

ENGLISH FOR NON-ENGLISH DEPARTMENT STUDENTS: A SYSTEMIC FUNCTIONAL NOTIONAL CONTRIBUTION

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Abstract: The present teaching of English to the tertiary level students of the non-English departments at Brawijaya University, Malang, is worth reconsidering in terms of the time allotment and type of English used. At the *Stratum-1* program, English is a one-semester subject and is taught one hundred minutes once weekly. In terms of the type of English, some faculties only teach general English; others even only prepare the students for the TOEFL. The English mastery is important for the student not only while pursuing his *Stratum-1* degree program but also when trying to enter the job market after holding the degree. With this rationale, the teaching of English at the non-English departments should be systemic functional-notional, and genre-based in particular.

Keywords: systemic functional notional, genre-based.

At the university level more demand is felt for the ability to communicate in English. The advancement of science and technology requires the communicative competence in English for academic as well as professional purposes. English is taught at both the English and non-English study programs of the tertiary level of education. In the latter, English may be compulsory, optional or even not required at all. Whether or not English should be taught at the university level is mainly based on the perception that the improvement in the students' English proficiency is significant or non significant.

At the non-English *Stratum-1* study programs, the number of hours allocated to English is usually worth 2 credit points, meaning that it is taught for one hundred minutes once weekly. At the Faculty of Mathematics and Natural Sciences, Brawijaya University, for example, many study

programs allocate only one semester of the whole *Stratum-1* program to the English subject. This may be caused by the assumption that adding the time allotment for a minor subject such as English would reduce the number of hours left for the courses relevant to the field of specialization. Realizing the utmost importance of the students' good English mastery for the graduate's future in this globalization era, the Faculty of Agriculture, Brawijaya University has increased the time allotment to a total of six credit points offered in two semesters.

The English taught from the Primary through the Senior High level in Indonesia is general English. As soon as the student enters a non-English study program at the university, she/he needs to master the English normally used in the reference materials in his field of specialization. Much to the writer's disappointment, the English profi-

ciency test (English Testing Services, U.S.A. 1998) conducted for the freshmen of the Faculty of Agriculture, Brawijaya University in the past five years shows that around 70% of the students have an insufficient English mastery, equal to TOEFL < 450. Therefore, remedial teaching in terms of their structure, listening and reading comprehension skills is considered necessary. Confined to the time allotment for English at the tertiary level, the language teacher has to be sharp enough in deciding the proper teaching material to help the students in this respect.

In addition, interviews conducted between the management of the faculty and the users reveal that the graduate's insufficient English mastery in the job interview is one of the main reasons why she/he fails to enter the workforce.

English for Academic Purposes (EAP) or English for Special Purposes (ESP) has been encouraged for the teaching of English at the higher education in Indonesia. However, there is still a discrepancy between the teaching of English at the non-English tertiary level of education and the English mastery needed to enter the workforce in Indonesia, as the first focuses mainly on the reading skill to support the student in finishing his study whilst the latter mainly re-

quires the speaking and listening skills of the graduate to be admitted to the workforce.

It is important that the students improve their mastery in all four language skills, especially as the graduate needs to compete in entering the workforce which, in fact, requires all the four skills: speaking, listening, reading and writing. The genre-based approach tries to equip the learner with the ability to select the right language for a certain genre so that the social function is successfully transferred.

With this rationale, the writer proposes the systemic functional notional English teaching material for the non-English study programs at the tertiary level which chronologically comprises: 1) the clause, 2) below the clause; 3) above the clause; 4) beside the clause; 5) around the clause; 6) factual genres; 7) oral presentation: seminar; 8) job application; and 9) handling a job interview as elaborated in turn below.

THE CLAUSE

Margaret Berry, 1977 states that systemic functional notional linguistics, postulated by Halliday (1985), perceives language as consisting of three primary levels as illustrated below:

substance	↔	form	↔	situation
phonic substance	phonology	grammar	context	thesis
graphic substance	graphology	lexis		immediate situation
				wider situation

The three primary levels of language are substance, form and situation. **Substance** is the raw material of language. It can be divided into: *phonic substance*, the sounds we use when we speak, and *graphic substance*, the symbols we use when we write. **Form** is the way in which substance

is organized into recognizable bits of a given language. It is subdivided into: *lexis* which caters for the kind of patterning which operates between individual linguistic items, and *grammar* which caters for the kind of patterning which operates between types of linguistic item such as verb and

noun. **Situation** is what it sounds like, the situation in which language is used. There are many aspects of situation to which we want to relate the sound patterning, the symbol patterning, the lexical patterning and the grammatical patterning. One way of subdividing situation to show the range of relevant aspects of situation is into: *thesis*, *immediate situation*, and *wider situation*, of which the first is the situation that the language is about; the second is the set of circumstances which actually apply when the language is being used; and third is the set of circumstances which make up the background of the participants in the immediate situation.

There are inter-levels which cater for the relationships between the primary levels (Berry, 1977; Morley, 1985). They are *phonology* relating phonic substance to lexis and grammar; *graphology* relating graphic substance to lexis and grammar, and *context* relating lexis and grammar to thesis, immediate situation and wider situation.

In hierarchy, a text is made up of paragraphs, and a paragraph is made up of sentences. English is usually said to have five basic grammatical units which if put in rank scale would be as follows:

_____	sentence
_____	clause
_____	group
_____	word
_____	morpheme

The systemic functional notional ap-

proach founded by Halliday (1985) assures that the message, the exchange of information and the representation are contained in the clause, and therefore, it is the clause where one has to start the interpretation of the grammatical patterns in terms of configurations of functions in order to get the appropriate meaning of a text as this is more directly related to the analysis of text.

Therefore, it is important that the language learner first knows what a clause is. A clause is a unit in which three different kinds of meaning are combined (Halliday 1985). A clause should be interpreted as message (textual); exchange (interpersonal); and representation (experiential), realized by three distinct structures, each of which expresses one kind of semantic organization, mapped on to one another to produce a single wording.

The textual meaning of the clause is expressed by what is put first (the Theme); by what is phonologically prominent (and tends to be put last – the New, signaled by information focus); and by conjunctions and relatives which if present must occur in initial position. The interpersonal meaning of the clause is expressed by the intonation contour; by the Mood block which may be repeated as a tag at the end; and by expressions of modality which may recur throughout the clause. The experiential meaning of the clause is expressed in a particle-like manner, giving the audience the sense of the building blocks of language. (Halliday, 1985:169). Thus the interpretation of the clause “The dog licked her puppy” would be as follows.

The dog licked her puppy			
textual	Theme	Rheme	
interpersonal	Subject	Finite + Predicator 'did' + 'lick'	Complement
experiential	Actor	Process	Goal

example illustration or exercise would be (see also Tomasowa 2001,2002, 2003a, 2003b, 2004, 2005a, 2005b):

a) Other conditions for germination concern the amount of moisture in the soil.
Subject Verbal

b) We put strict economic analysis to the side for a few years.
Subj Verb

c) Many File Manager tasks involve naming or renaming files and directories.
Subject Verbal

a) When you use a screen saver, you can specify a password.
 Subj.1 Verb.1 Subj.2 Verb.2

b) Historical evidence demonstrates that M&A activity is correlated with funda-
 Subject 1 Verbal 1 Subject 2 Verbal 2
 mental shifts in underlying economic forces.

The structures below the clause comprise groups and phrases. There are nominal, verbal, adverbial, conjunction, preposition groups, and prepositional phrases.

Unlike the preposition groups, prepositional phrases have no logical structure as Head and Modifier; they cannot be reduced to a single element. Take for example:

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preposition group : right behind the door
                  Modifier Head
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prepositional phrase : **in front of, by the side of**

The students eventually realize that unlike a clause, a phrase does not contain one Subject and one Verbal modifying it.

of time, consequence, opposition, addition (reinforcement, similarity), explanation, exemplification, and condition.

The structure above the clause is the clause complex. At this stage we talk about the types of relationship, types of interdependency, elaboration, extension, enhancement, reports, ideas and facts. The student should know that in a scientific text clauses can at least be related to each other in terms

The language constituents beside the clause that build the meaning of a clause are the intonation and rhythm. In presenting her/his finding at an international forum or during the job interview, the student or graduate has to know how to use the proper English intonation and rhythm. Pronuncia-

tion is often a problem to the students. Many of the students of the Faculty of Agriculture read the written expression “IT DEPENDS ON” as [*Its dipèn On*], “DESK” as [*dès*], and “SIX” as [*sIk*] the case of which is actually a combination of weak pronunciation and or weak structure.

AROUND THE CLAUSE

Theme and information together constitute the internal resources for structuring the clause as message to give it a particular status in relation to the surrounding discourse. It is important to reveal the external relationship between the one clause or clause complex and another. In this case we talk about cohesion, reference, ellipsis, substitution, and conjunction. It would be very useful for the student to know what is around the clause. It is at this stage that the students are given the principles of understanding an English factual writing accurately through exercises on **reference**, **main idea**, **inference**, and **restatement** (see also Carol King, Nancy Stanley, 1989).

Reference. The students should be able to identify referents. An example exercise would be:

Please underline the word in bold refers to. (Note: Reference words may refer to a single word or to several words.)

- a) In a news conference this afternoon, the university announced that **it** intends to make several important changes in next year’s budget.
- b) Doctors treating patients with diet pills usually warn **them** of the dangers of addiction.

From such an exercise the students will know that in a) “it” refers to “the university”, and that in b) “them” refers to “patients”.

Main Idea. The students should be made aware to focus on the main idea and observe the flow of ideas. Exercises on focusing on the main idea would be, among others:

- a) choosing the most general word or phrase in the set **dolphin – man – elephant – mammal**, the answer of which is “mammal” since dolphins, men and elephants are all mammals;
- b) distinguishing degrees of generality among sentences in the set:
 - A. The orbit of Uranus does not follow the orbit calculated for it because it is being pulled slightly off course by the gravitational attraction of another, unknown planet.
 - B. The tiny planet Pluto is too small to account for the distortion in Uranus’ orbit.
 - C. The planetoid Chiron, discovered in 1977, is too small to cause the irregularity exhibited in Uranus’ orbit.
 - D. Planetary observations show why astronomers believe a tenth planet may exist.

the answer of which is **D**.

Exercises on observing the flow of ideas would be such as: arranging a number of sentences by numbering them in the order in which they would appear in a text by writing the numbers in the blanks provided.

Inference. In terms of inferences, the students exercise drawing logical inferences and making accurate predictions. Exercises on drawing logical inferences would be, among others: choosing which best describes what came immediately before the given sentence “But, if the upper classes consumed conspicuously and the mercantile classes with balance-sheet moderation, many in this period lacked any means at all.”

- A. A description of the behavior of those without means.
- B. An explanation of how balance-sheets work.
- C. An account of class mobility.
- D. A description of the consumption habits of the upper and mercantile classes.

the answer of which is **D**.

Exercises on making accurate predictions would be like determining which sentence best follows the sentence "Since the bamboo plants on which the Giant Panda in its Chinese habitat depends for survival flower only once every eighty to one hundred years, it is remarkable that the creature continues to exist."

- A. Something more about the survival of the Giant Panda.
- B. Something more about the flowering cycle of the bamboo.
- C. Something about other animals native to China.
- D. Something about the way some other species are finding it difficult to survive.

the answer of which is **A**.

Restatement. In this case the student is trained to interpret common features and to recognize restated information. In interpreting common features, the students are actually reviewing their understanding about what is above and around the clause. An exercise on this would be like choosing the best link in the sentence "The problem is that ... children who are given cow's milk from birth benefit greatly from it, those who have never drunk it by a certain age are not able to tolerate it."

- A. because
- B. in view of the fact that

- C. whereas
- D. since

the correct answer of which is **C**.

Recognizing restated information involves exercises like recognizing sentences which have the same meaning, recognizing sentence-form restatements of information provided in ads or other non-sentence forms, and recognizing whether or not restated information agrees with information in a passage.

TYPES OF FACTUAL GENRE

After the student knows that she/he should start interpreting the meaning of an article in her/his field at the clause level, it is useful for her/him to know that there are many types of factual genres that can be used in a scientific article.

The genre-based approach (Martin, 1985) classifies factual writing into five genres, namely report genre, procedure genre, explanation genre, exposition genre, and discussion genre which differ from each other in terms of: social function, schematic structure, and language features (see also Tomasowa 2003b, 2005a).

Report Genre. A report genre is a factual text, the social function of which is to describe the way things are, with reference to a whole range of phenomena, natural, cultural, and social, in our environment. The schematic structure of a report genre consists of two main parts, namely **general classification** which can include optional technical classification; and **description of parts and their functions**; qualities; and habits/behaviors, or uses if non-natural. The common language features of a report genre are that the focus is on the generic participants (group of things); the simple present tense is used (unless extinct); there is no temporal sequence; and relational clauses

(clauses of being and having) are used. The passage “Sea Lions” below is an example of a report genre.

Sea-Lions

Sea-Lions are sea-mammals and are warm-blooded.

They breathe air with their lungs.

The scientific name for the family they belong to is *Neophoca Cinerea*.

Australian sea-lions are about 250 cm long. Adult males (called bulls) grow to about 3 meter and are the largest Australian mammal (they no longer breed in Australia). The female sea-lions are always smaller than the bulls in length and weight. Australian sea-lions have a body shaped underneath their skin. They have a covering of hair, large eyes and long stiff whiskers. They have large nostrils, long, sharp teeth and two pairs of short legs

with the five-toed feet flattened like paddles or fins.

When Australian sea-lion pups are born they feed on their mother’s milk. Sea-lions have to come on dry land when they mate and have babies. Bull sea-lions are big and dark and they mate with lots of females. If a baby pup goes near a bull, the bull will kill it. When the pup is trying to look for its mother, no other sea-lion will feed it. If it cannot find its mother, it will starve.

Australian sea-lions are found along the South Western shores of West Australia and most of the South Australian coastline and off-shore islands. Sea-lions eat fish and squid.

(Taken from Teaching Factual Writing: A Genre Based Approach, issued by Metropolitan East DSP: Language and Social Power Project, p.8)

A. The Generic or Schematic Structure:

No	Type	Contents
1	general classification	Sea-Lions are sea-mammals and are warm-blooded.
2	technical classification	They breathe air with their lungs. The scientific name for the family they belong to is <i>Neophoca Cinerea</i> .
3	description	Australian sea-lions are about 250 cm long. Adult males (called bulls) grow to about 3 meter and are the largest Australian mammal (they no longer breed in Australia). The female sea-lions are always smaller than the bulls in length and weight. Australian sea-lions have a body shaped underneath their skin. They have a covering of hair, large eyes and long stiff whiskers. They have large nostrils, long, sharp teeth and two pairs of short legs with the five-toed feet flattened like paddles or fins. When Australian sea-lion pups are born they feed on their mother’s milk. Sea-lions have to come on dry land when they mate and have babies. Bull sea-lions are big and dark and they mate with lots of females. If a baby pup goes near a bull, the bull will kill it. When the pup is trying to look for its mother, no other sea-lion will feed it. If it cannot find its mother, it will starve. Australian sea-lions are found along the South Western shores of West Australia and most of the South Australian coastline and off-shore islands. Sea-lions eat fish and squid.

B. The Language Features:

No	Type	Contents
1	Focus on generic participants	sea-lions; sea-mammals; they; Australian sea-lions; bull sea-lions; a baby pup, etc.
2	simple present tense	Are, breathe, is, grow, have, mate, goes, will kill, will feed, eat.
3	temporal sequence	None
4	relational clauses	being 1. Sea-lions are sea-mammals 2. (and sea-lions) are warm-blooded 3. Australian Sea-lions are about 250cm long 4. The female sea-lions are always smaller than the bulls in length and weight. 5. Bull sea-lions are big and dark... having 1. Australian Sea lions have a body ... 2. They have a covering of ... They have large nostrils, ...

Procedure Genre. A procedure genre is a factual text, the social function of which is to describe how something is accomplished through a sequence of actions or steps. The schematic structure of a procedure genre consists of two main parts: goal; and steps 1. 2. ...n. In other words, the goal is followed by a series oriented to achieving the goal. The language features common of a procedure genre are: focus on generalized human agents; use of simple present tense (plus sometimes imperative); use of mainly temporal conjunctive relations; and use of mainly material (action) clauses. The passage “To Make Stained Glass Figures” below is a procedure genre.

To Make Stained Glass Figures

1. First you take a piece of cardboard and one piece of chalk.
2. Then you draw something on the cardboard.
3. Next you cut it out where you want light to go through.
4. Then use a texta to trace around the thing you drew.
5. Stick different colored cellophane paper over the areas that have a hole.
6. When you have finished this, stick it on the window.

(Taken from Teaching Factual Writing: A Genre Based Approach, issued by Metropolitan East DSP: Language and Social Power Project, p.11)

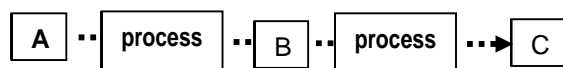
A. The Generic or Schematic Structure:

No	Type	Contents
1	goal	To Make Stained Glass Figures
2	Step 1	First you take a piece of cardboard and one piece of chalk.
	Step 2	Then you draw something on the cardboard.
	Step 3	Next you cut it out where you want light to go through.
	Step 4	Then use a texta to trace around the thing you draw.
	Step 5	Stick different colored cellophane paper over the areas that have a hole.
	Step 6	When you have finished this, stick it on the window.

B. The Language Features:

No	Type	Contents
1	Focus on generalized human agents	you
2	Simple present tense	take, draw, cut out, want, use, stick, stick
3	Temporal conjunctive relations	first, then, next, then, when
4	Material (action) clauses	You take a piece.. You draw something... You cut it out ... You want light ... Use a texta ... The thing you drew (you) stick ...paper You have finished (you) stick it

Explanation Genre. An explanation genre is a factual text, the social function of which is to explain the processes involved in the evolution of natural and social phenomena or how something works. Explanations are used to account for why things are as they are. Explanations are more about processes than things. The schematic structure of an explanation genre consists of two main parts, namely a general statement to position the reader; and sequenced explanation of why/ how something occurs. In other words, the general statement is followed by a series of logical steps in the process. The flow chart below illustrates the schematic structure of an explanation genre.



This sequence continues until the final state of being or thing is accomplished. The language features common of an explanation genre are: 1) focus on generic, non-human participants; 2) use of simple present tense; 3) use of temporal and causal conjunctive relations; and 4) use of mainly material (action) clauses, some passives used to get the theme right. The theme is what comes first in the clause and is what the clause (or message) is all about. The time and causal relationships can be found a lot in an explanation genre. Sequencing of time is signaled through words such as **when**, **after**, and **before** while cause-and-result is signaled by the conjunctions, among others, **thus**, **since**, and **therefore**. Note the schematic structure and the language features of

the explanation genre below.

Explain How Deserts Remain Dry

There are three possible reasons why deserts remain dry.

These are high mountain barriers, cold ocean currents and high pressure systems.

Mountain Barriers:

When warm air passes over the ocean it picks up moisture in the form of water vapor. As this moist air travels over the land, it rises to pass over mountain ranges. When it begins to rise, the air cools and this causes the water vapor to condense into droplets which fall as rain. When the air reaches the other side of the mountain barrier, it has lost all its moisture and so the other side of the mountain remains dry.

Cold Ocean Currents:

Air passing over cold ocean currents is cooled and therefore is unable to pick up and hold much moisture. When this cold air mass reaches the warm desert, any moisture in the air is evaporated and so does not fall as rain and so the desert remains dry.

High Pressure Systems:

In a high pressure system, the air is dry and is moving downwards. As this system moves over the land it draws in moisture from the land surface. Consequently the moisture does not fall as rain and so the desert remains dry.

(Taken from Teaching Factual Writing: A Genre Based Approach, issued by Metropolitan East DSP: Language and Social Power Project, p.14)

A. The Generic or Schematic Structure:

No	Type	Contents
1	General statement to position reader	There are three possible reasons why deserts remain dry. These are high mountain barriers, cold ocean currents and high pressure systems.
2	Sequenced explanation	When warm air passes over the ocean it picks up moisture in the form of water vapor. As this moist air travels over the land, it rises to pass over mountain ranges. When it begins to rise, the air cools and this causes the water vapor to condense into droplets which fall as rain. When the air reaches the other side of the mountain barrier, it has lost all its moisture and so the other side of the mountain remains dry.
3	Sequenced explanation	Air passing over cold ocean currents is cooled and therefore is unable to pick up and hold much moisture. When this cold air mass reaches the warm desert, any moisture in the air is evaporated and so does not fall as rain and so the desert remains dry.
4	Sequenced explanation	In a high pressure system, the air is dry and is moving downwards. As this system moves over the land it draws in moisture from the land surface. Consequently the moisture does not fall as rain and so the desert remains dry.

B. The Language Features:

No	Type	Contents
1	generic, non-human participants	deserts, these, it, this moist, the air, the water vapor, cold air mass, any moisture, the desert, the air, this system, the moisture
2	simple present tense	are, passes, picks up, travels, rises, begins, cools, causes, fall, reaches, remains, is, moves, draws in, does not fall, remains
3	temporal conjunctive relations	when, as
4	causal conjunctive relations	...and therefore is unable to pick up... ...lost all its moisture and so the other side... ...and so does not fall... ...and so the desert remains dry Consequently the moisture does not ...
5	material (action) clauses	...it picks up moisture... The air reaches the other side... The moisture does not fall as rain.
6	passives used to get the theme right	Any moisture in the air is evaporated.

Exposition Genre. An exposition genre is a factual text the social function of which is to forward a point of view, or argument in a logical rather than temporal sequencing. The schematic structure of an exposition genre consists of three main parts: 1) **thesis**: (position, preview), 2) **arguments** (point, elaboration), and 3) **reiteration [restatement of thesis]**. The common language features of an exposition genre are: focus on generic human and non-human participants, use of simple present tense, use of a few temporal conjunctive relations [mostly logical relations], and use of material (action), relational and mental clauses. Look at the following example.

Activity Centres in Local Areas

I think the Canterbury Council should construct more Activity Centres in

most local areas.

Firstly, children can keep busy as well as have fun in the holidays. Secondly, they learn a lot about how to do certain things. Finally, it might stop children vandalizing properties that do not belong to them because they can go to the Activity Centres.

During the school holidays, many children who do not have much on their minds can attend their local Activity Centre.

It will keep them busy and they can also learn to do lots of different things.

Another reason is children can encourage others to attend the local Activity Centre.

This way, children will not get so bored because they can have lots of fun.

Moreover, it could stop children from vandalizing other's property because they have better things to do like going to the Activity Centre and having fun and enjoying themselves.

These are the main reasons why I think we should have more Activity Centres. It will be very educational

and a very good experience for lots of children.

(Taken from Teaching Factual Writing: A Genre Based Approach, issued by Metropolitan East DSP: Language and Social Power Project, pp.17-18)

A. The Generic or Schematic Structure:

No	Type	Contents
1	position	I think the Canterbury Council should construct more Activity Centres in most local areas
	thesis	preview Firstly, children can keep busy as well as have fun in the holidays. Secondly, they learn a lot about how to do certain things. Finally, it might stop children vandalizing properties that do not belong to them because they can go to the Activity Centres.
2	point	During the school holidays, many children who do not have much on their minds can attend their local Activity Centre.
	argument 1	elaboration It will keep them busy and they can also learn to do lots of different things.
	point	Another reason is children can encourage others to attend the local Activity Centre
	argument 2	elaboration This way children will not get so bored because they can have lots of fun.
	point	Moreover, it could stop children from vandalizing other's property
	argument 3	elaboration because they have better things to do like going to the Activity Centre and having fun and enjoying themselves.
3	reiteration	These are the main reasons why I think we should have more Activity Centres. It will be very educational and a very good experience for lots of children.

B. The Language Features:

No	Type	Contents
1	focus on generic agents	<u>Human</u> : I, children, etc. <u>Non-human</u> : Activity Centres, it
2	simple present tense	Think, learn, do not have, can encourage, are, etc.
3	temporal conjunctive relations	Firstly Secondly finally

4	Material (action) clauses	The Canterbury Council should construct ... Children can keep busy They learn a lot ... It might stop children ... Properties that do not belong to ...
5	Relational clauses	These are the main reasons ... It will be very educational [it will be] a very good experience for ...
6	Mental clauses	I think ... This way children will not get so bored ...

Discussion Genre. A discussion genre is a factual text, the social function of which is to present information about and arguments for both sides of a topical issue, concluding with a recommendation based on the weight of evidence. Discussions are commonly used to look at two sides of an issue. The schematic structure of a discussion genre consists of four main parts: issue (statement of issue, preview), arguments for and against (point, elaboration), and recommendation (summary, conclusion). In more complex discussions are statements of various viewpoints. The language features common of a discussion genre are: 1) focus on generic human and non-human participants; 2) use of simple present tense (sometimes simple past tense); 3) use of logical conjunctive relations; and 4) use of material (action), relational and mental clauses.

Should We Have Printed Advertisements?

There are many reasons for both sides of the question, "Should we have printed advertisements?"

Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information.

Here are some reasons why we should have advertisements in newspapers and magazines.

One reason is ads give us information about what is available.

Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping. Another reason is that advertisements promote business.

When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.

On the other hand, some people argue ads should not be put in newspapers and magazines for these various reasons.

Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people do not like finding junk mail in their letter boxes. People may also find the ads not very interesting. Ads also influence people to buy items they do not need and cannot really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I do not think I find some of them interesting.

In summary, although ads provide people with information, they cost a lot of money to print.

Therefore I think we should not have printed advertisements.

(Taken from Teaching Factual Writing: A Genre Based Approach, issued by Metropolitan East DSP: Language and Social Power Project, p.20)

The analysis of the text on ‘Should We Have Printed Advertisements?’ can be described as follows:

A. The Generic or Schematic Structure:

No	Type	Contents
1	issue	statement There are many reasons for both sides of the question, “Should we have printed advertisements?”
		preview Many people have strong views and feel that ads are nothing more than useless junk mail, while other people feel they are an important source of information.
2	argument FOR	Here are some reasons why we should have advertisements in newspapers and magazines.
		Point PRO 1 One reason is ads give us information about what is available.
		Elaboration of point 1 Looking at ads we can find out what is on sale and what is new in the market. This is an easy way of shopping.
		Point PRO 2 Another reason is that advertisements promote business.
		Elaboration of point 2 When shop owners compete against each other the buyer saves money, more people come to their shops and they sell more goods.
3	argument AGAINST	Point CONTRA On the other hand, some people argue ads should not be put in newspapers and magazines for these various reasons.
		elaboration Firstly, ads cost the shopkeepers a lot of money to print onto paper. Also some people do not like finding junk mail in their letter boxes. People may also find the ads not very interesting. Ads also influence people to buy items they do not need and cannot really afford. Ads use up a lot of space and a lot of effort has to be made to make the ads eye-catching. Ads also take up a lot of room in the papers and I do not think I find some of them interesting.
4	recommendation	summary In summary, although ads provide people with information, they cost a lot of money to print.
		conclusion Therefore I think we should not have printed advertisements.

B. The Language Features:

No	Type	Contents
1	generic human and non-human participants	<u>human</u> We, many people, we, shop owners, etc.
		<u>non human</u> Ads, junk mail, an important source of information, advertisements, etc.
2	simple present tense	Are, have, is, give, can find out, cost, find, use up, provide, cost, think, etc.
3	logical conjunctive relation	While, when, also, and, on the other hand,, in summary, although, therefore, etc.
4	material/ action clauses	e.g.: When shop owners <u>compete</u> against each other Ads <u>use</u> up a lot of space
5	relational clauses	e.g.: This <u>is</u> an easy way Another reason <u>is</u> that advertisements...
6	mental clauses	e.g.: I <u>think</u> we should not have printed....

In summary, the language learner will be able the right way of using the report, procedure, explanation, exposition and discussion genres in communicating his opinion with others in her/his field of study using English.

ORAL PRESENTATION: SEMINAR

The non-English Study Program student should not only be equipped with the reading skill to finish his study, but he should also be provided with the ability to communicate his knowledge orally. Put simply, the structures beside the clause should be properly mastered by the learner. This will assist her/him in her/his future attempts to sit a job interview or present her/his scientific findings at an international forum. What oral English language skill is required of a graduate of the non-English Strata-I Program? The graduate may encounter an interview, a discussion, a debate, or a scientific presentation. In these encounters, the graduate is assumed to have at least mastered how to employ signals, describe

trends, and deal with numbers in expressing her/himself orally.

Following is an example of a presentation exercise by a group of university students at a seminar on a topic in their field of study. The group consists of six students of the Faculty of Agriculture, Brawijaya University. The group consists of one moderator; two presenters, two in charge of responding to all the questions/comments of the audience and one note-taker/summarizer. The task of the group is to present the information they have got from an article on agriculture in English to the class. The source article may be in Indonesian or in English. The following is an example exercise on seminar presentation (see Tomasowa, 2003b).

- **Opening**

The moderator will open the seminar by saying: Good morning, ladies and gentlemen.

Welcome to this seminar on "....."
Before starting the topic, I would like to introduce our group.

- **Introduction**

The moderator introduces the group by saying:

We are S-1 students of the study program of, the faculty of Agriculture, Brawijaya University, Malang. As you might have noticed, there are six members, and starting from your left is:

- ✓ *Miss/ Mr. A who is in charge of presenting the first part of the article: namely the Introduction up to the Material and Method.*
- ✓ *Next to her is Miss/ Mr. B who is in charge of presenting the second part of the article, starting from the Findings through the Conclusion and Suggestions.*
- ✓ *Then comes Miss/ Mr. C who will respond to the first question/ comment.*
- ✓ *Miss/ Mr. D will be in charge of answering the second question/ comment.*
- ✓ *Next to Miss/ Mr. D is Miss/ Mr. E who will summarize our discussion today.*
- ✓ *And I am F, in charge of ushering through this seminar.*

This morning, our group is going to describe

Our data show that

We'll start by looking at overall figures and then look at, ..., and ... in turn.

Finally, we'll make recommendations for based on these figures.

At the end of the presentation there will be time for any questions you have.

- **Presentation**

The moderator proceeds to the presentation session by saying:

Now so as to start the program, allow me to invite Miss/Mr. A to present the first part of the article. Miss/Mr. A, the time is all yours.

The first presenter, Miss/Mr. A will directly start presenting her/his part, i.e. from the Introduction up to the Material

and Method. At the end of her/his presentation she/he can say:

Well, that is all from me.

Back to the moderator.

The moderator continues the program by saying:

Ladies and gentlemen, that was the first part of the article. Now we are going to hear the second part. Therefore, I would like to invite Miss/Mr. B to deliver the second part of the article. Miss/Mr. B, the time is yours.

The second presenter, Miss/Mr. B directly starts presenting her/his part, i.e. from the Findings through the Conclusion and Suggestions. At the end of her/his presentation (s)he says:

Well, that is all from me.

Back to the moderator.

- **Questions and answers**

The moderator continues by saying:

Ladies and gentlemen, we have just listened to the presentation of the topic. There may be matters not well-understood, or questions and comments you would like us to respond to. All your questions and comments would be very useful feedback for our group. Therefore, do not hesitate to raise your questions/ comments.

However, as the time is limited, we can only respond to two questions/comments. All the other questions and comments can be expressed in written form and will be answered by correspondence, so do not forget to state your postal or e-mail address.

To the questioner/ commentator, please mention your name, and the group you represent before you raise the question/comment. Thank you.

After the first question/comment is raised, the moderator says to the one in charge of responding:

Miss/Mr. C, would you please answer question 1 [or: Miss/Mr. C, would you

please respond to comment 1?]

In reply Miss/Mr. C makes sure that she/he has understood the question/comment raised by saying:

Your question was ".....?" . Is that right?

Then she/he fields the question/comment by saying:

Thanks for the question.

She/He answers the question/comment by saying:

In response I would like to say that

Miss/Mr. C ends her/his part by saying:

Back to the moderator.

Then the moderator will address the first questioner/commentator by saying:

Well, Miss/Mr., does that answer your question? or

Well, Miss/Mr., are you satisfied with the answer?

If the first questioner/commentator is satisfied, the moderator goes on to the summary session. But if the first questioner/commentator is not satisfied, the moderator will ask the first responder to clarify/repeat his/her response to question/comment.

The moderator gives time for the second question/comment by saying:

The next question/comment, please.

After the second question/comment is raised, the moderator says to the one in charge of responding:

Miss/Mr. D, would you please answer question 2 [or: Miss/ Mr. D, would you please respond to comment 2?]

In reply Miss/Mr. D makes sure that she/he has understood the question/comment raised by saying:

Your question was Is that right?

Then she/he fields the question/comment by saying:

Thanks for the question.

(S)He answers the question/comment by saying:

In response I would like to say that

Miss/Mr. D ends her/his part by saying:
Back to the moderator.

The moderator will then address the second questioner/commentator by saying:

Well, Miss/Mr., does that answer your question? or

Well, Miss/Mr., are you satisfied with the answer?

If the second questioner/commentator is satisfied, the moderator goes on to the summary session. But if the second questioner/commentator is not satisfied, the moderator will ask the second responder to clarify/repeat his/her response to question/comment.

• **Summing up**

The moderator proceeds to the summing up session by saying:

Ladies and gentlemen, that was the fourth session of today's program. We have now come to the fifth session, which is the SUMMING UP session.

Miss/Mr. E, would you please sum up the discussion of today?

Miss/Mr. E will say:

To sum up our discussion today, we would like say that we have talked about ...

Our main point[s] was/were ...

1.

2.

3. etc.

In the next few years we will ...

After finishing the task, Miss/Mr. E says:
Back to the moderator.

• **Closing**

The moderator closes the seminar by saying:

Ladies and gentlemen, that ends our seminar on

We do hope that the information we have shared would be useful to us all. Thank you for being with us through-

out this seminar. God Bless you.

JOB APPLICATION

Only a well-written job application will provide the chance for an applicant to sit a job interview. What are the criteria of a well-written job application? The two main parts of a job application are (see also Readers Digest, 1989 and Tomasowa 2005a):

1. covering letter, and
2. résumé.

Covering Letter. The prospective employer may be so busy that he has time only to glance at the covering letter for the résumé. Therefore the covering letter should contain the strongest points the applicant wants to make about himself to arouse the prospective employer's interest and get him to look closely at the résumé. The employer will be struck by a letter that immediately indicates the abilities to the job. A covering letter should contain three elements:

1. **The position being applied for.** Mention the source of information. If it was advertised in a newspaper, name the paper and the date because the employer may have placed several advertisements. If you heard about the job in some other way, mention it.
2. **The reasons why believe to be suitable for the job.** Mention if possible your experience and some achievement in that field, and refer to the enclosed résumé.
3. **Availability for an interview.**

When the job has been advertised, the letter should be addressed to the personnel manager, or the personnel director. If applying for a position not related to the applicant's qualifications, the letter might emphasize personal qualities and eagerness to learn, as shown in the following example:

Dear Sir,

I refer to your advertisement in the Harian Kompas of July 15 for a public relations officer.

This is precisely the field in which I have wanted to work for many years. My experience so far, as you will see from my résumé, has given me a good background for this type of work.

I would welcome the opportunity to discuss the work with you, and to obtain your opinion on whether my qualifications and interest equip me to enter this field.

Yours faithfully,

Loo Sing Bow

- If the applicant is not replying to an advertisement but are sending a résumé to a prospective employer on the chance he has a vacant position, the applicant is at a disadvantage if he does not know the exact requirements of the company. In such a case stress the strongest points. This may attract the attention of an employer who detects that the applicant knows what he wants. The name of the department head or the section supervisor in the organization to address the letter to would be useful.
- It will also help to express some enthusiasm for the company's line in business. For example:

Dear Mr. Jameson,

Do you have a position for a graduate chemist with two years' experience in the plastics industry?

As you will see from the attached résumé, my working experience has included research and development in the field in which your company specializes. Your company's products and rapid growth have interested me

for some time.

I feel that my present job does not fully use my capabilities, and I would be very glad of an opportunity to discuss whether I could fit into your organization.

Yours sincerely,

Coo Cheen Tuckow

Résumé. The most important part of your application is the summary, or résumé. The purpose of a résumé is to tell the employer the most important facts about the applicant in the clearest and most concise way. In letter form the same information would take

many more words and look far more complicated. Although a résumé is generally accompanied by a covering letter, it should be able to stand by itself. A résumé should be neatly typed without erasures.

The most usual form of a successful résumé follows the order of: Name; Address; Telephone; Working Experience (jobs are listed in order from the most recent down to the first); Education; and Personal details.

An example of a résumé if you had very little work experience, or have just left school would be the following:

Name : Cho Buck Wy
Address : Jalan Mataram 69. Malang 65146
 Telephone [0341] 512345
Personal details : 25, single
Education : Stratum-1 Pertanian 2002 in Horticulture, Fac. of Agriculture, Brawijaya University Malang
 Diploma III Pertanian 1997, Politeknik Jember University, Jember
Employment : 2002-2003 Technical Asst, English Language Laboratory, Faculty of Agriculture, Brawijaya University, Malang
Interests : Photography, Plant Breeding
References : *Mr. Kemleen Tea*, Head of English Language Laboratory, Faculty of Agriculture, Brawijaya University, Jalan Veteran, Malang.
Dr. Tundoorun, Head of Laboratory of Biochemistry, Jember University, Jember.

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HANDLING A JOB INTERVIEW

A job interview is a formal meeting during which somebody is asked questions by a prospective employer to see if she/he is suitable for a particular job. Two parties are encountered in a job interview:

- the interviewer: the prospective employer; and
- the interviewee: the applicant, the prospective employee.

The interviewer asks questions and the interviewee is expected to respond cor-

rectly. The questions asked by the interviewer mainly refer to the job application the interviewer has submitted. There are two main concerns of an interviewer, namely to know: 1) why the applicant has applied; and 2) if the applicant has good judgment. An applicant should be aware of four things in making a good impression, namely: personal appearance, deportment, speech, and clothing (Readers' Digest, 1989).

Personal Appearance. The applicant should ask him/herself questions about his/her appearance, such as "Is my hair

clean and neat, in an acceptable style?”, “Is my make-up suitable?”, and “Are my nails and teeth clean?” This is important because careful grooming is usually related to careful work.

Deportment. Good style of moving and being polite are a realization of consideration for others. The applicant should avoid little nervous habits such as nail biting, shaking a leg, cracking finger joints, tapping a foot on the floor, or fiddling with hair because the interviewer may be distracted or even annoyed by such fidgeting.

Speech. Certain speech patterns and mannerisms can also be irritating or even antagonizing. The usage of slang, slurring words or monotonous voice should definitely be avoided.

Clothing. The interviewee should choose the clothes to wear to the interview with care. They should be neat and appropriate to the job sought. Fashion is not the most important thing. It is important to find clothes that suit not only figure but also personality. Put simply, the interviewee should always be alert, considerate and natural in behavior.

The interviewee should arrive five minutes before the set time. It is rude to be late for an appointment, and the interviewer may think it is a habit and that the interviewee is not really interested in the job. On entering the interviewer’s room, the applicant should greet; follow the interviewer’s lead concerning shaking hands; shake hands firmly because a feeble handshake implies weakness of character; not sit down before being offered to do so; and not smoke (if offered, refuse it politely).

If the interviewee answers that (s)he just needs the job, or more money, or that this company would suit him/her because it is a short and convenient bus ride from his/her home, the interviewer may think that he is not really interested in giving his/her best in return for his/her salary. The interviewee could say:

- “I believe I am qualified for this job, and I have the impression that your company is a leader in its field.”
- “From what I have been able to find out about this type of work, I feel sure that it would interest me very much.”
- “I would like to learn more about this aspect of ...(mention the company’s field)..., and I hope my qualifications and experience so far will help me to advance within your company.”

The interview is, in fact, also a chance for the interviewee to judge the company she/he plans to work with. Asking questions in a logical sequence is fine. The interviewee needs not be afraid to say if she/he thinks that some of the answers are inadequate.

The interviewee’s attitude to overtime may be examined during the interview. She/he should frankly say that she/he is unwilling or unable to work overtime for particular reasons, the interviewer’s frankness will impress the interviewer although he may well be disappointed. The interviewee should not ask too many questions about lunch hour, vacation and sick leave because such questions might give the impression that she/he is seeking leisure.

The interviewee should be frank about his/her previous position **without** running down that company. The interviewee should grab the chance to mention any special ability or experience, having worked in a similar department or position, having won a bonus or award for something connected with the job, having organized social club activities, or having won scholastic honors.

The interviewer may prefer to look at the portfolio of work after assessing the interviewee’s other capabilities, and may also want to show it to other people in the company, that is why the interviewee should offer to leave his/her portfolio.

CONCLUSION AND SUGGESTION

This article has shown how systemic functional notional linguistics contributes to the selection of English teaching material for the non-English Stratum-1 program with reference to that used at the Stratum-1 program of the Faculty of Agriculture, Brawijaya University, Malang in the past six years. The material is designed for two semesters: the first and the fifth semesters. Five topics are taught in the first semester to review the English taught up to the senior high school level in a more directed way, namely the clause, below the clause, above the clause, beside the clause and around the clause. The other four topics: factual genres, oral presentation: seminar, job application, and handling a job interview are taught in the fifth semester. In this way the non-English department students will be equipped with all the four language skills needed, and thus embraces the needs of the student in pursuing the Stratum-1 program, and the graduate in entering the workforce.

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