

**THEMATIC PROGRESSION ANALYSIS
OF STUDENT ENGLISH HORTATORY TEXT**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd.) in Teaching English



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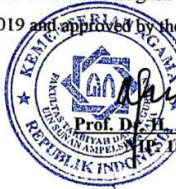
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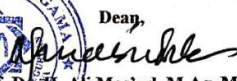
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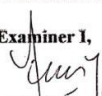
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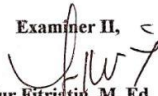
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ABSTRACT

Sahiyah, Tanwirotus. 2019. *Thematic Progression Analysis of Students English Hortatory Text*. An Undergraduate Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training. UIN Sunan Ampel Surabaya. Advisors: Drs. Muhtarom, M.Ed, Grad, Dip. TESOL and Siti Asmiyah, S.Pd., M.TESOL

Key Words: Thematic progression analysis, student English hortatory text.

Thematic progression is a major aspect of the way that speakers construct their messages in a way which makes them fit smoothly into the unfolding language event. While studies have illustrated the usefulness of observing thematic progression to identify English learners' writing difficulties and suggested that thematic progression should be included in English writing lessons to help students write more coherently. This research took place in SMAN 1 Porong whose subjects are the eleventh grades students who had enrolled to write hortatory texts. This research analyzed 12 hortatory texts during the even semester in academic year 2018/2019. This research used the qualitative method to present the findings about the thematic progression in students English along with the discussion of the word which contains thematic progression. Two types of patterns were examined: those which enhance the coherence and those which obscured coherence. The former included reiteration, zig-zag, and multiple patterns while the latter included brand new theme, empty use of *there*, and the use of dummy *it*. The finding of this research indicates that the most frequent type of thematic progression patterns which enhanced coherence is 20 reiteration patterns, followed by 6 zig-zag patterns and then 10 of multiple patterns. Then, the most frequent of thematic progression which obscured coherence is 47 brand new themes, then followed by 4 of empty use of *there* and zero of the use of dummy *it*.

ABSTRAK

Sahiyah, Tanwirotus. 2019. *Thematic Progression Analysis of Students English Hortatory Text*. An Undergraduate Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training. UIN Sunan Ampel Surabaya. Pembimbing: Drs. Muhtarom, M.Ed, Grad, Dip. TESOL dan Siti Asmiyah, S.Pd., M.TESOL

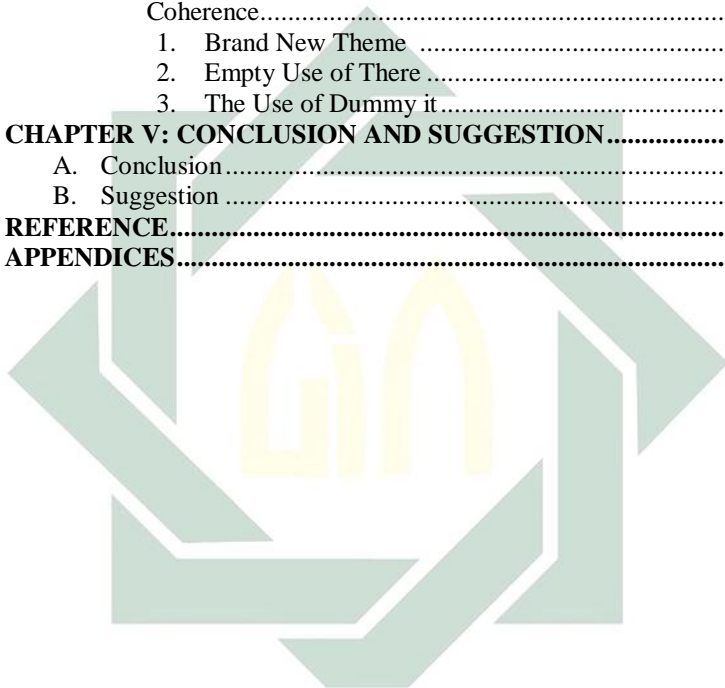
Kata Kunci: Analisis perkembangan tematik, Teks hortatori siswa bahasa Inggris.

Perkembangan tematik adalah suatu aspek utama dari cara bagaimana pembicara menghasilkan tulisan yang mudah dimengerti sesuai kaidah bahasa. Studi tentang penelitian tematik telah menggambarkan kegunaan dari mengamati perkembangan tematik untuk mengidentifikasi kesulitan siswa menulis dalam bahasa Inggris dan menyarankan perkembangan tematik dimasukkan dan dimuat dalam pembelajaran bahasa Inggris guna membantu siswa agar menulis lebih memerhatikan koherensi dalam tulisan. Penelitian ini dilakukan di SMAN 1 Porong yang subjeknya adalah siswa kelas 11 yang telah melakukan penulisan teks hortatory. Penelitian ini menganalisis 12 teks hortatory pada tahun ajaran 2018/2019. Penelitian ini menggunakan metode kualitatif untuk mempresentasikan temuan tentang perkembangan tematik dalam siswa bersamaan dengan pembahasan kata yang mengandung perkembangan tematik. Dua jenis pola yang diperiksa; pola yang meningkatkan koherensi dan yang mengaburkan koherensi. Yang pertama termasuk pola reiteration, zig-zag, dan multiple. Sementara pola yang mengaburkan koherensi termasuk adanya brand new theme, empty use of there, dan use of dummy it. Temuan penelitian ini menunjukkan bahwa jenis pola tematik yang paling sering digunakan siswa untuk meningkatkan koherensi tulisan adalah 20 pola reiteration, diikuti oleh 6 pola zig-zag, and 10 pola multiple. Kemudian, pola tematik yang paling sering digunakan siswa untuk mengaburkan koherensi tulisan adalah adanya 47 pola brand new theme, diikuti 4 pola empty use of there dan tidak adanya penggunaan pola the use of dummy it.

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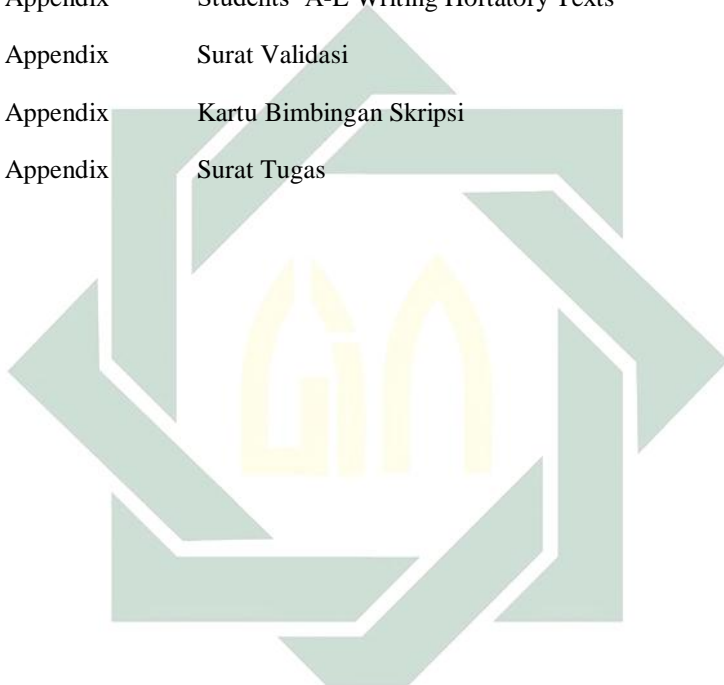
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CHAPTER I INTRODUCTION

This chapter discusses the area of the study in some headings; background of study, research question of the study, objective of the study, significance, scope and limitation, then definition of the key terms.

A. Background of Study

Hortatory text informs and represents the writer attempt to influence the reader to do something or act in a particular way.¹ In writing hortatory text, the writing skills are needed because the writer gives some opinion about certain things to reinforce the main idea of text,² so the writer should notice how they construct the word in making good writing based on the structure of writing hortatory text: An Introductory Statement, a series of arguments to convince the audience, and Recommendation.³ In other words, when the writer deliver text that persuade the readers, they should look at how to organize language in conveying the message

In order to be able to write hortatory text effectively, the students should have sufficient knowledge of what to write and of how to organize the language. Knowing what to write will enable the flow of ideas, whereas knowing how to organize will help them convey the ideas in a clear way to the readers. To produce good writing, it is necessary for the students to know how to organize Theme and Rheme in their writing. Theme represents “this is what I am talking about”, while Rheme is “This is what I am talking about it”. The interaction of Theme and Rheme governs how the information in a text develops.⁴ These two elements are presented alternatively in a text to form a connected text. While theme conveys information that is initially introduced in discourse, rheme is specific information regarding the theme. As this movement continues, ideas in a text or discourse are

¹ Britishcourse.com accessed on Saturday, 21th April 2019

² Siahaan & Shinoda, K. 2008. Generic Text Structure. Yogyakarta: Graha Ilmu

³ Britishcourse.com accessed on Sunday, 22th April 2019

⁴ Halliday, M.A.K. 2014. *Halliday's Introduction to Functional Grammar (4th edition)*. Revised by C.M.I.M. Matthiessen. New York: Routledge.

expected to flow along smoothly and are easier for the reader to understand.

Ping states that the division of the clause into theme and Rheme makes it particularly helpful to show the development of Theme and Rheme throughout the text.⁵ The theme and Rheme of each clause can be compared with the same of previous clauses to find out how they are related. The inter-clausal of Theme-Rheme connections is also known as thematic progression.

Reflecting the reason above, thematic progression (TP) is considered as an appropriate way to construct the messages in a way which makes them fit smoothly into the unfolding language event.⁶ According to Egging Thematic progression is the exchange of information between successive theme and rheme pairings in a text.⁷ It indicates that without having thematic progression, the text will look like no unity of ideas in it.

Many researchers throughout the world have conducted studies on theme and thematic progression in different fields of knowledge. The similar study has been conducted by Wang in China. She investigated university students' writing in terms of thematic choices and progression. This study found out that by analyzing theme and rheme in a text, the students can learn to perform the same analysis in their own writings, and thus improve cohesion in their own work.⁸ Another study that investigated thematic progression in students' writing narrative text is from Safitra. The study explored the realization of the theme system in students' writing narrative texts in terms of types of thematic progression that resulting there were three kinds of pattern used by the students namely topical, textual, and interpersonal theme, and the most kind that used by student was topical theme.⁹

⁵ Ping, A. L. 2007. Developing the Message: Thematic Progression and Student Writing. *The Journal of Asia TEFL*, 4(3), 93-127.

⁶ M. Bloor – T. Bloor. "Given and new information in the thematic progression of text: An application to the teaching of academic writing". *Occasional Papers in Semantics Linguistics*, 6 (1), 33-34

⁷ Eggins, S. 2004. *An Introduction to Systemic Functional Linguistics (2nd edition)*, London, New York: Continuum.

⁸ Wang, B. (2014). Theme in translation: A systemic functional linguistic perspective. *International Journal of Comparative Literature & Translation Studies*, Vol. 2(4) pp. 54-63.

⁹ Safitra, Z. (2013). *Theme system of systemic functional grammar in students' narrative texts*. A thesis submitted to English Education Department

Not only in those types of texts commonly found in classrooms, analysis on theme and thematic progression have also been conducted even in news item by Izzatun Ni'mah that is thematic organization on news item. Focus on the system of theme which consists of topical, interpersonal, and textual theme from the Jakarta Post website of presidential electoral campaign. In this research there is no greater difference of the use of those themes done by the journalist to give the factual information to the readers.¹⁰ The difference is that this current study analyzed the theme types done by the journalist in general without discussing more about the thematic progression. Another research is from Lilik, this research about English students of FBIB could prove their experience in writing abstract with respect to the employment of thematic progression. This research only focuses on analyzing the constant thematic progression pattern which is characterized as the most tedious pattern in developing a paragraph. However, this study is more specific in investigating all types of thematic progression toward the background study of thesis proposal.¹¹

The similar study has also been conducted as well by Linda. She investigated thematic progression in hortatory texts written by English Education program students in the research site. This research was focus on the analyzing of test from the pretest and posttest in the experimental class, this research is comparing result of pretest and posttest of experimental class. The average of pretest was 49,09 while the average of posttest was 76,16. It means that the students' writing ability in posttest was improved than the pretest result after using thematic progression patterns as writing strategy.

Those previous research have conducted investigation on different context of text. Somehow, those literatures encourage this research as the groundwork. In case of making this study different with those previous studies, this research reveals that the different focus of this research is on analyzing the thematic progression occurred in students' English writing hortatory text by students in eleventh grades of SMAN 1 Porong.

Then the objects of this research are the students' English writing hortatory text by eleventh grades students at SMAN 1 Porong . It

¹⁰Izzatun Ni'mah. 2010. Thematic Organization on News Item: Faculty Of Humanities Diponegoro University Semarang

¹¹ Soepriatmadji, L. (2009). *Thematic progression in thesis abstract written by English students of FBIB Unisba Semarang*.

is caused that the students are supposed to be able to write a hortatory text based on the syllabus of K13 Curriculum in which the standard competition in the second semester of eleventh grades showed that students would be focused on writing skill. So, based on that curriculum demanded, hortatory text became one of the learning focuses in the eleventh grades students in Senior High School. It may lead the students to be more challenging to make an understandable hortatory text for the readers.

Despite of that, SMAN 1 Porong has also a vision, as an school that prepares excellent and competitive students' outcome as national students. Furthermore, SMAN 1 Porong is ongoing process to be the National Standard School. Becoming the National Standard School, it requires preparing the students outcome as well. Automatically, it boosts the students to have the writing ability be better continuously. Ultimately, it goes to show that the school has mission to prepare students to be able to communicate and compete with other nations over the world. That effectiveness, while this research takes the new idea of investigating thematic progression occurred in the students English writing skill. Hence, this finding needs further investigation to better understand about the thematic progression in students' English writing hortatory text. This study focus on investigating the thematic progression which are applied to write the hortatory text . The collected data is analyzed using theory from Eggins, Bloor&Bloor, and Danes. Furthermore, this research can be used by the teacher and the students to know how the students English write hortatory text whether they have selected the appropriate thematic progression.

B. Research Question

What is the thematic progression pattern that mostly employed in student English writing hortatory text at eleventh grade in SMAN 1 Porong?

C. Objective of the Study

To investigate the thematic progression pattern in the student English writing hortatory text at eleventh grades in SMAN 1 Porong.

D. Significance of the Study

The result of this study is expected to have a significant impact to some areas, such as theoretical, practical, and future research.

a. Theoretical

In terms of theory, this study verifies the previous findings from Eggins, Bloor & Bloor, and Danes in thematic progression analysis, and it could also develop studies in theme system and thematic progression analysis.

b. Practical

The teacher may aware that writing thematic progression is critical problem in the student writing. The researcher hopes it can give the contribution to the teacher to guide the students to make the good writing with the message that can be establish appropriately. Importantly, it guides the student' attention to the message structure of their text and enhances their awareness of truly matters in writing, which is getting the message right.

c. Future Research

For future researcher, the results of this study are expected to be a reference that is useful and beneficial for them in conducting further research about thematic related to this topic.

E. Scope and Limitation of the Study

1. Scope of the study

The scope of this research is the thematic progression that the students used by writing hortatory text based on theory from Eggins that there are three types of thematic progression: Reiteration pattern, Zig-zag progression pattern, and multiple themes. Theory from Bloor & Bloor that is the thematic progression patterns which obscure coherence include brand new theme, empty rheme, and empty use of the adverbial "*there*". And theory from Danes that is the use of dummy *it*is also as one of the misusing of the thematic progression pattern.

2. Limitation of the study

This research limits the focus on analyzing the structure of theme and rheme in English hortatory text

F. Definition of Key Terms

In case of different perspectives of the readers, this research shows the definition of important terms used in this study as an attempt to avoid misinterpreting among readers toward the concept of this study.

In this early discussion finds out the term that should be recognized first by the readers as follows:

1. Thematic Progression

Thematic Progression is the way in which themes interact with the rheme in order to provide continuity in discourse and to organize the text.¹² In this research the thematic progression is defined as the interaction between the theme and rheme in students' English hortatory text in order to maintain the development of the discourse in the text.

2. Hortatory Text

Hortatory text is a type of English text which represents the author's attempt to persuade the reader to do something or act in a particular way.¹³ In this research defines the definition of hortatory text as a persuasive English text developed by students in eleventh grades of SMAN 1 Porong.

¹² Wei Jing, "Theme and Thematic Progression in English Writing Teaching". *Journal of Education and Practice*. Vol. 5 No. 21, 2015

¹³ Siahaan & Shinoda, K. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study.

1. Writing

Writing is generally recognized as a difficult task by ESL and EFL students. Writing requires the students to encounter some conditions by which they can write well. Coherence in writing is becoming the one aspect that plays an important role. According to Halliday coherence in writing is the internal resource for structuring the clause as a message, including the notions of theme and information.¹⁴

However, the main problem faced by student in writing skill is maintaining the coherence in writing text. Some research has found that the students focus almost entirely on the word and sentence levels rather than the level of the whole discourse, that is textual coherence and this case found in ESL/EFL students' writing.¹⁵

According to Ren the thematic progression of the text is closely connected with discourse coherence or text connexity.¹⁶ Nonetheless, in Indonesian secondary school context, thematic progression is not paid attention to by both teachers and students in the teaching and learning activity, especially in writing skill, though it is important since it can show the ability of students in organizing their ideas and making their sentence coherent.¹⁷ Thus, this study aims to reveal how the students organize their ideas in the student English hortatory text seen from thematic progression, and to explore the extent to which the students' hortatory texts are consistent with the argumentative language features in terms of thematic progression.

¹⁴ Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. (2nd Ed). London: Edward Arnold.

¹⁵ Fries, P. H. (1995). 'Themes, Methods of Development, and Texts.' In Hasan, R., and Fries, P.H. (1995). (Eds). *On Subject and Theme. A Discourse functional perspective*. Amsterdam: John Benjamins. B. V.

¹⁶ Ren, S *et al.* 'Thematic Operational Approach and the Writing Teaching of College English'. *Asian Social Science*, Vol 5, No. 11.

¹⁷ Wang, L. (2007). "Theme and Rheme in the Thematic Organization of Text: Implication for Teaching Academic Writing". *AsianEFL Journal*. Vol. 9, Issue 1, Article 9. Accessed on 11th February, 2012.

2. Hortatory Text

A hortatory text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of hortatory text is to persuade the readers or listener that something should or should not be the case. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation.

Generic Structure of Hortatory Exposition:

1. An Introductory Statement: It consists of the author's point of view (thesis), preview of the arguments that will follow in the next section, and a question or emotional statement to get audience attention.
2. A series of arguments to convince the audience: This part is significant to support about the thesis. Therefore, it needs some requirements. They are explained as follow; A new paragraph is used for each argument, each new paragraph begins with topic sentence, after topic sentence come the details to support the arguments, and Emotive words are used to persuade the audience into believing the author.
3. Recommendation: statement of what should or should not happen or be done based on the given arguments.

3. Discourse Analysis

This is qualitative approach that is used to analyze written, spoken or signed language.¹⁸ Furthermore, Stubbs defined the term discourse analysis to the linguistic analysis of naturally occurring, connected spoken or written discourse.¹⁹ In other words, discourse analysis is the analysis of language in use. Discourse analysis might, for example examine paragraph structure, the organization of the whole text, and typical patterns in conversational interactions, such as the ways speakers open, close, and take turns in a conversation. They might also look at vocabulary patterns across text, words that link sections of text together, and the way items such as “it” and “they” point backward or forward in a text.

¹⁸http://isites.harvard.edu/fs/docs/icb.topic549684.files/Additional_information_on_BACKGROUND.pdf, accessed on Monday, 13rd March 2019)

¹⁹ M. Stubbs. *Discourse Analysis*. (London: Blackwell, 1983)

Discourse analysis is the analytical framework which was created for studying actual text and talk in the communicative context. It is often considered as a general methodology, theory or merely critique tied to social constructions or social power. Some discourse analysts are linguists or applied linguists and as such they try to analyze text (textual and verbal) in terms of their grammatical structures.

4. Thematic Progression

Readers and addressers need to be assured that they are following the development of the text. Many texts are signposted by placing elements from the rheme of one clause into the theme of the following clause, or by repeating meanings from the theme of one clause in the theme of subsequent clauses. This kind of text development is called thematic progression or thematic development. Thematic progression refers to the way theme of a clause is developed. Theme of a clause may pick up or repeat a meaning from the preceding theme and rheme. According to Yang Yan that thematic progression provides some benefits as follows.²⁰ First, it offers new applied information to the reform of teaching models to make the students aware of the interrelation of functional sentences becomes possible and feasible. Second, thematic progression gives directions to appropriate and efficient communication in linear manners. Third, it gives a clue to wise choice and organization of information. Fourth, it provides enlightenment to the design of writing exercise. Therefore it offers a large amount of implication to inspire the instructor devoted to the language teaching. Thus, thematic progression patterns presented the key concepts relating to two categories of thematic progression patterns; those which enhance coherence and those which obscure it.²¹ As postulated by Eggins, the thematic progressions which enhance coherence include reiteration progression pattern, zig-zag progression pattern, and multiple progressions pattern.

However, besides those three types of thematic progression pattern proposed by Eggins which have been explained, Danes

²⁰ YANG Yan. "On the patterns of thematic progression in the Argumentative Writing of Non-English Majors". *US-China Foreign Language*. Vol. 13, 2015

²¹ Naomi Njobvu. "The Relationship Between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students' Writing Discourse". *Lusuka*. 2010, 11

propounded one more type of thematic progression pattern.²² It is a derived theme pattern. Derived theme is a situation where the topics of each sentence are individually different; the fact is that it uses the same overriding Theme. The example of derived theme is shown below.

Ecuador is situated on the equator in the northwest of South America (1). The economy is based on oil and agricultural products (2). More oil is produced in Ecuador than any other South American country except Venezuela (3). Bananas, coffee, and cocoa are grown there (4). The people are mostly of Indian origin (5). Several Indian languages are spoken there (6). The currency is called the Sucre (7).

The example above shows that the second theme (the economy), the third theme (More oil), the fourth theme (Bananas, coffee, and cocoa), the fifth theme (Several Indian languages), and the sixth theme (The currency) actually give some information concerning Ecuador. Somehow, reflecting the example above, Dubois points out that those themes would appear to be totally unrelated. However, at the same time, it must be noted that Dubois suggested as reiteration theme rather than as derived theme.²³

Furthermore, McCabe state that the notion of derived theme can be thought of more indirect to a lay reader; thus one would not be expected to find it in texts where the readers do not share the same degree of knowledge shared by writers and readers of very specialized texts. Thus, writers need to infuse their texts with clearer links of meaning, thereby producing links which are closer to reiteration theme or simple linear theme rather than to derived theme. Thus, the derived theme pattern is difficult to judge because there is still a debate on whether derived theme is one type of thematic progression or not.

Bloor & Bloor stated that the thematic progression patterns which obscure coherence include brand new theme, empty rheme, and empty use of the adverbial “*there*”.²⁴ While Danes added the use of

²² Danes, F. *Papers on functional sentence perspective*. Prague. 1974, cited in McCabe, A. M. *Theme and thematic patterns in Spanish and English history texts*. PhD Dissertation, Aston University, Birmingham, England. 1999. p. 172

²³ Muroda, Naila. 2017. *Thematic Progression Analysis in Students' Thesis Proposal of English Teacher Education Department at UIN Sunan Ampel Surabaya*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University. Surabaya.

²⁴ Nada Salih Abdul Ridha. “Theme and Rheme: Types and Problems in EFL University Students' Written Texts”. *College of Education for Humanities*. University of Basra, 104-105

dummy *it* is also as one of the misusing of the thematic progression pattern.²⁵ Therefore, there are three types of thematic progression which obscure the coherence.

a. Thematic Progression Pattern which Enhance Coherence

Thematic progressions which enhance coherence into three types of thematic progression patterns:

1). Theme reiteration / constant theme pattern.

This pattern shows that the first theme is picked up and repeated in the beginning of the next clause.

Surabaya city is a place we love so much



The city is cooler than other cities in Indonesia



The city is secure

In light of re-iteration thematic progression, Alvin Leong Ping has other definition pattern and it is called as constant thematic progression. He draws the concept of constant thematic progression as follow: E.g: If a person does not have a hobby, they will be bored, they will not have interest in anything, and they will not be able to cope with stress. The pattern of the example above can be seen in the figure below.

Theme 1 → Rheme 1



Theme 2 → Rheme 2



Theme 3 → Rheme 3

From the example above shows that the sentences use the constant theme that mostly occurred by using theme “They”. It is also reiterate in each sentences of the text. Therefore, it is called as reiteration or contrast thematic progression.

2). A zig zag linear theme pattern

Zig-zag pattern is an element which is introduced in the Rheme in clause 1 gets promoted to become the Theme of clause 2. The pattern achieves cohesion in the text by building on newly introduced

²⁵ S. Eggins. *An Introduction to Systemic Functional Linguistics*. End Edition. (London: Printer Publisher, Ltd, 2004), 303-305

information. This gives the text a sense of cumulative development which may be absent in the repeated Theme pattern.²⁶ The zig-zag pattern can be seen in the diagram below:

Theme 1 → Rheme 1

Theme 2 → Rheme 2

Theme 3 → Rheme 3

Theme 4 → Rheme 4

Theme 5 → Rheme 5

It also can be seen in a short example of sentences as follow:

e.g: *Once upon a time there was **a man** lived in the country side.*

***He** had three daughters.*

***The youngest daughter** was so beautiful.*

In terms of thematic progression, Alvin Leong Ping identifies it as simple linear thematic progression. e.g.: When the Indonesian doing the president election, they have to choose one of the two candidates president. Two candidates president are Jokowi and Prabowo

Crucially, considering the characteristics of the zig-zig thematic progression pattern above is necessary to deal with the ability to write better in English as attempt to control the students' writing to be cohesive and coherence afterwards.

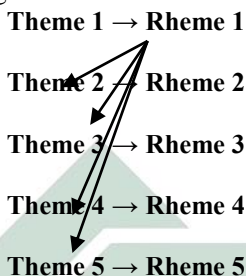
3). Multiple Thematic Progression

The Multiple TP is the Rheme of a clause has more than one component, each of which is taken in turn as Theme. Furthermore, the multiple thematic progressions can be called as Split thematic progression which is as the expository in character as they provide a list of related information to illustrate a main point.²⁷ Furthermore, according to Emi Emilia that in this pattern, the theme of one clause introduces a number of different pieces of information, each of which is

²⁶ Eggins, S *An Introduction to Systemic Functional Linguistics*. End Edition. (London: Printer Publisher, Ltd, 2004)

²⁷ Wei Jing. "Theme and Thematic Progression in English Writing Teaching". *Journal of Education and Practice*. Vol. 6 No. 21, 2015

then picked up made Theme in subsequence clauses or rheme. ²⁸This pattern is described in figure:



The example of multiple thematic progression patterns in samples of exposition Text are as follows:

Here is some result why we did not have to use drugs.

Firstly, drug is dangerous.

Second, it is bad influence for us

Ultimately, by reflecting to the characteristics of multiple thematic progression patterns, the students could be able to address their writing be better time to time.

b. Thematic Progression Pattern which Obscure Coherence

Thematic progressions which obscure coherence into three types of thematic progression patterns:

1) Brand New Theme

The usage of brand new theme is taking up the new theme that does not any relation with the previous sentence. As stated by Naomi Njobvu that the brand new theme occurs in instances whereby before a given idea introduced in the initial theme of the sentence is exhaustively substantiated so that it creates a rupture in the flow of information there by compromising discourse coherence. ²⁹ The example is shown in the table below:

²⁸ Emi Emilia. *Introducing Functional Grammar*. (Bandung: Dunia Pustaka Jay, 2014), 242

²⁹ Naomi Njobvu. "The Relationship Between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students' Writing Discourse". Lusuka. 2010, 17

Table 2.1 Brand New Theme

Theme	Rheme
Surabaya	is a beautiful place
The transportation	are very modern

2) Empty Use of “*there*”

Empty use of the adverbial *there* is applied when the word “*there*” is used without any reference to any preceding information.³⁰ This pattern is illustrated in table below:

Table 2.2 Empty use of “*there*”

Theme	Rheme
Traditional market	is a place when someone can find anything they need
There	are a lots of problem when shopping in traditional market

In table above indicates that the theme of the second sentence “*there*” is meaningless refer to the either the theme or the rheme of the previous sentence. Therefore, it does not provide to discourse coherence.

3) Use of Dummy “*it*”

The use of the dummy “*it*” occurs when the preposition of “*it*” is used with unclear reference either the theme or the rheme of the previous sentence.³¹The example can be seen in table 2.3 below:

Table 2.3 Use of Dummy “*it*”

Theme	Rheme
Using plastic bag	can increase the global warming
It	is shows by the plastic that have used for years ago find in the sea

H. Review of Previous Study

The studies about the thematic progression has been widely investigated before. For instance, the study conducted by from Izzatu Ni'mah that is thematic organization on news item. Focus on the system

³⁰ ibid

³¹ ibid

of theme which consists of topical, interpersonal, and textual theme from the Jakarta Post website of presidential electoral campaign. In this research there is no greater difference of the use of those themes done by the journalist to give the factual information to the readers. The difference is that this current study analyzed the theme types done by the journalist in general without discussing more about the thematic progression.

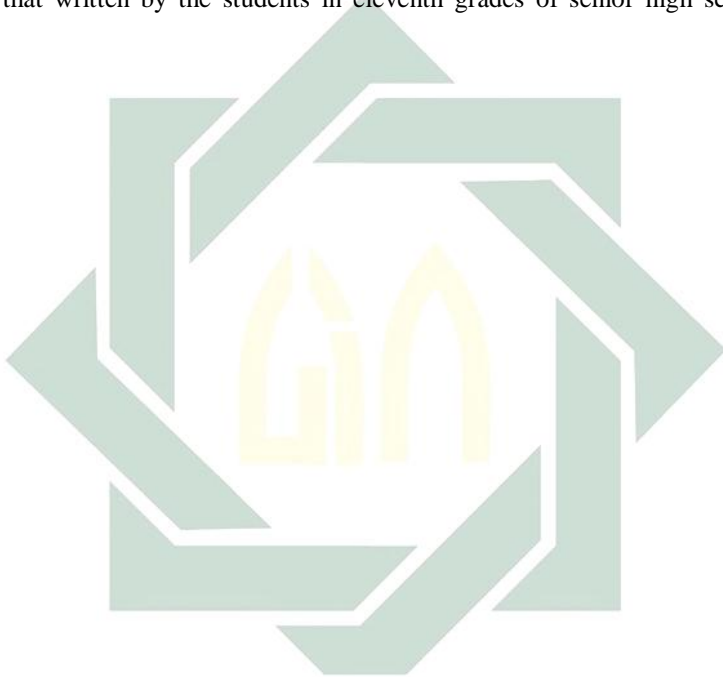
In addition, Farikha carried out another study regarding to the thematic progression. That was concerns on comparative study of the thematic progression (tp) pattern with jingle button (jb) technique in teaching writing narrative text. Technique can improve the students' writing skill of narrative text. The finding of this research also reveals that the implementation of this technique also improves the students' learning motivation in joining teaching-learning activities of writing class. The good point applied in this research is that there were 98.50% of the students have good motivation after implementing of TP-JB technique. Ultimately, the research conducted by Farikah has a quiet difference between this study.

On the other side, some researchs have also investigated the thematic progression and linguistics features in abstrac section this research conducted by Liliek Soepriatmdji in this research English students of FBIB could prove their experience in writing abstract with respect to the employment of thematic progression. This research only focuses on analyzing the constant thematic progression pattern which is characterized as the most tedious pattern in developing a paragraph. However, this study is more specific in investigating all types of thematic progression toward the background study of thesis proposal.

Furthermore, another study which investigated 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 shows that by implementing those theme-rheme to the experimental class has positive impact on the improvement of students' writing ability and high grades have been found. Unfortunately, this study spends long time and much energy to do the observation because it is done by giving treatment of pre-test and post-test to experimental and control class to apply those effectiveness.

A large number of thematic progression have been conducted by some researcher. Some of those studies emphasized on the

investigation of the whole structure of the thematic progression in the article while others focus on analyzing the specific section such as abstract or other type of English text. Some studies also have comparative model in investigating the thematic progression. Those previous studies have conducted investigation on different context of text. However, the present study deals with the on English hortatory text that written by the students in eleventh grades of senior high school.



CHAPTER III

RESEARCH METHOD

This part study deals with research methodology which is design as technique to collect and analyze the data.

A. Approach and Research Design

This study uses qualitative design. A qualitative research leads the researchers to understand the phenomenon of the research subjects such as behavior, perception, motivation, etc. through descriptive approach in form of words³². This research uses the descriptive research in order to analyze the parts of the clause based on thematic structure, analyze the clauses based on types of theme, and analyze the mood selection the thematic progression of each clause.

In this study, the phenomenon observed is thematic progression in students' writing hortatory text. This research will examine deeply hortatory text written by the eleventh grades students in SMAN 1 Porong in the academic year 2018/2019. The data will be analyzed using theory from Eggins. In addition, in this research, the writer uses qualitative analysis. The qualitative analysis uses a technique of looking for, collecting, classifying and then analyzing data for portraying conclusion.

B. Research Object

The research object of this research is hortatory text written by the students in eleventh grade. Thus, some texts are chosen based on those who have done writing hortatory text in second semester of eleventh grades students' academic year 2018/2019. So, there will be seven students' writing hortatory text that analyzed.

C. Data and Source of Data

The data of this research are thematic progression in students' English writing hortatory text. So, the researcher gets students' hortatory text. The source of data from students' English hortatory text. The data is attained by asking copy of students' English hortatory text. After getting the copies of the writing, the next is analyzing the thematic progression in students' English hortatory text.

³² Lexy Jmoleong. *Metodologi Penelitian Kualitatif*. (Bandung : PT Remaja Rosdakarya, 2005), 6

D. Data Collection Technique

In this study, data were collected by techniques of document study. The researcher asked the documents of students' writing hortatory text. Then, the researcher analyzes the thematic progression in students' hortatory text to know the way they produce their writing.

To answer the only one research question is needed to be written academically, the researcher did analysis through thematic progression pattern's theory which has been stated in the chapter two, review of related literature through some steps:

1. Collecting the hortatory text from the students
2. Reading those texts
3. Placing the sentences into table format to make the process of the analysis easier and clearer
4. Determining the theme and the rheme
5. Classifying the thematic progression pattern
6. Calculating the occurrence of each type of thematic progression patterns found in the hortatory text.

E. Research Instrument

The instrument used to collect the data in thematic progression through content analysis is record table and sample of students' sentences writing hortatory text. The table will have the following features and columns.

Table 3.1
Instrument to Analyze The Thematic Progression Pattern

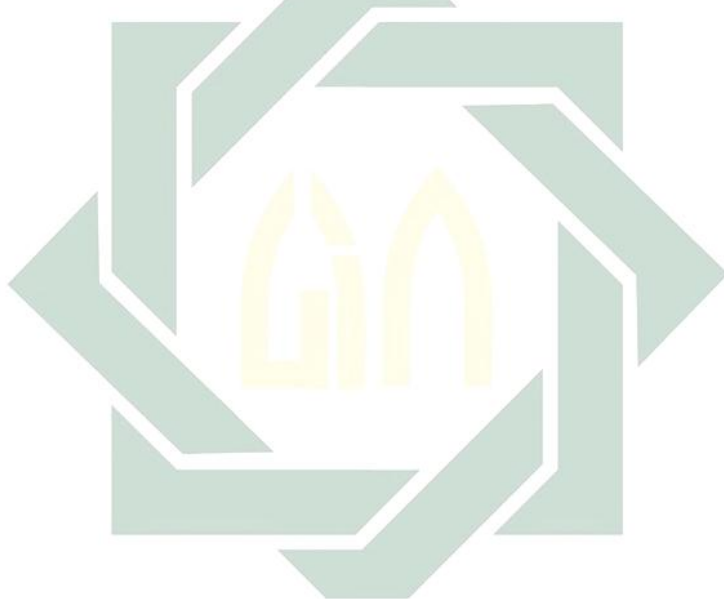
No	Type	Theme	Rheme

(Adapted from theory of Eggins and Danes)

According to the table instrument above, this research only focuses on the pattern of the thematic progressions which enhance the coherence of students' writing.

F. Data Analysis

The documentation of analysis is used to answer research question. To answer RQ, the researcher used theory of Eggins, Bloor&Bloor and Danes which mention the types of thematic progression reveals in students' writing hortatory text.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter presents and analyzes the data which have been collected during the research. The data were taken from students' hortatory text during the eleventh grades of academic year 2018/2019 at SMAN 1 Porong. This research obtained the data through content analysis.

A. Research Finding

As previously stated in the chapter one, this study wants to know how the way the students maintain their writing in hortatory text. To know the answer, this research analyzing the data of five students' work using thematic progression. There are several thematic progressions in students' writing hortatory text. The findings of the research are dealing with the thematic progression in students' writing hortatory text based on the theories explained in the chapter 2, related review literatures. The following discussion reveals into students work and the researcher's analyzing. The Table shows some parts of students' writing hortatory text, while below the table is the researcher's analyzing.

1. Students' Thematic Progressions

To write the hortatory text, some students maintain the text by employing some kinds of thematic progression as stated by the expert in chapter two, review of related literature. They are reiteration, zig-zag, and multiple as the enhancing coherence. While brand new theme, empty use of "*there*", and use of the dummy "*it*" are as the obscure coherence. Out of those thematic progression types, those patterns do not indicate that the reiteration always occurs in the first, zig-zag comes as the second, and the multiple always as the last in the text. However, those patterns can come up interchangeability. They can take turn their part in a paragraph. Reflecting this condition, the way students develop their text can be seen from the following explanation.

a. Student A

The written pieces of discourse of student A at this hortatory text can be seen in table 4.1 below.

Table 4.1
Theme and Rheme of Student's A work

No	Type	Theme	Rheme
1		Childhood	is a period of transition from toddlers to adolescence.
2	Zig-zag	This period	is a time when a person is still unable to distinguish between right and wrong.
3	Zig-zag	During this time	children also tend to spend their time playing.
4	Brand New Theme	How much negative factors	that trigger children to experience a decline in achievement.
5	Reiteration	One of the factors can affect the decline in achievement of a child	is that children often see the news, mystical films, irrational engineering such as horror events that actually have no facts in daily life and love films that affect the nature and behavior of children under seventeen years old.
6	Brand New Theme	Children who watch television more than a week experience a decline in their performance at school	meaning that when the child often watches movie it will greatly affect their performance because after that children are more concerned with prioritizing watching movies than learning
7	Brand New Theme	So, in my opinion the role of parents	is very important for the development of children ranging from mental to psychological
8	Reiteration	The role of parents in supervising	is applied in terms of selecting tv shows, limiting the time to watch tv and then selecting programs that are educational for children

Based on table 4.1 found that to enhance the coherence in the writing the student applied zig-zag pattern in the text. This pattern found that by taking up the first sentence which is “Is period” becomes the theme of the second sentence “This period”. Additionally, thematic progression which obscures the coherence is also found in the text. Zig-zag pattern also found in the next sentence which is student wrote “during this time” become the theme that is from the rheme in the previous sentence. In the next sentence the student wrote a new theme that has no relation with the previous sentence “how much negative factors” but in the next sentence the students put “One of the factors can affect the decline in achievement of a child” become a theme and it is reiterate from the theme in the previous sentence. Student make sure in the to write the new theme in the sixth and seventh sentence “Children who watch television more than a week experience a decline...” and “So, in my opinion the role of parents” this condition called brand new theme. The theme of Furthermore, in the last sentence found that student applies reiteration pattern. Reiteration pattern is when the theme of the previous theme is used as the theme of the following theme. In this text found that “the role of parents” becomes initial theme of the fourth sentence and has been used as the theme of the last sentence “the role of parents in supervising”. Thus, the theme of the fifth sentence is a reiteration pattern from the theme of the fourth sentence.

b. Student B

The written pieces of discourse of student B at this hortatory text can be seen in table 4.2 below.

Table 4.2
Theme and Rheme of Student’s B work

No	Type	Theme	Rheme
1		Canteen	is a place used to buy or sell foods and drinks
2	Reiteration	Canteens	are located in many places such as schools, offices, and much more
3	Brand New	The foods and	have to be clean because

	Theme	drinks	it will make many people sick after eat and drink
4	Empty use of "There"	There	are many foods and drinks sold such as ice tea, fried rice, meat ball, and much more
5	Brand New Theme	Because of its function	Canteen should be clean, otherwise it will not be hygienic, so it has become a liability to everyone there to keep it clean.
6	Brand New Theme	Unfortunately, there still many people who haven't realized yet	The importance of maintaining the cleanness of the canteen.
7	Brand New Theme	And sadly that kind of thing	Still happened in my school canteen.
8	Brand New Theme	In my opinion it will be good if all people especially all students in my school	know about the importance of maintaining the cleanness of the canteen.
9	Brand New Theme	Maybe that will happened if the teachers or maybe the students association	Start to socialize the importance of maintaining the cleanness of the canteen.

Based on table 4.2 found that to enhance the coherence in the writing the student applies reiteration pattern in the text. Reiteration pattern is when the theme of the previous theme is used as the theme of the following theme. In this text found that "canteens" become initial theme of the first sentence. From the theme of the first sentence, the word "canteens" has been used as the theme of the second sentence "canteen". Thus, the theme of the second sentence is a reiteration pattern from the theme of the first sentence. Furthermore in the third sentence thematic

progression which obscures the coherence is also found in the text. This pattern is found that the theme of third sentence “The foods and drinks” has no relation information either to the theme or the rheme of previous sentence. Therefore, this themes called as branding new theme. In the fourth sentence indicates that the theme of the second sentence “there” is meaningless refer to the either the theme or the rheme of the previous sentence. Therefore, it does not provide to discourse coherence. Additionally, thematic progression which obscures the coherence is also found in the text. This pattern is found that the theme of the fifth sentence “because of its function” has no relation information either to the theme or to the rheme of the previous sentence. This condition also happens to the sixth sentence. The theme of the sixth sentence “unfortunately” does not refer to any information either of the theme or the rheme of the preceding sentence. In the eighth sentence, the theme “in my opinion” and in the last sentence “maybe”. Therefore, those four themes called as branding new theme which creates a rupture in the logical flow of the information in the student’s text.

c. Student C

The written pieces of discourse of student C at this hortatory text can be seen in table 4.3 below.

Table 4.3
Theme and Rheme of Student’s C work

No	Type	Theme	Rheme
1		Parking space	is a land that is provided for parking or depositing a vehicle
2	Reiteration	Parking space	has been provided anywhere usually mostly people will develop lot business for the parking area around schools, stations, airport, which are essentially crowded by vehicles.
3	Brand New Theme	Lots of problem	that usually arise around the parking lot.
4	Multiple	First, a narrow parking area	which makes it difficult for many vehicle users to park,

			especially for four-wheeled vehicles which definitely requires large enough land to park vehicles with a large capacity
5	Multiple	Second is an unsafe parking area	this often happens because guards are careless and less tightened supervision in maintaining the vehicle
6	Empty use of "there"	There	are a lot of helmet are losing until motor vehicles are easily lost.
7	Brand New Theme	The conclusion that can be drawn from the argument or problem above	is when we are going to open a parking lot business try to have a land
8	Zig-zag	Try to have a land	is capable of accommodating large numbers of vehicles and endeavored to have a large responsibility in overseeing the entrusted vehicles

Based on table 4.3 indicates the reiteration pattern applied by student. In this text found that "parking space" become initial theme of the first sentence. From the theme of the first sentence, the word "parking space" has been used as the theme of the second sentence "parking space". Thus, the theme of the second sentence is a reiteration pattern from the theme of the first sentence. In the next sentence indicates "lots of problem" which has no relation and it give the new theme so it calles brand new theme. In the fourth and fifth indicates that multiple pattern applied by students. Because of the theme of one clause introduces a number of different pieces of information, each of which is then picked up made theme in subsequence clauses or rheme. In the next sentence indicates that the theme of the third sentence "there" is meaningless refer to the either the theme or the rheme of the previous sentence.

Therefore, it does not provide to discourse coherence. Additionally, brand new theme pattern is also found in the text. This pattern is found that the theme of the seventh sentence sentence “The conclusion” has no relation information either to the theme or to the rheme of the previous sentence. In the last sentence found that zig-zag pattern applied by student. This pattern found that by taking up the rheme in sixth sentence which is “try to have land” become the theme of the second sentence “try to have land”.

d. Student D

The written pieces of discourse of student D at this hortatory text can be seen in table 4.4 below.

Table 4.4
Theme and Rheme of Student’s D work

No	Type	Theme	Rheme
1		Playground	are usually designed for children.
2	Reiteration	Playground	is one of the facilities used to fulfill children’s play need.
3	Reiteration	Playground	are indoor and outdoor.
4	Reiteration	Playground	used in the park, school, picnic area, and other public place.
5	Reiteration	Playground	are believed to be able to grow a sense of happiness and cheerfulness.
6	Brand New Theme	Playing	is a vital part of childhood help children to develop physical strength, coordination and balance.
7	Reiteration	It can also provide opportunities	for children to learn and develop.
8	Brand New Theme	Playgrounds	give social skills.

9	Brand Theme	New	When children play with other children	they learn to communicate, to share, to collaborate, and to empathize with others.
10	Brand Theme	New	The playground	also provides some imagination and creativity.
11	Brand Theme	New	And children	need to be creative about what and how games are played.
12	Brand Theme	New	Besides that, parents	can also refresh their mind by sitting in the garden while watching the child play.
13	Brand Theme	New	And don't forget, the cleanliness of the park	must be maintained.

Based on table 4.4 indicates that student applied reiteration pattern. In this text found that “playgrounds” become initial theme of the first sentence. From the theme of the first sentence, the word “playgrounds” has been used as the theme of the second sentence until fifth sentence “playground”. Thus, the theme of the second sentence is a reiteration pattern from the theme of the first sentence, the theme of the third sentence is a reiteration pattern from the theme of second sentence, the theme of fourth sentence is a reiteration pattern from the theme of third sentence, and the theme of fifth sentence is also a reiteration pattern from the theme of fourth sentence. In the next sentence found that brand new theme was used by student “playing” in the sixth sentence has no relation information either to the theme or the rheme of previous sentence. In the sixth sentences shows that word “playing” which is the theme of the sixth sentence become the theme of seventh sentence. The pronoun “it” has been used as a substitute word for the word “playing”. Additionally, thematic progression which obscures the coherence is also found in the text. This pattern is found that the theme of the eight sentence “playgrounds” has no relation information either to the theme or to the rheme of the previous sentence. This condition also happens to the ninth sentence until thirteenth sentence. Those six themes called as

branding new theme which creates a rupture in the logical flow of the information in the student's text.

e. Student E

The written pieces of discourse of student E at this hortatory text can be seen in table 4.5 below.

Table 4.5
Theme and Rheme of Student's E work

No	Type	Theme	Rheme
1.		National examination	is more important to decide students graduation to follow the further education.
2.	Reiteration	National examination	is being a problem every year, every human talking about it because there are some things that are considered unfair.
3.	Reiteration	In my opinion, the national examination should not be held	because there are some things that cause the national examination has wedge feels
4.	Reiteration	Among the things that cause the national examination should not be held	is the essence of education more deviate, state can be a disadvantages in practice the implementation of the final examination not be good.
5	Brand New Theme	With some of the fact above	I think the government should not have held the national exam.

6.	Brand New Theme	Criteria of student graduation	should be determined by the teacher or school achievement by including a factor for school achievement by including a factor for 3 years and ethics or morality, without a national examination.
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Based on the table 4.5 shows that to enhance the coherence of the text, the student maintains the text by employing the reiteration progression pattern. This pattern is found that the theme of the first sentence “National Examination” has been selected as the theme of the second sentence “National Examination”. The theme of the second sentence “National Examination” is used as the theme of the third sentence “In my opinion, the national examination should not be held”. Then, the theme of the third sentence “National Examination should not be held” is selected as the theme of the fourth sentence “Among the things that cause the national examination should not be held”. Therefore, this condition makes the student reiterate the same theme of the previous theme to the following sentence. Another pattern found that the theme of the fifth sentence has no relation of the previous sentence. The fifth sentence, however has introduced a new theme “With some of the fact above” and in the last sentence “Criteria of student graduation” which are different and has no relation either to the theme or the rheme of the previous sentence.

f. Student F

The written pieces of discourse of student F at this hortatory text can be seen in table 4.6 below.

Table 4.6
Theme and Rheme of Student’s F work

No	Type	Theme	Rheme
1.		Junk food	is a food that most people liked
2.	Reiteration	Besides it tastes good, junk food	is a practical food and easy to get

3.	Brand New Theme	However, people don't know that consuming too much junk food	is not good for the health of the body
4.	Brand New Theme	The bad effects caused by junk food	are triggered by the presence of harmful substances in this instant food for example candles found in instant noodles and so on.
5	Brand New Theme	In addition, there are several types of research	that state that consuming too many types of junk food does not have a direct impact on the human body.
6	Brand New Theme	However, junk food	That is eaten later will be buried in the human body and can cause the emergency of certain diseases in the future.
7	Brand New Theme	For example cancer	which is a type of dangerous disease that attacks humans.
8	Brand New Theme	To keep the health of our body	it would be nice to reduce or stop consuming junk food and get used to eating healthy foods

Based on table 4.6 found that to enhance the coherence in the writing the student applies reiteration pattern in the text. Reiteration pattern is when the theme of the previous theme is used as the theme of the following theme. In this text found that “junk food” become initial theme of the first sentence. From the theme of the first sentence, the word “junk food” has been used as the theme of the second sentence “Besides it tastes good, junk food”. Thus, the theme of the second sentence is a reiteration pattern from the theme of the first sentence. In the third sentence the student was applied brand new theme that there is no

correlation with sentence before. It is also occurred in the fourth until eighth sentence, student used brand new theme in writing hortatory text.

g. Student G

The written pieces of discourse of student G at this hortatory text can be seen in table 4.7 below.

Table 4.7
Theme and Rheme of Student's G work

No	Type	Theme	Rheme
1.		Toilets and bathrooms	have an important role in image creation.
2	Empty use of "there"	There	is an expression says "if you want to see the cleanliness of a place, look at the toilet and bathroom".
3.	Brand New Theme	Safeguarding the cleanliness of bathrooms and toilets	is not easy.
4.	Brand New Theme	The existence of continuous water	often leaves crust, even the buildup of crust can cause it be removed.
5.	Brand New Theme	The presence of ceramic and porcelain cleaning	fluids on the market sometimes cannot provide a solution to this problem.
6.	Brand New Theme	Besides the crusts	is not lost, we also have to spend extra energy to brush it.

7.	Brand New Theme	The easiest thing to take care it of	is to clean it regularly and choose a powerful cleaning or chemical liquid.
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Based on table 4.7 indicates the thematic progression pattern obscured the coherence it is the empty use of “there” meaningless refer to the either the theme or the rheme of the previous sentence. In this text found that student more gave the new theme in the text it shows from the third sentence until seventh sentence student gave the new theme that has no relation each other with the sentence before and it called as brand new theme.

h. Student H

The written pieces of discourse of student H at this hortatory text can be seen in table 4.8 below.

Table 4.8
Theme and Rheme of Student’s H work

No	Type	Theme	Rheme
1.		Electronic tickets	are ticket in digital form.
2.	Reiteration	Electronic tickets	can be used for flight, hotels, cinemas, and also shows,
3.	Reiteration	Electronic tickets	should have more values otherwise people still choose to buy tickets normally.
4.	Brand New Theme	Some advantages	if we used electronic tickets
5.	Multiple	First,	electronic ticket will make it easier for us when we want to have a trip.
6.	Multiple	Second,	we can also click if there something

			sudden.
7.	Multiple	Third,	we don't need to queue for long and save time.
8.	Multiple	The main advantage	is that there are many agents of applications that offer various promos and are competing to provide facilities that appeal to the community.
9.	Brand New Theme	To safety in buying electronic ticket	is make sure to choose a trusted agent.

Based on table 4.8 indicates the reiteration pattern applied by student. In this text found that “electronic tickets” become initial theme of the first sentence. From the theme of the first sentence, the word “electronic tickets” has been used as the theme of the second sentence “electronic tickets”. It is also occurred in the third sentence, which is the sentence began with “electronic tickets”. In the next sentence indicates that the theme of the fourth sentence is brand new theme “some advantages”. Therefore, it does not provide to discourse coherence. In the fifth until eight sentences indicates that multiple pattern applied by students. Because of the theme of one clause introduces a number of different pieces of information, each of which is then picked up made theme in subsequence clauses or rheme. Additionally, brand new theme pattern is also found in the last sentence. “To safety” has no relation information either to the theme or to the rheme of the previous sentence.

i. Student I

The written pieces of discourse of student I at this hortatory text can be seen in table 4.9 below.

Table 4.9
Theme and Rheme of Student's I work

No	Type	Theme	Rheme
1.		School yard	is an important part of the school area.
2.	Reiteration	School yard	is a facility and also a place for school residents to carry out activities that require a large area and are also open.
3.	Empty use of "there"	There	are many empty areas around the school yard such as on the side of the school field.
4.	Zig-zag	If it looks empty like that, the view of the school yard feels uncomfortable	Because it seems very empty and neglected.
5.	Brand New Theme	In my opinion	is that the land should be utilized so that it can beautify the school yard such as planting ornamental plants, providing lighting accessories and making a small garden so the use of school yard can be very effective.
6.	Brand New Theme	With that, the impression of the school yard	is getting more beautiful and student can enjoy the school yard comfortably

Based on table 4.9 found that to enhance the coherence in the writing the student applied reiteration pattern in the second sentence. In this text found that “school yard” become initial theme of the first sentence. From the theme of the first sentence, the word “school yard” has been used as the theme of the second sentence “school yard”. Thus, the theme of the second sentence is a reiteration pattern from the theme of the first sentence. In the next sentence indicates that the theme of the third sentence “there” is meaningless refer to the either the theme or the rheme of the previous sentence. Therefore, it does not provide to discourse coherence. In the next sentence student applied zig-zag pattern “if it looks empty like that” that is from the rheme in previous sentence. In the fifth and sixth sentence, brand new theme was applied by students which is there is no correlation with the sentence before.

j. Student J

The written pieces of discourse of student J at this hortatory text can be seen in table 4.10 below.

Table 4.10
Theme and Rheme of Student’s J work

No	Type	Theme	Rheme
1.		Sleep	is need of all humans.
2.	Reiteration	Sleep	is needed to rest and refresh the body after all day activities.
3.	Reiteration	Good sleep	Around seven to eight hours every night
4.	Reiteration	Good sleep pattern	is needed for the body to stay healthy and not get sick.
5.	Brand New Theme	Many people sleep to late or called staying up late	will attack the body

6.	Multiple	First,	the impact decrease the immune system and the ease of being attacked by viral diseases such as flue, fever, lung infections, hepatitis and the worse is the risk of heart disease and cancer.
7.	Multiple	Second,	cause damage to the mood of the body such as irritability, sadness and stress, lack of sleep also makes thinking ability declining and easy to forget about everything, because of lack of focus on what is done.
8.	Multiple	Third,	affect the skin such as the face that looks pale
9.	Brand New Theme	In my opinion, you should start to maintain the health of the body by sleeping at 9 pm	because the body needs rest after a day of doing activities.

Based on table 4.10 indicates the reiteration pattern applied by student. In this text found that “sleep” become initial theme of the first sentence. From the theme of the first sentence, the word “sleep” has been used as the theme of the second sentence “sleep”. In the third sentence “good sleep” and in the fourth sentence “good sleep pattern” also called as reiteration pattern. In the next sentence, brand new theme was used by students “Many people sleep to late or called staying up late”. Therefore, it does not provide to discourse coherence. In the sixth, seventh, and eighth sentence indicates that multiple pattern applied by students. Because of the theme of one clause introduces a number of different pieces of information, each of which is then picked up made theme in subsequence clauses or rheme. Additionally, brand new theme pattern is

also found in the last sentence. “in my opinion” has no relation information either to the theme or to the rheme of the previous sentence.

k. Student K

The written pieces of discourse of student K at this hortatory text can be seen in table 4.11 below.

Table 4.11
Theme and Rheme of Student’s K work

No	Type	Theme	Rheme
1.		Administration office	is an administrative activities namely matters of writing including financial matters in company, organization, state, and also in educational institutional.
2.	Brand New Theme	As one of educational institutional, Senior High School 1 Porong	has an administration too.
3.	Reiteration	Senior High School 1 Porong	has strength and weakness
4.	Multiple	Strength of administration office	is good service
5.	Multiple	Weakness	is the procedure too long
6.	Brand New Theme	But on this occasion our concern	is on the weakness.

7.	Brand Theme	New	In my opinion, our administration office	is inefficient as an example we need to go to the bank office first to school fee, toefl, and other than we get the stamp from that administration office where the process should be carried out efficiently in one location.
8.	Brand Theme	New	And I think they need more employee	to serve the students so the administration process carried out as soon as possible without lining up.
9.	Brand Theme	New	I hope our administration office	can be better in future

Based on table 4.11 above indicates that the way the student maintain the text is using the brand new theme pattern. It can be seen that the theme of the first sentence is not same with the theme of the second sentence. The second sentence, however has introduced a new theme “As one of educational institutional, Senior High School 1 Porong” which is different and has no relation either to the theme or the rheme of the previous sentence. In the next sentence is using reiteration pattern. From the theme of the second sentence, the word “SMAN 1 Porong” has been used as the theme of the third sentence. Thus the theme of the third sentence is a reiteration pattern from the theme of the second sentence. In the fourth, fifth sentence indicates that multiple pattern applied by students. Because of the theme of one clause introduces a number of different pieces of information, each of which is then picked up made

theme in subsequence clauses or rheme. Additionally, brand new theme pattern is also found in the sixth sentence “But on this occasion our concern “. And it also happened in the next sentence which is “in my opinion”, in the eight sentence “And I think they need more employee. And in the last sentence “I hope our administration office” those theme of the sentence has no relation with the previous sentence.

1. Student L

The written pieces of discourse of student L at this hortatory text can be seen in table 4.12 below.

Table 4.12
Theme and Rheme of Student’s L work

No	Type	Theme	Rheme
1.		Cheating behavior	is an activity or action carried out intentionally by using dishonest to falsify learning outcomes by using assistance or illegally utilizing outside information when an academic test or evaluation is carried out to achieve certain goals.
2.	Brand New Theme	The factor that causes someone cheating	is parents are too ambitious expect good grades which is not balance with the child’ potential
3.	Multiple	The next factor	is children do not learn

4.	Brand New Theme	cheating	is one example of fraudulent and dishonest conduct where in all methods of passing are done it better for students to study in groups before the exam, take lessons or study together when they will face less clear, poorly understood and less learned lessons.
5.	Brand New Theme	Difficult subject with a minimum average grade of high graduation	make sense to be the reason for cheating because not all subject tested can be mastered by students.
6.	Brand New Theme	In addition, the demands of graduating from parents	can put mental stress on students so that instead of spending time learning, its better to spend time thinking about how to cheat smoothly.
7.	Brand New Theme	In my opinion	children should study before exam to get a satisfactory score.

Based on the table 4.12 in second sentence found that brand new theme was used by student “The factor that causes someone cheating” in this sentence has no relation information either to the theme or the rheme of previous sentence. In the third sentence indicates that multiple pattern applied by students. Because of the theme of one clause introduces a number of different pieces of information, each of which is then picked up made theme in subsequence clauses or rheme. Additionally, brand new theme pattern is also found in the fourth sentence because “cheating” in the fourth sentence has no relation with the sentence before. It also happened in the fifth to seventh sentence, the students

wrote the new theme that has no relation information with the previous sentence.

B. Discussion

The presented data and the explanation from research findings draw the categorization of thematic progression patterns made by the students. After analyzing the data, linked to the theories in related review literature, there are two kinds of thematic progression, they are enhance coherence which is caused by reiteration, zig-zag, and multiple pattern and obscure coherence which is caused by brand new theme, the empty use of “*there*”, and the dummy use of “*it*”. The distribution of each pattern can be seen in Chart 4-1 and Chart 4-2 below.

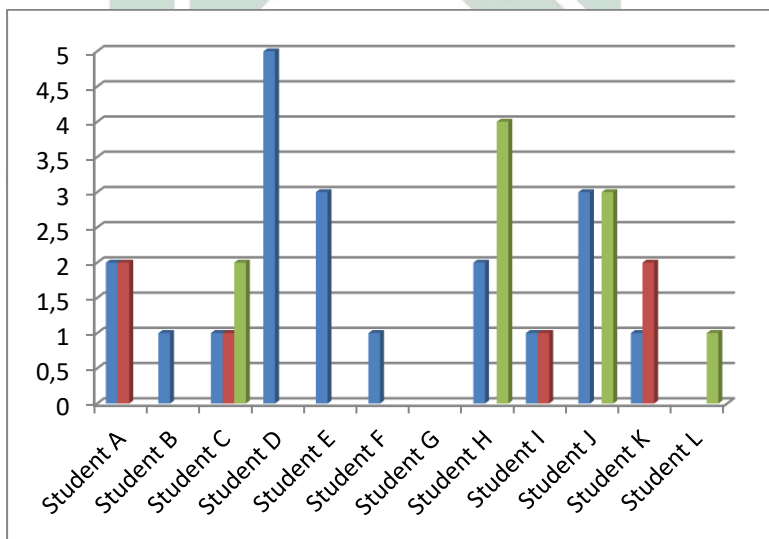


Chart 4-1 Thematic Progression Pattern which Enhance-Coherence

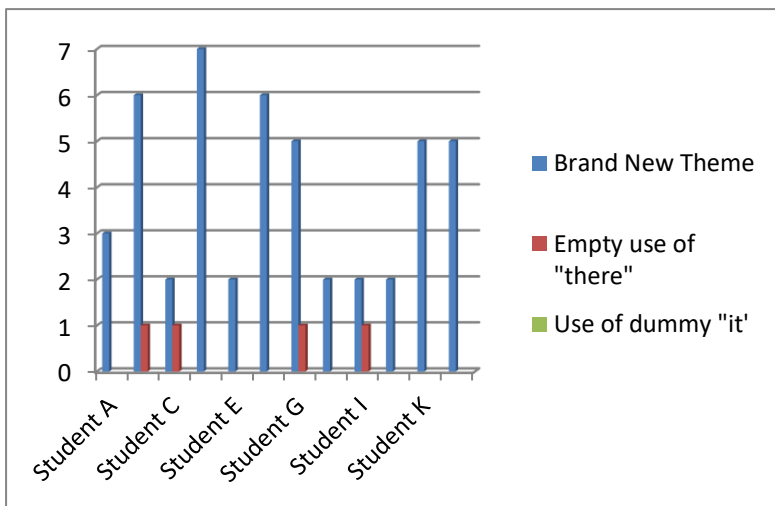


Chart 4-2 Thematic Progression Pattern which Obscure-Coherence

The presented data and the explanation from the chart 4-1 and chart 4-2 above draw the categorization of thematic progression patterns made by the students. These following tables, containing the same sentences as mentioned in the research findings, come after the explanation related to the types of thematic progression in the review of related literature. The explanation about the different of both thematic progression patterns will be discussed in this chapter.

1. Thematic Progression Pattern which Enhanced Coherence

This section of the thesis discusses the thematic progression patterns which facilitated coherence in the hortatory text. From the findings, there are three thematic progression patterns which help the cohesion. They are reiteration, zig-zag, and multiple patterns. Types of thematic progression pattern presented in the Chart 4-1 above exhibit that the commonest type of thematic progression pattern used in students' hortatory text is the reiteration (20), then followed by zig-zag pattern (6), and the last is multiple progression pattern (10).

a. Reiteration Progression Pattern

The highest thematic progressions pattern is reiteration. There are 20 reiteration patterns that reveal in students' work. One example of thematic progression pattern of reiteration category is below while the explanation is explained in the research finding.

Playground is usually designed for children.

Playground is one of the facilities used to fulfill children's play need.

Playground is indoor and outdoor.

Playground used in the park, school, picnic area and other public place.

Based on the example above indicates that by using reiteration or constant thematic progression the students as the writer wants to get their readers over and over with the same word or word.³³ This condition is considered to be mostly preferred pattern used by the students because it is simple by repeating one theme in the previous sentence become the new theme in the upcoming sentence. Furthermore, to decrease the monotonous of the text, the students use the pronouns to indicate the same theme of the previous theme. However, using this type of thematic progression more may lead to the lack of deep explanation of the ideas introduced as the writer does not expand the information contained in the rheme.³⁴ It is similar to Abed's statement that this pattern indicates to the technique of simple explanation and description in writing strategy.³⁵ It goes to show that the way the students write hortatory text is very simple. They don't need to find new theme in the next sentence. Somehow, starting a sentence with the same theme in both the initial and subsequent sentences is especially useful in helping students to

³³ Hawes, T., & Thomas, S. "Rhetorical Uses of Theme in Newspaper Editorials". *World Englishes*, 15(2). 1996, p. 165.

³⁴ Belmonte, I. A., & McCabe-Hidalgo, A. "Theme-rheme Patterns in L2 Writing". *Didactica*, 10. 1998, p. 22

³⁵ Abed, A. Q. "Patterns of thematic progression in C. Dickens' A Tale of Two Cities". *Al-Adab*, 92, 2010, p. 91

communicate their ideas successfully.³⁶ Therefore, this is one of the ways the students can do to make their writing coherent.

b. Zig-Zag Progression Pattern

Zig-zag progression pattern become the third highest thematic progression. There are 6 zig-zag pattern that occurred in it. One example of thematic progression pattern of zig-zag category is below while the explanation is explained in the research finding.

Childhood is a period of transition from toddlers to adolescence.

This period is a time when a person is still unable to distinguish between right and wrong.

As the example above is the example of academic text, according to McCabe the zig-zag pattern is the basic thematic progression necessarily needed to make the text well-structured as it considered as the academic text.³⁷ Relating to this condition Abed stated that an academic text has a high occurrence of cross-referential links from the theme of one sentence to the theme of the next sentence.³⁸ Thus, some students often use this pattern to their academic text in writing their hortatory text. Somehow, this pattern is considered more difficult than reiteration pattern because it need to pick up the rheme of one sentence to be put as theme in the next sentence not directly use the same theme of the previous sentence.

c. Multiple Progression Pattern

This pattern is used to distinguish between themes coming from different parts of the same rheme to reassure the reader that the topic is being further developed. Based on the Chart 4.2 indicates that there are 10 multiple thematic progressions occur in student' text. Somehow, this pattern can be used in one paragraph as a variety of words referring to

³⁶ L. Wang. "Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing". *ASIAN EFL Journal*, 2007, Vol. 9, Issue 1, Article 9, 1-9.

³⁷ McCabe, A. M. "Theme and thematic patterns in Spanish and English history texts". *Unpublished PhD Dissertation*. Aston University, Birmingham, England. 1999.

³⁸ Abed, A. Q. "Patterns of thematic progression in C. Dickens' A Tale of Two Cities". *Al-Adab*, 92, 2010, p. 80

the same rheme. This pattern can solve the problem of unnecessary repetitions³⁹.

Some advantages if we used electronic tickets

First, electronic ticket will make it easier for us when we want to have a trip

Second, we can also click if there something sudden

In the example above indicates that multiple pattern applied by students. Because of the theme of one clause introduces a number of different pieces of information, each of which is then picked up made theme in subsequence clauses or rheme.

Conversely, the fact shows that 10 students even use this pattern to write hortatory text. Thus, this pattern is being suggested to be taught to the students in order that the students can make a variety in their writing pattern instead of reiteration and zig-zag pattern. Hence, through this pattern the students can help the way they write in coherent and cohesion.

2. Thematic Progression Pattern which Obscured Coherence

This part discusses the thematic progression pattern which obscured coherence from the thematic progression written by the students. They include brand new theme, empty use of “*there*”, and use of dummy ‘*it*’. Based on the Chart 4-2, it is found that some students who did obscuring the coherence of the text. It is only found that by branding new theme become the commonest types (47), then followed by the empty use of ‘*there*’ (4), and the last is that there is no dummy use of “*it*” in students’ work. These examples below have been categorized as thematic progression which obscured coherence, while the explanation is explained in the research finding.

a. Brand New Theme

³⁹ Naomi Njobvu. “The Relationship between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students” Writing Discourse”. *Lusuka*. 2010, 13

According to Bloor & Bloor cited in Arunsriot's journal that the problem of brand new theme occurs in the work of inexperienced writers who put new information in the theme position⁴⁰. Thus, the theme is introduced in the text causing a lack of organizational skill in the writing. In all the brand new themes found in students work are shown in the following tables, the italicized words represents the initial themes, and the bolded words represents new themes

Junk food	Is a practical food and easy to get
People don't know that consuming too much junk food	Is not good for the health of the body
The bad effects caused by junk food	Are triggered by the presence of harmful substances in this instant food
To keep the health of our body	It would be nice to reduce or stop consuming junk food and get used to eating healthy foods

In the theme of each sentence the student was applied brand new theme that there is no correlation between third sentence and sentence before. It is also occurred in the fourth until fifth sentence.

b. Empty Use of "there"

According to Oxford Learner's Pocket Dictionary 4th Edition, the word "there" as the adverb has some meanings. It is used to show that something exist or happen, to indicate as a place or position, to indicate an existing or available, and to attract somebody's attention. In addition according to Nada Salih Abdul Ridha the word "there" regarded as beginning of a sentence as an easy way to begin a paragraph.⁴¹ However, in this case the word "there" is not used as a way to begin a paragraph to show something exist or happened, but it is used in the second sentence of the paragraph that has no any relation to the

⁴⁰ Sudrutai Arunsriot, "An Analysis of Textual Metafunction in Thai EFL Students' Writing". *Novitas-ROYAL (Research on Youth and Language)*. 2013, 7 (2), 170

⁴¹ Nada Salih Abdul Ridha. *Theme and Rheme: Types and Problems in EFL University Students' Written Texts*. College of Education for Humanities. University of Basra, 109

preceding sentence in the first sentence of its paragraph. Therefore it can make a rupture of the flow information that happen in the text. The example below is found in student's work. The word *there* in the second sentence has made something exist but has no relation to the preceding sentence. Thus, it is better to make the second sentence in this text could be change to be a part of the first sentence as in "its skills are productive skills and receptive skills as target language".

The foods and drinks	Have to be clean because it will make many people sick after eat and drink
There	are many foods and drinks sold such as ice tea, fried rice, meat ball, and much more

c. The Use of Dummy "*it*"

According to Oxford Learner's Pocket Dictionary 4th Edition that the word '*it*' has some meanings. First, it can be a pronoun (used as subject or object of verb or after preposition). Second, it can be used to identify a person. Third, it is used when the subject or object comes at the end of a sentence. Fourth, it is used when you are talking about time, distance, or weather. Fifth, it can be used to emphasize any part of sentence. However, in this case the use of dummy *it* occurs when the pronoun of *it* takes place without clear reference. Therefore, the use of this word creates break in the texts that make obscuring coherence of the text. Based on the Chart 4-2 indicates that there is no any use of dummy *it* occur in student' text. The students do not even use one of this pattern to make their text obscured from the coherence.

However, the findings that each student employs the patterns show that the students have understood how to create a good thematic pattern in order to make an efficient hortatory text. Sometimes students applied reiteration in the introductory statement, or in arguments. This means that the students' text have characterized themselves as factual texts written in English in terms of thematic progression pattern. This also means that the students seem to have to attempt to make their texts well-organized to be therefore understandable.

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CHAPTER V CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. In the conclusion, this research concludes the result including thematic progression patterns in students' writing hortatory text. Besides the conclusion, this research gives recommend several matters which need to do by the students, lecturers, and also the future researchers

A. Conclusion

Based on the findings and discussions indicate the way the student write their hortatory text is through thematic progression to enhance the coherence and thematic progression to obscure coherence. There were in total 36 thematic progression patterns which enhance the coherence found in the students' text, and there were in total 51 thematic progression patterns which obscure the coherence.

In thematic progressions which enhance the coherence, there were 20 reiteration pattern found in the student English hortatory text and it was the most prominent pattern used by all the students to enhance the discourse coherence of the hortatory text. The students used the same theme of the previous sentence to the theme of the following sentence. Although it can make the texts look monotonous, but it was easier for the students make their writing coherence to use the same theme without finding the new theme from the previous rheme. After that, the thematic progression which enhances the coherence in students' text is found that the multiple pattern come up as the second highest pattern occurred in 10 times. By reiterating the rheme of the preceding sentence to the theme of the following sentence, the students try to make the text coherence. However, the other pattern which is zig-zag pattern was used by the students 6 times.

Further finding is the thematic progressions which obscure the coherence. It indicates that the most prominent patterns that obscured coherence of the students were the use of brand new theme. Then, it was followed by empty use of "*there*". Another pattern, the use of dummy "*it*" was not occurred in the students' text. There were in total 51 thematic progression patterns which obscured coherence, and they were divided into three categories which are 47 obscured coherence thematic progression pattern categorized as brand new theme, 4 obscured coherence thematic progression pattern categorized as empty

use of “*there*”, and no obscured coherence thematic progression pattern categorized as the dummy use of “*it*”.

Reflecting the findings above can be concluded that actually in the hortatory text, the most pattern that employed by the students was brand new theme pattern. The students have been able to write the new theme of each sentence. Meanwhile, the students have been able to write coherently even though the way they write is through reiteration and zig-zag pattern which sometimes make the flow of the writing look monotonous. Therefore, multiple pattern is needed to be applied and taught to them in order to make their writing does not look not monotonous but it could be variety explaining the information in the text.

B. Suggestion

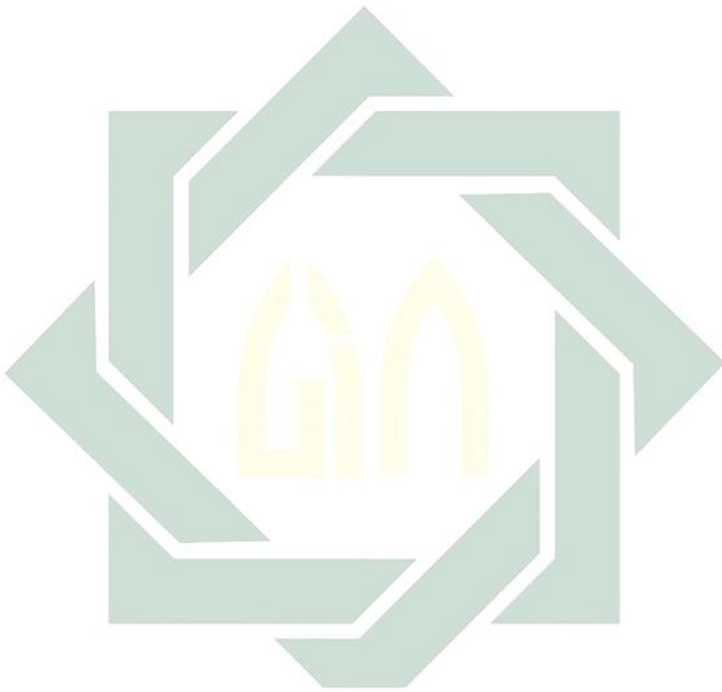
1. Suggestion for teachers

Teachers should introduce and teach the use and the concept of theme and rheme to the students. This will help them write more coherently and at the same time assess themselves on how effectively information should be presented in their writing. Furthermore, they can motivate the students to write, especially in enriching the knowledge of their students about the system of theme and rheme and the thematic progression which supposed to be able to create coherence of the text. Therefore, sharing the information dealing with thematic progression and the result of this study to other future teachers or lecturers would be great

2. Suggestion for future researcher

Analyzing all the paragraphs of the hortatory text or even beyond the student of eleventh grades of SMAN 1 Porong would be great. In addition, investigating this issue in more detail would be interesting; for example, the research of the thematic progressions and its cause and solution toward the tendency of the students to choose the type of thematic progression in their writing. Or even, the research can be on how this thematic progression be implemented to the students. Or even, this research is not in written language, but it can be in spoken language, how the students maintain the way they speak to deliver the information they would give to their listeners. This research has provided a fundamental insight into thematic progression in students’

hortatory text and the findings may assist as a basis for further researcher.



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