

IDEAS DEVELOPMENT PATTERNS OF ENGLISH EXPOSITORY DISCOURSES BY INDONESIANS AS REFLECTED IN THE JAKARTA POST

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Abstract

This study investigates the ideas organizational patterns that underlie the writing of English Expository discourses performed by Indonesians. Organizational pattern constitutes one of the features that contribute to text coherence. The data of the study consist of 6 expository discourses taken from The Jakarta Post. The study is descriptive and qualitative in nature. It describes the observed phenomena in the form of words rather than numbers. The characteristics of the organizational patterns underlying the English expository discourses written by Indonesians are identified and analyzed. The results of the study show that fifty percent of the English Expository Discourses written by Indonesians reflects the linear organizational pattern. Some suggestions that can be put forward are as follows: the linear organizational pattern should become the teaching material of composition subject. The students should be reminded that when writing in English, they should follow English rule including in developing ideas. Comparisons between linear and non linear organizational patterns should be presented to the students to make them aware of the differences.

Key words: *organizational patterns, linear development pattern, circular development pattern, digress development pattern, parallel development pattern*

INTRODUCTION

It is commonly understood that a language user employs a particular organizational pattern to express ideas. The organizational pattern he employs will determine the coherence of his writing. According to Storrer (2002), authors should design a text in such a way that the addressee may detect the relationships linking individual text constituents. In other words, the authors should write a coherent text. But, coherence in written discourse is one major challenge confronting writers (Almaden, 2006). And one factor that contributes to coherence is organizational pattern.

Based on the reasons above, in this study, I am interested in investigating the organizational pattern that underlie the writing of English Expository discourses, performed by Indonesians. The English expository discourses that will be investigated are those as reflected in The Jakarta Post.

The purpose of to study is to find out the organizational patterns displayed in the English Expository Discourses written by Indonesians found in The Jakarta Post. The types of the organizational patterns will be found out. The number of the discourses employing the linear patterns and non-linear patterns will be calculated. The discourses employing non-linear organizational pattern will be further classified into the digress pattern, circular pattern and parallel pattern.

The current study is expected to give both theoretical and practical contributions in the development of linguistic studies. Practically, the study may provide teaching experts with beneficial information about the organizational patterns that underlie the English expository discourses written by Indonesians. This information may be taken into consideration for developing English teaching materials and strategies to Indonesian learners, especially for teaching composition. In addition, the study will provide useful information about the English written texts by Indonesians as a linguistic phenomenon.

REVIEW OF RELATED LITERATURE

Pattern of ideas Organization

Texts are groups of hierarchically related clauses which bear various informational relations to one another. In other words, texts are hierarchically organized groups of propositions or ideas/ thoughts. It means that in writing, a writer recursively organizes ideas. The flow of ideas or the pattern of organization of the ideas will determine the level of coherence of the text which is produced. D'Angelo (1980: 70, 80) calls this flow of ideas as thought pattern. He states that thought pattern is a way or mode in which ideas are arranged or developed from the beginning of an essay to its conclusion. While Kaplan (1980: 400) calls this flow of ideas as rhetoric. He states that rhetoric is mode of thinking for the achievement of certain goal.

Rhetoric is bound by the convention and expectation of a particular speech community and a particular social code. Rhetorical conventions differ widely and each is effective in its own environment. Xing, et al. (2008) state that writers' cultural backgrounds influence their organization of writing; what they choose to use as evidence in supporting their main ideas; how they express their main ideas; and how they write in the foreign language. Thus, languages differ in their orientation to the reader and in the manner in which ideas are presented and organized.

Kaplan (1966) in Xing, et al. (2008) explains that the typical characteristic of English rhetoric is dominantly linear in its development. Other typical characteristics of rhetoric are circular, parallel and digression. Based on his research on six hundred compositions written by foreign students in the U.S., he reveals that the oriental language group deviates from the English development. Brown (1998) states that in order to be perceived as efficacious in an acquired language, one must satisfy the demands and expectations of the L1 speakers in that community. The characteristics of rhetoric will be clarified below:

Linear pattern

Linear development/ organization is the criteria in standard English writing. Linear development refers to the pattern of writing organized around a central idea. Every part of writing is expected to be directly related to the central idea in a logical manner, in a straight line from the beginning to the end. English paragraphs of linear text are hierarchically ordered, with each paragraph stating a sub topic that is subordinate to the main topic.

Brown (1998) states that linearity of text is the structural demand for a clear Introduction, Development, and Conclusion, logically progressing from the top to the bottom of a document in a vertical manner. Similar with Brown, McLoughlin (2002) says that there is a preference for a linear mode of writing where the main point is stated near the beginning so that the focus and direction of the work is clear. For example, the paragraph begins with a topic statement and then proceeds to develop that statement by example and illustrations. The central idea is related to all other ideas in the whole essay

and therefore a good piece of writing is considered to be unified, with no superfluous information.

Cameron (2007) claims that linear style uses top-down, in which the main assertion is stated up front and then supported with details, both at the document level and at the paragraph level. Thus, hypothesis or purpose is stated in the introduction, paragraph topic sentences and they are unified.

From all of the explanation above, we can conclude that linear organizational pattern is a direct, clear, unified, logical, top-down flow of ideas. The discourse topic is realized in title, thesis statement at the introduction paragraph, then by series of sub divisions of this thesis statement into topic sentences into body paragraphs. Each is supported by illustration, it is developed, related to all other ideas or unified. Hoenisch (<http://www.criticism.com/da/topical-structure-analysis-thesis-abstract>, March 7th 2011) claims that this linear pattern follows sequential progression that will produce accomplished, high-rated essays. This development is called deductive style. According to Conor (1990), sequential progression develops individual topics by adding details to an idea.

Circular pattern

In the circular development, the subject matter is shown and discussed from a number of different angles. Things are developed in terms of what they are not, rather than in terms of what they are. In this rhetorical mode, the writer usually avoids a direct statement of thesis in the opening sections of text. The thesis may be mentioned towards the middle of the text, towards the end, or perhaps never clear at all. It is left to the reader to assemble the main point of the argument, based upon the clues in the text.

Brown (1998) states that circular development follows a pattern of 'turning and turning in a widening gyre'. The loops revolve around the topic and view it from a variety of positions, but never address it directly. The discourse structure with this pattern is that the reader must extrapolate a position from seemingly unrelated facts or situations. This mode of development is the characteristic of oriental mode, to avoid direct conflict. The

text sometimes may wander off the main topic and return to the main topic when the composition is about to conclude.

Similar with Brown, Xing et al. (2008) claims “The circular development may be said to be "turning and turning in a widening gyre." The circles or gyres turn around the subject and show it from a variety of tangential views, but the subject is never looked at directly.” They further explain that too many things are mentioned within one paragraph. It proceeds from the surface to the core. Reid (1990) cited in Simpson (2000) calls this style as elaborate style, in which flowery language is used, i.e. the use of long sentences with many additive clauses. The topic is abruptly shifted. McLoughlin (2002) calls this feature as discontinuity and indirection.

From the explanation above, we can conclude that the circular model is marked by indirection approach. The subject is never looked at directly. Things are developed in terms of what they are not, rather than in terms of what they are. The material presented has connection but not directly. In this style, the main idea is placed at the end of the text, or when the text is about to end.

Parallel pattern

Parallel pattern is characterized by repetition of thesis statement. It may contain a complex series of parallel constructions. The main points may be over emphasized and overstated, resulting in restatement. Such a style of writing might strike an English speaker as awkward and could stand in the way of clear communication (McLoughlin (2002).

Repetition seldom appears in the linear style except for strengthening the tone of the writing to enhance persuasiveness. Hinds (1990) calls this repetition pattern as overlay pattern (rhetoric.ln.edu.hk/Preferences, February 20th 2011).

Thus, writing with parallel pattern is developed with parallel construction at both paragraph and discourse levels. It is characterized by repetition; the thesis is stated recursively. According to Connor et al. (1990), parallel progression, in which a topic is repeated, has the function of reinforcing an idea for the reader. The writer returns to a topic mentioned earlier in the essay.

Cheng and Steffensen (1996) did a comparative study of the writing progress of two groups of university-level students in writing. They compared the improvement in composition, between the group that was taught both the process method in writing and metadiscourse elements (including topical structure analysis) and the group that was taught only the process method. In this study, it was found out that coherence was improved through the use of the knowledge of topical structure analysis.

Digress pattern

Digression means wandering off the main topic. So, the development does not contribute to the central idea. In English, such a paragraph would strike the reader as awkward and inefficient. Digression can be strategically used for providing additional information, suggesting alternative possibilities in viewing an issue, or it can be used as a hedging device, or used for the purpose of humor. However, one should be careful when using digression, especially in English writing. Using digression may be risky. Digressions may be deemed “irrelevant to the topic”, “getting off the track”, or “inappropriate to the context”. Almaden (2006) states that text with digress pattern displays a loose connection of ideas in its development.

McLoughlin (2002) claims that the feature of digress pattern is discontinuity, meaning “leaving an argument in mid-air and starting a new one. It is often together with indirection. The argument being left unfinished is either forgotten or continued later in the essay.

Thus, digress pattern is characterized with change of topic. The discussion of the main theme is left unfinished. A text with digress pattern has no thesis development. It is a list of points revolving loosely around an unstated central theme.

Expository Discourse

Expository discourse is one of analytical discourse, i.e. those that analyze and argue. Schleppegrell (2004: 88-89) states that as students move to high school and beyond, they are expected to write expository essays, a genre through which writers present a point of view and support it with examples and evidence. Martin (1989) in

Schleppegrell (2004) states “It is expected to include a thesis supported by arguments why the thesis has been proposed.” The expository essay is symbolic of students’ success with language at school. Students are expected to provide reasoned, concrete, and developed presentations of their points of view. Syntactic complexity is greater in exposition than in narrative or descriptive writing. When individuals engage in persuasive or argumentative discourse, they are engaging in an activity which inherently requires the logical interrelationship of propositions.

Anderson and Anderson (2003: 122) defines an exposition as a piece of text that presents on side of an issue. They further explain that the purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument. The steps for constructing an exposition are (1) introducing statement that gives the author’s point of view and preview the argument that will follow; (2) presenting a series of arguments that aim to convince the audience; (3) drawing conclusion that sums up the arguments and reinforces the author’s point of view. The language features that reflect an exposition are: the use of words that show the author’s attitude (modality), the use of words that express feelings (emotive words), the use of words to link cause and effect.

Macken (1991) defines an exposition as a factual text used to put forward a point of view or argument involving logical rather than temporal sequencing. She further explains that the language features of an exposition are: focus on human and non-human participants, more use of modality (e.g. might, can, could, will) and modulation (e.g. should), more logical relations (e.g. *because, another reason, moreover, why, even if, firstly, finally*), use of material, relational, and mental processes.

Derewianka (1995: 75) claims that there are several different expository genres, whether the major aim is to simply analyze, to justify a position, or to persuade. Similar with Derewianka, Gerot and Wignell (1995) classifies exposition into analytical exposition and hortatory exposition. Hortatory exposition differs from analytical exposition in that the latter argues that X is the case. Hortatory exposition argues that X ought or ought not to be or should or should not be the case. Thus, the steps for constructing a hortatory exposition are: announcement of issue of concern (Thesis), presenting reasons for concern leading to recommendation (Arguments), statement of

what ought or ought not to happen (Recommendation). While the steps for constructing analytical exposition are: introducing topic and indicating writer's position and outlining the main arguments (Thesis), developing and supporting each point of argument (Arguments). Restating writer's position (Reiteration).

Martin and Rose (2003: 10) states that an exposition consists of the basic stages: thesis and supporting arguments. Its social purpose is to persuade an audience to the writer's point of view, the thesis.

Schleppegrell (2004: 85) claims that exposition argues why a thesis has been proposed, with more than one argument presented in favor of the judgment. It involves generalization, classification, and categorization. The language features of exposition are: nominal expressions naming the argument, modality presenting claims as possibilities, reasoning with nouns – verbs – prepositions, markers of contrast – classification – logical sequence.

Richardson (2007: 150) claims that argumentative discourse is designed to convince readers of the acceptability of a point of view and to provoke them into an immediate or future course of action. Examples of argumentative discourse or exposition are letters to editors where the writers put forward opinions.

From the explanation above we can conclude that expository discourse is persuasive or argumentative discourse. The purpose of an exposition text is to persuade, to convince the reader or listener of the writer's or speaker's point of view, by presenting logical, interrelationship propositions or arguments. The steps for constructing exposition are: proposing a point of view or concern, presenting arguments, restating the writer's or speaker's position or proposing recommendation. And the language features of expository discourse are: the use of words that express the author's attitude (modality), the use of words that express feelings (emotive words), the use of logical relations.

RESEARCH METHOD

The study is descriptive and qualitative in nature. It describes the observed phenomena in the form of words rather than numbers. The characteristics of the

organizational patterns underlying the English expository discourses written by Indonesians are identified and analyzed.

Organizational pattern cannot be directly observed. They can only be learnt through what the writers express and how they express themselves in the text. Since the objective of the study is to find out the organizational pattern underlying the English expository discourses written by Indonesians, the first step taken in this study is taking English expository texts written by Indonesians. The second step is observing the profiles of every text: the title, the thesis statement, the sub topic statements, the relation of ideas between paragraphs (thesis statement and sub topic statements) and within paragraph (between the topic statement and supporting ideas), pattern of development.

The data of this study are 6 expository discourses from The Jakarta Post Newspaper. The investigator makes field notes concerning the profile of the expository discourses, i.e. the title, controlling idea (both the thesis statement and topic sentences), supporting ideas, the relationship between controlling and supporting ideas, paragraph unity, pattern of development.

The data are analyzed at two levels of analysis, (1) at micro or paragraph level and (2) at macro or overall composition level. Thus, each text will be analyzed at the paragraph level as well as at the overall composition level.

The key instrument of the study is the investigators themselves. They record the data from the raw materials. The recorded data are then reflected upon for further interpretation. The data recorded include: the formulation of the titles, thesis statement, topic sentence and supporting ideas, the development of ideas in the paragraph and overall composition level.

FINDINGS AND DISCUSSION

There are 6 expository discourses used as the data of this research. The discourses are written by Indonesian professionals having various professions. The topics of the discourses are also various. The titles and the writers of the six discourses are presented below:

Text 1:

Title: Is fasting during Ramadhan really a healthy ritual? (adopted from The Jakarta Post, Monday August 1, 2011, written by Tommy Dharmawan. The writer graduated from School of Medicine at the University of Indonesia, Jakarta)

Text 2:

Title: Prosecuting the death penalty (adopted from The Jakarta Post Thursday, February 4, 2010, written by Al Araf. The writer is program director of Imparsial (the Indonesian Human Rights Monitor)

Text 3:

Title: Irony of an excessive women's emancipation (adopted from The Jakarta Post Saturday April 10, 2010, written by Dyna Rochmyaningsih- Jakarta. The author is a science writer)

Text 4:

Title: Don't cry Indonesia (adopted from The Jakarta Post Friday, July 24, 2009, written by Retno L.P. Marsudi. The writer is an Indonesian diplomat)

Text 5:

Title: High economic growth and energy challenges (adopted from The Jakarta Post, Friday, January 21, 2011, written by Hanan Nugroho. The writer is a senior energy planner and an economist)

Text 6:

Title: Victimizing the minority for popularity (adopted from The Jakarta Post, Friday, July 10, 2009, written by Mohammad Yazid. The writer is is a member of The Jakarta Post's opinion desk.)

After analyzing the data, it is found out that 3 discourses are developed with the linear organizational pattern, while the three others are developed with the non-linear organizational pattern: digress, circular, parallel.

The discourses having linear development are discourse 1: **Is fasting during Ramadhan really a healthy ritual?**, discourse 5: **High economic growth and energy challenges**, discourse 6: **Victimizing the minority for popularity** . The criteria for linear development are as follows: organizing one central idea; having direct, clear, unified, logical, top-down flow of ideas. The discourse topic is realized in title, thesis statement at the introduction paragraph, then by series of sub divisions of this thesis statement into topic sentences into body paragraphs (Kaplan, 1987) (Brown: 1998), (McLoughlin: 2002), (Cameron: 2007). Thus, the title of the text is relevant or reflects the content of the

text, the thesis statement is clearly stated in the introductory paragraph(s), the thesis statement is subdivided clearly into topic sentences in the body paragraphs. The example of the analysis of text 1 is presented below.

The linear development of the text can be explained in the following. The title of text 1 is : *Is fasting during Ramadhan really a healthy ritual?* This title directly and clearly expresses the ideas to be discussed in the discourse. Reading this title, a reader can predict what the writer intends to discuss in the discourse. One will expect the passage will present the reasons why fasting during Ramadhan is healthy or unhealthy, and how is it healthy or unhealthy. The thesis of the essay is clearly and directly stated in the last sentence of paragraph 2: *Many Muslims also know that fasting is a healthy ritual, but how do they know?* The thesis is preceded by a general statement which is stated in the previous paragraph (paragraph 1), i.e about fasting rule in Ramadhan, that functions as the background. The body of the essay, paragraph 3 - 23, develops the thesis statement deductively. Paragraph 3 explains *advantages of fasting for glucose metabolism, cardiovascular, neuroendocrine*. Paragraphs 4 - 6 explain *advantages for hypertension*. Paragraphs 7 - 8 explain *advantages for immune system* .Paragraphs 9 – 10 explain *advantage to regulate insuline and glucose level/ concentration*. Paragraph 11 explains the *disadvantage of false fasting: excessive calorie restriction*. Paragraphs 12 – 15 explain the advantages and impacts of calorie restriction. Paragraph 16 explains the *disadvantage of high blood glucose*. The advantages of calorie restriction is further emphasized in 17 – 20 clarifying *advantages of calorie-restricted diet for calorie-restricted group to lower cholesterol*. The disadvantages of calorie-restricted diet for underweighed people of 65 years old and for people with certain cases are mentioned in paragraphs 21 – 23. The discourse is ended with a conclusion that careful fasting makes people healthy. Thus, it is clear that most paragraphs in the discourse explain fasting from the health point of view. Disadvantages of false fasting and for people with certain cases are also explained.

The circular model is marked by indirection approach. The writer avoids a direct statement of thesis in the opening section, thus, the subject is never looked at directly. Things are developed in terms of what they are not, rather than in terms of what they are. Too many things are mentioned within one paragraph. It is characterized by flowery

language. The material presented has connection but not directly. In this style, the main idea is placed toward the middle or at the end of the text, or when the text is about to end or never clear at all (Kaplan, 1987) (Brown: 1998) (Xing et al.: 2008), (McLoughlin: 2002) (Reid, 1990) (Simpson, 2000).

Text 3 exhibits circular organizational pattern. The title: *Irony of an excessive women's emancipation* promises the discourse to be about the side negative effects of women's emancipation. The opening paragraphs (1- 4) start with conveying the data of a survey, i.e. most people agree that women have a double roles as career women and as mothers at homes. The thesis is not stated in the opening paragraphs. In paragraphs 5 – 11, the writer doesn't discuss about emancipation, but discuss about the greater contribution of a woman than a man in making a new being/ new human. In a case of cloning, even a man doesn't have a role but woman has, i.e. to provide egg cells. The materials presented in paragraphs 5 – 11 are not relevant. They are related to the discourse topic of course, but they are not expected. The thesis is stated in the second sentence of paragraph 12: *The achievement of positioning women as equal to men has not only had positive impacts on the freedom of women, but also negative impacts on their biological contribution to the species.* Paragraph 13 explains that a career woman who pays excessive attention on her career can risk his biological contribution. Paragraph 14 supports the argument with examples. Paragraph 15 explains that if this continuously happens, emancipation can threaten species survival. In paragraph 16, the writer gives a conclusion and suggestion, i.e. *Women's emancipation can risk the species survival and can be minimized by balancing the personal and family life.*

Parallel pattern is characterized by repetition of thesis statement; it is also called overlay pattern, thus, the thesis is stated recursively at both paragraph and discourse levels. It contains a complex series of parallel constructions. The main points may be over emphasized and overstated, resulting in restatement. Such a style of writing might strike an English speaker as awkward. It may cause undep discussion of the central idea. Repetition seldom appears in the linear style except for strengthening the tone of the writing to enhance persuasiveness (McLoughlin, 2002) (Hinds, 1990) (Kaplan: 1987) (Conor et.al., 1990).

Text 4 entitled *Don't cry Indonesia* exemplifies this kind of organizational pattern. To attract the readers, the writer uses personification metaphor in the title. She treats Indonesia as a human being. It indicates that she loves Indonesia. The title is taken from the suggestion in the discourse. And it is relevant with the discourse topic: Indonesia is a strong country that can tackle the complicated problems, especially terrorism; and it never despairs of its fate. In the opening paragraphs (1-3), the writer presents the incident of bomb explosion that causes victims. In paragraph 4, the thesis of the discourse is stated, i.e. bombings will never make Indonesia down/ cry. This thesis is developed by explaining what Indonesia does to overcome the problems. *Indonesia* then becomes the themes of the following paragraphs. It is mentioned again and again as the theme of most sentences, making the text sounds awkward to the readers. Here are the examples: paragraph 5 - *Indonesia was able to maintain stability*, paragraph 6 - *Indonesia was able to search and combat the terrorism*, paragraph 10 - *Indonesia has made headlines for wrong reasons: economic crisis, ethnic conflicts, terrorism, dictator ruler*, paragraph 11 - *Indonesia is a resilient nation that can overcomes the problems*, paragraph 14 - *Indonesia is very proud of its democratic ideology*, Paragraph 15 – *Indonesia is a strong nation*.

Digress pattern is characterized with change of topic, leaving an argument in mid-air and starting a new one, thus, the discussion of the main theme is left unfinished. A text with digress pattern has no thesis development. The development does not contribute to the central idea. It is a list of points revolving loosely around an unstated central theme. It is often together with indirection. In English, this pattern would strike the reader as awkward and inefficient (Almaden: 2006), (McLoughlin: 2002), (Kaplan: 1987).

Text 2 entitled *Prosecuting the death penalty* exhibits digress development. The broad title promises explanation of “What legal requirement/ rule must a prosecutor consider to prosecute death penalty?”, “How is death penalty executed?”, “What is the impact of death penalty to the crime level?”. But in fact, the content of the essay does not fulfill the expectation. The discourse topic is *death penalty violates human rights*. Thus, the title is too broad. The more appropriate title maybe *Prosecuting death penalty resulting in violating human rights*. The opening paragraph starts with public debate of death penalty. In the second paragraph, the thesis is stated “Why do judges and attorneys

often apply the heaviest possible punishment to criminals?”. Paragraph 3 presents the data of people getting death penalty. Paragraph 4 tells the history of death penalty. Paragraph 5 offers suggestion to evaluate death penalty. In paragraphs 6 and 7, the author presents the reasons for evaluation, i.e. that law should respect human rights and should not threaten humanity. Paragraph 8 offers a suggestion that humanity argument is used to erase death penalty. Paragraph 9 presents the data of the countries that still apply death penalty. Paragraph 10 presents the reasons for applying death penalty; this is the main paragraph developing the thesis stated in the second paragraph. The impacts of death penalty 11 and 12, i.e. it doesn't decrease the crime. Paragraphs 13 and 14 present the execution delay of death penalty. Paragraphs 15 and 16 explain that that the delay is inhumane and contradicts with international law. In paragraph 17 and 18, the author gives suggestion to Indonesia and to authorities that death penalty be abolished since it violates the right to live. Then in the last paragraph (19), the author concludes that death penalty violates human rights.

From the explanation of the flow of ideas above, it is clear that the thesis of the discourse is not developed. It is left in the air. The paragraphs that are relevant with the thesis are paragraphs 3,10,11,12. The author starts a new thesis stated in paragraph 6, i.e. that the law should respect human rights. And the author develops this new thesis up to the end of the discourse.

CONCLUSION AND SUGGESTION

Based on the analysis, some conclusions can be drawn as follows: Fifty percent of the English Expository Discourses written by Indonesians reflects the linear organizational pattern.

The other fifty percent of the English Expository Discourses written by Indonesians reflects the non-linear organizational pattern, consisting of seventeen percent employing digress pattern, seventeen percent employing circular pattern, seventeen percent employing parallel or zig zag pattern,

Based on the conclusion above, some suggestion can be put forward as follows: The linear organizational pattern should become the teaching material of composition subject. The students should be reminded that when writing in English, they should be reminded to follow English rule including in developing ideas. Comparisons between linear and non linear organizational patterns should be presented to the students to make them aware of the differences.

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