

A Genre Pedagogy for Teaching Young EFL Learners of English Village of Parit Baru

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ARTICLE INFO	ABSTRACT
Keywords: English language teaching, English village, genre pedagogy, systemic functional linguistics, young learners DOI: http://dx.doi.org/10.21093/ijeltal.v6i2.1136 How to cite: Aunurrahman, A., Kusumaningsih, C., Sahrawi, S., Hafis, M., & Emilia, E. (2022). A genre pedagogy for teaching young EFL learners of English Village of Parit Baru. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 6(2), 343-360.	<i>This case study aimed to find out the implementation of a genre pedagogy under systemic functional linguistics (SFL) framework or under Sydney School to teach the English language to young English as a Foreign Language (EFL) learners of English Village of Parit Baru, Kubu Raya, West Kalimantan. Fifty-two young EFL learners were involved in this study. The data collection used two instruments, namely participant observations and documentation. The data analysis reveals that genre pedagogy elements could help the young EFL learners in constructing and communicating their texts independently. Also, the learners' texts are following the schematic structures and linguistic features of the spoken genres the learners learned. To help the learners to cope with the teaching activities, songs and games activities were used to build their interest in the English language, new vocabulary, and practices to communicate their texts. This means that a genre pedagogy under the SFL framework could be integrated with joyful activities that not only provide guidance but also promote enjoyable learning in building the English language capacities of the young EFL learners in a non-formal educational context.</i>

1. Introduction

Young learners are energetic and passionate to learn new things including a foreign language, in this case, the English language (Fajarina, 2017; Hashemi & Azizinezhad, 2011; Piaget, 1970; Pustika, 2021). However, if the teaching, especially its rules and forms, is not done properly and cautiously may cause harm to young learners (Harmer, 2015; Mutiah et al., 2020; Nufus, 2018).

To cope with that, English teachers must understand the characteristics of the young English as a foreign language (hereafter EFL) learners and approaches to teaching them (Fajarina, 2017; Hashemi & Azizinezhad, 2011; Pustika, 2021; Vygotsky, 1978). In general, the characteristics of young learners of age five upward tend to have a short attention span, learn greatly through enjoyable activities, be good at imitating others, be indecisive, and like to be praised; then, from the age of ten upward, the young learners tend to be active, decisive in learning, and understand abstract concepts (Harmer, 2015; Hashemi & Azizinezhad, 2011). These characteristics could be solved by having joyful activities. The meaning of joyful activities is not just about young learners having enjoyable learning but also how they understand their learning processes and how teachers are being caring and inspiring (Cronqvist, 2021).

To cope with the characteristics of the young learners and the rules and forms of English language, this study would like to propose a genre pedagogy under a systemic functional linguistics framework (hereafter SFL GP) with an integration of joyful activities. SFL GP was successfully applied in Australia that is developed by the Sydney school or also known as the Australian genre movement in the formal contexts at the primary and secondary levels of education (Carstens, 2009; Chaisiri, 2010; Derewianka, 2015; Rose, 2015; Swales, 2012).

Previous studies have shown that SFL GP had been used in many countries, including in Indonesia, in formal contexts at the secondary level of education to teach various written genres or text types, such as recount texts (Hidayat et al., 2018), descriptive texts (Ahmad, 2018; Nahid et al., 2018), and narrative texts (Zurdianto, 2016). At the tertiary level of education, studies have used SFL GP to teach academic writing (Emilia & Hamied, 2015; Haerazi & Irawan, 2019; Nagao, 2019). A recent study showed that the SFL GP with an adaptation of rewriting strategy from Reading to Learn activities could be used to teach spoken daily texts of giving instruction, invitations, and asking to Islamic junior high school students (Aunurrahman, et al., 2020). However, a limited study of SFL GP had been found in the scope of the primary level of education (Chaisiri, 2010; Rose, 2015), specifically in Indonesia. This could happen as the English language subject is not obligatory in primary schools (see Chaisiri, 2010; Diyanti et al., 2020; Kemdikbud RI, 2014).

Up to this point, the previous studies mainly showed that SFL GP is not limited to teaching writing skills but also teaching speaking skills at the secondary and tertiary levels of education. Nevertheless, SFL GP has been used in teaching English language in primary schools as well (Chaisiri, 2010; Rose, 2015). This makes SFL GP relevant to be used to teach the basic forms and rules of the English language, which would allow the young EFL learners (hereafter YELs) to build their basic communication capacity to use English in the daily life context (Wilkins, 2019). Apparently, no study had been conducted to YELs by integrating SFL GP with the concept of joyful activities in a non-formal educational context, in this case, the English Village of Parit Baru (hereafter EVoPB) in West Kalimantan, Indonesia.

This non-formal educational context is entirely different from a classroom context that will give exposures to English language rules and forms through joyful activities in a non-threatening environment. Not to mention, the English language is not a compulsory subject in primary schools in Indonesia (Diyanti et al., 2020; Kemdikbud RI, 2014). Accordingly, in this context, learning English should not be an obligation that has to be fulfilled by the YELs. Nevertheless, learning EFL in this non-formal educational context could build their

motivation and knowledge to learn English better, especially when they reach the secondary level of education. The discussions of the characteristics of the young learners and previous studies of SFL GP show that SFL GP with the integration of joyful activities has concrete solutions to help YELs in EVoPB to learn the English language. Not to mention, SFL GP with the integration of joyful activities in a non-formal education context in West Kalimantan, Indonesia had not been conducted.

Accordingly, this study would like to see how the texts, explicit teaching, scaffolding, and teaching stages of SFL GP that include the rewriting strategy and joyful activities are implemented in teaching English to YELs in the English Village of Parit Baru, Kubu Raya, West Kalimantan.

2. Literature Review

This study employed SFL GP with its three important elements. The first element is using texts. A text should have a social purpose, a schematic structure, and particular linguistic features (Derewianka, 2015; Emilia, 2014; Martin, 2014; Rose & Martin, 2014). These features are in line with forms and rules that would be learned by the young learners (Harmer, 2015; Nufus, 2018).

The second element of SFL GP is explicit teaching. Explicit teaching means that what the YELs are learning should be made explicit or visible to them. Not only the theme of the learning should be made visible but also the genre of the text that the YELs will learn should be made visible (Derewianka, 2015). Since this is in the non-formal educational context, the YELs were taught very simple spoken texts of introducing oneself and others with their own social purposes, stages, and linguistic features.

The third element of SFL GP is scaffolding. Knowing the genres of the texts the YELs are learning is not sufficient. This research implements scaffolding that allows a tutor or a teacher to provide guidance during the teaching or in the zone of proximal development (Kuiper et al., 2017; Vygotsky, 1978; Wood et al., 1976). The guidance will gradually be reduced when the YELs have developed their own competence (Derewianka, 2015).

Then, this study also implements joyful activities to cope with YELs who easily get bored and like enjoyable activities (Cronqvist, 2021; Harmer, 2015). The joyful activities are playing games and singing songs (Hasan et al., 2015). These activities are used to accommodate the teaching and learning processes, provide interesting exposures to the English language apart from the learning theme, and build inspiration to see English language learning as an exciting subject to learn as the YEL interacts with the others.

The explicit teaching, scaffolding, and joyful activities are implemented during the application of the four stages of SFL GP that have been used mainly in Indonesia (Aunurrahman et al., 2020). The first stage of SFL GP is building knowledge of the field stage where the YELs are introduced to a theme using relevant texts (van Dijk & Hajer, 2012). The second stage is modeling, where a tutor helps the YELs to identify the social purpose, stages, and linguistic features of a text (Frankel, 2013). The third step is the joint construction stage where a tutor provides guidance and feedback to the YELs in constructing and practicing the texts, such as helping the YELs in identifying missing elements from their texts (Derewianka, 2012); and the independent construction stage where the YELs learn to construct their own

texts and practice them independently (Aunurrahman et al., 2020). In the joint and independent construction stages, the researchers used the rewriting strategy, adapted from Reading to Learn teaching activities. Here, the YELs simply construct and communicate their texts by following the sample texts (see Table 2) provided to them (Rose & Martin, 2014; Widianingsih, 2015). The YELs should also be engaged with more practices before they move to the independent construction stage.

3. Research Methodology

3.1 Research Design

A case study is characterized by involving a single unique case and using multiple instruments to collect data (Yin, 2013). The first characteristic of this case study is involving a single unique case. The single case involved is the young EFL learners who participated in the English Village of Parit Baru in Kubu Raya, West Kalimantan. The study was conducted in February-March 2020 before the pandemic of Covid-19 reached West Kalimantan, Indonesia. The population of this study was fifty-two young EFL learners from primary schools in the Village of Parit Baru, Kubu Raya, West Kalimantan, who participated actively in the EVoPB as shown in Table 1.

Table 1: Participants of EVoPB

No.	Grade	Participants
1	4	26
2	6	26
Total		52

The selection of the participants was done by using purposeful sampling by considering the participants' grades which could help the researchers to gain rich and relevant data (Benoot et al., 2016; Fraenkel et al., 2011; Gentles et al., 2015). Based on Table 1, this study selected fourth graders (twenty-six participants) and sixth graders (twenty-six participants) from the primary level of education who did not learn English as a compulsory subject.

3.2 Instruments

The second characteristic of this case study is using multiple instruments (Yin, 2013). Accordingly, this research utilized participant observations and students' documents. Using multiple methods (at least two instruments) is a methodological triangulation required to build the trustworthiness of this research (Bowen, 2009; Cox & Hassard, 2010; Creswell, 2012; Fusch et al., 2018).

The first instrument is participant observations. Participant observations require that the researchers participate in the research fieldwork, in this case, the teaching and learning processes. Here, the main researcher and the co-researchers, interchangeably, acted as tutors and collaborators at certain points. Three college students, namely Refa, Magir, and Hadra (in pseudonyms), assisted the researchers as student tutors in the teaching processes since this research had involved fifty-two YELs who were purposefully selected that could not

be handled just by the researchers. The researchers recorded and wrote the teaching and learning experiences into field notes.

The second instrument is the participants' documents. Documents here can be in the form of visual, written, and spoken forms such as videos, photographs, journals, diaries, and transcriptions of interviews and focus groups (Bowen, 2009; Morgan, 2022). In this study, the documents used are the recorded participants' practices in the independent construction stage. The topics of the practices are introducing oneself in Cycle 1 and introducing others in Cycle 2. The researchers transcribed the audios into written texts. Here, three texts from the fourth-grader (Abdul Rahman) and sixth-graders (Fara Zahra & Sara Anita) would be used to show the outcome of the implementation of the SFL GP with the integration of joyful activities to the participants in learning the English language. To be noted, the participants' names used in this research are pseudonyms.

3.3 Data Analysis Procedures

The data collected in the participant observations' field notes and participants' documents were then analyzed. The researchers analyzed the field notes using thematic analysis with an inductive approach to grasp important and frequent themes for this research to describe the implementation of SFL GP with the integration of joy activities.

Then, the researcher utilized functional grammar under systemic functional linguistics (SFL) to analyze the participants' documents or recordings to identify the thematic progression or stages and linguistic features that had been used by the participants (Emilia, 2014; Halliday & Matthiessen, 2014; Martin, 2014). This could help this study see the outcome of the implementation of SFL GP with the integration of joyful activities. The data grasped from the participant observations and texts were then triangulated (using at least two instruments) to validate the accuracy of the analysis (Bowen, 2009; Cox & Hassard, 2010; Creswell, 2012; Fusch et al., 2018). The results of the triangulation of the data are reported in the section of findings to describe the implementation of SFL GP with the integration of joyful activities. The participants' texts are also presented to see how the participants had made use of the stages and linguistic features that they had learned during the teaching sessions.

4. Findings

This section elaborates on the findings of this research. The elaboration begins with the implementation of the teaching stages SFL GP in two teaching cycles (building knowledge of the field, modeling, joint construction, and independent construction). In every teaching stage, this research would show how the stages and elements of SFL GP (texts, explicit teaching, scaffolding, and joyful activities) had been carried out. In this section, the YELs are addressed as participants.

4.1 Opening and Closing Activities

In every session, the researchers who acted as the tutors along with student tutors always begin the lessons with a prayer by selecting a participant for the first time. After a while, many participants loved to volunteer to lead the prayer. At the beginning and at the end of the sessions, the student tutors would lead singing activities using children's songs such as *If You're Happy and You Know It* (Wikipedia, 2020) dan *Hello!* (Super Simple Songs, 2019) to provide exciting and comfortable learning activities before they enter the main teaching

activities. This activity eventually is very helpful for the participants as they learned new vocabularies and built their interest in learning English language (Lindt & Miller, 2018; Snyder et al., 2017). Then, the participants learned basic English language expressions such as greetings and salutations that are necessary to communicate by using the English language before they entered the main sessions of SFL GP. Here, the researchers already initiated a value of independence for the participants.

In this study, the teaching and learning sessions were done in two cycles. In the first cycle, the teaching and learning sessions began with the topic of introducing oneself. Afterward, the second cycle then began with the topic of introducing others. The implementation of texts, explicit teaching, scaffolding, and teaching stages of SFL GP that included the rewriting strategy and joyful activities in teaching English to YELs are presented in the following subsections.

4.2 Cycle 1 Building Knowledge of the Field

Cycle 1 began with the stage of building knowledge of the field. To begin with the teaching activities, the main researcher introduced himself in front of the participants to show them how to introduce themselves. The main researcher also introduced other tutors to the participants to let the participants become accustomed to the tutors. To see how far the participants knew the English language, the main researcher asked the participants to repeat the expressions that the main researcher had said earlier.

A few participants started participating in the teaching activities even though confusion could be seen on their faces. Not to mention, the participants were YELs who just met the English language in real life. Eventually, the tutors had to use the Indonesian language to help the participants cope with the teaching activities (Atkinson, 1987; Cook, 2001; Timor, 2012).

To ease the teaching activities, the participants were divided into groups based on their school grades, namely grades 4 and 6. Grouping is necessary, especially when it comes to supporting or scaffolding the students during the teaching activities. Surely, fourth-graders and sixth-graders required intensive support or scaffolding to help them learn the English language for the first time.

4.3 Cycle 1 Modeling

In the modeling stage, the student tutors provided explicit teaching of the elements of the text (Aunurrahman et al., 2020). Since this research focused on a spoken text, the student tutors acted as a model to show the participants the way to introduce themselves and others. Worksheets are provided as a form of Reading to Learn activity where the participants learn to construct and communicate their spoken texts by following the sample texts provided to them, which is also known as rewriting strategy (Rose & Martin, 2014; Widianingsih, 2015). The worksheets are shown in the following table.

Table 2: Worksheets for Introducing Oneself and Others

Introducing oneself	Introducing others												
Worksheet 1 Sub Theme 1: Self-introduction Objectives: - Students are expected to be able to identify the schematic structure and linguistic features to be used to introduce themselves - Students are expected to be able to introduce themselves Examples of Self-introduction: I am Mr. Aunurrahman. I am Mrs. / Miss / Diaz You can call me Sir / Mr. Aunurrahman You can call me Mrs. / Miss Diaz (no need to use salutation for friends) I am from Pontianak I am a student / a housewife / a mother / a college student Linguistic features: First person: I am = <i>saya</i> From = <i>dari</i> You = <i>kamu / kalian / anda</i> Third person: He is = <i>dia</i> (male as a subject) She is = <i>dia</i> (female as a subject) Salutation: Mr. = Tuan Mrs. = Nyonya Miss = Nona / Mbak Note: 1. no need to use salutation for friends	Worksheet 2 Sub Theme 2: Introducing others Objectives: - Students are expected to be able to identify the schematic structure and linguistic features to be used to introduce others - Students are expected to be able to introduce others Examples of Introducing others: <table border="1"> <thead> <tr> <th>Self introduction</th><th>Introducing others</th></tr> </thead> <tbody> <tr> <td>I am Aunurrahman.</td><td>He / She is Aunurrahman.</td></tr> <tr> <td>You can call me Aunur</td><td>You can call him/her</td></tr> <tr> <td>I am from Pontianak</td><td>Mr/Mrs/Ms. Aunur</td></tr> <tr> <td>I am a student / a housewife / a mother / a college student</td><td>He/She is from Pontianak</td></tr> <tr> <td></td><td>He/She is a student / a housewife / a mother / a college student</td></tr> </tbody> </table> Linguistic features: First person: I am = <i>saya</i> From = <i>dari</i> You = <i>kamu / kalian / anda</i> Third person: He is = <i>dia</i> (male as a subject) She is = <i>dia</i> (female as a subject) Him = <i>dia</i> (male as an object) Her = <i>dia</i> (female as an object) Salutation: Mr. = Tuan Mrs. = Nyonya Miss = Nona / Mbak	Self introduction	Introducing others	I am Aunurrahman.	He / She is Aunurrahman.	You can call me Aunur	You can call him/her	I am from Pontianak	Mr/Mrs/Ms. Aunur	I am a student / a housewife / a mother / a college student	He/She is from Pontianak		He/She is a student / a housewife / a mother / a college student
Self introduction	Introducing others												
I am Aunurrahman.	He / She is Aunurrahman.												
You can call me Aunur	You can call him/her												
I am from Pontianak	Mr/Mrs/Ms. Aunur												
I am a student / a housewife / a mother / a college student	He/She is from Pontianak												
	He/She is a student / a housewife / a mother / a college student												

Table 2 shows two worksheets for texts of introducing oneself and others. The worksheets were used to help the participants in learning the stages and linguistic features of the spoken texts. The worksheets also have examples of expressions and linguistic features and their translations of the Indonesian language to ease the participants in learning them. In Cycle 1, the participants learned to introduce themselves through the worksheet provided with the help of the student tutors who acted as a model and showed the participants the way to introduce themselves, including the linguistics features used in the spoken text of introducing oneself. Afterward, the participants entered the joint construction stage.

4.4 Cycle 1 Joint Construction

In the joint construction, the researchers and the student tutors guided the participants to work on the task provided in the worksheet. To save space, the tasks in worksheets of introducing oneself and others are shown in Table 3.

Table 3: Tasks for Introducing Oneself and Others

Tasks for Introducing Oneself	Tasks for Introducing Others
Task 1. Fill the blanks with your personal information: I am You can call me I am from I am a Drill game Students take turn introduce themselves.	Task 1. Fill the blanks with your friend's personal information: He / She is You can call him / her He / She is from He / She is a Name game Students take turn introduce themselves and others. Examples: Teacher: I am Aunurrahman First student: He is Aunurrahman and I am Diana Second student: He is Aunurrahman. She is Diana. I am Awi ... Until the last student More complex information: Teacher: I am Aunurrahman. I am from Pontianak First student: He is Aunurrahman. He is from Pontianak and I am Diana. I am from Parit Baru. Second student: He is Aunurrahman. He is from Pontianak. She is Diana. She is from Parit Baru and I am Awi. I am from Sungai Kakap ... Until the last student

Table 3 shows tasks and games for introducing oneself and others. In Cycle 1, the tutors used Task 1 to help the participants construct their texts. Certainly, the tutors guided the participants in how to fill in the information provided. This is also a very simple rewriting strategy suitable for YELs who are new to English language (Widianingsih, 2015).

4.5 Cycle 1 Independent Construction

When the participants were considered ready, the student tutors asked them to communicate the texts they had completed orally as demanded in Table 3 where the student tutors would ask the students to introduce themselves through a drill game. This stage is known as the independent construction stage. In this stage, the participants were not required to rewrite another text of introducing oneself. This stage was continued in the second session of Cycle 1 to see the participants' performance on the text of introducing oneself. The point of this stage is to see how the participants could show their independency in practicing what they have learned in front of others. At first, the participants were silent, but after the tutors selected a participant to volunteer to practice the text he/she had constructed, the other participants also volunteered to practice their texts. After completing

Cycle 1, the researchers continued the teaching and learning activities to Cycle 2 where the students were already accustomed to the teaching stages of SFL GP.

4.6 Cycle 2 Teaching Stages

At the beginning of the first session in Cycle 2, the participants practiced again what they had constructed and practiced in Cycle 1 before they entered the second learning material of introducing others. Similarly, the tutors provided a worksheet for the participants, built the participants' knowledge of a text of introducing others, introduced the stages and linguistic features of the text of introducing others, jointly constructed the text of introducing others with the participants (see Table 2 and 3), and independently communicated their texts orally when they are ready.

This time, the participants had shown better participants. They had accustomed to the instructions provided by the tutors. The tutors with the student tutors still provided guidance in filling the information, especially for the particular information that is different from the text of introducing oneself. In this study, the participants simply rewrite the required information. This is already very great for the participants since they were mainly new to the English language even though the task by using a name game (see Table 3) was a bit difficult to be performed by the participants in the beginning due to the complexity of the task as the task requires interaction with their peers.

Nevertheless, the participants were then able to communicate their texts using a name game with a bit of adaptation following their capacities in using the expressions required to introduce others. Up to this point, the participants could independently communicate their texts. Transcriptions of the texts constructed and communicated by the participants in an independent manner are shown in Table 4.

4.7 Participants' Texts

This subsection will elaborate on the texts produced and communicated by the participants in a spoken mode from cycle 1 to cycle 2 of the teaching and learning sessions, specifically from the independent construction stages. Table 4 shows the transcriptions of the spoken texts independently constructed and communicated by the participants in Cycle 1.

Table 4: Transcriptions of Spoken Texts of Introducing Oneself

Introducing oneself		Stages
Fourth grader:		
Abdul Rahman	: <i>My name is Abdul Rahman You can call me Abdul I am from Kubu Raya I am a student.</i>	Name Nickname Origin Status
Sixth graders:		
Fara Zahra	: <i>I am Fara Zahra. You can call me Fara. Ape agik ye, I am from Pontianak.</i>	Name Nickname Origin
Sara Anita	: <i>I am Sara Anita. You can call me Sara. I am from Pontianak. I am a student.</i>	Name Nickname Origin Status

Table 4 shows the texts constructed and communicated in a spoken mode by the participants from the fourth and sixth graders. The fourth and sixth graders' spoken texts are in accordance with the stages of introducing oneself text (see Table 2) even though Fara seemed to doubt to communicate her text as she uses the expression in the Malay language: *Apa agik ye* which means *what is next*.

The analysis of the participants' documents by using functional grammar would further reveal the descriptions of the texts from the textual, logical, experiential, and interpersonal perspectives. In relation to textual perspective, the three texts in Table 4 use a theme-reiteration pattern. An example of the thematic progression pattern is illustrated in Table 5 which shows a spoken text communicated by Abdul Rahman.

Table 5: An Example of An Analysis of Thematic Progression

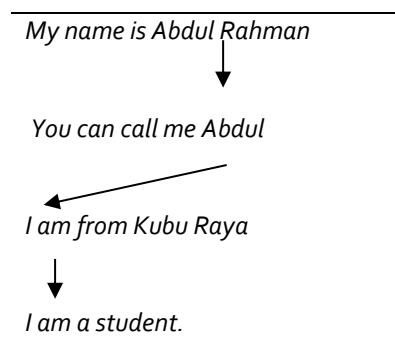


Table 5 shows an example of a theme reiteration pattern that Abdul Rahman uses. This is shown by the use of 'name' (e.g. Abdul Rahman or Abdul) that is reiterated by a Topical Theme in the next sentence by the use of *I* in the form of a personal pronoun. Clearly, a theme-reiteration pattern is suitable to be used in the text of introducing oneself because it uses the same participant (Eggins, 2004; Emilia, 2014).

In relation to logical perspective, the personal pronoun *I* and *you* are examples of personal references. Personal references are a form of grammatical cohesion that is used to refer to a person or an identity in a text (Halliday & Matthiessen, 2014). Unsuitable reference could interfere with the text's meaning (Emilia, 2014; Halliday & Matthiessen, 2014). Then, the analysis on experiential perspective reveals that the three texts have made use of attributive relational processes such as: *I [Carrier] am [Process: Intensive] a student [attribute]*. It can be seen that relational processes in the text of introducing oneself have an important contribution in describing the identities and characters of the participants (Emilia, 2014; Halliday & Matthiessen, 2014) that have been communicated in a spoken form.

In relation to interpersonal perspective, the three texts have made use of deontic modalities such as: *You can call me Abdul*. Deontic modalities are used to give permission to the audiences that the speaker permits the audiences to address his or her by using a particular name such as a nickname, Abdul, as shown in the example (Emilia, 2014). Furthermore, the texts constructed are brief and have no words or expressions that could signal politeness or certain complements (circumstances). This indicates that the texts of introducing oneself are in the form of a monologue text that is used to give information.

Accordingly, the spoken texts presented in this study show the great effort of the participants to construct and communicate their texts of introducing oneself (see Table 4) even though

there were participants who had difficulty to communicate them as experienced by Fara. To be noted, the participants were not forced to communicate their texts orally. If they had doubts, the participants could read their texts before communicating their texts orally. The following table will show the transcriptions of spoken texts of introducing others that were produced and communicated in the independent construction stage in Cycle 2.

Table 6: *Transcriptions of Spoken Texts of Introducing Others*

Introducing others		Stages
Fourth grader:		
Abdul Rahman	: He is Ega <i>You can call him Ega</i> <i>He is from Pontianak</i> <i>He is a student.</i>	Name Nickname Origin Status
Sixth grader:		
Fara Zahra	: <i>My name is Fara Zahra</i> <i>He is Fahrul.</i> <i>You can call him Fahrul.</i> <i>He is from Pontianak.</i> <i>He is a student.</i>	Name Peer's name Peer's nickname Origin Status
Sara Anita	: <i>My name is Sara Anita.</i> <i>She is Ida Khan.</i> <i>You can call her Ida.</i> <i>She is from Pontianak.</i> <i>She is a student.</i>	Name Peer's name Peer's nickname Origin Status

Table 6 shows a great development of the participants in constructing a text of introducing others. The text of Abdul Rahman from the fourth grade indicates that the participants could explicitly follow what the tutors expected them to write. The analysis of the participants' texts using functional grammar would further reveal the descriptions of the texts from the textual, logical, experiential, and interpersonal perspectives. In relation to textual perspective, the three texts in Table 6 use a theme-reiteration pattern. An example of an analysis of the thematic progression pattern is shown in Table 7.

Table 7: *An Example of An Analysis of Thematic Progression*

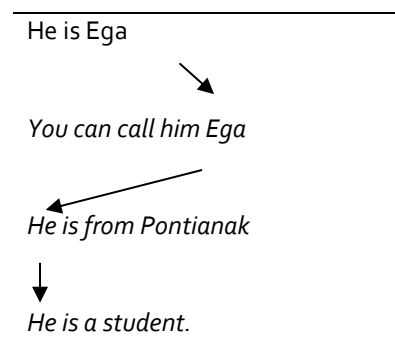


Table 7 shows a theme-reiteration pattern. This is indicated, for example, by a name such as *Ega* that is reiterated by a topical theme afterward, that is, *He*, a form of a personal pronoun. The theme-reiteration pattern is suitable to be used not only in a text of introducing oneself but also in a text of introducing others as the pattern uses the same participants as explained in the example (Eggins, 2004; Emilia, 2014).

The texts in Table 6, in relation to logical perspective, use personal pronouns of *He/She* and *You*, which are examples of personal references. Personal references are a form of grammatical cohesion that is used to refer to a person or an identity in a text (Halliday & Matthiessen, 2014). Without proper references would lead to interferences of the meanings of the texts that were communicated by the participants (Emilia, 2014; Halliday & Matthiessen, 2014).

In relation to experiential perspective, the texts in Table 6 use attributive relational processes such as: *He [Carrier] is [Process: Intensive] a student [attribute]*. The attributive relational processes in the texts play an important role in describing the identities and characteristics of the participants (Emilia, 2014; Halliday & Matthiessen, 2014) that were communicated orally.

Then, in relation to interpersonal perspective, the three texts use deontic modalities such as: *You can call him Ega*. The same as the linguistic feature of introducing oneself, the deontic modalities are used by the participants to give permission to audiences to call the participants by using a particular name such as a nickname, for example, *Ega* (Emilia, 2014). Then, the texts are very short and have no form of politeness or complements (circumstances). This reveals that the text of introducing others is in the form of monologue text that is used to give information.

As a result, the texts presented in Cycle 1 and Cycle 2 indicate great effort of participants from fourth and sixth graders in not only constructing the texts of introducing oneself and others but also communicating the texts to audiences following the examples provided by the tutors. In brief, the participants have reached the capacity to construct the texts of introducing oneself and others by using the proper stages and linguistic features.

5. Discussions

This research aimed to find out how the SFL GP has been implemented in teaching the English language to YELs in the English Village of Parit Baru, Kubu Raya, West Kalimantan. To cope with the research purpose, this study implemented the elements of SFL GP, namely texts, explicit teaching, and scaffolding throughout the teaching stages of SFL GP. This study also implemented the rewriting strategy and joyful activities in teaching English to YELs as the participants of this study in the non-formal educational context.

The first element of SFL GP is texts (Derewianka, 2015; Nagao, 2019; Rose & Martin, 2014). Many studies had used SFL GP in the context of secondary level of education for teaching written texts such as descriptive (Ahmad, 2018; Nahid et al., 2018), narrative (Zurdianto, 2016), and recount texts (Hidayat et al., 2018). Unlike the earlier studies, this study used simple spoken texts to help build the YELs' capacities in communicating in a spoken manner by using English. The findings reveal that simple spoken texts had successfully been used to introduce basic rules and forms of English language, in this case, the texts of introducing oneself and others to YELs. An introduction to the simple spoken texts was conducted in the building knowledge of the field stage, followed by an introduction to their basic rules and forms in the modeling stage (Derewianka, 2015; Emilia & Hamied, 2015).

The second element of SFL GP is explicit teaching. Explicit teaching was implemented to make visible the simple texts with their schematic structures and linguistic features throughout the teaching stages of SFL GP to allow the YELs to be accustomed to basic

spoken forms of the English language (Derewianka, 2015; Ningsih & Rose, 2021) since the YELs had none to limited knowledge of English language. Studies had shown that explicit teaching is essential to help build capacities (El Soufi & See, 2019; Fa, 2011; Frankel, 2013), in this case, English language capacities as the YELs learned to practice and communicate the spoken texts.

The third element is scaffolding or guidance. Certainly, using explicit teaching is not enough. Since the YELs had none to limited knowledge of the English language, this study implemented scaffolding throughout the teaching stages of SFL GP to YELs, especially when they were in the zone of proximal development to learn new things (Rose, 2014; Widianingsih, 2015), in this case, English language. This element is also part of joyful activities where tutors had to provide support and guidance to help the YELs learn the texts (Cronqvist, 2021). In the join construction stage, the YELs had guided practices with the student tutors (Ningsih & Rose, 2021). They were encouraged to communicate their texts in front of their peers as they gradually moved to the independent construction stage and received less guidance (Rose, 2018).

This study also implemented the rewriting strategy, a form of Reading to Learn Activity, in the modeling to the independent construction stage. This strategy helped the YELs constructing and communicating their texts by following the sample texts (see Table 2). This finding is in line with the previous study where the junior high school students in the formal educational context had managed to construct their texts by adapting from the sample texts provided by the teacher (Aunurrahman et al., 2020).

The findings of this study are in line with earlier studies in the formal context that had used texts, explicit teaching, scaffolding, and rewriting strategy to teach writing to secondary school students (Ahmad, 2018; Aunurrahman et al., 2020; Hidayat et al., 2018; Ningsih & Rose, 2021; Zurdianto, 2016) and university students (Emilia & Hamied, 2015; Haerazi & Irawan, 2019; Nagao, 2019). The difference from the earlier studies is that this study had implemented texts, explicit teaching, scaffolding, and rewriting strategy in teaching the English language to YELs in a non-formal context.

Furthermore, besides providing support and guidance, as part of joyful activities, this study implemented enjoyable activities such as singing activities that provided the YELs with exciting learning activities before they entered the main teaching activities. These activities are helpful to accommodate the YELs to learn new vocabularies and build their interest to learn English (Lindt & Miller, 2018; Snyder et al., 2017). Games were also used to accommodate the YELs in communicating their texts in the independent construction stage (Aunurrahman et al., 2020).

This finding is in line with previous studies that had successfully used songs and games to teach English to primary school students (Ara, 2009; Bhakti et al., 2019; Kumar et al., 2022). The difference with this study is that tutors or teachers who use enjoyable activities such as songs and games must understand the contexts where they teach. Since the YELs had none to limited English language knowledge and skills, using complex songs and games may require longer support and guidance to help them to cope with the activities (Bhakti et al., 2019; Cronqvist, 2021), as elaborated in the findings where the YELs, in the beginning, had difficulties coping with name game activities in Cycle 2 that required them to interact with their peers (see Table 3).

Accordingly, the elements of SFL GP consist of texts, explicit teaching, scaffolding, rewriting strategy, and joyful activities throughout the teaching stages of SFL GP hold the keys to successful teaching of English to young EFL learners in the non-formal educational context. Certainly, tutors should be aware of the YELs characteristics since, in a non-formal educational context, the YELs probably have different needs and purposes in learning the English language. That is why, singing activities and tasks in the form of games were used to cope with the capacity of the YELs in learning English.

Furthermore, this study also has limitations. The first limitation is that the SFL GP teaching and learning activities could only be implemented in two cycles in 1 month due to the pandemics of Covid-19 that had reached West Kalimantan, Indonesia in March 2020. The second limitation is that this research does not intend to generalize its findings as it only used qualitative methods in the data collection and analysis. Nevertheless, this research used triangulation of the instruments (at least two instruments) to build validity or trustworthiness of the study and involved co-researchers as tutors and student tutors as collaborators to reduce the bias of this research.

5. Conclusions

This research aims to explore how SFL GP has been applied in teaching the English language to young EFL learners of the English Village of Parit Baru in Kubu Raya, West Kalimantan, in the context of non-formal education. The data analysis reveals that the elements of SFL GP that consist of texts, explicit teaching, scaffolding, rewriting strategy, and joyful activities throughout the teaching stages of SFL GP hold the keys to successful teaching and learning activities.

The texts, explicit teaching, scaffolding, and rewriting strategy would help build the YELs' capacity in not only constructing but also communicating their texts of introducing oneself and others in spoken forms as indicated in the data analysis of their texts that are in accordance with the schematic structures and linguistic features of the texts of introducing oneself and others. The researchers also implemented fun and comfortable teaching activities such as singing and games to help build the young EFL learners' vocabularies and interest in learning English.

The findings indicate that SFL GP with its elements and the integration with joyful activities should always be emphasized in teaching the English language not only in the formal educational contexts but also in the non-formal educational contexts such as the English Village of Parit Baru that have not been studied before. Future studies could involve multiple villages to achieve a better and deeper understanding of the implementation of SFL GP in the non-formal educational contexts.

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