

THE EFFECTS OF PATTERN TECHNIQUE ON THE STUDENTS' WRITING COMPETENCY VIEWED FROM TEXT TYPES

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The current research's objective was to analyze the effect of Pattern Technique on the seventh grade students' writing competency across text types in *the Junior High School*. This research used Two-Control-Group Experimental Design with a 2 x 2 factorial arrangement. The research population included all the seventh grade students in *Sekolah Menengah Pertama Widya Sakti Denpasar*. Two classes were sampled randomly selected and randomly assigned to the experimental and control groups. Data on the students' writing competency was collected by means of writing performance assessment as the only instrument. Data were analyzed firstly descriptively using measures of central tendency and dispersion. Further analysis was conducted inferentially using One-Way ANOVA. The research findings showed that Pattern Technique had significant effect on the seventh grade students' descriptive and recount writing competency (F-ratio=41.228; F_{cv}=0.01). The Pattern Technique effected differently on the students' writing competency when they wrote descriptive and Recount texts. The research findings implied the necessity to provide EFL learning processes with an effective tool, so that the students have a scaffolding or a pattern in describing and narrating people, animals, objects, experiences, accidents, or incidents etc. It also implied to the EFL teachers to minimize dominance in the learning processes and resort to students' creativity and involvement.

Keywords: *Descriptive and Recount Texts; Pattern Technique; Writing Competency*

1. INTRODUCTION

Learning English is an important component in life in the context of communicating globally. English is learned as a foreign language (*henceforth*: EFL) in the Junior and Senior High Schools in Indonesia. There are four integrated language skills included the curriculum, they are listening, speaking, reading and writing (Kurniasih & Sani, 2014:16) And, among the four language skills, writing was found the most problematical to the Junior High School's students in *Widya Sakti Denpasar*.

Writing is very important skill for students. Writing is the best vehicle for expression and communication for a student. For any exam or class test, writing skills are crucial for students. Good well-articulated answers not only fetch good marks but they also develop the power of students to develop coherent and critical ideas about different issues. Students who can write clearly will able to express better in a class and raise proper questions that will further the knowledge process of a class. Writing assignments and making study notes are a great way to develop strong knowledge foundation, students who have a habit of writing down notes in brief summary will gain better recall power and the reviews will aid profusely before exams. Moreover, writing skills boost creativity in a student and help them to broaden their minds and vocabulary (Angelou, 1989).

Previous research pointed out the difficulties encountered in writing were related to the following factors. According to Langan and Albright (2008:15) writing involves a continuous discovery process. When we write, we may suddenly switch directions or redouble. For example, when we work on the topic sentence and suddenly we realize that it can be a closing thought. In addition, Oshima and Hogue (2007:15) state writing is never a one-step action; it is an on-going creative act. When we first wrote something, we already thought about what to say and how to say it. Moreover, Winch (2006:184) states that writing is an act of communication and cultural expression, and therefore, EFL learners may often have difficulty in expressing themselves in writing.

Prior observation conducted during EFL writing class in the seventh grade of Widya Sakti Denpasar, the students wrote descriptive and recount paragraphs. The EFL teacher presented the basic concepts of descriptive and recount paragraphs with little examples. Students were given opportunity to work with their partners who were sitting next to them. Moreover, no paragraph basic pattern was given before they were really able to write using their own creative idea.

According to Butt, et al. (2000:142) a pattern is the signpost for a writer's point of departure. A pattern may contain a bit of message or a clause with complex structure and meaning. Through this patterning technique, the development of a paragraph could be developed systematically. This kind of text development method is called pattern progression. Pattern progression refers to the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme (Paltridge, 2000:140).

Alonso and McCabe (2003) state that patterning technique will help the students in composing and revising their writing to produce writing that is more coherent. This technique was firstly proposed by Danes (1974). He made three main types of patterning that constitute a functional explanation of the ordering of information in a text. The organization of information in texts is determined by the progression in the ordering of theme and rheme. Theme can be defined as the starting point of a sentence, as the foundation of a sentence. Rheme will be what the writer writes about, or in regard to the starting point of a clause or sentence.

The current research questions were focused on testing the effect of Pattern Technique on the seventh-grade students' descriptive and recount writing competency and its effects across text types. The current research was conducted to improve the EFL students in writing descriptive and Recount paragraphs through pattern technique as recommended by Butt et al. (2000) and Alonso and McCabe (2003). This technique was never used in the Junior High School's English curriculum at Widya Sakti in Denpasar. The reason for choosing *Sekolah Menengah Pertama Widya Sakti Denpasar* as the research locus was due to its poor condition, especially shortages of qualified EFL teachers and learning facilities. EFL teachers usually applied conventional learning methods and techniques at *Widya Sakti Denpasar*. The seventh grade students were selected as the research subjects based on the assumption that this grade was the beginning of learning English in the Junior High School in Indonesia. The beginning of learning English well would provide strong foundation to the next grades.

2. RESEARCH METHOD

This research was designed quantitatively using Two-Control-Group of Experimental Design. The experimental group was treated using Pattern Technique in writing descriptive and Recount texts, whilst the control group was not treated with the conventional technique (Campbell & Stanley, 1975; Kerlinger, 1993; Montgomery, 2013; and Halliday, 1985). The effects of Pattern Technique upon the seventh grade's writing competency was moderated by text types, and therefore, the 2 x 2 factorial arrangement was applied for further analysis.

The research population included all the seventh grade students of *Sekolah Menengah Pertama Widya Sakti Denpasar* in the academic year 2019/2020. There were six intact classes with a total population of 210 students (Fraenkel & Wallen, 2012:342) By design, two classes were sampled randomly and they were also randomly assigned to the experimental and control groups as shown in the above matrix (Campbell & Stanley, 1975; Kerlinger, 1993; Montgomery, 2013).

There were three different variables studied, namely 1) the independent variable, that is, the Pattern Technique which was assumed to be the cause of the students' writing competency in *Sekolah Menengah Pertama Widya Sakti Denpasar*; 2) the dependent variable, that is, the students' writing competency affected by the Pattern Technique; and 3) the moderator variable, that is, the text types on which the effect of Pattern Technique was moderated or controlled (Ary et al. 2010; and Alonso & McCabe, 2003:1). A writing performance assessment was administered to the seventh grade students in *Sekolah Menengah Pertama Widya Sakti Denpasar*. This assessment tool was used to measure the seventh grade students' writing competency on descriptive and recount texts.

Prior to administration, the instrument was judged by two English language experts to see its reliability and validity. The **reliability index** measured the two judges' agreement on the development of writing indicators, descriptors, and items deployed in the instrument. The inter-judge-agreement was determined by using Gregory's formulae. The inter-judge's agreement index showed an index of 0.90. Whilst, the content validity of the writing assessment was determined using an assessment blue print. After the instrument was validated theoretically by the two expert judges, the instrument was tried out as a posttest after treatment was conducted. This was meant to measure readability and reliability of the instrument empirically. Data were analyzed descriptively, firstly, using measures of central tendency. These measures showed the arithmetic means, ranges, standard deviations, variances, and errors in both groups across text types. One-Way Analisis of Variance was implemented to find the omnibus differences. Before conducting data analysis by making use of One-Way ANOVA, the data normality distribution and homogeneity of variance were tested (Hinkle et al, 1979).

3. FINDINGS AND DISCUSSION

The first research question is concerned with the effect of Pattern Technique on the students' writing competency in descriptive and Recount texts at *Sekolah Menengah Pertama Widya Sakti Denpasar*. Before testing such effect, data were analyzed in descriptive terms to find out 1) the maximum and minimum scores, 2) arithmetic means, 3) range, 4) standard deviation, 5) variance, and 6) standard error of measurement. The descriptive analysis results are shown in the following table.

Table 1. Descriptive Statistics of the Students' Writing Competency Across Text Types

Descriptive Statistics	Group with Pattern Technique		Group without Pattern Technique	
	Description	Narration	Description	Narration
Minimum Score	67	70	59	59
Maximum Score	98	98	88	89
Arithmetic Mean	87.12	72.47	83.81	72.28
Range	31	28	31	30
Standard Deviation	6.51	6.48	7.34	9.45
Variance	42.38	41.99	53.88	83.30
Standard Error of Measurement	1.15	1.15	1.19	1.30

Source: Data analysis using SPSS version 23 per January 2020

Table 1 shows the descriptions of the students' writing competency in both groups, namely the students who were treated with Pattern Technique when they wrote descriptive and Recount texts and the students who were not treated with Pattern Technique when they wrote descriptive and recount texts.

The students' minimum and maximum scores of those who were treated with Pattern Technique in writing descriptive and Recount text are 67 and 70; 59 and 88. Whilst, the students' minimum and maximum scores of those who were treated without Pattern Technique in writing descriptive and recount texts are 59 and 59; 88 and 89. Descriptively, the students' raw scores in the experimental group were higher than the control group.

The arithmetic means show different averages arithmetically. The arithmetic means in the experimental group show the average effects of Pattern Technique in the students' descriptive and recount writing competency 87.12 and 72.47. Whilst, the arithmetic means of the control group are 83.81 and 72.28.

The range theoretically shows the distance between the lowest and highest scores of the students' writing competency on descriptive and recount texts (Hinkle et al, 1979), (Candiasa, 2011). In the experimental group's descriptive writing competency, the lowest raw score = 77 but the highest raw score = 98; in the respective group's Recount writing

competency, the lowest raw score = 70 but the highest raw score = 94. So, the ranges = 21 and 24. It can be concluded that the distance in raw scores is relatively closer in the group's descriptive text writing competency than the group's recount writing competency. Similarly, in the control group's descriptive writing competency, the lowest raw score = 64, but the highest raw score = 80 in the respective group's Recount writing competency, the lowest raw score = 64 but the highest raw score = 80. So, the ranges = 20 and 20. It can be concluded that the distance in raw scores is relatively similar.

The standard deviations show different deviations from the arithmetic means. The standard deviation is a measure of the amount of variation or dispersion of a set of values (Hinkle et al, 1979; and Candiasa, 2011). The standard deviations in the experimental groups are 6.51 and 6.48. Whereas, the standard deviations in the control groups are 7.34 and 9.45. It can be concluded that the dispersion of raw scores of the students' writing competency in the experimental groups are less dispersed than the control groups.

The variance describes how much a random variable differs from its expected value. The variance is defined as the average of the square individual (observed) and the expected value (Hinkle et al, 1979, and Candiasa, 2011). The variance of the raw scores in the experimental group are 42.38 and 41.99; whilst in the control group are 53.88 and 83.30. It can be concluded that less variation existed in the experimental group than the control group.

The error of measurement shows the difference between a measured value of a quantity and its true value (Hinkle, et al. 1979, and Candiasa, 2011). The measurement errors found in the analysis were relatively small. It can be concluded that the measurements of the students' writing competency in the experimental and control groups were relatively minor (experimental group descriptive = 1.15 and experimental group recount = 1.15; control group descriptive = 1.19 and control group recount 1.30).

After performing descriptive analysis, an inferential analysis was implemented using One-Way Analysis of Variance (ANOVA). A One-Way ANOVA involves the analysis of one independent variable, that is, Pattern Technique with two levels, namely descriptive and recount texts. The hypothesis tested are simultaneous. Prior to the analysis, the pre-requisite tests, they are, normality and homogeneity of variance were ascertained as follows. The following normality test is shown in the following table.

Table 2. Normality Test

Group	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
B1 Descriptive	.159	32	.038
B2 Descriptive	.180	32	.010
B1 Recount	.153	32	.056
B2 Recount	.153	32	.054

Source: Data analysis using SPSS version 23 per January 2020

Note: Lilliefors Significance Correction

The above table shows that all data distributions were normal since the significance values exceed 0.05 ($p > 0.05$). The second pre-requisite to be tested was the homogeneity of variance. This test was necessary to be performed to ensure the two groups were homogenous before they were treated in an experiment. Through the test of homogeneity of variance the effect of Pattern Technique could be well concluded. The homogeneity of variance was calculated as follows.

Table 3. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.407	3	124	.748

Source: Data analysis using SPSS version 23 per January 2020

The test of homogeneity of variance between the group treated with Pattern Technique and the group without treated with Pattern Technique are not significantly different

($p=0.748$). After the normality and homogeneity were tested, the One_Way ANOVA was performed. The analysis result is shown in the following table.

Table 4. Summary ANOVA

Sources of variation	Sum of Squares	df	Mean Square	Fratio	Sig. value
Between Groups	5662.406	3	1887.469	41.228	.01
Within Groups	5676.812	124	45.781		
Total	11339.219	127			

Source: Data analysis using SPSS version 23 per January 2020

Table 4 shows the total groups' sum of squares or deviations from the means between and within the experimental and control groups. Whilst, the mean squares show the average deviations from the means between and within the experimental and control groups. The analysis show a significant effect of Pattern Technique upon the students' writing competency on descriptive and recount texts in *Sekolah Menengah Pertama Widya Sakti Denpasar* (Fratio=41.228; Fcv=0.01). In conclusion, the null hypothesis of no-effect of Pattern Technique, on the students' writing competency on descriptive and Recount texts, was rejected.

The second question concerns with the testing of the moderator variable's role on the students' descriptive and recount writing competencies. The resulting analysis is shown in the following table.

Table 5. Multiple Comparisons

Groups	Mean Difference (I-J)	Std. Error	Sig.
B1 Descriptive	-14.656*	1.692	.000
B1 Recount	-11.344*	1.692	.000
B2 Descriptive	14.656*	1.692	.000
B2 Recount	14.844*	1.692	.000

Source: Data analysis using SPSS version 23 per January 2020

Note: B1 Descriptive is the experimental group writing descriptive texts.

B2 Descriptive is the control group writing descriptive texts.

B1 Recount is the experimental group writing Recount texts.

B2 Descriptive is the control group writing Recount texts.

Table 5 above shows clearly the significant difference within the students' writing competency with Pattern Technique ($p<0.01$). Similarly, the significant difference within the students' writing competency without Pattern Technique. The Pattern Technique effected differently to the students' writing competency when they wrote descriptive and recount texts. The students' competency was higher when they wrote descriptive texts than recount texts.

The research findings concluded, firstly, a significant effect of Pattern Technique on the students' descriptive and Recount writing competencies in *Sekolah Menengah Pertama Widya Sakti Denpasar*. Secondly, there are differences in the students descriptive and Recount texts found within the experimental and control group. In conclusion, the Pattern Technique effected differently to the students' writing competency when they wrote descriptive and Recount texts.

These findings could be speculated as follows. The first research finding on the significant effect of Pattern Technique was due to the provision of signposts in describing and narrating ideas progressively as suggested by Butt (2000:142). Moreover, the students were able to pick up or repeat, a meaning from a preceding theme or rheme as what (Paltridge, 2000) thought about. The students were also helped with that patterning technique to describe and narrate ideas as what Alonso & McCabe (2003) suggested.

The second finding could also be explained theoretically as follows. In general, the structure of a descriptive text was found a lot easier to arrange. The students found it easier to identify description of a topic, for example a person, an animal, an object, or a thing. The details could be easily found in, for examples, a dictionary, a thesaurus, an encyclopedia,

etc. (Halliday, 1985; and Oshima & Hague, 2007).

Contrastively, narrating was not found as describing. The former involved an explanation of what happened, when it happened, and who was involved. In writing recount paragraph, the students should be able to organize the events in such chronological order that give the readers clear story line (Halliday, 1985). The students found difficulty in giving specific details of certain events in the story to make the narration more vivid. In addition, the story should provide a strong and thought-provoking ending (Gardner, R. C, & Lambert, 1972:233).

The current research's findings were similar to the previous research. The research, for example, by Sukarno (2017) showed effective functioning of thematic patterns for topic development for the Indonesian texts of Friday Sermons. He did not relate his research to writing competency. To (2018) studied thematic structure in reading comprehension texts in English Textbooks. The study was concerned with theme choice in facilitating the coherence and cohesiveness of the text. His study was a kind of survey research, not an experimental type of research on the effectiveness of patterns in writing.

Ebrahimi & Khedri (2018) conducted a study on the importance of thematic structure in the students' writing cohesion. They believed that thematic structure plays a major role in organizing the message and in enabling it to be communicated and understood clearly. Their research conclusion seemed to be supported by the current research, especially on the effect of patterns in organizing a description or a narration. Bello-Osagie et al., (2018) conducted investigated "Cohesion and Thematic Patterns in ABC, Yola Radio Interview". Their study was a kind of survey research. They reported that patterns were used to know how far the simple linear theme employed by the interviewer and the derived themes employed by the interviewee. A similar study was reported by Nwogu, 1995) who found that the implementation of Thematic Patterning technique was success in effective functioning of students, in other, the students could revise their work by checking the arrangement of ideas or information in their writing based on the pattern and also, they could arrange the sentences in their writing based on the pattern given.

In his study Thematic Analysis and Code Development, Boyatzis (1998) showed that thematic analysis can be used to transform qualitative data into a quantitative form, and subject them statistical analysis and the unit of analysis tends to be more than a word or phrase which it typically is in content analysis then this technique could help students easy to write related to the pattern. Similarly, Ghadessy (1995) found similar results with previous studies that thematic modeling techniques helped students write texts more easily, they could revise their work. This technique is good for students; they have a willingness to write to produce better writing. Asri (2013) also reports that students' progress tended to choose pattern technique among the three patterns, especially the simple linear pattern (SLP) to organize their ideas into several texts. She was found that most understudies for the most part applied Constant CTP (Constant Theme Progression) and SLP (Simple Linear Theme Progression) and within the particular recognizable proof, SLP and DTP appeared as often as possible to happen in center and tall achievers, which demonstrate that their writings were reliable with factious dialect highlights, in terms of Topical Movement was successful. Nurdianingsih and Purnama (2017) further that students can develop their ideas into good writing. This study succeeded in comparing the Pattern Thematic Progress and Direct Instruction which showed the effectiveness of the writing pattern with random cluster sampling. They prove that her research on the effective functioning of The zig zag technique pattern can improve the students' written recount by using the repetition of new information (rhyme). It achieves cohesion in the text by building on newly introduced information.

Muthoharoh (2014) tested to choose kinds of pattern as survey from articles in Jakarta Post newspaper, those were Simple linear, by taking up the theme of the first clause becomes the theme in clause and the theme of the second clauses becomes the theme in the third closes and so on. Through those an analysis it can be concluded that thematic progression is way to analyze the text or article in knowing the extension articles can help the reader understand what the author means and relevant collaboration between words, phrases and sentences in the articles.

The research refers to meanings, firstly, what should be done after finding significant

effects of Pattern Technique on the students' descriptive and Recount writing competencies in *Sekolah Menengah Pertama Widya Sakti Denpasar*?; Secondly, what would be the benefits if the Pattern Techniques applied to EFL learning processes and outcomes. The first research finding on the general effect of pattern technique in writing descriptive and recount text types implies to the necessity to provide EFL learning processes with an effective tool, so that the students have a scaffolding or a pattern in describing and narrating people, animals, objects, experiences, accidents, or incidents etc. It also implies to the EFL teachers to minimize dominance in the learning processes and resort to students' creativity and involvement. If the pattern technique is used effectively in the writing processes, the students' learning attitude, knowledge, and skills especially in writing various text types would be improved. This will in turn improves the EFL teachers' work performance as well. The second research finding on the moderated effect of Pattern Technique by text types imply to different approach, method, or technique in topic development and arrangement due to different text structures. EFL teachers should be aware of providing EFL learners with appropriate patterns, such as, simple, linear, or complex patterning in writing different text types. Awareness and application of effect patterning technique would benefit the students' writing competency.

4. CONCLUSION AND SUGGESTIONS

The conclusion of the current research are as follows.

1. There is an empirical effect of Pattern Technique upon the students' descriptive and recount writing competency was found significant in *Sekolah Menengah Pertama Widya Sakti Denpasar* ($F_{ratio}=41.228$; $F_{cv}=0.01$).
2. The Pattern Technique effected differently on the students' writing competency when they wrote descriptive and recount texts. The students' competency was higher when they wrote descriptive texts than recount texts.

Based on the research findings, EFL students and teachers in *Sekolah Menengah Pertama Widya Sakti Denpasar* are suggested: *First*, the EFL students should make use of different patterns when they write a title, a topic sentence, a paragraph development, sentences arrangement, spellings and usages of words and phrases, as well as use of proper writing mechanics in order to be able to progress well in writing English texts. *Second*, the EFL teachers should make use patterning technique to model different text structures. EFL teachers should explain the generic structure of a descriptive text. Such structure the following.

- a. Identification: contains the identification of terms or preliminary general description of someone or things of the topic.
- b. Description: contains explanation, description of things and someone in more detailed than the identification.

Similarly, EFL teachers should explain the Recount text structures which include the following.

- a. Orientation.

Orientation is the first part that tells the readers the setting, participants and necessary background. It tells the readers who is in the story, when the story is taking place and where the action is happening. It gives the background of the story so that it can set the important basis to start the story and it can flow to complication smoothly.

- b. Complication

The next step after constructing the orientation is to organize the narration in such an interesting arrangement so that the crisis arises and creates tension. Complication is drawn to set off a chain of events that influence what happens in the story. Complication should be made as interesting as possible because it is very important to entertain the readers and it should step by step reach the climax. Therefore, the Sense of entertaining in the story can be created.

c. Resolution

After the crisis arises and reaches its climax, resolution or ending is then the next part whether it is happy or unhappy ending. Resolution is the part in which the characters finally sort out the complication. It provides the readers with a solution or an ending of the story. This part presents how the climax is resolved interestingly, of course, reorientation this part is an optional in Recount paragraph; in addition, if you write it, you may put personal comment, opinion about the narration or value that might exist in the paragraph. This is the final part of recount in which the writer usually puts moral value of the narration.

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