SOCIAL SCIENCES & HUMANITIES

PERTANIKA
JOURNALS

Teaching News Writing in English: From Genre to Lexicogrammar

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ABSTRACT

This paper reports on a classroom action research study on teaching news writing in English to two different classes of English Department students. Twelve students from the Diploma Programme and 12 others from the Undergraduate Programme enrolled in the course, English for Journalism, were purposively selected to participate in this research. Teaching of this kind requires a unique strategy because the students are faced with the problem of news content on the one hand and that of how to convey the content on the other. In addition to strengthening the news content through field observation and interviews of the source of information, students should create suitable kinds of genre at the discourse level and select appropriate types of lexicogrammar at the clause level. Basically, news falls into the recount genre, but there are usually some sub-genres embedded within this larger genre. How concepts of genre work and how lexicogrammar should be employed in teaching English news writing are the focus of discussion in this paper. The results of this research show that regardless of the different learning performance of the two groups of students, it is evident that in transferring field knowledge to a well-arranged news piece consisting of relevant sentences, students in the different classes need knowledge of both text organisation associated with genre and linguistic skills associated with lexicogrammar choices.

Keywords: Genre, lexicogrammar, news, teaching procedure

INTRODUCTION

Much effort to find out how to implement better teaching of news writing has long been made. For example, Hresan (1991) applied the process method, which engages students in producing and editing texts. With such a process to improve news writing students

can use "Wiki" when revising their work (Ma & Yuen, 2008). Olson and Dickson (1995) offered a solution to bridge the gap between learning to write news pieces and writing news pieces, where before students are trained in writing news, they should first be well trained in English composition. In addition, Wiist (1996) proposed a learner-centred coaching style, where theory is first introduced through collaboration between student reporters and the instructor/editor. This style is similar to what Parks (2015) highlighted as learning how to write news pieces while being immersed in the process of editing self-produced journalistic works.

More recently, many other methods have been introduced. Fleming (2014) suggested that in order to have media literacy and news literacy, students should access, evaluate and analyse news. Moore and Jones (2015) pointed out that teaching news writing skills to undergraduates by means of a hybrid course is more acceptable than online grammar teaching. Finally, Thier's (2016) application of solutions in journalism courses can inspire both educators and students, and at the same time, improve students' understanding of journalism as a whole.

However, teaching English news writing is not only a matter of making the students understand the theory of news and apply it to writing practice. Teaching how to write news requires a unique strategy. This is so because students are faced with both the problem of news content and how to convey the content by selecting the appropriate type of media discourse and linguistic characteristics (Knapp & Watkins, 2005). This paper reports on a classroom action research study on two different groups of students by exploring the teaching activities allowing them to be engaged with such an experience. Through the engagement, the students were facilitated in being aware that news is a type of media discourse that has specific linguistic characteristics (Bednarek & Caple, 2012). The theory used for exploration was Systemic Functional Linguistics (SFL) developed by Halliday and Matthiessen (2014) and others, while the teaching procedure used was the Genre-Based Approach introduced by Martin and his colleagues (Dreyfus, Humphrey, Mahboob, & Martin, 2016; Martin & Rose, 2008: Rose & Martin, 2012). The objectives of this research were to explore how the Genre-Based Approach could be applied in the two classes and how lexicogrammar should be employed in teaching English news writing using this approach. The students' performance was also to be observed for differences in news writing between the two groups in producing English news.

The reasons for choosing the Genre-Based Approach in the present research were that the approach is effective for engaging students in collaborative writing and that "there is enough evidence . . . to confidently recommend to ESL writing teachers" (Caplan & Farling, 2016). The evidence is clearly demonstrated in many studies conducted so far on teaching certain genres of writing e.g. narrative summary (Chen & Su, 2012), essay (Donohue, 2012)

and workplace emails (Albino, 2017). More evidence is also obvious from the studies conducted by Flowerdew (2014) and Staples and Reppen (2016) focussing on the use of lexicogrammar in building up written academic genres. The studies highlighting the evidence can be further discussed as follows.

Firstly, in the study of Chen and Su (2012) on teaching how to summarise narratives by concentrating on the evaluation of its "content, organization, vocabulary, and language use," the application of the Genre-Based Approach proves to be effective as students improve their "overall summarization performance of a narrative source text" and they see more benefit in "content and organization than in vocabulary and language use" (Chen and Su, 2012). Then, Donohue's (2012) study on essay writing about film that draws on Halliday's SFL, Martin's Sydney School genre and Lemke's concept of thematic formulation indicated that having competence in writing assignment essays is the key for students for transforming knowledge about the film they are analysing. It also implies that the Genre-Based Approach can enhance the teaching of academic writing in the context of a film course. Finally, the study on writing workplace emails conducted by Albino (2017) suggested that by applying the Genre-Based Approach, teaching and learning activities can allow students to produce good, readable business emails as they fully consider the notion of genre and the linguistic forms required.

With regards to the lexicogrammatical approach, on the other hand, Flowerdew (2014) underlined that many studies showed that lexicogrammar applied in the Genre-Based approach plays a fundamental role in students' "writing across a wide range of genres and disciplines." Similarly, Staples and Reppen (2016) showed that by means of the Genre-Based Approach, students were able to write cohesive argumentative texts with appropriate lexicogrammatical features. They could, for example, identify and connect grammatical patterns to express stance and argumentation.

Nevertheless, although there have been many studies applying the Genre-Based Approach to teaching written genres in various disciplines, the absence of studies on teaching English news writing that applies this approach still leaves a gap that should be bridged. The studies concentrating on teaching news writing found in the literature, such as the ones already reviewed above (Hresan, 1991; Ma & Yuen, 2008; Moore & Jones, 2015; Olson & Dickson,1995; Thier, 2016; Wiist, 1996; Fleming, 2014) do not apply the Genre-Based Approach. It is mainly for this reason that the present research was carried out.

The rest of this paper is organised as follows. A review on genre (including lexicogrammar) and news will be presented after this introduction. Before the results and discussions section is put forward, the research methodology will be delivered. The paper ends with the conclusion.

NEWS AS GENRE

In news writing, genre has so far been developed in three traditions: the New Rhetoric School, the English for Specific Purposes School and the Sydney School (Hyon, 1996; Hyland, 2007; Martin, 2009). In this paper, the discussion on genre focusses on the Sydney School.

The Sydney School was developed under the umbrella of Systemic Functional Linguistics (SFL). SFL is a school of linguistics that is concerned with how language is functionally used as text in a social context (Halliday & Matthiessen, 2014). Since language should always be considered as text, using a language means creating a text through the use of grammatical forms (See "Lexicogrammar", below). There are three functions of language: ideational, interpersonal and textual (Halliday, 1985; Halliday & Martin, 1993; Halliday & Matthiessen, 1999). These functions are termed as metafunctions, and the meanings derived from them is called metafunctional meanings, which cover ideational meaning, interpersonal meaning and textual meaning.

The three functions represent different realities. First, ideationally, language constitutes experiential and logical sub-functions. Experientially, language is used to express physical realities representing worldly things. Logically, language is seen as how one linguistic unit relates to the others. Second, interpersonally, language is used to express social realities representing how language users take roles in interaction. Third, textually, language is used to express symbolic realities representing how information is structured through how linguistic features are organised into a coherent text (Martin, 1992). For the purpose of this research, as news belongs to the written genre where dialogic aspects within interpersonal metafunction are rarely found, only ideational and textual metafunctions were explored.

The Sydney School is defined under the SFL framework. In the Sydney School, genre can be seen as a social process and as a text type. From the point of view of the social process, genre is technically defined as "a staged, goal-oriented social process" (Martin, 1992; Martin, 1997). It is "social" because people participate in genre with others; "goal-oriented" because people use genre to get things done; and "staged" because to reach the goals, people usually take some steps (Martin & Rose, 2007; Martin & Rose, 2008; Martin, 2009). The steps can be identified from generic structure or text structure i.e. the way a text is organised. Different texts employ different generic structures and different lexicogrammar (Wiratno, 2006; Wiratno & Dzakiria, 2016). For example, to make past events come alive, people use the recount method organised in the generic structure: "Orientation^Chronological Events^Reorientation" realised by such lexicogrammar types as human participants, material processes, past tenses and circumstances of time and place.

From the point of view of text type, genre is used to classify types of text. Both spoken and written types of genre are encountered

in daily life. Spoken genres include service encounters, telephone conversations, games, interviews, advertisements, lectures, instructions etc. Written genres include letters, book/film reviews, brochures, news, editorials, journal articles etc.

Within each broad category of genres (macrogenres), many specific genres (microgenres) may be found. For example, within a journal article genre, there may be such specific genres as description, recount, explanation, exposition and discussion (Wiratno, 2006).

Genre is realised through register, and register is realised through lexicogrammar (Martin, 1992; Gardner, 2012). Simply speaking, register is language variations and lexicogrammar is words in a meaningful arrangement (Matthiessen, Teruya, & Lam, 2010). Lexicogrammar is a combination of "lexis" or words and "grammar". In SFL, words are always within context and cannot be separated from grammar. In other words, "lexicogrammar is the system of wording, representing the linguistic resources for construing meanings through words and structures" (Sardinha, 2013). Lexicogrammar construes ideational, interpersonal and textual meanings (semantics) at the levels of word groups, clause and discourse. In SFL, morphology, syntax and semantics are in one combination, but in linguistics other than SFL, they are separate domains (Halliday & Matthiessen, 1999; Liu & Jiang, 2009; Tucker, 1998).

In the context of this research, news must belong to a type of genre and a type of register. At the level of macrogenre, it is basically a recount, but within it, there may be some microgenres. It socially functions to provide recent information about events or happenings. Like other genres, to fulfil its functions, news must employ specific features of lexicogrammar and must be organised in a certain generic structure.

The definition of news put forward in the following are the most familiar ones. Based on these definitions, another practical definition should be made in order to provide a guide for the students chosen in this research. Such a guide would be used by them as a starting point to identify the nature of the news that they should write on their own.

According to Anna McKane, the most popular definition of news up to the present time is the one proposed by Charles Dana, namely "News is anything which interests a large part of the community and which has never been brought to their attention" (McKane, 2006, p. 1). On the other hand, the dictionary defines news quite differently. For example, the *Essential English Dictionary* defines news as "information about recent events in the world, reported on radio, or television, or in newspapers" (Higgleton & Seaton, 1995, p. 632). For the sake of this research, news is defined as information about recent events or happenings commonly reported in printed or electronic media and on websites. Similarly, for practical reasons, images were not considered.

In response to what information news contains and what channels are used to report it, it can be underlined that news must be interesting. Meanwhile, in order

to be interesting, news must be recent or actual (Phillips, 2007). The other important characteristics of news seen from its content are that it should be factual and accurate (Harrison, 2006).

Seen from the linguistics angle, news has specific charateristics, such as: (1) News is the name of a macrogenre, containing some microgenres within it; (2) It is a recount-based type of text; (3) Its generic structure is "Title^News Outline^Events (with Sources)" or "Title^News Outline^Events^Sources"; (4) It makes use of transitivity in terms of: (a) human or non-human **participants** involving, "Who did what where and when" or "What happened where and when," realised by Nouns or Nominal Groups, (b) **processes** (realised by material, verbal, relational, mental, behavioural verbs), and (c) **circumstances** realised by Adverbials of time and place; (5) It employs verbs of projection in quoting and reporting clauses to show objectivity and accuracy (Bednarek & Caple, 2012); and (6) It mainly employs the use of the past tense.

Based on the way news titles are formulated, there are four major types of news, namely: Type 1, Subject + Verb 1, e.g. "**China puts** a limit on Russian ambition" (Bremmer, 2016); Type 2, Subject + to-Verb, e.g. "**RI to improve** data sharing with Turkey" (Halim, 2017); Type 3, Subject + ing-Verb, e.g. "**PH finalizing** dealt to observe Russian drills" (Mogato, 2017); and Type 4, Subject + Verb 3, e.g. "**Balinese Woman Shot Dead in US**" ("Balinese woman", 2012). Only Type 4 is given as a modelled example in Table 2.

The title indicates the most striking characteristic of each type of news piece, and provides a summary of the story. The first type of news shows that the Subject (usually human participant) did something in the past, or it was something that happened in the past. In the example for Type 1, the story is that "China **put** a limit on Russian ambition." The second type shows that the Subject (usually human participant) planned to do something in the future. In the example for Type 2, the story is that "RI **plans to improve** data sharing with Turkey." The third type shows that at the time the news was written the Subject was still performing the event presented in the news. In the example for Type 3, the story is that "PH **was still finalizing** dealt to observe Russian drills." The last type shows that the Subject in the event was treated as the victim, the accused, the arrested, the marginalised, and the like, or at least as the object of talk; for this reason, the Subject is placed as an unmarked topical Theme presented in a passive construction. In the example for Type 4, the story is that a "**Balinese Woman** was treated as **the victim of [a] shooting**".

METHOD

The data for this classroom action research study were qualitatively collected from teaching and learning activities involving two different classes of students enrolled

in the English for Journalism course in the English Department. The course was designed by the author of this paper and the teaching was also conducted by the author. The teaching and learning process was observed and recorded by two research assistants who were stationed in the classroom. Collecting the data and conducting the research included planning the action, putting the plan into action, observing the results of the plan and reflecting on the next course of action; the procedure was adopted from Burns (2010) and McNiff (2016). From the first class, 12 out of 25 students pursuing the course in Semester 2 in the second year of the Diploma Programme (DP) were accepted as samples, while, from the second class the samples were all the 12 students pursuing the same course in Semester 1 in the third year of the Undergraduate Programme (UP). Purposive sampling was applied to select the students participating in the research. The students chosen as samples were those who had obtained an accumulation index of not less than 3.0 (mark scale: 1-4) in the previous semester. The students with index 3.0 or more were considered to have sufficient knowledge in general writing and were deemed ready to be involved in news writing.

It was important to differentiate one group of students from the other because they studied in different programmes having different curricula and orientation. The DP was a non-degree programme and the students were given more practical courses, and therefore were prepared to

enter the job market. On the other hand, the UP was a degree programme and the students were given more theoretical courses, and therefore, were prepared to be scientists. Since they had different curricula and orientation, it was supposed that their performance in writing English news would also be different.

During one semester, the students of both classes were given tasks to write four different types of news in English, as already stated above. They wrote one type after another, and each type required four stages in the teaching procedure: (1) modelling or deconstructing; (2) writing or constructing; (3) revising or reconstructing; (4) finalising. This procedure was developed from the teaching cycles in the Genre-Based Approach proposed by Martin and his colleagues (Dreyfus, Humphrey, Mahboob, & Martin, 2016; Martin & Rose, 2008; Rose & Martin, 2012), consisting of three stages: deconstruction, joint construction and independent construction.

The stages in the procedure proposed here can be described as follows. Firstly, before the students started writing the news, they were provided with models of each type. In order to understand what and how to write, they were engaged in: (1) doing discourse analysis of the models (Christie, 2002; Rymes, 2008; Rose & Martin, 2012) in response to how the models were organised in genre and how they employed lexicogrammar, and (2) conducting observation or interviews to obtain the information needed for the news they would write. Secondly, based on the

model given in the class and the results of the observation or interview they had conducted, they wrote a draft and submitted it to the lecturer for feedback. Thirdly, they revised the draft (as many times as required) based on the corrections or feedback from themselves and others. Finally, they produced a final version by rewriting the previous one.

The four stages in the teaching procedure were applied in the same way to teaching each type of news (Types 1-4) to both groups of students. Likewise, both Objective 1 and Objective 2 of this research were simultaneously achieved by applying the same teaching procedure. The students' performance in producing English news writing pieces indicated in Objective 3 could be explained based on their background and pace of learning.

RESULTS

Referring to the research problem, the results section will emphasise on the process of teaching news writing in English by describing what the students did as part of the teaching procedure. It will be further argued whether the teaching procedure made a difference in the performance of the two selected groups of students who were enrolled in different programmes that followed different curricula for orientations.

Stage 1: Modelling or Deconstructing

The process of writing news pieces for this research started with conducting discourse analysis by deconstructing a model to fully understand the nature of the news seen from its content and its linguistic characteristics.

Using news of Type 4 as a model (Table 2), the students were guided to do a deconstruction of the generic structure of the piece and to do a clause-by-clause analysis, as seen in Table 1. The complete analysis of the model can be displayed in Table 2. **Participants** are printed in **bold type**, *relational processes* are printed in *italic type*, material processes are single-underlined, *verbal processes* are printed in *italic type and single-underlined*, *behavioural processes* are printed in *italic type and dot-underlined,* and circumstances (time or place) are double-underlined.

Although the two groups of students who did the exercise were enrolled in different classes and different semesters, they experienced the analysis or deconstruction of the news in the same way. The exercise of deconstructing the model of news was an essential learning task for both groups of students because they were allowed to explore the nature of the news and the linguistic properties used to build the text. This sort of deconstruction was a way of contextualising the students' purpose of learning how to write news. In this context, without understanding what news is and what makes it news substantially and linguistically, it would have been impossible for the students to construct a news piece of their own. Such an understanding is also important in the context of field work because it allows students to anchor the types of news material they needed to search for.

Table 1
Example of Lexicogrammatical analysis of clause

	Investigators	found	her body	approximately 24 kilometers away on Jedburg Rd
Ideational	Actor	Process: Material	Goal	Circumstance
Interpersonal	Subject	Finite/Predicator	Complement	Adjunct
	Mood	Residue		
Textual	Unmarked Topical Theme	Rheme		

Table 2
Generic structure and Clause-by-Clause analysis

Text Structure	Text
Title	BALINESE WOMAN SHOT DEAD IN US
News Outline	**An Indonesian woman, Luh Endang Susiani, 31**, <u>was killed in a carjacking in the US state of South Carolina late Friday night.</u>
Events with Sources	**The incident** <u>occurred</u> around midnight local time at the North Charleston shopping center. **Police** *said* **Luh and her fiancé** <u>were leaving</u> the shopping center when **Tyler Brown-Kelly, 28**, <u>carjacked</u> **them**, ordering Luh to get into his car.
	Investigators <u>found</u> **her body** <u>approximately 24 kilometers away on Jedburg Rd</u>, while **a St. George police officer** <u>spotted</u> a **stolen Toyota Camry** and <u>arrested</u> **Brown-Kelly.** **A Berkeley County morgue official, Bill Salisbury**, *was quoted as saying* that **Luh** <u>died</u> of a gunshot wound to the head.
	Luh's friend Jaeny Desjardin *said* **the victim** <u>came</u> to <u>the US</u> to make a better life for herself.
	"**It**'s just so sad and tragic," **Desjardin** *was quoted* by **counton2.com**. "Why did he need to kill her?" **she** *said*.
	The victim's family in Bali *has asked* **Berkeley County** for representation <u>at Brown-Kelly's bond hearing, set for 8 a.m. on Monday</u>.
	The suspect <u>faces</u> **charges of murder, kidnapping, carjacking, possession of a firearm and attempted armed robbery.** He <u>will not be released</u> on bond. <u>The family has requested</u> Luh's body be sent to Bali for a traditional Balinese Hindu ceremony. **Desjardin** <u>plans to deliver</u> **donations** to **the family in Indonesia** <u>next month</u>.
	Foreign Ministry spokesman Michael Tene *confirmed* **the incident** <u>on Monday</u>, and *said* that **the Indonesian Consulate-General in New York** <u>had been informed</u> by **the North Charleston Police** <u>on Saturday</u>.
	"**The General Consulate** <u>dispatched</u> **a team** <u>on Saturday</u> <u>to take care of</u> **the repatriation**," **he** *said*, "**We** <u>will send</u> **the body** as soon as **an autopsy** <u>has been done</u> by **the police**."
	Michael *said* that **the North Charleston Police** <u>had arrested</u> **the culprit**. "**We** <u>have received</u> **information** that **the local police** <u>have caught</u> **the suspect**," **he** *said*. ("Balinese woman", 2012)

Stage 2: Writing or Constructing

Based on the model of the news analysed, the students wrote their own. Before writing their drafts, they needed to carry out field work to search for news materials by means of observation and interviews. Conducting observation and interviews was a challenge for the students of both classes because it was another skill beyond writing: no courses were given to the students to teach them how to conduct field observation and interviews. Moreover, finding a real event worthy of reporting as news was not easy, either. In the DP class, six out of the 12 students found it difficult to conduct the observation and interviews. In the UP class, on the other hand, only four out of the 12 students felt it was difficult to do. The difficulty might also have arisen from the fact that the students had collected incomplete information during the observation and interviews. The news draft written by Student 7 from the DP class, presented in Examples 1a and 1b, is used to illustrate this difficulty.

Example 1a

A TRUCK HITS A HOUSE, THE DRIVER <u>DIED</u>

Solo – A traffic accident <u>happens</u> on 11th September 2016, 15 kilometers away Solo-Sragen highway. A truck driven by Suratno hit an empty house.

…

Someone said: "The truck is running in a high speed and it looks unstable."…

The people around the house tried to save the driver who was clamped by the door, but he then died on the way to the hospital. Fortunately, Supriyadi (later known as the owner of the house) and his family were not there when the accident <u>happens</u>. They went to attend a wedding ceremony. … (DP7)

Student DP7 found writing the news piece difficult in three areas: the formulation of the news title, the time of the event and the identity of the informant providing the source of news. Later, in Stage 3 (revising or reconstructing), the draft was presented as Example 1b. These changes were made: the title was corrected: "A TRUCK HITS A HOUSE, THE DRIVER <u>DIED</u>", (which was meant to belong to news of Type 1) was amended to: "A TRUCK HITS A HOUSE, THE DRIVER <u>DIES</u>"; the time of the event was added: "at <u>09.00 in the morning</u>"; and the news source was identified: "**Someone**" was replaced with "**Tarmidi, a witness who was walking nearby when the truck hit the house**".

Example 1b

A TRUCK HITS A HOUSE, THE DRIVER <u>DIES</u>

Solo – A traffic accident <u>happened</u> <u>at 09.00 in the morning</u> on 11th September 2016, 15 kilometers away Solo-Sragen highway. A truck driven by Suratno hit an empty house.

…

Tarmidi, a witness who was walking nearby when the truck hit the house, said: "The truck looks unstable and run in high speed." …

The people around the house tried to save the driver who was clamped by the door, but he then died on the way to the hospital. Fortunately, Supriyadi (later known as the owner of the house) and his family were not there when the accident <u>happened</u>. They went to attend a wedding ceremony. … (DP7)

When students lack information, as seen in DP7's original draft, they should return to the field to conduct more observation or to look for informants with knowledge of the event. Notwithstanding this difficulty, both

groups of students felt that the observation and interviews supported their news-to-be in terms of being recent, actual, factual and accurate.

Students should also be aware that after they have collected raw material from a real-life event, they should construct their news piece using the appropriate characteristics for the content and the linguistic requirements. They should be able to transfer an actual happening from real life observed from field work into a linguistically accepted type of news produced in text format. In other words, the students were not only required to make ideational meaning (that is, to express the content of the news derived from real events), but also to make textual meaning as well (that is, to organise the happening as a news text with its own appropriate title and written using correct tense forms and grammar).In this research, at this stage, the students were found to still need a lot of practice and input e.g scaffolding and help from their peers or their lecturer. It turned out that almost all of the students from both classes did this before submitting the drafts. However, the difference was that the UP students tended to finish their drafts faster than the DP students. This was expected as the first group had been learning English longer than the second. The first group had better entry knowledge than the second.

Stage 3: Revising or Reconstructing

The students wrote their drafts on a word processor to make later revisions easier. Revising means reconstructing based on the input-or corrections given. Both self

corrections and corrections by others were equally important for revising the news pieces. There were four ways of revision that were taken into consideration by the students in the process of rewriting, namely: (1) They revised the drafts by sharing or asking their peers for a review; (2) They asked for suggestions from their seniors; (3) They consulted their lecturer about the drafts outside the class; and (4) They corrected the drafts together with all students in the class by displaying them on screen under the facilitation of the lecturer using the 'track changes' feature in the word processing software they had used.

While Examples 1a and 1b were concerned with the difficulty students faced when they had not collected enough information from observation and interviews, Example 2 below shows the difficulty associated with genre, namely whether or not the students had organised the news in terms of "Title^News Outline^Events (with Sources)" or "Title^News Outline^Events^Sources". In Example 2, the news title was not related to the event. Seen from its content, the news draft written by the student coded UP6 belonged to Type 4, where the Subject in the event should have been treated as the arrested person. "Four people" functioning as the Subject in the clause describing the event (which was itself its news content) should have been thematised using a passive construction. Therefore, the news title: "**POLICE** ARRESTED **FOUR PEOPLE** IN KLATEN" was not appropriate, because "police", the object of the talk, was

thematised. The title should have thematised the subject instead, "four people", and would have read better as "**FOUR PEOPLE** ARRESTED IN KLATEN". It should be noted that "were" before "arrested" should be omitted in a news title, but not in clauses used in the actual news content e.g., "The four suspects were alleged to violate Article 303 about gambling."

Example 2:

Title	**POLICE** ARRESTED **FOUR PEOPLE** IN KLATEN
News Outline	Klaten – **four people** were arrested by **the policemen** because of gambling. **They** were Sriyanto, Sugino, Heriyanto, and Maryono. **They** were caught in a shop in Ngreden, Wonosari, Klaten on Sunday, December 11, 2016.
Events with Sources	… Marjuki, the chief of Juwiring police station, said: "When we were arresting them, they did not give any fight". … The four suspects were alleged to violate Article 303 about gambling. … (UP 6)

The errors that needed correction in terms of genre are presented in Table 3. The students revised their pieces in the area of how to formulate the generic structure of the news. Interestingly, all of the students from the two classes made errors, although they did so in different areas. Most of the students from the DP class made fewer errors in outlining the news, but they found it difficult to formulate the title and events, and all of them failed to provide sources for their news.

Table 3
Areas of revision in terms of genre

Generic Structure	DP Students											
	1	2	3	4	5	6	7	8	9	10	11	12
Title	i	a	i	i	a	a	i	i	a	i	a	i
News Outline	i	a	a	a	a	i	a	a	a	a	a	i
Events	a	i	i	a	i	a	i	a	i	a	i	a
Sources	i	i	i	i	i	i	i	i	i	i	i	i
Generic Structure	UP Students											
	1	2	3	4	5	6	7	8	9	10	11	12
Title	a	i	a	a	a	i	a	a	a	a	a	a
News Outline	a	a	a	a	a	a	a	a	a	i	a	a
Events	i	a	i	a	i	i	a	i	a	a	i	a
Sources	i	a	i	i	a	a	i	i	i	i	i	i

Legends: a (appropriate), i (inappropriate)

In contrast, the students from the UP class made fewer errors in the title and news outline formulation, but most of them had problems in formulating the events and providing the sources. The students from both classes had difficulty and encountered problems in formulating the events and sources. It was suggested that they refer back to their field work, or return to the field for rechecking if necessary.

The lexicogrammatical errors that needed revision are presented in Table 4. The outstanding fact was that the DP students made more errors than the UP students in terms of transitivity and grammatical structure.

Table 4
Areas of revisions in terms of Lexicogrammar

Lexicogrammar	DP Students											
	1	2	3	4	5	6	7	8	9	10	11	12
Participant	a	a	a	a	a	a	a	a	a	a	a	a
Process	a	i	a	i	a	i	i	i	a	a	a	a
Circumstance	i	i	a	i	a	i	i	a	i	i	a	a
Grammatical Structure	a	a	i	a	i	i	a	i	a	i	i	i
Lexicogrammar	UP Students											
	1	2	3	4	5	6	7	8	9	10	11	12
Participant	a	a	a	a	a	a	a	a	a	a	a	a
Process	i	a	a	a	i	i	a	a	i	a	a	a
Circumstance	a	a	i	i	a	a	i	a	a	i	a	a
Grammatical Structure	a	i	a	a	a	i	a	i	a	a	i	a

Legends: a (appropriate), i (inappropriate)

In terms of transitivity, no student from the two classes made errors in selecting the participant, but they did in selecting the process and circumstances. The errors made in selecting the process generally dealt with whether they should use the verbal process (such projecting verbs as "said" and "stated") in direct or indirect quotations from the sources when they wanted to maintain the objectivity and accuracy of the news. Meanwhile, errors in selecting the circumstance usually involved placement of the adverbs of time and place in accordance with the context of the real events or happenings.

In conjunction with grammatical structure, the errors made by the students from both classes occurred in the use of tenses and agreement. In Examples 1a and 1b, the students should have mostly used the past tense (e.g. "A traffic accident happened … on 11 September 2016") instead of the present tense (e.g. "A traffic accident happens … on 11 September 2016").

Similarly, they had written sentences that showed wrong agreement between the subject and the verb.

In revising their news drafts in Stage 3, the students from the two different classes followed a different pace of learning. As in Stage 2, the students from the UP class did their revision faster than those from the DP class. They also wrote better revisions than the latter. The reason for this is probably that they had had longer exposure to theory and practice as they had been longer in the programme and therefore, had better background knowledge.

Stage 4: Finalising

Stage 4 was the final stage of the teaching procedure. After taking into account all of the input from the three earlier stages, the students rewrote the news for the last time, and submitted it at the end of this stage. In addition to meeting the content requirements, the final version had also to fulfil the linguistic characteristics of the content as shown earlier in the model.

Table 5 shows how the students selected the lexicogrammatical components for their news piece. Their selection of lexicogrammatical components and grammatical structure was categorised as good (score range: 3.0 to 4.0), fair (score: 2.0 to 2.9) and poor (score range: 1.0 to 2.8). Since the students of both classes rewrote this final version after many corrections to the original draft, it could be guessed that it had not been difficult for them to complete this stage. The ultimate goal was that at this finalising stage, they would produce an acceptable news piece. However, only 85% of the students successfully produced a news piece that was satisfying in terms of both content and linguistic requirements, while the other 15% needed to further rewrite their piece. After rewriting, the final version submitted by 10% of these students could then be categorised as good or fair. Of the pieces submitted, none received a "poor" score.

Table 5
How genre is realised by lexicogrammar

Students	Generic Structure	Lexicogrammar			
		Participant	Process	Circumstance	Grammatical Structure
DP	Title	g	g	g	g
	News Outline	g	g	g	f
	Event	g	g	g	f
	Sources	g	g	f	f
UP	Title	g	g	g	g
	News Outline	g	g	g	g
	Event	g	g	g	g
	Sources	g	g	g	f

Legends: g (good), f (fair), p (poor)

DISCUSSION

The success reported above was obtained using a four-stage writing process that involved deconstruction, construction and reconstruction of drafts of a piece of original news writing produced by each student. In four rounds of writing, the students had to correct their errors based on a given model of news writing. The strategy applied in teaching was facilitating and mediating the students towards engagement in the process of news deconstruction and reconstruction until the ultimate goal of news construction was achieved.

The differences in the performance and quality of writing between the two groups of students was probably due of the fact that the Undergraduate Programme students, who generally did better, had better mastery of the language as theirs was a longer programme and therefore, they had had greater contact with the language in terms of theory and practice. The Diploma Programme students, on the other hand, had no knowledge of Systemic Functional Linguistics (SFL), whereas the UP did, although their knowledge was limited. Nevertheless, the two groups shared the common experience of being not students of Journalism, but of English, and they had not yet been taught how to conduct field observation and interviews, even in their native language, Indonesian. It is therefore understandable that during the process of news writing, scaffolding was needed. Scaffolding in all its forms is effective for engaging students in learning, in this case, they students were more

engaged through scaffolding in writing/constructing their news drafts (Stage 2) and revising/reconstructing the drafts (Stage 3) before they finished the final draft of the news piece as their final product (Stage 4). Such engagement is meaningful not only in teaching-learning writing in general at the tertiary level (Norazmi, Dwee, Suzilla, & Nurzarina, 2017), but also in teaching-learning news writing, in particular. The findings of this research also support the findings of Caplan and Farling (2016) i.e. that students' engagement in the process of writing is essential in the application of the Genre-Based Approach in teaching-learning writing. From this standpoint it should be emphasised that the teaching procedure proposed in this paper is not only product- but also process-orientated.

In terms of genre, the students' ability to apply the concept of genre in news writing can be seen from how they organised the generic structure of their news piece. It was evident that by the finalising stage they could handle the genre quite well. As already stated, news belongs to the recount macrogenre, within which there are such microgenres as description and explanation. With some effort, most of the students were able to select an appropriate macrogenre (namely recount as a factual genre as opposed to microgenres of fiction) and corresponding microgenres for their news pieces to illustrate the events or happenings in detail in the context of the whole (Martin & Rose, 2007; Martin & Rose, 2008). They were able to combine macrogenre and microgenre under the generic structure of

"Title^News Outline^Events (with Sources)" or "Title^News Outline^Events^Sources". From the perspective of textual meaning, then, the students were able to construct their news pieces to meet the required textual organisation.

On the other hand, concerning lexicogrammar, after revising their news, in response to transitivity, the students were able to select appropriate participants, processes and circumstances to actualise the notion of "who did what or what happened where and when". It is true that in drafting their news pieces, some of the selected students made errors in some areas of lexicogrammar or grammatical structures involving choice of tenses and lexical categories, but after revising guided by input or corrections provided as scaffolding, they were able to correct those lexicogrammatical errors. In handling the lexicogrammar of news as a recount-based genre, the students were also aware that whereas as a macrogenre, recount had lexicogrammatical features of its own, news must have many more lexicogrammatical features depending on its microgenres. It can, therefore, be underlined that from the perspective of ideational meaning, the students were able to make use of appropriate lexicogrammar to build the content of the news piece they were producing.

Martin and his colleagues' (Martin & Rose, 2008; Dreyfus, Humphrey, Mahboob, & Martin, 2016; Rose & Martin, 2012) teaching procedure, consisting of deconstruction, joint construction and independent construction, is a cyclic procedure, so the teaching activity can start from any stage and may return to the previous ones depending on the given context. In contrast, the teaching procedure proposed in this paper (consisting of modelling/deconstructing, writing/constructing, revising/reconstructing and finalising) is not necessarily a cyclic one. It should start from modelling, although when the procedure has come to one of the stages after modelling, it can return to previous ones. Moreover, in between modelling and writing/constructing, there is actually another stage, namely, doing field work. Because in the teaching implementation field work is a skill outside that of writing, it is not explicitly displayed in the procedure, though its presence in the procedure is needed. In fact, in order to write a good news report in terms of its being recent, actual, factual and accurate, students taking the English for Journalism course should carry out such field work before writing. For this reason, the teaching stages in the procedure in the Genre-Based Approach offered by Martin and his colleagues should be modified and developed to fulfil the context of the specific purpose of teaching news writing.

CONCLUSION

For students of English as a second or foreign language, news writing in English is a process of transferring the real world into news by means of textually organising it in the form of genre and ideationally selecting appropriate lexicogrammar. Teaching students to write news in English

means guiding them to produce news pieces with content that is recent, actual, factual and accurate, and that have linguistic characteristics that represent real events or happenings. The teaching procedure proposed here consists of modelling, writing/constructing, revising/reconstructing and finalising. Meanwhile, the strategy applied in teaching is facilitating students to be always engaged in the activities of construction and reconstruction where scaffolding of any kind is given.

Both the teaching procedure proposed in the Genre-Based Approach and the teaching strategy used with it can be applied with some modification to teaching English news writing to students having different curricula and programme orientations. In this research, students with more background knowledge learnt faster and performed better.

News writing requires field work. As it is a skill outside writing, it is suggested that students be taught how to conduct such field work. Furthermore, in order to improve the content requirements of the news pieces they write, it is also necessary that students be taught the principles of journalism.

ACKNOWLEDGEMENT

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