you think that the grammar explored in this study is sufficient? Why?
10. Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to another are always based on students’ agreement and readiness to do so?”

11. Do you think that the discussions in the Building Knowledge of the Field and in the class in general:
   a. Enabled to promote your critical awareness about how the wider social system works in various levels: national, local and institutional (campus) levels, particularly regarding the issues discussed in this program?
   b. Allowed for different voices/ideas about the topics discussed?
   c. Made you feel being treated equally?

12. In terms of critical thinking, do you think that the modeling stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

3. What about the joint construction?
   Do you think it allows you to exercise several activities involved to promote critical thinking?
   Do you think that the guidance given by the instructor to apply the critical thinking standards and to write sound arguments is sufficient why?

14. Do you think that the teaching program you have attended is effective in promoting your writing and critical thinking skills?
15. What do you think about your writing skills after this program?
16. Do you think that your skills in writing a discussion genre have improved?
17. What about your grammar?
18. Do you think that now you can apply the concepts of “clarity, accuracy, precision, and relevance”?
19. Do you always try to support your arguments with sufficient evidence?
20. Do you think that now you can assess your critical thinking in your writing?
21. Do you think that you are able to evaluate the soundness of arguments? What should be taken into consideration when you analyse arguments?
22. Do you think that writing a discussion genre enables you to see an issue from various perspectives?
23. In doing so (referring to questions 8), do you find that your critical thinking can be promoted?
24. What do you think are the strengths and weaknesses of the teaching practice applied in this program?
25. What are your suggestions to make the teaching practice applied in this program better suit the context of EFL in Indonesia in general and in the English Department in general?

Categories of Questions Elicited in Individual and Focus Group Interview of Stage One Based on Themes in Focus

Category (Central Theme) 1: Students’ General Ideas about the Teaching Programs.

Questions elicited to trace the students’ general ideas about the teaching program, how it differed from the usual program they attended were:
1. Did you enjoy attending the program?
2. Why? (Probing question: How do you think the teaching program differs from the usual classroom activities you attend?)
3. Do you think that all activities in this program are in line with your ability and readiness to do so?
4. Do you think that the topics discussed are interesting and challenging?

Category (Central Theme) 2: Students’ Feedback on the Teaching Program

Questions on students’ feedback on the teaching program are divided into two categories, those regarding the genre pedagogy and the others on the implementation of classroom practices based on the critical thinking movement, critical literacy and critical pedagogy.

Category (Theme) 2.1: Students’ Feedback on the Genre Pedagogy

1. What do you think about explicit teaching done by the teacher in this program? Does it make you feel spoon-fed? (Or is there anything that makes you feel spoon-fed?).
2. Do you think that the stages in the genre-based approach are beneficial to you, such as:
   - Building knowledge of the field? Why? Do they help you to write more sound arguments?
   - Modeling? What benefits do you think you can get from this stage?
   - The Joint Construction? What benefits do you think you can get from this stage?
• Independent Construction? What benefits do you think you can get from this stage?

3. Do you think that the grammar explored in this study is sufficient? Why?

Category (Theme) 2.2: Classroom Practices Underpinned by the CT Movement, CP and CL

1. Did you find any democratic sphere in the class? (Probing questions: Do you agree if it is said that “all activities done, the topics discussed, and the move from one stage to another are always based on students’ agreement and readiness to do so?”)

2. Do you think that the discussions (including those in the building knowledge of the field) and activities in the class:
   • Enable to promote your critical awareness about how the wider social system works in various levels: national, local and institutional (campus) levels, particularly regarding the issues discussed in this program?
   • Allow for different voices/ideas about the topics discussed? (Develop your critical reading skills?)
   • Made you feel being treated equally?

3. In terms of critical thinking, do you think that the modelling stage allows you to critically examine not only what is in the text but also the motivation underlying the existence of the text?

4. What about the joint construction and independent construction?
   Do you think they allow you to exercise several activities involved to promote critical thinking?

Category (Central Theme) 3: The Development Students Thought They Gained in terms of writing (a discussion genre) as well as CT and CL

1. Do you think that the teaching program you have attended is effective in promoting your writing and critical thinking skills?
2. What do you think about your writing skills after this program?
3. Do you think that your skills in writing a discussion genre have improved?
4. What about your grammar?
5. Do you think that now you can apply the concepts of “clarity, accuracy, precision, and relevance?”
6. Do you always try to support your arguments with sufficient evidence?
7. Do you think that now you can assess your critical thinking in your writing?
8. Do you think that you are able to evaluate the soundness of arguments? What should be taken into consideration when you analyse arguments?
9. Do you think that writing a discussion genre enables you to see an issue from various perspectives?
10. In doing so (referring to questions 8), do you find that your critical thinking can be promoted?

Category (Central Theme) 4: Students’ Suggestions on Improvements of the Teaching Program

1. What do you think are the strengths and weaknesses of the teaching practice applied in this program?
2. What are your suggestions to make the teaching practice applied in this program better suit the context of EFL in Indonesia in general and in the English Department in particular?
## Appendix 18.2: Condensed Version of Data from Individual Interviews (Stage One)

### Central Theme 1: Students’ General Ideas about the Teaching Program.

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Comments (Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warda</td>
<td>The program was enjoyable, with small number of students and thus more attention from the teacher. We’re given comprehensive theory and model, we could write our writing several times before we came to the final draft. In my regular class, the lecturer does not give us feedback and intensive evaluation to our writing so, we don’t know how to correct our writing. The teacher just stands in front of the class, explaining the theory but not how to apply the theory into practice. Some times (In Writing I and III) we just filled in the blanks, but in the mid and final tests, we had to make a whole text. So, I was confused because in regular classes we did not learn to write a whole text. The program gave me a lot of information, with the materials relevant to my level. The topics are also ‘hot’ issues.</td>
</tr>
<tr>
<td>Candra</td>
<td>The program was enjoyable, with a small class, so everybody was paid attention to by the teacher. The teacher explained the materials clearly, corrected our writing, sometimes acting like students or partners. When correcting my writing she did not say “You are wrong” but asked me “why did you say this?”, “Why did you choose this argument?”. In other classes, only the smartest and the weakest students are paid attention. We also lack theories, models and materials to read. We are taught only the terms, with teacher’s unclear explanation. After six months learning, we don’t feel improvement in our writing, we just stay the same. I was satisfied with the materials, even if some were too difficult, I think we were challenged. All the topics discussed were interesting and challenging.</td>
</tr>
<tr>
<td>Nia</td>
<td>The program was enjoyable, in a small class, with the teacher’s full attention and monitor to all students. It was also interesting because it could improve our critical thinking through reading and writing, and we don’t get that in the usual subjects. In other lectures, the lecturer does not often discuss the materials in detail, as in this program. Moreover, they do not have time to pay attention to all students as the class is too big. The materials were relevant and the topics were challenging.</td>
</tr>
<tr>
<td>Riya</td>
<td>The program was enjoyable, giving lots of benefits and broadening my knowledge about writing and critical thinking. Even though it spent most of my time, “it’s worth it”. As the class was small, all activities could be directed easily. We also did not feel inferior to the teacher as we do in regular classes. The materials were relevant to my level and I hope that this course can be applied to all English Department. The topics were challenging since they were connected with current issues within the society.</td>
</tr>
<tr>
<td>Ira</td>
<td>I knew that in this program I would learn something new that I wouldn’t get from my regular classes in my department. I liked the environment, as the class consisted of 15-20 and this was in informal situation, with no pressure. I could say anything I wanted without fear of being judged wrong. In this program I learnt much more than I do in the usual</td>
</tr>
</tbody>
</table>
ones, where the lecturer just gives a hand out with little explanation. We also learn very slowly. In three meetings, for example, we just learn paraphrasing.

The materials were relevant to the ‘up to date’ issue and my level and helped me improve my critical thinking, to choose which one should be put in my writing.

The topics were interesting and challenging, especially working women and capital punishment which are debatable topics.

Wati

The program was enjoyable. The most clear difference between this program and the usual class was the intensiveness of supervision and explanation that I have never got before, especially in writing: the steps to make an argumentative essay, particularly a discussion and also about critical thinking that I have learnt for the first time. The role of the teacher in guiding us was very useful to make a good writing. When we made a good thing, you said “good”. It encouraged me to do better. When we did something wrong, you told us what it was supposed to be so that we could make it better.

The materials were very useful and relevant to my level. In my life this is the first time I have a lot of references to make a piece of writing. Previously, when writing something, I never tried to find references, but just wrote based on my own knowledge.

The topics were interesting because they are controversial issues which attract a heated debate.

Ina

The program was enjoyable, because the teaching method was different from what we are used to having in ordinary classes. The situation was informal. The lecturer was never angry if the students made mistakes and this made me feel like a family with the lecturer and the friends.

The most clear difference between this class and the ordinary classes was that we do not learn aspects of critical thinking in writing, such as clarity, accuracy, etc in ordinary classes. The teacher just explains what should be placed in the first paragraph, the second, etc, the connection among paragraphs. The writing itself is not supervised one by one. So, the students can only have their final mark without knowing what is the strength and weakness of their writing.

The materials were relevant to our level and helped me write a discussion genre and sound arguments. But sometimes they confused me because there were so many materials, perhaps too many.

The topics were interesting and challenging. They made us think before we decided our position. They made me challenged to express my ideas. For example, when I wrote about working women, I knew the role of women and where she should be in Islam. But I thought women should be allowed to work, therefore, I was challenged to find the arguments to say that women should be allowed to work.

Central Theme 2: Students’ Feedback on the Teaching Program

Category 2.1: Students’ Feedback on the Genre Pedagogy

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Comments (Responses)</th>
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</thead>
<tbody>
<tr>
<td>Warda</td>
<td>Explicit teaching was important to help us write and know how to use expressions in our writing, a way to write clearly, to organise and structure paragraphs. For other lessons, explicit teaching is also needed, for example in the subjects of Structure, Linguistics, and Reading. Explicit teaching did not make us feel spoon-fed.</td>
</tr>
</tbody>
</table>
The grammar explored in this program was sufficient as the teacher also corrected my grammar when she read my writing.

All the stages in the genre-based approach were important. The Building knowledge of the field made me know the purpose of the writer, why she/he wrote the text and analyse a text not only from one point of view.

The modelling stage helped me to understand the stages, the coherence of a text and how to make a good paragraph and text. It also helped me write joint and independent construction texts more easily. The discussion also allowed me to examine the text critically through the teacher’s guidance.

The joint construction stage was useful because it allowed us to share ideas and opinions with friends. In terms of critical thinking it was useful because it allowed us to listen and respond to our friend’s opinion and we couldn’t force our own opinion. However, the joint construction was sometimes time consuming because we had to include all of our ideas in one essay. Meanwhile each of us had so many ideas.

The independent construction was useful because it enabled us to explore our opinions and ideas without influence from anybody. The time used was also more efficient, as we did not spend time on discussing.

Candra

Explicit teaching was important to give us comprehensive theories and guidance about writing and critical thinking. The grammar explored was sufficient.

The stages of the genre-based approach were useful. Building knowledge of the field made us able to analyse and interrogate texts better, based on “who is the writer, to whom, why she wrote the text, what is her arguments, what data she presents, what is his position, and his intention in writing the text”. In short, now I can read something implicit in a text.

The modelling stage was very helpful. As the first thing that a learner does in learning is imitating, having a modelling stage, we were trying to imitate a discussion genre.

The joint construction stage allowed us, as beginners in writing a discussion genre, to be able to share ideas and perception. Regarding critical thinking, the teacher’s guidance was helpful because every text written and given back to us was always examined using the critical thinking standards.

The independent construction stage gave me a chance to state what reasons that support the arguments against and for the issue. I could determine whether I am against or for the issue. Through reading prior to the writing activity, I could read others’ opinions toward an issue. The conference with the teacher was useful.

Nia

Explicit teaching was important. It was good when the teacher explained in front of the class, giving the materials and in certain times she also got involved in the discussions. It was a good combination.

The grammar explored was also sufficient because the teacher gave enough relevant materials and explanation.

All the stages in the genre pedagogy were useful. The building knowledge of the file enabled me to recognise the interest of the writer, the gender of the author, and to think more critically of an issue delivered by the author. The materials given helped me to write sound arguments in my writing.

The modelling stage gave me the description and knowledge about what we will learn.
further and allowed me to examine the text critically.

The joint construction was very new to me. We had to combine and to share our ideas. And it was not easy. We found we always had to argue first to decide what we should write for the argument and it spent a lot of time than the individual construction. But it was very helpful in allowing peer corrections. Regarding critical thinking it was also helpful, in teaching us not to be selfish in pouring my ideas and to help with each other, especially when someone got stuck.

The independent construction helped me to explore more ideas in writing. The conference was also useful as the teacher gave us suggestion and guidance to improve my writing.

Riya
Explicit teaching was necessary, because with the teacher’s explicit explanation, we could get the information fully, and we would not have different perspectives about what was being explained. I don’t think explicit teaching made the students feel spoon-fed. Explicit teaching is important because not all students have the same level of understanding. It will convey the message to the students efficiently because students will have the same perspectives, the same understanding about an issue or knowledge.

All stages in the genre-based approach were useful. The building knowledge of the field gave me background knowledge and enabled me to learn to examine a text critically, by considering opinions from different perspectives.

The modelling stage provided me with an example and necessary information concerning the writing piece. With the teacher’s guidance it helped me examine the text and gave direction in how the writer arranged his/her writing. The knowledge about the structure and linguistic features helped me write more easily in the joint and independent constructions.

The joint construction was useful. Brainstorming, listening to others’ opinions, collaborating and cooperating with others played a significant role in constructing a good writing piece.

My biggest benefit from the independent construction was my writing improvement.

Ira
Explicit teaching was helping a lot, especially in terms of expressions used in the discussion genre. The grammar explored was sufficient and the teacher always supervised my writing and checked the grammar, but unfortunately we did not have enough time to explore Systemic Functional Grammar.

All stages in the genre pedagogy were important.

The building knowledge of the field made me more critical in reading a text. Not all writings can be trusted because there is always an intention or interest of the writer. Therefore, when we read a text we need to know who is the writer, his intention and its relevance to our existing reality or condition.

The modelling stage gave an example of good writing that could be used as guidance for students to write. The discussion also allowed the students to critically examine the text.

The joint construction was necessary in training us to be critical, by listening to other’s opinions, sharing the knowledge with each other. Teacher’s guidance also helped us to apply critical thinking standards and activities that make up critical thinking because she always encouraged us to do so in every session.

The independent construction enabled me to write a discussion genre, and encouraged me to think critically.
| **Wati** | Explicit teaching was useful and it was what I really have been looking forward to. All the materials and clear explanation were useful. Because in this program the learning materials were explicitly taught, in a short time, as I talked to other students, I gained a lot of knowledge to be put in my mind.

In explicit teaching, those who do not understand can get clear understanding about the learning material, and those who already understand can refresh their knowledge get more understanding about the matter discussed. If the teacher does not explicitly explain about the materials, I think the students will get confused about what actually the teacher is teaching us. We will not understand the materials given to us and the students are not encouraged to do something better.

All the stages of the genre pedagogy were helpful. The building knowledge of the field helped me to have background knowledge about the issue discussed, then write sound arguments and critically interrogate texts as well.

The modelling stage helped me write systematically and learn how to examine the text critically through the teacher’s guidance.

The joint construction enabled me to learn to work in a group and appreciate other’s opinion, because in the joint construction stage, we were expected to respect and to listen to other people’s ideas. We learned to discuss together to make a decision about whose ideas to be put into the writing.

The independent construction enabled me to learn independently and to devote my own thoughts and opinions into my writing without other’s interferences. It allowed me to express everything that I wanted to say about an issue without being interfered by other people’s ideas.

| **Ina** | Explicit teaching was necessary, especially for Indonesian students. They sometimes need clear explanation before they can learn by themselves.

The grammar explored in this program was also sufficient. When you supervised our writing, you also checked the grammar. It was teaching grammar directly, in context, and not in isolation, not about Subject, Verb.

All the stages in the genre pedagogy were useful.

The building knowledge of the field allowed us to have background knowledge and to critically examine the text, what is in the text and the motivation underlying the existence of the text through the guidance from the teacher.

The modelling helped us because we never had something like this before. It helped us to know what is the correct stages of a discussion genre, what we should put first. Previously, I did not know how to write a correct argumentative writing, if we should use the expression “it is said” to say an opinion that is not ours. These helped me write a discussion genre more easily in the joint and independent construction.

The joint construction allowed me to share ideas, to listen to others’ opinions, to ask and answer questions to each other. It could promote my critical thinking because in critical thinking we should listen to other’s opinion, and we should not just say that “we don’t agree” without looking at their background of why they say something.

The independent construction gave us an opportunity to individually develop our writing skills. The conference with the teacher made us know at once what were the Weaknesses of our writing and then we could fix them.
### Category 2.2: Classroom Practices Underpinned by the CT Movement, CP and CL

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Feedback about Classroom Practices Underpinned by The CT Movement, CP and CL</th>
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</thead>
<tbody>
<tr>
<td>Warda</td>
<td>All activities done were in line with our ability and readiness to do so, and based on the students’ agreement. A democratic sphere was felt in discussing the topics, when each student was asked a question, was treated equally as the same chance to express our ideas was given to us. We were also free to criticise or to critique our surrounding situation. In other classes it does not mean that we do not brave to criticise, but our freedom to do so is limited. The discussion also promoted my critical awareness about how the wider social system works, relevant to what we discussed, especially at local and campus level.</td>
</tr>
<tr>
<td>Candra</td>
<td>All activities done were relevant to our ability and readiness to do so, except for the discussion on SFG. When we discussed it, we had no knowledge about it, that’s why we were so confused. I don’t think we were ready at that time but we agreed to discuss it anyway. I felt a democratic sphere in this class, with the teacher playing different roles that we needed. In other classes I never speak up, but in your class I did. In other classes, only famous students or those who sit in the front or back row are asked. The students who sit in the middle row are not paid attention sometimes. “You, in the middle do not need to talk, you will pass, anyway.”</td>
</tr>
<tr>
<td>Nia</td>
<td>The teacher always involved the students in making a decision regarding the learning teaching process, by asking for the students’ agreement in doing the activities. The teacher did not act as an authority and involved us as equal. I had a chance to ask a question, to have a conference with the instructor, and to have the same attention as the other students did. There was a good combination in the roles of the teacher, sometimes acting as a facilitator, sometimes as the one who was in front of the classroom who gave and explained the materials and sometimes as a peer. The discussions helped us to promote our critical awareness about how the wider social system works, allowed for different voices about an issue, especially about capital punishment, when I could compare the materials you gave with the legal system in Indonesia and what happens here now. And about working women, ... the issue was very interesting because most of us are women and we could see that the arguments against and for working women was from different perspectives and it gave us a lot of new knowledge that I haven’t gained before.</td>
</tr>
<tr>
<td>Riya</td>
<td>All activities were always based on the students’ agreement, including the topics as we discussed them first. This program provided each of us with a lot of space and freedom to spell out our opinions and arguments, to participate in discussions and this made everyone feel being treated as equal. The discussions in the class made us aware of the situation around us, and enabled us to consider opinions from different perspectives. A democratic sphere was felt as we did not feel inferior to the teacher, who played different roles. So, we felt so close with the lecturer. We didn’t feel that we talked to a lecturer, but we could talk to the teacher as a friend. We could share opinions with each other.</td>
</tr>
<tr>
<td>Ira</td>
<td>All activities and the topics discussed were based on the students’ readiness, opinions</td>
</tr>
</tbody>
</table>
and agreement.

The discussions in the class enabled us to promote our critical awareness of wider social issues and it was very good as it is time now to have such awareness. The discussions also allowed us to consider opinions from different perspectives. The chance to participate in discussions was wider and this made every one feel that they were equal. I felt free to express my ideas without fear of being judged wrong.

The role of the teacher was just like a facilitator not just a centre of authority. She facilitated the discussion, gave a chance for other’s opinions.

Wati

The teacher always involved the students in making the decision regarding all activities done in the program. When you asked about the choice of topics, it was part of democratic sphere in this program, because you allowed us to make our choice based on what we liked.

All of us had an equal opportunity to get your attention. The discussions allowed us to have different opinions without fear of being judged wrong. All activities were useful, especially because you arouse critical thinking, and this made me able to express our thought and ideas into our writing.

The program also helped me to wake my awareness about wider social issues, and made me aware of the problems around me. This will be very useful for me later on when dealing with some problem.

Ina

All activities were always based on the agreement between the students and the lecturer because the lecturer always asked us what we would like to do in the next meeting and it made us prepare for that. This agreement made the students motivated to do their best.

The democratic sphere was also felt because everyone was given the same chance to spell out their mind and to share ideas, to listen to others’ ideas. We were also allowed to have different ideas.

The discussions allowed me to have a critical awareness of the issues in the society which I did not use to do because I never thought of these issues before. This is very important.

Central Theme 3: The Development Students Thought They Gained in terms of Writing (a Discussion Genre) as well as CT and CL

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Comments (Responses)</th>
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<tbody>
<tr>
<td>Warda</td>
<td>Previously, when I wrote, I just wrote what came out of my brain, without clear stages, and thought of clarity, accuracy, etc. Now I feel more confident in writing. I can write a whole text and when writing, I also think of the coherence, the clarity, accuracy of arguments, based on many references. I also try to exercise to apply the critical thinking into my writing. Moreover in this program I could get a lot of information that I have not gained before, not only about how to make an essay in a discussion genre, but also aspects in critical thinking, how to be a critical thinker. In the past, I just saw an issue from one side. But now I learn to see an issue from various aspects, not only from what I believe but I have to see what other people believe about it. About Miss Universe, for example, in the past I saw it just from the religious value, that the Miss Universe Contest is not relevant to the Islamic values. But now I realise that there are advantages from other aspects, such as economic, tourism, business, and fame of the Miss Universe.</td>
</tr>
<tr>
<td>Candra</td>
<td>Previously, I just could not write and my grades from writing were mostly a C. Since I was in Primary School I have never learnt to write. In the previous writing lessons I just</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Name</th>
<th>Testimonies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nia</td>
<td>Before I joined the program, I usually did not consider the sources. Oh... I just wrote what I wanted to write, without any attempt to find other sources. It’s my writing, I don’t have to find other people’s arguments. Now I find it’s very important to quote or insert someone’s ideas. In this program I learnt new vocabularies, my grammar has also improved a bit. When I write now I should take into consideration the data, the clarity, the accuracy, the relevance the precision of the arguments that I write, and a lot of sources about the issue, data and warrants. When I read a text, I have the courage to interrogate or even to criticise a text. I realise that sometimes the writer does not mention their position, or they don’t write or mention explicitly their interest. I can consider a text from various perspectives. Writing a discussion genre also enables me to see an issue from various perspectives.</td>
</tr>
<tr>
<td>Riya</td>
<td>At first I did not even know what a discussion genre is and now I can write a 3 page discussion genre in capital punishment. For me that is an excellent improvement. By rereading and revising my writing over and over again, I can apply the concept of clarity, accuracy, precision and relevance and I can find out which statement is less accurate, less precise and irrelevant within the writing piece. I try to give data and warrants available to convince the reader. When I write now I also have to consider the time. I have to reread my writing. At first it would sound very convincing for me when I read it, but when I keep it and I read it one or two days later, I will find that there is not enough clarity, I have to add something. If there is not enough coherence, I have to manage a lot of things to make it more coherent and cohesive. When I write a discussion genre now I need to consider the current issue in the society, collect arguments for and against very carefully and give clear and useful recommendation. Writing a discussion genre enabled me to see an issue from various perspectives as we have to consider both proposing and opposing arguments. In the past when I read a passage or an argumentative article, I just took it as it was. I never thought of “what kind of information the writer wants to show us or why he/she delivers his/her writing that way”. Now I can analyse a text and I have a better understanding about a writing piece than I did before. When I read something I don’t swallow all the things that the writer writes but analyse it thoroughly. I can evaluate the soundness of arguments by considering the writer’s background knowledge, and also the clarity of arguments and reasons.</td>
</tr>
<tr>
<td>Ira</td>
<td>Although I attended this program for only two months, I gained a lot. My writing and grammar have improved a lot. When I write now, I think of the issue, the clarity, accuracy, precision and relevance of the arguments, the claim, data and</td>
</tr>
</tbody>
</table>
It is just in this program that I learnt about how to be critical and what critical thinking is exactly. I learnt about data, warrant, and statement of issue. When I read a text now, I can assess the clarity, accuracy, and relevance of a text. I can see that the writer of a text has an interest and so I don’t think that I should always follow the text. I will see its relevance with my environment, my situation, in recent condition and the facts that support the writer’s argument. This skill is very important in recent condition in Indonesia.

I can evaluate the soundness of arguments by seeing the data that support the arguments and the reference. The relationship between the arguments and the facts in reality.

Wati

I’ve got a lot of knowledge from this program especially in writing: The steps to make argumentative essay and discussion essay. But now I have some improvements in writing argumentative essay and discussion genre as well. When writing, now I try to follow some steps systematically, to get an organised piece of writing. I also try to find data or any references and to consider the validity of data that we can use to support our arguments. In the past I never considered clarity, accuracy in my writing. I just wrote and wrote. When ideas came, I wrote them.

My critical thinking has very much improved. I also have got a lot of knowledge about critical thinking which is very important because in our real world we deal with a lot of issues and problems, the solution of which must be thought critically. So, from now on in dealing with some problems for example, I try to use my critical thinking.

Now I can evaluate the soundness of arguments by considering the accuracy and validity of the data used to support an argument.

When I read a text now, I can identify the writer’s position regarding the issue, examine the background why the writer wrote that kind of writing. I can examine the motivation behind the creation of the text.

Ina

Now, in writing I take into consideration the coherence, the clarity, accuracy, precision, and relevance, the soundness of arguments, as well as the audience, because, when we write for high school students, for example, we cannot write higher language. My grammar has improved and I can practice writing a discussion genre more often.

Writing a discussion genre also enables me to see an issue from various perspectives, as we can’t just see an issue from only one side. It also makes us position ourselves from various points of view.

When I read a text, I read it and try to understand it. Then, I think about “what made the writer write this text, the reasons, who is the writer, to whom”.

I try to apply my knowledge about critical thinking in my life. When I had a problem a few days ago, I thought emotionally, not critically. That made me think “Am I thinking critically?”

Central Theme 4: Students’ Suggestions on Improvements of the Teaching Program

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<thead>
<tr>
<th>Student</th>
<th>Students’ Suggestions on Improvements of the Teaching Program</th>
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<tbody>
<tr>
<td>Warda</td>
<td>The teaching program could improve my writing as well as critical thinking. However, corrections in the consultation sometimes made the students think that their mistakes would be corrected. Grammar should be more explored because we need it.</td>
</tr>
<tr>
<td>Name</td>
<td>Comments</td>
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</tr>
<tr>
<td>Candra</td>
<td>In this program every aspect contributed to the success of the program. The teacher, the method, the materials, the size of the class, the teacher’s equal attention to the students. However, the materials should be made more balanced if the writing is dealing with arguments for and against. The number of students should also be taken into account if this program is applied in regular classes. Although this program will be more effective than the usual ones, if it is applied in a big class it will be less effective than when it is applied in a small class like this program.</td>
</tr>
<tr>
<td>Nia</td>
<td>The program helped the students to think critically and to improve their writing and reading skills. However, when implementing this program later on, the class should not be too big. It won’t be effective if critical thinking is implemented in a class with too many students.</td>
</tr>
<tr>
<td>Riya</td>
<td>The strength of this program was that the schedule was tight and this made our concentration focused. The class was small. The weaknesses, were that the period for this program was too short and it made the program exhausting. If the program is applied later, the class should not be more than 20 students. The reading materials should not be too many.</td>
</tr>
<tr>
<td>Ira</td>
<td>This program was very good for the development of critical thinking and writing as it made us not write just what we wanted to write. However, this program was held during the school time, so students’ focus was distracted. The corrections given by the researcher sometimes made us feel spoon-fed. The English Department should apply this method, however, the class should not be too big so that the teacher can pay attention to individual skills.</td>
</tr>
<tr>
<td>Wati</td>
<td>This program will be very useful for other students, to get more knowledge to be applied in their life. This program should be implemented, as it enables the students to promote their critical thinking and to express their thinking into their writing. The method should be applied in Indonesia as soon as possible because I have experienced it and I got a lot of benefits from it. However, as it was held during the learning process, it made us not focus completely because we had other works to do.</td>
</tr>
<tr>
<td>Ina</td>
<td>I think it is good to be implemented in UPI (the university where the research was conducted) and Indonesia. If teachers use this method, students will be very happy and will be motivated to attend the class, to do the assignments, and so on. The program could make the students think critically, listen to others’ opinions and it is good today if the students are taught to be critical. The teacher could supervise us one by one. However, as the class was conducted during the school time, while the students had other activities and work, the work in this program made me feel “burdensome”. The materials were too many.</td>
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</table>
Central Theme 1: General Ideas about The Teaching Program

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Comments (Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candra</td>
<td>I liked the method used here, the way we are trained to write. Before, I did not really know how to write an essay. But in this program, we were taught how to write a good essay and what is included in an argumentative essay. We are provided with so many materials. That was fun.</td>
</tr>
<tr>
<td>Eli</td>
<td>I enjoyed attending this program because it was something new to me. From the writing courses I to V, this method had never been applied. Here we have personal guidance and advice for our writing.</td>
</tr>
<tr>
<td>Ari</td>
<td>I enjoyed this program because it was challenging for me. I have never experienced this method before and challenging materials from the lecturers. I really liked the way we learned to write.</td>
</tr>
</tbody>
</table>

Central Theme 2: Students’ Feedback on the Teaching Program

Theme 2.1: Feedback on the Genre Pedagogy

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Comments (Responses)</th>
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</thead>
<tbody>
<tr>
<td>All</td>
<td>Explicit teaching is important.</td>
</tr>
<tr>
<td>Eli</td>
<td>Explicit teaching is very important, especially at the first time when we learn something.</td>
</tr>
<tr>
<td>Riya</td>
<td>Explicit teaching makes the students have similar understanding about what they learn.</td>
</tr>
<tr>
<td>All</td>
<td>All the stages in the genre-based approach are important.</td>
</tr>
<tr>
<td></td>
<td>Building knowledge of the field makes us have knowledge about the issue discussed and we write about. to have background knowledge about the topic and thus to write sound arguments as well as to promote critical reading” (Wati).</td>
</tr>
<tr>
<td></td>
<td>Building knowledge of the field made us able to analyse and interrogate texts better, based on who is the writer, to whom, why she wrote the text, what is her arguments, what data she presents, what is her position, and her intention in writing the text. In short, now I can read something implicit in the text (Candra).</td>
</tr>
<tr>
<td></td>
<td>Building knowledge of the field allows us to explore texts, which is useful for us as we can know the position of the writer, whether he/she is for/against. We can quote what the writer says in the text and we know that we should not necessarily be influenced by what the writer writes. Building knowledge of the filed made us have background knowledge of the field. We know not only what is written but also what is behind the text. When we discussed “Tips to Look after the husband” for example, we can argue whether the text is relevant to our reality today, we can see it from the context behind the creation of the text (Citra, Ina, Warda, Nia, and Riya).</td>
</tr>
<tr>
<td></td>
<td>Modelling: The modeling stage helped us to build up our basic knowledge (about what we should write). If the lecturer just directly asks us to write a composition, we will be confused about what to write, how to arrange a paragraph and information. With the modeling stage, we know what to do with the materials (Eli).</td>
</tr>
</tbody>
</table>
However, when we write our own text, having a model text made us want to just copy the text. So, when we write, it is better that we should not stick too much to the model text (Cinta, Citra).

Joint Construction: We can develop our critical thinking because we can learn to be responsible for other people and respect other people’s ideas. We can learn that even people in front of us may have a different idea from ours regarding an issue (Wati).

We have friends, with whom we can work on our writing together (Riya).

I think we can learn how to listen to other’s opinion and we can learn how to respect different points of view. We can also share knowledge, … there are many benefits from it (Homsi).

Independent Construction allows me to practice my writing skills and makes me feel free to write everything I want in my composition, without having to worry about other people’s agreement (All).

<table>
<thead>
<tr>
<th>Theme 2.2: Feedback on Classroom Practices Underpinned by the CT Movement, CP and CL</th>
<th>Students’ Comments (Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Cinta</td>
</tr>
<tr>
<td>In this class, I can speak freely. I think it’s a democratic class. I think your role as a teacher is not too strict unlike in our daily class. It makes us more comfortable to express our ideas.</td>
<td></td>
</tr>
<tr>
<td>Nia</td>
<td>The discussion on the topics enables me to have a wide critical awareness on the issues discussed. About capital punishment, for example, I think by reading the materials about capital punishment, we can see that the legal system in Indonesia is very unjust and complicated. It is full of money politics. I think it opens our eyes that the legal system in Indonesia is full of injustice.</td>
</tr>
</tbody>
</table>
| Ari | Since I was in High school, I have never found something like this before, when we have to be critical, we have to think effectively, efficiently, and critically. And also we have to accept our friend’s ideas. 

In this program, there are only two male students. We are the minority. But you treat us equally with the others, especially when we discuss issues about working women, you appreciated our opinion from a man’s point of view. 

As a teacher you gave us materials which are challenging and made me feel that we are academic people. As an instructor, you instructed us what to do, what read and write. As a partner, you did not charge our mistakes when you read our writing, you just gave recommendation to make it better. As a mother, you motivated us. |
| Mugi | There is significant difference between this class and regular classes. In regular writing classes, we just write and express our ideas. In this class, we have to think and we have to be responsible for what we are writing. And that makes us think critically before we write something. |
| Homsi | The class is more informal than the usual class. For example, in answering questions, you give the same chances to every student. In regular classes, the lecturer usually points us. The lecturer also some times played a different role, as a teacher when she gave us theories; as a sister, she gives us advice and shares her experience. |
| Eli | In Reading 4 the lecturer mentioned something about critical thinking. But she did not teach us anything about it. So, it is the first time I really explore what is critical thinking, that we should see something from different points of view, when we say or write something, there should be evidence and facts to support it. 

I think my knowledge on certain issue that are discussed in this program is much better |

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than before. Before I did not attend this program I knew about capital punishment was only this far, but after we explored it I could hear other participant’s opinions about it so that I could increase my knowledge about the issue. About working women, some of us agree with it and the others did not. I can only know the reasons for why they agree and why they don’t.

Central Theme 3: The Development Students Thought They Gained in terms of Writing (a Discussion Genre) as well as CT and CL

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Comments (Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eli</td>
<td>It is the first time I have really explored critical thinking, that we should see something from different points of view, when we say or write something, there should be evidence or facts to support it. My knowledge about the issues discussed in this program have also developed. For example, about capital punishment, previously I knew this far, then I gained a lot of new information that I did not know before. About working women, I know that some agree and some don’t and I can also understand why they agree and why they don’t.</td>
</tr>
<tr>
<td>All</td>
<td>We can examine a text critically, by seeing the position of the writer regarding the issue, the purpose of the writing, who is the writer, to whom, the time, the social circumstances where the text is written, and why the writer wrote that text that way.</td>
</tr>
<tr>
<td>Muda</td>
<td>By attending this program we could have wider knowledge, for example, about the Miss Universe Contest. We could view the issue from the contest participants, the country of the participants, the moral values. It enabled me to have a wider social awareness in examining the issue.</td>
</tr>
<tr>
<td>Candra</td>
<td>Before learning about critical thinking, I usually see an issue based on one point of view, which is my point of view. I did not care about what everybody else said. But now, I appreciate other people’s opinions, I think about why someone says, or agrees, or opposes something. I try to learn to consider a matter based on several points of view.</td>
</tr>
<tr>
<td>Ira</td>
<td>Before I joined this program, I just took something for granted. I did not want to know the fact behind some statement. But now I want to know the reasons behind some statement. Critical thinking is important.</td>
</tr>
</tbody>
</table>

Central Theme 4: Suggestions on Improvements of the Teaching Program

<table>
<thead>
<tr>
<th>Student</th>
<th>Students’ Comments (Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ina</td>
<td>About the topic, I don’t like the topic of capital punishment because capital punishment made somebody die. The process of writing this topic was very long for me. Capital punishment is remarked in Islam. When somebody commits murder, that person has to be punished. But in this case, I have to see it from different point of view like democracy, human rights, etc. I still believe that capital punishment is a must, so I don’t like it.</td>
</tr>
<tr>
<td>Cinta</td>
<td>I think in the first meeting it is better that for us to make a “working contract” on what we are going to discuss, and all activities done should stick to the contract. The agreement should be made at the beginning of the program. About the teaching of critical thinking and background knowledge, critical thinking and knowledge should be in balance, coming together, as they are both important and we have to have both.</td>
</tr>
<tr>
<td>Ari</td>
<td>We should have more male students, and we can do activities out side the class. I think it would also be better if we are challenged to use other medias in writing, using technology, such as computer. You can ask us to put charts or pictures in our writing so that we can be more creative.</td>
</tr>
<tr>
<td>All</td>
<td>The materials are too many. This has made us lazy to find other materials. We just read all materials you gave me.</td>
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<td></td>
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</table>
| **Eli** | It would be better if this program was conducted during holiday time, so we don’t have to think of other classes. Sometimes, in one day, we have so many assignments, including the assignments from this program. So, it sometimes made me feel stressed. If the program was conducted during holiday, we would have been more excited to read the materials you gave us because that would have been the only task that we have to do.  
   Regarding which should be taught first, critical thinking or background knowledge, I think if we want to be critical, we have to have background knowledge about something. Because we can’t judge an issue from different points of view if we don’t know anything about it. So, I think when we want to think critically, we have to first have wider knowledge about something. For example, about capital punishment, there are for and against arguments. We have to know the reasons why someone is for or against the issue before we decide our position. |
| **All** | The joint construction is time consuming. We should make the joint construction shorter and more efficient.  
   What I don’t like from the joint construction is domination in terms of the ideas that will be written. That’s injustice (Candra).  
   And in the joint construction when we have an idea, we want our ideas to be accepted by others. When they judge our opinions wrong, it is discouraging, our freedom is limited. We can’t express our ideas freely (Wati).  
   In the joint construction we some times rely on someone to construct the composition. We rely only on someone who has read the materials (Eli). |
| **Riya** | Critical thinking should be taught first. Critical thinking is more important that knowledge itself. By knowing critical thinking, we can explore the knowledge better than before we know critical thinking. If we know knowledge without understanding critical thinking, we will just take the knowledge as it is. We will never think about what’s behind it, what makes it happen, etc that relate to the knowledge. So, I think critical thinking should be taught first. |
| **Ira** | I think critical thinking encourages students to learn and read more. So, it improves knowledge as well. |
| **Wati** | When we are taught critical thinking first, we are encouraged to try to find as much knowledge as possible. So, in my opinion, critical thinking should come first because that’s the basic skills for students to get more knowledge. |
Appendix 18.4: Questions and Condensed Version of Data from Second Stage Focus Group

- **Questions:**

1. Do you still remember what you learned in the teaching program? And do you find any values of your learning in the program in your current learning?
2. From the text written in the diagnostic writing and independent construction given to you, what development do you think that the writer has gained?
3. What do you think the challenges you will find if you apply your learning in the program in your own teaching later?

- **Condensed Version of Data from Second Stage Focus Group:**

**Central Theme 1: What Students' Remembered They Learned from the Teaching Program:**

<table>
<thead>
<tr>
<th>Students</th>
<th>Students’ Comments (Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>In terms of critical thinking: How to write a discussion, how to make a text coherent, how to learn to read a lot, how to convey accurate data to support our own ideas, quoting, paraphrasing, exploring texts.</td>
</tr>
<tr>
<td>Wati</td>
<td>How to read a text critically. We explore to whom it is addressed, who is the writer, what is the background for this information. What we learned in the program is useful and can be applied in subjects we enroll, especially Extensive Reading, when critical reading is included. In critical reading we can identify what is the purpose of the writer, why did the writer write this, to whom. The most important experience that we gained by attending the program is that we can use references in our writing (How we should use references in our writing to support our statement or arguments. This is what other students have not gained. Therefore all students who attended the program got A in writing VI subject, because we know how to write a discussion genre, to use some expressions appropriate to the genre, how to write in an appropriate and accurate logical order. What I learnt is that guidance, especially on how to construct a text, in line with the genre, and what expressions that can be used in constructing the text is very important. But the problem is that the class should be small, the students should read a lot, and the materials should be available.</td>
</tr>
<tr>
<td>Riya</td>
<td>After attending the class, when I read a text, I ask, what if she puts their arguments in a different way, we don’t swallow is as it is. We learn that there are multiple perspectives, especially now in extensive reading, when we have to look at the fors and cons, we are forced to take a stance, we are able to find relevant sources.</td>
</tr>
<tr>
<td>Ira</td>
<td>We have to always mention the source-the relevance of the text, I also try to avoid using absolute terms or expressions. You gave us guidance, clear guidance that enabled us to write a good text.</td>
</tr>
<tr>
<td>Cinta</td>
<td>I feel more confident now if some lecturers ask me to write an essay.</td>
</tr>
<tr>
<td>Nia</td>
<td>What is good is that you gave us the materials. That’s a significant difference between your program and others. It is very good that you gave us examples of the materials. The teachers do not need to give us all, but give us an example of the materials that we can read to enrich our knowledge about the topic. We find it difficult to get good materials because we do not know whether the materials are good or not. Especially if the materials are from the internet. I find that my writing ability has jumped. It has improved a lot. I can see it</td>
</tr>
</tbody>
</table>
from my ability now and before attending the program. Because I know that before writing we need to know the topic, now I always try to read before I write.

<table>
<thead>
<tr>
<th>Students</th>
<th>Students’ Comments (Responses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>The most obvious development can be seen from the length of the text.</td>
</tr>
<tr>
<td>Nia</td>
<td>Oh, …from the difference in the length of the texts, I can see that the development or improvement is a lot.</td>
</tr>
<tr>
<td>Ira</td>
<td>I can see the improvements from the use of references, which we obtained from the materials given in the program and also guidance.</td>
</tr>
<tr>
<td>Wati</td>
<td>It is obvious is that I try to give evidence to my arguments. While in the first text, I didn’t. This is because I did not know well about the topic, and may be because I wrote is in one sitting.</td>
</tr>
<tr>
<td>Candra</td>
<td>The development in the independent writing is also because we did this writing in several sessions. This is what I would like to implement when I teach writing later on. Letting the student to go through the process of writing enables them to create a good product. With the materials I got, I could also provide several arguments about the topic and give evidence and facts to my arguments.</td>
</tr>
</tbody>
</table>

Central Theme 2: The Development Students’ Could See from the Prompts of Diagnostic Text, Conducted Prior To The Teaching Program and Independent Construction Text at the End of the Program

Central Theme 3: The Challenges Students Thought They May Find in Applying Their Learning in Their Own Teaching in the Future

Riya | In this program, there was a lot of flexibility, but when we teach later, especially when we teach at school, I have to follow the syllabus released by the government and I have to think of the materials that should be taught for the examination or tests given by the government. Moreover, this class was also small, while regular classes at school are very big. I think I will find difficulty in correcting students’ work and discussing with each student as you did in the program. If I teach in a private course, I am sure, this program will be very beneficial and effective. If I teach in a big class, I am not sure how I can apply it and whether the result will be very good.
<table>
<thead>
<tr>
<th>Name</th>
<th>Statement</th>
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<tbody>
<tr>
<td>Citra</td>
<td>I think it will be difficult for me later to teach critical reading to students’ whose English competence is still low. When I visited some schools and talked to the students, seeing their work, and their reading ability, there were still a lot of students who could not read some English word, even the words, such as “white”.</td>
</tr>
<tr>
<td>Nuri</td>
<td>I think I will also find it difficult to ask students to read a lot of materials as we did in this program. Because we also initially felt it difficult to read a lot of materials for our writing. The students’ who come from a family in which reading is not their culture will probably find it difficult.</td>
</tr>
<tr>
<td>Nia</td>
<td>The materials for reading are also difficult to get. We can’t rely on the internet, it is very expensive.</td>
</tr>
</tbody>
</table>
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Emilia, Emi

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