SKRIPSI

IMPROVING STUDENTS' EXPOSITION TEXT THROUGH THEMATIC PROGRESSION AT THE ELEVENTH GRADE STUDENTS OF MA YMPI RAPPANG

By

MIFTAHUL NURUL ASMI
Reg. Num. 15.1300.144

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

SKRIPSI

IMPROVING STUDENTS' EXPOSITION TEXT THROUGH THEMATIC PROGRESSION AT THE ELEVENTH GRADE STUDENTS OF MA YMPI RAPPANG

By

MIFTAHUL NURUL ASMI
Reg. Num. 15.1300.144

Submitted to the English Program ofTarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillmentof the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

ii

IMPROVING STUDENTS' EXPOSITION TEXT THROUGH THEMATIC PROGRESSION AT THE ELEVENTH GRADE STUDENTS OF MA YMPI RAPPANG

Skripsi

As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

English Education Program

Submitted By

MIFTAHUL NURUL ASMI
Reg. Num. 15.1300.144

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

ENDORSEMENT OF CONSULTANT COMISSIONS

Name of the Student : Miftahul Nurul Asmi

The Title of Skripsi : Improving Students' Exposition Text through Thematic Progression at the Eleventh Grade Students of MA YMPI Rappang.

Student Reg. Number : 15.1300.144

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate No. B.37/In.39/FT/4/2019

Has been Legalized by Consultants

Consultant : Drs. Ismail Latief, M.M. (...............)

NIP. : 19631207 198703 1 003

Co-Consultant : Mujahidah, M.Pd. (...............)

NIP. : 19790412 200801 2 020

Approved by:

Tarbiyah Faculty
Dean

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

iv

SKRIPSI

IMPROVING STUDENTS' EXPOSITION TEXT THROUGH THEMATIC PROGRESSION AT THE ELEVENTH GRADE STUDENTS OF MA YMPI RAPPANG

written and submitted by

MIFTAHUL NURUL ASMI
Reg. Num. 15.1300.144

Had been examined in December 11th, 2019 and had been declared that it had fulfilled the requirements

Approved by

Consultant Commissions

Consultant	: Drs. Ismail Latief, M.M.	(......................)
NIP.	: 19631207 198703 1 003	
Co-Consultant	: Mujahidah, M.Pd.	(......................)
NIP.	: 19790412 200801 2 020	

State Islamic Institute (IAIN) of Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

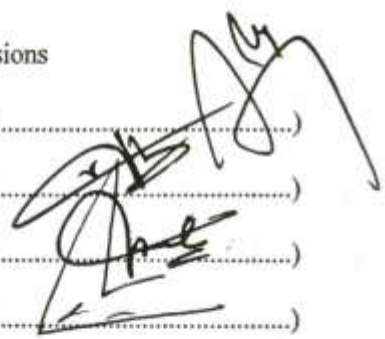Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag, M.Pd.
NIP. 19721216 199903 1 001

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE
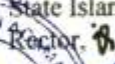
ENDORSEMENT OF CONSULTANT COMISSIONS

Name of the Student   : Miftahul Nurul Asmi

The Title of Skripsi   : Improving Students' Exposition Text through Thematic Progression at the Eleventh Grade Students of MA YMPI Rappang.

Student Reg. Number   : 15.1300.144

Faculty   : Tarbiyah

Study Program   : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate No. B.37/In.39/FT/4/2019

Date of Graduation   : December, 11th 2019

Approved by Examiner Commissions

Drs. Ismail Latief, M.M.	(Chairman)	(.............................)
Mujahidah, M.Pd.	(Secretary)	(.............................)
Dr. Magdahalena Tjalla, M.Hum.	(Member)	(.............................)
Dra. Hj. Nanning, M.Pd.	(Member)	(.............................)

Cognizant of:

State Islamic Institute (IAIN) of Parepare
Rector,

Dr. Ahmad Sultra Rustan, M.Si.
NIP. 19640427 198703 1 002

ACKNOWLEDGEMENTS

BismillahirRahmanirRahim

Alhamdulillahi Rabbil alamin, the writer would like to express her highest gratitude to the God Allah swt who has been giving us His mercy and blessing so that the writer could finish this skripsi as a part of requirements for the degree of Sarjana Pendidikan (S.Pd.) at Tarbiyah Faculty of State Islamic Institute (IAIN) of Parepare. Salawat and salam are addressed to the beloved chosen prophet Muhammad saw.

The writer would like to express great thanks to her highest apperception and deepest thankful to her beloved parent, Mustar and Murni who has motivated, supported, and pray to Allah swt for the writer's success.

His high appreciation and profusely sincere thanks are due to Drs. Ismail Latief, M.M. as the first consultant and Mujahidah, M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivated and corrected to the writer for finishing this skripsi.

Besides, the writer would also deliver special thanks to :

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare

2. Dr. H. Saepudin, S.Ag, M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.

3. Drs. Ismail Latief, M.M and Mujahidah, M.Pd. as consultants who have guided the writer to during her research.

4. All lecturers of English Program who have already taught the writer during his study in IAIN Parepare.

5. H. Kasmirah,S.Ag., M.A. as the Headmaster of MA YMPI Rappang who has allowed the writer to conduct and observe the research at the school.

6. Muthiah, S.Pd. as a English Teacher of MA YMPI Rappang who has given the writer advices and change in teaching and doing the research.

7. Her endless gratitude goes to the students of class XI MIA 2 in academic 2019/2020 MA YMPI Rappang who had taken a spare time and who had already work together to make this research running well.

6. Her sisters, Miftahul Nurul Jannah, Nurul Hikmah, Nurul Asmah who have given her strengths and motivation to pass this study.

8. Her friends, Imrayani, Fadhilah Santri, Mirda, Kirani, Dwi Ratna Sari, who always accompanied her start from the first semester until now and always give their support and courage as well as their helping for finishing this research.

9. Thanks also to Ratih Rahim, Eka Santi, Muh. Ridwan, Aji Restu Aditiawan, Zulkarnain, Isran Miranda, Rizal Asri, Rozali and Rusli for their support.

Finally, the writer hopes that this skripsi is useful for readers. The writer realizes that the skripsi is not perfect, therefore suggestion and correction for improvement of the skripsi are absolutely needed, and may Allah swt always bestow His loving on us. Aaaamiiin.

Parepare, December12th,2019

The writer,

MIFTAHUL NURUL ASMI
Reg Num. 15.1300.144

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name   : Miftahul Nurul Asmi

Student Reg. Number   : 14.1300.144

Birthday date and place   : Sidrap, May 15, 1997

Study program   : English Education

Faculty   : Tarbiyah

Skripsi Title   : Improving Students' Exposition Text through Thematic Progression at the Eleventh Grade Students of MA YMPI Rappang.

Stated this skripsi was her own writing and if it can be proved that was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, December12th,2019

The Writer,

MIFTAHUL NURUL ASMI
Reg Num. 15.1300.144

ABSTRACT

Miftahul Nurul Asmi. *Improving Students' Exposition Text through Thematic Progression at the Eleventh Grade Students of MA YMPI Rappang* (Supervised by Ismail Latief and Mujahidah)

This research was carried out at MA YMPI Rappang. Based on the preliminary study, the data indicated that the ability of students of the eleventh grade students at MA YMPI Rappang to write exposition texts is still unsatisfactory and the students had no interested in the process of learning and teaching. To overcome the problem, writer used thematic progression as a pattern as appropriate way to get generate how cohesive the text, maintained the unity of text and wise guide to begin in writing. The research problem this study was "Is thematic progression able to improve students' exposition text" and "Are the students interested in learning analytical exposition text through thematic progression.

This research was quantitative which employed pre-experiment research with one group pretest-posttest design. The data was collected by writing test and questionnaire then processed by formula of SPSS 23 computer to analyze and calculate the data.

The finding revealed that thematic progression pattern able to improve students' writing in exposition text; it can be seen from the students' mean score pre-test and post-test. The students' mean score in pre-test was 53,55 which is classified as a poor classification and the students' mean score in post-test was 74,91 which is classified as good classification. It means that teaching thematic progression can be improved students' writing skills in exposition text. Besides, thematic progression also made the students interested in learning analytical exposition text during English class.

Keywords: exposition text, thematic progression

LIST OF CONTENTS

LIST OF TABLES

LIST OF PICTURE

LIST OF FIGURE

LIST OF APPENDICES

xvi

CHAPTER I

INTRODUCTION

This part discusses the general background of the research, the problem statement, the objective of the research, and the significance of the research.

1.1 Background

Writing is functional communication, making learners possible to create imagined words of their own design.[1] Communication in writing tends to involve a thinking process because writing requires the process of organizing ideas into coherent and logical whole and selecting. So, in this case writing is undeniably based in though.

Writing is one of the most difficult skills for students to acquire. Writing is unlike spoken language in that it requires the reader or the audience to understand and interpret what has been written.The difficult is to produce a coherent, fluent,and extended piece of writing.[2] Writing skills is considered as difficult skills because the writer should make some aspect in writing such as content, organization, vocabulary, language, and mechanics. Therefore, to solve the difficulty the learners need to have conscious effort and much practice in writing aspects.

Moreover, Alonso and McCabe also pointed out that English learners are often wrote essays that consisted of sentences which did not seem to connect into a

---

[1]Margaret Bonner, *Step into Writing, A Basic Writing Text* (New York: Addison-Wesley Publishing Company, 1997), p. 3.

[2]Zuhour Bani Younes and Fatima Salamh Albalawi, "Exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students at Tabuk University"*Asian Journal of Basic and Applied Sciences*, vol. 3 no. 2 (2015), p. 7 http://www.multidisciplinaryjournals.com/wp-content/uploads/2016/03/FULL-PAPER-EXPLORING-THE-MOST-COMMON-TYPES-OF-WRITING-PROBLEMS.pdf (accessed 28 oktober 2019).

cohesive text and more attention should be paid to the progression of information in texts.[3]It was also happened by students at MA YMPI Rappang who wrote the text that did not cohesive between sentences each other, there were more than one topic in their writing, and they confused how to begin to write and it made the students had low motivation in the process of learning and teaching. Therefore, those things define how difficult writing skills.

Reflecting the reason above, thematic progression consider as appropriate way to get generate how cohesive and coherence the writing is. Studies have illustrated the usefulness of thematic progression is that as a tool to characteristic EFL/ESL writing as successful or less successful in terms to coherence.[4] Furthermore, Not stated that thematic progression is necessary for the construction of an optimally coherent and grammatically cohesive structured text.[5] Thematic progression is also a major aspect of the way the speakers construct their messages in a way which makes them fit smoothly into the unfolding language event. It indicates that without having thematic progression, the text will look like no unity of ideas in it.

Wang claimed that the theory of thematic progression was valuable tool for teachers to diagnose writing difficulties and students should be thaugh how to arrange old and new information to help them improving their cohesion and coherence in

---

[3]Isabel Alonso and Anne McCabe, "Improving Text Flow in ESL Learner Compositions," *The InternetTESL Journal,* vol. 11 no. 2(2003),http://iteslj.org/Articles/Alonso-ImprovingFlow.html (accessed 28 April 2019).

[4]Wei Jing, "Theme and Thematic Progression in English Writing Teaching," *Journal ofEducation and Practice,* vol. 6 no. 21 (2015) https://files.eric.ed.gov/fulltext/EJ1079122.pdf(accessed 28 April 2019).

[5]Elena Not, *Implementation of the Thematic Progression and Realization Component* (LRE Project 062-09, 1996), p. 4.

writing[6]. It shows that it is really necessary for lectures to include thematic progression in their teaching for students to construct their writing english in order to help the students organizing their writing thematically.

Thematic progression consists of Theme and Rheme. Halliday stated that Theme is the point of departure for the message which the element of the speaker selects for grounding.[7] It means that a Theme is a starting point of a sentence that can be the main information of the sentence it self. Thus, Theme needs Rheme to be the remainder of the message, the part in which the theme is developed[8]. It is noticed that as a message structure, a sentence is consisting of Theme and accompanied by a Rheme; which the structure is expressed as the Theme is put first. Herriman stated that the concept of Theme as a point of departure of a single utterance (clause) to that explaining the inner connectivity of text, which is represented by thematic progression.[9] It goes to show that thematic progression can make a significant contribution to the coherence and cohesion of the text.

However, at MA YMPI Rappang secondary school context, Theme-Rheme organization was not paid attention to by both teachers and students in the teaching and learning activity, especially in writing skills. Based on students of MA YMPI

---

[6]L. Wang, "Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing," *Asian EFL Journal,* vol.9 no.1 (March 2007), p. 164-176. https://www.asian-efl-journal.com/1040/main -journals/theme -and-rheme -in-the-t hematic-organization-of-text -implications-for-teaching-academic-writing/#squelch-taas-tab-content-0-3 (accessed 28 April).

[7]M.A.K Halliday, *An Introduction to Functional Grammar,* Fourth Edition(New York: Routledge, 2014), p. 83.

[8]C. Butler,*Dynamics of Language Use: Functional and Contrastive Perspectives* (Amsterdam/Philadelphia: John Benjamins, 2003), p.89.

[9]Wei Jing, "Theme and Thematic Progression in English Writing Teaching," *Journal ofEducation and Practice,* vol. 6 no. 21 (2015), https://files.eric.ed.gov/fulltext/EJ1079122.pdf (accessed 28 April 2019).

Rappang most of the students did not know what Theme-Rheme and its organization pattern, so that they wrote without involving the understanding of those terms. They were not even really sure about any pattern they apply when they were writing any kinds of text since they just wrote whatever ideas came to their mind. The researcher thought it can be solved by thematic progression.

Therefore this studyfocused on applying thematic progression on students' texts, with the spesific focus; it was on students' exposition text. Concerning the text type investigated, students' exposition text became the main concern of this study for several reason. First, exposition text is a text base on writers think which following by facts to persuade people and need strong statement to convince the reader. The writer should make sentence cohesive each other to make a good text. This problem can be overcome by thematic progression. Second is exposition text one of the genres in curriculum that is taught to the students in senior high school based on Curriculum 2013 where the students have been able to give or to write a critical point of view. Third, this genre is an important in influential text, which shows the students' skills language process for dealing with many aspect of school knowledge and effective social participation. It is a process that involves reasoning, evaluation and persuasion.[10] It means how importance analytical exposition is.

Based on the explanation and the problem above, the researcher is interested in conducting a research entitled "Improving Students' Exposition Text through Thematic Progression at the Eleventh Grade Students of MA YMPI Rappang".

---

[10]Knapp and Watskin, *Genre, Text, Grammar* (Australia: Universityof New South Wales Press Ltd), p. 3.

1.2 Problem Statement

Based on the background above, the research problems were :

1.2.1 Is thematic progression able to improve students' abilityto write exposition text at the eleventh grade students of MA YMPI Rappang?.

1.2.2 Are the students interested in learning exposition text through thematic progression at the eleventh grade students of MA YMPI Rappang?.

1.3 Objectives of the Research

Based on the problem statement of the research above, the objective of this research were:

1.3.1 To find out wether or not thematic progression is able to improve students' ability to write exposition text at the second eleventh students of MA YMPI Rappang.

1.3.2 To find out wether or not the students are interersted in learning exposition text at the eleventh grade students of MA YMPI Rappang.

1.4 Significance of the Research

The researcher hoped that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1.4.1 For the researcher, to add more knowledge about discourse study especially about this research.

1.4.2 For students, to facilitate the students poured the idea of them to write a exposition text with using thematic progression pattern, surely to improve their writing skills.

1.4.3 For the teachers, the result of the study can be used as an alternative wayin teaching to improve students' writing skills.

1.4.4   For the next researchers, the result of this research can be used as previous research in his/her research.

1.4.5   English program, the result of this research study will be an input of English materials.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contain about some pertinent ideas, previous finding, conceptual framework, hypothesis, variable of research, and definition operational of variable.

2.1 Some Pertinent Ideas

2.1.1 The Concept of Writing

2.1.1.1 Definition of Writing

Ghazi Ghaith defined writing is a complex process that allows writer to explore though and ideas, and make them visible and makes though available for reflection. When though is written down, ideas be examined, reconsidered, added, rearranged and changed.[1] Finnochiaro thought that writing has been characterized as writing thinking.[2] It means that writing is a way to produce language that comes from our thought. In the writing process, the writer tries to produce into a good sentence and to developing their ideas, in order to inform the other.

Writing is progressive activity, this means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then, after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action. It is a process that has several steps.[3] Thus the ability to write effectively is becoming increasingly important in our global community, and instruction in

---

[1]Ghazi Ghaith, *Writing and Learn*ing (New York : Macmillan Publishing Company, 2002), p. 23.

[2]Mary Finocchiaro, *English as a Second Language from Theory to Practice* (New York: Company, 1974), p. 86.

[3]Alice Oshima and Ann Hogue,*Introduction to Academic Writing*(New York: Pearson Education, 2007), p .2.

writing is thus assuming an increasing role in both second and foreign language education.[4] It goes to show that writing is a skill that is required in many contexts throughout life; for instance you can write an email to a friend, reflect on what happened during the day in your personal diary or write essay for your homework..

From some definition above, the researcher can conclude that writing is one of language skills which is communication indirectly. Furthermore, writing is a complex process to express the ideas, become a good writing will help someone get information and support their future career.

2.1.1.2 The Process of Writing

In this part is discussing about how the process of writing. Its process have several satges they are: planning, drafting, editing (reflection and revising), and final version.

1. Planning is the process of the writers plan what they are going to write before starting to write; they try and decide what it is they are going to say. For some writers, this may involve making detailed notes as their structure in writing. In planning, there are three items who has to be considered by the writers; the purpose of their writing which consists of it is language whom they use, and information whom they choose, the writers have consider the audience they are writing for (how it is laid out, how the paragraphs are structured), and content structure talk about how best to sequence the facts, ideas, or arguments).

2. Drafting. It refers to the first version of a piece of writing as a draft. This first goes at a text is often done on the assumption that it will be amended later.

---

[4]Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University, 2002), p. 1.

3. Editing (reflection and revising). In this process, the writer will revise about the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing, etc. So, the reflecting and revising process are often help the by other readers (or editors) who comment and make suggestions.

Rhicard and Willy stated that in editing, writers check grammar, spelling, punctuation diction, sentences structure, and accuracy of supportive textual material such as as quotations, examples and the like.[5]

4. Final version. When the writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changes in the editing process. Even when they get to what they think is their final draft they may find themselves changing their mind and planning, drafting, or editing.[6]

2.1.1.3 Component of Writing

There are five main components of writing. They are content, organization, language use, vocabulary and mechanics[7], as follows:

2.1.1.3.1   Content

The ability to think creatively and develop through, excluding all irrelevant information. There are least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the points are presented and formal signals given the reader to guide in understanding the topic

[5]Jack C Richard and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), p. 318.

[6]Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited, 2004), p.4-5.

[7]J.B Heaton, *Writing English Language Tests* (London and New York: Longman Group UK Limited, New Edition, 1988), p. 135.

fully. The content of writing should be clear to readers so that the readers can understand the messages conveyed and gain information from it. In order to have a good content of writing, its' contents should be well unified and completed.

2.1.1.3.2 Organization

The ability has relationship to the paragraphs, topic sentence, supporting details, cohesion (the sentence in a paragraph flow smoothly from one to another, showing a clear relationship between them) and unity (discuss only one main idea in a paragraph, which is expressed in the topic sentence).

2.1.1.3.3 Vocabulary

The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. This is an essential part of compose writing. The writer need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone lack of vocabulary will be difficult to compose what they are going to express but appropriate words will help writers to compose writing.

2.1.1.3.4 Language Use

The ability to write correct and appropriate sentences. Language use in writing description and the order forms of writing involves usage and point involves correct usage and point of grammar structure. It gives utterance that we produce to be right and orderly. Therefore, it also a great influence on the quality of writing. In order to have a good grammar in the writing writers should pay attention to the use of grammatical rules concerning tense, preposition, conjuction, clause (adjective or

adverb clause), articles, etc. The lack of grammar will make the content of the writing vague and can make misunderstanding.

2.1.1.3.5 Mechanincs

The ability to use correctly those conversation peculiar to the written language. Mechanic of writing deals with capitalization, spelling and punctuation it also deals with paragraphing handwriting illegible and meaning conveyed. This aspect is very important since is leads readers to understand or recognize immediately what the writer means to express definitely. The use favorable mechanics in writing skills makes readers easy to group conveying ideas or messages to written materials.

2.1.1.5 Types of Writing

According to Wishon, there are some types of writing the form of writing which is use to tell or relate is called narration, which is used to describe is called description, which is used to argue is called argumentation, and the last which is used to explain is called exposition.

2.1.1.5.1 Narration

Narration is the form of writing use to relate the story of acts or events. Narration places occurrences in time and tell what happened according to natural time sequence. Types of narration include novels and news stories, as well as a large part of our everyday social interchange in the form of the letters and conversation.

2.1.1.5.2 Description

Description reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods such as happiness, loneliness, or fear. It was used to create visual image of people, place, even of units of time days, times of day or reason. It may tell about traits of personality.

2.1.1.5.3 Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often combined with it. Argumentation is used to make a case to prove or disprove a statement or preposition. Written argumentative is sometimes more difficult because the writers does not see the readers facial expression, hear their voice, or experience their presence. For this reason, writing argumentative demands careful planning, analysis of the audience, and sufficient evidence to prove to your reader that your opinion is valid.

2.1.1.5.4 Exposition

Exposition is used in giving information, making explanation, and interpreting meanings. It includes editorials, essay, and informative and instructional material. Used in combination with narrative, exposition support and illustrates. Used part from narrative, it stand alone as an essay.[8]

Exposition text is a text that discussed an issue or problem. Exposition text can be divided into two types; they are analytical and hortatory exposition. Analytical exposition is a text which is not accompanied by suggestion, but hortatory exposition text is a text which is accompanied by suggestion about an issue or something that should or not to do.[9]

The analytical exposition text used in this research. It utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument

---

[8] George E.Wilson, *Let's Write English* (New York: Litton Educational Publishing. Inc, 1980), p. 377-383.

[9] Rosa, Muryanti, and Mulia, *English for General Purpose* (Padang: Sukabina Offset, 2008), p. 178.

must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts.

Based on the types of writing, the researcher will focus on exposition text specially in analytical exposition text to improve students' exposition text through thematic progression at the eleventh grade studnets of MA YMPI Rappang.

2.1.2   The Concept of Analytical Exposition

2.1.2.1 Definition of Analytical Exposition

According to Kane, analytical exposition deal with facts, ideas, and beliefs. They explain, analyze, define, compare, illustrate.[10] Moreover, analytical exposition is a type of text contains detailed authors thinking about a phenomenon that is around.[11] It means that analytical exposition is one of text that have some arguments in it in order to explain, define, compare, or even illustrate. Analytical exposition used to persuade the readers that the idea is important matter.[12] It means that this text has influencing process to bring the readers to do or do not something relate to case is happening. In this text, the researcher thinks that analytical exposition text is a text which is telling about the writer's explanation about text.

According to Anderson and Anderson, analytical exposition text is a type that is intended to persuade readers that something should be in the case. Analytical exposition is a type of spoken or written text that is intended to persuade the listeners

---

[10]Thomas S. Kane, *The Oxford Essential Guided to Writing* (New York: Oxford University, 1998), p. 92.

[11]Th. M. Sudarwati and Eudia Grace, *An English Course for Senior High School Students Year XI Science and Social Progran* (Jakarta: Erlangga, 2007), p. 109.

[12]Rosa, Muryanti, and Mulia, *English for General Purpose* (Padang: Sukabina Offset, 2008), p. 178.

or readers that something is the case.[13] From that theory it can be said that analytical exposition text has function to influence readers' thinking. It also collaborate that writer's idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

In addition, the social function of the analytical exposition paragraph is to convince the reader that the topic is presented is an important topic for discussion or attention by way of arguments of the opinions that support the idea or topic.

2.1.2.2 The Generic Structure of Analytical Exposition

An analytical exposition paragraph is a type of written from that is attended to persuade the readers that something is the case. To make the persuasion stronger, the writer gives some arguments as the fundamental reasons why something is the case. This type of paragraph is popular among science, academic community and educated people. The genric structure of analytical exposition usually has three components that have been mentioned by Sudarwati and Grace,[14] they are:

1. Thesis: This stage usually includes a 'preview of arguments'. It means that it includes topic and brief statements of the writer's position related to the topic in responding hot position.

2. Argument: This stage consist of a 'point and elaboration' sequence. These should be supported by discussion and evidence. It also consists of explanation of

---

[13]Anderson, M. and Anderson K, *Text Types in English* (South Yarra: Macmillan Education Australia PTY Ltd, 1997), p. 2-3.

[14]Anderson, M. and Anderson K, *Text Types in English*, p. 2-3.

argumnets or opinions that are based fact that have been admitted the truth by policy.

3. Reiteration: This last stage restates the position more forcefully in the loight of the arguments presented. It means that this stage involves a conclusion or restate of statements in the topic that is truth about the case has been sated in the thesis. Moreover, grammatical patterns that are usually applied in this genre are using; declarative sentence (positive or negative), combination of present and past tense, using of verbs of beings, verbs of having, verbs of doing in predicate, and using relevant conjuctions to show cause and effect and sentence connectors to link arguments.

2.1.2.3 Language Features of Analytical Exposition

The description paragraph has dominant language features as follows:

1. An analytical exposition focuses on generic human and not human participants.

2. It uses mental process. It is used to state what the writer thinks or feels about something (realize, feel).

3. It uses emotive and evaluatice words (abandoned, abused, unaccepted, dislike, righted, wanted).

4. It often needs material processes. It used to state what happens.

5. It usually uses simple presents tense and present perfect tense.

6. Enumeration is sometimes necessary to show the list of given arguments, like firstly, secondly, finally, etc.

Based on explantion above, the researcher concludes that analytical exposition is text which expresses of the writers statements by following fact to persuade and convey the readers.

2.1.3 The Concept of Thematic Progression

2.1.3.1 Theme

Theme is the theory of functional grammar which is realization of the textual meta function of language as proposed by Halliday.[15] In the Halliday framework, Theme and Rheme form the message structure of the clause. He tought that Theme in English is a position-bound, clause-initial element. Whatever is selected as theme is always positioned first in the clause. Rheme, as the development of theme, always comes after theme.[16] Additionally, Coffin and Hewings stated that Theme in English can be thought of as that element in a clause or larger unit of text which come first.[17] It means that the element which comes first in the clause can be called as a Theme. Since the Theme is a first part of the clause, so there is another thing followed the Theme itself. It is called as a Rheme.

2.1.3.2 Rheme

Cummings stated that Rheme is a part of the assembly of the new information that the text offer.[18] According to Cummings' definition, it indicates that Rheme is what the speaker says about and expressing something new or something unknown from the previous context. Furthermore, Wei Jing stated that Rheme is the reminder of the message in a clause in which the Rheme is developed, which means the Rheme

[15]Emi Emilia, *Introducing Functional Grammar* (Bandung: Dunia Pustaka Jay, 2014), p. 225.

[16]M.A.K Halliday and C.M.I.M Matthiessen, *An Introduction to Functional Grammar,* Third Edition (London: Arnold, 2004), p. 64-65.

[17]C. Coffin & A. Hewings, "IELTS as Preparation for Tertiary Writing: Distinctive Interpersonal and Textual Strategies", In L.J. Ravelli and R. A. Ellis, *Analyzing Academic Writing* (London: Continuum. 2004), p. 136.

[18]C. Butcler. *Dynamics of Language Use: Functional and Contrastive Perspective* (Amsterdam/Philadelphia: John Benjamins, 2003), p. 133.

typically contains unfamiliar or new information.[19] Furthermore, Rheme is as the development of theme and it is always comes after theme.[20] It indicates that Rheme is something that giving supporting idea of the theme. Hence, Table 2.2 is listed the clause-initial of theme and Rheme.

Table 2.1 Concept of Theme and Rheme

Theme	Rheme
This presentation	Is very intresting
This presentation	Should be banned
This presentation	Has been going on for hour[21]

2.1.3.3 Themathic Progression

Thematic Progression is one of the ways to keep the cohesion of a text maintained, by repeating a Theme and Rheme or remake in the next clause.[22] Furthermore, Yang Yan stated that thematic progression provides some benefits as follows.[23] First, it offers new applied information to the reform of teaching models. With the help of thematic progression, how to make students aware of the interrelation of functional sentences becomes possible and feasible. Thematic

---

[19]Wei Jing, "Theme and Thematic Progression in English Writing Teaching,"*Journal of Education and Practice*, vol. 2 no. 21 (2015), p. 180. https://files.eric.ed.gov/fulltext/EJ1079122.pdf (accessed 28 April 2019).

[20]M.A.K Halliday & C.M.I.M Matthiessen, *An Introduction to Functional Grammar,* Third Edition (London: Arnold, 2004), p. 65.

[21]Alfin Leong Ping, "Developing the Message: Thematic Progression and Student Writing," *The Journal of ASIA TEFL*, vol. 4 no. 4 (2007), p. 97.

[22]Brian Paltridge, *Making Sense of Discourse Analysis* (Australia: Gerd Stabler, 2000), p. 140.

[23]YANG Yan, "On the Patterns of Thematic Progression in the Argumentative Writing of Non-English Majors," *US-China Foreign Language*, vol. 13 no.3 , (March 2015), p. 221. http://www.davidpublisher.org/Public/uploads/Contribute/551cab084cfef.pdf (accessed 29 April 2019).

progression provides a tool for readers to check if the discourse develops in a reasonable way for readers to follow. It provides a new training method for learners to improve English writing. Second, both the Theme and thematic progression give directions to appropriate and efficient communication, that is to say, in linear manners. In other words, the close interconnection of the preceding sentence and following sentence confirms the logic relevance in a discourse, in a passage and in a composition as a whole. Third, it gives a clue to wise choice and organization of information. A pair of concept named Theme and Rheme will be discussed on focus in the Theme-Based Approach. A wise choice and organization of information makes the text easy to follow. Forth, it provides enlightenment to the design of writing exercise. Suppose several chapters in reference books are spared to discuss the application of thematic progression, learners will learn how to make a beginning, develop the sentences and summarize the whole writing in the end instead of mixing up all the ideas into a whole. It means that thematic progression has a significant influence on writing.

2.1.3.4 Thematic Progression Pattern

According to Martin and Rother in Paltridge there are three pattern of thematic progression namely:[24]

2.1.3.4.1 Constant Pattern

Constant pattern is a pattern of the thematic progression by repeating the theme of a certain clause in the next clause.The pattern can be described as follows:

---

[24]Brian Paltridge, *Making Sense of Discourse Analysis* (Australia: Gerd Stabler, 2000), p. 140.

Theme 1 ────────➤ **Rheme 1**

Theme 2 ────────➤ **Rheme 2**

Theme 3 ────────➤ **Rheme 3**

Theme 4 ────────➤ **Rheme 4**

Theme 5 ────────➤ **Rheme 5**
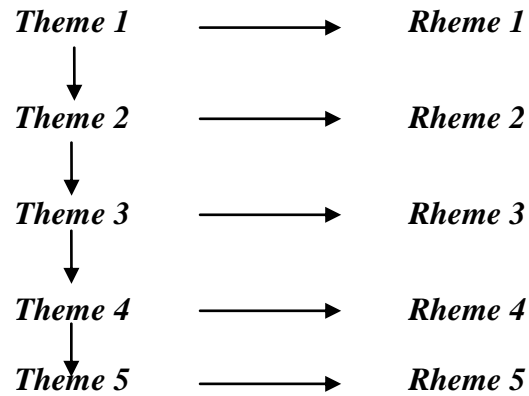
Figure 2.1 Constant Pattern of Thematic Progression

An example of a constant pattern above can be seen in the paragraph below:

***Li Ping** was born in China. **He** was very instrumental in learning English, and **he** always tried to find opportunities to speak English with his friends. When **he** was twelve, **he** could communicate with his foreign friends freely.*

2.1.3.4.2 Zig-ZagPattern

Zig-zag pattern is a pattern of thematic progression by taking a clause (Rheme) to be used as a theme in the next clause. The pattern can be described as follows:

Theme 1 ────────➤ **Rheme 1**

Theme 2 ────────➤ **Rheme 2**

Theme 3 ────────➤ **Rheme 3**

Theme 4 ────────➤ **Rheme 4**

Theme 5 ────────➤ **Rheme 5**
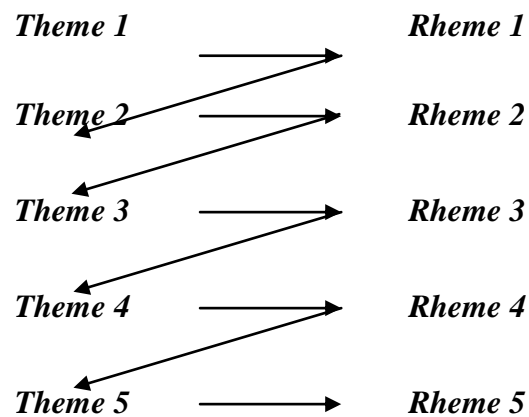
Figure 2.2 Zig-Zag Pattern of Thematic Progression

An example of a zig-zag pattern above can be seen in the paragraph below:

When Japanese people write their language, they use a combination of two **seperate alphabets as well as ideograms borrowed from China.The two alphabets** *are called hiragama and katakana.* **The Chinese ideograms** *are called kanji.* **Hiragana** *represents the 46 basic sounds that are made in the Japanese language.* **Katakana** *represents the same sounds as hiragana but is used mainly for words borrowed from foreign languages and for sound effects.* **Kanji** *are used tocommunicate an idea rather than a sound.*

2.1.3.4.3 Multiple Pattern

Multiple pattern is a pattern of thematic progression by taking a clause (Rheme) to be used as a theme in the next few clauses. The pattern is described as follows.

Theme 1 → *Rheme 1*

Theme 2 → *Rheme 2*

Theme 3 → *Rheme 3*

Theme 4 → *Rheme 4*

Theme 5 → *Rheme 5*
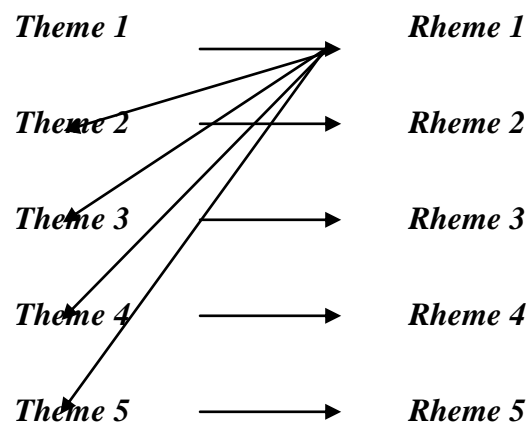
Figure2. 3 Multiple Pattern of Thematic Progression

An example of a multiple pattern above can be seen in the paragraph below:

There are **four basic types of clowns**. **Whiteface clowns** *cover their face with make-up, and they do not have the physical stunts like leaping and tumbling.* **Auguste clowns** *wear colorful, ill fittingclothing and oversized shoes. They also have bulbous noses and brightly colored wigs.* **Character clowns** *make fun of the human condition*

and they may impersonate characters as a cowboy, fireman, tramp or policeman. The more recent "New Vaudeville" clowns involve the audience in the performance.

2.2 Previous Related Research Finding

Farikha on her research, with the title "The Effectiveness of Thematic Progression (TP) Pattern with Jingle Button (JB) Technique in Teaching Writing Narrative Text". The researcher found that the implementation of thematic progression patterns with jingle button technique (TPJB) is effective for teaching writing of narrative text to the third semester students of the English Department of Untidar in 2014/2015 academic year. It can be seen from the improvement of the results of the writing test of narrative text. The pre-test score of writing is 53.64 and the post-test score is 73.10. Besides, the implementation of this technique also improved the students' learning motivation in joining teaching-learning activities of the implementation of TP-JB. Apart from this, thematic progression patterns with jingle button technique (TP-JB) can improve the students' motivation in joining teaching-learning activities of writing class.[25]

Sry on her research, with the title "The Effectiveness of Thematic Progression to Increase the Coherence of the Students' Paragraph" the researcher found that applying pattern of thematic progression increases the coherence of the students' paragraph. This is evident from the different average scores obtained by students, especially in the comparison of the average score on the first test (T1 = 60.5) to test 2 (T2 = 65.5), test 2 (T2 = 65.5) to test 3 (T3 = 70.7), test 3 (T3 = 70.7) to test 4 (T4 = 77.6). The increase in the average score from T1 to T4 showed that the pattern of

---

[25]Farikah, F, "The Effectiveness of Thematic Progression Patterns with Jingle Button Technique in Teaching Writing of Narrative Text," *ArabWorld English Journal*, vol. 6 no. 1 (March 2015), p. 333.https://dx.doi.org/10.24093/awej/vol6no1.25 (accessed 2 Mei 2019).

thematic progression was very significant in increasing the coherence of the student's English language.[26]

The research by YANG Yan, with the title, "On the Pattern of Thematic Progression in the Argumentation Writing of Non-English Majors" reveals the finding that the application of "Theme-Based Approach" in improving non-English majors' writing ability. The result showed that by implementing those Rheme-Rheme to the experimental class has positive impact on the improvement of students writing ability and high grade have been found. Unfortunately, this study spend long time and much energy to do the observation because it was done by giving treatment of pre-test and post-test to experimental and control class to apply those effectiveness. YANG Yan identifies the Rheme-Rheme to experimental class, and supporting sentence to the control class. The differences compared to this recent study showedthat the research conducted by YANG Yan specifically testifies the implemented technique, while this study focuses on analyzing the thematic progression on students' thesis proposal without including some technique.[27]

Finally, the researcher concluded that all of the researchers had the same research of object, it was thematic progression. Those all previous studies considerably had the same skills in writing, for the first reseracher her study focus in narative text, the second researcher her studyhad the same skills in writing but no spesific, third researcher focus in argumentation text. In case of making this study

---

[26]Sry Mulatsih, "The Effectiveness of Thematic Progression to Increase the Coherence of the Students' Paragraph", (Diponegoro University Instutional Repository: Semarang. 2010), p. 89-90.

[27]YANG Yan, "On the Patterns of Thematic Progression in the Argumentative Writing of Non-English Majors," *US-China Foreign Language*, vol. 13 no. 3 (March 2015), p. 298. http://www.davidpublisher.org/Public/uploads/Contribute/551cab084cfef.pdf (accessed 29 April 2019).

different with those previous studies, the researcher revealed that the different focus of this study is on improving students' exposition text through thematic progression at the eleventh grade students of MA YMPI Rappang.

2.3 Conceptual Framework

Following was the conceptual framework which was underlying this research:

```
                    ┌──────────────────────────┐
                    │    TEACHING WRITING      │
                    └──────────────────────────┘
                               │
                    ┌──────────────────────────┐
                    │    EXPOSITION TEXT       │
                    └──────────────────────────┘
              ┌────────────────┴────────────────┐
    ┌──────────────────────┐        ┌──────────────────────┐
    │ Hortatory Exposition │        │ Analytical Exposition│
    └──────────────────────┘        └──────────────────────┘
                               │
                    ┌──────────────────────────┐
                    │  Thematic Progression    │
                    │    (Martin and Rother)   │
                    └──────────────────────────┘
         ┌─────────────────────┼─────────────────────┐
 ┌────────────────┐   ┌────────────────┐   ┌────────────────┐
 │ Constan Pattern│   │ Zig Zag Pattern│   │Multiple Pattern│
 └────────────────┘   └────────────────┘   └────────────────┘
                               │
                    ┌──────────────────────────┐
                    │  Students' Writing Skills│
                    └──────────────────────────┘
     ┌──────────┬──────────┬──────────┬──────────┐
 ┌────────┐ ┌────────────┐ ┌──────────┐ ┌────────────┐ ┌──────────┐
 │Content │ │Organization│ │Vocabulary│ │Language Use│ │Mechanics │
 └────────┘ └────────────┘ └──────────┘ └────────────┘ └──────────┘
```
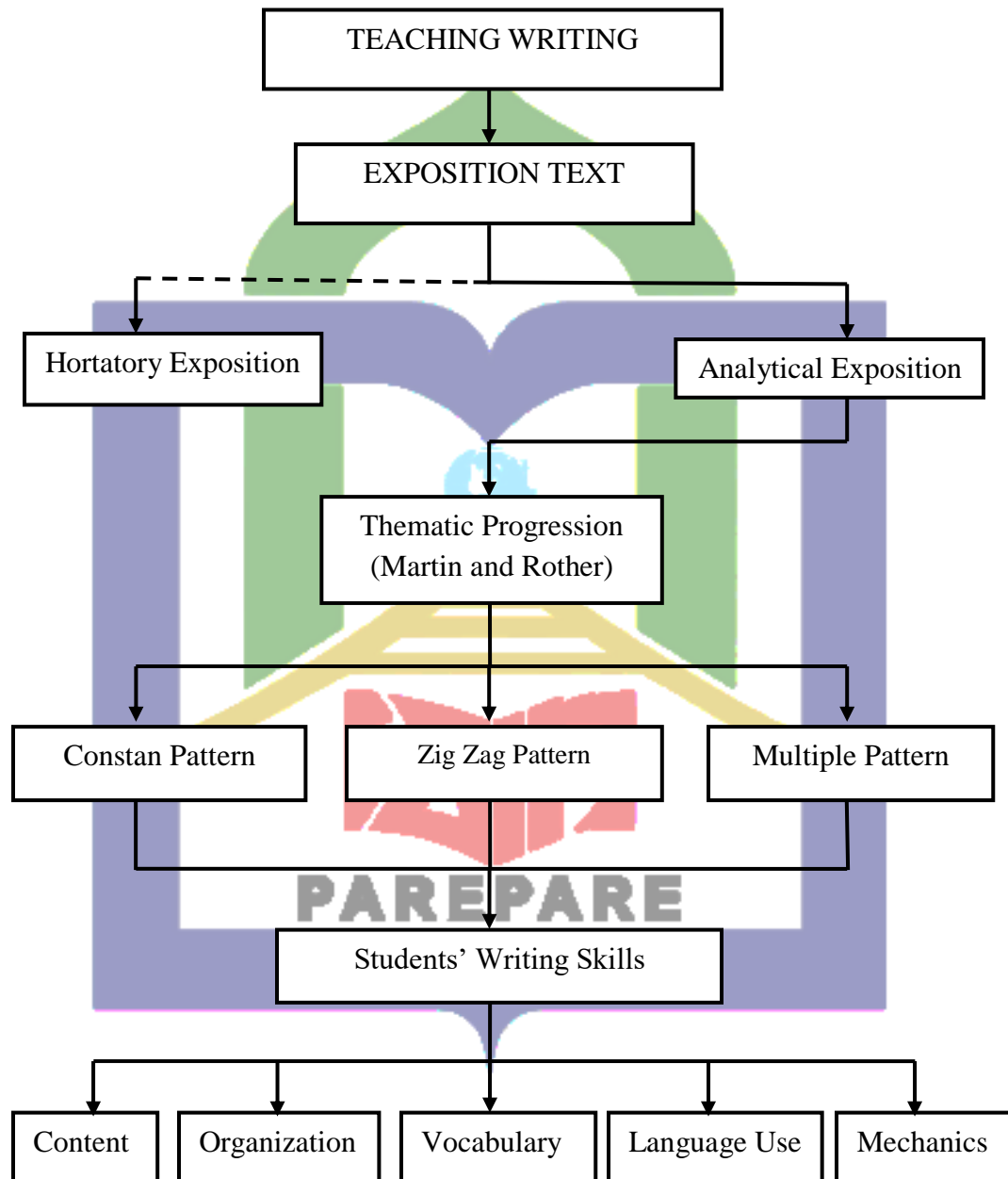
From the chart above, there were three stages involved in this research, such as input, process, and out put.

In input stage, the researcher collected the main information about students' writing skill by given written test before applying the treatment. Writing selected based on the core of this researcher and previous assumption that the language elementcategorized as poor and necessary to be improved.

In treatment stage, the researcher applied the treatment to improve the students' writing skills. These were teaching writing in exposition text through applied the thematic progression pattern,

In output stage, the researcher would know the effect from applying thematic progression pattern to the student. It would be possible that the treatment can show the result, it would be improved the students' writing skill or not. Additionally, the researcher would know that the treatment is good for used in learning writing or still need another away.

2.4 Hypothesis

Based on the previous explanation, the researcher formulates the hypothesis as follows:

2.4.1 H_a (Alternative Hypothesis): Thematic progression is able to improve students' abilityto write exposition text at the eleventh grade students of MA YMPI Rappang.

H_0 (Null Hypothesis): Thematic progression is not able to improve students' abilityto write exposition text at the eleventh grade students of MA YMPI Rappang.

2.4.2 H_a (Alternative Hypothesis): Students are interested in learning exposition text through thematic progression at the eleventh grade students of MA YMPI Rappang.

H_0 (Null Hypothesis): Students are not interested in learning exposition text through thematic progression at the eleventh grade students of MA YMPI Rappang.

2.5 Variable of the Research

There were two variables involve this research, they were dependent variable and independent variable, which were dependent variable is the students' exposition text and independent variable is thematic progression.

2.6 Definition Operational of Variable

2.6.1   Thematic Progression is one of the ways to keep the cohesion in students' exposition text at MA YMPI Rappang by repeating a Theme or Rheme in the next clauses, it helps the students how begin to write the text and develop the sentences.

2.6.2   Students Exposition text is students' proficiency to write and understand the text and it has function to persuade or influence readers' thinking which following by facts.

CHAPTER III
RESEARCH METHOD

This chapter discussed about the research design, location and duration, population and sample, instrument of the research, procedure of collecting data and techniques of data analysis.

3.1 The Research Design

The research used experimental design. An exprimental design is the traditional approach to conducting quantitative research.[1] The researcher used pre-experimental design which was applying in one group pre-test and post-test design. One group pre-test post-test design is a single group measured or observed not only after being exposed to a treatment of some sort, but also before.[2] Pre test (O_1) was given to the students before implementing treatment through thematic progression (X) and post test (O_2) was given after students get treatment, one group pre test post-test design described below.

O_1	X	O_2
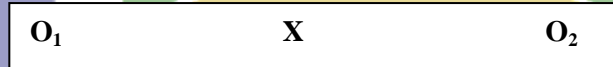
Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test[3]

---

[1]John W. Creswell, *Educational Research* (United State of America: Person, 2012), p. 294.

[2]Jack R. Fraenkel, Norman E. Wallen and Hellen H. Hyun, *How to Design and Evaluate Research in Education*, Eight Edition (New York: McGraw-Hill, 2012), p. 265.

[3]Sugiono, *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan RD* (Bandung: Alfabeta Bandung, 2012), p. 111.

3.2 Location and Duration of the Research

The location of the researchtook a place at MA YMPI Rappang and the researcher used two months for collecting the data.

3.3 The Population and Sample of the Research

3.3.1 Population

The population of this research was the eleventh grade students of MA YMPI Rappang. The total of students were 128 students. It shown in the following table.

Table 3.1 the total students of the eleventh grade of MA YMPI Rappang

No.	Class	Students		Total
		Male	Female	
1.	XI MIA1	9	25	34
2.	XI MIA 2	8	25	33
3.	XI IIS 1	13	15	28
4.	XI IIS 2	14	19	33
Total		44	84	128

Source: Administration of MA YMPI Rappang at Year 2019

3.3.2 Sample

The methode of sampling in this research was puposive sampling. It took one class. Purposive sampling also referred to as judgment sampling, is the process of celecting a sample that is belived to be representative of given population.[4] In this research, the researcher took the class XI IPA 2 whichwere consist of 33 students as the sample of this research, the researcher choose the sample based on their capability

---

[4]L.R. Gay, Goeffrey E. Mills, and Peter W. Airasian, *Educational Research Competencies for Analysis and Applications*, Tenth Ediition (USA: Pearson Education Inc, 2012), p. 141.

on learning English. They have basic vocabulary and grammar for arranging the words in sentences. So it was suitable took them as the sample.   .

3.4 The Instruments of the Research

In this research, in collecting the data the researcher used test and questionnaire.

3.4.1 Test

In this research, test consists of two tests namely pre-test and post-test. Pre-test aimed to know the students' writing skills before applying thematic progression pattern while post-test aimed to know the students' improvement in writing after applying thematic progression pattern. The test used to find out the students' achievement before and after giving treatment, especially the students' writing skills in exposition text through thematic progression.

3.4.2 Questionnaire

In this research, the researcher distributed the questionnaires to the students to measured the students' interested in learning exposition text through thematic progression. The questionnaires would distribute after the treatment given by the research.

3.5 Procedure of Collecting Data

The procedures of collecting data as follows:

3.5.1 Pre-test

This test aimed to know the students ability in writing before doing treatment. First, the researcher explained about exposition text to the students. Students should understand well the explanation given. Researcher asked the students to give conclusion that students can understand from the explanation given. The researcher

gave the students writing test about exposition text. After giving pre-test the researcher gave the students treatment.

3.5.2 Post-Test

After giving the treatment, post-test was given by asking students to wrote down what students can understand from the treatment given. This post-test aimed to know the students' improvement in exposition text after receiving the treatment (Thematic Progression Pattern).

3.6 Treatment

3.6.1 First Meeting

After giving a pre-test, the researcher gave treatment to the students in the class. The treatment conducted for six meetings. For every meeting, the researcher gave dofferent topics.

In the activity of the first meeting, the researchergreeted the students and prayed before studying. Next, the researche gave advice and motivation to the students before studying. Then, the researchergave handouts about the materials. And then, the researchergave explanation about analytical exposition text (*K-pop has big influences*) with applying the Constant Pattern of Thematic progression and the students pay attention well to the material presented by researcher. Then, the researchergave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text. At the end, the researcher concluded about the material, then closed the class and pray together.

3.6.2 Second Meeting

In the activity of the second meeting, the researchergreeted the students and prayed before studying. Next, the researche gave advice and motivation to the students before studying. Then, the researchergave handouts about the materials. And then, the researchergave explanation about analytical exposition text (*Television is bad for teenagers*) with applying the Constant Pattern of Thematic progression and the students pay attention well to the material presented by researcher. Then, the researchergave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text. At the end, the researcher concluded about the material, then closed the class and pray together.

3.6.3 Third Meeting

In the activity of the third meeting, the researchergreeted the students and prayed before studying. Next, the researche gave advice and motivation to the students before studying. Then, the researchergave handouts about the materials. And then, the researchergave explanation about analytical exposition text (*Smoking has bad impact*) with applying the Ziig-zag Pattern of Thematic progression and the students pay attention well to the material presented by researcher. Then, the researchergave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text. At the end, the researcher concluded about the material, then closed the class and pray together.

3.6.4 Fourth Meeting

In the activity of the fourth meeting, the researchergreeted the students and prayed before studing. Next, the researche gave advice and motivation to the students before studing. Then, the researchergave handouts about the materials. And then, the researchergave explanation about analitical exposition text (*The important of breakfast*) with applying the Zig-zag Pattern of Thematic progression and the students pay attention well to the material presented by researcher. Then, the researchergave the students chanced to asked about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text. At the end, the researcher concluded about the material, then closed the class and pray together.

3.6.5 Fifth Meeting

In the activity of the fifth meeting, the researchergreeted the students and prayed before studying. Next, the researche gave advice and motivation to the students before studying. Then, the researchergave handouts about the materials. And then, the researchergave explanation about analytical exposition text (*Mobile phone should be banned in the school)* with applying the Multiple Pattern of Thematic progression and the students pay attention well to the material presented by researcher. Then, the researchergave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text. At the end, the researcher concluded about the material, then closed the class and pray together.

3.6.6 Sixth Meeting

In the activity of the sixth meeting, the researchergreeted the students and prayed before studying. Next, the researche gave advice and motivation to the students before studying. Then, the researchergave handouts about the materials. And then, the researchergave explanation about analytical exposition text (*The dangerous*) with applying the Multiple Pattern of Thematic progression and the students pay attention well to the material presented by researcher. Then, the researchergave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text. At the end, the researcher concluded about the material, then closed the class and pray together.

3.7 Technique of Data Analysis

The data collected through the test that had been analyzed by using quantitative analysis employed statically calculation SPSS 23 computer calculation to test the hypothesis. The steps are as follows:

3.7.1 Classifying the students' analytical exposition text scores

Table 3.2: the classification of students' score

No.	Classification	Score Level	Criteria
1.	Content	30-27	Excellent to very good: knowledge, substantive development of topic, relevant to assigned topic.
		26-22	Good to arrange: some knowledge, of subject, adequate range, limited development of topic, but lacks details.
		21-17	Fair to poor: limited knowledge of subject, the tittle substance, inadequate

			development of topic.
		16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
2.	Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
		17-14	Good to average: somewhat choppy, loosely organized but man ideas stand out limited support, logical but incomplete sequencing.
		13-10	Fair to poor: non fluent ideas confused or disconnected, lacks logical sequencing.
		9-7	Very poor: does not communicate, no organized.
3.	Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/Idiom choice and usage.
		17-14	Good to average: adequate range, occasional errors of word/idiom form, choice,usage, meaning not confused or obscured.
		13-10	Fair to poor: limited range, frequent errors of word idiom form, choice, and usage, etc.
		9-7	Very poor: essentially translation, tittle, knowledge of English vocabulary.
4.	Language use	25-22	Excellentto very good: effective complex

			construction, few errors agreement, tense, number, word order/function, articles, pronouns, preposition.
		21-18	Good to average: effective but simple/complex construction, minor problems in complex construction,several errors of agreement, tense, number, word, order/function, articles, pronouns, preposition, but meaning seldom obscured.
		17-11	Fair to poor: major problem simple/complex construtions: frequent errors of negation, agreements, tense, number, word/function, articles, pronouns, prepositions, and/or fragments, deletion, meaning confused or obscured.
		10-5	Very poor: virtually no mastery of sentence contributions rules. Dominated by errors, does not communicate, or not enough to evaluate.
5.	Mechanics	5	Excellent to very good: demonstrates mastery conventions. Few errors of spelling, function, capitalization, paragraphing.
		4	Good to arrange occasional errors of spelling, function, capitalization, paragraphing, but meaning not obscured.
		3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or

			obscured.
		2	Very poor: no mastery conventions dominated by errors spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.[5]

3.7.2 Both pre-test post-test are classified based on the following classification on table.

Table 3.3: classifying students' scores

No.	Classification	Score
1.	Very Good	80- 100
2.	Good	66- 79
3.	Fair	56- 65
4.	Poor	40- 55
5.	Very poor	≤ 39[6]

Based on Suharsimi Arikunto's statement that the students' who get 80- 1-00 scores, they will be in very good position, the students who get 66- 79 scores, they will be in good position, the students who get 56- 65 scores, they will be in fair position, while the students who get 40- 55 scores, they will be in poor position and the student will be in very poor position if they got ≤ 39 scores. The total score is 100 that have been gotten from total score of content is 30 total scores, the organization is 20 total scores, the vocabulary is 20 total scores, the language use is 25 total scores and the mechanics is 5 total scores of writing of pre-test and post-test.

---

[5]J. B Heaton, *Writing English Language Tests* (London and New York: Longman Group UK Limited, 1991), p. 146.

[6]Suharsimi Arikunto, *Dasar-dasr Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

To analyse the data of this research, the researcher used the formula of SPSS statistic 23 computer to calculate data based on students' result related the test.

3.7.3 Calculating the rate percentage of the students' score to know their interested learning exposition text through thematic progression by using the following formula :

$$P = \frac{F}{N} \times 100 \%$$

Where:

P : percentage

F : frequency

N : total number of sample[7]

---

[7]L.R. Gay, *Education Research Competencies for Analysis and Application*, Second Edition (New York: Charles E.Merrill Publishing Company, 1981), p. 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provides information about description of the findings including the data collected, data process and the result as well. Besides, it presents the process of testing hypothesis and the discussion of the findings including the explanation of the students' writing skill improvement after being taught by applyingthematic progression.

4.1. Findings of the Research

To answer the research questions in the previous chapter, the researcher collected necessary data of students' writing skill in analytical exposition text before and after being taught by applyingthematic progression by using the instruments of the research. Writing Test which was applied in pretest and posttest was used to answer the first research question: is thematic progression able to improve students'analytical exposition text at the eleventh grade students of MA YMPI Rappang. Meanwhile, questionnaire was conducted to answer the second research question:are the students interested in learning exposition text through thematic progression at the second grade students of MA YMPI Rappang. The data process and the findings through these instruments are elaborated as follows.

4.1.1   Finding through Writing Test

4.1.1.1 The Result of Pre Test

This pre-test conducted with 33 students class XI MIA 2 in the class at MA YMPI Rappang. The pre-test ran for a day, it began on September10[th] 2019. After giving the pre-test to the students, the writer found out the result of the students' writing skill based on the criteria of writing skill which are content, organization,

vocabulary, language use and mechanics. The classification of the samples' writing score is presented in the following table:

Table 4.1 The Result of Pre-Test

No.	Respondent Number	The Student's Rate					Total	Classification
		C	O	V	L	M		
1	AN	13	8	9	8	2	40	Poor
2	ARD	17	10	11	13	3	54	Poor
3	IQ	20	13	15	14	3	65	Fair
4	MU	15	11	11	11	3	51	Poor
5	MFW	17	10	12	11	4	54	Poor
6	MI	15	9	10	10	3	47	Poor
7	RU	16	9	10	10	3	48	Poor
8	AP	16	11	12	12	3	54	Poor
9	HA	19	14	14	15	4	66	Good
10	JU	16	9	9	10	3	47	Poor
11	MAN	17	9	9	16	4	55	Poor
12	ND	19	14	14	15	3	65	Fair
13	NT	17	9	9	10	4	49	Poor
14	NARI	14	12	13	14	4	57	Fair
15	NB	17	13	13	16	3	62	Fair
16	NF	13	9	9	10	3	44	Poor
17	NU	17	13	9	11	3	53	Poor
18	NHM	17	9	10	10	4	50	Poor
19	NF	17	10	9	11	4	51	Poor
20	RAM	17	12	10	12	4	55	Poor
21	RAR	17	9	11	11	3	51	Poor
22	RA	17	10	10	10	3	50	Poor
23	SE	13	9	9	11	3	45	Poor
24	SR	20	11	13	14	4	62	Fair
25	SU	17	10	10	16	4	57	Fair
26	UMS	14	10	10	10	3	47	Poor
27	UK	20	9	10	10	4	53	Poor
28	WA	17	10	10	17	4	58	Fair
29	WWA	20	14	14	15	4	67	Good
30	MRM	13	9	10	10	3	45	Poor

31	ME	17	13	10	11	4	55	Poor
32	SRT	17	10	10	10	4	51	Poor
33	FNR	19	10	11	15	4	59	Fair
Average		**16,63**	**10,51**	**10,66**	**12**	**3,4**	**53,55**	**Poor**

(Source: Primary Data Processing)

Based on the result of pre-test analysis in the table above, it has been found that the total score of the range from 0 to 100. There was **0** student got **Very Poor**. They were **23** students got **Poor** classification**,** but the minimum total score was achieved by 1st first respondent with 40 total score. Then, they were **8** students got **Fair** classification and they were **2** students got **Good** classification, but the maximum total score was achieved by 29th respondent with 66 total score. Actually, there was **0** students got **Very Good**. However, the overall students' achievement was **53,55** as the average score for their writing skill in exposition text, which meant the quality all of the students is **Poor**.

The pre-test was also processed and analyzed by using SPSS statistic 23 which has eventually resulted in the following pre-test description:

Table 4.2 The Statistic Result of Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	33	40	67	53.55	6.787
Valid N (listwise)	33				

Table 4.2 above shows that the number of sample were 33 students and it could be described from table above that the students' maximum score was 67 and the minimum score was 40, the mean score was 53.55, the standard deviation score was 6.787. Furthermore, it was the score of students' prior writing skill before being

taught by thematic progression pattern. They mostly had low score in writing component especially in organization that the text did not well organized.

The description of the pre-test can also be seen in the following statistical pie chart which was processed by using SPSS Statistic 23 as well.

Chart 4.1.Pre-Test Score Distribution and Frequency.
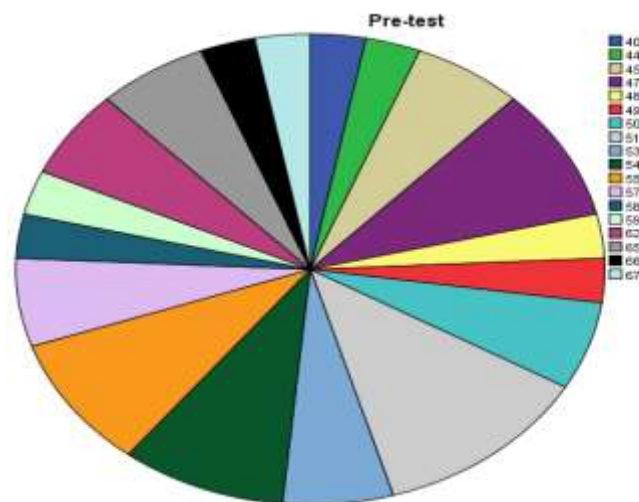
The pie chart above shows of the pre-test score distribution and frequency of the students' writing skills; there is no students' got very good, 2 (66, 67) or 6% students got good score, 8 (57, 57, 58, 59, 62, 62 65, 65,) or 24,3% students got fair score, 23 (40, 44, 45, 45, 47, 47, 47, 48, 49, 50, 50, 51, 51, 51, 51, 53, 53, 54, 54, 54, 55, 55, 55) or 69,7% students got poor score.

After pre-test, the activity continued with treatment. To find out the solution of the students' writing skills, the researcher taught thematic progression pattern in treatment to improve the students' writing skills in exposition text. This treatment was given during 6 meetings.

The first meeting began in September 7th 2019. The activity ran for 90 minutes. the researcher gave handouts about the materials. And then, the researcher

gave explanation about analytical exposition text *(K-pop has big influence)* with applying the constantpattern of thematic progression and the students paid attention well to the material presented by researcher. Then, the researcher gave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text by applied constant pattern. At the end, the researcher concluded about the material and asked them the difficulties during learning process.

The second meeting began in September 24th 2019. The activity ran for 90 minutes. The researcher gave handouts about the materials. And then, the researcher gave explanation about analytical exposition text *(Television is bad for children)* with applying the constantpattern of thematic progression and the students paid attention well to the material presented by researcher. Then, the researcher gave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text by applied constant pattern. At the end, the researcher concluded about the material and asked them the difficulties during learning process.

The third meeting began in October 1th 2019. The activity ran for 90 minutes. The researcher gave handouts about the materials. And then, the researcher gave explanation about analytical exposition text *(Smoking had bad impact)* with applying the zig-zag pattern of thematic progression and the students paid attention well to the material presented by researcher. Then, the researcher gave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text by applied constant pattern. At the end, the researcher concluded about the material and asked them the difficulties during learning process.

The fourth meeting began in October 8th 2019. The activity ran for 90 minutes. The researcher gave handouts about the materials. And then, the researcher gave explanation about analytical exposition text *(The important of breakfast)* with applying the zig-zag pattern of thematic progression and the students paid attention well to the material presented by researcher. Then, the researcher gave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote analytical exposition text by applied constant pattern. At the end, the researcher concluded about the material and asked them the difficulties during learning process.

The fifth meeting began in October 15th 2019. The activity ran for 90 minutes. The researcher gave handouts about the materials. And then, the researcher gave explanation about analytical exposition text *(Mobile phone should be banned in the school)* with applying the multiplepattern of thematic progression and the students paid attention well to the material presented by researcher. Then, the researcher gave the students chance to ask about the material. After that, the researcher gaive an assignment to students to wrote analytical exposition text by applied constant pattern. At the end, the researcher concluded about the material and asked them the difficulties during learning process.

The sixth meeting began in August 16th 2019. The activity ran for 90 minutes. The researcher gave handouts about the materials. And then, the researcher gave explanation about analytical exposition text *(The dangerous of drug)* with applying the multiplepattern of thematic progression and the students paid attention well to the material presented by researcher. Then, the researcher gave the students chance to ask about the material. After that, the researcher gave an assignment to students to wrote

analytical exposition text by applied multiple pattern.At the end, the researcher concluded about the material and asked them the difficulties during learning process.

4.1.1.2 The Result of Post-Test

This post-test conducted after treatment activities with 33 students. The post-test was administrated on Tuesday, October 29th 2019 in the class at MA YMPI Rappang after the students got some treatment for six meetings learned about analytical exposition through thematic progression pattern. After giving the post-test to the students, the researcher found out the result of the students' writing skill based on the criteria of writing skill which are content, organization, vocabulary, language use and mechanics. The result of the students' writing post-test are presented in the following the table:

Table 4.3 The Result of Post-Test

No.	Responden Number	The Student's Rate					Total	Classification
		C	O	V	L	M		
1	AN	16	13	12	14	4	59	Fair
2	ARD	20	17	16	16	4	73	Good
3	IQ	21	18	19	20	4	82	Very Good
4	MU	17	14	14	13	4	62	Fair
5	MFW	22	18	18	20	5	83	Very Good
6	MI	17	16	16	16	4	69	Good
7	RU	17	14	15	14	4	64	Fair
8	AP	20	17	17	16	4	74	Good
9	HA	26	18	17	21	5	87	Very Good
10	JU	20	17	16	16	5	74	Good
11	MAN	22	18	16	19	5	80	Very Good
12	ND	22	19	19	21	5	86	Very Good
13	NT	20	17	17	15	5	74	Good
14	NARI	16	14	14	14	4	62	Fair
15	NB	22	18	19	19	4	82	Very Good
16	NF	26	19	17	21	5	88	Very Good

17	NU	22	19	18	19	4	82	Very Good
18	NHM	19	16	16	16	4	71	Good
19	NF	22	16	16	17	5	76	Good
20	RAM	19	17	17	19	5	77	Good
21	RAR	20	14	13	16	5	68	Good
22	RA	16	13	13	14	4	60	Fair
23	SE	22	17	15	17	5	76	Good
24	SR	26	18	17	22	5	88	Very Good
25	SU	24	18	14	20	4	80	Very Good
26	UMS	16	14	14	13	4	61	Fair
27	UK	19	16	17	16	4	72	Good
28	WA	20	14	14	17	5	70	Good
29	WWA	22	19	17	21	5	84	Very Good
30	MRM	21	15	17	16	4	73	Good
31	ME	22	18	18	20	5	83	Very Good
32	SRT	25	18	15	22	5	85	Very Good
33	FNR	21	14	14	17	4	67	Good
Average		**20,60**	**16,45**	**15,96**	**17,48**	**4,48**	**74,91**	**Good**

(Source: Primary Data Processing)

Based on the result of post-test analysis in the table above, it has been found that the total score of the range from 0 to 100. There was **0** students got **Poor** and **Very poor**. They were 6 students got **Fair,** but the minimum total score was achieved by first 1[st]respondentwith 59 total score. Then, they were 14 students got **Good** classification and they were 13 students got **Very good** classification, but the maximum total score were achieved by respondent 16th and 24th with 88 total score. However, the overallstudents' achievementwas 74,91 as the average score for their writing skill in exposition text, which meant the quality all of the students is **Good.**

The post-test was also processed and analyzed by using SPSS statistic 23 which has eventually resulted in the following pre-test description:

Table 4.4 The Statistic Result of Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test	33	59	88	74.91	8.769
Valid N (listwise)	33				

Table 4.2 above show that the number of sample were 33 students and it could be the described from table above that the minimum score was 59 and the students' maximum score was 88, the mean score was 74.91, and the standard deviation score was 8.769. Furthermore, it was the score of students' writing skill after being taught by thematic progression pattern. In addition, the number of students who gained the highest total score increased and the result of post-test showed that no students got poor and very poor classification.

The description of the post-test can also be seen in the following statistical pie chart which was processed by using SPSS Statistic 23 as well.

Chart 4.2 Post-Test Score Distribution and Frequency.
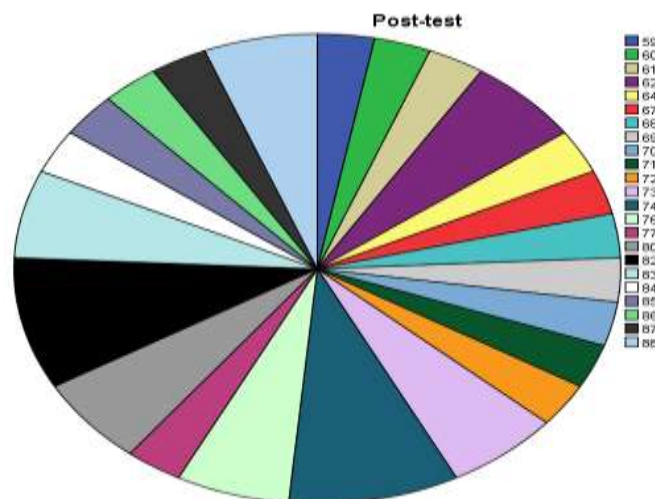
The pie chart above shows of the pre-test score distribution and frequency of the students' writing skills; there were 13 (80, 80, 82, 82, 82, 83, 83, 84, 85, 86, 87, 88, 88) or 39,6% students got very good, 14 (67, 68, 69, 70, 71, 72, 73, 73 74, 74, 74, 76,76, 77) or 42,3% students got good score, and 6 (59, 60, 61, 62, 62, 64) or 18,1% students got fair score.

4.1.1.3 The Overall Result of Pre-Test and Post-Test

In order to know the result of this research, the comparison of students' pre test score to students' post-test score enables us to see whether the treatment was successful in improving students' writing skill in exposition text of the teaching material in treatment. The comparison of the score gain between pre-test and post-test can be illustrated as follow:

Table 4.5 The Scores Comparison between Pre-Test and Post-test.

No.	Respondent Number	Score Pre Test		Score Post Test	
		Total	Classification	Total	Classification
1	AN	40	Poor	59	Fair
2	ARD	54	Poor	73	Good
3	IQ	65	Fair	82	Very Good
4	MU	51	Poor	62	Fair
5	MFW	54	Poor	83	Very Good
6	MI	47	Poor	69	Good
7	RU	48	Poor	64	Fair
8	AP	54	Poor	74	Good
9	HA	66	Good	87	Very Good
10	JU	47	Poor	74	Good
11	MAN	55	Poor	80	Very Good
12	ND	65	Fair	86	Very Good
13	NT	49	Poor	74	Good
14	NARI	57	Fair	62	Fair
15	NB	62	Fair	82	Very Good
16	NF	44	Poor	88	Very Good
17	NU	53	Poor	82	Very Good

18	NHM	50	Poor	71	Good
19	NF	51	Poor	76	Good
20	RAM	55	Poor	77	Good
21	RAR	51	Poor	68	Good
22	RA	50	Poor	60	Fair
23	SE	45	Poor	76	Good
24	SR	62	Fair	88	Very Good
25	SU	57	Fair	80	Very Good
26	UMS	47	Poor	61	Fair
27	UK	53	Poor	72	Good
28	WA	58	Fair	70	Good
29	WWA	67	Good	84	Very Good
30	MRM	45	Poor	73	Good
31	ME	55	Poor	83	Very Good
32	SRT	51	Poor	85	Very Good
33	FNR	59	Fair	67	Good
Average		**53,55**	**Poor**	**74,91**	**Good**

The improvement of students' writing skill was revealed by table 4.5. As can be seen, students' gain scores between pre-test and post-test mostly increased. In addition, the improvement can be measured by comparing the average of the students' score in pre-test and post-test. Furthermore, the average in pre-test was **53,55(fair)** and increased to **74,91(good)** inpost-test.It means that students got improvement in their writing skill through thematic progression pattern.

4.1.1.4 Normality Test

In order to find out wether the sample is normal or non-normal, it is necessary to test the sample distribution which called normality test generally. The normality test result deals with the statements of hypothesis test:

4.1.1.4.1 Null Hypothesis (H_o) : The sample are normally distributed

4.1.1.4.2 Alternative Hypothesis (H_a) : The sample are not normally distributed

With the criteria:

If Asymp. Sig (2-tailed) > 0,05. It means H_o is accepted

If Asymp. Sig (2-tailed) < 0,05. It means H_o is rejected

In order to test the normality of sample distribution, this research used Kolmogorov-Smirnov statistical test as follow:

Table 4.6 One Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

			Pre-test	Post-test
N			33	33
Normal Parameters[a,b]		Mean	53.55	74.91
		Std. Deviation	6.787	8.769
Most Extreme Differences		Absolute	.112	.124
		Positive	.112	.081
		Negative	-.075	-.124
Test Statistic			.112	.124
Asymp. Sig. (2-tailed)			.200[c,d]	.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The table 4.6 above shows N = 33, which means the number of the sample was 33, mean = 53,55, which means the average value of the sample in pre-test and 74.91 in post-test, and standard deviation = 6.787 in pre-test and 8.769 in post-test. Furthermore, Asymp. Sig. (2-tailed) which in this case = 0,200 in pre-test and 0,200 in post-test.

Based on the table above, the researcher can conclude that:

1. Asymp. Sig. (2-tailed) of pre-test= 0,200> 0,05. It means that the sample is normally distributed.

2. Asymp. Sig. (2-tailed) of pre-test of post-test= 0,200 > 0,05. It means that the sample is also normally distributed.

4.1.1.5 Paired Sample T-test

Paired Sample T-test was used to test the difference of average between two data groups in pairs. In addition, Paired Sample T-test was used in this research to know that: is there significant difference between the students' writing skills before and after giving treatment through thematic progression pattern with the following hypothesis namely:

4.1.1.5.1 Null Hypothesis (H_o) : There is no significant difference between the students' writing skills before and after giving treatment through thematic progression pattern.

4.1.1.5.2 Alternative Hypothesis (H_a) : There is significant difference between the students' writing skills before and after giving treatment through thematic progression pattern.

With the criteria:

If $-t_{table}$ = 2,036 (α = 0,05: 2 and df = 32) > t_{test}< t_{table}. It means H_o is accepted,

If $-t_{test}$< $-t_{table}$ or t_{test}> t_{table}. It means H_o is accepted, or

If Sig (2-tailed) > 0,05. It means H_o is accepted

If Sig (2-tailed) < 0,05. It means H_o is rejected

Table 4.7 Paired Sample Test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-test Post-test	-21.364	7.901	1.375	-24.165	-18.562	-15.533	32	.000

Related to the table above, it found that SPSS statistic 23 output that t-test = -15,533, df = 32, so t-table = +2,036/-2,036 and sig (2-tailed)= 0,000. This output proves that $-t_{test} < -t_{table}$ (-15,533 < -2,036) and Sig (2-tailed) < 0,05 (0,000< 0,05) it means that H_o is rejected and there is significant difference between the students' writing skills before and after giving treatment through thematic progression pattern. In addition, from the mean in pre-test and post-test, it can be known that the mean of post-test was higher than pre-test. It can be concluded that thematic progression pattern is able to improve the students' writing skills in exposition text at the eleventh grade students of MA YMPI Rappang.

4.1.2 Finding of the Students' Interested through Questionnaire

On Tuesday, October 29th after the students followed the process of learning in the first meeting until sixth meeting. The researcher gave the questionnaire to know their interested in learning exposition text through thematic progression.

Table item 1. Apakah Anda hadir ketika guru mengajarkan teks analytical exposition dengan menerapkan pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	30	91%
2	No	3	9%

The table above indicates that 30 students (91%) chose yes and 3 students (9%) chose no. It means that most of the students attended when the teacher taught analytical exposition text by applying thematic progression pattern.

Table item 2 Apakah Anda mengikuti pelajaran bahasa Inggris tentang teks analytical exposition dengan menerapkan pola thematic progression dengan penuh perhatian?

No.	Category	Frequency	Percentage
1	Yes	24	73%
2	No	9	27%

The table above indicates that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students attended English lesson about analytical exposition text by applying thematic progression pattern attentively.

Table item 3. Apakah Anda mencoba mempelajari dengan teliti, ketika guru memberikan tugas teks analytical exposition dengan menerapkan pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	24	73%
2	No	9	27%

The table above indicates that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students tried to study carefully, when the

teacher gave assignment about analytical exposition text by applying thematic progression pattern.

Table item 4. Apakah Anda mengerjakan tugas tentang teks analytical exposition dengan menerapkan pola thematic progression tepat waktu?

No.	Category	Frequency	Percentage
1	Yes	19	58%
2	No	14	42%

The table above indicates that 19 students (58%) chose yes and 14 students (42%) chose no. It means that most of the students did assignment about analytical exposition text by applying thematic progression pattern on time.

Table item 5. Apakah Anda merasa tertarik ketika mempelajari teks analytical exposition dengan menerapkan pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	25	76%
2	No	8	24%

The table above indicates that 25 students (76%) chose yes and 8 students (24%) chose no. It means that most of the students interested to learn analytical exposition text by applying thematic progression pattern.

Table item 6. Apakah Anda merasa termotivasi belajar teks analytical exposition dengan menerapkan pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	29	88%
2	No	4	12%

The table above indicates that 29 students (88%) chose yes and 4 students (12%) chose no. It means that most of the students motivated to learn analytical exposition text by applying thematic progression pattern.

Table item 7. Apakah Anda merasa bersemangat belajar teks analytical exposition dengan menerapkan pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	22	67%
2	No	11	33%

The table above indicates that 22 students (67%) chose yes and 11 students (33%) chose no. It means that most of students were eager to learn analytical exposition text by applying thematic progression pattern.

Table item 8. Apakah Anda merasa senang belajar teks analytical exposition dengan menerapkan pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	24	73%
2	No	9	27%

The able above indicates that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students felt happy to learn analytical exposition text by applying thematic progression.

Table item 9. Apakah Anda merasa bahwa, pola thematic progression cocok dalam menulis text analytical exposition text?

No.	Category	Frequency	Percentage
1	Yes	29	88%
2	No	4	12%

The table above indicates that 29 students (88%) chose yes and 4 students (12%) chose no. It means that most of the students found that thematic progression pattern was suitable in write analytical exposition text.

Table item 10. Apakah Anda merasa bahwa, pola thematic progression dapat membantu Anda dalam meningkatkan kemampuan menulis Anda dalam bahasa inggris?

No.	Category	Frequency	Percentage
1	Yes	26	79%
2	No	7	21%

The table above indicates that 26 students (79%) chose yes and 7 students (21%) chose no. It means that most of the students found that thematic progression pattern can helped the students to improved their writing skills in analytical exposition text.

Table item 11. Apakah Anda merasa bahwa, pola thematic progression dapat memecahkan masalah Anda dalam menulis teks bahasa inggris?

No.	Category	Frequency	Percentage
1	Yes	24	73%
2	No	9	27%

The table above indicates that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students found that thematic progression pattern can solved their problem in writing.

Table item 12. Apakah Anda diberikan kesempatan untuk bertanya ketika mengalami kesulitan dalam mengerjakan tugas menulis teks analytical exposition?

No.	Category	Frequency	Percentage
1	Yes	31	94%
2	No	2	6%

The table above indicates that 31 students (94%) chose yes and 2 students (6%) chose no. It means that most of the students were given the opportunity to asked question when they were difficult to do analytical exposition assignment.

Table item 13. Apakah Anda menggunakan kesempatan bertanya?

No.	Category	Frequency	Percentage
1	Yes	18	55%
2	No	15	45%

The table above indicates that 18 students (55%) chose yes and 15 students (45%) chose no. It means that most of the students used the opportunity to ask questions.

Table item 14.Apakah pembelajaran teks analytical exposition lebih baik dengan menerapkan pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	23	70%
2	No	10	30%

The table above indicates that 23 students (70%) chose yes and 10 students (30%) chose no. It means that most of the students found that learn analytical exposition text was better by applying thematic progression pattern.

Table item 15. Apakah Anda merasa bahwa, kemampuan menulis teks analytical exposition sudah meningkat setelah belajar pola thematic progression?

No.	Category	Frequency	Percentage
1	Yes	22	67%
2	No	11	33%

The table above indicates that 22 students (67%) chose yes and 11 students (33%) chose no. It means that most of the students found that their writing skills in analytical exposition text improved after learnt thematic progression pattern.

4.1.8 The Result of data questionnaire about the students' interested in learning exposition text through thematic progression by Guttman scale[1]

Table 4.8 The score of the questionnaire about students' interested

Resp.	Question items															Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	4
2	1	1	1	0	0	1	1	0	1	1	1	0	0	1	0	9
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
4	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	5
5	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	13
6	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	8
7	1	0	0	1	1	0	0	0	1	1	1	1	0	0	1	8
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14
10	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	12
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
12	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	13
13	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14
14	1	0	1	0	0	1	0	0	1	1	0	1	0	1	1	8
15	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	11
16	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14
17	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	13
18	1	1	1	0	0	1	0	0	1	1	1	1	0	1	0	9

[1]Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitattif, dan R&D* (Bandung: Alfabeta, 2014), p. 139.

19	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	13
20	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	12
21	1	1	0	1	0	1	0	0	1	1	1	1	1	0	0	9
22	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	11
23	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	12
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
25	1	0	1	0	1	1	1	1	1	0	0	1	0	1	1	10
26	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	11
27	1	0	1	0	0	1	0	0	0	0	0	1	1	1	0	6
28	0	0	1	0	1	0	1	1	0	0	1	1	0	1	1	8
29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
30	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	13
31	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	13
32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
33	1	0	0	0	1	1	0	1	1	1	1	1	0	1	0	9
Total																370

The 4.8 above shows that the cumulative score that the students got through questionnaire was 370. It described that most of students interested in process learning analytical exposition text through thematic progression pattern.

4.2 Discussion

This part elaborates deeply about the findings of this research in accordance with basic theories which were elaborated in chapter II. It aimed to describe the achievement of the objectives of the research after the researcher activities. The first objective is to find out that that applying thematic progression pattern is able to improve students' writing skills in exposition text at the eleventh grade students of MA YMPI Rappang. Furthermore, the second objective is to explain are the students interested in learning exposition text by applying thematic progression pattern at the eleventh grade students of MA YMPI Rappang. These objectives are discussed in the following paragraphs for the further explain.

The experiment in the eleventh grade students of MA YMPI Rappang found out that the students gained writing skills as a result of experiencing thematic progression pattern. In other words, the result of test revealed that the use of thematic progression pattern improved the students' writing skills in exposition text in terms of organization. It also meant that after six times treatment by providing six topics at the each meeting, they are K-pop has big influence, Television is bad for children, Smoking has bad impact, The important of breakfast, Mobile phone should be banned in the school and the dangerous of drug, that the students could improve their writing skills to compose analytical exposition text.

The first meeting was focus to discuss the meaning, purpose, and characteristic of exposition text and then students learned to arrange analytical exposition text with topic K-pop has big influence, and at the meeting of the 2nd and 3rd until 6th the students learned to arrange analytical exposition text with some topics that have been determined. They are Television is bad for children (meeting 2), Smoking has bad impact (meeting 3), The important of breakfast (meeting 4), Mobile phone should be banned in the school (meeting 5), and the dangerous of drug (meeting 6), Additionally, the researcher applied constant pattern in first and second meeting, zig-zag pattern in third and fourth meeting, and multiple pattern in fifth and sixth meeting in learning and teaching activity. In fact, the researcher focused on the treatment of organization more intensively.

4.2.1 The discussion of finding through writing test

The first objective of this research is to find out the improvement of the result of writing test which was applied in pre-test and post-test. The result revealed that was statistically significant improvement of student's gain score in writing test after

being though by applying thematic progression pattern. As for, the mean score in the pre-test was 53,55 (Poor) and increased to 74,91 (Good). In addition, the difference improvement of students classification scores that there are 5 students got poor to fair, 12 students got poor to good classification, 6 students got poor to very good classification, 2 students got fair to good classification. 5 students got fair to very good classification. 2 students got good to very good classification. it could be interpreted that the result of pre-test and before give treatment, that the students' encountered major problem in began to construct sentences; showed hardly to link between topic and content, sentences which did not seem to connect each other (cohesive) or bad organization, but infrequently made error in spelling, punctuation and capitalization. In other words, the average numbers of students in this study was having a problem in three areas of writing skills studied in this research.

After some treatment, the students were able to show a sign of progress especially; (1) well began to construct sentences, (2) showed a fairly good link between topic and whole content, (3) showed a fairly good connected between sentences each other (organization), and (4) demonstrated level of mastery of conventions (mechanics). In starting to construct sentences, the students were able begin to write well, they were not longer dizzy and confused to start in their writing. Although, some mistakes found in using articles (a, an, the). The most satisfying evidence of the improvement were their ability to make a good link between topic and content and connected between sentences each other. Their ability to generate their ideas based on the topic given, fairly substantive development of topic, and fairly relevant to assigned topic. Additionally, they demonstrated a good progress to some extent in making link between topic and content. Furthermore, their ability to

connected between sentence each other into cohesive text was pretty good, they revealed ideas clearly supported, well organized, with using link arguments (firstly, secondly, in addition, furthermore, in fact, moreover,) they also using phrases to conclude/summarize the text (from the facts above i conclude that...., one thing is clear ... my conclusion is. Moreover, they showed a significant progress in mechanic such as paragraphing, capitalization, spelling, punctuation. From the analysis of students' writing that pattern of thematic progression most often used by students was a constant pattern, followed by a multiple pattern, while zig-zag pattern was rarely used by students. The constant pattern was often used by students because this pattern was very easy to implement; just by taking the theme of a sentence and using it again into next sentence. The development of this pattern is not good applied in a text because the text looks very monotonous and not varied.

This finding supported by Martin and Rother that thematic progression is one of the ways to keep the cohesion of a text maintained, by repeating a Theme and Rheme or remake in the next clauses.[2] Along with assumption, the researcher tried to make a match between what problem of the students really encountered and the pattern of thematic progression that Martin and Paltridge proposed. Besides, the researcher also referred to what Yang Yan proposed that thematic progression is offers new applied information to the reform of teaching models,it provides a new training method for learners to improve English writing, give directions to appropriate and efficient communicationin linear manners, it gives a clue to wise choice and organization of information, it provides enlightenment to the design of

---

[2]Brian Paltridge, *Making Sense of Discourse Analysis* (Australia: Gerd Stabler, 2000), p. 140.

writing exercise,and to make a beginning and develop the sentences.[3] During the treatment the researcher found out that basically the students' problem in composing analytical exposition text was related to make a beginning, generate idea and connecting the idea with next clauses or sentences, develop the sentence and make a text well organized/cohesive. Therefore, the researcher paid extra attention to the language skills and treatment of organization at this is among the aspect that they were lacking. For this reason, the researcher overcame their problem by giving and teaching all the patterns of thematic progression which was applying in analytical exposition text with the different topic until sixth meeting during treatment.

As the researcher consistently applying thematic progression pattern every meeting during the data collection period, the mean score of the post-test increased to a large extent. The reason underlying this finding is that the researcher emphasized on the students' ability to make beginning, developing the sentences and idea and to make it cohesive from each topics during the treatment. That was the main focus of thematic progression.

4.2.2 The discussion of finding through questionnaire

Considering the questionnaire about students' interested in learning analytical exposition text through thematic progression pattern. In the item 1 that 30 students (91%) chose yes and 3 students (9%) chose no. It means that most of the students attended when the teacher taught analytical exposition text by applying thematic progression pattern. In the item 2 that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students attended English lesson analytical

---

[3]YANG Yan, "On the Patterns of Thematic Progression in the Argumentative Writing of Non-English Majors," US-China Foreign Language, vol. 13 no.3, (March 2015), p. 221. http://www.davidpublisher.org/Public/uploads/Contribute/551cab084cfef.pdf(accessed 29 April 2019).

exposition text by applying thematic progression pattern attentively. In the item 3 that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students tried to study carefully, when the teacher gave assignment about analytical exposition text by applying thematic progression pattern. In the item 4 that 19 students (58%) chose yes and 14 students (42%) chose no. It means that most of the students did assignment about analytical exposition text by applying thematic progression pattern on time. In the item 5 that 25 students (76%) chose yes and 8 students (24%) chose no. It means that most of the students interested to learn analytical exposition text by applying thematic progression pattern. In the item 6 that 29 students (88%) chose yes and 4 students (12%) chose no. It means that most of the students motivated to learn analytical exposition text by applying thematic progression pattern. In the item 7 that 22 students (67%) chose yes and 11 students (33%) chose no. It means that most of students were eager to learn analytical exposition text by applying thematic progression pattern. In the item 8 that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students felt happy to learn analytical exposition text by applying thematic progression. In the item 9 that 29 students (88%) chose yes and 4 students (12%) chose no. It means that most of the students found that thematic progression pattern was suitable in write analytical exposition text. In the item 10 that 26 students (79%) chose yes and 7 students (21%) chose no. It means that most of the students found that thematic progression pattern can helped the students to improve their writing skills in analytical exposition text. In the item 11 that 24 students (73%) chose yes and 9 students (27%) chose no. It means that most of the students found that thematic progression pattern can solved their problem in writing. In the item 12 that 31

students (94%) chose yes and 2 students (6%) chose no. It means that most of the student were given the opportunity to ask question when they were difficult to do analytical exposition assignment. In the item 13 that 18 students (55%) chose yes and 15 students (45%) chose no. It means that most of the students used the opportunity to asked questions. In the item 14 that 23 students (70%) chose yes and 10 students (30%) chose no. It means that most of the students found that learnt analytical exposition text was better by applying thematic progression pattern. In the item 15 that 22 students (67%) chose yes and 11 students (33%) chose no. It means that most of the students found that their writing skills in analytical exposition text improved after learnt thematic progression pattern.

Based on the result of questionnaire, researcher concluded that the students interested by applying thematic progression pattern in learning analytical exposition text. In addition, they always asked the question about the material and the difficulties during the treatment in six meeting, it meant that the student got interested in learning analytical exposition text through thematic progression. They also found that thematic progression pattern suitable in writing, it helped them to improve their writing skills, and solved their problem in writing.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of some conclusions and suggestion based on the finding and discussion in the previous chapter.

5.1 Conclusions

1. From the findings and the discussion in the chapter IV, the researcher concluded that thematic progression pattern significantly improved the students' writing skills in exposition text at the eleventh grade students of MA YMPI Rappang. The evidence was the increasing mean score of pre-test from 53, 55 (Poor) to 74,91 (Good) in the post-test. Furthermore, thematic progression pattern solved the students' problem in structure the sentences to make them cohesive in writing exposition text by developing organization.

2. In addition, the finding of questionnaire showed that the students interested in learning analytical exposition text through thematic progression pattern. They also found that thematic progression pattern suitable in writing and it helped them to improve their writing skills, and solved their problem in writing

5.2 Suggestion

Based on the conclusions above, the researcher suggested the following items:

1. Thematic progression pattern will be effective for students to learn writing an English composition, if the focus is more on organization and unity than on accuracy of mechanics and language structure. For learners with low level of fluency in writing skills, teachers have to consider the learners' readiness or correctness or accuracy in writing.

2. Further research on similar study can be carried out with other group of students in different productive skills.

3. Students, able improve student's skills in writing exposition text by using thematic progression.

4. Teacher, as basic consideration of the English teachers in teaching productive skills using thematic progression pattern with special reference to teaching writing skills in exposition text for young learners or beginner.

5. Researcher, as reference to improve the students writing skills by using the different technique, method, the other ways.

BIBLIOGRAPHY

Alonso, Isabel and Anne McCabe. 2019. "Improving Text Flow in ESL Learner Compositions". The InternetTESL Journal. vol. 9 no. 2(2003). http://iteslj.org/Articles/Alonso-ImprovingFlow.html (accessed 28 April).

Arikunto, Suharsimin. 2009. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Bonner, Margaret.1997. *Step into Writing, A Basic Writing Text.* New York: Addison-Wesley Publishing Company.

Coffin, C. and A. Hewings. 2004. "IELTS as Preparation for Tertiary Writing: Distinctive Interpersonal and Textual Strategies". In L.J. Ravelli & R. A. Ellis. *Analyzing Academic Writing*. London: Continuum.

Creswell, John W. 2012. *Educational Research*. United State of America:Person.

Butcler, C. 2003. *Dynamics of Language Use: Functional and Contrastive Perspective*. Amsterdam/Philadelphia: John Benjamins.

E.Wilson, George. 1980. *Let's Write English*. New York: Litton Educational Publishing. Inc.

Emilia, Emi. 2014. *Introducing Functional Grammar*. Bandung: Dunia Pustaka Jay.

F, Farikah. 2019. "The Effectiveness of Thematic Progression Patterns with Jingle Button Technique in Teaching Writing of Narrative Texts." Arab World English Journal, vol. 6 no. 01 (March 2015). https: //dx.doi.org/10.24093/awej/vol6no1.25 (accessed 2 Mei).

Finocchiaro, Mary. 1974. *English as a Second Language from Theory to Practice*. New York: Company.

Fraenkel, Jack R, Norman E. Wallen, and Hellen H. Hyun. *How to Design and Evaluate Research in Education*. Eight Edition. New York: McGraw-Hill.

Gay, L.R. 1981. *Education Research, Competencies for Analysis and Application.* Second Edition. New York: Charles E.Merrill Publishing Company.

⸻. et al., eds. 2012. *Educational Research Competencies for Analysis and Applications*. Tenth Ediition. USA: Pearson Education Inc.

Ghaith, Ghazi. 2002. *Writing and Learning*. New York: Macmillan Publishing Company.

Halliday, M.A.K and C.M.I.M Matthiessen. 2004. *An Introduction to Functional Grammar.* Third Edition. London: Arnold.

———————— . 2014. An *Introduction to Functional Grammar.*Fourth Edition. New York: Routledge.

Harmer, Jeremy. 2004. *How to Teach Writing*. England: Pearson Education Limited.

Heaton, J.B. 1988. *Writing English Language Tests*. London and New York: Longman Group UK Limited..

———————— .. 1991. *Writing English Language Tests*. London and New York: Longman Group UK Limited.

Jing, Wei. 2019. "Theme and Thematic Progression in English Writing Teaching." Journal of Education and Practice, vol. 6 no.21 (2015). https://files.eric.ed.gov/fulltext/EJ1079122.pdf(accessed 28 April).

Kane, Thomas S. 1998. *The Oxford Essential Guided to Writing*. New York: Oxford University.

Knapp and Watskin. 2005. *Genre, Text, Grammar*. Australia: Universityof New South Wales Press Ltd.

Leong Ping, Alfin. 2019. "Developing the Message: Thematic Progression and Student Writing." The Journal of ASIA TEFL, vol. 4 no. 3 (2007). http://www.asiatefl. org/main/ download_pdf.php?i =291&c =14193 13465&f n=4_3_05.pdf(accessed 30 April).

M, Anderson and Anderson K. 1997. *Text Types in English*. South Yarra: Macmillan Education Australia PTY Ltd.

M, Cummings. 2003. "The Role of Theme and Rheme in Contrasting Methods of Organization of Texts". In C. Butler (Ed.).*Dynamics of Language Use: Functional and Contrastive Perspectives*. Amsterdam/Philadelphia: John Benjamins.

Mulatsih, Sry. 2010. "The Effectiveness of Thematic Progression to Increase the Coherence of the Students' Paragraph". Diponegoro University Instutional Repository: Semarang.

Not, Elena. 1996. Implementation of the Thematic Progression and Realization Component. LRE Project 062-09.

Oshima, Alice and Ann Hogue. 2007. *Introduction to Academic Writing*. New York: Pearson Education.

Paltridge, Brian. 2000. *Making Sense of Discourse Analysis.* Australia: Gerd Stabler.

Richard, Jack C and Willy A. Renandya. 2002. *Methodology in Language Teaching* Cambridge: Cambridge University Press.

Rosa, Muryanti and Mulia. 2008. *English for General Purpose*. Padang: Sukabina Offset.

Saepudin, dkk. 2013. *Pedoman Penulisan Karya Ilmiah*. Sekolah Tinggi Agama Islam Negeri (STAIN) Parepare: Parepare.

Sudarwati, Th. M and Eudia Grace. 2007. *An English Course for Senior High School Students Year XI Science and Social Program*. Jakarta: Erlangga.

Sugiyono. 2014. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitattif, dan R&D*. Alfabeta: Bandung.

Sugiyono. 2012. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan RD*. Alfabeta: Bandung.

Wang, L. 2019. "Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing". *Asian EFL Journal*. vol.9 no.1 (March 2007). https:// www.asian -efl- journal. com /1040 / main-journals/ theme-and-rheme-in-the-thematic- organization- of-text -implications- for- teaching- academic-writing/#squelch-taas-tab-content-0-3 (accessed 28 April).

Wardanhi, Igak dan Kuswaya Wihardhit. 2008. *Penelitian Tindakan Kelas*. Jakarta: Universitas Terbuka.

Weigle, Sara Cushing. 2002. *Assessing Writing*. Cambridge: Cambridge University.

Yan,YANG. 2019. "On the Patterns of Thematic Progression in the Argumentative Writing of Non-English Majors". *US-China Foreign Language*. vol. 13 no.3 (March 2015). http: //www. David publisher .org/Public/ uploads/ Contribute /551cab084cfef.pdf(accessed 28 April).

Younes, Zuhour Bani and Fatima Salamh Albalawi. 2019. "Exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students at Tabuk University."*Asian Journal of Basic and Applied Sciences*. vol. 3 no. 2 (2015). http:// www.multidisciplinaryjournals.com /wp-content/ uploads/ 2016/03/ FULL- PAPER- EXPLORING-THE- MOST- COMMON- TYPES- OF- WRITING- PROBLEMS.pdf (accessed 28 April).

CURRICULUM VITAE

MIFTAHUL NURUL ASMI is a student of English Program of Tarbiyah Faculty in State Islamic Instiute (IAIN) Parepare, she was born in Sidrap (South Sulawesi) on May 15th 1997. She is the second child of four siblings of the couple Mustar and Murni. She started her study in SD Inpres Mandai Makassar (2003-2008) and SDN 6 ARAWA, Sidrap (2008-2009), SMP Negeri 1 Watang Pulu (2009-2012), SMA Negeri 1 Watang Pulu (2012-2015), Finally she has done her study S1 at Institue Islamic Collage (IAIN) Parepare entitle *"Improving Students' Exposition Text through Thematic Progression at the Eleventh Grade Students of MA YMPI Rappang"*.