

PROCEEDING

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1st ISELTON

(The First International Seminar on English
Language Teaching of Nommensen)

Faculty of Teacher Training and Education,
English Education Study Program
Nommensen HKBP University

Pematangsiantar
Monday, 8th October 2018



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No.	Jam	Agenda	Ruang	Moderator
1.	07.00 – 07.30 WIB	Registration	Aula	Committee
2.	07.30 – 08.00 WIB	Opening	Aula	Committee
3.	08.00 – 08.10 WIB	Opening Ceremony	Aula	Committee
4.	08.10 – 08.20 WIB	Welcoming Speech Chairperson Committee INSELTON	Aula	Bertaria Sohnata Hutauruk, S.Pd., M.Hum.
5.	08.20 – 08.30 WIB	Welcoming Speech Vice Rektor I UHKBPNP	Aula	Prof. Dr. Sanggam Siahaan, M.Hum.
6.	08.30 – 09.00 WIB	Preparation Leanyer Speaker		Moderator
7.	09.00 – 09.30 WIB	Introduction Leanyer Speaker		Moderator
8.	09.30 – 10.30 WIB	1. Teaching Young Learners In An After-School Program Environment <i>James Foster B. A</i> 2. Character Building In English Language Teaching <i>Miss Cristine Vargas Diaz</i>	Aula	Dra. Reina A. Sipahutar, M.Pd.
3.	10.30 – 11.00 WIB	Break		
4.	11.00 – 11.30 WIB	1. Translating A Functional Text In The Classroom <i>Prof. Dr. Sanggam Siahaan, M.Hum.</i> 2. Developing Students' Research Proposal Design Through Group Investigation Method <i>Prof. Dr. Selviana Napitupulu, M.Hum.</i>	Aula	1. Tiarma Intan Marpaun g, S.Pd., M.Pd. 2. Tiarma Intan Marpaun g, S.Pd., M.Pd.
11.	11.30 – 12.00 WIB	1. Listening Comprehension: An Overview Based On English Language Teaching And Research Perspectives <i>Dr. Bloner Sinurat, M.Hum.</i> 2. Challenges To Developing Generic Competence In Writing <i>Dr. Tagor Pangaribuan, M.Hum.</i>	Aula	Tiarma Intan Marpaung, S.Pd., M.Pd.

12.	12.00 – 14.00 WIB	Lunch		
13.	14.00 – 14.30 WIB	<ol style="list-style-type: none"> 1. The Effect Of Using Question And Answer Relationship Strategy To The Students' Ability In Reading Comprehension News Item Text <i>Bertaria Sohnata Hutauruk</i> 2. Teaching Transactional Conversation By Using Spontaneous Role Play <i>Herman</i> 3. Innovative Learning In Teaching Listening Comprehension <i>Mery Silalahi</i> 	RK1	Firinta Togatorop, S.Pd., M.Pd.
14.	14.30 – 15.00 WIB	<ol style="list-style-type: none"> 1. Pragmatic Acquisition Of Three Year Old Children In Tk Kristen Gloria Anak Bangsa Pematangsiantar <i>Mungkap Mangapul Siahaan</i> 2. Efl Teachers' Pragmatic Competence: A Case Study Of Three Indonesian-Senior Secondary School English Teachers <i>Nurdiana</i> 3. Error Analysis Of Students' Writing Recount Texts At English Department FKIP UHN Pematangsiantar <i>Yanti Kristina Sinaga</i> 	RK1	Asima Rohana Sitanggang, S.Pd., M.Pd.
15.	15.00 – 15.30 WIB	<ol style="list-style-type: none"> 1. The Ability Of The First Semester Students Of Nommensen HKBP University In Pronouncing Regular And Irregular Past Tense Verbs... <i>Leonita Maria Efipianias Manihuruk</i> 2. Intralingually Subtitled Materials For Reading Skills <i>Alvin Taufik</i> 3. The Ability Of The English Students Of Hkbp Nommensen University Pematangsiantar From The Academic Year 2012/2013 In Pronouncing Two-Syllable Nouns And Verbs By Applying Word Stresses <i>Nurianti Sihombing</i> 	RK1	Firinta Togatorop, S.Pd., M.Pd.
16.	15.30 – 16.00 WIB	Break		
17.	16.00 – 16.30 WIB	<ol style="list-style-type: none"> 1. Turn Taking Signals In Second Semester Students Conversation At Universitas HKBP Nommensen <i>Basar Lolo Siahaan</i> 2. The Influence of Teacher Teaching 	RK1	Asima Rohana Sitanggang, S.Pd., M.Pd.

		<p>with Model ADDIE to Improve Learning Outcomes of English Language Study Students <i>Nurliani Siregar</i></p> <p>3. New Trends in English Education <i>Rita Clara</i></p> <p>4. An Analysis of Pragmatic Presupposition Used in a Talk Show Golden Ways Entitled Maturity <i>Maria Olivia Christina Stanipar</i></p>		
18.	16.30 – 17.00 WIB	Closing	Aula	Comitty

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CHALLENGES TO DEVELOPING GENERIC COMPETENCE IN WRITING

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Abstract

This research is to study how language works in a foreign learner in a foreign settings. It attempts to configure the learner's generic competence in writing. The problem is to explore to what extent the way language works as generic language competency are deployed by language users in their writing. The research follows the notion of generic skills of European subjects generic research defined in the previous research. The model constitutes generic competence as instrumental, interpersonal and systemic, and each is substantiated by skills, knowledge, attitudes and values. The methodology is descriptive qualitative. The findings stated that configuring the subjects profile how language works in her/his writing, most subjects deploy only instrumental generic competence and quite limited plain to substantiate and materialize the task in skills, knowledge, attitudes and values attached. It is still a long tour of duty for writing teachers, need serious and systemic efforts to enhance ELT graduates quality.

Key words, ELT, generic competence (GS), instrumental GS, interpersonal GS, systemic GS

1. Backgroundout

In the beginning, writing is a sacred commodity. Only a few learn orthography, can write, rare pen and papers, and they write in scrolls or bamboo. Meanwhile, every writing is a rare epitome, and sacred. Today, with 4th revolution of ICT, disruptive technology, today kids and teens enjoy Language beauty. With the Nano technology revolution, they are creative to use even emotions and other gadget metaphors, better than their predecessors.

<1> Nano Tech

- i. what can i do to make u ♥ <3 me . haha bau lu akh . . .
- ii. bingung sama ♥♥♥♥♥♥♥♥♥♥♥♥♥♥♥♥??
- iii. suka yang chubby ♥♥chub ♥♥

In other words, *human as kids and teens as learners expresses the world, first in words, then in written ones, and then emotive IT. They chat, and they become story tellers. They use whatssap, messengers and the like. And now, 24 hours sometimes are not enough for their gadgets.*

Meanwhile, they are doing home works. Today in the 21th century we lots as global platforms phenomenon, its waves in 1st, 2nd and 3rd world countries, the world adjust itself merging to the epochs and era. The reality of life and global platform edges are rising more and more as follows.



With all the changes and acceleration, the world enterprise to rich the best, even the best of the best. For ITC revolution goes that fast, learning, perhaps, and education do not follow, and it costs.

1.1 Research Question

So, to account the matter, what notions to address? Reading, writing and arithmetic are basic competency in one meaningful whole that every student is to master that reading and writing deploy the arithmetic logic in all how it works and what performance is to launch. Then, How does ELT pedagogy merge its state of the arts? Science, philosophy, linguistics and knowledge commenced since Plato era, with all its variants. How then it resorts in ELT and ELT pedagogy and its profession? In particular, how we settle our today, millennial matters. In short, to what extent the way language works as generic language competency are deployed by language users in their writing?

1.2 Aim of the research

The research aims at exposing how langue entities are functionally deployed in writing, English as a foreign language.

2. The State of the Arts Theoretical framework

Writing, philosophy, logos and language study has been the oldest millennial matter since man is.³



2.1 Theory of Generic Competence⁴

There at least three perspectives to define generic skill, the *empirical comparative*, *ontological*, and the *epistemological one*. The empirical comparative Perspective defines it as key skills, core skills, transversal skills, Quality Attributes, and the like in problem-solving skills. This in general takes the account of experts in the field in collaboration between world works and academic schools, and they change as to field situations. They approach the skill from its pragmatic value, among others, the five C's, Competence, Communication, Cooperation, Creativity, and Critical thinking.

Ontological Perspective originates in logic and proposition with respect to truth condition. This view take charge of an entity as generic when it gains an answer to ontological status with its logical validity, like what is a skill, a competence, a language, and the like.

<1> Generic concept

a. I like *potato*.

b. *Potato* was first came to Irish from South America.

c. Now, *potato* is Irish main export.

In this sentences, the 1 a, b, c potato is a casual phenomena, the second is a case but only the third (1c) as generic concept for it is a truth condition for Irish, and a generalization in economic, a singular entity, term in logic⁵.

1. Generic Predication

a. We are equal

³Tagor ... Paradigma Bahasa ...

⁴Tagor IIEL% %, Feb 2018 International Seminar Gruate School, NHU, 2018.

⁵ Cf. Johan van Benthem & Alice ter Meulen, 1997:1127-1132, **Handbook of Logic and Language**, Elsevier, The MIT Press, Cambridge University Press.

b. Man is born equal.

In propositional logic, the example 2a denotes *accidentia* in substance-accidentia analysis of proposition whereas 2b is a logical predicate that it is self-evident and is true to the nature of humanity, a statement of truth.

In general, ontological conception of generic construal is to entail the primitive questions in philosophical science to generate the constituents of a scientific object, as common in a goal-means-ends analysis in philosophy. It defines how an entity from its essence, its analysis by intelligence and its significance in a scientific enterprise to state if it is a constituent or a subconstituent in its study.

Epistemological perspective⁶ is first developed by Jone o make a more comprehensive view for education. Epistemology is the study how a knowledge is a theory, as done in academic activity. The epistemological apparatus includes the way a scientist works in education, doing a subject, sharing and communicating to its learners, and making a common shared knowledge, again to reach a goal-means-ends analysis in philosophy but further in field works. He identifies three generic constituents, problem-solving, communication, and critical thinking.

Problem-solving is discerning a reality in the state of affairs. In common philosophical quest, it is a skill to do a goal-means-ends analysis to settle a state or a phenomena, like from the unknown to the known state of affairs. A scientist in common does this as a study on ontological, epistemological and axiological perspective to generate a knowledge, and a common academic task in learning. For better learning, teacher makes them more pragmatic. It is directed to a problematic situation. John Dewey⁷ defines this in five steps, as follows.

<3> *Problem-Solving skills*

step-1: The individual confronts a problematic situation that causes confusion or puzzlement she must resolve.

step-2: The individual exactly define with the problem is

step-3: Clarification of the problem consists of a careful examination or analysis of the factors contributing to the problem.

step-4: Develop hypothesis if..then statements that offer possible solution to the difficulty, and solution alternative.

step-5: The individual select ONE hypothesis and implement; if it works, continue. If it does not, choose from the alternatives.

Communication deals with how a learner or an actor conveys the generic notion in a give community to which he is attached to. It matters with acceptability, deal and interpersonal relation to maintain the community climate on its right track. It matters with sharing, cooperating, discussing and making the generic matter shared altogether.

Critical thinking deals with how a person makes a grasp of a generic notion in the author's perspective in one sense, and grasp its essence in the other for wider and better value. Man possess innate capacity. Writing is a mozaic process. *To write is a beauty. It is a quality.*

2.2 Generic language Aspects of Schools of Linguistics⁸

2.2.1 Plato School

Culture, Science, Language, and Writing: How Language Works?

⁶ Anna Louise Jones, 2006, *Redisciplining generic skills: An examination of the relationship between the disciplinary context and generic skills in Higher Education*, Center for Study of Higher Education, Faculty of Education, University of Melbourne.

⁷ John Dewey, in 1985. Miller, John P & Seller, Wayne (1985) *Curriculum Perspective and Practices*, New York: Longman.

⁸ Tagor Pangarbuhan, TEFL1 Generic Teaching Skills, USU Press, 2018.

Socrates develops dialectica and rhetoric to discern the world. The goal is understanding reality as a true enlightenment.

<I> enlightenment

<1> Socrates' Enlightenment what is reality?



"Gnaothe Seathon "

The globe is constituted of generic entities:
reality, is process, substance,
characteristics and manner...

Enlightenment is evidence, a proposition, a truth of meaningful idea, or sententia. Meaningful idea from *generic entities* were the concern on understanding as the locus of learning, the *sententia*. Since, then for millennia, language, including English communicative quality has been the secret and the mystery of ARETE, successful learners. Experts for centuries agrees that English communicative quality is the ideal model of global literacy where the learners acquires near native standards and gain the privileges to the construct, the structure and the paradigm of the modern mind, the civilized community, the homo academicus. The academe has wisdom. Their saying is the truth. As Ions Plato says, 'Of the many excellences which I perceive in the order of our State, there is none which upon reflection phases me better than the rule about poetry'. But how does the learner get there to the English communicative quality as they dream? Again experts strive, struggles and try out experiments to find its realistic acquisition path.⁹

<1a> Generic Root of Meaning: Sententia (IDEA) a proposition.



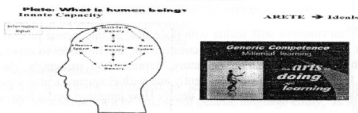
With dialectica of Socrates, Plato taught dialogue with nature, why the green is grass, why the sun rises in the east, why there are waves, why do you breath, why why .. and why. Discerning world realities were sources of problem-solution to see the underlying manner that made what happens. The dialogue, or the language is thought, the mind outcomes. Plato thesised that man is born with innate capacity that makes learner pedagogically can learn that function to probem solving. By problem-solving, world learners develop leading ideas, and are recognized as cultivated minds—the essence of generic understanding, sometimes presupposed as charisma. They open the world enlightenment for him to solve problem better. Slowly, communities began to appreciate cultivated minds, the ARETE, and recognize leading ideas, and at large acknowledge them as their leaders, for many of their paths led to better survivals. Communities know that elsewhere, all learners limit, and have a limits. So, they learn out of darkness, for enlightenment, even to other or foreign countries, to discern global realities. Indeed, since the advent of human affairs, learning including learning important foreign language become key and prominent competencies to gain cultivated minds, how to get more globalized better, and even go

⁹ Tagor Pangaribuan, **Psycholinguistics Some Aspets of Classroom Implementation**, USU Press/L-sapa 2012, p1.

beyond problems. Today, teachers can see that when a learner has acquired his skill, training, values and attitude, and capture the generic essence of their learning experience, they perform performance in miracles.


<1c> ENJOY ... OUT of darkness ...

Happiness in learning leads to enlightenment. This is generic.



With the thesis innate capacity, Plato defines intellect, the LOGOS.

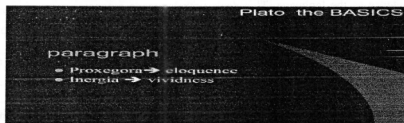
<1 e > LOGOS

Plato	Plato (427-347B.C.)
	<p>logic - Organon: Three acts of intellect</p> <p>Act-1: to think categorically</p> <p>Act-2: to think in sententia/proposition</p> <p>Act-3: to reason rationally from proposition and derive conclusion</p>

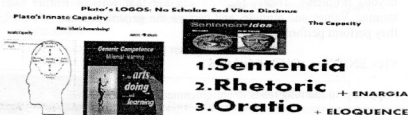
<1f> logic--Organon: Three acts of intellect

- i. Act-1: to think categorically
- ii. Act-2: to think in sententia/proposition
- iii. Act-3: to reason rationally from proposition and derive conclusion

Plato established his school of thought, the rationalism, with his motto, No Scholae Sed Vitae Discimus. Pedagogically, all learning is for human development and fulfillment of life. Since then, language constructs undergo paradigmatic processes in generic notion, different and heretic paradigms in their time following various schools of thoughts, sum up as follows¹⁰.



¹⁰ Transformative



Plato concerns with reality with dialectica as intellectual process in a goal mean end analysis. THEN it follows rhetorical construction, the fit model to expose the dialectica. The revelation right from meaning or category, expressed in paragraph. On language rhetorics extends to power of language eloquently and with eloquence and enargia for paragraph, and theme for the rhetoric. Plato vividly depoly How language works from sententia to rhetoric as an art.

Generic competence

logic--Organon: Three acts of intellect

i. Act-1: to think categorically

ii. Act-2: to think in sententia/proposition

iii. Act-3: to reason rationally from proposition and derive conclusion Praxis

2 Behavioristic Structuralisms

Since John Locke stated homo sapiens and its tabula rasa, language is defined as instrumental to represent reality. Language skills are to train in common and meaning is subject to science. Wittgenstein defines the dialectica as more epistemological processes and yields tractatus-logico-philosophicus as science construct, semiotics. Saussure follows the principle that language is fact, and its arbitrariness leads to dichotomy of *la langue la parole*. They separate logical constructs from language discourse and view language as instrumental skills in one plain and meaning in the other, dichotomy of *la langue* the language system, and *la parole* meaning, and as a whole constitutes consciousness-collectio.

<?> Generic language elements

Language skills, listening, speaking, reading, writing.

Literacy at discourse level

Idiosyncratic development

Systemic semiotics in discourse.

2.2.3 Chomsky's Transformational Generative School

Chomsky resort to Plato's innate capacity as human language an acquisition device and claim language as competence-performance plains, and define generative and transformative competence as the language. This deals with language autonomy as a whole, the universal nature of language as human competence, the universal grammar.

<> generic competence

Rule-governed behavior

Competence

Performance

2. 2.4 Communicative Schools

Cross disciplinary approaches upon language generates Communicative Schools of language and language teaching, from Austin's how to do things with words, speech acts, Dell Hymes's communicative competence SPEAKING and Searle's speech acts, locutionary, illocutionary and perlocutionary acts. Grice's MAXIMS, rules of conversations and cooperative principles again merge communication paradigms to language, the pragmatic competence. As for writing, they contribute discourse processing how language works beyond sentence up to discourse. From communicative, generic language entities are as follows/

- ◆ Generic competence
 - Discourse
 - SPEAKING construct
 - norms
 - Cohesion
 - coherence
 - Speech acts
 - Locutionary, illocutionary perlocutionary meanings
 - Maxims of quality, quantity, relevance, manner
 - Conversation principles
 - Cooperative principles

2.3 . Generic Language Model¹¹

They all are generically subsumed, as sentential/meaning, proposition, speech acts, discourse, arts, accent and reality, a holistic set of generic language entity, as follows.



2.3.2 Generic Competence in Writing

Generic competence constitutes instrumental, interpersonal and systemic competencies.¹²

Instrumental GS is the performance to execute a goal-means-ends task. Interpersonal GS is capacity to execute a problem-solving in a teamwork. Systemic GS is capacity to execute transformation from *das Zein* to *das Zollen*.

<5> The Construct of Generic Competence¹³

Generic Competence	<i>Def Good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and</i>				
Constituents	Defined	ASPECTS			
		SKILLS	KNOWLEDGE	ATTITUDES	VALUES
Instrumental	A means to an end				
Interpersonal	Ability to work in team				
Systemic	Ability to transform an				

¹¹Tagor Pangaibuan, TEFL-1 Generic Teaching skills, USU Press, Indonesia, 2018; TEFL-2 Transformative Teaching skills, USU Press, Indonesia, 2018;

¹²Tagor Pangaibuan, TEFL-1 Generic Teaching skills, USU Press, Indonesia, 2018; TEFL-2 Transformative Teaching skills, USU Press, Indonesia, 2018;

¹³ Sanches, Aurelio Villa& Ruiz, Manuel Poblete, Competence Based Learning, University of Deusto, 2008

institute

3. Research Methodology

The research is descriptive qualitative. The focus is how subjects deploy writing problem solving to achieve his purpose, how s/he acquire how language works in the subject's writing performance, and to profile depict standard generic language competence how language works in terms of Goal Means Ends analysis.


The participants three graduates and fifteen undergraduates, their writings. The subjects performance are writings from various resources, diary, facebook, students papers, writing in common. The data is revealed as to what extent they optimally apply language generic resources.

The subject performances are analyzed in qualitative Interpretive, figuring out what and how far the subjects functionalize the way language works, the generic language competency deployed in their writing performance. The analysis is directed to construct of generic competencies deployed, instrumental, interpersonal or systemic.

Data triangulation is carried out by comparing writing performance among the subjects, to what extent their knowledge of writing are deployed and made use to solve their writing problem in a goal-means-ends analysis.

4. Data Analysis and Interpretation

4.1 Data Analysis

1 Standard Construct	<i>Interpretive Generic points</i>	A perfect model
		
<p>The Road Not Taken</p> <p>Two roads diverged in a yellow wood, and sorry I could not travel both And be one traveller, long I stood And looked down one as far as I could To where it bent in the undergrowth;</p> <p>Then I took the other, as just as far, And having perhaps the better claim, Because it was grassy and wanted wear; Though as for that passing there</p>	<p><i>Reality: *Referent</i> The cross-road Novel or Status quo <i>Accent: *Beauty and</i> <i>eloquence</i> <i>Eloquent Tone and accent</i> <i>Perfect in the last stanza</i> i I took the one less travelled by I took the one less travelled by terative <i>Literacy: *literature</i> Poem</p> <p><i>Discourse: *cohesion and</i> <i>coherence</i> <i>Consistent with analogy and</i> <i>choice</i> <i>Speech acts</i> <i>Melodious, descriptive</i></p>	<p><i>Reality: *Referent</i> <i>Accent: *Beauty and</i> <i>eloquence</i> <i>Literacy: *literature</i> <i>Discourse: *cohesion</i> <i>and coherence</i> <i>Speech actsL *maxims</i> <i>*truth</i> <i>Proposition:</i> <i>*sentencia/</i> <i>SENTENCIA: meaning</i> systemic</p>

<p><i>Had worn them really about the same,</i></p> <p><i>And both that morning equally lay In leaves no step had trodden black.</i></p> <p><i>Oh, I kept the first for another day! Yet knowing how way leads on to way, I doubt if I should ever come back.</i></p> <p>I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I-- I took the one less travelled by, And that has made all the difference.</p>	<p><i>*maxims Maximum use of either-or</i></p> <p><i>*truth novel and noble choice Proposition: *sentencia/</i></p> <p><i>SENTENCIA: meaning Noble choice at the cross- roads</i></p>	
Robert Frost		

2	<p><i>1.The party is begin at 7 o clock. All the participant had coming.</i></p> <p><i>2,But not to John. He hasn't come.</i></p> <p><i>3,Elizabeth very scared about it. This is the special birthday and special time to her.</i></p> <p><i>4.Until 3 o clock she called him. And he said he has on the way</i></p>	<p>Referent Coherence items</p> <p>Party ... expecting someone</p> <p>Elizabeth ,,,</p> <p>...8 hours expecting ...</p> <p>Performance profiles Reflective Appreciation Theme:</p> <p>I took the one less travelled by</p> <p>A perfect goal-means-end analysis how to state one's choice, a novel way.</p>	<p>How language works? This writing has only referent</p> <p>Discourse genre is narrative Language exposition as relatively beginner. The way the writer perceive how language works up to plain and simple language use. Other language devices like <i>*Beauty and eloquence, arts/*literature, discourse *cohesion and coherence, *maxims, and sentencia meaning, not yet deployed.</i></p> <p>Cohesion</p>
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3	<p><i>My friend Moan I have my friend named Moan, Moan is my classmate . She has slim body and small, she is 130 cm, she has straight black hair, she has oval face, she has small eyes, she has flat nose, she has thin lips, she dark brown skin, she always wears glasses. She is kind and she clever, she is helpful, she is generous, but she is forgetful person, she is likes leave the important things. She always comes late and we called her with "Mrs. Late". However we are very loved her.</i></p>	<p><i>*Beauty and eloquence *literature *cohesion and coherence *maxims *truth *sentencia/ meaning</i></p>	<p>Instrumental, limited</p> <p><i>The subject has tried to see reality. But the writing intention is just to expose an odd event, waiting someone.</i></p> <p><i>Neanwhile she Break manner Communicative code Rules of privacy</i></p> <p>instrumental</p>
4	<p>From the statement above, it is clear that Curriculum Based on competence 2004 tries to develop and achieve the communicative competence or discourse competence and has perspective that is comprehensive to the discourse. The learners must be able to master the four skills, they are: listening, speaking, reading, and writing, also English components such as: grammar, vocabulary, pronunciation, etc. Due to what most English teachers of junior high school deliver the materials which is dominated by grammar focus, students cannot speak fluently because lack of practice and use of spoken English itself.</p>	<p><i>*Beauty and eloquence *literature *cohesion and coherence *maxims *truth *sentencia/ meaning</i></p>	<p>The writer has deployed very simple discourse genre exposition. The Language exposition as relatively beginner. The way the writer perceive how language works up to plain and simple language use. Other kanguage devices like <i>*Beauty and eloquence, arts *literature, discourse *cohesion and coherence, *maxims, and sentencia/meaning, not yet deployed. The idea/sentencia of yet activated.</i></p> <p><i>intrumental</i></p>

	In line with it, this study is expected to prove whether a cooperative learning is effective to improve students' speaking ability.		
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5			NOTES
	<p><i>My friend Moan</i> <i>I have my friend named Moan, Moan is my classmate . She has slim body and small, she is 130 cm, she has straight black hair, she has oval face, she has small eyes, she has flat nose, she has thin lips, she dark brown skin, she always wears glasses. She is kind and she clever, she is helpful, she is generous, but she is forgetful person, she is likes leave the important things. She always comes late and we called her with "Mrs. Late". However we are very loved her.</i></p>	<p><i>*Beauty and eloquence</i> <i>*literature</i> <i>*cohesion and coherence</i> <i>*maxims</i> <i>*truth</i> <i>*sentencia/ meaning</i></p>	<p><i>The subject has tried to see reality. But the writing intention is just to expose an odd event, waiting someone.</i></p> <p><i>Meanwhile she Break manner Communicative code Rules of privacy</i></p> <p>Instrumental, limited</p>
6	<p>.....</p> <p>1, Today about 90 percent Indonesians can read and have a grade school education compared to less than 50 percent in the 1960s. In the early years after independence education was given a high priority. By 1961 the illiteracy rate had dropped to 40 percent from 95 percent in the 1940s and the number of universities increased from 4 to 25. The number of primary school students increased from 2 million in 1940 to 8 million in 1961 and the number of secondary school students increased from 25,500 to 700,000.</p>	<p><i>*Beauty and eloquence</i> <i>*literature</i> <i>*cohesion and coherence</i> <i>*maxims</i> <i>*truth</i> <i>*sentencia/ Meaning</i></p>	<p>interpersonal</p>

7	<p>2. Indonesia has a twelve-year public and private education system (primary—grades one through six; junior high school—grades seven through nine; and senior high school—grades ten through twelve). In Indonesia education begins with six years of elementary school followed by three years of middle school followed by three years of high school.</p>	<p>*Beauty and eloquence</p> <p>*literature</p> <p>*cohesion and coherence</p> <p>*maxims</p> <p>*truth</p> <p>Sentencia</p> <p>concept</p>	instrumental

		<p>*Referent</p> <p>*Beauty and eloquence</p> <p>*literature</p> <p>*cohesion and coherence</p> <p>*maxims</p> <p>*truth</p> <p>*sentencia/meaning</p>	
	Simple model		

4.2. Findings

The general finding from the data analysis is summarized as follows.

Generic Competence	Def Good performance in diverse, authentic contexts based on the integration and activation of knowledge, rules and standards, techniques, procedures, abilities and				
Constituents	Defined	ASPECTS			
		SKILLS	KNOWLEDGE	ATTITUDES	VALUES
Instrumental	5	Limited			
Interpersonal	1	Limited			
Systemic	1	congruent			

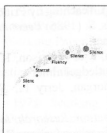
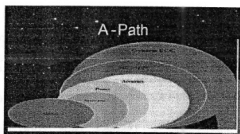
Most of the subjects acquires instrumental generic competence t minimum level.

4.3. Interpretation

In the acquisition of generic competencies in writing, most subjects acquire only instrumental one at a very minimum capacity to execute how language works. Compared to

acquisition paths in communicative competence, the base levels of writing acquisition is instrumental and it is still at approximative development.

Research Finding¹⁴



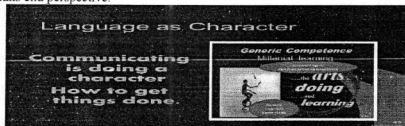
A-Path Development. Research finding stated that learners in non-native

To characterize the instrumental generic competence, the subjects have very limited access to materialize their writing as to language means and relevant value, knowledge and ayyiyudes to the subjects. They need more practice and experience in various writing generic domains.

5. Conclusion

The research has attempted to find out and configure subjects realm of language, how it works, and its profile in the learner's writing performances. As for the means the way language works as generic language competency deployed by the subjects, most profile depicts only instrumental generic competence, and they materialize it plainly and in limited realm as to knowledge, values, attitudes and skill.

To characterize the instrumental generic competence, the subjects have very limited access to materialize their writing as to language means and relevant value, knowledge and ayyiyudes to the subjects. They need more practice and experience in various writing generic domains, and more to materialize yhe writing generic entities, the values, attitudes and knowledge inherent in performing writing. For ELT English Department, it is still a long way to go, the tour of futy. In short, in writing, it is communicating, doing a character in a goal-means end perspective.



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¹⁴ Pangaribuan, A Path, English A-Path in NNs Settings, International Seminar, Kopertis Wil I, Directorate of HE North Sumatra Indonesia, 2009

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