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EXAMINING LOGICO-SEMANTIC RELATION IN INDONESIAN EFL STUDENTS' WRITING IN SCHOOLING GENRES: SFL PERSPECTIVE

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ABSTRACT

Writing as a meaning-making is considered as a challenging task both for students and teachers, specifically related to the logical connection between clauses. Adopting Systemic Functional Linguistics (SFL) initiated by Halliday (1994) as framework, this qualitative study examined logical relations constructed in EFL students' writings across four schooling genres; descriptive, argumentative, recount, and narrative texts to provide writing models for the EFL students and teachers in Indonesian context. The data comprised four high-achieving texts written by four ten graders of senior high school in West Java, Indonesia which were collected purposively based on their genre assessment conducted by the teacher. The collected data were sorted and categorized based on type and relation of the clauses. This textual analysis revealed that the four students employ complex clauses with different types of connections to express their ideas in a coherent and logical manner. The study also identified some weaknesses in the students' writing that an SFL genre-based pedagogy could address. The study contributes to the understanding of the logico-semantic features of various academic genres in the Indonesian context and offers implications for EFL writing practitioners and scholars.
Key Words: clause complexes; EFL students' writing; schooling genres; logico-semantic relation systemic functional linguistics

ABSTRAK

Menulis sebagai bentuk pembentukan makna dianggap sebagai tugas yang menantang baik bagi siswa maupun guru, terutama terkait dengan hubungan logis antar klausa. Mengadopsi Linguistik Fungsional Sistemik (SFL) yang dikembangkan oleh Halliday (1994) sebagai kerangka kerja, studi kualitatif ini meneliti hubungan logis dalam tulisan siswa EFL (English as a Foreign Language) pada empat genre tulisan dalam pendidikan; deskriptif, argumentatif, recount, dan naratif, untuk menyediakan model penulisan bagi siswa dan guru EFL di Indonesia. Data terdiri dari empat teks berprestasi tinggi yang ditulis oleh empat siswa kelas sepuluh di sebuah SMA di Jawa Barat, Indonesia, yang dikumpulkan secara purposif berdasarkan penilaian berbasis genre oleh guru. Data yang dikumpulkan diidentifikasi dan dikategorikan berdasarkan jenis dan hubungan antar klausa. Analisis tekstual ini mengungkapkan bahwa keempat siswa menggunakan klausa kompleks dengan berbagai jenis koneksi untuk menyampaikan ide mereka secara koheren dan logis. Studi ini juga mengidentifikasi beberapa kelemahan dalam tulisan siswa yang dapat diatasi dengan pedagogi berbasis genre SFL. Studi ini berkontribusi pada pemahaman tentang fitur logika-semantik dari berbagai genre akademik di Indonesia dan menawarkan implikasi bagi praktisi dan akademisi penulisan Bahasa Inggris sebagai bahasa asing (EFL).
Kata Kunci: *hubungan logika-semantik; klausa kompleks; linguistik fungsional sistemik; genre pendidikan; tulisan siswa berbahasa Inggris sebagai bahasa asing (EFL)*

INTRODUCTION

The issue of difficulty and complexity in writing for English learners has received more and

more attention from researchers from the Systemic Functional Linguistics (henceforth SFL) perspective, as well as those who are concerned with writing studies (Yasuda, 2014; Ryshina-Pankova and Byrnes 2015; Putra & Lukmana, 2017; Jagaiah, et.al, 2020). Writing requires learner to construct meaning through written text in a particular context. It also poses a challenge as it requires a multifaceted process (Collins et al., 2021) including making meaning process. Writing as meaning-making is the process of creating meaning by combining various lexical and grammatical resources (Ryshina-Pankova and Byrnes 2013). Consequently, it is difficult particularly for learners to simultaneously enhance their language and writing skills, which has presented a problem for many teachers in the setting of English as a foreign language (EFL) (Yasuda, 2014). One of the most difficult parts of the writing process is logical meaning-making. From the perspective of SFL, the logical meaning is about how ideas connect. It is one of the subfunctions of ideational meaning, which has to do with ideas or content (Bloor & Bloor, 2004).

Furthermore, logico-semantic relations, which are the ways of connecting clauses and expressing their logical meanings, have been a topic of interest in linguistics and language education, especially in English education. Some studies have investigated logico-semantic relations in various genres of writing, such as article abstracts (Ngunyen, 2020; Sarip et al., 2020), IELTS essays (Sarip et al., 2020), argumentative essays (Ibrahim, 2019), descriptive text (Anggraeni et al. 2018) and recount texts (Mingsakoon & Srinon, 2018). These studies have explored the linguistic resources, the argument construction, and the generic structural progression of the texts, using different methods such as corpus analysis and systemic functional linguistics (SFL). These studies also show that clause complex analysis can provide insights into how students use language to create different meanings and functions in their writing, as well as how they can improve their writing skills by making more effective choices.

However, most of these studies have focused on a single genre of writing involving students with the unspecific level of competence, and have not examined the logic-semantic relations in relation to the students' writing skills or difficulties. The other previous researches have also highlighted that EFL students commonly face challenges with clause simplex, clause complex, and complex noun phrase construction (Dartey, 2023; Peng & Azmi, 2022; Princess & Syarif, 2021; Shen et al., 2023). Their writing often includes many short, simple sentences that could be effectively combined into compound or complex sentences. This results in a high proportion of clause simplexes, which disrupts the flow of ideas and reduces readability.

In Indonesian context, where English is a foreign language, the students may face more challenges in writing complex texts. Those studies also point out some limitations and challenges of using SFL for clause complex analysis, such as the complexity and diversity of clause complexes, the need for further refinement and validation of the description, and the difficulty of applying SFL to other languages and genres. Consequently, more research is needed to explore the potential and applicability of SFL for clause complex analysis in students' writing.

Therefore, this study aims to fill the gap by analyzing logico-semantic relations in four genres of writing: descriptive, argumentative, recount, and narrative for the national curriculum consideration in creating logical thinking among students. Those genres are taught in the first year of senior high school in Indonesia. This study also involves high-achieving students who are expected to produce high-quality texts that could provide writing model and evaluations for the low-middle competence in English writing. By using distinctive data collection and data analysis, this study hopes to contribute to the existing literature on logico-semantic relations and enhance the understanding of students' writing performance in different genres of schooling in Indonesia.

This study also hopefully will contribute to EFL teaching and learning, particularly in writing practices in genre-based pedagogy that enable the teachers to evaluate their teaching writing approach and practices. Thus, the study of logical meaning construction is crucial throughout time, especially in terms of the process of English writing across genres. Furthermore, the study of logical meaning in the writing process has consequences for English language teaching and learning, teacher education and training, textbook selection and composition, and curriculum development. However, this study only examines logico-semantic relations as one aspect of text complexity. Hence, using other aspects may yield different results. This study specifically aims to answer the following questions,

1. How are clause complexes structured across four related schooling genres?
2. How do the clause complexes across four related schooling genres realize their logico-semantic

relations?

METHODS

Research design

This study aims to investigate the logico-semantic relation realized in the high-achieving students writing across four schooling genres. To gain the findings, this study was designed as a qualitative study involving textual analysis. Qualitative research is suitable for this study because it examines natural cases and analyzes data without statistics. The researcher does not aim to simplify, objectify, or quantify the phenomena. Instead, the researcher interprets and makes sense of the observations (Jackson, 2014). In the meantime, textual analysis is a research method used by researchers to analyze messages as they appear in various mediums. These forms of data serve as the "texts" under investigation, and their meanings, values, and messages are evaluated (Smith, 2017). The criteria for textual language concern how the text is put together, how sentences are organized, and how sentences link to one another (Knap & Watkins, 2005).

Research site and participants

The study was conducted in a private senior high school in West Java, Indonesia, that is establishing an integrated English curriculum. The 2013 curriculum is utilized and enhanced to achieve the institution's predetermined objectives. The institution's view of English as one of the best classes is one of the most significant advantages. The school used the 2013 curriculum and added extra objectives, learning activities, and assessments of English in its implementation of the curriculum to increase the students' English exposure. According to the national curriculum, in the first year, students are instructed in several text genres, including description, recount, narrative, and argumentation, which are examined in greater detail in this study.

The participants of this study involved four female students categorized as English high-achievers aged 15- to 16-year-old. They were selected to participate based on six months of learning assessment results. They are in their first year of senior high school, and each week they receive at least five hours of English instruction, four days of English-speaking practice, and around sixty minutes of English enrichment class. The majority of the lessons emphasize the development of productive skills like speaking and writing. Thus, the English exposure and practice are quite high. The English instructor is obtaining a master's degree in English education and adopting a genre-based instructional strategy.

Data collection and analysis

During one year of study in the 10th grade of senior high school, the 30 students have completed four writing genres assignments; descriptive, argumentative, recount and narrative genres in a specific writing theme. Those assignments were given in different period of time in 2022. Thus, the population of this study comprised 120 texts in four text genres. The assessment results of those texts then were identified by the EFL teacher. Based on the genre assessment (Hyland, 2007) results, the writing with the highest score of four mentioned genres was selected purposively to examine to be the data of this study. Purposeful sampling is founded on the notion that the researcher wants to discover, comprehend, and acquire insight (Merriam, 2009).

The descriptive, recount, narrative, and argumentative writing genres used as data for this study were chosen with purpose and thoughtful consideration. First, those text genres, based on the national English curriculum, are designed to be taught in the first year of senior high school. Thus, the texts are relevant to investigating tenth-grade students' writing skills in the transition between junior and senior high school levels. In the latest curriculum context, 10th-grade students are categorized into the E phase (Ministry of Education, Culture, Research, and Technology 2022) which is the continuation of phase D (junior high school) and preparation for phase F (11th and 12th grades in senior high school). That all means that E-phase has a significant role in building students' skills, particularly in writing the compulsory text genre. Second, the chosen genres are representative ones (describing, recounting, arguing, and narrating), beginning with the simplest and progressing to the most complicated.

Furthermore, the use of complex clauses in the selected texts has not been established before this examination, even though the text's structure, organization, and punctuation have all been

reviewed. The data analysis is comprised of the ranking clauses of each paragraph, which are 81, 77, 108, and 69, respectively. To varying degrees, each text was coded for its complex clauses.

The current study is based on Halliday and Matthiessen's (2014) Systemic Functional Linguistics frameworks, with a focus on clause structure, taxis and logico-semantic relations. The followings are the analysis steps conducted in this study.

1. Marking the clause boundaries and classifying the clauses into simplex, complex and embedded types.
2. Separating the complex clauses by their paratactic or hypotactic relations
3. Exploring and comparing the logico-semantic relations of all clauses, including expansion and projection types, according to the clause types findings
4. Deriving the qualitative findings from various aspects to examine the students' writing characteristics based on the genre criteria.

FINDINGS AND DISCUSSION

Findings

This section presents the research findings related to the research objectives. Analyzing clause complex and examining the logico-semantic relations across four schooling genres are the main objective of this study. The discussion is then organized according to the objectives.

Clause Complexes Realized in Description

The first text, entitled "My Place," was made up of 42 clauses. This text had a social function and stages to describe a particular place which is the writer's house in this study. In this instance, the text described the house in detail way so that the readers were adequately informed by the writer's physical and atmosphere description of the house. The findings regarding clauses structure of the text were shown in the table below.

Table 1 Clause and clause complexes in Descriptive Text

Clause	$\sum$
Clauses	42
Ranking clauses	81
Simplex	16
Complex	26
Taxis	
Embedded clause	15
Paratactic	18
Hypotactic	21

The table shows that the text consists of 62% complex clauses and 38% simplex clauses, indicating a high level of logical cohesion and complexity in the writer's description of her house. The majority of clause relations are hypotactic (54%), implying an unequal status between the writer's ideas. Moreover, 57.6% of the complex clauses are embedded, mainly as nominal postmodifiers, which provide additional information about the head nouns. Here are some examples of analyses:

Simplex clause   : I've lived there since 2012 with my parents and my older sister.

Complex clause   : III (xβ) If you continue straight forward ‖ (α) you will find 2 doors.

Embedded clause: The first floor is actually used by mostly university students [[who live there by contract]].

Paratactic clause: III (1) Meanwhile, the third floor's rooms are green in color II (+2) and the floor is covered with wooden tiles.

Hypotactic clause: III (xβ) When you go to the left II (α) you will see my living room II

Clause Complexes Realized in Argumentation

The second text, titled "Why are we so sluggish?", is a hortatory exposition, a type of argumentative genre, comprised of 32 clauses in length. It was classified as an exposition because it

presented arguments regarding the issue of laziness among people, particularly adolescents. The author discussed some causes of laziness as well as strategies for overcoming them. The findings regarding the clause and complex clauses in the text are as follows.

Table 2 Clause and clause complexes in Argumentative

Clause	$\sum$
Clauses	32
Ranking clauses	77
Simplex	8
Complex	24
Taxis	
Embedded clause	11
Paratactic	12
Hypotactic	25

The table indicates that 75% of the sentences in the text are complex clauses, which create logical cohesion and complexity in the writer's construal of experiential events. Hypotactic relations dominate the taxis relation (68%), suggesting an unequal status between the writer's ideas. Additionally, 46% of the complex clauses are embedded, mainly as nominal postmodifiers. Here are some examples of analyses;

Simplex clause   : They procrastinate their work too often.

Complex clause   : III (α) They don't want to work hard, II (xβ) even if it's for their future.,

Embedded clause: Perhaps, it might be the reason [[why Indonesia is still dealing with problems, such as poverty right now]].

Paratactic clause: III (1) Plus, we'd then be overworked. II (+2) and be in a bad state of mind.

Hypotactic clause: III (xβ) First, when I'm older, II (α) I'd like to be a teacher,

Clause Complexes Realized in Recount

The third text is a recount text that includes 40 clauses and 82 ranking clauses. This recount text has been classified as a recount text because it has the social function and stages of retelling; in this case, the text retells the author's experience as a participant in a language event held by the school. The findings regarding the clause and complex clauses in the text are as follows.

Table 3 Clause and clause complexes in recount text

Clause	$\sum$
Clauses	40
Ranking clauses	82
Simplex	10
Complex	30
Taxis	
Embedded clause	8
Paratactic	26
Hypotactic	15

The table reveals that the text is predominantly composed of complex clauses (75%), which create equal connections between clauses to recount the writer's experience of a language camp event. Paratactic relations are more frequent than hypotactic relations (63% vs 37%), indicating a sequential and balanced retelling of the events. Moreover, 27% of the complex clauses are embedded, mainly as nominal modifiers that specify the head nouns. The followings are the samples of clause structure analysis:

Simplex clause   : In the camping place, we picked our tent by rank order.

Complex clause   : III α (8i) It started on the 9th of February II xβ (8ii) when there was a call for all 10th graders to gather at Adduha Hall.

Embedded clause: Language camp is an event [[that must be followed by every tenth grader in Assyifa Senior High School]].

Paratactic clause: ‖1 (29i) I was on the Portugal team, ‖+2 (29ii)   and I was so proud! ally physics.

Hypotactic clause: ‖α (21i) We yelled a lot ‖xβ (21ii) when the twigs slapped our faces, haha!

Clause Complexes Realized in Narration

The third text, "Where Did the Children Go?" is a narrative composed of 69 ranking clauses. It has been classified as a narrative text since it has the social function and stages of a fictional story that the author purposefully created to express her imagination in writing. The findings regarding the clause and complex clauses in the text are as follows.

Table 4 Clause and clause complexes in narrative Text

Clause	∑
Clauses	35
Ranking clauses	69
Simplex	12
Complex	23
Taxis	
Embedded clause	10
Paratactic	13
Hypotactic	13

The table shows that the text is mainly composed of complex clauses (66%), which create logical cohesion and complexity in the writer's construal of experiential events. The taxis relation is balanced between paratactic and hypotactic relations (50% each), indicating a varied and nuanced retelling of the events. Furthermore, 43% of the complex clauses are embedded, mostly as nominal postmodifiers that provide additional information about the head nouns. Here are following samples of analysis:

Simplex clause   : My junior high school campus was across the lake.

Complex clause   : ‖ I moved, ‖ because my dad had a new job, ‖

Embedded clause: Over the past 3 years I kept in contact with a few of my friends [[who stayed behind]].

Paratactic clause: ‖ (1) Her figure was perfect, ‖ (+2) and her smile was warm.

Hypotactic clause: ‖ (α) My vision wasn't that well, ‖ (xβ) as it was a cold foggy day, blurring my glasses.

Based on the analysis of four text genre involving clause complexes, it can be concluded that complex clauses predominate in all of the text genres under investigation. Also, the logical dependency relation among complex clauses is relatively distinct. To be more specific, the following is the table showing the data for each genre:

Table 5 Clause complexes realized across genres

Clause	Description	Argumentation	Recount	Story
Clauses	42	32	40	35
Ranking clauses	81	77	82	69
Simplex	16	8	10	12
Complex	26	24	30	23
Taxis				
Embedded clause	15	11	8	10
Paratactic	18	12	26	13
Hypotactic	21	25	15	13

The table presents that it is evident that the logical-meaning of the different genres have drawn the same domination. All of the texts are mostly written by using complex clauses. This finding comes to the conclusion that high-achievers tend to use complex clauses in all genre of writing despite of variety of taxis and logico-semantic relations.

Logico-semantic relation constructed by the clause complexing

Regarding this dimension, expansion and projection are utilized to illustrate a broad range of possible logico-semantic relations between clauses. The followings are the logico-semantic analysis in each writing.

Logico-semantic Relation in Description

The description text requires the writer to deliver detailed information to the readers. Whether or not the language allows us to readily visualize and experience the place being described, the sorts of expansion and projection in a text will steer us in the appropriate direction. The table below determines the answer.

Table 6 Logico-semantic relation in descriptive text

Taxis	Expansion			Projection	
	Elaboration	Extension	Enhancement	Locution	Idea
Paratactic	3	16	0	0	0
Hypotactic	8	0	11	0	1
Total	11	16	11	0	1

The text is dominated by paratactic extension clauses (43% of the 37 expansion clauses), which provide rich information about the location. The text also shows complexity by having equal numbers of elaboration and enhancement clauses (30% each). Only one clause complex uses projection to express an idea. The following are the sample analyses:

Paratactic extension

1 (3i) My younger sister was then born in 2016

+2 (3ii) and joined us in this comfy house.

Hypotactic enhancement

x β (9i) When you first step through the white-coloured front door,

α (9ii) on the left, there is a coat hanger with a toilet on the side

Paratactic elaboration

1 (41i) I've grown with this house,

=2 (41ii) I was raised here for most of my life.

Hypotactic elaboration

α (4i) It's a house,

=β (4ii) which the walls are merged with the rest of the houses in my street.

Hypotactic idea

α (40i) I think

'β (40ii) it's perfect in size,

Logico-semantic Relation in Argumentation

Similar to the descriptive text, the hortatory exposition is also using more expansion than projection, which is another characteristic of a text that is regarded as difficult for it aims to argue, persuade, convince, or evaluate. Look at the following table:

Table 7 Logico-semantic relation in argumentative

Taxis	Expansion			Projection	
	Elaboration	Extension	Enhancement	Locution	Idea
Paratactic	0	12	0	0	0
Hypotactic	0	0	21	0	4
Total	0	12	21	0	4

The text is mainly composed of hypotactic enhancement clauses (64% of the 33 expansion clauses), which provide additional circumstances for the writer's argument. Extension clauses are less frequent (36%). No elaboration clauses are found. The text also uses four projection clauses to express the writer's ideas. The following are the sample analyses:

Paratactic extension

1(17i) Plus, we'd then be overworked

+2 (17ii) and be in a bad state of mind.

Hypotactic enhancement

x β (1i) As we've all experienced,

α (1ii) we can sometimes be unmotivated or unproductive to do something.

Hypotactic idea

α (9i) They think

'β (9ii) that in this state of poverty, it doesn't matter [[how hard they work]];

Logico-semantic Relation in Recount

The recount text being investigated, as the texts before, has distinguished logico-semantic relation. To find out the logical relationship among the clauses, the table below presents the clause analysis in the recount text:

Table 8 Logico-semantic relation in recount

Taxis	Expansion			Projection	
	Elaboration	Extension	Enhancement	Locution	Idea
Paratactic	3	15	0	5	0
Hypotactic	1	0	8	0	5
Total	4	15	8	5	5

The text is dominated by paratactic extension clauses (55% of the 27 expansion clauses), which provide sequential information about the events. Enhancement and elaboration clauses are less common (30% and 15%, respectively). The text also uses projection clauses equally for ideas and locutions (50% each). The following are the sample analyses:

Paratactic elaboration
    1 (31i) In the closing event, my team got an award;
    =2 (31ii) it was the most active team.
Paratactic extension
    1 (18i) We also learned so many songs from the Arabic speaker,
    +2 (18ii) and we liked those songs!
Hypotactic enhancement
    xβ (11i) after we gathered in Adduha Hall,
    α (11ii)   the committees read the rules of the game of Language Camp 2023.
Paratactic locution
    1 (13v)   they would say,
    "2 (13vi) "Oh no, I didn't greet her!"
Hypotactic idea
    α (12i)   I will always remember
    'β (12ii) how terrified we were to do anything alone.

Logico-semantic Relation in Narration

Typically, the narrative text has more complex clauses to develop the ideas of the story than other genres (Knapp & Watkins, 2008). However, the use of clause complexes in the text written by EFL students might depend on the writers' choices and knowledge. The table below shows the logico-semantic relation in narrative genre.

Table 9 Logico-semantic relation in argumentative

Taxis	Expansion			Projection	
	Elaboration	Extension	Enhancement	Locution	Idea
Paratactic	6	8	0	0	5
Hypotactic	0	0	6	1	0
Total	6	8	6	1	0

The text is mainly composed of paratactic extension clauses (40% of the 20 expansion clauses), which provide sequential information about the events. Hypotactic enhancement and paratactic elaboration clauses are equally frequent (30% each), indicating a varied and nuanced retelling of the events. The text also uses projection clauses mostly for ideas (6 clauses) and rarely for locutions (1 clause). The following are the sample analyses:

Paratactic elaboration
    1 (31i) Its shape was unfamiliar to me,
    =2 (31ii) I couldn't tell
Paratactic extension
    1 (7i) Her figure was perfect
    +2 (7ii) and her smile was warm.
Hypotactic enhancement
    α (11i) She never missed a day of school
    xβ (11ii) because she really is that much of a high achiever.
Paratactic locution
    α (20i) They said
    "β (20ii) there are more missing cases.
Hypotactic idea
    α (16i) But I know for sure

    'β (16ii) that they're all ridiculous stories just to frighten other students.

Overall, the percentage of expansion in the analysed texts corresponding to relational clauses is extremely high, whereas projection occurs infrequently. In the table below, the distribution of logico-semantic relations in each genre is displayed.

Table 10 Logico-semantic relation across genres

Logico-semantic relations	Description	Argumentative	Recount	Narrative
Frequency				
Expansion	38	33	54	20
	47%	43%	66%	29%
Elaboration	11	0	4	6
Extension	16	12	15	8
Enhancement	11	21	8	6
Projection	1	4	10	4
	1%	5%	24%	6%
Locution	0	0	5	3
Idea	1	4	5	1
Ranking Clauses	81	77	82	69

To be more specific, beside the finding of dominated expansion, the results demonstrates that the logico-semantic relation in each text is slightly distinctive. The highest occurrence of expansion is listed respectively as descriptive text was dominated by extending relation, argumentative by enhancing relations, recount by extending relations and narrative by extending relations. In the meantime, the highest occurrence of projection was found in recount text which has 5 projected ideas and 5 projected locutions.

Discussion

Writing is a complex skill that students have to master during their education. Different types of writing assignments have different expectations and demands, which adds to the challenge of learning to write. Some assignments may require students to draw on their own experiences and knowledge as the foundation for their writing such as in descriptive, personal recount and narrative texts while others, may necessitate students to substantiate their claims and illustrations with textual sources like in argumentative text (Collins et al., 2021). This study investigated those different texts that have demonstrated some insightful findings, specifically regarding the clause complexes as the realization of logical-semantic relations.

The analysis, illustrated that complex clauses were comprised more than half of the texts. Hypotaxis prevailed in argumentative, while parataxis prevailed in recount texts, descriptive and narrative texts. This finding was supported by another research that argumentative just like persuasive essays exhibited a higher number of subordinate clauses compared to narrative, descriptive, and compare/contrast texts (Beers & Nagy, 2011). Expansion was more common than projection in complex clauses which can enhance the meaning of other clauses by introducing new elements, suggesting alternatives, providing comments, offering examples, or including circumstantial details such as time, place, condition, cause, purpose, or manner, making their arguments clearer and more meaningful (Nguyen & Quynh, 2020). Each genre had different logico-semantic relations: enhancement in argumentation, extension in description, recount and narrative. The results were supported by another research on Syntactic complexity (SC) by Jagaiah et al., (2020), a linguistic construct that reflects the degree of sophistication and diversity of sentence structures in a text. It suggested that higher-grade-level students produce more complex sentences than lower-grade-level students. To be more specific, the following are three main findings to be discussed. This section then is prompted to discuss how the results of this study are viewed in language education perspectives.

Describing Genre

After investigating the descriptive text under the study, the high frequency of complex clauses made by mostly paratactic extension demonstrates that this text is quite complex and informative but the clauses were connected equally. In descriptive text, paratactic extension can be used to provide more details and information about the object, person, place, or phenomenon that is being described. Zhang (2020) states the type of relation can offer additional or alternative information about the same topic without establishing any causal or conditional relation between clauses. In terms of its textual meaning, the student writing in this study is organized in the form of classification, where the writer describes the house in sections starting from its floors, rooms, and backyard. As in most descriptive texts, cohesive patterns are predictable and commonly achieved through whole–part and class–subclass relationships (Derewianka, 2016). Through this house description, it is easy to imagine how the house looks, what rooms exist, and how the furniture is placed. Thus, this genre helps us to categorize or classify an almost endless range of experiences, observations, and interactions into a system that organizes them for immediate and future reference and allows us to know them objectively or subjectively, depending on the learning area or aim of the writer (Knap & Watkins, 2005).

Arguing Genre

While describing is about representing the world objectively, arguing is about interpreting the world and convincing an audience of the validity of this interpretation. As a result, the argumentative genre has established a grammar that seeks to produce logical and cohesive texts while positioning both the writer and reader (Knap & Watkins, 2005). In the text under this study, it is known that the writer uses hypotactic enhancement quite often. According to Zhang (2020), hypotactic enhancement,

which is a kind of expansion relation that connects two clauses of unequal status by adding a circumstantial element to the main clause, is more frequently used in argumentative texts than in other genres. This is because hypotactic enhancement can express various types of circumstances, such as cause, condition, concession, or purpose, that are crucial for supporting or challenging an argument. Hypotactic enhancement can thus help to create coherent and cohesive texts that reflect the logical and persuasive nature of arguing a point of view or a position.

Martínez-Insua & Pérez-Guerra (2020) also claimed that hypotaxis, is more explicit than parataxis, which is a type of taxis that indicates the independence of two clauses, in expressing causal relations. This is because hypotaxis can mark the subordinate status of one clause and signal the type of causality more clearly with specific conjunctions. Hypotaxis is a subtype of expansion relation that connects two clauses of unequal status by adding a circumstantial element to the main clause. In argumentative text, hypotaxis can express causal relations on a cline of explicitness, from implicit to explicit. In this study, the causal connective such as *because* frequently to provide information regarding the factors of being lazy. The student formally establishes the connection between the point by the causal, conditional, additive, and temporal to support the given arguments in the form of hypotactic enhancements and paratactic extension.

Moreover, the writer modifies her thesis using the projection of ideas like 'think', and emphasizes the force of her convictions by using the stronger mental verb need and the modal auxiliary should (Derewianka, 2016). According to Bizzel (1992, as cited in Emilia, et., al.,2018), the development of students' critical thinking abilities and their competitiveness and agency can be facilitated by the skill of composing argumentative text, including exposition. Nevertheless, this skill poses significant challenges for EFL students. One of the common difficulties encountered by them is the inappropriate use of cohesive devices, as evidenced by Chen (2008). Thus, the finding on this genre shows that, the writer has been critically written arguments related to laziness in a complex way.

Stories Genre

Recount and narrative belong to stories genre for natural characteristics (Knap & Watkins, 2005). A recount text to tell what happened is commonly written in chronological order and the recount in this study was executed appropriately. This recount was written to retell writer experience during language camp 2023 event, and also express her feelings during the event. Therefore, the text is complex since it sounds more spoken than written (Halliday & Matthiessen, 2004). In recount, paratactic extension can be used to list or enumerate the events or experiences that happened in a certain order or time frame, without implying any causal or conditional relation between them, like in the text exemplified by Zhang (2020).

The narrative text in this study, similar to recount and novel (Agustin, 2023) as a type of story is also dominated by paratactic extension that reflects the chronological and sequential nature of narrating a story or an event. In time-structured genres such as narratives, recounts, and directions, text connectives typically relate to tying together events in time. Although stories have many grammatical characteristics with recounts, they do far more than simply convey an orientation and a sequence of events. Stories are more complex than simple recounts. It is difficult to identify precise linguistic characteristics that are typical of narratives (Derewianka, 2016). The narrative written by the student in this study, like the other texts, is constructed mostly by complex clauses. However, the small number of quotations and reported speech makes this narrative a bit distinctive from common stories.

Pedagogical Implications

Based on the discussion, the investigated texts showed that their logico-semantic relations have demonstrated sufficient complexity and logical-meaning construction despite of some weaknesses in other writing aspects. Reorganizing various text types with distinct logico-semantic relations is highly recommended in this context, as it helps learners master different combinations of taxis in their writing (Xuan, 2017, 2018). Therefore, this study suggested SFL genre based-approach in teaching writing. The analysis demonstrated that when these students utilized the SFL genre-based approach to writing, their personal experience recounts were more competently developed and conformed to the standards than the pre-test texts and the modeling texts from the literature study at the commencement of the academic year.

Furthermore, Cheng & Chiu (2018), in their research on a distinct genre, revealed that by an SFL-based writing approach, the two pre-intermediate level authors manifested more control over the ideational, interpersonal, and textual resources. Mingsakoon & Srinon (2018) asserted that a genre-based approach to teaching SFL improves students' comprehension and writing skills regarding the meaning, purpose, and organization of personal experience recount texts to the extent that they can independently produce similar texts. The study recommended that the SFL genre-based approach should be continuously implemented to enhance the writing skills of secondary school students at all education-related levels and in other analogous contexts.

In Indonesian context, since 2004, the genre-based approach (GBA) has been integrated into English-related curriculum, significantly enhancing writing instruction. The national curriculum has been adjusted to include genre-based education, and its continued success highlights its importance in language learning (Kartika-Ningsih & Gunawan, 2019). When combined with well-structured teaching methods, the GBA proves effective in writing sessions. In classrooms, this approach uses macro- and micro-scaffolding to help students organize their writing and understand the target text (Nagao, 2019).

CONCLUSIONS AND SUGGESTION

The conclusion of the analysis and discussion is that complex clauses are more common than simplex clauses in all texts. Hypotactic relations are prevalent in argumentative, while paratactic relations are dominant in descriptive, recount and narrative texts. Expansion is the most frequent logico-semantic relation type, while projection is less frequent. Each genre has a distinct logico-semantic pattern: enhancement for argumentation, extension for description, recount, and narrative. The texts show sufficient complexity and logical coherence from the SFL perspective. However, this study has some limitations that future research should address, such as expanding our examination to writing from non-assessment situations; investigating writing by students from various cultures; connecting the logical meta function analyses to analyses of other meta functions; incorporating an explicit semantic layer to the analysis; and evaluating students' overall communicative competency, both oral and written skills. The main contribution of this study is its implication for enhancing EFL teaching in Indonesia and other contexts, and it is suggested that the findings be applied in a 'teaching-learning cycle' approach. Future research as outlined above can assist in improving such interventions and measuring their effectiveness. However, the results extend prior studies on the logico-semantic features of a specific academic genre by involving various genres in schooling years in Indonesian context.

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