## **REFERENCES**

- Abhakorn, J. (2014). Asking effective referential questions in an EFL classroom. *The European Conference on Language Learning 2014*. Thailand.
- ACAPS. (2012, May). Qualitative and quantitative research techniques for humanitarian needs assessment: An introductory brief. Retrieved May 24, 2016
- Al-Darwish, S. (2012). The role of teacher questions and the Socratic method in EFL classrooms in Kuwait. *World Journal of Education*, 2(4), 76-84.
- Almeida, P. A. (2010). Classroom questioning: Teachers' perceptions and practices. *Procedia Social and Behavioral Sciences*, 2(2), 305-309.
- Almeida, P. A. (2010). Questioning patterns and teaching strategies in secondary education. *Procedia Social and Behavioral Sciences*, 2(2), 751-756.
- Al-Zahrani, M. Y., & Al-Bargi, A. (2017). The impact of teacher questioning on creatingiInteraction in EFL: A discourse analysis. *English Language Teaching*, 10(6), 135-150.
- Atay, D. (2008). Teachers research for professional development. ELT Journal, 62(2), 139-147.
- Bagheri, Z., & Mahmoudi, A. (2016). The effects of method, time, and their interaction on learning grammatical cohesive devices. *Theory and Practice in Language Studies*, 6(2), 423-430.
- Bastick, T. (2002). Materialist culture and teacher attrition in the Caribbean: Motivational differences between novice and experienced Jamaican teacher trainees. *The Second Annual Conference on Caribbean Culture*, (pp. 3-7). Kingston.
- Beaugrande, R. d. (1991). *Linguistic theory: The discourse of fundamental works*. University of California: Longman.
- Belmonte, I. A., & McCabe-Hidalgo, A. (1998). Theme-Rheme patterns in L2 writing. *Didactica*, 10, 13-31.
- Berliner, D. C. (2001). Learning about and learning from expert teachers. *International Journal of Education*, 35(5), 463-382.
- Bivona, K. N. (2002). *Teacher morale: The impact of teaching experience, workplace conditions, and workload.* U.S Departement of Education: Educational Resources Information Center.
- Bloor, T., & Bloor, M. (2004). *The functional analysis of English: A Hallidayan approach (2nd Ed.)*. London: Arnold.
- Borjars, K., & Burridge, K. (2010). *Introducing English grammar (2nd ed.)*. London: Hodder Education.
- Broad, B. (2003). What we really value: Beyond rubrics and assessing writing. Utah: Utah State University Press.

- Brown, H. D. (2001). *Teaching by princples: An interactive approach to language pedagogy*. New York: Longman.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York: Pearson Education.
- Carter, R., & McCarthy, M. (2006). *Grammar of English: A comprehensive guide*. Cambridge: Cambridge University Press.
- Carter-Thomas, S. (1999). Thematic networks and text types. ASp. la Revue gu GERAS, 23(26), 139-147.
- Chin, C., & Osborne, J. (2010). Students' questions and discursive interaction: Their impact on argumentation during collaborative group discussions in Science. *Journal of Research in Science Teaching*, 47(7), 883–908.
- Christie, F., & Derewianka, B. (2010). School discourses. London, New York: Continuum.
- Coffin, C., Dorohue, J., & North, S. (2009). Exploring English grammar. New York: Routledge.
- Cotton, K. (1988). Classroom questioning. Northwest Regional Education Laboratory.
- Cotton, K. (2003). Classroom questioning. Northwest Regional Education Laboratory.
- Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approach (2nd edition). Sage Publications.
- Crompton, P. (2004). Theme in discourse: 'Thematic progression' and 'method of development' reevaluated. *Functions of Language*, 11(2), 213-249.
- Dejica, D., & Superceanu, R. (2013). Thematic-structure analysis of the section of Statement of Problem in proposals. *BulSt-UPT*, *3*(3), 45-52.
- Droga, L., & Humphrey, S. (2003). *Grammar and meaning: An introduction for primary teachers.*Berry NSW: Target Texts.
- Eggins, S. (2004). *An introduction to systemic functional linguistics*. London: Continuum International Publishing Group.
- Ellis, R. (1992). Learning to communicate in the classroom: A study of two language learners' request. Cambridge: Cambridge University Press.
- Ellis, R. (2008). The study of second language acquisition (2nd ed.). Oxford: Oxford University Press.
- Emilia, E. (2005). A critical Genre-based approach to teaching academic writing in a tertiary EFL context in Indonesia (Doctoral Dissertation). Melbourne.
- Emilia, E. (2011). Pendekatan berbasis teks dalam pengajaran Bahasa Inggris. Bandung: Kiblat.
- Emilia, E. (2011). *Teaching academic writing*. Saarbucken: Lambert Academic Publishing.

- Emilia, E. (2014). *Introducing Functional Grammar*. Bandung: Dunia Pustaka Jaya.
- Emilia, E., & Hamied, F. A. (2015). Systemic Functional Linguistic Genre Pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. *TEFLIN Journal*, 26(2), 155-182.
- Ericsson, K. A., & Lehman, A. C. (n.d.). Expert and exceptional performance: Evidence of maximal adaptations to task constraints. *Annual Review of Psychology*, 47, 273-305.
- Farahian, M., & Mehrdad, R. (2012). A case study of an EFL teacher's type of questions: An investigation into classroom interaction. *Procedia-Social and Behavioral Sciences*, 47, 161-167.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). New York: McGraw-Hill.
- Frager, A. M. (1979). *Questioning strategies: Implication for teacher training*. U.S. Department of Education. National Institute of Educational Resources Information Center (ERIC).
- Francis, G. (1989). Thematic selection and distribution in written. Word, 40(1-2), 201-221.
- Francis, G. (1990). Theme in Daily Press. Occasional Papers in Systemic Linguistics, 4, 51-87.
- Gall, M. (1984). Synthesis of research on teachers' questioning. *Educational Leadership*, 42(3), 40-47.
- Garing, A. G. (2014). Coherence in the Argumentative essays of first year college of Liberal Arts students at De La Salle University. *DLSU Research Congress*, (pp. 1-17). Manila.
- Gatbonton, E. (2008). Looking beyond teachers' classroom behaviour: Novice and experienced ESL teachers' pedagogical knowledge. *Language Teaching Research*, 12(2), 161-182.
- Gebhard, J. G. (2006). Teaching English as a foreign or second language: A teacher self-development and methodology guide. Michigan: The University of Michigan Press.
- Gerot, L., & Wignell, P. (1995). *Making sense of Functional Grammar*. New South Wales: Antipodean Educational Enterprises.
- Gomez, A. (1994). The relevance of Theme in the textual organization of BBC news reports. *Word*, 45(3), 293-305.
- Grundy, P. (2008). *Doing Pragmatics (3rd ed.)*. London: Hodder Education.
- Gunawan, W., & Aziza, F. (2017). Theme and Thematic Progression of undergraduate thesis: Investigating meaning making in academic writing. *Indonesian Journal of Applied Linguistics*, 7(2), 413-424.
- Halliday, M. A. (2002). *On grammar*. London: Continuum.
- Halliday, M. A., & Matthiessen, C. M. (2004). *An introduction to Functional Grammar*. London: Hodder Headline Group.

- Hamiloğlu, K., & Temiz, G. (2012). The impact of teacher questions on students learning in EFL. Journal of Educational and Instructional Studies in the World, 2(2), 1-8.
- Hapsari, I. P. (2017). Teaching Thematic Progression patterns: Is it important? *2nd UNNES-TEFLIN National Seminar*, (pp. 178-188). Semarang.
- Harmer, J. (1998). How to teach English: An introduction to the practice of English language teaching. Edinburgh: Addison Wesley Longman Limited.
- Harmer, J. (2004). *How to teach writing*. Malaysia: Pearson.
- Harmer, J. (2007). The practice of English language teaching (4th ed.). Cambridge: Pearson Longman.
- Haryati, S. (2014). An evaluative review of school accreditation implementation program in Indonesian contexts. *International Education Studies*, 7(5), 138-146.
- Hawes, T. (2015). Thematic Progression in the writing of students and professionals. *Ampersand*, 2, 93-100.
- Herbel-Eisenmann, B., & Breyfogle, L. M. (2005). Questioning our patterns of questions. *Mathematics Teaching in the Middle School*, 10(9), 484-489.
- Hood, M. (2009). Case study. In J. Heigham, & R. A. Croker, *Qualitative research in applied linguistics: A practical introduction* (pp. 66-90). London: Palgrave Macmillan.
- Horn, R. A. (2000). *Teacher talk: A post-formal inquiry into educational change*. New York: Peter Lang Publishing Inc.
- Hyland, K. (1990). A genre description of the argumentative essay. *RELC Journal*, 21, 66-78.
- Jalilifar, A. R. (2010, October). The status of theme in applied linguistics articles. (P. Robertson, R. Nunn, & W. Cheng, Eds.) *Asian ESP Journal*, 6(2), 7-39.
- Jing, W. (2015). Theme and thematic progression in English writing teaching. *Journal of Education and Practice*, 6(21), 178-187.
- Katemba, C. V., & Marie, A. R. (2016). Analysis of teacher's questioning and students' critical thinking in English classroom. *Journal of International Scholars' Conference*, *I*(2), 24-33.
- Keul, N. C. (1979). Theme and context dependency: Thematic progression. *Proceedings of the Fifth Annual Meeting of the Berkeley Linguistics*, (pp. 198-205).
- Khalk, W. M., Sheir, A. A., & El Nabawy, E. (2012). Oral questioning rechnique for developing critical thinking skills in EFL classroom. *Educational Sciences Journal*, 11, 1-23.
- Knapp, P., & Watkins, M. (2005). Genre, text, and grammar: Technologies for teaching and assessing writing. Sydney: University of New South Wales Press.

- Kowal, S., & O'Connell, D. C. (2004). The Transcription of Conversations. In U. Flick, E. v. Kardorff, & I. Steinke, *A Companion to Qualitative Research* (pp. 248-252). London: SAGE Publications Ltd.
- Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. London: SAGE Publications Ltd.
- Lightbrown, P. M., & Spada, N. (2006). *How Languages are Learned (3rd ed.)*. Oxford: Oxford University Press.
- Lock, G. (1997). Functional English Grammar: An Introduction for Second Language Teachers. Cambridge: Cambridge University Press.
- Lock, G. (2005). Functional English Grammar. Cambridge: Cambridge University Press.
- Martin, J. R., Matthiessen, C. M., & Painter, C. (1997). Working with Functional Grammar. London: Arnold.
- Mauigoa-tekene, L. (2006). Enhancing teachers' questioning skills to improve children's learning and thinking in Pacific Island Early Childhood Centres. *New Zealand Journal of Teachers' Work*, 3(1), 12-33.
- McCabe, A. M. (1999). Theme and thematic patterns in Spanish and English history texts (Doctoral Dissertation). Aston University.
- Meng, M. (2017). A study of the thematic progression in legal English discourse. *Studies in Literature and Language*, 15(3), 23-27.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. San Fransisco: Jossey-Bass.
- Moritoshi, P. (2006). Teacher Questioning, Modification, and Feedback Behaviours and Their Implication for Learner Production. Okayama: Sanyo Gakuen University.
- Nation, P. (1996). The four strands of a language course. TESOL in Context, 6(1), 7-12.
- Newell, G. E., Beach, R., & VanDerHeide, J. S. (2011). Teaching and learning argumentative reading and writing: A review of research. *Reading Research Quarterly*, 46(3), 273-304.
- Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. Hertfordshire: Prentice Hall International.
- Nwogu, K., & Bloor, T. (1991). Thematic Progression in Professional and Popular Medical Texts. In E. Ventola, *Functional and Systemic Linguistics: Approaches and Uses* (pp. 369-384). Berlin: Mouton de Gruyter.
- O'Keeffe, A., McCarthy, M., & Carter, R. (2007). From Corpus to Classroom: Language Use and Language Teaching. Cambridge: Cambridge University Press.

- Peavey, F. (1997). Strategic questioning: An approach to creating personal and social change. In V. Hutchinson (Ed.), *By life's grace: Musings on the essence of social change* (pp. 86-111). Philadelphia: New Society Publishers.
- Promwinai, P. (2010). The Demands of Argumentative Essay Writing: Experiences of Thai Tertiary Students (Doctoral Dissertation). University of Wollongong, Australia.
- Putri, et. al. (2016). Thematic Development for Measuring Cohesion and Coherence between Sentences in English Paragraph. *International Conference on Information and Communication Technologies*, 54-59.
- Qashoa, S. H. (2013). Effect of teacher question types and syntactic structures on EFL classroom interaction. *The International Journal of Social Sciences*, 7(1), 52-62.
- Richard, J. C., & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. New York: Cambridge University Press.
- Richards, J. C., & Nunan, D. (2002). *Second Language Teacher Education*. Cambridge: Cambridge University Press.
- Rodriguez, A. G., & McKay, S. (2010). Professional Development for Experienced Teachers Working with Adult English Language Learners. Washington DC.: CAELA Network Brief.
- Sanders, T., & Maat, H. P. (2006). Cohesion and Coherence: Linguistics Approach. In Brown et. al, *Encyclopedia of Language and Linguistics (2nd ed.)* (pp. 591-55). London: Elsevier.
- Sano, M. (2014). Critical Thinking Skills and Teachers' Questioning Behavior in a Japanese University EFL Context (Magister Thesis). Tokyo: Soka University.
- Saville-troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press.
- Schleppergrell, M. J. (2004). *The Language of Schooling: A Functional Linguistics Perspective*. New Jersey: Lawrence Erlbaum.
- Sharndama, E. C., & Panamah, J. H. (2013). Thematic structure and progression in selected business news reports of two Nigerian newspaper: Implications for professional writing. *Journal of Arts and Humanities*, 2(7), 72-81.
- Shen, P., & Yodkhumlue, B. (2013). Teacher's questioning and students' critical thinking in college EFL. *The 8 International Postgraduate Research Colloquium: Interdisciplinary Approach for Enhancing Quality of Life* (pp. 44-53). Bangkok: IPRC Proceedings.
- Shi, J. (2013). The exploration of the topical progression patterns in English discourse analysis. *Theory and Practice in Language Studies*, *3*(9), 1639-1644.

- Shomoossi, N. (2004). The effect of teachers' questioning behavior on EFL classroom interaction: A classroom research study. *The Reading Matrix*, *4*(2), 96-104.
- Sohmer, R., Michaels, S., O'Connor, M. C., & Resnick, L. (2009). Guided construction of knowledge in the classroom: The troika of talk, tasks, and tools. In B. Schwarz, T. Dreyfus, & R. Hershkowitz, *Transformation of knowledge through classroom interaction* (pp. 105-129). New York: Routledge.
- Stronge, J. H., Tucker, P. D., & Hindman, J. L. (2004). *Handbook for Qualities of Effective Teachers*. Virginia: Association for Supervision and Curriculum Development.
- Suggingwati, D., & Nguyen, H. T. (2013). Teachers' questioning in reading lessons: A case study in Indonesia. *Electronic Journal of Foreign Language Teaching*, 10(1), 80-95.
- Suherdi, D. (2009). Classroom Discourse Analysis: A Systemiotic Approach. Bandung: Celtics Press.
- Suherdi, D. (2013). Buku Pedoman Penyelenggaraan Pendidikan Profesi Guru Bahasa Inggris: Buku Ajar Pemantapan Kompetensi Akademik 3.1. Bandung: Celtic Press.
- Suherdi, D. (2018). SMSLEFA: An alternative synergistic multilayered analysis of students' learning engagement in EFL context. *Indonesian Journal of Applied Linguistics (IJAL)*, 8(1), 11-20.
- Sujariati, Rahman, Q., & Mahmud, M. (2016). English teacher's questioning strategies in EFL classroom at SMAN Bontomarannu. *ELT Worldwide*, *3*(1), 107-121.
- Teich, E. (1999). Systemic Functional Grammar in Natural Language Generation. London and New York: Cassell.
- Thompson, G. (2004). *Introducing Functional Grammar*. London: Hodder Education.
- Tofade et. al, T. (2013). Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *American Journal of Pharmaceutical Education*, 1-9.
- Toni, A., & Parse, F. (2013). The status of teacher's questions and students' responses: The case of an EFL class. *Journal of Language Teaching and Research*, 4(3), 564-569.
- Wang, A. (2014). Managing student participation: Teacher strategies in a virtual EFL course. *The JALT CALL Journal*, 10(2), 105-125.
- Wilen, W. W. (1991). *Questioning skills for teachers*. Washington D.C: National Education Association of the United States.
- Wright, B. M. (2016). Display and referential questions: Effects on student responses. *Nordic Journal of English Studies*, 15(4), 160-189.
- Xu, R. (2000). Theme and cohesion in the writing of English expository texts by Chinese tertiary EFL learners (Doctoral Dissertation). Wollongong.

Yanfen, L., & Yuqin, Z. (2010). A study of teacher talk in interactions in English classes. *Chinese Journal of Applied Linguistics*, 33(2), 76-86.