DEVELOPING MODEL FOR TEACHING PARAGRAPH WRITING USING THEMATIC PROGRESSION PATTERNS WITH JINGLE BUTTON TECHNIQUE

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Abstract: writing is a productive skill. A good writing is one that is cohesive and coherent. Cohesion and coherence are essential textual components to create organized and comprehensiveness of the texts. To be able to write a good text, it needs some degree of organization and planning. This research and development approach was intended to develop a model for teaching paragraph writing using thematic progression patterns with jingle button technique. The subject of this research was the students of English Department of Tidar University of Magelang (UTM). This research was conducted in three phases. The first was the exploration phase which consists of evaluating the model of teaching paragraph writing used in English Department of UTM. The second was the prototype development phase where the prototype model was developed. The last was testing phase. The results of the research indicated that the lecturing model was used dominantly in teaching paragraph writing. In addition to that, thematic progression patterns with jingle button technique was needed and effective for teaching paragraph writing. These findings recommended that thematic progression patterns with jingle button technique (TP-JB model) could be adopted as a model for teaching paragraph writing.

Keywords: Thematic Progression Patterns, Jingle Button, Research and Development, Paragraph Writing

Introduction

Writing is one of the language skill that has high complexity. With all complexities of writing, the students of English Department of Tidar University of Magelang (UTM) face many problems. Organizing and expressing ideas are the main problems which are faced by the students in creating a good text. A good text is one that is cohesive and coherent. To be able to write a good text, it needs some degree of organization and planning.

To solve the problems mentioned above, it is important to introduce the students to the easiest ways to develop coherent paragraphs. One of the ways to make the students easy to develop and organize a text (a paragraph) is by introducing thematic progression patterns (theme-rheme negotiation). Thematic progressions refer to the way in which the theme of the clause may pick up, or repeat, a meaning from a preceding theme or rheme (Paltridge, 2000: 40).

Organizing the first elements of clause, i.e. theme, plays an important role in writing; and the students must be aware of it. It will show the prominence of the message. In other words, the students’ writing will be more cohesive and also the message being conveyed will be easier to be understood by the readers. As Fries said in his research (1997: 230-243), that both native English speaking and non-native English speaking students have difficulties ordering the words in their sentences. Further, he states that teachers often experience difficulties in explaining to the students how they should order the information in their sentences. Related to the fact, two concepts are helpful in the task. They are theme and information focus. Dealing with thematic progression, Martin and Rother in Paltridge (2000: 140) state, there are three main patterns of thematic progression. They are as follows.

(a) The Theme Re-iteration/Constant Theme Pattern

In this pattern, the element of the preceding clause is the same as the subsequent clause.

This pattern is as follows.

```
<table>
<thead>
<tr>
<th>Theme1</th>
<th>Rheme1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme2</td>
<td>Rheme2</td>
</tr>
<tr>
<td>Theme3</td>
<td>Rheme3</td>
</tr>
<tr>
<td>Theme4</td>
<td>Rheme4</td>
</tr>
<tr>
<td>Theme5</td>
<td>Rheme5</td>
</tr>
<tr>
<td>Theme6</td>
<td>Rheme6</td>
</tr>
</tbody>
</table>
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(b) The Zig-Zag Pattern
In this pattern, the Rheme of the preceding clause contains an element which becomes the Theme of subsequent clause. The pattern is as follows.

\[
\begin{align*}
\text{Theme1} & \rightarrow \text{Rheme1} \\
\text{Theme2} & \rightarrow \text{Rheme2}
\end{align*}
\]

(c) The Multiple Theme Pattern
In this pattern, the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made in subsequent clause.

\[
\begin{align*}
\text{Theme1} & \rightarrow \text{Rheme1} \\
\text{Theme2} & \rightarrow \text{Rheme2} \\
\text{Theme3} & \rightarrow \text{Rheme3} \\
\text{Theme4} & \rightarrow \text{Rheme4} \\
\text{Theme5} & \rightarrow \text{Rheme5} \\
\text{Theme6} & \rightarrow \text{Rheme6} \\
\text{Theme7} & \rightarrow \text{Rheme7} \\
\text{Theme8} & \rightarrow \text{Rheme8}
\end{align*}
\]

In addition to that, to make the teaching-learning activity effective and the students active and competitive, jingle button technique as a part of cooperative learning methods is considered as a good technique in teaching writing. As Slavin (1996) states that cooperative learning refers to instructional methods involving small heterogeneous group working together, usually toward a common goal. Dealing with jingle button technique, Kagan (1992) states that Jingle Button is a kind of structural developing of mutual relationship between members based on the same interest. In line with Kagan, Millis and Cottell (2011: 1) state that Jingle Button is kind of cooperative learning activity in which students are given with chips that have function to allow the holder to exchange information, have contribution in discussion.

Based on the above consideration, Thematic Progression Patterns with Jingle Button Technique (TP-JB) was developed as a model for teaching paragraph writing as well as an alternative solution for the lecturers of paragraph writing in overcoming the students’ difficulties in developing paragraphs.

**Method**
Following Gall and Borg (1983: 775), this study applied Research and Development approach which involved the lecturers and the students of paragraph writing classes of English Department of Tidar University of Magelang. The main purposes of this study were to find out the existing model of teaching paragraph writing, and to develop a model and to find its effectiveness in teaching paragraph writing. This model was expected to facilitate the students of paragraph writing classes in developing and organizing the paragraph. Apart from this, this model could also create effective teaching-learning activities of paragraph writing classes.

In analyzing the results of observation and interview as qualitative data, the writer applied followed constant comparative method developed by Glaser and Strauss (1999). This method consisted of four stages. They were comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory. In addition to that, to analyze the results of test as quantitative data, the writer applied paired sample t-test. It was to compare the results of the students’ competence in developing a paragraph based on pretest and posttest of paragraph writing that were given before and after the treatment.

**Findings**
Concerning the objective of this study, the research findings and discussion are presented according to the research questions.

**Profile and Quality of the Existing Model**
The research was conducted in five classes of fourth semester students of English Department of Tidar University of Magelang from March up to July 2013. Based on interview and observation data, the lecturers applied the lecturing and individual technique during teaching-learning process of paragraph writing class. 75% of the students state that the lecturers applied lecturing and individual technique during teaching-learning
activities of paragraph writing class. Some students stated that the instruction was not clear because the lecturers explained the material too fast. It did not make the lesson focused and the students were busy talking to each other during the teaching-learning process. They did not pay good attention to the lesson. Finally they found some problems in writing class; especially they got difficulties in developing paragraphs (texts).

From the above findings, it is strongly suggested that the new model of teaching should be able to make the students easier to organize and develop paragraphs (texts). Besides, the model of teaching paragraph writing should make the instruction clear and focus, and it can facilitate the students to be active and competitive. Finally, the model is expected to be able to create effective teaching.

**The Effectiveness of Thematic Progression Patterns with Jingle Button Technique (TP-JB Model)**

To know the effectiveness of thematic progression patterns with jingle button technique (TP-JB) in teaching paragraph writing especially related to the students’ competence in developing a paragraph, the writer used writing test. The objective of the study is to examine whether or not there is significant difference of the competence in developing a paragraph of the English Department students of UTM in the academic year 2012/2013 before and after the implementation of thematic progression patterns with jingle button technique (TP-JB). The hypothesis testing is set on the level of significance of 0.05. The null will be rejected if the t-test results is higher than t-table. The results of the computation can be seen in following table.

<table>
<thead>
<tr>
<th>Source</th>
<th>( \text{Df} )</th>
<th>t-test</th>
<th>t-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Group N-1</td>
<td>12.069</td>
<td>2.06</td>
<td></td>
</tr>
</tbody>
</table>

From the above table, it is seen that t-test is 12.069 and the t-table is 2.06. It means that t-test is higher than t-table with the significant level 0.05. Therefore the null hypothesis (Ho) which states there is not significant difference of the competence in developing a paragraph of the English Department students of UTM in the academic year 2012/2013 before and after the implementation of thematic progression patterns with jingle button technique (TP-JB) is rejected and alternative hypothesis (Ha) is accepted. In another way, it can be said that there is significant difference of the competence in developing a paragraph of the English Department students of UTM in the academic year 2012/2013 before and after the implementation of thematic progression patterns with Jingle Button Technique (TP-JB).

After the difference between the pretest and posttest is found out, the next step is to investigate to what extent thematic progression patterns with jingle button technique (TP-JB) can give good effects on the competence in developing a paragraph of the English Department students of UTM in the academic year 2012/2012. The paired sample t-test. It was to compare the results of the students’ competence in developing a paragraph based on pretest and posttest of paragraph writing that were given before and after the treatment. The results of paragraph writing tests before and after the implementation of TP-JB (Pretest and Posttest) could be seen in the following chart.
Discussion

The main purposes of this study were to find out the existing model of teaching paragraph writing, and to develop a model and to find its effectiveness in teaching paragraph writing. Based on research data, the lecturers applied the lecturing and individual technique during teaching-learning process of paragraph writing class. The students state that the lecturers applied lecturing and individual technique during teaching-learning activities of paragraph writing class. In line with the findings, it is strongly suggested that the new model of teaching should be able to make the students easier to organize and develop paragraphs (texts). Besides, the model of teaching paragraph writing should make the instruction clear and focus, and it can facilitate the students to be active and competitive. Finally, the model is expected to be able to create effective teaching. Thematic Progression Patterns with Jingle Button Technique (TP-JB Model) is offered as an alternative model for teaching paragraph writing class in English Education Department. It proves that TP-JB model is effective for teaching paragraph writing.

Based on the proses of implementing this model, it can be seen that through thematic progression patterns the students can recognize theme-rheme applied in each clause or clause complex. Based on the theme or rheme, the students can develop the next clause or clause complexes based on the previous theme or rhyme to make the paragraphs coherent. Dealing with thematic progression patterns, there are three ways or three patterns the students can apply. It can be theme re-iteration/constant theme patterns, zig-zag or multiple theme patterns. As Martin and Rother state in Paltrige (2000: 140), that in re-iteration theme patterns, the element of the preceding clause is the same as the subsequent clause, in zig-zag the rhyme of the preceding clause contains an element which becomes the theme of the subsequent clause and in the multiple theme patterns, the theme of one clause introduces a number of different pieces of information, each of which is then picked up and made in the subsequent clause.

In completing thematic progression patterns in teaching paragraph writing, the writer has also implemented jingle button technique as one technique of cooperative learning methods. This combination model improves the students’ competence in developing the paragraph. This research is supported by Slavin and Cooper’s research (1999). It is stated that cooperative learning is to enhance the academic achievement by providing the students with increased opportunities for discussion, learning from each other, and by allowing them to divide up tasks in ways that tap into their academic strengths. Through this, it can increase the academic achievement of all students while simultaneously improve intergroup relations among students of different racial and ethnic backgrounds.

Based on the above explanation, it can be concluded that thematic progression patterns with jingle button technique (TP-JB model) is an effective model for teaching paragraph writing, especially in dealing with the students’ competence in developing a paragraph. It is because through this model the students are trained to develop a paragraph by presenting the first clause or sentence. Through this, the students are expected to develop by taking the elements of the previous clause or sentence. In addition to that, combining thematic progression patterns (TP) with jingle button technique (JB) is needed since in JB, the students are trained to work in a group, to cooperate and share ideas, problems or opinions in their groups. It has social benefit as well as academic since one of the essential elements of JB is the development of social skills.

Conclusions

Based on the finding and discussions of the research data, the conclusions are formulated as follows. Thematic Progression Patterns with Jingle Button Technique (TP-JB Model) was effective for teaching paragraph writing. There is a significant difference of the competence of the English Department students of UTM in 2012/2013 academic year in developing a paragraph before and after the implementation of thematic progression patterns with Jingle Button Technique (TP-JB). Based on the data of pretest and posttest of paragraph writing, t-test is higher than t-table. After the implementation of TP-CL, the students’ competence in developing the paragraph is better.

References

Slavin, R. E. 1996. *Research on Cooperative Learning and Achievement: What we know, what we need to know*. Contemporary Educational Psychology.