AN ANALYSIS OF STUDENTS' NARRATIVE WRITINGS USING THE SYSTEMIC FUNCTIONAL GRAMMAR

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING MA-ELT

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I certify that all the materials in this study which are not my own work have been identified and acknowledged, and that no materials are included for which a degree has already been conferred upon me.

..........................
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Supinda Sangworakittiwut
Date:.................
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ABSTRACT

This research used Systemic Functional Grammar by Halliday (1994) to investigate students’ strengths and weaknesses in terms of genre writing, like Narrative. The populations of this study were taken from two different schools, situated in Bangkok and Southern, Thailand areas where students were asked to write a narrative text based on the picture given to them. The three areas of SFG were investigated, 1) the processes which tell what’s going on in the story. 2) The complex nominal groups which are focusing on N12 to N19, and 3) the thematic development of the text.

The analysis found that the students from Bangkok had greater ability to write the texts using higher numbers of material, relational, existential, and mental while the texts produced by students from Southern part were weaker in terms of variation of the processes. The findings of how students employed complex nominal groups, indicated that both areas missed N13, N15, and N16. The Bangkok group, however, had greater ability to employ N12, N14, N17, N18, and N19. Additionally, students who were under studied had both problems with tenses.

With regards to the narrative text structures, the students from Southern had better understanding of the narrative structure than students from Bangkok.

The thematic development of the students’ writings from both schools were quite satisfying in terms of the marked topical themes used to mark the time. However, most of the students had limited knowledge about how to use the complex nominal groups, the complex clauses to develop their themes in order to produce a more interesting narrative text.

As students are still lacking different linguistic knowledge, thus teaching the students how to create long nominal groups and how to apply different processes in various contexts can be very helpful. Using SFG’s curriculum cycle perhaps is a better way to let students start a writing course with more practical ways of learning.
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Chapter I
Introduction

1.1 Introduction

Different societies differ in a great way; therefore, it can be logical that they identify things differently. People tend to use language, interpret meaning and express themselves based on their experience, in other words, the way human beings see things can be different depending on one’s background, culture, education and environment or his/her geographical location. In Thailand for example, people differ in term of lifestyle, preferences, language, etc. The implication is, in English Language Teaching, teachers should take into account in knowing who their students are, where they come from, their different ways of learning and their pre-existing knowledge about the language.

The notion that students’ use of language reflects the society and community they live can be true; however, there is always this argument about, ‘how do we know?’ This question needs to be answered. Perhaps, by analyzing students’ writing from different parts of Thailand might give certain understanding whether the students’ cultural background identities and geographical locations reflect the language they produce in writing and learning as a whole.

The researcher aspires to be an English teacher in Thailand. Therefore, understanding how Thai students produce their texts might help to understand the problems they face in writing that may lead to effective ways to teach writing in the future. Additionally, this analysis can be beneficial for those who are considering teaching English to Thai students.

The texts are written by Grade 12th students from two schools situated in two different parts of Thailand, Bangkok and Southern. The analysis of the development of students’
writing will illustrate the strengths and weaknesses students may have; therefore, this study might be helpful to identify appropriate tools to help the students improve their writing.

In order to make this research possible, the analysis of the data is based on Systemic Functional Grammar (SFG) framework proposed by Halliday. The data are collected from grade 12th students from a school in Bangkok and another school in Southern, Thailand.

Thai secondary level students around the country are taught writing and perceived that they will be able to write academically to be equipped for further education. Some may have good command in English writing as they might have better experience and learning facilities. However, others might not be as lucky as they might lack better resources such as well-trained English teachers in the school, etc. Additionally, different schools have different policies to choose materials, teachers, and teaching resources.

The population is composed of students from two schools mentioned. Students are required to write a Narrative text of about 250 words. The task is given in English class and students are given 50 minutes to produce the text. The research result might help to identify whether students are aware of the genre of the text (narrative) they produced and their ability to use various linguistic choices that can be influenced by their social background.

This research may enlighten teachers how students’ background and identities influence their writing strengths and weaknesses. Therefore, it can be helpful to illuminate certain factors that affect students learning ability especially with regards to writing. Analyzing students’ writing might help to recognize the problems students encounter in writing. So, this study will be able to underline such factors and find certain explanation that may lead an effective way to teach writing. Additionally, this study can be beneficial for those who have no background about Thai students’ writing, but planning to teach English in Thailand.
1.2 Theoretical Background

Recently, there are several researchers who have placed their interests on investigating students’ writings in varieties of aspects, specifically, the cohesion of texts based on theory of Halliday i.e. *An analysis of Coherence in Thai Students Senior Year at Assumption University* (Suthatsanee, 2010), Zhong, (2011) conducted *The Analysis of Theme/Rheme, Lexical Cohesion and Clausal Cohesion in Thai Students’ Writing*. Yang (2007) conducted the *Discourse Analysis of Students’ Written Texts Using Systemic Functional Grammar Framework*. Yang focused her study on Chinese students’ writings of Discussion and Recount essays. However, some other text-types received little concern in her research. Although, the finding of Yang’s research may somewhat be useful for the researchers of this field, but if it is to be applied in Thai contexts, especially, in the Southern part, the teaching implication might be different. Therefore, this study is conducted by looking at the writings of Thai students in two different geographical areas namely Bangkok and Southern, Thailand by exploring the genre of Narrative. The reason why genre-based writing is implemented in this study can be supported by Chuenchaichon (2015). He recommended that with the coming of AEC in 2015, English writing is necessary for communication among the members of Asian community. Genre-based writing instruction is the salient area for future research in Thailand since 2010.

*Systemic Functional Grammar (SFG)* framework by Halliday (1994) is used for the analysis of this study. Language used in a given context seems to be not fully utilized in teaching of English in Thailand especially in writing as the focus is normally of a sentence but not the context of situation. Significantly, knowing the contexts enables language users to apply their language appropriately. This notion can be supported by Malinowski (1923). He realized that context of situation and context of culture influenced how people used language.
Therefore, to apply the foundation of SFG in students’ genre writing in particular, Narrative, perhaps can be useful and practical in Thai schools.

Although this is a small scale study, the hope is to use a detailed analysis to help teachers find more effective pedagogies to teach writing.

1.3 Rationale of the Study

Writing is one of the most challenging skills for EFL students as a mode for communication, where the interlocutors cannot use other non-verbal devices to interpret meaning as much as in spoken form. Therefore, whether or not a written text produced can achieve its purpose, depends on the writing skills of the writer.

Students, as successful writers of the text, need to convey the message from their mind to be able to construct the text logically and consider the organization of text in a systematic way. Once students are able to understand how the words are organized, the next question to be raised is whether they are able to produce a meaningful text. In other words, students may be able to construct perfect sentences, but when they are asked to create a text which goes beyond the sentence level, some may experience difficulties and therefore they may regard writing task as a burden.

This notion leads to the need of the researcher to try and find out the significant linguistic features as well as the text structures in students’ writing. Narrative is chosen to be analyzed because this can be a difficult genre to be produced. Based on Foley (2011a), the text structures of narrative are orientation, complication, resolution, and coda. However, students sometimes are confused between ‘recount’ and ‘narrative’ given to its slightest differences, recount has no complication. In addition, looking at students’ writings based on the picture as the stimuli is useful. According to Gardner (1983) visual stimuli or picture
enables students to move from visual to the verbal and vice-versa. The given picture can stimulate students to imagine and freely state their imagination through writing. Hence, the students’ writings based on the given picture may illustrate if students understand the differences in terms of text structures between narrative and recount. Moreover, through narrative, students can use different linguistic features to create an interesting text based on how they see the world around them. This enables the researcher to investigate the usage of students’ linguistic features in the production of the narrative text.

According to Derewianka (1990), a narrative is produced through the imitation of the real world made up of people, places, objects, animal, etc. These are the ‘participants’ which can be realized by simple or complex nominal groups. It also involved the events and happenings and the doing or the so-called ‘processes’. Narrative, therefore, can be considered as a challenge for L2 students as it requires the writer to have wide range of knowledge of the organization of text and the usage of different linguistic features to enrich and make the text interesting to the readers.

Furthermore, focusing on the usage of nominal groups to describe participants in the narrative enables the researcher to find how students develop their themes in a text. According to Halliday (1994); Xia (2005), theme is the departure point of the message which implies the whole concern of the clauses and eventually the whole text. Arunsirot (2013) based her theme-rheme analysis on Halliday’s theory which divided themes into three different kinds namely, ideational, interpersonal and textual themes. Her research revealed five problems of the themes found from her data analysis and after that she suggested ways to help the students develop their texts. From Arunsirot’s findings, one major problem was found: the problem of overusage of constant progression, in other words, students repeatedly uses the same theme in many clauses. This is related to the researcher’s aim which intends to find whether or not students at the secondary level (grade 12th) are able to vary the themes by employing complex nominal groups functioning as topical themes in texts.
Through the *Narrative*, the students might be able to recognize the importance of complex nominal groups, adverbial groups or prepositional phrases in terms of description as it gives an interesting narrative which helps the readers see a clear picture of the story.

### 1.4 Significance of the Study

This study can help students and teachers to understand the differences between traditional grammar and *Systemic Functional Grammar*. In the past, grammar taught in schools was strictly governed by structures and rules at the word and sentence levels. There is little attention given to the text level (highest level) and its meaning as a whole. As learning are both focusing on form and structure of the text, *SFG* can be a useful teaching approach. An appropriate application of forms and structures should be utilized accordingly in order to convey the meaningful text.

*SFG* is essential to scaffold students’ learning ability especially when it comes to writing. Helping students to structure their ideas using *SFG* theory can be a good starting point as it emphasis to both grammatical and semantics level. In other words, it helps students to understand the text and language usage to achieve the purpose of writing. This means being able to produce a text based on a context of the situation. Furthermore, *SFG* enables teachers to identify students’ strengths and weaknesses in terms of writing that may lead to help students write better.

Furthermore, this study might give significant contributions to both teachers and students in English language teaching and learning in terms of writing, particularly in Thai context where English is a second language and help to improve the teaching of writing for Thai students in a practical way.
1.5 Objectives of the Study

The objectives of this research are;

1) to identify the linguistic features used by students from Bangkok and Southern, Thailand in writing Narrative genre in order to find out how they apply their language knowledge into the production of narrative text.

2) to identify the thematic development of students’ writings, exclusively in terms of the usage of complex nominal groups as themes in order to tackle the possibility of the common problem regarding the overusage of the same nominal groups as themes.

1.6 Research Questions

1. What are the linguistic features used by students from Bangkok and Southern, Thailand in writing Narrative genres?

2. What are the thematic developments in terms of Systemic Functional Grammar illustrated in students’ writings?

1.7 Definition of Terms

1. Clause: “A part of a sentence which contains a subject and a verb, usually joined to the rest of a sentence by a conjunction. (Cited in Swan, 2005).

2. Complex Nominal Groups refer to long nominal groups ranging from N12 –N19.

3. Conjunction/Conjunctive: A word which can be used to join clauses together (Cited in Swan, 2005). In this study ‘conjunction’ and ‘conjunctive’ are treated as equal.

4. Genre: Genre refers to the text-types which are typically found in school setting (Foley, 2011a).
5. **Participant**: Participant refers to human being described in the narrative text. In this study this term is interchangeably used with the term ‘Actor’.

6. **Processes**: Processes used to describe the actings, thinkings, sayings, sensings, existings, and behaving of the actors (Halliday 1994, Xia 2005).

7. **Linguistic Features**: Linguistic features, linguistic choices, and linguistic resources are interchangeably used to refer to the lexico-grammatical resources, words and grammar choices, used in the text, (Thompson, 2009).

8. **Narrative** is a recount with a twist (complication). The basic purpose is to entertain and perhaps to nourish and entertain the reader’s imagination, Derewianka (1990).

10. **Text**: “Text is a semantic unit: a unit not of form but of meaning. It is a harmonious collection of meanings appropriate to its context” (Halliday & Hassan 1976:2).

11. **Text Features**: The generic structures of the particular text type (Foley 2011a).

12. **Theme-Rheme**: The theme is an element which is part of the clause. It is the starting-point of the message; theme is the ground from which the clause is taking off. This is a part of meaning of any clause lies in which element is chosen as its theme (Halliday, 1994; Xia, 2005).

13. **Structure/Feature**: Structure refers to the way in which pieces of language in use contains certain structural elements appropriate to the purpose and context (Halliday & Hassan 1976).

1.8 **Organization of the Study**

This thesis is composed of five chapters. These are summarized as follows:

Chapter I: General background, rationale, objectives, research questions and the terminology used throughout the study are presented.
Chapter II: Related theories supporting the development of this research are discussed such as discourse, discourse analysis, writing, *Systemic Functional Grammar*, Social Constructivist Theory by Vygotsky, the genre theory, and Teaching and Learning Cycle based on genre pedagogy. These aforementioned theories are applied in the research.

Chapter III: This chapter describes the background information of the subjects involved, the procedure for data collection and the method of data analysis after restating the research questions.

Chapter IV: Forty collected written texts are analyzed and interpreted based on the methodology in Chapter III. After the analysis of the data, the research questions are answered.

Chapter V: Summary of the major findings, the pedagogical implication for teaching writing in classroom, the limitation of the study, and the recommendation for future research are finally described.

1.9 Summary

This chapter has provided general background, rationale, objectives, research questions, the terminology used throughout the research, and the organization of the study. The researcher’s focus in this study is on the students’ writings, *Narrative* genre. The literature review and methodology related to this research are discussed in the following chapters.
Chapter II

Literature Review

2.1 Introduction

The major concern of this study is on students’ writings. The rooted theories would be helpful to describe the reasons why writing should be investigated using Systemic Functional Grammar as a framework. This chapter presents the theoretical background of the study and the social constructivist approach of learning.

2.2 Discourse Analysis

Zhong (2011) described the definition of discourse in her research study cited in Mills (2004:1) that

The term ‘discourse’ has become common currency in a variety of disciplines including critical theory, sociology, linguistics, philosophy, social psychology and many other fields, so much so that it is frequently left undefined, as if its usage was simply common knowledge.

Additionally, Zhong (2011) briefly stated that ‘discourse’ has a wide range of possible significant in both literary and cultural theory. As Mills (2004:7) stated,

With the usage and development of the term of discourse influences the way language is viewed, rather than viewing it as simply expressive, as transparent, as vehicle of communication, and as a form of representation. Theorists saw language as a system with its own rules and constraints and with its own determining effect on the way that individuals think and express themselves.

This description can be useful to this particular research as it places the main focus on the system of English language, particularly in a written form. The intention is also to see how individuals think and express themselves through the language usage.
According to Halliday, 1994; Xia 2005, in language studies, there are two main distinct types of language as possible objects for study. The first one is about the rules or how the convention of language works and the second one is about ‘language in use’, for communication purpose. In the latter, the rules of making correct sentences are not the major concern. In other words, the correct or incorrect sentences are not the highest aim of the study. What important is whether or not the production of language makes sense to those who receive it and recognize it as coherent; Cook (1989) called this as ‘discourse’. According to Cook, to identify the stretch of language as a discourse, it needs to be meaningful to the receivers, which is usually perceived as coherent by groups (social) rather than individual.

Georgakopoulou and Goutsos (2004) stated that the term ‘discourse’ refers to the ongoing use of texts in their communicative environments, in other words, in their context. ‘Text’ and ‘Discourse’, in some cases, have been treated as synonyms while in other case, ‘discourse’ is applied to units of spoken and ‘text’ is as written. Either spoken or written text, both are the basic means of communication. For Georgakopoulou and Goutsos, discourse is an embracing term for either spoken or written communication beyond the sentence. It comprises both text (spoken or written) and context. Therefore, in this study, a ‘text’ is regarded as discourse.

2.3 Discourse Analysis

McCarthy (1991:5) stated that “Discourse analysis is concerned with the study of the relationship between language and the contexts of its used.” In other words, the use of language is different according to the situation. This implies that language and culture are inseparable. The use of language reflects the society in which it is derived in and vice versa. It does not stand alone as a micro bit of lexis putting together, but to be understood, it needs context which will lead to achieve the meaning.
In addition, written texts to be analyzed in this study refer to the definition proposed by Halliday and Hasan, (1976:2). “It is a SEMANTIC unit: a unit not of form but of meaning is called a text. It is related to clause or sentence not by size but by REALIZATION, the coding of one symbolic system in another. A text does not consist of sentences; it is realized by, or encoded in sentences.” This means that putting sentences together might not form a meaningful text if the meaning could not be realized through the sentences or clauses used.

Halliday’s functional approach to language influenced several discourse analyses conducted in different contexts around the world such as, *A systemic functional analysis of linguistic choices of representation in news texts* (Viscido, 2014). The contexts were in Russia and Europe. Viscido observed linguistic choices through the *Systemic Functional Linguistic* analysis articles from newspapers that cover the adoption ban signed by President Putin in 2012, *The Study of English Tense within the Framework of SFG* (Li, 2008) conducted in China, looking at Chinese students’ writing skill, *An Analysis of Textual Metafunction in Thai EFL Students’ Writing* conducted by Arunirot (2013), analysing Thai students’ writings, exclusively on theme selections and thematic progression patterns. Through discourse analyses mentioned, the researchers could reach their findings and recommend possible pedagogical implications according to the research contexts.

Several researchers in linguistic field based their studies on Halliday’s *Systemic Functional Grammar* theory which provides the new way of evaluating and looking at grammar emphasizing not on the form but the function. In other words, the theory is a tool to understand the language in use and how it works. The new role of grammar in making meaning in either spoken or written discourse proposed by Halliday inspires the researcher’s attention to conduct the written texts analysis (discourse analysis) produced by Thai students in order to find out how students use their language knowledge in a set context. Hence, it may be reasonable to base this research on Halliday’s *SFG* framework.
2.4 Writing and the Systemic Functional Grammar (SFG)

2.4.1 The Importance of Writing

Watcharapunyawong and Usaha (2013) stated that “writing has been found to be the most difficult English skill for EFL (English as a Foreign Language) learners to master, especially in Thai universities where English is taught as a compulsory subject.” Despite the fact that writing is difficult for L2 learners, Chuenchaichon (2015) mentioned, numbers of linguists or scholars such as Cumming, 1995; Hyland, 2003; Kroll, 2003; Matsuda, 2003; Silva and Matsuda, 2001 claimed that writing is one of the most important skills in learning English. Thus, it is unavoidable for EFL learners to learn how to write and be able to write successfully according to the writing purpose.

Elashri and Ibrahim (2013) gave important descriptions regarding writing, mentioning that the writer can explore his/her ideas and thoughts and make them concrete and visible to the readers of the text. It also improves thinking and learning of the writer. Once the thought is written down, it can be revised, changed, and rearranged. Moreover, Elashri and Ibrahim (2013) supported Clay’s (1983) statement that writing is significant for a number of reasons. Firstly, writing is more than the transcription of speech. Although the way the students normally first learn to write may be by being able to say first before writing down, but later students discover that the two modes are significantly different. Secondly, writing is another communication mode that students shall master and understand, especially the relationship between speech and written texts. Thirdly, writing helps the writer to develop his/her understanding of the subject/topic being written. This notion leads to the development of abstract thinking students may gain when they write.
2.4.2 Systemic Functional Grammar (SFG)

The framework used to analyze the writing or written discourse in this study is Systemic Functional Grammar, developed by Halliday in 1960s. His theory was built especially upon the ideas of his tutor, J.R. Firth. SFG has its outstanding characteristics which are different from other approaches. Instead of focusing on ‘syntagmatic’, how linguistic items may be combined with another items in a correct structure, SFG shifts its interest to how the speaker/writer uses the choices at any particular point in an utterance. Therefore, the view on grammatical structure has been changed and seen as the outcomes of choices from the available resources, in other words, structures ‘realizes’ choices. A linguistic form has meaning by virtue of other possible forms that may have been chosen, this is called ‘systemic grammar’. SFG prioritizes its focus on function rather than form. It is designed to map the relationships between meaning and structure in a consistent way. Thus, this is a ‘functional grammar’ (Thompson, 2009).

Additionally, Thompson (2009) mentioned (Halliday 1975; Halliday & Hasan 1985; Hasan 1978; martin 1992), SFG is a way to describe lexical and grammatical choices from the system of wording to see how language is being used in a given context. This framework provides explicit links between social context (context of culture and context of situation, meaning, words and grammar [lexico-grammar] and text. Halliday considers language as a resource for making meaning for a particular purpose. Different lexico-grammar being used is varied according to the context.

Furthermore, Foley (2011a) explained in his book that the common patterns of the words and the structure of the language belong to the same register, and within register three characteristics are identified: the field refers to what being talked about; the tenor refers to who are being involved in the communication and the relationship between them; and the
**mode** refers to the channel, written or spoken. These characteristics relate to functions of language developed by Halliday (1994) called metafunctions (See table 2.1). They are the **Experiential Metafunction**, language is used to represent experience; The **Interpersonal Metafunction**, language is used to encode interaction, and the **Textual Metafunction**, where language is used to organize experiential and interpersonal meanings into a coherent whole.

**Table 2.1: Context, Metafunction and Language Choices**

<table>
<thead>
<tr>
<th>Context of Situation</th>
<th>Metafunction</th>
<th>Lexico-grammatical resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field (What is going on)</td>
<td>Experiential meanings</td>
<td>Transitivity System Participants [nominal groups]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Processes [verbal processes]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ((circumstances)) [adverbials]</td>
</tr>
<tr>
<td>Tenor (Who is taking part)</td>
<td>Interpersonal meanings</td>
<td>Mood system: declarative, interrogative, imperative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modality: degrees of obligation, inclination, probability, usuality</td>
</tr>
<tr>
<td>Mode (How is language used)</td>
<td>Textual meanings</td>
<td>Theme/Rheme Clause structure [compound/complex]</td>
</tr>
</tbody>
</table>

Information in table 2.1 is the basis for the application of genre theory in a school context.

This study uses this model as a framework in analyzing students’ writing.

Before going any further, some differentiations between traditional grammar and **SFG** should be made clearly as follows.

**Table 2.2: The differences between Traditional Grammar and Systemic Functional Grammar**

<table>
<thead>
<tr>
<th>Definition of grammar</th>
<th>Traditional Grammar</th>
<th>Systemic Functional Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>mainly concerned with syntax (+ some morphology)</td>
<td>'lexicogrammar’ – no distinction between lexis and grammar. Both are meaning-creating.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differences in terminology (some examples)</th>
<th>Traditional Grammar</th>
<th>Systemic Functional Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb / Predicator</td>
<td>Finite + Predicator</td>
<td></td>
</tr>
<tr>
<td>direct object / indirect object /</td>
<td>Complement adjunct (circumstantial / modal /</td>
<td></td>
</tr>
</tbody>
</table>
Coffin, Donohue and North (2009) referred to how the speech therapist assessed a patient’s language ability to represent what is going on by setting a picture description task to describe. In doing so, the problems in producing clear and effective representation of the world were identified and therefore, they could find the proper way to help their patient. Not only restricted to the case of brain injured patient, second language learners may also have limited controlled over the linguistic resources for representing the world around them effectively. Transitivity Analysis in SFG can be used as a tool to identify some difficulty in producing clear and effective description genre. Based on this, the picture based writing task in this research is given to the students in order to find out their ability to represent the world around them. The components of language that function to represent ‘who does what, to whom, where, when, and how’ are those mentioned in table 2.1 namely, participants, who or what is involved in the events or situation (the knowledge of nominal groups); processes are the action or event or relationship presented in the clause; and circumstances, the information given about the situation surrounding the process.

Coffin, Donohue and North (2009) mentioned that in many ways, the most important component of the clause is process as it is the hub between other information. Without processes, there is little sense of what is going on. Additionally, most processes require at least one participant if something is to occur. Therefore, participants are as well important.
Circumstances, on the other hand, may not be required but the use of it indicates the ability to command the language as it contributes the overall framing of the events described.

Thus, participants, processes, and circumstances are the key components to look at in order to find out the problems in students’ writing, including the strengths and the weaknesses they may have in producing the descriptive text.

In the creation of different ‘angle of the world’, Coffin, Donohue and North (2009) showed the first four types of process which may be used in description. Additionally, Foley (2011a) mentioned two more processes, namely, ‘verbal’ and ‘mental’. The table 2.3 below shows all six process types typically found in Narrative or description.

**Table 2.3: Processes**

<table>
<thead>
<tr>
<th>Process Type</th>
<th>Central Participant</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Material (action, doing)</td>
<td>agent, affected</td>
<td>The books hit the man.</td>
</tr>
<tr>
<td>2. Behavioral (physiological,</td>
<td>bahaver</td>
<td>A man is sleeping.</td>
</tr>
<tr>
<td>psychological)</td>
<td>bahaver</td>
<td></td>
</tr>
<tr>
<td>3. Existential (there is, there are)</td>
<td>existent</td>
<td>There is a child.</td>
</tr>
<tr>
<td>4. Relational (having, being)</td>
<td>carrier</td>
<td>The music system is rather old.</td>
</tr>
<tr>
<td>5. Verbal</td>
<td>sayer</td>
<td>She said this to me.</td>
</tr>
<tr>
<td>6. Mental (thinking, feeling)</td>
<td>senser</td>
<td>She thought that it was wrong.</td>
</tr>
</tbody>
</table>

[Coffin, Donohue and North (2009); Foley (2011a)]
Although the material process is the major type found in the production of *Narrative*, but Derewianka (1990) mentioned that the characters in the *narrative* story are not normally created simply through the use of individual word or action (material) but an overall impression which embraced what the characters did, thought, said and felt.

Wang (2014) referred to Collin Cobuild English Grammar Dictionary (1990), a nominal group is also called a noun group or noun phrase. It is a group of words which acts as “the subject, complement, or object of a clause, or as the object of preposition.” The nominal groups describe people or the things that are being talked about. Additionally, Longman Dictionary of Language Teaching and Applied Linguistics (1992) refers to noun phrase as “a group of words with noun or pronoun as the main part (the HEAD).” “The noun phrase may consist of only one word or it may be long and complex.”

Foley (2011a) summarized that in tradition noun is one element of the word classes. It can be subdivided into common noun, proper noun, pronouns, etc. Some nouns can stand alone such as proper noun (Thailand), pronouns (She), but not all nouns can. For example, *computer* or *hard disk* should be modified in some ways by a determiner (the/a) or the numeral *one* when the word occurs in a singular form. However, uncountable nouns such as *bread* or *sugar* cannot be applied with the indefinite article (a/an). Not only a short modification like this can be done with nouns, sometimes nouns can even occur with more extensive modification, for instance, ‘*the latest laptop computer* or *the latest laptop computer* with an external 50 megabite hard drive that gives the power of a desktop computer.’ The HEAD word is the thing being described. In this case, the words that come before the HEAD word (computer) is called ‘premodifier’ and those that come after the HEAD are part of ‘postmodifier.’
So, the term ‘nominal group’ is used to cover both the single noun and the noun which has been modified in some ways.

Foley (2011a) explained that ‘premodifier’ are words that come before the HEAD word which involves one or more elements of Deitics [D], Numeratives [N], Epithets [E], and Classifiers [C].

They are normally arranged in a fixed order. The following example is given by Foley (2011a:55)

<table>
<thead>
<tr>
<th></th>
<th>first</th>
<th>little</th>
<th>baby</th>
<th>boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deitic</td>
<td>Numerative</td>
<td>Epithet</td>
<td>Classifier</td>
<td>HEAD/thing</td>
</tr>
</tbody>
</table>

Foley (2011a) further explained definitions and examples of each element as follows:

1. Deitics [D] point to the noun functioning as the ‘thing.’

   Deitics
   - Articles
     - e.g. a, an, the
   - Demonstratives
     - e.g. this, that, these, those
   - Possessives
     - e.g. my, her, their, my father’s

2. Numeratives [N] tell how many of the ‘things’ there are or in what order they occur.

   Numeratives
   - Cardinal Numbers
     - e.g. one, two, three, a thousand
   - Ordinal Numbers
     - e.g. first, second, third
   - Indications of quantity
     - e.g. lots of, many of, a few, some, every, all

   - For examples, young, red, dirty, exciting, disgusting, wonderful, and normally they are ‘gradable’ such as very young, every dirty, etc.

4. Classifiers [C] establish the ‘thing’ as a member of a class.

   Adjectives (often are ungradable)
   - e.g. Chinese, Thai, Vietnamese, public, financial
Although it is mentioned that nominal groups are ranked in order, however, Wang (2014) pointed out that not all constituents (elements) should necessarily be used in a nominal group. For example, “My beautiful English teacher”, Numerative is not shown up in this nominal group.

Nominal groups can also have a **postmodifier**, the first type of postmodifier is the prepositional phrase [pp+ng] which consists of a preposition followed by another nominal as in the following example:

<table>
<thead>
<tr>
<th>Nominal group</th>
<th>Postmodifier [pp + ng]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first little baby boy from Sri Lanka arrived this morning.</td>
<td></td>
</tr>
</tbody>
</table>

The second type can be finite and non-finite clauses as in the following examples:

<table>
<thead>
<tr>
<th>Postmodifier [non-finite]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man speaking now is the chairman.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Postmodifier [finite relative clause]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man who is speaking now is the chairman.</td>
</tr>
</tbody>
</table>

(A Adapted from Foley 2011a: 55-56)

Purposely, this research aims to analyze students’ ability to apply the nominal groups in their writings.

The summarized table of nominal groups taken from Foley (2011a) is useful for this research.

**Table 2.4: Categorization of Nominal Groups**

<table>
<thead>
<tr>
<th>Single Noun &amp; Noun with PreModifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 1</td>
</tr>
</tbody>
</table>
Narrative texts tend to be interesting if they are full with descriptive language. The writers who know how to employ nominal groups in their narrative are considered talented since it helps to create the images in the readers’ mind. Therefore, readers can see the picture through their reading. The focus of this study, however, is placed on the level where students in grade 12th can possibly reach, N 12 – N 19 (complex nominal groups) which is considered

(D-Deitics, N-Numerative, E-Epithet, C-Classifier and H- the Head noun)

| N 2 | With Premodifier | D+H | e.g. a gift (S20a), my friends (S2a) |
| N 3 | With Premodifier | N+H | e.g. some games (S4a) |
| N 4 | With Premodifier | E+H | e.g. new e-mail (S5a) |
| N 5 | With Premodifier | C+H | e.g. strawberry smoothie (S18b) |
| N 6 | With Premodifier | D+N+H | e.g. the first alley (S6b) |
| N 7 | With Premodifier | D+E+H | e.g. a big seal (S7b) |
| N 8 | With Premodifier | D+C+H | e.g. Clash’s music video (S15a) |
| N 9 | With Premodifier | N+E+H | e.g. many big leaves (S8c) |
| N 10 | With Premodifier | N+C+H | e.g. many water activities (S19c) |
| N 11 | With Premodifier | E+C+H | e.g. pink nail polish (S9b) |
| N 12 | With Premodifier | D+N+E+H | e.g. these three remote controls (S 14c) |
| N 13 | With Premodifier | D+N+C+H | e.g. the first pine tree (S2b) |
| N 14 | With Premodifier | D+E+C+H | e.g. the big sun glasses (S12c) |
| N 15 | With Premodifier | N+E+C+H | e.g. two closed circuit cameras (S6b) |
| N 16 | With Premodifier | D+N+E+C+H | e.g. This first little baby boy (Foley 2007:8) |

Noun with Postmodifier

| N 17 | With Postmodifier | Prepositional phrase (pp+ng) | e.g. the color [of the world] (S13a) |
| N 18 | With Postmodifier | Relative clause | e.g. my friend who stands next to Max calls me (S12c) |
| N 19 | With Postmodifier | Reduced relative clause | e.g. you just press the Talk button, located at the middle top. (S17c) |
the higher level. Based on this, the research will be able to find out if students are able to apply complex nominal groups in their productions of narrative writing.

Lastly, the concept of the thematic development in students’ writing can be referred to Wang (2014), she supported Foley (2011a) that thematic development of a text can be facilitated by the use of the variety of nominal groups which is, in fact, related to what this research is concerned. Theme is the starting point that the writer or the speaker is referring to. It gives the reader signals of how to follow the text. In English language, the first element of the clause is what the speakers or the writers use to indicate their theme while the rest is called Rheme.

There are three main types of theme: a) Topical Theme, is typically the subject of the declarative clause i.e. the first person pronoun ‘I’, personal pronouns ‘we’, ‘you’, and impersonal pronoun such as ‘it’ and ‘there’. Topical theme can also be a nominal group which consists of common or proper noun as HEAD and even nominalization. If it functions as the subject of the clause, it is a topical theme (unmarked). In a declarative clause, when any other element is the Theme it becomes marked theme. Usually it is an adverbial group i.e. suddenly, today, or a prepositional phrase i.e. at night, in the corner functioning as Adjunct in the clause. The nominal group that is not functioning as Subject is called a Complement which means it has a potential to be selected as Subject and considered as topical theme but it is not; therefore, it is foregrounded as the Marked Theme of the clause; b) Interpersonal Theme such as finite, mood, or comment adjunct comes before topical theme; c) Textual Theme such as conjunctions and, or, so is a signaler that enables the listener or the reader to follow the points easily.

The variety of nominal groups in theme helps the text becomes compact and precise. Using nominal groups in Theme position helps to organize the text better. Wang (2014) also
suggested that to help students improve their writing, start with nominal groups, particularly in Themes can be helpful.

### 2.5 Cohesion and the text

According to Halliday and Hasan 1976:10, “cohesion refers to the range of possibilities that exist for linking something with what has gone before.” As discussed previously, a clause consists of theme and rheme which create the message. The following paragraphs explain how the clauses or clause complexes are organized in order to form a meaningful text.

**Xia (2005)** mentioned that cohesion is identified in the three levels of coding (organization of language): meanings, forms, and modes of expressions as shown in the diagram below:

```
Meaning   (the semantic system)

Wording   (grammar and vocabulary)

‘Sounding’/’writing’ (the phonological and orthographic systems)
```

**Diagram 3.1: The stratal organization of cohesion**

According to Foley 2001a; Halliday and Hasan 1976; Xia 2005, there are 5 cohesive devices in English language: reference, substitution, ellipsis, conjunction, and lexical cohesion.

1. **Reference** is used to refer to something e.g. pronouns; comparatives; the definite article. For examples,

   *The man hit the baby. He was mad.*

   *Look at those students over there!*
2. **Substitution** means to substitute word choice used with another. For examples,

> The work had already been done, but nobody told him so. (Foley 2011a:159)

> It won’t happen again- at least I hope not. (Foley 2011a:159)

3. **Ellipsis** means to substitute the word choice with zero. For examples,

> There are two reasons for this unfortunate event. The first is... (Foley 2011a:159)

4. **Conjunctions** are used to link clauses and sentences together such as *and, but, because.*

   However, the links between paragraphs are needed for cohesion in a text, this is called *conjunctives* such as *next, then, finally, however,* etc.

5. **Lexical cohesion** is the lexical relation between words. For examples,

> I understand your concern over Saa’s lack of progress in English, but I believe there is no cause for anxiety. (Foley 2011a:159)

These devices give texture to a piece of discourse and thus helps to create the text as a unit. Foley (2011a) added that effective written texts hardly use cohesive devices that refer to the information outward, not available in the same text. The reason is that the writer and the reader may not share the same background, knowledge, environment, or context. Thus, the text produced have to be self-contained and the cohesion internal.

2.6 **Social Constructivist theory of Vygotsky**

Vygotsky, the Russian psychologist who proposed *The Social Constructivism Theory* is regarded as one of the important foundations of this research. His theory supported Halliday and Hymes’s understanding of language acquisition which focusses on communicative competence and meaning that the language users understand how to form the language and use the produced discourse (text) either spoken or written successfully in different contexts.
Although Vygotsky himself was a cognitivist as Piaget, but his belief about language learning was different because Piaget’s grounded thinking was that, learning was possible to be separated from its social context while Vygotsky believed differently. Although his theory was not intentionally brought up for language and linguistic reasons, but it was for learning any subjects in general. Moreover, it has greatly influenced a number of scholars. The relationship between language and thinking is his highest interest.

According to Vygotsky (1978), a number of his views may be beneficial in terms of teaching language in schools. The first view is that Vygotsky believed that knowledge, language and culture are inseparable. Culture is part of society’s framework of communication embedded in language. This conceptual knowledge that transmitted through language is social phenomena. Therefore, human thinking (cognitive structures) is socially constructed. In other words, human perception toward something depends largely on their social norm. This is the point where this can be differentiated from Piaget’s idea. Foley (2012) described Vygotsky’s view of learning as follows: Firstly, children construct knowledge. Teacher’s teaching can influence on what students produce. This could imply that there is the need for teacher to assist students by pointing out the things they need to adjust in their production of language. Secondly, social context cannot be separated from students’ development because it enhances their cognitive development. A context of culture and situation need to be considered with regards to learning. Accordingly, students are able to think and use language differently each time. Thirdly, language plays a central role in mental development. By using language to share, to communicate, to contact and to interact with others, human learns and acquires a mental process. Language is a mental tool for Vygotsky; it makes thinking more abstract. This could imply that through the learning of a new language, students may be able to acquire and exercise their abstract thinking.
The second view is that, learning is first and foremost a cultural development. In this case, it refers to the ways of thinking or doing shared among each other. In other words, learning leads to the particular ways of doing or thinking with regard to the subject. The significant view of Vygotsky presented in *Mind and Society* (1978), which should not be omitted, is about the level of actual development, what the learners already know and the level of potential development, what the learners can possibly achieve. Vygotsky called this *ZPD*, the “zone of proximal development”. This is where the learners reach a new knowledge by the teacher’s guidance or collaboration with others, in other words, where the learning takes place. The implication is that working with peers could help students use their actual knowledge to acquire new knowledge. Vygotsky (1978) pointed out that learning moves from social level (inter-psychological) to learner’s own mind (intra-psychological). Interaction between students and teacher or peers is important. They are the outside factors that influence learning.

Foley (2012) mentioned that Vygotsky believed that human’s actions and thoughts are controlled in three ways: (1) *Object-regulation* is controlled by things in the environment. Human beings observe their culture, ritual, ways of doing, tradition, or any practices around them and then internalize what they have experienced in their mind; (2) *other-regulation* is controlled by other people around them. This also refers to peers or teacher guidance and feedback which can help shape students thoughts and the way they produce and use the language; and (3) *self-regulation* is when individual decides what kinds of language should be used, when the particular language is used, where each different production of language considered appropriate, how the language should be produced in order to achieve the purpose, and why their production of language is needed. This self-regulation is achieved through the total acquisition of other two previous regulations mentioned.
This notion of moving from inter-psychological to intra-psychological through the three regulations mentioned above needs to have a tool to help. Language is one of the most crucial tools to achieve this. It is the semiotic system, the system of the signs. Therefore, either language learning or learning of other subjects requires language as a significant tool to acquire new knowledge.

Finally, the whole discussion leads to the significant of teaching writing to students. Vygotsky’s view can help to answer the question why writing should be taught in school. The development of abstract thinking can be done by learning through writing. Writing enables students to record their thoughts permanently using signs which require deeper thinking. In other words, students shall be able to think without the present of the object they are writing about. It also allows reflection upon meaning. Most importantly, it is the activity that helps to develop students’ learning of anything including learning of language. Therefore, investigating students’ writing is another way to find out the development of their abstract thinking as well as to observe the extent to which students could direct their written language relatively to its genre or purpose.

2.7 Genre Theory

After the discussion of the constructivist theory presented by Vygotsky, in this part the relationship between context and lexico-grammar from the view of social purpose is discussed.

According to Coffin, Donohue and North (2009), Michael Halliday, the founder of SFG focused on clause level grammar in relation to the text and its context. Coffin, Donohue and North (2009) also mentioned that many theorists had been interested in text level meaning, including the way the different texts are structured according to the writers’ social purposes. This could be said that social purpose affects the way the writers produce their text
both in terms of text structure, how it can be organized, and the lexico-grammatical patterns that can be used in different stages of the text. Text structure is important as it helps the writer to achieve the purpose in producing a particular text.

The term genre in SFG refers to the way in which text is constructed in recognizable ways according to the communicative goal and purposes, such as telling the instruction (procedure genre), telling a story (narrative genre).

Several approaches to teaching of writing rely on different genre theories. Swales (1990a:58) described genre as ‘communicative event that is categorized both by its communicative purpose and by various patterns of structure, style, content and intended audience’ which give high attention to formal characteristics of genres but less to functions of text and its social context. Kress and Threadgold (1988) suggested a model called ‘Social process model’ which focuses on developing a detailed analysis of the often hidden ideological effects and outcomes of texts with particular reference to multi-literacy (Foley 2011a:194). ‘New rhetoric model’ was then proposed by Bazerman (1988) and Miller (1984) focusing on situational context in which the genre occurs than on the form (Foley 2011a: 194). However, this study focuses on The Systemic Functional Model developed by Halliday (1985, 2004) Martin and Rothery (1980, 1981); Derewianka (1990) as it places the focus on textual feature with both social and cultural contexts in which the texts are produced. The model has bridged the divide between the process-product approaches, and it is a distinctive, detailed, lexico-grammatical analysis of the texts applied to classroom (Foley 2011a:194).

Foley (2011a:195-196) illustrated each of the main genres and its main structures used in school setting as the figure below.
The focus of this study is the genre of *narrative*. Hence, the implications can help to develop pedagogy for teaching writing in the classroom.

### Table 2.5: Genres and structures use in school settings

<table>
<thead>
<tr>
<th>Main Genres</th>
<th>Main Basic Generic Structures Used in School Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation/Comment</strong></td>
<td>Orientation (^)</td>
</tr>
<tr>
<td></td>
<td>Event</td>
</tr>
<tr>
<td></td>
<td>Description (^)</td>
</tr>
<tr>
<td></td>
<td>Comment (^)</td>
</tr>
<tr>
<td><strong>Recount</strong></td>
<td>Orientation (^)</td>
</tr>
<tr>
<td></td>
<td>Event (*)</td>
</tr>
<tr>
<td></td>
<td>Re-orientation (^)</td>
</tr>
<tr>
<td><strong>Narrative</strong></td>
<td>Orientation (^)</td>
</tr>
<tr>
<td></td>
<td>Complication (*)</td>
</tr>
<tr>
<td></td>
<td>Resolution (*)</td>
</tr>
<tr>
<td></td>
<td>Coda (^)</td>
</tr>
<tr>
<td><strong>Report</strong></td>
<td>General Classification,</td>
</tr>
<tr>
<td></td>
<td>Description --- parts [and their functions]</td>
</tr>
<tr>
<td></td>
<td>Qualities</td>
</tr>
<tr>
<td></td>
<td>Habits/behavior/uses</td>
</tr>
<tr>
<td></td>
<td>Not necessarily in this order</td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td>Goal</td>
</tr>
<tr>
<td></td>
<td>Steps (*)</td>
</tr>
<tr>
<td></td>
<td>Diagram (^)</td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td>General statement</td>
</tr>
<tr>
<td></td>
<td>Sequenced explanation (*)</td>
</tr>
<tr>
<td></td>
<td>Final state of being or thing produced</td>
</tr>
<tr>
<td><strong>Exposition</strong></td>
<td>Thesis</td>
</tr>
<tr>
<td></td>
<td>Position</td>
</tr>
<tr>
<td></td>
<td>Argument (*)</td>
</tr>
<tr>
<td></td>
<td>Elaboration</td>
</tr>
<tr>
<td></td>
<td>Reiteration of</td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td>Issue</td>
</tr>
<tr>
<td></td>
<td>Argument (*) ----for/against</td>
</tr>
<tr>
<td></td>
<td>Recommendation (^)</td>
</tr>
</tbody>
</table>
According to table 2.5, there are four stages of Narrative. The first stage is orientation which gives the introduction of the story. It introduces the characters, time, place and background details for readers. Although the orientation is not necessarily required but the use of it can make the text interesting. Orientation can capture the readers’ attention and help readers to decide whether they should continue reading or not. The second stage is complication which is a compulsory stage and is where the text can be different from a recount. Complication reveals the conflict or the turning point that happens in the story. In other words, it is the climax of the whole text. However, there can be more than one complication in a story. It depends on the writer’s own choice. The third stage is resolution and it cannot be omitted or else the readers may be confused or even raise the frustration to the reader. Resolution unfolds the declining part of the story. It helps the readers to answer the questions in mind and may reveal the solution to the reader. The last stage is the coda which can also be presented in order to give some morals or teachings to the readers. This also depends on the writer whether or not the coda is needed to be stated in the writing.

Derewianka (1990) also pointed out the language features used in different genres which are useful for this study. A socially acceptable Narrative may be identified with specific language features such as having specific participant; the names may be given to the characters in the story. The use of past tense is important as it shows the time of the story that happened before, and thus readers can easily follow the time frame. Action verbs (material process) are the main process used as they tell the readers what actually happened and occurred. Additionally, many other processes can be integrated in order to describe the actors’ feelings, ideas, or sayings. The use of linking words and the choice of descriptive language (nominal groups) are all significant to add up the flavor of the narrative. These theories and their applications will be the focus of this study in analyzing
students’ written texts in term of linguistic features used in the construct of meaning in the *Narrative* genre.

### 2.8 Teaching and Learning Cycle Based on Genre Pedagogy

Several researchers suggested the teaching implications based on ‘teaching and learning cycle’ taken from Vygotskian approach to learning. Foley (2013) conducted the study investigating the writings of freshmen students in a university in Thailand. After the analysis, he proposed the ‘teaching and learning’ procedures to help students improve their writings. Also, Changpueng and Wasanasomsith (2009) employed the ‘teaching and learning cycle’ as the given lesson to Thai engineering students in order to find out if the lesson helps students to write better. The findings were positive as students learned more about the text structures and linguistic resources used in conducting request e-mails. It was also found that students were satisfied with the lesson. Therefore, ‘teaching and learning cycle can be useful in this research as it aims to help students improve their writings, particularly in a *narrative* genre.

Changpueng and Wasanasomsith (2009), adopted the stages of teaching and learning cycle from Freeze (2002) shown in the figure below.

![Figure 2.1: Teaching and Learning Cycle](image-url)
Similarly, Derewianka (1990) and Foley (2011a) outlined the stages that teachers scaffold students to be able to produce a particular genre. The learning begins from object-regulation, other-regulation, then gradually moves to self-regulation according to Vygotsky’s theory (1978).

To simplify the above circle, explanations made by Foley (2011a) for each stage can be useful as follows:

1. *Developing the context*; the teacher introduces the selected genre to the students by helping them to explore the similar texts. Brainstorming, discussing about the topic of the text can be helpful to elicit the schemata or background knowledge of the students. The related vocabulary can be discussed in group work.

2. *Modeling and deconstructing the text*; the teacher and students investigate the text features and language features of the selected text. The reasons why certain language is used in a particular text; how is it related to field, tenor, and mode, and the purpose of the text are discussed in this stage.

3. *Joint construction of the text*; the teacher and students together produce a text, perhaps on the board for everyone to see. At this point, teacher can lead discussions regarding linguistic choices appropriate to the purpose of the text both in term of cultural and situational contexts. The way in which the text can be organized in a coherent whole can be raised in this stage. Proofreading and editing are taught in this stage.

4. *Independent construction of the text*; in this stage, the responsibility for production of a text is shifted to the students. The teacher stays on the sideline providing some supports when needed.

   According to Changpueng & Wasanasomsith (2009:62), Hyland (2007) stated that “the main purpose of the cycle is to ensure repeated opportunities for learners to engage in activities which require them to reflect on and critique their learning by developing understanding of texts.”
2.9 Summary

This chapter presents Social Constructivist Theory and Genre Theory that support the development of this research using Systemic Functional Grammar as its framework. These aforementioned theories are to be carried out and applied in the following chapter, Methodology.
Chapter III

Methodology

3.1 Introduction

This chapter describes the methodology of the study. It describes the background information of the subjects involved, the procedure for data collection and the method of data analysis after restating the research questions.

3.1.1 The Research Questions

The main research questions in this study are the following:

1. What are the linguistic features used by students from Bangkok and Southern, Thailand in writing Narrative genre?

2. What are the thematic developments in terms of Systemic Functional Grammar illustrated in students’ writings?

3.2 The Context of The Study

The subjects of this study were students enrolled in two schools taken from Bangkok and Southern areas. Both are government supported secondary schools. The background of each school is described in the following paragraphs.

The first school is taken from Bangkok. It is established as the field base for the students of the Faculty of Education. The main purposes are a) to provide the teaching field for student teachers from Faculty of Education; b) to provide the opportunity to exhibit, practice and criticize theories; and c) to demonstrate teaching-learning methodologies and school administration system. The school provides different levels ranged from Grade 7th to Grade 12th. There are around 1,800 students in this particular school, (http://www.ds.ru.ac.th).
The second school is located in Phatthalung Province, Southern, Thailand. The school missions are a) to systematically manage the education system; b) to increase professional development of teachers and staff; c) to develop students’ knowledge, attitudes and behaviors; and d) to increase students’ abilities to employ technology in learning. The school provides junior and high school education. It has 3,500 students approximately (Hoysakul 2010).

Phatthalung is about 852 kilometers to Bangkok (See the map below.)

The reason why these schools are chosen is because it would be interesting to know whether there are some differences with regards to students writing of these two aforementioned schools. Additionally, knowing the differences and similarities in terms of writing teaching strategies can give teachers some idea whether it contributes to students writing strengths and weaknesses, in other words, whether schools and locations influence students learning ability or schools curriculum.

As English Teaching depends on school policies which are regarded as the roadmap for teachers to plan their lesson, the assumption therefore is that, because of students’
background and the environment where these students are located, these might affect their writing and learning comprehension. Additionally, the course books used in these two schools are different but accepted and approved by the Ministry of Education. Thus, writing in the classroom tends to be dependent on the English teachers. The majority of students might have knowledge on writing beyond the sentence level but might have little knowledge about text-type or genre.

Therefore, this study is designed for the students and teachers to be aware of the usefulness of knowing the different text features which are significantly useful in genre writing.

The availability of English classes for grade 12th students are as follows:

Students from Southern part take five English classes per week. Each class runs for fifty minutes; therefore, it makes up four hours and ten minutes per week. Listening and Speaking skills are taught by a foreign teacher. A Thai teacher focuses solely on Reading skill.

Students from Bangkok study English subject for three hours and twenty minutes per week which is 50 minutes shorter than those from Southern. One English subject is divided into two sub-periods. The first half is taught by Thai teacher, providing grammar and structures knowledge based on the coursebook. The second half is taught by foreign teacher, focusing on listening and speaking skills. Every Thursday, students are equipped with the course named ‘Reading Comprehension and Fluency’ which is taught by Thai teacher. (See Appendix A, page 86)

Both schools in this study have no writing course on their curriculum. This is the focal area of this research. Students are asked to write a story based on the picture provided to them.
3.2.1 Data of the Study

There are 40 texts chosen for the analysis in this study. These texts were written in the classroom by the students from the aforementioned schools. Students were asked to write ‘Narrative’ writing based on the picture as their guide to create a story. All of the students were seniors, Grade 12th who were most likely going to continue their higher education in the university. Students from both areas, Bangkok and Southern have been taught writing but not in writing classes as part of their curriculum (see timetables 3.1 and 3.2). As mentioned, teachers did not teach writing based on genre theory because most of the time writing tasks were assigned to check students’ understanding based on their reading class to answer post-reading questions mainly about comprehension but not on interpretation. In other words, students were not taught to read between the lines. Therefore, writing activities were basically employed to learn how to answer basic questions by writing, as part of reading.

3.2.1.1 Instrument

This black and white picture is chosen because it is used as a stimulus to elicit students’ creativity and imagination to create a story. Additionally, as this picture has a clear background, in terms of setting, students might be able to create their own background setting depending on their creativity and background knowledge. Furthermore, this picture allows students to freely imagine their description especially when they look at the facial expressions in the picture. Thus, the written text that the students might be able to produce can demonstrate their knowledge and exposure to the world around them.
3.3 Framework of the analysis

*Systemic Functional Grammar (SFG)* is used as a framework of this research; however, it might not be possible to adapt all aspects of *SFG* as it is a vast theory. Therefore, the concerned parts are only processes, nominal groups, and theme-rheme. (See figure 3.2: the analytical example)

The linguistic features used in writing *narrative* text are observed by clauses. The focus is on the thematic development of each clause as it is the starting point of the details to be given to the readers. Nominal groups which are important to describe the theme of the story, these groups are categorized from N1 to N19. In this study, the focus are on N12 – N19, and it is assumed that at these levels, students have known how to write a text utilizing N1 to N11 already. Also, students are taught the rules of making the long nominal groups traditionally known as “Adjective Order”. Therefore, knowing whether students can apply these rules in genre writing is the other reason why N12-N19 are selected. Furthermore, N12-N19 provides more details description in story writing. Moreover, the usage of various nominal groups may imply that the writers (students) might have capability on understanding how complex nominal groups can be used in producing this type of text. The categorization of nominal groups is adapted from Foley (2011a) ranked from N1 to N19 as previously mentioned. However, knowing how students produce N1 to N11 might not be necessary because these nominalizations are quite basic; therefore, these can be an obvious areas that students normally use in writing. Different processes (verbs) are another aspect to look at as it gives an idea how students organize them as they write the progressively. Lastly, the text features are also investigated because they show whether or not students understand the common features of *narrative*. There might be a possibility that students may misunderstand the concept of *Recount* and *Narrative* as these genres are closely related in terms of features. The only difference can be a complication in a text in *Narrative* writing.
3.4 Data Collection Procedure

The convenient sampling was used to collect the data of this study. See the table below.

Table 3.3 Data Categories

<table>
<thead>
<tr>
<th>Sample groups</th>
<th>Grade 12&lt;sup&gt;th&lt;/sup&gt; from Bangkok / no. of text</th>
<th>Grade 12&lt;sup&gt;th&lt;/sup&gt; from Southern / no. of text</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narratives</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

The tasks were given in the normal English class. Prior to the writing, the teachers gave clear instructions of what to do. In order to reduce the stress on students’ part, at the beginning of the writing, they were not informed that their written texts would be used as samplings for research purposes. After the writing was done, the teacher revealed the purpose of the writing and asked their consent to use the papers for the research.

The writing was done in class, and the students were given 50 minutes to write a story of at least 250 words. Dictionary or electronic devices were not allowed during the composition. The researcher did not interfere the class while the students were writing. Nevertheless, the researcher had to provide the feedback to each student’s writing. Below is the example of the direction and picture given in the writing task.

3.5 The Analysis of the Data

1. To answer question number one: the linguistic features used by the students from Bangkok and Southern Thailand in writing Narrative genre are categorized as follows.

2. After the analysis, the specialist in SFG would check the analysis for verification.
Table 3.4: Abbreviation used in the analyses in this study

<table>
<thead>
<tr>
<th>Grammatical Component</th>
<th>Markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominal Group = N (see Table I)</td>
<td>Underlined e.g. “She is the new Chinese student$^{N14}$…”</td>
</tr>
<tr>
<td>Process Behavioral = BH Existential = EX Material = MAT Verbal = VB Relational = RL Mental = MEN</td>
<td>Underlined e.g. “John$^{BH}$ saw the castle.”</td>
</tr>
<tr>
<td>Theme Textual = TX Topical = TT Mark Topical = MT Interpersonal = IP</td>
<td>Bold e.g. “She$^{TT}$ went to the market.”</td>
</tr>
<tr>
<td>Narrative Text Structures/Features Orientation = O Complication = C Resolution = R Coda = Coda</td>
<td></td>
</tr>
<tr>
<td>To be changed To be added To be deleted</td>
<td>*[……] + Ribbon</td>
</tr>
</tbody>
</table>

Table 3.5: Categorization of nominal groups used in this study

<table>
<thead>
<tr>
<th>N 12 with Premodifier</th>
<th>With Premodifier</th>
<th>e.g. these three remote controls (S 14c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 13 with Premodifier</td>
<td>With Premodifier</td>
<td>e.g. the first pine tree (S2b)</td>
</tr>
<tr>
<td>N 14 with Premodifier</td>
<td>With Premodifier</td>
<td>e.g. the big sun glasses (S12c)</td>
</tr>
<tr>
<td>N 15 with Premodifier</td>
<td>With Premodifier</td>
<td>e.g. two closed circuit cameras (S6b)</td>
</tr>
<tr>
<td>N 16 with Premodifier</td>
<td>With Premodifier</td>
<td>e.g. This first little baby boy (Foley 2007:8)</td>
</tr>
<tr>
<td>N 17 with Postmodifier</td>
<td>With Postmodifier</td>
<td>e.g. the colour [of the world] (S13a)</td>
</tr>
<tr>
<td>N 18 with Postmodifier</td>
<td>With Postmodifier</td>
<td>e.g. my friend who stands next to Max call me (S12c)</td>
</tr>
<tr>
<td>N 19 with Postmodifier</td>
<td>With Postmodifier</td>
<td>e.g. you just press the Talk button, located at the middle top. (S17c)</td>
</tr>
</tbody>
</table>

Adopted from Foley (2011a)
The two thieves, John and Jane, are the new lover couple in Beacon Hills. They're setting down in this town just for two days. They don’t have any job yet. They try to find it out.

One month later, there's no any hopes. No one accept them to work. "We have only 100 baht now, sweetheart. What should we do next?" Jane said and cry after that “I don’t know, my dear,” John said.

Before they went out the town, John saw the castle. Immediately, he’s got an idea. “Jane, I think, I’ll steal something from that castle” John said. "Are you on drug? How dare you think like that, John “ Jane said angrily. “C’mon John just few things. They re even know that we'll steal their things” John said comfortably. Few minutes, they're in the castle and try to open the windows. “Why it’s midnight, my dear”? John said scared with fear. "It’s always silence, my dear.” John said carelessly. “There someone sleeping on the bed”. “Yeah”, “There must be a castle owner.”

Suddenly, the old women get up and stare at John and Jane. “What are you doing? How dare you are!!” and her eyes wide open. John and Jane turn into the rock. “Don’t mess with the Meduza” She said and laugh out loud.
The analysis of selected examples can be put in a table form.

**Student A #**

The main linguistic features identified in the Narrative text are;

- **Processes**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>16</td>
<td>They are settling down…</td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td>They try to find it out…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We Should go…</td>
</tr>
<tr>
<td>Mental</td>
<td>7</td>
<td>I don’t know…</td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td>I think.</td>
</tr>
<tr>
<td>Verbal</td>
<td>8</td>
<td>John said</td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>stared at John and Jane.</td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>9</td>
<td>They are the new lover couple…</td>
</tr>
<tr>
<td>Process</td>
<td></td>
<td>They are in the castle.</td>
</tr>
<tr>
<td>Existential</td>
<td>2</td>
<td>There is someone sleeping on the bed.</td>
</tr>
</tbody>
</table>

**Comment analysis:** Action verbs (material process) are mainly used to produce this narrative text and it seems to be appropriate since actions tell what happened in the story. Additionally, another processes (verbs) are employed in order to describe the participants’ feeling, or thought. This could consider as strength as it actively moves the text along and fulfills the sense of being a narrative genre where several processes shall be presented.

- **Nominal Group**

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>N 12</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>N 13</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>N 14</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>N 15</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>N 16</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>N 17</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>N 18</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>N 19</td>
<td>1</td>
<td>…someone sleeping on the bed.</td>
</tr>
</tbody>
</table>
**Comment analysis:** In this text, basic nominal groups are used to help the production of the story. However, out of the overall text of about 250 words, this particular student can only managed to use one extended nominal group which is N 19, a noun with post modifier. The rest of the nominal groups found are basically below the level of their education at this stage (grade 12) which means, the result might indicate that the student is not capable of writing description using nominal groups which make a story interesting. Description is one of the most important aspects of narrative discourse and to make it happen, students need to be equipped to write certain nominal groups to produce narrative text.

**Text Feature:**

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Complication</th>
<th>Solution</th>
<th>Coda</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>

**Comment:** This student understands the text features of narrative and manages to organize the text in a way that orientation, complication and resolution are found. Saying all that, Coda is not found in the text as another feature of Narrative text.

**To answer question number two:** the thematic developments in terms of Systemic Functional Grammar illustrated in students’ writings.

Students’ written texts will be analyzed as follows:

**Theme**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topical</td>
<td>28</td>
<td>They don’t have any jobs yet. John saw the castle.</td>
</tr>
<tr>
<td>Marked Topical</td>
<td>3</td>
<td>One month later, there is no any hopes. Suddenly, The old woman get up…</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>4</td>
<td>Maybe we should go out of this town…</td>
</tr>
<tr>
<td>Textual</td>
<td>6</td>
<td>and stare at John and Jane.</td>
</tr>
</tbody>
</table>
**Comments:** Based on the table above besides from the participants and the pronouns used to refer to the characters in the story, little descriptions are used to describe the actors. However, student tends to use variety of topical theme and textual theme. Marked topical themes are also used to indicate the turning point (complication) of the text which makes the text easy to follow. Some cohesive devices are employed to organize the text. The reference, for example, is used in order to replace the name of each participant such as ‘he’ to refer to John and ‘she’ to refer to Jane. The ellipsis is employed to avoid repeating the same word several times. For example, ‘Suddenly, the old woman got up and stared at John and Jane’. The pronoun ‘she’ in front of ‘stared’ is omitted. Some conjunctions are also found in this writing such as ‘so’ in ‘They did not have any job yet, so they tried to find it out.’

Saying all that, the student seems to be confused about time and tense usage. Instead of ‘Past Tense’ the student uses Present Simple tense. Spelling mistakes are also found. Perhaps, this confusion is influenced by student’s background as the analysis showed the lack of experience in exploring the narrative which in fact allows the student to describe what had happened in the past, state the present situation which may be found in dialogues and even foresee the future by the use of another type of tense. This may imply that more exploration of how the narrative is created as well as the appropriate guide from the teacher is necessary to scaffold student’s writing ability.

### 3.6 Summary

The example of the analysis illustrates that there are several linguistic features found in the student’s writing. Despite the ability of the student to create the text according to its function, student tends to have limited ability to use the extended nominal groups to expand the description of the actors (participants) or the events occurred. Instead, the student tends to use single nouns and pronouns to produce the text. To make the narrative text interesting, it
should be depending on nominal groups to help narrative genre works well. Several processes are employed, the text illustrates that the student may have some ideas how to apply different process types to describe the participants’ actings, feeling, thinking, and saying. However, to make the text better, the teacher can emphasize the usage of tenses to this student.

Based on the example given in this chapter, this proposed framework is used to analyze the data in this study in order to draw further outcome to the rest of the study which enable the researcher to understand the next step that can be done to help students improve their writing specifically the ‘narrative’ genre.
Chapter IV
Data Analysis

4.1 Introduction

This chapter presents the analysis and interpretation of the data collected from the two different schools located in Bangkok and Southern, Thailand. Forty written texts on narrative genre are analyzed. The analysis which was approved by the interrater is presented and interpreted to answer the research questions.

4.2 The framework of textual analysis based on SFG

The following categories based on Foley (2011) PROCESSES, NOMINAL GROUPS and Halliday’s (1994) THEMATIC DEVELOPMENT are utilized on the textual analysis.

PROCESSES:

1. Material (MT): The acting or the doing of the agent e.g. ‘shoot’, ‘steal’, etc.
2. Behavioral (BH): The physical and psychological acts of the behaver e.g. ‘grin’, ‘cry’, etc.
3. Existential (EX): The existence of someone or something e.g. ‘there is/are’.
4. Relational (RL): Having or being state of the carrier e.g. ‘is/am/are’, ‘have/has’, etc.
5. Verbal (VB): The speaking, expressing of the sayer e.g. ‘say’, ‘answer’, etc.
6. Mental (MEN): The thinking, feeling, and thinking of the senser e.g. ‘want’, ‘think’, etc.

NOMINAL GROUPS:

D-Deitic – point to the noun functioning as the ‘thing.’, for examples, the, this, these, and my, etc.

N-Numerative - tells how many of the ‘things’ there are or in what order they occur. For examples, one, first, and a lot of, etc.
E-Epithet- describes the quality of a ‘thing’. Epithets mainly consist of adjectives. For examples, young, red, dirty, and normally they are ‘gradable’ such as very young, and every dirty, etc.

C-Classifier - establishes the ‘thing’ as a member of a class, for examples, the ungradeable adjective, for instances, Chinese, Thai, and the ungradable nouns such as car key, and toy car, etc.

H- Head noun- the main noun being described.

Table 4.1: The classification of nominal groups categories employed and the focus of the analysis

| Noun with Premodifier |  |  |  |  |
|-----------------------|------------------|------------------|------------------|
| N 12                  | With Premodifier | D+N+E+H          | e.g. these three remote controls (S 14c) |
| N 13                  | With Premodifier | D+N+C+H          | e.g. the first pine tree (S2b) |
| N 14                  | With Premodifier | D+E+C+H          | e.g. the big sun glasses (S12c) |
| N 15                  | With Premodifier | N+E+C+H          | e.g. two closed circuit cameras (S6b) |
| N 16                  | With Premodifier | D+N+E+C+H        | e.g. This first little baby boy (Foley 2007:8) |

Noun with Postmodifier

| N 17                  | With Postmodifier | Prepositional phrase (pp+ng) | e.g. the color [of the world] (S13a) |
| N 18                  | With Postmodifier | Relative clause             | e.g. my friend who stands next to Max calls me (S12c) |
| N 19                  | With Postmodifier | Reduced clause relative     | e.g. you just press the Talk button, located at the middle top. (S17c) |

(Foley 2011)

THEMATIC DEVELOPMENT

a) Topical Theme = TT; is the subject of the declarative clause i.e. the first person pronoun ‘I’, personal pronouns ‘we’, ‘you’, and impersonal pronoun such as ‘it’ and ‘there’. Topical theme can also be nominal groups which consist of common or proper noun such as I, You, and The man as HEAD, complex nominal groups such as My roommate who stands next to the policeman cries, and even nominalization such as kidnapping, robbery, and communication, etc.
b) **Marked Topical themes = MT**; refers to other element, apart from those found in Topical theme, is used as theme in a declarative clause. It is a marked theme. Usually they are adverbial groups i.e. *suddenly, today*, or a prepositional phrase i.e. *at night, in the corner* functioning as Adjunct in the clause. The nominal group that is not functioning as Subject is called a Complement which means it has a potential to be selected as Subject and considered as topical theme but it is not, therefore it is foregrounded as the Marked Theme of the clause.

c) **Interpersonal Theme = IP**; refers to discourse signals which come before topical themes and a combination of vocative, modal and mood marking such as a *finite, mood, or comment adjunct*. For examples, *well, oh, maybe*, and *probably*, etc.

c) **Textual Theme = TX**; is a signaler that enables the listener or the reader to follow the points easily such as conjunctives. For examples, *and, or, and so*, etc.

(Halliday, 1994)

4.3 **Answers of the research questions**

The analysis of these texts which answer the research questions has been checked and approved by the interrater a specialist in *Systemic Functional Grammar*. These questions are answered individually and supported by examples of the analysis taken from this study.

4.3.1 (Q1): *The linguistic features used by students from Bangkok and Southern, Thailand in writing Narrative genre.*

The following linguistic features found in the analysis are as follows:

4.3.1.1 **Processes**

Based on Halliday (1994) “the most fundamental property of language which enables human beings to build a mental picture of reality, to make sense of their experience of what goes on around and inside them” (p.101). This consists of what is happening, feeling and being. These processes are illustrated in how students construct their text. There are different kinds of processes demonstrated in Bangkok area students’ writing.

Below is a Chart illustrated various processes identified in students text.
The following bar chart illustrates the total processes found in 20 texts written by students from Bangkok:

These processes are:

1. **Material** processes dominate all texts describing the actions happened in the story. For examples,
   - S2; They sold them to a merchant.
   - S7; she didn’t want to kill her.
   - S8; they slowly opened the window.
   - S20; They robbed many golden necklaces, golden bracelets.

   A range of another processes are also used. For instance,

2. **Behavioral** processes are used to describe the actors’ behavior or physiological processes. For examples,
   - S1; Two thieves grinned when they saw that the grandma was sleeping.
   - S6; Sara sleeps deeply.
   - S9; the old woman had got up.
3. **Mental** processes are employed to tell the feeling, thinking, sensing, and wanting the actors utilized. For examples,
   - S5; *He love
d cooking.*
   - S6; *She don't[didn't] know what to do.*
   - S16; *She decided to ignore the van.*

4. **Verbal** processes are found. These give voice to the actors’s thoughts when they talk about the events, ideas, or feelings. For examples,
   - S6; *The police tells[told] her to wait.*
   - S9; The man *asked* his mother what *had* happened.
   - S12; *She immediately call*ed *to the police.*

5. **Relational** processes are used to connect two elements to create a descriptive text. For examples,
   - S9; *His mother was shocked.*
   - S12; *Her name is [was] Melon.*
   - S16; *She had dinner quickly.*

6. **Existential** processes are utilized to state that something exists such as; people and other phenomena. For examples,
   - S8; *There are [were] two stranger[s] breaking into the house.*
   - S17; *there is [a] strange sound from outside of the door.*

An example is given below to illustrate (highlighted) how processes are used in one of the students’ writing (See more textual analysis of processes in Appendix B, page 87-128)

**Fake One**

*Martha [was] an unmarried woman who [lived] MAT alone in a big house. Everyone in the village [know] MEN that she [is] RL very rich and stingy. Every morning, she always [check] ed MAT her property such as jewelry*, money. She [keeps] MAT all of her property at home because she [doesn't] [didn't] trust anyone. She [loves] [loved] to stay RL alone*
so she didn't have any friends. One day, at the midnight, there were two thieves, who tried to get into the house. They opened the bedroom’s door quietly and walked into the bedroom stealthily. They looked around for something valuable. And they saw only an old box in the corner of the room so they approached the box and opened it carefully. Inside the box there were many valuables such as gold necklace, gold bangle, pure gold, ruby ring and diamond ring. Then they walked to the next room. There were many ancient properties so they stole some of them and ran away among the dark.

In that night, the thieves took all treasures to sell at the dark market. They sold them to a merchant but the merchant noticed that it was fake so he was very angry. He called his subordinate to hurt them. This made two thieves upset. They wanted to revenge Martha so they came back to Martha’s house in the late morning and they found that Martha was still sleeping in the bed. They brought up another pillow for to kill Martha but the one of the thieves hit the jar on the table. It’s fell down on the floor. And Martha was still sleeping. They thought this’s weird. “Why is she still sleeping?” Then they found that Martha was dead already. (281 words)

Table 4.1

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>21</td>
<td>They</td>
<td>wanted to revenge.</td>
<td>They came back to Martha’s house.</td>
</tr>
<tr>
<td>Mental</td>
<td>4</td>
<td>They</td>
<td>thought this’s weird.</td>
<td>She didn’t trust anyone.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>Martha</td>
<td>was still sleeping.</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>He</td>
<td>called his subordinate to hurt them.</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>4</td>
<td>He</td>
<td>was very angry.</td>
<td>Marsha was dead already.</td>
</tr>
<tr>
<td>Existential</td>
<td>3</td>
<td>There</td>
<td>were many ancient properties.</td>
<td>There were many valuables.</td>
</tr>
</tbody>
</table>

The comment analysis

As the example illustrated there are different kinds of processes found in a text (see Table 4.1). This demonstrates that students from Bangkok area have some knowledge to describe the events or actions that happened in the story, which varieties of processes are used.

According to Foley 2011, the ability to use different processes to tell different actions is
normally found in a matured writer which may imply that students from Bangkok are perhaps mature enough to utilize different processes in their writing.

4.3.1.2 Nominal Group (N12 – N19)

Wang (2014) referred to Collin Cobuild English Grammar Dictionary that a nominal group is also called a noun group or noun phrase. It is a group of words which acts as “the subject, complement, or object of a clause, or as the object of preposition.” The nominal groups describe people or the things used in a text. Additionally, Longman Dictionary of Language Teaching and Applied Linguistics (1992) emphasized that noun phrase may consist of one word or it may be long and complex.

According to Foley 2011 and Derewianka 1990, Narrative texts tend to be interesting if they are full with descriptive language. Thus, the writers who know how to employ nominal groups in their narrative are considered talented since it helps to create images in the readers’ mind. Additionally, readers can see the picture through their reading.

There are 5 different types of nominal groups demonstrated in Bangkok area students’ writing.

1. N 12 is a noun with premodifier (D+N+E+H) i.e. *These three remote controls.*
2. N14 is a noun with premodifier (D+E+C+H) i.e. *The big sun glasses.*
3. N17 is a noun with postmodifier (pp+ng) i.e. *The color of the world.*
4. N18 is a noun with postmodifier (relative clause) i.e. *my friend who stands next to Max calls me.*
5. N19 is a noun with postmodifier (reduced relative clause) i.e. *you just press the Talk button, located at the middle top.*

The following chart illustrates how students from Bangkok area apply nominal groups in their story writing.
The chart illustrates that the students from Bangkok are most likely able to produce complex nominal group type N17. N17 is found in 14 texts. The production of N18 can also be considered as strength as 12 out of 20 students know how to employ it. However, this illustrates that few students produce N12, N14 and N19 in the texts while N13, N15, and N16 are not identified at all. This might indicate that students may have little knowledge about producing nominal groups in terms of writing. There might be a possibility that because
students tend to be passive readers, which mean what they read perhaps has no influence in their writings. Saying all that, students know how to write simple nominal groups.

An example of the complex nominal groups (Yellow highlight) is illustrated in the example below. (See more examples of complex nominal groups in the Appendix B: Textual Analysis, page 87-128)

The Saturday night

One upon a time in [on] saturday [Saturday] night, there is [was]EX a beautiful woman who sleeps [was sleeping] in her bed. Her name is [was]RL Melon. Melon is [was]RL very rich because both of her parents are [were]RL doctors, therefore her house is [was]RL big and luxury. Everyone in this town knows that this family is [was]RL rich and this is [was]RL a [the] reason of why everythings that had happen in [on] that saturday [Saturday] night. That Saturday night Melon’s parents aren’t at home, so she is [was]RL alone in her house. While she is [was] sleeping, there are two thieves break into her house and try to steal expensive things in her house. But there are too much to carry all of things by themselves. Suddenly, Melon wakes up and see the thieves. She immediately call the police. In five minutes later, the police come and catch the thieves. Melon tell all of things to her parents, her parents promise to Melon that they will not leave her alone and they are very sorry to Melon. Eventually, the two bad thieves are caught. And it is a happy ending.

This story makes us see that our parents love us very much. They don’t want us to be in any dangerous situations. And at last bad people will be punished either light or hard. No one can escape the truth! (216 words)

4.3.1.3. Text Features

Although the genre required to be written is narrative but from 20 texts, it is found that there are different text features found in the study produced by the students. These are ten narratives, six recounts, two comments, and two descriptions.
Through the texts produced, it implies that half of the students or 50% from this group (Bangkok) have problems with the text structures of narrative as they tend to produce another text types when narrative is required.

4.3.1.4 Summary of Bangkok students’ findings

Based on the findings from the Bangkok school, the interpretation can be explained under two main areas; linguistic knowledge and knowledge about the text structures. It is found that Bangkok students have some strengths in terms of language knowledge. As illustrated, not only employing material process but also varieties of other processes are also found, some degrees of complex nominal groups are employed to give descriptive details, and the employment of some compound and complex clauses in the texts is somewhat found. However, to improve the writing, students may need more advice about the employment of verbal and behavioral processes in the narrative text to make it more interesting; the usage of appropriate punctuations and capitalization to reduce run-on sentences; the employment of complex nominal groups as topical themes in order to avoid repetition and redundancy; and the integration of three different clauses to show the relationships of each idea logically. As regards the text structures, it can be considered as weakness for Bangkok students. In order to write a successful narrative story, students need to be advised more about how this text type should be organized. Otherwise, the composition of the text would never be successful, no matter how good is the linguistic knowledge students have.

4.3.2 The main linguistic features used by students from Southern are the following:

4.3.2.1 Processes

As mentioned above, process represents’ people experience through language (Foley, 2011 pp. 29).
Below is the bar chart illustrating the total processes found in 20 texts written by students from *Southern*.

**Bar Chart 4.3: Processes Identified in Students’ Texts from *Southern***

1. Material processes dominate most texts in order to describe the actions happened in the story. For instance,
   - S2; *they tried* to steal *her blue diamond* ring.
   - S4; *her son went* to the office.
   - S10; *The Thief* picked the vase and ran away.
   - S19; *They could* catch the thief.

A range of another processes are also employed. For instance,

2. Behavioral process; to describe the actors’ behavior or physiological processes. For examples,
   - S9; *The woman slept* in the bedroom.
   - S14; *Anny smiled with a photo of her boyfriend.*
3. Mental process; to tell the feeling, thinking, sensing, and wanting the actors utilized.

For examples,
- S16; she think*ts that the thief*[thief] stay*[is] in her house.
- S18; They want*red +some money to buy +a gift for her birthday.

4. Verbal process; to give voice to the actors’s thoughts when they talk about the events, ideas, or feelings. For examples,
- S8; She thank*red +you +the police.
- S14; She call*red +to +the police.

5. Relational process; to relate two elements in order to make a descriptive text. For examples,
- S5; Iron man is*wast the winner in this fight.
- S16; They get*wast in to the house.

6. Existential process; to state that something exists. For examples,
- S14; Outside*; there are*wast theif*[thieves].
- S 18; They are*wast her son and her dougther*[daughter].

However, it is found that the students have some problems with the use of this process as illustrated in several texts. For examples,
- S5; In this time*; have *wast a helper from super hero name*ed “Iron man”
- S9; Under the bed*; had *wast a gold ring and money.

The students tend to be confused with the use of relational process, especially with verb to have.

An example of the textual analysis to identify the process is as follows (highlighted).

(See more textual analysis of processes in Appendix B, page 128-166)
The Deep Night

In the deep night, the thief(s) have had an idea to steal something in a grandmother’s room. They don’t want to open the door so quietly because they don’t want to listen. They cover their face. In the next time, they can open the door and come to grandmother’s room. In this time, the grandmother was sleeping; she didn’t know anything this time. They have a thief in her room. In her room, there was something that a thief want to steal. The next time, the grandmother was awake and she saw the thieves. She shouted, “Help me please!!” In this time, the helper from super hero name “Iron Man” helped the grandmother and fought with the thief(s). He have a power. It made the thief lose. Iron man is the winner in this fight. Grandmother felt safe when Iron man came to help her. After this story, grandmother was supported Iron man for help the other people. Iron man was help people because when he helped the other people he feel better and happy all day. This is the source of people that help the other people because they feel better when they help it. (191 words)

Table 4.2

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participant</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material</td>
<td>12</td>
<td>They covered their face.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He helped the grandmother</td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>She didn’t know…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grandmother supported Ron Man…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>The grandmother woke up and she saw the thieves.</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>She shouted.</td>
</tr>
<tr>
<td>Relational</td>
<td>9</td>
<td>The thieves had an idea to steal…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He had a power.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>
4.3.2.2 Linguistic Feature: Nominal Group (N12 – N19)

The numbers of texts taken from the *Southern* that applied complex nominal groups are summarized in the following chart:

**Bar Chart 4.4: Number of Texts from Southern Employing Complex Nominal Groups**

The nominal groups identified in this text are as follows:

- **Nominal Group:** N 14, N 18, and N 19 are found. For example,
  - N14; *they tried* to steal *her blue diamond* ring.
  - N18; *they couldn’t* meet *a person* who *made* that voice.
  - N19; *She saw thieves tried* to steal *something in her bedroom*.

The above chart might illustrate that the students have limited ability to produce the complex nominal groups in their writings. Although N17 is found in 11 texts out of 20, but largely it is only found once or twice in each text. The identification of some N14, N18, and N19 may show that few students have ideas about the complex nominal groups while the rest are having problem with the production of complex nominal groups in the text. The missing
of N12, N13, N15 and N16 may indicate that students need to understand why their writings tend to be uninteresting.

An example of the textual analysis to identify the complex nominal groups (highlighted). (See more examples of the nominal groups in the Appendix B: Textual Analysis, page 128-126)

**Super grandmother**

At midnight, a grandmother slept in the bed and while she had a sweet dream, two thieves came in her bedroom. They walked around her bedroom and tried to steal her blue diamond ring. They found the grandmother woke up. She saw thieves trying to steal something in her bedroom. She thought how to save her object and her life. She thought of a good plan. So she started to speak in a monster voice to make them fear. “Ho Ho Ho who does the wrong thing it must be punished.” “It must go to the hell Ho Ho Ho” and she screamed and shouted many different voice ones. The thieves felt fear and tried to found that voice but they couldn’t meet a person who made that voice. Even if they feel fear but they didn’t stop to steal that blue diamond ring. The Grandmother used clothes + making herself like ghost to haunt the thieves and her plane succeeded. The thieves were excited and ran away from her bedroom and she thought, “I’m a super grandmother.”

4.3.2.3 Text Features:

Out of 20 texts collected, twenty texts can be considered as narrative. Another text found can be a comment. This may imply that this group of students has some knowledge about the structures of the narrative text. However, most of the texts produced are short and the ideas are limited which may imply that the students lack of maturity and their abstract thinking can be developed by learning through writing more in school.

**Comments:** From the findings, students from the Southern seem to have quite limited linguistic knowledge when they write. Although material process and other process types are
found in all texts, but the texts produced are rather short and simple. As illustrated in the chart 4.3, numbers of processes found in 20 texts are small. Similar with the usage of complex nominal groups in the texts, Southern students employ very few numbers of the nominal groups in the texts. The complex groups found are rarely used to develop the topical themes of the texts. In addition, all texts are dominated with simple and compound clauses. Only few complex clauses are found in this group’s writings. Students write their texts as if they are speaking. There is a problem with the usage of punctuations and capitalization which create several run-on sentences. These lackings can support that there is a need for teachers to emphasize how to use the linguistic features properly in writings. Despite all that, the texts produced by Southern students are largely narrative text. This implies that even though students are weak in terms of language knowledge, but they can produce the texts successfully according to its purpose, Narrative. The awareness of narrative text features can be the strength for the Southern group.

4.3.3 (Q2) The thematic developments in terms of Systemic Functional Grammar illustrated in Bangkok and Southern students’ texts are as follows:

4.3.3.1 The thematic developments illustrated in Bangkok students’ writings:

An example of the textual analysis to identify the themes is as follows. (Grey highlight)

Sara’s careless

This family TT feature consisted of a grandchild and a grandmother, the
grandchild’s name TT is Sara and the grandmother’s name TT is Rose.
Sara TT is an orphan. Her father and mother have departed since she was 4 years old. Sara loves Rose very much. Sara is very good to her grandchild. She is excellent and pretty. All friends like her because she is friendly and great. Rose always teach Sara...
that your [TT] should close [MAT] and lock [MAT] the door when you leave because anybody perhaps steal [MAT] thing that be [is] valuable or perhaps harm you and me.” Rose said. Everyday when Sara left, she always locked the door because she worry about her grandmother whom she love. Someday, the grandmother was ill so Sara went to school alone but that day Sara was hurry in addition she forgot to lock the door. Rose slept on the bed at that time, and there are two person who are thief burgling into the house. The man robbery tried to give some anesthetic to Rose but the woman forbid him because she didn’t want to kill her but she wanted only valuables. Both of robbery transport valuables into a car that they prepared. Neighbor noticed the thieves who were transporting valuables so she called to the police, and the police reach at the house in about 5 minutes. The police could arrest both of robbery, then Sara go back to the house. She know about the event, she hurriedly hug her grandmother, and she sorry her grandmother. She told her grandmother that this event was cause from her because she was careful. (238 words)

The comment analysis

- Thematic Development:
  
  ➢ Topical theme, especially simple nominal groups such as she, and Rose dominate the text.
  
  ➢ Marked topical themes are found to emphasize the time.
    
  o Everyday when Sara left, she always locked the door.
    
  o One day, the grandmother was ill...
    
  ➢ Textual themes are found in run-on sentences. For examples, and, so, and because.
  
  ➢ Interpersonal themes are utilized to indicate the character’s feeling.
    
  o “You should close and lock the door when you leave because anybody perhaps steal thing that be [is] valuable or perhaps harm you and me”.
Textual Cohesion: The use of conjunctives such as so, but, and, and because without using appropriate punctuations generate run-on sentences which make the text similar to a spoken language.

- **Clause Structure:** Single clauses dominate the text. Lack of punctuations such as full stop, comma which produce run-on sentences. There is a lack of consistency in term of tenses used.

**In summary, the thematic development in students’ writings from Bangkok is as follows.**

1. **Topical themes:** Mostly, students use topical themes with single nouns and pronouns as the starting point of the clauses. They do not vary their themes much by the use of some extended nominal groups. Nevertheless, some pronouns used are not quite effective as there is a lack of the previously given information for the readers to refer to.

2. **Marked topical themes:** Marked topical themes are typically found in every texts. However, students can produce some simple adverbials or prepositional phrase e.g. suddenly, At midnight, and Outside, etc, to indicate the important time and place that the story happened. Only a few students use dependent clauses as their marked topical themes. This type of clause may be quite challenging for students to produce, or perhaps, they have limited knowledge about how it can be used to show the emphasis.

3. **Textual Themes:** The textual cohesion found are largely conjunctions such as and, but, because, while, and when to produce compound and complex clauses, but some students tend to produce run-on clauses that are more likely found in spoken text rather than in written text.

4. **Interpersonal themes:** They are found in seven texts from twenty of them. The use of some interpersonal themes can make the narrative text more life-like and interesting because it illustrates the actors’ mood and comment.
Overall, as expected, marked topical themes are found in everyone’s narrative texts to mark the time frame that the story happened. Students also have some basic knowledge of how the pronouns, the definite articles can be used as themes but most of them, especially at this level, have limited knowledge about how to use the extended nominal groups or the complex clauses to develop their themes.

4.3.3.2 The thematic developments illustrated in Southern students’ writings:

An example of the textual analysis to identify the themes is as follows. (Grey highlight)

Mother’s birthday

At home, +a Grandmother sleeps on her bed. There are two person sleeps the house. They are opening the door. They come in the house. They see the grandmother who was sleeping on her bed. They slowly walk and find something in her bedroom. They want money and things. Suddenly, the Grandmother wakes up. She sees the thieves and they find something. She catches a mop and hit them. They were running in her bedroom and shout “please stop”. When she listen to the sound, She stop. She asks them, “Who are you? They answer that They were RL. She was surprised. She asks them—Why they make it. They answer their mother that They want some money to buy a gift for her birthday. (116 words)

(See more examples of the analysis of themes in the Appendix B: page 128 - 166)

The comment analysis

- Thematic Development:
  - Topical themes with simple nominal groups such as they, a grandmother, and she dominate the text. The repetitions of the same nominal groups make the text boring
They came in the house. They saw the grandmother who was sleeping on her bed. They slowly walked.

Marked topical themes used to indicate the specific time and place are also identified.

- Suddenly, the Grandmother woke up.
- When she listened to the sound, she stopped.

Some interpersonal themes are found.

- “Who are you?”
- Why they make it.

Textual Cohesion: Some textual themes are found such as and, and when. However, the conjunction ‘that’ is missing in the projective clause.

- They answered. They are her son and her daughter.

- **Clause Structure**: Simple and compound are mainly found. There is an attempt to produce a complex clause which has to be assisted in term of capitalizations and punctuation. An issue about the use of time and tense to tell a story needs to be addressed.

In summary, the thematic development in students’ writings from Southern is as follows.

1. **Topical themes**: The text analysis illustrates that the students from Southern have a tendency to develop their themes by the use of short noun groups or pronoun such as The old woman, The grandmother, She, They, etc. Moreover, frequently, these same nouns and pronouns are used repeatedly throughout the whole text. Therefore, most texts reflect the lack of ability to expand or to give more descriptive details, especially by the use of extended nominal groups which is not only useful in terms of detailed description but also to vary the word choices used as the starting point of each clause.
2. **Marked topical themes:** Some adverb of time, place, and manner function as the marked topical themes are found. For instance, *at midnight, finally, suddenly, then, therefore,* etc. This may illustrate that students have some ideas that the sequences of the story can be pointed out to the readers by the use of some signals, especially, when the turning point happened. However, the signals found are commonly limited to single adverbs mentioned, only few students emphasize their important points with the dependent clause followed by the independent clause. Normally, skilfull narrative writers vary this type of themes by the use of complex clauses, especially, dependent clause functioning as adverbial.

3. **Textual themes:** Cohesive devices are typically found but unfortunately some students have a tendency to use conjunctions such as and, because, but, etc, to join the clauses together without stopping. In other words, appropriate capitalization and punctuation are lacking which result in the run-on sentences which make the text more like a spoken text. This may be the influence of L2 (Thai) because in such language, there is no punctuation and capitalization used in written form.

4. **Interpersonal themes:** A few students insert this theme in their texts, this simply depends on their preferences and intentions or maybe the lack of ability to use it in the text. Especially in narrative, interpersonal themes are typically found in the questions/answers between the actors in the story. However, only some students insert dialogues in their texts; therefore, from 20 texts, interpersonal themes are found in only five texts.

To sum up, although the students from Southern may have some knowledge about how their themes can be developed, but at their present level (grade 12), they need to be advised about the production of extended nominal groups that can be used as topical themes, the dependent clause functions as marked topical themes and appropriate use of capitalization and punctuation in writing. A better improvement can be succeeded by the teachers’ effective advice.
4.4 The comparison of two schools textual analysis

4.4.1 The main linguistic features used by students from Bangkok and Southern Schools are the following:

4.4.1.1 Linguistic Feature: Processes

Bar Chart 4.5: Comparison of Processes Identified in the Students’ Texts from Bangkok and Southern Schools.

7. The students from both schools largely employ material processes in their texts to describe the actions happened in the story. There are some similarities in terms of word choices used such as steal, shoot, rob, climb, open, etc. A range of another processes is also found, for instance,

8. Behavioral process such as sleep, grin, cry, laugh, etc.

9. Mental process such as want, feel, think, know, etc.

10. Verbal process; to give voice to the actors’ thoughts when they talk about the events, ideas, or feelings such as say, ask, reply, etc.

11. Relational process such as is, have, own, get, etc.
12. Existential processes are found such as *there is* and *there are*. However, it is found that students from *Southern* have more problems with the use of this process as illustrated in several texts that they tend to use relational process, especially *verb to have* when existential process is needed.

To sum up, apart from using material processes to describe the actions in the story, students also employ other processes into their texts. It is found that students from *Bangkok* produce longer text than those from *Southern*. As illustrated, the *Bangkok* group employ five process types namely: material, mental, behavioral, relational, and existential processes more frequently than those from *Southern*. However, verbal process is found in *Southern* group more than in *Bangkok* group’s writings. This may imply that although the group from *Southern* has limited language knowledge to produce the text, but the students seem to be aware that in a narrative story, the dialogues using verbal processes are significant.

4.4.1.2 Linguistic Feature: Nominal Group (N 12 – N19):

The following chart illustrates the comparison between *Bangkok* and *Southern* texts in terms of complex nominal groups identified.

**Bar Chart 4.6: Comparison of Complex Nominal Groups Identified in the Texts from Bangkok and Southern**
Although the above chart illustrates that the groups of students from Bangkok are able to produce nominal group types N12, N14, N17, and N18 more than the group from Southern, but overall there are only few complex nominal groups produced by both groups which may imply that students still lack of the appropriate knowledge about the production and utilization of complex nominal groups in a narrative genre. The zero production of N13, N15, and N16 may help to support that there is a need for the teacher to emphasize on how complex nominal groups can be produced and integrated in this particular text in order to help students to be able to develop their writing ability.

4.4.1.3 Text Features:

Although the genre required to be written by both groups is narrative but the findings show that some students produced different genres.

From 20 texts written by Bangkok students, it is found that there are ten narratives, six recounts, two comments, and two descriptions. Half of the students from this group (Bangkok) have problems with the text structures of narrative as they tend to produce another text type when narrative is required.

On the contrary, 20 texts drawn from Southern group show that 19 texts are considered as narrative. Another text is produced as a comment. This may imply that this group of students has some knowledge about the structures of the narrative text. However, most of the texts produced are shorter than those from Bangkok and the ideas are quite simple and limited.

4.4.2 The comparison of thematic developments in terms of Systemic Functional Grammar illustrated in Bangkok and Southern students’ texts are as follows:

4.4.2.1 Topical Themes: It is found that students from Bangkok and Southern areas largely used topical themes with single nouns such as a grandmother, an old woman, my grandmother and pronouns such as She and They as the starting point of the clauses. They do not vary their themes much by the use
of extended nominal groups. Nevertheless, some pronouns used are not quite effective as sometimes there is a lack of the previously given information for the readers to refer to. For instance,

S 4’s text (Bangkok);

*In a big city, she was a woman who worked hard in order to take care of her mom.*

S 3’s text (Southern);

*Once upon a time, she slept in the bed in bedroom.*

### 4.4.2.2 Marked topical themes

Typically marked topical themes are found in all 40 texts. However, students produce simple adverbials or prepositional phrase such as *suddenly*, *At midnight*, *Outside*, *finally*, and *At the night* to indicate the important time and place that the story happened. Only some students from *Bangkok* used dependent clauses as their marked topical themes. This type of clause may be quite challenging for students to produce, or perhaps, they have limited knowledge about how it can be used to show the emphasis.

### 4.4.2.3 Textual Themes

Textual cohesion found are largely conjunctions such as *and*, *but*, *because*, *while*, and *when* to produce compound and complex clauses but students tend to produce run-on sentences that are most likely found in spoken text rather than in written text. In fact, it may indicate the influence of L1 (Thai) in the production of L2 (English) as in Thai, there are no punctuations and capitalization used in written texts.

### 4.4.2.4 Interpersonal Themes

From 40 texts, interpersonal themes are found in seven texts from *Bangkok* and five texts from *Southern*. The use of the interpersonal theme can make the narrative text more life-like and interesting because it illustrates the actors’ mood and comment. However, only few students from both areas apply this theme in their texts. For examples,

S 19’s text (Bangkok);

*S 19’s text (Bangkok);

*“Hey!" I found the opened mirror door.*

S 18’s text (Southern);
“Who\textsubscript{IP} are you\textsubscript{TT}?”

4.4.2.5 Clause Structure:

Most texts, taken from Bangkok area, are dominated with simple clauses. Some students can produce good complex clauses in the texts while many have issues about the production of compound and complex clauses because of the lack of appropriate punctuation and capitalization. As a result, several run-on clauses which reflect spoken text are found. Most students have problem with the tense sequence. The past tense is supposed to be used in telling a story but they have employed present simple tense instead. Some of them even mix up the tense sequence between present and past. Except in text 17, the whole story is told in present simple tense. This may depend on the student’s intention to describe the story before the readers’ eyes.

Similarly, students from Southern largely conduct their texts using simple clauses. A few compound and complex clauses are found but most of them have a tendency to produce run-on clauses which reflect in spoken texts. The lack of appropriate conjunctions used in embedded clauses such as who, which, that, etc, is also the issue found. Thus, it is very difficult for the readers to follow the thread of the texts. The issues about the tenses are again found in this group’s writings. Most students have tense problems which are reflected in finite parts of the clause. For example, when past simple is expected in S 15’s text;

\textit{Once upon a time} \textsubscript{MT} There \textsubscript{fibers} \textit{is} \textsubscript{EX} a blue house at \textsubscript{in} downtown of BKK\textsubscript{N17}.

However, student has used present simple tense instead.

The simple structures of the clauses largely found in the texts from both schools indicate that students lack of critical thinking skills. They can deliver their surface ideas according to the given picture but they cannot think beyond what has been given.

To sum up, the thematic development from the students’ writings are quite satisfying in terms of the marked topical themes used to mark the time frame that the story happened. Students also have some basic knowledge of how the pronouns, the definite articles can be used as the topical
themes, but most of them, especially at this level, have limited knowledge about how to use the complex nominal groups, the complex clauses to develop their themes in order to produce a more interesting narrative text.

4.5 Summary

Following the methodology stated in the previous chapter, this chapter has shown the data analysis as well as the findings to answer the research questions. The main linguistic features identified in the texts written by grade 12th students from Bangkok and Southern schools can be summarized as follows:

4.5.1 Linguistic Feature: Processes

Students from Bangkok produce longer text than those from Southern. Moreover, the frequency of the processes employed by Bangkok group is fairly higher. However, verbal process and behavioral process are found in Southern group more than in Bangkok group’s writings. This may imply that although the group from Southern has limited language resources to produce the text, but the students seem to be aware that in a narrative story the dialogues using verbal processes are significant.

4.5.2 Linguistic Feature: Nominal Groups

Overall there are only few complex nominal groups produced by both groups which may imply that students still lack of the appropriate knowledge about the production and utilization of complex nominal groups in a narrative genre. For examples, only one N12 type is found in the text from Bangkok group, and zero production of N13, N15, and N16. This finding may help to support that there is a need for the teacher to emphasize on how complex nominal groups can be produced and integrated in this particular text in order to help students to be able to develop their writing ability.
4.5.3 Text Features

Students from Southern group understand narrative text features more than those from Bangkok as more than half of them can manage to produce narrative stories with orientation, complication, resolution, and some coda. However, the text produced are shorter than Bangkok students’ texts. Students from Southern may have less linguistic resources to expand their texts.

4.5.4 Thematic Development

Topical, marked topical, and textual themes are found in all texts from Bangkok and Southern. The main issue in developing the topical theme is that students tend to repeatedly employ the same simple nominal groups as their starting point. This repetition may make the whole text boring and incoherent. Emphasizing students to be aware of different resources that can be used to vary their themes such as complex nominal groups, and the dependent clauses functioning as marked topical theme can be helpful.

In Chapter Five, the Findings and Conclusion as well as the pedagogical implication for teaching writing in classroom, the limitation and further recommendation are presented.
Chapter V

Findings and Conclusion

This final chapter presents the summary of the major findings and the pedagogical implication for teaching writing in the classroom. The limitation of the study and the recommendation for the further research are then stated.

5.1 Summary of the Major Findings

In the previous chapter, the two research questions have been answered. Below is the summary of the major findings arising from this research.

1) Students seemed to be aware of the processes they used. Material process dominated the narrative text type in order to indicate the actions happened in the story. Most students employed this process in the texts. Moreover, a variety of other processes such as mental, behavioral, verbal, relational, and existential were commonly found. However, verbal and existential processes were the least used. Only few students were aware that dialogues are important in a story, especially in narrative genre. There were also some problems with the use of existential process in the text. This indicates that students still needed to be advised more on how different processes can be employed in different stages of the narrative text. Foley (2011a) mentioned that normally in the orientation, existential, relational, and material processes are found in order to provide background information to the readers. Several material processes should be employed in the complication part as the story reaches its climax. This process builds up on going actions in the story. Verbal and relational processes can be used in the resolution and coda stages in order to show the participants’ statement and state of being.
2) Most students used simple nominal groups in their text production rather than applying complex nominal groups in the story. Only some complex nominal groups were found, such as N14, N17, N18 and N19. The following noun groups: N13, N15 and N16 were not employed in the text. Possibly, this was due to the lack of exposure to N13, N15, and N16 in the textbooks used in schools. For this reason, teachers need to guide students by emphasizing the usage of varieties of nominal groups in different reading and writing texts. For that, students can be aware and able to produce nominal groups.

3) According to Foley (2011a), clausal structures were used to show the relationships or the logic of the events. It is found that students had limited skills in using different clauses in their writings. For Bangkok group, although mainly the clauses found were simple but some complex and compound clauses were identified. However, students had a tendency to write their clauses as if it was spoken language. While, the group from Southern mainly used simple clauses and only a few compound and complex clauses were identified. This could illustrate that both groups of students were lacking in terms of the organization of ideas. Perhaps, they could simply know how to deliver simple ideas with simple structure and sometimes the ideas jumped back and forth which resulted in an incoherent text. The limited knowledge about the usage of compound and complex clauses in the narrative texts narrowed students’ ability to organize the plots interestingly and coherently.

4) Tense problems were found in most texts, which are reflective of the students’ lack of understanding of tense sequence that should be used in the narrative genre. It seemed that although students were taught English grammar in class, particularly tense structure, but when it came to the real text production, they were not clear when and how to use different tenses in different situations.

5) Many students could not tell the differences between each text-type; therefore, they had the tendency to produce another genre when narrative was required. In other words, some students did not know the text structures of narrative.
6) The same simple nominal groups such as ‘she’, ‘they’, and ‘the old woman’ were used repeatedly as themes which made the texts boring. Students had limited choices to develop their themes, such as the use of another complex nominal groups, lexical links, etc.

7) Some relative pronouns functioning as connectors or textual themes e.g. ‘who’, ‘which’, and ‘that’ are missing, which made the students’ texts incoherent.

8) Many students seemed to be lacking in terms of critical thinking and ability to manage their given task within the time constraint as many could not achieve the task; therefore, they produced incoherent texts just to meet up the word numbers required. This can be considered as another important issue because at this level (Grade 12), it is assumed that students should be able to think beyond what is given. Complex thinking and reasoning skills are important indicator to tell if the students are matured enough in their level. For grade 12 level, many students produced their texts below their level. To think that they are going to study in a higher education, or university level, the way they had produced text showed that these students are not linguistically equipped to produce the genres that they have to do in the university level.

5.2 Pedagogical Implications for Language Teaching

5.2.1 Language and Culture

As Vygotsky 1978 mentioned, language and culture are inseparable. The students’ writings from two different locations showed that social background affected the way they interpreted the given picture and described it based on their own background and how they view the world around them. The example can be the text of S12 from Southern (see Appendix B page 149), this student refered to the province located in their region, Songkla. For Bangkok, a number of texts named the actors, ‘Zara’ or ‘Sara’. Possibly, someone around their environment might name Zara.
In addition, the attitude toward the picture of the two groups was quite different. Overall, students from Bangkok had a tendency to create their stories around the serious criminal theme. This can be an indication that news or happenings around them might have some influence on their writing, such as the crime like robbery and kidnapping. On the contrary, the stories written by the Southern group were more positive. Perhaps, criminal event might not often happened around their environment. Even though the robbery was happened in the stories, but students always managed to finish their stories with the happy endings.

Using picture to stimulate students’ writing can be effective as the analysis indicated that students were able to describe and create stories with some descriptive details. Moreover, it may help to reduce stress among students while composing their writing creatively.

5.2.2 Genre Writing: Text in Context

As found in the study, the students’ knowledge about genre writing is limited. The findings illustrated that there is a need for teachers to explore the relationship between text and the context. As discussed in Chapter II, genre theory, language used in one context is different from another. The implication is that: firstly, a teacher can use field, tenor, and mode to explain the different linguistic features which are commonly occur in a context of situation. Varieties of language in the different situation should be described to the students, texts which share the same meaning can also be introduced. Secondly, the teacher can explore the link between structure and the social purpose to the class. The text structures reflect particular purpose such as to give instruction, to explain things, to tell stories, etc. This purpose can be identified by particular linguistic patterns or genre. Once students get familiar with the text features of a genre, they
might be able to recognize certain elements needed in order to achieve the text purpose. Gradually, students might gain confidence and able to adapt, combine or select their choices to produce their texts to meet the purpose.

5.2.3 Reading and Writing

As previously mentioned, letting students produce ‘Writing’ through the ‘Reading Class’ only might not be productive especially if a student is a passive learner. As this study indicates, Firstly, reading classes had less effect on the students’ writing performance. Possibly, students may not know how to apply what they had learned in their reading classes in terms of the production of the text. In other words, students tend to be passive learners as they could not recognize or differentiate the linguistic features and text features of their reading texts. Otherwise, they may be able to produce the similar text type when it comes to writing. The lacking of N 13, N15, and N16 can support that students had limited ideas of how to apply what they read to writing.

Secondly, instead of focusing solely on reading skill, perhaps, the teacher may integrate both reading and writing skills together. After reading process, students can spend more time in writing. The teacher can demonstrate how the reading texts are produced and how students can produce such texts. Gradually, students learn writing from reading and vice-versa.

5.2.4 Cohesion and Text

The limited knowledge of the way various clauses are combined seemed to be a major issue for these two groups of students. As illustrated in the writings, a large
number of the texts tended to be incoherent. The followings might be able to help teachers to tackle these issues:

First, the students need to be equipped with different types of conjunctives in order to connect clauses appropriately. They need to know the pattern of complex clauses and projection. That means, there is a requirement for more trials and practices.

Secondly, when teaching written language, punctuations and capitalization need to be emphasized and practiced in order to avoid run-on sentences.

Thirdly, it would be more practical if the exercises of these cohesive devices are applied to relevant text-type that students are learning. Once use in writing regularly, students might be able to be familiarized these different cohesive devices that help them write coherently.

5.3 The Potential Issues of SFG

There are few potential issues that need to be recognized using SFG.

1. SFG may be complicated with regards to the terminology. Many users might find the terms difficult to recognize compared with the traditional grammar, thus many may have difficulties relating these terms to their schema.

2. SFG tends to be extensive in terms of dimensions. It deals with the text largest unit to its semantics’ unit. Thus, it is different from the Traditional Grammar (TG) as its more extensive while TG focuses on the smallest unit, morpheme to sentence structures. In this context, SFG is tri-dimensional while Traditional grammar is one dimensional.
3. The third issue may be about the time. *Teaching and Learning Cycle of SFG* can not be successful in a short period of time. It is a longitudinal study which requires time and practices. Unlike the traditional grammar where teachers focus purely on form and semantics is not considered. *SFG* can be complicated for the beginner learners as recognizing the text features requires some linguistic knowledge. Thus, learning the approach can be confusing especially if the students are trained to focus on the form alone.

5.3 The Limitation of the Study

There are some limitations to this research study, especially with regards to the data collection and analysis.

Due to the time constraint, the data collected in this research was limited to 40 texts from only two different areas namely Bangkok and Southern, Thailand. Besides, the genre explored in this study was solely based on a narrative. It would have been better if more areas within Thailand are taken into the research as well as the exploration of another text types.

Another difficulty encountered in this research is how the data were collected. Since the researcher was not present in the data collection process, it is found that some data are similar because students were not given the instruction properly. So, even though the instructions may be clearly given to the teachers prior to the collecting process, perhaps when it was conveyed to the students it was not clear enough. As a result, some students might have consulted each other or the Internet when writing the given task.

5.4 Recommendation

The first recommendation for future research is to find out the reasons why students are not applying N13, N15, and N16 in their texts. Questions such as whether reading texts in
the classroom affect how students produce their writings can be raised and how often nominal
groups, especially N13, N15, and N16 are found in the reading texts provided in schools.
Then, some suggestions about the reading texts and the reading activities in schools may be
possibly proposed.

The next recommendation for further research study is to give more insights to the
students’ ability to write a variety of genres at their different levels in other regions of
Thailand namely Northern and Northeastern. The students from different areas may have
different difficulties and abilities to produce English texts. Therefore, more effective ways of
teaching may be contributed to others in the future.

Another recommendation is to try and apply the proposed teaching implications in a
well-designed workshop to the English teachers in the two schools of this study and find out
if the students are able to develop their writings ability through this approach. This may also
provide an opportunity for the teachers to be trained and be able to apply other ways of
teaching writing into the real classroom.

5.5 Conclusion

In conclusion, although this particular study is not a representation of all schools in Bangkok
and the Southern area of Thailand, this gives an idea how students at this level write. The
research shows that without the right tools to help students to properly comprehend what they
read and how to write genre writing, they could not easily applied what they learnt in an
actual writing task.

The findings illustrate students might be able to produce a creative and coherent genre
writing with the help of their teachers as students show they are capable of producing long
nominal groups. Perhaps, if students could spend more time in terms of writing after the
reading process and teachers could demonstrate how to write various text features of genre writing, slowly students might learn this particular approach easily. As students are still lacking different linguistic knowledge that they can utilize in a variety of genre writing, thus teaching the students how to create long nominal groups and how to apply different processes in various contexts can be very helpful. The use of adverbials, conjunctives and the tenses are also among these language features that students should be aware of. Letting the students know their strength and weaknesses by giving a clear and accurate feedback might help them to develop their writing better. Using SFG’s curriculum cycle perhaps is a better way to let students start a writing course, as this study mentioned; these schools have no writing courses.

Although SFG advocates the use and function of language in the context of situation, this does not mean that teachers need to ignore students’ incoherent writing. The usage and functions of language means, information needs to be logical and coherent, meaning teachers need to provide students a clue how to organize their writing or “the system of wordings a language” (Halliday, 1994; Xia 2005:1). Therefore, by giving students a model how to write different genre cohesively could help students to produce a systematic text which helps readers to understand a story or an argument of the text.
References


## APPENDICES

### Appendix A

The timetable illustrating the number of English classes students take weekly.

#### Grade 12<sup>th</sup> students’ timetable *(Southern)*

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>08.20-09.10 am.</td>
<td>09.10-10.00 am.</td>
<td>10.00-10.50 am.</td>
<td>10.50-11.40 pm.</td>
<td>11.40-12.30 pm.</td>
<td>12.30-13.20 pm.</td>
<td>13.20-14.10 pm.</td>
<td>14.10-15.00 pm.</td>
<td>15.00-16.00 pm.</td>
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<td>Art.33101</td>
<td>Sci.30225</td>
<td>Eng.33206</td>
<td>Soci. 33102</td>
<td>EP. 30244</td>
<td>Class Meeting</td>
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<td></td>
</tr>
<tr>
<td>Tues.</td>
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<td>Th.</td>
<td>Sci.30245</td>
<td>Mat.33202</td>
<td>Guidance</td>
<td>Home Room</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Th.33102</td>
<td>Mat.33102</td>
<td>Eng.33202</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Sci.30245</td>
<td>Th.33102</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Grade 12<sup>th</sup> students’ timetable *(Bangkok)*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
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<td>Math.33202</td>
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<td></td>
<td></td>
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<tr>
<td>Weds.</td>
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<td>Math.33202</td>
<td>Sci.33246</td>
<td>EP. 33102</td>
<td>EP. 33202</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>Th.33102</td>
<td>Soci. 33102</td>
<td>Sci.33102</td>
<td>Eng.33206</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri.</td>
<td>HW. 33102</td>
<td>Art.33102</td>
<td>Sci. 33206</td>
<td>Human Act.</td>
<td>Meeting</td>
<td>Club</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

An individual textual analysis of the text based on SFG framework

1. The textual analysis of students’ written text (Bangkok)

S 1: Grandmother is sleeping

In the peaceful nighttime\^night time\^MT +, There\^there\^was\^EX a sweet home of\^[which belonged to a] grandma. Grandma\^TT\^was\^RL very nice and gentle. She\^TT\^lived\^MAT alone in a big beautiful house. Now\^MT+ she\^was\^sleeping\^BH deeply in her bed. She\^TT\^was\^dreaming\^MEN about a bright morning with a cup of tea while her cat is\^[was] napping on her lap\^N17. But\^TX she\^TT didn’t know\^MEN what will happen\^ed while\^TX she\^TT was sleeping\^BH. There\^TT\^are\^[were]\^EX two thieves entering her house\^N19. They\^TT\^were\^[tried]\^ trying to\^steal\^MAT Grandma’s diamond ring. The diamond ring\^TT\^was\^RL the thing that\^TX Grandpa\^TT\^gave\^MAT to Grandma in a wedding day. This ring\^TT\^was\^very precious to\^her. It\^TT\^reminds\^[reminded]\^MEN Grandma of Grandpa even\^TX he\^TT\^has\^[had]\^gone\^MAT away for a long time. Two\^TT thieves\^[were]\^sleeping\^BH. They\^TT\^walk\^[tried]\^stealthily to grandma’s drawer\^TX searching\^[searched]\^MAT for a diamond ring. While\^TX they\^TT\^are\^[were]\^searching\^MAT for a diamond ring\^MT +, they\^were\^[sighed]\^RH surprised by the mewing sound of the fluffy cat\^N17 that\^[laid]\^[laying]\^MAT down on the carpet\^[on] the floor. Two\^TT thieves\^[were]\^sighed\^BH and\^[laying]\^[ignore]\^MEN the cat. And\^[hurried]\^[tried]\^hurry\^[tried]\^to\^find\^MAT the diamond ring. But\^TX they\^TT\^can’t\^[could not]\^[find]\^MAT it. Two\^TT thieves\^[were]\^[were]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very]\^[very}\...
The first thing she saw is a fluffy cat with the shining diamond ring at the neck. (239 words)

The comment analysis of S1

The main linguistic features identified in the text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>21</td>
<td>They tried to steal grandma’s diamond ring. The police knocked on the front door.</td>
</tr>
<tr>
<td>Mental</td>
<td>4</td>
<td>She didn’t know what had happened. Two thieves ignored the cat.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>7</td>
<td>She was sleeping. Two thieves sighed.</td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Relational</td>
<td>7</td>
<td>Grandma was very nice and gentle. The thieves were very angry.</td>
</tr>
<tr>
<td>Existential</td>
<td>2</td>
<td>There was a sweet home. There were two thieves entering her house.</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical theme used as nominal groups. Some long nominal groups are found;
    - *The diamond ring* was the thing that Grandpa gave to Grandma in a wedding day.
    - *The first thing she saw* was a fluffy cat...
  
  - Marked topical themes which are functioning adverbially to emphasize time and place are employed.
    - *In the peaceful nighttime* belonged to a grandma. *There was a sweet home of*
‘But before they did that. The police knocked on the front door.’

Textual Cohesion: There are conjunctives in the text such as while, but, and, when used as connectors and cohesive devices.

- **Nominal Group**: N17 used as embedded clause and N19 used as reduced relative clause.
  - N17; they were surprised by the mewing sound of the fluffy cat.
  - N19; There are two thieves entering her house.

- **Clause Structure**:
  - Simple, Compound and complex clauses used interchangeably.
  - Run-on sentences are also found.
    - ‘Grandma wakes up like as if nothing had happened the first thing she saw is a fluffy cat with the shining diamond ring at the neck.’

- **Text Type**: Narrative

Based on the student writing, the student has some knowledge of structure of English in terms of writing. Although there are some problems such as some run-on sentences and the mixture of tenses, this student has an ability to produce narrative text. Perhaps, the production of run-on sentences can be an influence of student L1. Another weakness is the lack of one narrative features, dialogues. If this student utilize this feature, it makes the text more interesting. Also, the teacher needs to emphasize on the tenses, for example the use of past tense to indicate that the story happened in the past. Other important area that needs to be stressed is the use of appropriate punctuations, such as full stop and comma. This would help to avoid run-on sentences to produce a more organized and coherent text.
S 2: Fake One

Martha, an unmarried woman who lived alone in a big house, very rich and stingy. Everyone in the village knew that she was very rich and stingy. She always kept all of her property at home because she didn't trust anyone. She loved to stay alone so she didn't have any friend. One day, at the midnight, there were two thieves who wore black clothes tried to get into the house. They opened the bedroom’s door quietly and walked into the bedroom stealthily. They looked around for something valuable. And they saw only an old box in the corner of the room so they approached the box and opened it carefully. Inside the box, there were many valuables such as gold necklace, gold bangle, pure gold, ruby ring and diamond ring. Then they walked to the next room. There were many ancient properties so they stole some of them and ran away among the dark. In that night, the thieves took all treasures to sell at the dark market. They sold them to a merchant but the merchant noticed that it was fake so he was very angry. He called his subordinate to hurt them. This made two thieves upset. They wanted to revenge Martha so they came back to the Martha’s house in the late morning and they found that Martha was still sleeping in the bed. They bring up another pillow for to kill Martha but the one of the thieves hit the jar on the table. It fell down on the floor. And Martha was still sleeping. They thought this’s weird. "Why is she still sleeping?" Then they found that Martha was dead already. (281 words)

The comment analysis of S 2

The main linguistic features identified in this text are as follows:

- **Processes**

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<tr>
<td>Material</td>
<td>21</td>
<td>They wanted to revenge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They came back to Martha’s house.</td>
</tr>
<tr>
<td>Mental</td>
<td>4</td>
<td>They thought this’s weird.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She didn’t trust anyone.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>Martha was still sleeping.</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>He called his subordinate to hurt them.</td>
</tr>
<tr>
<td>Relational</td>
<td>4</td>
<td>He was very angry.</td>
</tr>
<tr>
<td>Existential</td>
<td>3</td>
<td>There were many ancient properties.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There were many valuables.</td>
</tr>
</tbody>
</table>
• Thematic Development:
  - Topical themes with simple nominal groups such as *They, She, and Martha, etc.*
  - Marked topical themes are functioning adverbially to emphasize time and place.
    - *Inside the box*^+MT^ there were many valuables.
    - *In that night*^MT^, the thieves took all treasure*[treasures] to sell at the dark market.
  - Textual Cohesion: Conjunctives such as *while, but, and,* and *that* are employed as connectors.

• Nominal Group: N17 functions as marked topical themes and N18 are found in the embedded clauses.
  - N 17; *everyone in the village know*[knew] that she is*[was] very rich and stingy.
  - N 18; *there were two thieves*[wore] black cloth*[wore].

• Clause Structure: Too many run-on sentences are used which reflect spoken language. There is no consistency on the usage of past and present forms.

• Text Type: Narrative

The plot of the story is quite interesting as it builds up the excitement to the reader’s mind. The text also provides detailed description to the readers. However, several run-on clauses may make the text sound as if the writer is speaking rather than writing. Therefore, the teacher might highlight the use of punctuations and capitalizations to make the student’s writing coherent and easy to follow. The teacher perhaps needs to emphasize on how narrative can be told by the use of past tense indicating the past events.
S3: Always robber

Nowadays the robbery always happens in every countries. Most of the cause are from carelessness, greed of people. By the way, they lack of money. Try not to complain about anything, especially money. Life is stressful for you right now, but if you can get through this, someday you will look back on it and remember that you have learned a lot in the face of adversity. And for the reason, it is having a robbery. In addition to these economic and social problems there are enormous environmental challenges; climate change, the depletion of natural resources, the destruction of nature, pollution, growing water shortages, the loss of agricultural land. Problems which are already making an impact, especially in form of extreme weather, but which will hit much harder in the longer term. In order to prevent this we have to start addressing them as soon as possible. A key element in the failure to address these problems in money. Ask our politicians to effectively address climate change no money. Investing in energy efficiency and renewable energy: no money. Nature and environment: no money. But also: better and cheaper education: no money. Employment programs: no money. In other words, there is at least at this time, no money for those things that are important to the quality of life for present and future generations, such as good public services, a clean environment and the responsible use of natural resources. All things considered, it is strange that we do not address such important problems due to lack of money.

The comment analysis of S3

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>4</td>
<td>The robbery always happens in the countries. You can get through this.</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>2</td>
<td>You have learned a lot. - remember that…</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>-</td>
<td>Try not to complain anything.</td>
</tr>
<tr>
<td>Relational</td>
<td>3</td>
<td>Life is stressful for you right now. They lack of money.</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Taken from: http://positive money.org/2015/06/lack-money-understanding-monetary-system/
Thematic Development:

- Topical themes are used incoherently jumping from one idea to another.
  - Most of the cause\textsuperscript{TT} are\textsuperscript{RL} from carelesses\textsuperscript{[carelessness]} and greed of people\textsuperscript{[and greediness]}. By the way\textsuperscript{MT} they lack of\textsuperscript{RL} money. Try not to complain\textsuperscript{VB} about anything, especially money. Life\textsuperscript{TT} is\textsuperscript{RL} stressful for you…

- Marked topical themes are found several times to show the emphasis.
  - Nowadays\textsuperscript{MT+}, the robbery always happen\textsuperscript{**[in the countries]}.  
  - And for the\textsuperscript{*[this]} reason\textsuperscript{MT+}, it is having\textsuperscript{*[creates]} a robbery.

- Textual Cohesion: Lack of cohesion between clauses. The themes used are not relevant.

Clause Structure: Simple and run-on clauses.

Text Type: Description

The whole text is not quite coherent due to the obvious differences between the production of the beginning part and the grey highlighted part. The first one seems to be written by the student particularly at this level (grade 12\textsuperscript{th}). However, the next part is found written by a skillful writer from the website highlighted. This implies that this student is not confident in writing a task. S/he tends to plagiarize from the other sources perhaps to produce a text s/he is required to write. This student is not familiar with the language and text features of the task. As a whole, the student is only concerned about the number of words s/he produced but not the logical organization of the text.

S 4: Life in a country side

In a big city\textsuperscript{MT}, she\textsuperscript{[was]} a woman who\textsuperscript{TX} work\textsuperscript{MAT} hard in order to take care\textsuperscript{of} her mom\textsuperscript{N18}. In this\textsuperscript{This} year\textsuperscript{MT}, she\textsuperscript{[intended]} to settle\textsuperscript{MAT} her house in\textsuperscript{a} countryside because\textsuperscript{TX} in the countryside\textsuperscript{TT} have\textsuperscript{*[had]} a beautiful view and good climate. In country side not have contamination, disorder\textsuperscript{[ring]} and crowded\textsuperscript{[crowding]} +. In the other hand\textsuperscript{MT+} in the city\textsuperscript{[had]} all\textsuperscript{+that}. Now\textsuperscript{MT+}, she\textsuperscript{have} enough\textsuperscript{[enough]} money to buy a house so\textsuperscript{TX} she\textsuperscript{TT} stop\textsuperscript{ped} working\textsuperscript{MAT} for\textsuperscript{*[to]
look for a new house: finally she met it. She consulted VB with her mom. They decided to buy a new house at countryside. After resigning from office, she and her mom moved out from capital city to countryside. Her mom likes this house very much. Their house have a garden and small pool. She consulted her mom. They decided to buy a new house at countryside. After resigning from office, she and her mom move out from capital city to countryside. Her mom likes this house very much. Their house have a garden and a small pool. bedroom of her mom was very big. Having balcony in the bedroom, we can get a wind extremely. From the Living room, they can see overview and beautiful garden. In this night, she and her mom were so exhausted because they had been cleaning the house. Therefore they were heavy sleeper. While they were sleeping, the robbers climbed the balcony and stolen some valuables. When she had woken up, she was shock. She grass on reporting about that with police. Finally, the police can arrest the robbers and punish them. She almost not self-control yet she try to face and move on. Formerly, she thought to settle here. Although it had happen, she persist to live here forever. She lives with her mom happily and peacefully. The more she live, the more she love. She told herself that she determine correctly to settle here. (274 words)

The comment analysis of S 4

The main linguistic features identified in this text are as follows:

- Processes:

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>15</td>
<td>They</td>
<td>had been cleaning the house.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>stopped working to look for a new house.</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>Her mom</td>
<td>liked this house very much.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>loved.</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>They</td>
<td>were sleeping.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>They</td>
<td>can see overview.</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>She</td>
<td>consulted with her mom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>told herself that...</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>10</td>
<td>Her mom’s bedroom</td>
<td>was very big.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>had enough money.</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>
• **Thematic Development:**
  - Topical themes found are largely simple nominal groups, such as *her*, *them*, *their house*, etc.
  - Marked topical themes functioning adverbially to tell time and manner are found.
    - *While* they were sleeping, the robbers climbed the balcony...
    - *The more she lived* here, the more she loved.
  - Textual Cohesion: Irrelevant use of anaphora. For example, the usage of pronoun *she*.

• **Nominal Group:** N17 is used as topical theme, and N18 is found in an embedded clause.
  - N 17; *Having* a balcony in the bedroom *was* very good as we can get a wind extremely.
  - N 18; *She is* a woman who worked hard in order to take care of her mom.

• **Clause Structure:** Several run-on sentences are found. The repetitions of the same ideas make the text incoherent and redundant.
  - *She intended to settle in the countryside because in the countryside* have a beautiful view and good climate. *In country side not have contamination, disorder and crowded.*

• **Text Type:** Description

This text tends to be purely descriptive. The student may need to be aware about the characteristics of narrative as well as how to organize his/her ideas cohesively by using appropriate capitalizations and punctuations. Moreover, the teacher can point out to this student that using various word choices can prevent repetition and redundancy.

S 5: The thief is coming

Once up on a time, There was a family feature of father, mother and a daughter. Someday, they were travelling to the beach. While they were meandering, there was a truck driving along way with the broken break.
up his brakes. That direct to their car, so dad swerved + the car to sideways. Suddenly, and with the large tree, this season's accident made her dad die. Immediately, as for her mom was handicapped forever, but [But] for the daughter, she just was broken head [wounded a little bit], + and her arms and legs are [were] scratched. She was so sad that her dad died and her mom was handicapped with legs. She was vigorous, so she can give her mother a treat.

She found a part-time job to get education until she graduated, so she became an accountant, and she has had a boyfriends, who is her boss. His name is James. He looked good. He love working. All colleague love him because he is friendly and handsome. He love cooking. He is a gentle man because he always helps everyone. But!! She [she] never has know that just his appearance try to deceive her. In fact, he addict to gambling, he like going to PUB every night. He is gallant, and he wench with women. Someday, she introduced him to her mother. He tried to please her mom such as providing food and take her mom to stroll in the park. That is her mom's impression to him.

Then, he proposed marriage to her, and she was voluntary accepted immediately. When she married with him recently, she find that he is bad because he always went to the casino place. so [This] make him waste a lot of money. He borrow money from owner casino. But he has no money to pay them back. So, the owner casino terrorize him. Then, he planned with his friends to steal the mother-in-law's money that be in the safe. The neighbor notice him and his friends, so he called the police. Then he was arrested with his friends, so she divorce with him. (323 words)
The comment analysis of S 5

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>23</td>
<td>The dad</td>
<td>swerved</td>
<td>The dad swerved the car to sideways.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>divorced</td>
<td>She divorced with him.</td>
</tr>
<tr>
<td>Mental</td>
<td>9</td>
<td>All colleague</td>
<td>loved</td>
<td>All colleague loved him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He</td>
<td>addicted</td>
<td>He addicted to gambling.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal</td>
<td>3</td>
<td>He</td>
<td>proposed</td>
<td>He proposed marriage to her.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He</td>
<td>tried to please</td>
<td>He tried to please her mom.</td>
</tr>
<tr>
<td>Relational</td>
<td>12</td>
<td>He</td>
<td>had</td>
<td>He had no money to pay back.</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There</td>
<td>was</td>
<td>There was a family.</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

- Topical themes found are mainly simple nominal groups such as *The dad, He, She*, etc.
- Textual themes such as *but, that, then, so*, etc are found to organize the text.
- Marked topical themes to emphasize the important time are found.
  - *When* she married him recently, she found that he was bad.

- Textual Cohesion: Irrelevant use of reference, for examples, the pronoun *she*, and *he*. The same pronouns are used repeatedly making the text incoherent.

- **Nominal Group:** N18 is found in the relative clause.
  - *She has a boyfriend, who is her boss.*

- **Clause Structure:** Lack of punctuation such as comma (,), full stops (.) and capitalization. Mainly simple clauses found.

- **Text Type:** Recount
This text illustrates the characteristics of recount because it tells what happened to the people in the event. To produce a narrative, the student should be aware that the text aims to entertain the readers. Therefore, the complication or climax is really needed. This may indicate that this student could not tell the differences between recount and narrative. Most importantly, in writing, punctuation and capitalization are important as they make the text organized to a well-written text.

S 6: The burglar break into Sara’s house.

Sara TT [was] RL +a computer engineer. She TT works [worked] MAT at Apple Inc. She TT works [worked] MAT about software. Today MT she TT works [worked] MAT hard; after TX she TT comes [came] back from the office MT, she TT feels [felt] RL very tried [tired]. She TT catches [caught] RL a cold and headache when TX she TT has [had] RL dinner and takes [look] MAT a shower. She TT feels [felt] RL bad and TX can not [could not] do MAT anything. She TT wants [wanted] to sleep [sleep] BH and TX go [went] MAT to bed early today. Finally MT, she TT forgets [forgot] to lock [lock] MAT the door beside her bedroom N17. Because of this reason MT, the two burglars particularly easy [easily] access [access] MAT. During midnight MT, the two burglars break [broke] MAT into her house. They TT look [look] MAT for the easiest way in until TX they TT found [found] MAT that TX—The [the] door TT beside Sara’s bedroom N17 [was] RL not locked MAT. They TT break [broke] MAT into Sara’s bedroom and TX walk [walk] MAT in with silent noise. Sara TT sleeps [sleep] BH deeply. She TT until [doesn’t] [didn’t] know [know] MEN that TX the burglars TT break [broke] MAT into her bedroom. The burglars TT think [thought] MEN that TX it [there] TT might have [be] RL worth [worth] things inside Sara’s bedroom. They TT try [tried] to look [look] MAT for the worth things and finally MT go [go] RL many things from her bed—For [for] example TX, one million worth of jewellery [jewelry], lap top, digital camera, watch and her wallet. In the next morning when TX she TT wakes [woke] up [wake], she TT finds [found] MAT that TX her bedroom [was] RL empty. She TT was [was] RL very frightened and TX cried [cry] BH. She TT [don’t] [didn’t] know [know] MEN what to +do is in the first step. When TX she TT concentrated [concentrated] MEN her idea [idea]. She TT call [call] the police. The police TT tell [tell] her +to wait until TX the police TT comes [come] MAT because TX the evidence will be difficult to find and [it would be difficult to find the
evidence as it might be] disappear +ed. The police \textcolor{red}{TT \text{will} [would]} \textcolor{red}{be} [have] RL +some difficulty *[difficulty] +to
catch the burglar. (246 words)

The comment analysis of S 6

The main linguistic features identified in this text are as follows:

- **Process:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>17</td>
<td>The burglars</td>
<td>broke into her bedroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They</td>
<td>got many things from her bedroom.</td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>She</td>
<td>didn’t know what to do.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The burglars</td>
<td>thought that...</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>She</td>
<td>cried.</td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>She</td>
<td>called the police.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The police</td>
<td>told her to wait.</td>
</tr>
<tr>
<td>Relational</td>
<td>10</td>
<td>She</td>
<td>was very frightened.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>felt bad.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

- Topical theme dominates the text. Simple nominal group such as she is used all the time.
- Textual themes are employed to bind the text together. For examples, that, until, because, etc.
- Marked topical themes are found to indicate the specific time.
  - When she concentrated her idea. She called the police.
  - The police tells her to wait until the police came.
- Textual Cohesion: Relative pronoun ‘that’ is used appropriately in the projective clause. However, there is a tendency to place full stop between the dependent
clause and the independent clause. This means that the student lacks of knowledge about punctuations and capitalization in written text.

- **Nominal Group:** N17 is found in this text.
  
  - *The door beside Sara’s bedroom* is *not locked.*

- **Clause Structure:** Several complex clauses are found but there is a lack of punctuation such as comma to divide the main clause from the subordinate clause. Also, many run-on sentences are found. This makes the text incoherent.

- **Text Type:** Recount

This text is purely recount. This would leave the readers with questions such as ‘how would this story end?’, ‘what happened with the character? As this text is riddled with run-on sentences, the teacher needs to highlight the importance of punctuations and capitalizations. Proofreading can be helpful to remark the important elements to the student e.g. how subject (theme) or process (verb) can be used in a narrative text.

S 7: Sara’s careless

This family **[family]** feature **[consisted of]** +a grandchild and +a grandmother, +the grandchild’s name **[was]** RL Sara and +the grandmother’s name **[was]** RL Rose. +Sara **[was]** RL +a orphan. Her father and mother **[had]** departed MAT since TX she **[had]** lived MAT with +her grandmother since TX she **[was]** RL 4 years old. Sara **[loves]** MEN Rose very much. Sara **[was]** RL +a very good to her grandchild. She **[was]** RL excellent and pretty. All friends **[like]** MEN her because TX she **[was]** RL friendly and great. Rose **[always]** teach +taught TX Sara that TX “You should close MAT and TX lock MAT the door when TX you **[leave]** MAT because TX anybody **[perhaps]** IP steal MAT thing that be **[is]** valuable N18 or TX perhaps IP harm MAT you and me” Rose **[said]** VB. Everyday when TX Sara **[left]** MT, she always locked MAT the door because TX she **[worry]** VN worried MEN +about her grandmother whom she love +d N18. Someday +[One day] MT, +the grandmother was RL ill so TX Sara **[went]** MAT to school alone but that day **[was]** RL hurry in addition +[so] she **[forgot]** MAT to lock MAT the door beside Sara’s bedroom is *not locked.*
door. Rose slept on the bed at that time, and there were two persons who were thief burgling into the house. The man robbery tried to take some anesthetic to Rose but the woman robbery forbade him because she didn’t want to kill her but she wanted only valuables. Both of robbers transport valuables into a car that they prepared. Neighbor noticed the thieves who were transporting valuables so she called the police, and the police reached at the house in about 5 minutes. The police could arrest both of robbers, then Sara went back to the house. She knew about the event, she hurriedly hugged her grandmother, and she said sorry her grandmother. She told her grandmother that this event was cause from her because she was careless. (238 words)

The comment analysis of S 7

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>20</td>
<td>You</td>
<td>You should close and lock the door.</td>
</tr>
<tr>
<td>Mental</td>
<td>5</td>
<td>All friends</td>
<td>All friends liked her because she was friendly and great.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>1</td>
<td>Rose</td>
<td>Rose slept on the bed at that time.</td>
</tr>
<tr>
<td>Verbal</td>
<td>4</td>
<td>Rose</td>
<td>Rose said.</td>
</tr>
<tr>
<td>Relational</td>
<td>11</td>
<td>Sara</td>
<td>Sara was an orphan.</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There</td>
<td>There were two persons…</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical theme, especially simple nominal groups such as she, and Rose dominate the text.
  - Marked topical themes are found to emphasize the time.
    - *Everyday when Sara left, she always locked the door.*
    - *One day, the grandmother was ill…*
Textual themes are found in run-on sentences. For examples, and, so, and because.

Interpersonal themes are utilized to indicate the character’s feeling.

“*You should close and lock the door when you leave because anybody perhaps steal”’ thing that be*{is}* valuable or perhaps harm you and me*”.

Textual Cohesion: The use of conjunctives such as so, but, and, and because without using appropriate punctuations generate run-on sentences which make the text similar to a spoken language.

- **Nominal Group:** N18 is frequently found.
  - There are*{were}* two person*{were}* thief burgle*{burgling}* into the house.
  - Neighbor noticed the thieves who were transporting valuables.

- **Clause Structure:** Single clauses dominate the text. Lack of punctuations such as full stop, comma which produce run-on sentences. There is a lack of consistency in term of tenses used.

- **Text Type:** Narrative

The text would be more coherent if the student uses an appropriate punctuation and capitalization between each conjunction to avoid run-on sentences. Connectors are needed to make the flow of the story coherent. The student seems to have some ideas to write a text. For example, the use dialogues and name of the participants in the story. However, the utilization of tenses are problematic. Thus, the teacher needs to emphasize the importance of punctuations and the correct use of present and past tense in narrative genre writing.
At one of the village, there was a large house and the most beautiful house. The house notably by the people, who had passed by. The house was owned by grandmother and grandfather, who was friendly and generous gesture. These two are living happily together. One day, the grandfather had business to go to another cities. In that night, the grandmother had to sleep alone without grandfather. Now, as midnight, Outside the house was full of emptiness. The sky was dark and no one was passing by. There was a light of a street light and the moon shining. There are two stranger+s breaking into the house. They are wearing a black sweater and a long black trousers with a white canvas shoes and they hide themselves with a black cloth. They slowly opened the window quietly by not letting grandmother awake and slowly walked into the bedroom then they walked around the room and checked things in the room. Then, the grandmother is awake. She looked around the room. She saw shadow two man+[the two men’ shadow] moving around the room. She was worry and very scare+d. So, she knocked down on her bed. Then, she woke up again and she knocked down again! The two man worried that the grandmother will died. So, the two people opened the light and hurry to look after the grandmother. But suddenly, the grandma woke up again and laughed and said “I got you, Haha” and the two people said “How did you know grandma?” Grandma knows that the grandfather worried that she will be alone so he sent Brad and Teddy to took care of grandmother. “Grandfather, so cute,” said the grandmother. (274 words)
The comment analysis of S 8

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>19</td>
<td>They slowly <em>opened</em> the window…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They <em>walked</em> around the room…</td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>Grandma <em>knew</em> that…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>The grandma <em>had to sleep</em> alone without grandfather.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grandma <em>laughed</em>.</td>
</tr>
<tr>
<td>Verbal</td>
<td>3</td>
<td>Grandma <em>said</em>.</td>
</tr>
<tr>
<td>Relational</td>
<td>11</td>
<td>The sky <em>was</em> dark.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grandfather <em>is so cute</em>.</td>
</tr>
<tr>
<td>Existential</td>
<td>2</td>
<td>There <em>was</em> a large and the most beautiful house.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There <em>were</em> two strangers breaking into the house.</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes used as simple nominal groups are mostly utilized in this text.
    - *The house decorate* with precious stone.
    - *She was worried*.
  - Marked topical themes to indicate specific time frame are found.
    - *In that night*, the grandmother *had to sleep alone*…
    - *But suddenly*, the grandma *woke up* again…
  - Textual Cohesion: A variety used of reference such as pronouns, the definite article, and nominal groups to refer to the same theme
    - *These two* to refer to ‘a grandfather and a grandmother’, *The two people* to refer to ‘Brad and Teddy.’

- **Nominal Group:** N17, N18, and N 19 are employed in this writing.
  - N17; *There was a light of street light.*
  - N18; *The house was owned by grandmother and grandfather, who is friendly and generous.*
N19: There were two strangers breaking into the house.

- **Clause Structure**: Simple, compound and embedded clauses are found.

- **Text Type**: Narrative

The text illustrates that the student has good foundation in writing. Several linguistic features identified in the text are quite useful. For example, the use of nominal groups, the presentation of some relative clauses to provide more information about the nouns are quite clear. Moreover, the plot of the story is quite interesting. To make this text better, the student needs to be familiar with tenses used in narrative genre writing. Quotation is also needed to be emphasized with direct speech.

S 9: When the thieves was coming!

At the old woman’s house, it’s about 2 am, while the old woman was sleeping on her bed. She had tried from her work and she was sleeping tight and then, the slide door was opened quietly but she + was still sleeping and didn’t hear anything. There are two guys were coming in the room. They walked stealthily and the old woman didn’t get up yet and + was still sleeping on her bed. By the time that two thieves came in and walking around the room, they walked to wardrobe near the bathroom for to find some valuables but they didn’t see anything. After that, they go ahead to the cupboard next to the bed and they didn’t see anything again. Then, they go straight to the only dressing table where is in front of the door, they opened the desk drawer slowly and quietly but before they had seen some money in the drawer, the old woman got up! And yes, when she saw the two thieves, she felt frightened and she screamed loudly, so her son had heard and ran into her room quickly, but he didn’t see the two thieves because they hid themselves in the bathroom. When the man asked his mother what had happened, his mother was shocked and didn’t say anything to him. He had stayed with his mother by the side of bed till his mother slept and then he patrolled around his
mother’s room, he checked everywhere in the room, except the bathroom. After that, he went out of his mother’s room and he went to his room for bed. After the old woman’s son went out, the two thieves had got out from bathroom and stole some money from the desk drawer, and they picked the big diamond ring and put them in the bag, then they went out from the room by the way of slide door quietly and closed the door slowly. In the morning, the old woman had got up and she thought that last night was just a nightmare.

The comment analysis of S 9

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>22</td>
<td>They</td>
<td>went</td>
<td>They went ahead to the cubboard next to the bed…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He</td>
<td>checked</td>
<td>He checked everywhere in the room…</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>She</td>
<td>thought</td>
<td>She thought that last night was just a nightmare.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>9</td>
<td>The old woman</td>
<td>was sleeping</td>
<td>The old woman was sleeping on her bed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The old woman</td>
<td>didn’t get up</td>
<td>The old woman didn’t get up…</td>
</tr>
<tr>
<td>Verbal</td>
<td>3</td>
<td>She</td>
<td>screamed</td>
<td>She screamed loudly…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The man</td>
<td>asked</td>
<td>The man asked his mother what happened.</td>
</tr>
<tr>
<td>Relational</td>
<td>5</td>
<td>She</td>
<td>felt</td>
<td>She felt frightened…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>His mother</td>
<td>was</td>
<td>His mother was shocked…</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There</td>
<td>were</td>
<td>There were two guys coming in the room.</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

- Topical themes with simple nominal groups are largely found.
  - *The old woman was sleeping on her bed.*
  - *Two thieves came in.*

- Marked topical themes used are found useful in telling specific time.
When the man asked his mother what had happened, his mother was shocked...

After the old woman's son went out, the two thieves had got out from bathroom...

Textual Cohesion: The overuse of conjunctions such as and, because, and but create run-on sentences which make the whole text looks as if it is a spoken discourse.

Nominal Group: Some N14, N17, and N19 are utilized.

N14; they picked the big diamond ring.
N17; They walked to wardrobe near the bathroom.
N18; There were two guys coming in the room.

Clause Structure: Some issues about the attempt to produce the complex clauses using conjunction such as when, and the adverbial clause such as 'by the time'.

Text Type: Narrative

Punctuations such as full stop (.) or comma (,) need to be emphasized as the lack of these punctuations might create run-on sentences. This student employed N14 in his/her text which is quite interesting. This can be considered the student’s strength. Also, the use of adverbial clauses as the marked topical theme makes the text interesting and coherent.

S 10: rob in the big house

At the old woman’s house, the Old woman was sleeping in her big beautiful bed. She lived alone in these house, doesn’t have child, doesn’t have any children and doesn’t have people in these house. She locked the door, the window after checking it already, she went to bed very early. It was a very good night, the sky was clear, have low wind. The wind was low and you can see many stars if you looked up, everything
looked very safe for this night but then two stranger walked quietly to this big house. They climb the wall and down in the garden. After walking along to the house, they climb the porch and untie the master key that the old woman used to lock her bedroom sliding door. They opened the door very quietly and then they walked in. The Two stranger saw the famous expensive painting picture on the pink wall, the glass desk that lay down the beautiful lamb, the tiny table that under the valuable Chinese vase and the last they saw the old woman slept in her beautiful bed. When two strangers walked in this house, the alarm was warning. But it didn’t wake the house-owner up, one of the two stranger put it up and threw it away outside. The alarm lose and the old woman slept in her bed. The alarm was the expensive picture that on the wall, two strangers stealthily get close to the bed and reach out for that picture. They put it down and turned around to the other target. The Beautiful lamb was the next target, one of strangers left the plug off and pick it up. Then he threw it to another stranger who put it into the big bag. Suddenly the house-owner herself over. Two strangers were frightened, they hide themselves under the bed quickly. After everything was silent, they determine to flee out of this house before the house-owner wake up and inform the police to arrest them. Two strangers walked quietly go out the house and run away.
The comment analysis of S 10

The main linguistic features identified in this text are as follows:

Processes:

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>31</td>
<td>They climbed the wall and jumped down the garden.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They put it down and turned around to the other target.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>6</td>
<td>The old woman slept in her bed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The house-owner turned herself over.</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>informed the police to arrest them.</td>
</tr>
<tr>
<td>Relational</td>
<td>6</td>
<td>it was a very good night...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The sky was clear.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**
  - Topical Themes are used with a variety word choices to refer to the same theme, for examples, *two strangers* (nominal group), is used to avoid the use of pronoun *they* repeatedly.
  - Marked topical themes functioning adverbially are used effectively.
    - *When two strangers walked in this house*: the alarm was warning.
    - *After everything were*[^silent+*] they determined to flee out of this house.
  - Textual Cohesion: Too many uses of comma (,) to continue the clauses which may create run-on sentences.

- **Nominal Group:** N14, N17, and N18 are found.
  - N14; *The Two stranger*[^*] saw *the famous expensive painting picture on the pink wall.*
One of the targets was the expensive picture on the wall.

Then he threw it to another stranger who put it into the big bag.

Moreover, a variety of nominal groups with premodifiers are found. For example, her big beautiful bed, The beautiful lamp, etc.

- **Clause Structure**: Simple, compound, and complex clauses are employed. However, some run-on sentences are found.

- **Text Type**: Narrative

As far as putting the text together, this student seems to have some knowledge of both textual structures of narrative and the language features. The usage of long nominal groups in the story makes the text description better. These provide several detailed description of pictures to the readers. Moreover, there are several uses of material processes (actions) which describe what happened in the event. This makes the story interesting. The organization of the plot is quite clear and coherent. The recommendation would be to check the use of punctuations: comma, and full stop. This would help make the text flows well. The time and tenses used in telling a story should also be emphasized.

**S 11: Bad robbers**

Nowadays, the robbers have a lot more than the past because in recent years, economics goes down and that people go to dark side. The robbers who don't have any money, now they want more money to make their life convenient and comfortable but they don't think one thing. The normal that have money, they work very hard to get them and them for make their life better, to feed their family such as their children, their husband, their wife, their father, their mother, and anything else.

In this picture shows the two robbers who want to steal her money or furniture that they can take it off and sell them for their money while the woman is sleeping, I think that the robbers came in her room for by climbing the tree and she forget to lock the windows. That makes the robbers success fully come in and steal many things that they want from her.
Finally, the robbers have a lot more than they have compared to from the past and we that are the normal people who work very hard and one day the robbers steal them from us. Then try to defense them such as calling 191 to arrest them or check the doors and windows before sleeping or make the law to add more the punish for them. Then if they are scared of the law, they will not steal or do something like this. (233 words)

The comment analysis of S 11

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>15</td>
<td>She</td>
<td>forgot to lock the window.</td>
<td>steal many things that they want from her.</td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>They</td>
<td>want more money to make their lives convenience…</td>
<td>think that the robbers come in her room…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>1</td>
<td>The woman</td>
<td>is sleeping.</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>2</td>
<td>who</td>
<td>don’t have any money.</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>We</td>
<td>are the normal people who work very hard.</td>
<td></td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  ➢ Topical themes found are mostly simple nominal groups such as They, The robbers, and She.

  ➢ Marked topical themes are utilized to signal the important points such as nowadays, and finally.

  ➢ Textual Themes used to unite the ideas are largely found in this text such as if, because, and, and but.

- **Nominal Group:** N 18 are found.

  o We are the normal people who work very hard.

  o The robbers who don’t have any money want more money.
Clause Structure: Simple, compound, and complex clauses are used.

Text Type: Comment

This student tends to know the language structures but s/he does not know the structures of narrative text. The student should be taught the characteristics of narrative genre. A teacher can assist this student by pointing the differences between comment and narrative texts. Also, the text shows that the student has a limited knowledge in English writing.

S 12: The Saturday night

One upon a time on that Saturday night, there was a beautiful woman who sleeps in her bed. Her name is Melon. Melon is very rich because both of her parents are doctors, therefore her house is big and luxury. Everyone in this town knows that this family is rich and this is the reason of why everythings that had happen on that Saturday night. That Saturday night, Melon’s parents aren’t at home, so she is alone in her house. While she is sleeping, there are two thieves break into her house and try to steal expensive things in her house. But there are too much to carry all of things by themselves. Suddenly, Melon wakes up and see the thieves. She immediately call the police. In five minutes later, the police come and catch the thieves. Melon tell all of things to her parents, her parents promise to Melon that they will not leave her alone and were very sorry to Melon. Eventually, the two bad thieves were caught. And it is a happy ending.

This story makes us see that our parents are love us very much. They don’t want us to be in any dangerous situations. And at last bad people will be punished either light or hard. No one can escape the truth! (216 words)
The comment analysis of S 12

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>10</td>
<td>- tried to steal expensive things in her house.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bad people will be punished…</td>
</tr>
<tr>
<td>Mental</td>
<td>2</td>
<td>Everyone in this town knew that this family was rich…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They don’t want us to be in any dangerous situations.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>2</td>
<td>She was sleeping…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melon woke up…</td>
</tr>
<tr>
<td>Verbal</td>
<td>3</td>
<td>Melon told everything that happened to her parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Her parents promised to Melon that…</td>
</tr>
<tr>
<td>Relational</td>
<td>9</td>
<td>Her name was Melon.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Her house was big and luxury.</td>
</tr>
<tr>
<td>Existential</td>
<td>3</td>
<td>There were two thieves breaking into her house.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There were too much to carry…</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical theme, especially simple nominal groups such as Melon, She, and Her parents dominate the text.
  - Marked topical themes are found to emphasize the specific time in the story.
    - While she *was* sleeping, there are *were* two thieves break+ing into her house.
  - Textual Cohesion: there are some repetitions of the word choice used which create redundancy.
    - this is *was* a *the* reason of *why* everythings that *had* happen+ed in *san* that *Saturday* night. That Saturday night—*Melon’s parents aren’t* *were* at home.

- **Nominal Group:** N12, N 17, and N 18 are found.

  - N12; Eventually *the two bad thieves are* *were* caught*caught*. 
o N17; both of her parents are\textit{were} doctors.

o N18; there is\textit{was} a beautiful woman who sleeps\textit{was sleeping} in her bed.

- Clause Structure: Simple, compound and complex clauses are used interchangeably.
- Text Type: Narrative

This student understands narrative structures well. It helps to build up the story using varieties of resources as well as a coda to complete the text. However, the whole story is written in present tense which means the student is not fully equipped how to use the tenses in different genre. A teacher can focus on the use of tenses in this type of text, especially, when the time is set; ‘Once upon a time’, which should be in the past form.

S 13: My aunt

Today, In\textit{is} the morning\textit{is}, I see\textit{see} my aunt who lives near my house\textit{is}. Now\textit{is}, she has\textit{has} breakfast in the garden. My aunt\textit{is} 60 years old. Her name\textit{is} Latina.

When\textit{is} a child\textit{is}, my aunt who\textit{went} with me. I don’t\textit{don’t} have\textit{have} father and mother. They\textit{is} had died\textit{died} before\textit{is} I\textit{remembered}. Every\textit{is} day in the morning before\textit{is} T\textit{go} to school\textit{is}\textit{to school}, My\textit{is} aunt\textit{cook} breakfast for me everyday.

Now\textit{is}, we\textit{is} don’t stay\textit{stay} with us\textit{together}. I have\textit{have} my home and\textit{is} she\textit{is} has\textit{is} my\textit{her} home. In the evening\textit{is}, the time is 20.00\textit{rt}. This time\textit{is} when\textit{is} my aunt\textit{is} go\textit{go} to bed. In\textit{at} that time\textit{is}, I hear\textit{is} sound of gun\textit{a gun shot sound} “Bang” near my house. I\textit{am} very scared\textit{scared}. But in that moment\textit{rt}. I\textit{thinking} of my aunt. + “Oh\textit{IP} I\textit{IP} miss\textit{IP} you”. Suddenly\textit{IP}, I\textit{run} from my house to her house. I\textit{is} see\textit{is} thieves. they\textit{they} steal\textit{stole} a golden ring. I\textit{ignore} them. In the past\textit{IP}, I\textit{found} my aunt in her bedroom. + “Oh\textit{IP} No\textit{IP} She\textit{IP} die\textit{IP}”. + “See\textit{IP} you again next word\textit{IP} my aunt. Good luck. I\textit{IP} miss\textit{IP} you.” (176 words)
The comment analysis of S 13

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>10</td>
<td>They had died…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I ran from my house to her house.</td>
</tr>
<tr>
<td>Mental</td>
<td>5</td>
<td>I remembered.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I miss you.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Relational</td>
<td>11</td>
<td>I was a child…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My aunt stayed with me.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  ➢ Several topical themes are found but largely they are simple nominal groups such as *I*, *My aunt*, and *They*.

  ➢ Marked topical themes are used to emphasize the time the event.
    - *Everyday in the morning before I went to school*<sup>MT</sup>, my aunt cooked breakfast for me.
    - *In that time*<sup>MT</sup>, I heard a sound of gun.

  ➢ Some interpersonal themes are also found.
    - *“Oh I miss you.”*
    - *“Oh No She die”*.  

  ➢ Textual Cohesion: The complex clause produced is incomplete.
    - *‘When I was a child, my aunt who stayed with me.’*

    Also, there are some misuse of the adverb which distort the meaning e.g. *‘In the past’*, which should be replaced with *‘After that’*.

- **Nominal Group:** Only N 18 is found, the rest are simple nominal groups.
N18: I see my aunt who lives near my house.

- **Clause Structure:** Most of the clauses are short and simple which might illustrate the lack of maturity of this student. Many run-on sentences are also found.

- **Text Type:** Recount.

The student needs to be advised how narrative text should be constructed. There are some issues about the time/tenses used in this writing as well as the use of capitalization and punctuation in the text. Also, there is a need for this student to practice producing compound and complex clauses more.

S 14: ‘Drugs’ are cause of robbery.

One night MT, the old woman sleeps on her bed and then two strangers TT come into her room. They TT are robbers! The cause of robbery N17 is that they TT don’t have money to pay for drugs. So TX, they TT determine to earn money by stealing something.

If TX, they TT had been arrested by the police MT, they would be hopeless and turn into a living nightmare.

Drugs TT cause crime and also make you ill and an overdose TT can kill! Drugs use mess with your mind and body, it TT can cause you to lose your ability. Hurting who you love, your father, your mother. Drug destroyed relationship with others. And drugs TT make you include live a life of crime N17. Drugs are for losers…Why be a loser? (123 words)

The comment analysis of S 14

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>9</td>
<td>Two strangers</td>
<td>come into her room.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drugs</td>
<td>cause crime and also make you ill.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relational</td>
<td>6</td>
<td>They</td>
<td>are robbers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drugs</td>
<td>are for losers.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
• **Thematic Development:**
  - Topical theme, especially simple nominal groups such as *The old woman, They,* and *Drugs* dominate the text.
  - Marked topical themes are utilized functioning adverbially.
    - *If they had been arrested by the police, they would be hopeless.*
  - Textual Cohesion: The topical themes found are repeatedly used such as *Drugs* which may reduce the coherent of the text.

• **Nominal Group:** N 17 is found, but the rest are simple nominal groups.
  - *The cause of robbery is that they don’t have money to pay for drugs.*

• **Clause Structure:** Simple, compound and complex clauses are used.

• **Text Type:** Comment

This student does not recognize the differences between comment and narrative genres. The text structures should be guided in order to help the student to produce the text successfully. The text is quite short, this student cannot manage to construct the appropriate task within time constraint.

S 15: Heart breaking meeting

In 2015, at the grandmom Lilly house **MT**, she **TT** was cleaning **MAT** the house by herself. She **TT** was very tired, so **TT** she **TT** took **MAT** a shower and **TX** went **MAT** to bed. Before she went to bed **MT**, she had read **MAT** a fantasy novel. Then **TX** she **TT** missed **MEN** her husband and her sons. She **TT** wanted **MAT** to meet **MAT** them so much. Finally **TX**, she **TT** went **MAT** to bed. On 26 December, which **TX** was **RL** a Christmas Day **MT**, she **TT** hoped **MEN** that **TX** she **TT** might meet **MAT** her family. Today **TX** she **TT** went **MAT** to bed at 8 pm. She **TT** thought **MEN** that **TX** she **TT** could get **RL** presents from Santa Claus. At the midnight **MT**, somebody **TT** was coming **MAT**. They **TT** climbed **MAT** from the first floor to the second floor of the house **N17**. They **TT** wore **MAT** blue sweatshirts with black jeans and white sneakers. They **TT** came **MAT** very quietly. They **TT** opened **MAT** the windows and **TX** found out **MAT** that **TX** she **TT** was their mom. So **TX** they **TT** planned to make **MAT** a crazy and surprise meeting. By **TT** pretended **TT** that **TX** they **TT** were **RL** thieves.
They came closely to the lamp and turned it on. They sneaked to the bed near their mom. Lilly was waken up and sneaked very loud. She almost hit them with the lamp. But when she saw their faces clearly, she was very happy and gave them hugs and kisses. Then she said “This was a heart breaking meeting ever. Don’t do that again.” (219 words)

The comment analysis of S 15

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>21</td>
<td>They came closely to the lamp and turned it on.</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>She thought that she could get present from…</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>screamed very loud.</td>
<td>She said…</td>
</tr>
<tr>
<td>Relational</td>
<td>7</td>
<td>She was very tired…</td>
<td>She was very happy…</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes are mainly found. There is an issue about the use of reference pronoun they which appear several times as themes.
  - Marked topical themes used to foreground the important time and place are also found.
    - **But when she saw their faces clearly,** She was very happy…
    - **In 2015, At the grandmom Lilly house,** She was cleaning the house by herself.
  - Textual Cohesion: Conjunctions such as and, but, and that to bind the clauses are found.

- **Nominal Group:** Only N 17 is found but the rest are simple nominal groups.
  - They climbed from the first floor to the second floor of the house.
• **Clause Structure:** Simple and compound clauses are mostly used. Some complex clauses are found but still need to be advised. The missing of comma creates run-on sentences.

• **Text Type:** Narrative

This student knows how to give a twist to his/her story. However, it might give readers some doubts about his/her creativity as it is not quite believable. This student needs to organize his/her ideas well in order to make the story interesting. The use of pronoun ‘they’ repeatedly makes the text boring.

**S 16: Story of Carelessness**

In the night, there was a burglar in a house of an old woman. Although the house is full of security system, the only thing that make her house a target of robber is "carelessness".

On Monday, she came back after going shopping at supermarket near her house in the evening. She made herself a dinner, she noticed a black van driving pass her house very slow. She decided to ignore the van and had dinner quickly and took a bath. After going to bed, she easily fell asleep but she forgot to lock the door. 10 minutes later, 2 burglars easily got into the house by the door and stole everything in the house. (120 words)

The comment analysis of S 16

The main linguistic features identified in this text are as follows:

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>6</td>
<td>She</td>
<td>came back</td>
<td>after going shopping…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>forgot to lock</td>
<td>the door.</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>She</td>
<td>decided to ignore</td>
<td>the van…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>1</td>
<td>She</td>
<td>easily fell asleep</td>
<td>…</td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relational</td>
<td>2</td>
<td>The house</td>
<td>was</td>
<td>full of security system.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>had</td>
<td>dinner quickly…</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There</td>
<td>Was a burglar</td>
<td>in a house of an old woman.</td>
</tr>
</tbody>
</table>
• Thematic Development:
  • Topical themes found are largely simple nominal groups such as the house, and she.
  • Marked topical themes are employed to indicate specific condition.
    - Although the house is full of security system, the only thing that make her house a target of robber is “carelessness”.
    - After going to bed, she easily fell asleep.
  • Textual themes are also found such as and, and but to produce compound clauses.

• Nominal Group: N 17, N 18 and N 19 are found which make the text descriptive.
  - N17, N18; the only thing that make her house a target of robber is “carelessness”.
  - N19; she noticed a black van driving pass her house very slow.

• Clause Structure: Simple, compound, and complex clauses are found.

• Text Type: Recount

This text illustrates that this student has English language knowledge but perhaps s/he is not familiar with the text structures, especially, narrative. The teacher can assist this student by underlying different text types and guide the student to practice more writing.

S 17: Don’t believe

In the late midnight, the old woman, who has white hair and a strange nose like witch, sleeps happily in the bed like everyday. But today is different. At noon, the old woman is busy cooking Tom Yam Kung for her grandson who will arrive in 2 days. Suddenly, there is a strange sound from outside of the door, the young man sound which shout loudly. The old woman feels angry a little and opens the door. She finds out that this young man might be an official of the police burea. He comes in and asks her a lot of strange questions like when do her sleep? Who stay with you? She is reluctant but she answers him all of his question because she is frightened of police burea. The man leaves and suspicious question to her.

Return to the late midnight, the old woman falls asleep in from the terrace of her room. He tries to look out the valuable...
things while the old woman has a sweet dream. Suddenly, another man comes from behind and tries to stop the thief. That thief fights against him loudly. The old woman wakes up and turns on the lamp. She is surprised that, who tries to steal her things, her grandson and the man, who helps her, the police bureau official visits her at noon! (230 words)

The comment analysis of S 17

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>13</td>
<td>He</td>
<td>tries to look out for valuable things.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The old woman</td>
<td>wakes up and turns on the lamp.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>2</td>
<td>The old woman</td>
<td>falls asleep…</td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>He</td>
<td>asks her a lot of strange questions…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td>answers him all of his questions…</td>
</tr>
<tr>
<td>Relational</td>
<td>10</td>
<td>She</td>
<td>is reluctant.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>is surprised.</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There</td>
<td>is a strange sound from outside of the door…</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes with simple nominal groups are largely found. For examples, The old woman, she, and he.

  - Marked topical themes used to indicate time the actions occurred.
    - Return'ing to the late midnight, the old woman falls asleep.
    - Suddenly, another man comes from behind.

  - Interpersonal themes are employed.
    - When does she sleep?
    - Who stay with you?

  - Textual Cohesion: Embedded clauses using relative pronouns are found.
She is surprised that the thief who tries to steal her things is her grandson and the man who helps her is the police bureau official that visits her at noon.

- Repetitions or redundancies such as the use of The old woman in themes are found many times.
- Many run-on sentences are found because appropriate punctuations are missing.

**Nominal Group:** N 17, and N 18 are found several times, indicating the student’s ability to use complex nominal groups in writing.

- N17; the thief come in from the terrace of her room.
- N18; the old woman who has white hair and a strange nose like witch sleeps happily in the bed like everyday.

**Clause Structure:** Simple, compound and complex clauses are used interchangeably.

**Text Type:** Narrative

The use of various clauses are found throughout the text which normally found in the text of the skilled writer. Perhaps, this student has better understanding in writing the story. However, the thematic development needs to be emphasized. So, a student learns to use other resources to help his/her writing organization better.

### S 18: No Title

One night, an old woman tries to sleep. Her name is Zara. Zara has a sleeping problem, she cannot sleep before 2 A.M. So, every night, she takes drugs to help her sleeping problems. Zara knows that drugs are not good for health, but she can not fall asleep without them. In the morning, Zara found that she doesn’t have drugs anymore. And tonight, she tries to sleep without taking drugs. Then an unbelievable thing happened. Zara falls asleep with
out taking drugs. At the same night$^{MT+}$, two thieves$^{\text{get into}^{RL}}$ her house by climbing the tree. (99 words)

The comment analysis of S 18

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>4</td>
<td>She</td>
<td>takes drug…</td>
<td>Zara found that she…</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>Zara</td>
<td>knew that drugs were not good…</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>4</td>
<td>An old woman</td>
<td>tried to sleep.</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>5</td>
<td>Her name</td>
<td>was Zara.</td>
<td>She didn’t have drugs anymore.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes found are mostly simple nominal groups such as *she*, and *Zara*.
  - Marked topical themes are found useful to tell important time.
    - *One night*, an old woman tries $^{\text{tried}}$ to sleep.
    - *At the same night* , two thieves get $^{\text{get}}$ into her house by climbing the tree.
  - Textual Cohesion: The use of adverbial such as *so*, and *then* help to signal the major points to the readers.

- **Clause Structure:** Simple clauses dominate the text which implies that the student has a limited language knowledge in English writing.

- **Text Type:** Recount

  As the text illustrates, the student tends to create a recount text telling the orientation and the event that happened rather than producing a narrative story. In this text, the resolution
is missing. The teacher can help the student by illustrating the differences between the two genres in order to enable him/her to produce a given writing task successfully. Moreover, all the description is written in simple nominal groups which may indicate that the student lacks of the ability to utilize complex nominal groups in his/her writing.

S 19: The thief’s lesson

In the qui[et] nightMT+, "The[the] thief[thieves] come"[came]MAT to Clare’s home. "TT have heardBH +that this houseTT is RL very rich.” +The male thiefTT saidNB. “Let’sTT takeMAT a look +for the way to come*[get] inside +this home.” +The female thiefTT saidVB. So TX+, the male thiefTT checkMAT doors andTX +the female thiefTT checkMAT +the windows+. Ten*[Ten] minutes pass*[later]MT+. “Hey!IP, ITT have heardBH +that this houseTT is RL very rich.” The male thiefTT saidVB. "Let’sTT takeMAT a look." +The Female thiefTT saidVB. “Oh IP! That tree +, weTT can goMAT to the upstair by climbing +”. +The female thiefTT saidVB. When TX theyTT know*[knew]MEN the wayMT, they don’t*[don’t] waitMAT and*[but]TX climbMAT quickly. +The Male thiefTT try*[tried] to openMAT the door slowly and quietly. Now TX, the doorTT has*[had] been unlockedMAT. “Hey!IP! LookTT at that vase. ItTT is RL the vase from ChinaN17 and TX that pictureTT was paintMAT by Vankho.” +The Female thiefTT saidVB. “IfTX weTT steal MAT that and TX sellMAT them in high priceMT+, we will beRL a rich hahaha”. SuddenlyMT, the laugh*[laugh] sound awake*[awoke]MAT Clare. When TX ClareTT openMAT her eyesMT, she meet*[meet]MAT the thieves*[thieves]+, who were trying to stealMAT her picture and the vaseN18. Then TX sheTT get*[got]MAT the gun under her pillow and TX shootMAT the thieves*[thieves]. Good luck*[Luckily] MT+, the first bullet didn’t hitMAT the thieves”. So TX ClareTT say*[said]VB “The first bulletTT is RL for warning butTX the second bulletTT is notRL a warning anymore. Get outTT MAT of my home+: youTT bastard!” Then TX +the two thieves*[thieves] TT run*[ran]MAT quickly andTX theyTT swear*[swore]B thatTX theyTT will*[would] never comeMAT to this house again. (238 words)
The comment analysis of S 19

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>24</td>
<td>The thieves</td>
<td>came to Clare’s home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>got the gun under the pillow and shot the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>thieves.</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>They</td>
<td>knew the way…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>1</td>
<td>I</td>
<td>have heard that…</td>
</tr>
<tr>
<td>Verbal</td>
<td>8</td>
<td>The female</td>
<td>said.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>thief</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>5</td>
<td>This house</td>
<td>is very rich.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>it</td>
<td>is the vase from China…</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes with simple nominal groups are largely found such as *the female thief, the first bullet,* etc.
  
  - Marked topical themes are found to foreground the significant time and place.
    
    - *When Clare open*[^ed] *her eyes, she meet*[^mer] *the thieves*[^thieves].
    
    - *In the quiet night*, *The thief*[^thieves] *come*[^come] *to Clare’s home.*
  
  - Interpersonal themes are also employed.

    - "Hey! Look at that vase.
    
    - "How[^T] could we go?"
  
  - Textual Cohesion: The text is well organized with the use of reference such as *pronouns, the definite article.* Some conjunctions such as ‘so’ and ‘and’ are found.

- **Nominal Group:** N 14, N 17, and N 18 are identified

  - N14; *I find the opened mirror door.*
  
  - N17; *It’s the vase from China.*
N18; she met*{met} the thieves*{thieves}+ who +were try*{ring}ing to steal*{steal} her picture and +the vase.

- **Clause Structure:** Different clauses are used which illustrate that this student is capable of simple stories. However, some run-on sentences are found.

- **Text Type:** Narrative

This text illustrates that this student has an ability to understand how narrative text should be produced. S/he intergrates some dialogues to make the story lively. In order to make this text better, a teacher should emphasize the use of “tenses” to this student.

**S 20: Cat burglar**

On 31st December 2015, while TX other people of this family TT N17 were travelingMAT around the world to celebrate New Year’s DayMT, +a grandmother of this family N17 “Sara” was stayingMAT at her house. In the eveningMT, Sara hadRL dinner and TX didMAT other activies*{activities} that TX she TT always didMAT everyday. At night of this dayMT, she lockedMAT every doors and windows in this house, but TX she TT forgot to lockMAT the door in her bedroom. While TX she TT was sleepingBH on her bedMT, two people cameMAT in her house by the door that TX she TT forgotMEN locking. TheyTT were RF cat burglars! TheyTT came MAT in Sara’s house and TX lookedMAT for everythings—that have*{had} valve*{value}N18. TheyTT robbed MAT many golden necklaces, golden bracelets, etc. TheyTT helpedMAT each other to move everything out of her house. (126 words)
The comment analysis of S 20

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>11</td>
<td>Two people</td>
<td>came into her house.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>They</td>
<td>robbed many golden necklaces…</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>She</td>
<td>forgot locking.</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>1</td>
<td>She</td>
<td>was sleeping on her bed…</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>2</td>
<td>Zara</td>
<td>had dinner…</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>They</td>
<td>were cat burglars!</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes dominate this text, most of them are simple nominal groups such as her, Sara, and them. The student applies a complex nominal group in the theme.
    - **Other people of this family** were traveling *around the world to celebrate New Year’s Day*.
  - The adverbial clauses are employed as marked topical themes which tell the time of the event clearly.
    - **On 31st December 2015, while other people of this family were traveling around the world to celebrate New Year’s Day,** *a grandmother of this family “Sara” was staying at her house.*
    - **While she was sleeping on her bed,** **two people came in her house by the door.**
  - Textual Cohesion: Conjuntions are used as connectors such as and, while, but, etc.

- **Nominal Group:** N17 and N18 are employed which provide more detailed description to the readers.
• N17; a grandmother of this family, “Sara”, was staying at her house.

• N18; They looked for everythings-that have*{had} valve*{value}.

- **Clause Structure:** A variety of clauses such as simple, compound, and complex are used. This illustrates that the student has basic knowledge in terms of writing.

- **Text Type:** Recount

This student understands well about the time and tense used in telling the event that happened. Also, the student displays different ways of employing clauses such as relative pronoun clauses. The only problem about this text is the missing of resolution which is an important structure of narrative text.

2. The textual analysis of students’ written texts (Southern)

S 1: The their*{thief}!

In the nice village MT+, have*{there were} people live MAT happily and TX my family** live** MAT here. I** live** MAT with my father, my mother, my brother and my grandmother. Every moning MT*{morning} my father and my mother go*{went} MAT to work while TX I** go** MAT back home at* {in the} evening. So every day MT my grandmother live*{lived} MAT alone at home. While TX*{When} my grandmother** live** MAT at home, She** clean** MAT her home. But today MT*{that day} she have**{had} RL illness and TX she** sleep** BH at* {in} her bed all day. While TX she** was sleeping** BH MT—so have the thief*{thief} calm*{climbed} up**{up} MAT her home and TX want**{ed} to steal*{steal} MAT value thing*{s} but TX she** hear** BH +a walking sound at the balcony. Then TX she**{calling} called**{called} MT to the policeman to go*{come} MAT to her home and last**{last} MT the thief*{thieves} are**{were} arrested MAT. In the evening MT my mother, my father and me*{I} go*{went} MAT back home and TX know*{knew} MEN all accident** So TX my father** tell**{told} to her that**{that} protect M**MAT herself every times at* {when} live*{living} MAT alone at home. After that in the village MT+ doesn’t have**{there were no} their*{thieves} come*{coming} to steal**{steal} N19 MAT. So** TX**+ was**{was} the village**{the} happy forever. (165 words)
The comment analysis of S 1

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>17</td>
<td>My father and my mother</td>
<td>went to work…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>cleaned her home.</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>-</td>
<td>knew all accidents.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>She</td>
<td>slept in bed all day.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>heard a walking sound at the balcony.</td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>She</td>
<td>called the policeman…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My father</td>
<td>told her to protect…</td>
</tr>
<tr>
<td>Relational</td>
<td>1</td>
<td>She</td>
<td>had illness.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes are found. Mostly, they are simple nominal groups such as *She, My father, my grandmother*, etc.
  
  - Marked topical themes are interchangeably used with another themes. This might help the readers to recognize the main idea of each clause and be able to follow the event happened in the story.
    
  - *While she was sleeping, the thief climbed up her home…*

- **Nominal Group:** Only N19 is found in this text.

  - *there were no thieves coming to steal.*

- **Clause Structure:** The student has problem with the use of appropriate capitalizations and punctuations as there are many run-on sentences in this text. There is an issue about the tenses used.
• **Text Type:** Narrative

This student has some basic knowledge of how to produce a narrative text as the writing shows that s/he develops the story according to its genre. However, there is a lack of some appropriate use of punctuation, such as comma, and full stop. There is also a redundancy in terms of ideas presented

- In the nice village, people live happily and my family live here. I live with my father, my mother, my brother and my grandmother.

As the example above, the student repeatedly presents the same ideas which illustrate that s/he has a limited complex thinking and cannot round up the same information into one.

S 2: Super grandmother

At midnight, a grandmother slept in the bed and while she had a sweet dream, two thieves came in her bedroom. They walked around her bedroom and tried to steal her blue diamond ring. They found around her bedroom but they didn't meet it. Suddenly, the grandmother woke up. She saw thieves trying to steal something in her bedroom. She thought of a good plan. So she started to speak in a monster voice to make they fear. “Ho Ho Ho who do the wrong thing it must be punished.” “It must go to the hell Ho Ho Ho” and she screamed and shouted making many different voice sounds. The thieves felt fear and tried to find that voice but they couldn't meet a person who make that voice. Even if they feel fear but they don't stop to steal that blue diamond ring. The Grandmother used clothe to make herself like ghost to haunt the thieves and her plane succeeded. The thieves were excited and ran away from her bedroom and she thought “I'm a super grandmother”. (179 words)
The comment analysis of S 2

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>14</td>
<td>They</td>
<td>silently walked</td>
<td>around her bedroom…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It</td>
<td>must be punished.</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>She</td>
<td>thought</td>
<td>how to save her objects and her life.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>1</td>
<td>A</td>
<td>slept</td>
<td>in the bed…</td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>She</td>
<td>started to speak</td>
<td>in a monster voice…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>screamed…</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>5</td>
<td>She</td>
<td>was having</td>
<td>a sweet dream…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The thieves</td>
<td>were excited…</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

- **Thematic Development:**

- Topical theme with simple nominal groups are mostly found, such as she, and they.
- Marked topical themes are used to indicate the time frame.
  - At midnight +, a grandmother slept in the bed.
  - Suddenly +, the grandmother waked +[woke] up.
- Textual Cohesion: The same pronouns such as she, and they are repeatedly used which may make the text boring. However, some useful conjunctions to bind the text are found such as and, but, while, how, etc.

- **Nominal Group:** N 14, N 18, and N 19 are found.
  - N14; they try +[tried] to steal her blue diamond +[diamond] ring.
  - N18; they couldn’t +[couldn’t] find a person who made +[made] that voice.
  - N19; She saw thieves try +[tried] to steal something in her bedroom.

- **Clause Structure:** Too many run-on clauses which make the text looks as if it is a spoken text. The student has a problem with the use of past form which reflects in the finite part (verb).
Text Type: Narrative

To make the text better, this student can try to use some complex nominal groups as the theme of the clauses instead of using the same pronouns repeatedly. Moreover, the usage of punctuation and capitalization in a proper way can help to reduce run-on clauses or the chaining of the sentences.

S 3: Sleep at night

Once upon a time She was slept at the bed in bedroom, while she was will sleep happily, have men came into hers bedroom for bad thing + they TT is anyone in hers bedroom but have the door was protact, suddenly men fight man because men put drug in her bedroom for her slept long time, men have had to wear mask for protect the toxic air suddenly men can steal a vase, picture is beautiful a beautiful picture in the ceiling, her cloth, her dress, necklace, watch and expensive object after she got up she cried and she went to burglar near her home for following thief who stole her object finally we met the men, we arrested men, we brought the thieves to police station and she gained her object. (119 words)
The comment analysis of S 3

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>11</td>
<td>Two men came into her bedroom…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The door was locked.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>She was sleeping happily…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She cried and went to find burglars…</td>
</tr>
<tr>
<td>Verbal</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Relational</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**
  - Topical theme, marked topical and textual themes are found. However, the use of simple nominal groups are largely employed as the main thematic development such as *she*, *the door*, and *we*.
  - Marked topical themes are used to set the time.
    - *Once upon a time*<sup>MT</sup>, *she slept in the bed in bedroom…*  
    - *after getting up*<sup>MT</sup>, *she cried…*
  - Textual Cohesion: The text is quite incoherent, for instance, the use of pronoun ‘*She*’ at the beginning of the text has no reference to any actors. In other words, the previous information about the actor referred to has not been given to the readers.

- **Clause Structure:** Simple clauses are mostly identified. The attempt to produce the complex clauses needs to be advised. The usage of tense sequence in the text is a problematic because this student mixes the tense forms between present and past.

- **Text Type:** Narrative
The student seems to write as if he/she is speaking. There are many run-on sentences in the text. These chaining may illustrate the influence of L1 in the production of L2 text as in Thai language there is no punctuations such as full stop or comma. Therefore, it should be remarked. In addition, the lacking of complex nominal groups may simply indicate that the student lacks of the exposure to the long nominal groups in either reading or writing in English.

S 4: Grandmother’s dreams!!

At a grandmother’s house, my grandmother was sleeping now at the moment. Suddenly, Two men wanted to steal anything in her house. By a man, my grandmother stayed alone at house. Because her son went to the office. The men wanted to steal the vase beside the bed. My grandmother may be dreaming to have two men climbed the house. And the door was unlocked by the men and my grandmother overslept. At that time, her son went back to the house and called the police. When the police arrived at the house, the men were arrested by the police. At the present moment, when my grandmother got up, she saw the men were arrested by the police just the same as her dream. My grandmother doesn’t know the house was stolen by the men. But she isn’t scared with situation. Because she is old enough. My grandmother and her son are happy too much so much very much. (152 words)
The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material</td>
<td>10</td>
<td>The men <strong>wanted to steal</strong> the vase beside the bed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The men <strong>were arrested</strong> by the police.</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>The grandmother <strong>didn’t know</strong> that the house…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>4</td>
<td>My grandmother <strong>was sleeping</strong> at the moment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My grandmother <strong>got up.</strong></td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>- <strong>called the police.</strong></td>
</tr>
<tr>
<td>Relational</td>
<td>3</td>
<td>She <strong>wasn’t scared with situation.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>She <strong>was old enough.</strong></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes are largely found such as *two men, my grandmother, and the door.*
  - Marked topical themes to give specific time the event happened are also employed.
    - *When the police arrived at the house, the men were arrested.*
  - Textual Cohesion: Some issues with conjunctions used such as *because* which makes up the incomplete sentences.

- **Nominal Group:** N 17 and N 19 are found.
  - N17; *The men want to steal the vase beside the bed.*
  - N19; *She saw the men were arrested by the police just the same as her dream.*

- **Clause Structure:** Simple and compound clauses dominate the text. Time and tenses in writing a story are mixing between present and past.

- **Text Type:** Narrative
This can be a narrative text which consists of orientation, complication and resolution. However, capitalization and punctuations are not observed in his/her writing. The student tends to write a clause and stop it immediately instead of finishing up the whole idea first. From the written story, it illustrates that the student tends to produce simple story which is under the level (grade 12th). This student should be able to produce a more complex story plots using richer linguistic knowledge such as complex nominal groups functioning as themes, complex clauses as adverbial to give more specific settings in terms of time, place, manner, etc.

S 5: The Deep Night

In the deep night, the thief have an idea to steal something in a grandmother’s room. They try to open the door so quiet because they don’t want to listen. They cover their face. In the next time, they can open the door and come to grandmother’s room. In this time, the grandmother was sleeping. She don’t know this time have a thief in her room. In her room, the grandmother was sleeping. She shout, “Help me please!!!” In this time, have a helper from super hero name “Iron man”. He help the grandmother and fighting with the thief. He have a power. It made the thief was lose. Iron man was the winner in this fight. Grandmother feel safe when Iron man came to help her. After this story, grandmother was support Iron man for help the other people. Iron man was people because when he help the other people he feel better and happy all day. This is the source of people that help the other people because the people feel better when they help it. (191 words)
The comment analysis of S 5

The main linguistic features identified in this text are as follows:

**Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material</td>
<td>12</td>
<td>They covered their face.</td>
</tr>
<tr>
<td>He</td>
<td></td>
<td>helped the grandmother…</td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>She didn’t know…</td>
</tr>
<tr>
<td>Grandmother</td>
<td></td>
<td>supported Ron Man…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>The grandmother woke up and she saw the thieves.</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>She shouted.</td>
</tr>
<tr>
<td>Relational</td>
<td>9</td>
<td>The thieves had an idea to steal…</td>
</tr>
<tr>
<td>He</td>
<td></td>
<td>had a power.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

**Thematic Development:**

- Topical themes are mainly found in this text. However, the beginning and the ending of the focused theme is quite different. In the orientation, the main theme is the thief but in the resolution the topical theme has shifted from the thief to the Iron man. This could raise the confusion and question to the readers’ mind whether this story is about the robbery or the rescuer.

- Marked Topical themes are used to indicate specific time of the event.

  o *In the deep night*^{MT} the thief[^thieves] had[^had]RL an idea to steal[^steal] something…

- Textual Cohesion: Some adverbial clauses are used to add in more details to the story.

  o The grandmother felt safe when the Iron Man came to help.

  o When he helped another people he felt better.

**Nominal Group:** N 17, N 18 and N 19 are found in the rhemes but none are made as the theme of the clause.
This is the source of people that help the other people.

There was something that a thief wanted to steal.

There was a helper from super hero name ‘Iron man.’

Clause Structure: Simple, compound and complex clauses are used variedly. Few run-on sentences are found due to the lack of comma. Also, some problems with the time and tense used.

Text Type: Narrative

The student is able to produce some complex nominal groups but the absence of these nominal groups in the topical theme may imply that s/he has less experience about how to give description to the theme of the clauses. The student also tends to use some marked topical theme to indicate the time in this story but somehow s/he seems to use them repeatedly. This may illustrate that the student needs to be exposed to another adverbial phrases indicating time, manner and place so that his/her writing would be more attractive with varieties of word choices.

S 6: The most lucky woman

One day, there were two thieves trying to get in a woman’s house while she was sleeping. They calmed to up stair from outside her house. Then they got in her house from the terrace by opening a mirror door. It’s amazing that a woman didn’t know and still slept. So the thieves stole her money and all valuable things. In the next time, a woman woke up and didn’t see anything in her house. She was very shocked and went down stair to call someone to help her. Robert who was her neighbor told her that he saw two men were moving her belonging but he thought that they were her cousin because they were in her house so long time. Robert asked her that ‘What did you do while they were in your house?’ She replied that ‘I was sleeping.’ So Robert told her that it was her fortunate because if she woke up, she maybe damaged by the thieves. Therefore you should think very lucky.”
The comment analysis of S 6

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>4</td>
<td>They</td>
<td>climbed upstairs from outside her house.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The thieves</td>
<td>stole her money…</td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>A woman</td>
<td>didn’t know…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You</td>
<td>should think you were very lucky.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>7</td>
<td>She</td>
<td>was sleeping.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He</td>
<td>saw two men…</td>
</tr>
<tr>
<td>Verbal</td>
<td>4</td>
<td>Robert</td>
<td>asked her that…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>replied that…</td>
</tr>
<tr>
<td>Relational</td>
<td>8</td>
<td>She</td>
<td>was very shocked…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They</td>
<td>were in her house…</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There</td>
<td>were two thieves trying ot get into the woman’s house.</td>
</tr>
</tbody>
</table>

- **Thematic Development:**
  
  - Topical themes with simple nominal groups dominate the text such as she, they, and Robert. This may indicate the lack of the experience in making the complex nominal groups to develop the themes.
  
  - Marked topical themes are used to emphasize time or information such as One day, and Therefore.
  
  - Textual Cohesion: Conjunctions such as that, but, because, and adverbs such as therefore, then are used as connectors to make the text coherent.

- **Nominal Group:** N 18 and N 19 are used to expand the meaning of the nouns.
  
  - N18, N19; Robert who was her neighbor told that he saw two men were moving her belonging.

- **Clause Structure:** Simple, compound and complex clauses are used variedly in order to make the text interesting.

- **Text Type:** Narrative
The student tends to dominantly use relational processes to give background information about the characters and the settings. Other types of processes are also employed. This may simply depend on the student’s interest of how s/he likes to tell the story. Both excitement of actions and emotions are illustrated in this text. Proofreading may help the student to pay attention to punctuations and capitalization that are needed in writing.

**S 7: Uncareful Daily**

*In the moment* MT+ We *face* with the economic crisis that *make* a level of the people rich and *or* poor. *Money* will be *influence* for Human *life* and *many people* spent the time on work for that. *But part of the money people* person *who don’t do it* *same*. They *are* bad guy *and* *we* know that *they* *call* *Theif*. *Theif* *try to steal* anything that *have* value so in the real life *they* hide from the social. *We* don’t know when they come to us so if *you* don’t need to lose your special thing please be careful your life. *Moreover*, if we do that it can reduce the chance to meet them. *Try* to have the police number for safety!! (125 words)

**The comment analysis of S 7**

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td></td>
<td>Processes</td>
</tr>
<tr>
<td>Material</td>
<td>9</td>
<td>We <em>face</em> with the economic crisis…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The thieves <em>try to steal</em> anything…</td>
</tr>
<tr>
<td>Mental</td>
<td>2</td>
<td>We <em>know</em>…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>We <em>don’t know</em> when…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>1</td>
<td>Many people <em>spent</em> the time on work…</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>They <em>are called</em> “thieves”</td>
</tr>
<tr>
<td>Relational</td>
<td>3</td>
<td>They <em>are</em> bad guys…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <em>has value</em>…</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>
• **Thematic Development:**
  
  ➢ Topical theme, especially, the pronoun ‘we’, is the most frequently used to persuade
    the sense of agreement with the readers.
  
  ➢ Marked topical themes are found. For examples, *however* to indicate the important
    point but it gives the incoherent meaning.
    
    o  *We don’t know when they come to us so if you don’t need to lost*[^1] your special
        thing please be careful your life. *However*[^2], if we do that it can reduce the
        chance to meet them. Try to have the police number[^3] for safe[^4].!!
  
  ➢ Textual Cohesion: Conjunctions ‘that’ to introduce the next clause is used.
    

• **Nominal Group:**  N 18 is found once in the text.
  

• **Clause Structure:** Simple and compound clauses are mostly found. Lacking of
  appropriate capitalizations and punctuation which result in several run-on sentences.

• **Text Type:** Comment
  
  The student tends to produce a comment rather than a narrative story. Therefore, the
  linguistic resources found are more about this genre. This student may have less experience
  about the production of narrative genre. So, both linguistic features and text features of
  narrative may have to be pointed out by the teacher. In other words, the exposure to the
  narrative text type is needed.
S 8: Unlucky the old woman

At night, have an old woman sick and she feel malaise. Suddenly, have two robbers burglarize the home's old woman. Because the old woman is rich, she live only one in her home. Two robbers set hope in thief stealing a diamond vase on the table. Then, they are robber successfully. But one robber has dropped the ID card to the old woman. Then, the police can arrest the robbers and take the diamond vase to old woman. She thanked the police, forgive the robbers, and the old woman is happy and her safety increase. (131 words)

The comment analysis of S 8

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>10</td>
<td>One robber</td>
<td>dropped the ID card...</td>
<td>The police could arrest the robbers...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The police</td>
<td>could arrest the robbers...</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>2</td>
<td>Two robbers</td>
<td>set hope in stealing...</td>
<td>forgave the robbers.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>2</td>
<td>The old woman</td>
<td>got up.</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>She</td>
<td>thanked the police...</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>5</td>
<td>She</td>
<td>was rich...</td>
<td>The old woman was happy...</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

- Topical themes with simple nominal groups are mostly chosen to be the starting point of each clause such as she, one robber, and the old woman.

- Marked topical themes are employed in order to tell specific time.
Suddenly, two robbers came into the old woman’s home...

In the morning, the old woman got up...

Textual Cohesion: Several repetition of the same pronouns which can be replaced by other nominal groups.

- **Nominal Group**: N 17 type is found but most of the nominal groups are simple.
  - The police take [took] + the diamond *diamond* vase to old woman.

- **Clause Structure**: Simple and compound clauses are mostly found. There is an issue about the tenses used.

- **Text Type**: Narrative

This text may illustrate the student lack of the ability to produce the existential process which should be used to state that something exists. The student, however, replaces it with ‘have/has’ instead of using ‘there was/were’. This is quite common among other students, and thus teachers may have to take into account that this may need to be remarked. It may be more interesting if the student will consider changing the word choice in his/her theme. Lastly, the use of some conjunctions, punctuation and capitalization are as well needed to be advised.

S 9: “Crime of the bedroom”

At one large home, *the* home had a woman. The woman slept in the bedroom. She had a sweet dream. Suddenly, Two burglars came into her bedroom. They wanted to steal something in the bedroom. They opened the door. Under the bed, had a gold ring and money. The picture on the wall was valuable. The lamp had cost. The two burglars took the thing slowly. Suddenly, the Woman got up. She was shocked she looked a pillow to hit them and called her brother. The two burglars...
They ran away very fast. In the next morning next day. She went to the police station. She accuses the burglars of about a crime last night. Finally, she lived in the house happily. (127 words)

The comment analysis of S 9

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>9</td>
<td>They</td>
<td>opened</td>
<td>The door,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The two</td>
<td>took</td>
<td>burglars the thing slowly.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>The woman</td>
<td>slept</td>
<td>in the bedroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The woman</td>
<td>got up</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Relational</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes found are largely simple nominal groups such as the woman, she, etc.

  A complex nominal group is significantly used as a topical theme in this text.

    o *The picture on the wall was valuable.*

  - Marked topical themes found are used to indicate specific time.

    o *Suddenly*, the Woman *got up.*

  - Textual Cohesion: Good use of reference such as pronouns and the definite article to refer to the same theme.

    o *The two burglars heard her called*. They *run* away very fast.

- **Nominal Group:** N 17 is found but the rest are simple nominal groups.
The picture on the wall was valuable.

- **Clause Structure**: Simple clauses dominate the text which indicates the limited knowledge of how to relate the two relating information by compound and complex clauses.

- **Text Type**: Narrative

This text is largely consisted of simple clauses. This may indicate that the student lacks of maturity as s/he thinks and constructs the ideas in a simple way rather than producing complex sentences in order to explain their complex thoughts. Also, the story is considerably very short which may imply the lack of creativity and experience in producing this particular text type. A teacher should introduce how compound and complex clauses can be produced in a narrative text. The student tends to use *verb to have* instead of ‘there was/there were’ in existential process, thus it should be advised. However, the organization of the orientation, complication and resolution of this story are quite clear and easy to follow.

S 10: The Stupid Thieves

One day, On the night, a Grandmother was sleeping on her’s bed. While she was sleeping, The thieves were climbing in to her bedroom. They opened the door. They walked slowly and silently. The thieves try to find the money everywhere. But they don’t see it. One thief said, “Oh! It is a beautiful vase, I think it was expensive.” Two thieves said, “Oh! It is a beautiful vase, we should steal the vase and become to sell it.” While thieves were stealing the vase, Suddenly! The thieves pick the vase and ran away. In the morning, the thieves want to sell the vase but they found that the sign under the vase was “Made In China” (120 words)
The comment analysis of S 10

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>10</td>
<td>They</td>
<td>walked slowly and silently.</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>2</td>
<td>I</td>
<td>think so…</td>
<td></td>
</tr>
<tr>
<td>Behavioral</td>
<td>4</td>
<td>She</td>
<td>was sleeping…</td>
<td></td>
</tr>
<tr>
<td>Verbal</td>
<td>3</td>
<td>One thief</td>
<td>said.</td>
<td></td>
</tr>
<tr>
<td>Relational</td>
<td>3</td>
<td>It</td>
<td>was expensive…</td>
<td></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes found are dominantly simple nominal groups such as *the thieves*, *them*, and *her*. No complex nominal groups are made as topical themes in this text.
  - Marked topical themes are found. Some adverbial clauses specifying time and chronological order of the events.
    - While she *was sleeping*, *the thieves* are *climbing* in to her bedroom.
    - While thieves *were stealing the vase*, Suddenly *the grandmother* wake *up*.
  - Some interpersonal themes are also found in the dialogues.
    - "Oh It *is* a beautiful vase."
  - Textual Cohesion: Good use of reference such as *pronouns* and *the definite article* to refer to the same thing. For examples, *The two thieves*, *they*, and *One thief*. However, the conjunction such as ‘that’ in the projective clause is missing.

- **Nominal Group:** N 17 is found but the rest simple nominal groups.
they find that the sign under the vase was “Made In China”.

- **Clause Structure**: Lack of knowledge in terms of capitalizations and punctuations which reflect in run-on sentences. Tense sequence is also a problem.

- **Text Type**: Narrative

  Although, the use of tenses is quite complicated as the student keeps mixing between present simple and past tense, but thoroughly s/he inserts some dialogues in this story which make it more interesting and close to real-life situation. Also, the story ends with a twist which makes the text interesting.

S 11: Good People Have to Safe

In the morning while a grandmother who lived alone was sleeping in the bedroom. She lives alone. Before she slept, she forgot to lock the doors because she did a house working all day. At the midnight two men, Climb up into the bedroom by easily because she forgot to lock the door. Suddenly, the grandmother got up. She heard a sound of the lamp break because a man fell down. The grandmother screaming “Help me please” and turn on a light. While the police was driving in the street. He heard the sound help. The thief saw the police. The thief shocked and ran away quickly.

Finally, the grandmother was safe. (104 words)
The comment analysis of S 11

The main linguistic features identified in this text are as follows.

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material</td>
<td>6</td>
<td>A man fell down.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>5</td>
<td>A grandmother was sleeping.</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>The grandmother screamed.</td>
</tr>
<tr>
<td>Relational</td>
<td>2</td>
<td>The thief was shocked…</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There were two men…</td>
</tr>
</tbody>
</table>

- **Thematic Development:**
  - Topical themes are largely simple nominal groups such as *The grandmother, The thief,* and *She.* Complex nominal groups functioning as topical themes are not found.
  - Marked topical themes to tell specific time are well employed.
    - *Before she slept,* *she forgot* to lock the doors.
    - *While the police is driving in the street,* *He heard* the sound.
  - Textual Cohesion: Effective use of some transitions such as *suddenly,* and *finally.*

- **Nominal Group:** An attempt to produce N 19 in the text which needs to be advised.
  - *There were* two men, *Climb up* into the bedroom *by easily.*
• **Clause Structure:** A range of clauses are used, namely simple, compound, and complex, however, the appropriate comma (,) between dependent and independent clause is missing. The time and tense used is still a problem.

• **Text Type:** Narrative

Some issues about punctuations and capitalizations illustrate the influence of L1 in the production of L2 text. In Thai language, there is no punctuations such as full stop or comma to divide the clauses as in English. The student needs to be taught how it is used properly. To make the text more cohesive, a teacher can recommend the use of some relative pronouns to connect the clauses such as who, which, that as well.

**S 12: Once Day**

*Once day, In holiday* [*One holiday*] MT, Her mother and Jinnie [*Jinnie and her mother*] go [*went*] MAT to Songkla. *They* TT want [*ed*] to go MAT to their grandmother’s home because [*her* [*their*]] grandmother [*has* [*was*]] RL sick and [*her* [*their*]] grandmother [*live* MAT] alone +at home. her mother and Jinnie [*Jinnie and her mother*] want [*ed*] to take care MAT of the grandmother. At grandmother’s home, [*Jinnie and her mother*] TT want [*ed*] to take care MAT of the grandmother. At grandmother’s home, [*Jinnie and her mother*] TT want [*ed*] to take care MAT of the grandmother. At grandmother’s home. [*Jinnie and her mother*] TT want [*ed*] to take care MAT of the grandmother. At grandmother’s home. [*Jinnie and her mother*] TT want [*ed*] to take care MAT of the grandmother. At grandmother’s home. [*Jinnie and her mother*] TT want [*ed*] to take care MAT of the grandmother. At grandmother’s home.

**The comment analysis of S 12**

The main linguistic features identified in this text are as follows:

• **Processes:**
<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material</td>
<td>6</td>
<td>They wanted to go to grandmother’s home…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two thieves were arrested by the policeman.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>4</td>
<td>They didn’t see the grandmother.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The grandmother was sleeping on her bed.</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>They called the policeman.</td>
</tr>
<tr>
<td>Relational</td>
<td>2</td>
<td>Her grandmother was sick…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They were shocked…</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**
  - Topical themes employed are largely the same simple nominal groups such as *Jinnie and her mother* and *They* which create repetition and redundancy in terms of ideas presented.
  - Marked Topical themes found are adverbials to indicate time and place.
    - *Once day, In holiday* MT Her mother and Jinnie went to Songkla.
    - *At grandmother’s home.* MT Her mother and Jinnie came in …
  - Textual Cohesion: The possessive pronoun used as the topical theme of the clause is misplaced. For example, “Her mother and Jinnie”.

- **Nominal Group:** There is an attempt to produce N18, but it is not quite complete.
  - *they see* saw two thieves coming in the bedroom.

- **Clause Structure:** An issue about the use of textual themes such as because and and create run-on sentences. Appropriate punctuations and capitalizations are missing.
  - There is a problem with the time and tense used.

- **Text Type:** Narrative
Despite the fact that this text is quite short, it can be viewed as a story. It consists of the orientation, complication and resolution. However, the writing may reveal that there is a lack of some required linguistic knowledge which may enable the student to improve this writing. The use of pronoun (anaphoric) ‘her’, for example, is not quite reasonable as there is no previous information indicating a person it referred to. Moreover, the student tends to tell the story using present form which is not quite common in telling a story. What can be interesting about this text is that it reflects the student’s background as s/he mentions the word ‘Songkla’, the name of the province located in Southern Thailand. It is a specific location where the story takes place. Somehow, it may indicate the student’s own interest and background.

S 13: What she love

On a beautiful Sunday in the morning, My aunt sleeps on the bed. She was dreaming about two thieves who were coming in the bedroom and then stole something what she loved. Suddenly, She woke up. My uncle was working nearby. He heard her screams and run to see her and then told her that don’t have anything lost. She look for at something what she loved. She found its. That is the family photo. She happy. (77 words)
The comment analysis of S 13

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>5</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stole something what she loved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My uncle was working nearby.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>4</td>
<td>My aunt slept on the bed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He heard her scream.</td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>screamed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>told her that nothing had lost.</td>
</tr>
<tr>
<td>Relational</td>
<td>2</td>
<td>That was the family photo.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She was happy.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**
  - Topical themes with simple nominal groups such as *she*, *my aunt*, and *my uncle* are mainly found.
  - Marked topical themes are used to indicate the specific time the story happened.
  - Textual Cohesion: The reference used is repeatedly employed such as *he*, and *she*.
    However, there are some useful transitions employed such as *then*, and *suddenly*.

- **Nominal Group:** N 18 is found.
  - *She was dreaming about two thieves* who were *coming* in the bedroom and then *stole* something what she *loved*.

- **Clause Structure:** Simple and compound clauses illustrate the lack of maturity. The text is very short and under the task requirement. Also, there is a problem about the tenses used.

- **Text Type:** Narrative
This text can be narrative as the student describes series of events using first person, possessive pronoun ‘my’ which normally found in a text of young writer who has less complex thinking. Moreover, the student fails to develop the story using other resources such as complex nominal groups or complex clauses. Another major problem about this text is that it is quite short and does not reach the task requirement. At grade 12 level, the student should be able to wrap up the ideas and creatively develop the story with some complex points.

S 14: Thief*[thieves] meet Ghost

At home MT, Anny was sleeping in the bedroom. Outside MT+: there are thieves. Their slow walk in her home. Their stole her money and diamond. She heard an abnormal sound and opened her eye. She see two thieves who were stealing her money. She called the police and pretended to sleep. After that MT, One of the thief see a man. Their wanted to hit him. Suddenly, a man is a ghost. Their are afraid of a man because a man is a ghost. The thieves run away from her home. The Police came in her home and caught the thieves. Anny got up and smiled with a photo of her boyfriend. (98 words)

The comment analysis of S 14

The main linguistic features identified in this text are as follows:

- Processes:

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material</td>
<td>10</td>
<td>Thief wanted to hit him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The thieves ran away from her home.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>5</td>
<td>Anny was sleeping in the bedroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>She called the police…</td>
</tr>
<tr>
<td>Relational</td>
<td>2</td>
<td>The thieves were afraid of a man…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The man was a ghost.</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There were thieves.</td>
</tr>
</tbody>
</table>


• **Thematic Development:**
  
  - Topical themes are largely used as the starting point of the clauses such as _she, thieves_, and _Anny_. Mostly, the student uses simple nominal groups to develop the themes.
  - Marked topical themes help to indicate the specific places in the story.
    - **Suddenly, a *[the] man is disappear+ed.**
  - Textual Cohesion: Some textual themes such as _and_, and _because_ are used effectively to bind the text. Appropriate pronouns or the definite article need to be employed in order to avoid repetitions.
    - ‘The thief saw a man’, ‘a man was a ghost’.
  - **Nominal Group:** There were attempts to produce N 17 and N 18 but these are needed to be advised.
    - N17; _Anny get[^got] up and smile[^smiled] with ^a photo[^a photo] of her boyfriend.
    - N18; _She see[^saw] two thief[^thieves] who are[^were] stolling[^stealing] her money._

- **Clause Structure:** Simple clauses dominate the text. The student does not employ complex clauses in the text. There is a problematic in terms of the usage of past and simple tense.

- **Text Type:** Narrative

  This student wisely names the actor in the story which makes the text lively and close to real-life situation. Later, the pronoun ‘she’ is used to refer to ‘Anny’ which cohere the text very well. However, it may be observed that the student keeps repeating the noun ‘thief’ as the main topical theme which may in fact be boring. The teacher can advise this student to use some other nominal groups such as ‘_the two bad guys_’, ‘_the stupid men_’ in this text to avoid repetitions.
Once upon a time, there was a blue house at downtown of BKK, which was Mary’s house. She lived in this house with her brother but this morning her brother went to work in USA so she must be alone. At 9.00 PM, she went to bed and slept while there are two thieves coming in her room. They tried to steal anything in her room. Suddenly, she got up and felt surprised and scared. She said, “Who are they? Where do they from?” and she screams so she called 191. After 15 minutes, the police came to her house and help her life. Finally, she is safety and called to tell this situation to her brother so he told his mom to be careful and “I love you.” (128 words)

The comment analysis of S 15

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
<th>Participant Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>8</td>
<td>Her brother went to work in USA… They tried to steal anything in her room.</td>
<td></td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>2</td>
<td>-</td>
<td>slept…</td>
</tr>
<tr>
<td>Verbal</td>
<td>4</td>
<td>She called 191.</td>
<td>-</td>
</tr>
<tr>
<td>Relational</td>
<td>3</td>
<td>-</td>
<td>called to tell the situation to her brother…</td>
</tr>
<tr>
<td>Existential</td>
<td>1</td>
<td>There was a blue house…</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - The topical themes with simple nominal groups are largely used to develop the story such as she, they, and he.
  - Marked topical themes are also found to indicate the time of the settings.
Once upon a time. There is a blue house at downtown of BKK.

Interpersonal themes are also found in this writing.

“Who are they?” “Where are they from?”

Textual Cohesion: The use of the same pronouns makes the text boring. The student has limited word choices to produce the text. In addition, there are too many run-on sentences which reflect spoken text.

Nominal Group: N 17 is the only complex nominal group found.

Clause Structure: Simple and compound clauses dominate. Some issues about the production of complex clauses, especially, the missing of punctuation such as comma. The time and tense used in this text is also a problem.

Text Type: Narrative

In order to produce a reader friendly text, this student may need to be informed about the usage of appropriate punctuations and capitalization. Proper tenses depending on time aspect are also needed to be emphasized.

S 16: The Horror Night

At the night, my grandmother in her bedroom. Suddenly, two men come into bedroom. They want to steal anything in the house. They walk slowly while my grandmother fell asleep. They clam to upstairs and get in to the house. Afterward, my mom got up and go to the toilet. She heard the voice from upstairs. She decide to call the police because she thought that the thief stay in her house. When the police came, the thief was arrested. My mom told the police that it is the first time in my life that her giant the thief. For this situation, my mom acknowledged that safety is important because it will be save our life from dangerous.
The comment analysis of S 16

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>7</td>
<td>They <em>wanted to steal</em> anything in the house.</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>She <em>thought</em> that the thief stayed in her house.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>4</td>
<td>My mom <em>got up</em> and went to the toilet.</td>
</tr>
<tr>
<td>Verbal</td>
<td>2</td>
<td>She <em>heard</em> the voice from upstairs.</td>
</tr>
<tr>
<td>Relational</td>
<td>3</td>
<td>Safety <em>got into the house.</em></td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Topical themes with simple nominal groups are largely found such as *they, my grandmother, and the police.*
  - Marked topical themes are used to provide a specific time the event happened.
    - *When the police came*[came], the thief*[thief] was arrest*[ed].
  - Textual Cohesion: The sequence of the text can be followed easily because the student uses some textual themes to bind the ideas together such as *and, that, and while."

- **Nominal Group:** N 17 is the only type found but the rest are simple nominal groups.
  - *She heard the voice from upstairs.*

- **Clause Structure:** Short and simple clauses dominate the text. The present tense is used when past tense is expected.

- **Text Type:** Narrative
The student may have some general ideas of how narrative text is being produced as the written story moves on by several action processes. However, at this level the student should be able to add more complex clauses into the composed text. The use of personal possessive pronoun ‘my’ to describe the story may somewhat imply the student lack of maturity.

S 17: Grandmother

In the morning on Saturday[On a Saturday morning], an old woman cooked[was cooking] in the kitchen. Suddenly[MT], she tasted[was tasting] her cooking and passed away[mat]. Then[TX], two bandits[TT] came[came] into her house and found[found] out something, one of them[TT] tasted[was tasting] her cooking and then[TX] passed away[mat]. Suddenly[MT], polices[TT] came[came] into her house and caught[caught] that man. Before[TX] polices[TT] came[came], her son came[came] back to her house and called[called] the police. After that[MT], her son looked[looked] after her carefully. He[He] had never[Don't leave] left[left] her alone and they[they] live[live] happily ever after. (82 words)

The comment analysis of S 17

The main linguistic features identified in this text are as follows:

- Processes:

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>13</td>
<td>She</td>
<td>tasted her cooking and passed away.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Police</td>
<td>came into the house and caught that man.</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>-</td>
<td>called the police.</td>
</tr>
<tr>
<td>Relational</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
• Thematic Development:
  
  ➢ Textual themes, functioning as connectors, are largely found throughout the text such as and, then, and before. This is helpful in terms of text combination.
  
  ➢ Topical themes are used wisely as there is a range of some nominal groups used as the themes. For examples, ‘The two bandits’ and ‘One of them’.
  
  ➢ Marked topical themes used to indicate the specific time and place are also identified.
    
    o In the morning on Saturday*On a Saturday morning + an old woman cooked*was cooking] in the kitchen.
  
  ➢ Textual Cohesion: Some capitalizations and punctuations are lacking which result in run-on sentences.
  
• Nominal Group: N 17 is found as the topical theme.
  
  o one of them tasted her cooking and then passed away.
  
• Clause Structure: Short and simple clauses dominate the text. Some complex clauses are found but still need to be advised how comma should be used to combine the clauses. The text needs to be extended as it is quite short.
  
• Text Type: Narrative

  At this level, the student should be able to produce an extended narrative text with some interesting plots. However, the length and the plot of this story are quite short and simple. This illustrates that the student lacks of creativity in terms of thinking. The recommendation for this is that the student should be exposed to this text type more. Perhaps s/he can intergrate some complex nominal groups to expand his/her story which make the story more descriptive and interesting.
Mother’s birthday

At home, +a Grandmother #[grandmother] sleeps #[slept] on #[in] her bed. There are two person #two person TT [climbed] MAT into the house. They #They TT [came] MAT in the house. They #They TT see #[saw] BH +the grandmother + who was sleeping on her bed. They #They TT slowly walk #[walked] MAT and TX find #[looked for] MAT something in her bedroom. They #They TT want #[wanted] money and things. Suddenly #Suddenly MT, +The Grandmother #[grandmother] wake #[woke] up BH. She #She TT see #[saw] the thieves and TX find #[looked for] MAT something. She #She TT catches #[grabbed] MAT a mop and TX hit MAT them. They #They TT [were] running MAT in her bedroom and TX shout #[shouted] VB "please stop". When TX she #she TT listen #[listened] MAT to the sound #[sounded] MT. She #She TT stop #[stopped] MAT. She #She TT asks #[asked] VB them, "Who IP are you TT?" They #They TT answer #[answered] VB #that, They #They TT [were] her son and her daughter. She #She TT surprise #[surprised] +. She #She TT asks #[asked] VB them -Why #[why] IP they #They TT make #[did] MAT it. They #They TT answer #[answered] VB #their mother #that. They #They TT want #[wanted] MEN +some money to buy #a gift for her birthday." (116 words)

The main linguistic features identified in this text are as follows:

- Processes:

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>12</td>
<td>They slowly walked…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She grabbed a mop and hit them.</td>
</tr>
<tr>
<td>Mental</td>
<td>1</td>
<td>They wanted some money to buy a gift…</td>
</tr>
<tr>
<td>Behavioral</td>
<td>3</td>
<td>Grandmother slept in her bed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grandmother woke up.</td>
</tr>
<tr>
<td>Verbal</td>
<td>5</td>
<td>She asked them.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They answered that…</td>
</tr>
<tr>
<td>Relational</td>
<td>1</td>
<td>They were her son nad her daughter.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>
• Thematic Development:

  ➢ Topical themes with simple nominal groups such as they, a grandmother, and she dominate the text. The repetitions of the same nominal groups make the text boring.
    - They come\(^{\text{[came]}}\) in the house. They see\(^{\text{[saw]}+\text{the grandmother}}\) + who was sleeping on her bed. They slowly walk\(^{\text{[walk]}+\text{ed}}\).

  ➢ Marked topical themes used to indicate the specific time and place are also identified.
    - Suddenly\(^{\text{[S]}\text{MT}}\), the Grandmother\(^{\text{[grandmother]}\text{MT}}\) woke up.
    - When she listened to the sound\(^{\text{[sound]}\text{MT}}\), she stopped.

  ➢ Some interpersonal themes are found.
    - “Who are you?”
    - Why\(^{\text{[why]}+\text{did}}\) they make it.

  ➢ Textual Cohesion: Some textual themes are found such as and, and when. However, the conjunction ‘that’ is missing in the projective clause.
    - They answer \(^{\text{[answered]}+\text{that}}\) They\(^{\text{[they]}+\text{were}}\) are her son and her daughter\(^{\text{[daughter]}\text{MT}}\).

• Clause Structure: Simple and compound are mainly found. There is an attempt to produce a complex clause which has to be assisted in term of capitalizations and punctuation. An issue about the use of time and tense to tell a story needs to be addressed.

• Text Type: Narrative

There are some missing relative pronouns such as ‘that’ needed to fill in between the clauses otherwise the text would be incoherent. The strengths of this story is the use of dialogue as it brushes up the situation and makes the story more exciting and life-like.
S 19: UNLUCKY

On weekend in the morning, have something occurred at her house in the bedroom. Have 2 people are boys, who come into the bedroom while the old girl is sleeping so peace and her don't know anything. The boys take handkerchief to close their face and rally know they are thief. The thief walk and open the door slowly then, they look forward to the bedroom and stand near the bedroom by while the old girl was still sleeping silently. Suddenly, the first boy steal money and valuable thing take out home but not only this, other one have bad feeling. After that, the old girl is raped. The Old girl call people who stay outside. She call so as loudly as suddenly. The thief feel shock. They run so quickly going outside. About half an hour later, the neighbor know and call the police. The police coming soon about 10 minutes, they asked everything from those who know what occurred with the old girl. Then, the neighbor take the aunt to the hospital to take care of her. And police find data about the thief the last 4-5 day later. They catch the thief while the old girl have a stronger body. The policeman arrest the thief but before this, the police take 2 boys to seeing the old girl for saying sorry and they give valuable thing which steal back to the old girl and the last, the policeman bring the thief to police station.
The comment analysis of S 19

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>14</td>
<td>The police came soon about 10 minutes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The neighbor took the aunt to the hospital…</td>
</tr>
<tr>
<td>Mental</td>
<td>3</td>
<td>She didn’t know anything.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The neighbor knew.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>5</td>
<td>The old lady was sleeping peacefully…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The old lady was still sleeping…</td>
</tr>
<tr>
<td>Verbal</td>
<td>3</td>
<td>- called the police.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The old lady called people…</td>
</tr>
<tr>
<td>Relational</td>
<td>4</td>
<td>The thief felt shocked.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The old lady had a stronger body.</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - Marked topical themes are largely found in this text. Mostly, they are simple nominal groups, such as *they*, *the boys*, and *the old girl*. Complex nominal groups never been used to develop the themes.
  
  - Marked topical themes are found useful in emphasizing a specific detail in this text. 
    
    - **but not only this**^+^, other one have bad feel^+^ing ^+^. After ^+^After^+^ that ^+^, the old girl^+^lady is^+^was raped.
  
  - Textual Cohesion: The use of possesive pronouns ‘her’ in line 2 makes the ambiguous meaning as there is no previous information given.

- **Nominal Group:** Some N 17 and N 18 are found.

  - N17; *And police find[^found] data about the thief*. 
  


• **Clause Structure:** Most simple and compound clauses are found with a few complex clauses. Several run-on sentences are produced due to the lack of knowledge about capitalizations and punctuations.

• **Text Type:** Narrative

This is more like an oral text written by the inexperienced writer as there are several run-on sentences which make the whole text becomes as if the writer is speaking. The recommendation would be the consideration to use punctuations and capitalizations to separate each idea as well as to begin anew.

**S 20: The Strong Grandmother**

On night of once day, a grandmother went to bed after she had dinner with her daughter. While grandmother was sleeping and have a good dream. Suddenly, The two people climbed up to a balcony on a second floor’s home. They sneak into the bedroom’s grandmother. The two thieves find value things and they discover the money but it is on under pillow’s grandmother. While they pull the money out, suddenly, the grandmother get up and see at the two thieves but she don’t scare of them and she pull a gun on her bed. When the two thieves see a gun, they were scare so much. The Grandmother fired to the floor. The two thieves climb down and run out away. Then the grandmother called to the police. At last, the last time the two thieves are arrest by policeman, and the grandmother go back to her bed and have a happy dream.
The comment analysis of S 20

The main linguistic features identified in this text are as follows:

- **Processes:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Frequency</th>
<th>Participant</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material</td>
<td>13</td>
<td>A grandmother</td>
<td>went to bed…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The two thieves</td>
<td>were arrested by policeman…</td>
</tr>
<tr>
<td>Mental</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Behavioral</td>
<td>2</td>
<td>grandmother</td>
<td>was sleeping…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The grandmother</td>
<td>got up…</td>
</tr>
<tr>
<td>Verbal</td>
<td>1</td>
<td>The grandmother</td>
<td>called the police…</td>
</tr>
<tr>
<td>Relational</td>
<td>5</td>
<td>She</td>
<td>had dinner with her daughter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She</td>
<td>wasn’t scared of them…</td>
</tr>
<tr>
<td>Existential</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

- **Thematic Development:**

  - There are mainly topical themes with simple nominal groups found in this text such as she, they, it, and the grandmother.
  - Marked topical themes are found to emphasize the important time that the story took place.
    - While they pulled the money out suddenly, the grandmother got up.
    - When the two thieves saw a gun MT’s grandmother, they were scared so much.

13. **Textual Cohesion:** Some conjunctions are used e.g. then, and and to bind the text together.

- **Nominal Group:** N 17 is the only type found.
  - She pulled a gun on her bed.
14. The student has problem with the order of the nominal group, ‘The bedroom’s grandmother’.

- **Clause Structure:** Short and simple clauses dominate the story. Some issues about the production of complex clauses which is largely about the use of appropriate punctuations and capitalizations. There is also an issue about the use of tense sequence which reflect in the finite part.

- **Text Type:** Narrative

The way this story is written may illustrate the influence of L1 (Thai) in the production of L2 (English) text, for instance, the confusion about the order of nominal groups. The teacher can explain to the student how the appropriate order of complex nominal groups can be produced as well as how capitalization and punctuations are placed in the written discourse. Moreover, the teacher can scaffold the language knowledge and the text structures to the student by giving more narrative stories to read as well as to write.