

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

In learning English, there are four skills that students have to be mastered, they are Reading, Listening, Speaking and Writing. Among the basic skills, writing is considered to be the most complicated skill because in writing the writer should be able to combine and express his/her opinions in good written forms. They need to pay attention to several aspects to write a good composition. One aspect that plays an important role in writing is the coherence (Wang 2007:441). According to Harmer (2004:31), states that writing is a way to produce language and express ideas, feeling, and opinions. Writing as one of the four skills has always formed parts of the syllabus in teaching of English, where mastering the ability to write effectively is seen as a key objective for learners.

Writing is a process of constructing a message by using strategies and step by step until it becomes a text. In writing, the writers have to manage to fulfill the process well in order to produce a good writing. However, as a skill, writing is regarded as a difficult skill to be mastered by the students. Most of students considered writing as a difficult subject. Most of students' skills are far from their learning target and teaching writing so far has not been satisfying. It is supported by Alwasilah (2008:2) who states that communication in written language communication makes them tend to be not productive in writing. Based on the explanation above, writing is developing ideas in one paragraph. So, it can be concluded that in developing idea, there are Theme and Rheme. Theme and

Rheme are information contained in paragraphs which developed by using thematic progression. As Halliday (1994:309) stated, coherence is “the internal resource for structuring the clause as a message”. Belmonto & McCabe (1998:20) stated to help the students organize information within clause to make their writing coherent, the use of Theme and Thematic Progression. Themes usually contain information that is already familiar or already given. It is therefore very important to choose a theme at the beginning of the clause in order for a post to be cohesive. By using the theme of the author or speaker can set a text to be effective.

Coherent is a product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Therefore, writers must take their patterns of coherence much more explicit and much more carefully planned and it can be achieved through the operation of theme and rheme.

Starting a sentence with a Theme is useful in helping students to communicate their ideas successfully. The theme is the element of clause structures which serves as the point of departure of the message. The Theme then becomes the prominent element for standing as the grammatical system that organizes the clause in such a way that it helps to construct the environment because it provides the environment for the remainder of the message.

Focusing the students’ writing on the Theme system, including thematic progression, will be very useful in helping students to communicate their ideas successfully Wang (2007:178). Theme system assists the students “to specify the place in the reader network of meaning where the meaning is to be incorporated as

relevant” Halliday & Matthiessen (2004:19) which determines the concern of a clause; what a clause is about. The Theme then becomes the prominent element for standing as the “grammatical system that organizes the clause in such a way that it helps to construct the environment for the remainder of the message, which is known as the Rheme, in the Theme-Rheme organization Halliday (1994:55).

Thematic Progression is an exchange of information between successive theme and rheme pairings in a text Eggins (2004:318). Thematic progression is designed to know the way how develop the theme in the text. Thematic Progression contributes to the cohesive development of a text. Thematic Progression in order to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. Eggins (2004:324) states there are three kinds of thematic progression pattern: first, theme reiteration or constant theme pattern, a theme is picked up and repeated at the beginning of each clause as. Second, a zig-zag or linear theme pattern, the subject matter in the rheme of the previous clause is taken up in the theme of a following clause. Third, a multiple theme or split rheme pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses.

One of the ways could help to improve coherence in student’s writing was analyzing by thematic progression. Thematic gave a reader orientation as to where the information has come from and where it is going, and hence creates coherent in a written text.

Thematic progression could be seen from the pattern of theme and rheme used in student's writing. The balance and movement of a clause between Theme and Rheme was an essential component in composing a coherent text. If a writer failed to control the flow of information from Theme and Rheme, his or her text was difficult for a reader to follow, because there was no clear signpost directing the reader, who therefore cannot easily follow the progression of an idea or argument.

Based on the writer's observation in teaching practice program (PPL), the writer asked the students to write analytical exposition text and found that the students were not able to formulate ideas from their mind into written language that had been done by the writer, it was found that students were still difficult to organize the messages in their paragraphs and the students could not develop the next clause from the previous clause. Thus, one of the ways that can be used to assess the students' improvement in writing is by analyzing the Thematic Progression on their writing. Thematic Progression can be seen from the pattern of Theme and Rheme used in their writing.

This study aims to reveal how the students organize their ideas when they write a paragraph or write one story that they want to tell by using thematic progression pattern. That's why the writer is interested in **“Thematic Organization on Student Writing Analytical Exposition Text by the Second Semester English Department Nommensen HKBP University”**.

To avoid misunderstanding, it is necessary for the writer to limit this research. The writer just focuses to analyze about thematic progression pattern

and what thematic progression pattern is the dominant one used by the students in writing analytical exposition text.

1.2 The Problems of the Study

Based on background of the study, the problem of this study can be formulated in the form of the questions as follows:

1. “What Thematics Progression Patterns are used by the students in writing analytical exposition text?”
2. “What Thematic Progression Pattern is the dominant one used by the students in writing analytical exposition text?”

1.3 The Objectives of the Study

The objectives of this study are:

1. To identify the thematic progression pattern used by the students in writing exposition text on the Second Semester of Nommensen HKBP University.
2. To identify the dominantly in use thematic progression.

1.4 The Scope of the study

This study focuses on analyzing Thematic Progression Theme Pattern students’ analytical exposition text on the Second Semester English Department Nommensen HKBP University. In this researcher will use Eggins (2004:324) states there are three kinds of thematic progression pattern: first, theme reiteration or constant theme pattern, a theme is picked up and repeated at the beginning of

each clause as. Second, a zig-zag or linear theme pattern, the subject matter in the rheme of the previous clause is taken up in the theme of a following clause. Third, a multiple theme or split rheme pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses.

This study is limited to analyze the There are 3 parts of Textual Meaning in systemic functional linguistics, namely: Theme and Rheme, thematic progression, cohesion and coherence. This study focuses on Theme and Rheme that discuss on thematic progression pattern in students' analytical exposition text on the Second Semester English Department Nommensen HKBP University.

1.5 The Significances of the Study

This study is expected to be useful for the theoretically or practically for writer, teacher, students of English Department and further researcher.

1. Theoretically.

the findings are expected to enrich the theories of thematic progression in students' writing text.

2. Practically, the findings of this study are expected to be useful for:

- a) English learner: They can enrich their knowledge about thematic progression.
- b) The English teachers: They can use it to support teaching and learning materials related to the thematic progression.
- c) The other researchers: This study is expected can be reference for those who want to do further research on thematic progression.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a research, the theories are needed to explain some concepts and terms applies concerning to the research. This theoretical framework which is presented in order to give some clearer concepts applied in this study. It aimed to avoid ambiguity, misunderstanding, and misinterpretation of the concept employed.

2.2 Systemic Functional Grammar

According to Gerot and Wignell (1994:6) functional grammar attempts to explain language in actual use and focus on text and their contexts. Functional grammar concerns not only with structure but also how those structures construct meaning. In functional grammar, clause is the most important unit rather than sentences. The emphasis is thus on how the purposes for which language is used and the context in which appears affect the choices speaker and writers make. These choices become meaningful depending not just only on the channel of communication, but also on the relationship between the interlocutors and the aim of what is said.

Language is used to express meanings and perform various functions in different context and situation of our daily life. If the grammar is the way in which a language is organized But et al (2000:142), Systemic Functional Grammar (SFG) attempts to explain and describe the organisation of the „meaning-making resources“ (Halliday and Matthiessen, 2004:21) used to achieve such goals. Every

linguistic choice that we make is systematic and the reason that we say something in a certain way is the result of a choice unconscious. SFG is thus a study of meaning constructions through system of lexicalgrammatical choices that serve functions within social and cultural contexts.

Halliday and Matthiessen (2004:30) divide the way we use language into different metafunctions. Each metafunction has its own system of choices, each choice resulting in a structure.

2.2.1 Metafunction

Metafunction is analysis of text and context functions. It means that language is functional. It refers to the systematic functional linguistic created by Halliday.

Metafunction is functional based on grammatical phenomena. In the other case, the people use language in order to fulfill three functions in their life which is known as metafunction. Halliday (1994:179) describe metafunction as three types of meaning within grammatical structure of the clause. A clause is a unit in which three of different kinds are combine, namely ideational or experiential (clause as a representation), interpersonal function (clause as an exchange) and textual (clause as a message).

Three metafunctions of language are identified by Bloor and Bloor (1995:10), namely (1)the ideational (topical) metafunction, (2)the interpersonal metafunction and (3)the textual metafunction.

The first function is the ideational function. It means that language used to organize, to understand and to express perceptions on the world and consciousness. It can be classified into experiential and logical. The experiential

functions is largely concerned with content or ideas. While, the logical function is concerned with relationship among the ideas. In the other hand, a clause is analyzed into *Participants*, *Process*, and *Circumstances*, with different participant types for different process types.

The second function is the Interpersonal function. This function is to enable the participation in communicative acts with other people, to take on roles and to express and to understand feelings, attitudes and judgements. In addition a clause is analyzed into *Mood* and *Residue*, with the mood element further analyzed into *Subject* and *Finite*.

The third function is the Textual function. It involves the use of language to organize the text itself. In the other words, language used as to relate what is said or written to the real world and to other linguistic events. Moreover a clause is analyzed into *Theme* and *Rheme*.

Each metafunction has its own systems of choices, each choice resulting in a structure. However, realisations of these three metafunctions occur simultaneously, allowing language to create different meanings at the same time. It will be shown in the following table.

Table 2.1 Realization of the Three Metafunction

I	must	finish	this blogspot	
	Subject	Finite	Predicator	Compliment
Experiential	Actor	Process: material		Goal
Interpersonal	Mood	residue		
Textual	Theme	Rheme		

(Eggins, 2004:57)

2.2.2 Textual Function

Textual function is an organizing message that has relevant to context (linguistic and social). A clause as a unit of message is constituted by Theme, or it

is metafunction relates to *mode*; the internal organization and communicative nature of a text. This comprises textual interactivity, spontaneity and communicative distance. Textual interactivity is examined with reference to disfluencies such as hesitations, pauses and repetitions.

It is to say that textual metafunction is about the verbal world, especially the flow of information in a text, and is concerned with clauses as messages. In the other, textual function is realized through the word order of sentences, through which the composer order the messages for the reader, and also through the numeral, first, second, third, and fourth, which the writer is used to signal the silent points of his messages, Bloor and Bloor (1995:10).

It is to say that Textual function make message relevant to its context. In the other, Halliday (1994) points out thematic structure are various structures which, when mapped into each other, make up a clause, we shall consider first the one which gives the clause its character as a message.

Based on the elaborations, then it could be said that textual meaning means to express the relationship between language and out side of the language, or it also said the context. In the other, these meanings are also known as thematic structure. Thematic structure is applied to the clause in all languages. Furthermore, Halliday (1994) classifies thematic structures into two elements, they are Theme and Rheme.

The textual function the way language is organized as a message is what per occupies the authors the textual function is concerned with the ordering of your information, with what comes first, middle and in the last. With what links the parts of piece of writing to each other. In looking at the textual function of

languages were looking at the ways language is selected and combined in order to create meaning.

Thus, it can be concluded that textual function is a very important role in written text which means way how to organize message in read a text which is written by the students.

2.2.3 Theme and Rheme

Halliday (2014:89) states that the Theme is the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. The speaker chooses the Theme as his or her point of departure to guide the addressee in developing an interpretation of the message; by making part of the message prominent as Theme, the speaker enables the addressee to process the message. The remainder of the message, the part in which the Theme is developed, is called the Rheme.

Bloor and Bloor (2004:72) states that Theme is starting point of the message, realized in the clause. The Theme is identified as that element which come in the first position in the clause. The Theme is one elements in a particular structural configuration Theme + Rheme. A message consists of a Theme combined with Rheme. Rheme is part of the clause in which the theme is develop. Where, it serves unfamiliar or new information about theme. So, it could be inferred that theme and rheme are frequently bounded.

Theme and Rheme are always together in connected text. The definition of the Rheme is that it is part of the clause in which the Theme developed. Since we typically depart from the familiar to head towards the unfamiliar, the Rheme typically contains unfamiliar or new information. To understand the identification

criteria for the Rheme is simple. Thus, once we have identified the Theme in a clause, we have also identified the Rheme. The structure of Theme and Rheme will be shown in the following table.

Table 2.2 The structure of Theme and Rheme

Theme	Rheme
The lion	beat the unicorn all round the town
All around the town	the lion beat the unicorn
However, the unicorn	still did not want to bow to the lion
The lion	decided to beat him to death
Would the unicorn	given in to the lion
When the lion got to the battle field	the unicorn was ready for the battle

(Wang, 2007:5)

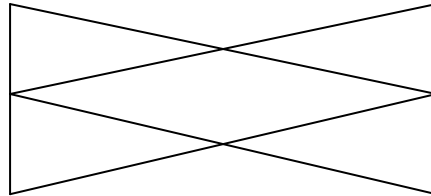
Based on the sample division of Theme-Rheme above, two inferences can be made as follows: First, Theme is not necessarily the subject of a sentence, nor is Rheme equated with the predicate. Second, Theme can be “realized by a nominal group, verbal group, adverbial group, prepositional phrase or a dependent clause”. Whether a Theme is represented in one way or another, its distinct characteristic that Theme appears first in a clause and presents given information is preserved.

2.2.4 Theme and Rheme Systems

Theme system is the system to identify a clause which plays role as the subject of sentence (Halliday & Matthiessen, 2004). In line with Halliday & Matthiessen (2004:298) states that the Theme system is a Theme that is in the first part of the clause. Meanwhile, everything which is not the Theme is the Rheme. The Rheme typically contains unfamiliar, or „new“, information. These two parts together constitute a message the component of the happening.

Thus, the writer can choose the thematic elements that they want to put as the departure for clause of their message in every discourse. This theme enables the

clause convey the different aspect of message a clause transmit. Finally, the interaction of theme and rheme govern how the information in a text develops. To make it clear, it can be illustrated as follows:



Source: wignell, 1994: 103

Based on the previous elaboration, then it can be concluded that the system of theme and rheme are two aspects which works together and give the message to the readers through the text.

2.2.5 Thematic Progression

Thematic Progression was firstly proposed by Danes in 1974. The coherent text can be seen from how the information in the clauses goes on; that is the progression from theme to rheme in a clause. The research of thematic progression has a wide field in recent years, hence thematic progression was defined by some experts and researchers. “Thematic progression is the choice or ordering of utterance themes, their mutual concatenation and hierarchy, as well as their relationship to the hyperthemes of the superior text unit (such paragraph or chapter) to the whole of text and to the situation” Danes (1974:114).

Lipson (2004:126) defines thematic progression pattern is a way in writing that affects cohesion and coherence of a text. Thematic progression pattern is a good method to develop a connected clauses to make a cohesive and coherent text. In other words, thematic progression is a strategy or a spesific way to make writing more effective. In addition, thematic progression is a prominent aspect of

systemic linguistic functional. 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.

Based on definition above, the writer concludes that thematic progression is a way to make a good text in term of good cohesion and coherent of text. It means that thematic progression will influence a content of a text and it can be organized into a good organization of essay.

Egins (2004:322) states that there are three basic types of thematic progressions pattern: the reiteration/constant theme pattern, the zigzag/linear theme pattern and the multiple theme/split rheme pattern.

1) The reiteration/constant theme pattern

The first type of thematic progression as Theme reiteration while some linguists label it as the constant Theme Danes(1974:119).

In a Theme reiteration or constant Theme pattern, a Theme is picked up and repeated at the beginning of each clause as. The pattern of this type can be seen as following:

Theme 1 + Rheme 1

Theme 2 (=Theme1)+ Rheme 2

Theme 3 (=Theme2)+ Rheme 3

For example:

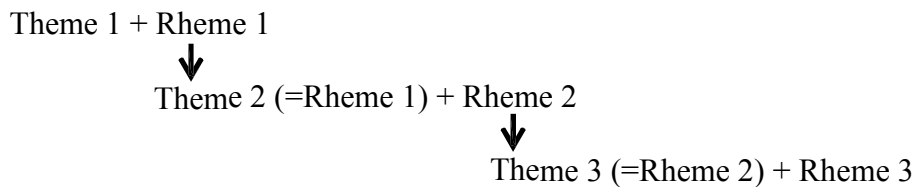
Oprah Winfrey was born in Mississippi on January 29, 1954 (1). When she was 19 years old (2), she became the first African-American news anchor on WTVF-TV in Nashville (3). She began *The Oprah Winfrey Show*, one of the most popular talk show in the United States (4). She got remarkable success in this program (5). She finally formed a company (6) and bought her own show (7).

Th1 (Oprah Winfrey) + Rh1
 ↓
 Th2 (She) (=Oprah Winfrey) + Rh2;
 ↓
 Th3 (She) (=Oprah Winfrey) + Rh3;

2) Zig-zag/ linear theme pattern

Eggin's (2004:324) labels the second type of thematic progression as the zig-zag pattern while Danes (1974:114) label it as the linear Theme pattern.

In a zig-zag or linear theme pattern, the subject matter in the Rheme of the previous clause is taken up in the Theme of a following clause. The pattern of this type can be seen as the following:



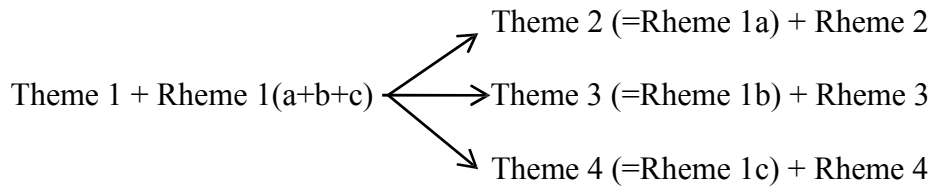
For example:

Communication is a process of transmitting a message (1). The message can be delivered through oral or *written expression* (2). Through writing, people can communicate without limitation of distance and time (3).

Th1 (Communication) + Rh 1 (a message);
 ↓
 Th2 (The message) + Rh2 (Written expression);
 ↓
 Th3 (Writing) + Rh3;

3) Multiple theme/ split rheme pattern

Eggin's (2004:324) labels the third type of thematic progression as Multiple Theme Pattern. In a Multiple Theme or Split Theme Pattern, a Rheme may include a number of different pieces of information, each of which may be taken up as the Theme in a number of subsequent clauses. The pattern of this type can be seen as the following:



For example:

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, coffe, 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).

Th1 (Ecuador) + Rh1;

↑
 [Brief description of Ecuador] → Th2 (The economy) + Rh2;

↓
 Th3 (More oil) + Rh3;

2.3 Writing

Writing is a process of arranging letter, words, sentences and paragraph on the bases of structure and some other related to one other. According to Brown (2001:374), writing is a process of putting ideas down on paper to transform thoughts in to words, to sharpen main ideas, and give them structure and coherent organization. Writing skill is one of the problem skills that should be mastered in using a language. Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. Writing is more than a medium of communication. It is way of remembering and a way of thinking well. Writing makes word permanent, and

thus expands the collective memory of human beings from relatively small store that we can remember and pass on orally to the infinite capacity of modern library. It could be summed up that writing develops human's lives by informing the knowledge and the idea. People can forget spoken information in second but writing makes it permanent.

Nunan (2003:88) also states that writing is the mental work of the inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader. A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, process is done through two stages: exploring ideas and processing the ideas into readable texts. Writing is one of the most significant cultural accomplishment of human being. It means that writing should communicate something clearly, precisely and unambiguous, so the readers can comprehend the writing.

2.3.1 The Purpose of Writing

Before beginning the writing activity, it is better to understand the purpose of writing itself. The purpose of writing consists of the meaning which conveys to the target reader. Ur (1996:163) states that the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing. It means that when the writers do their writing, of course they have some purposes. They have to consider the purposes of their writing since this will influence, not

only the type of the text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuse others.

2.3.2 The Process of Writing

In order to create a good writing. There are some steps of writing process. Kendall and Khuon (2006:4-8) said that there are five steps of writing process, they are:

1. Prewriting For English Language Learners, as well as other students, this involves providing experiences and comprehensible input that help students build background. Encouraging kids to draw on their prior knowledge and schema by making connections between what they already know and what they are learning helps them develop as proficient writers.
2. Drafting. This offer students the opportunity to get their ideas down. It may be in writer's notebooks, on separate sheets of paper, or on the computer. We offer writers a choice of ways to draft to motivate them to write and to draw on their different strengths as learners.
3. Revising. This poses a number of challenges for English Language Learners. We use small-group lessons as an opportunity to teach writers about revision and how to use the Revision Checklist we created. To help our writers, we require that the first step of revision be rereading.
4. Editing (making sure that sentences themselves are sentences, the words you are use are the right words, the spelling and punctuations are correct). Check for repetition, clarity, grammar, spelling and punctuation.

5. Publishing. Publishing offers writers opportunities to take their writing out into the world. There is a wide variety of ways to motivate writers to publish. Taking advantage of class and school wide anthologies and literary magazines to collect student writing makes it available to readers in class and school libraries.

It is the important things that the students learn in writing process. Because the writing process is a tool used to an able students to efficiently express their feelings, thoughts, and knowledge.

2.3.3 Genre of Writing

Genre is a type of text or writing work itself. Genre approach is especially appropriate for students of English for specific purposes, but it is also highly useful for general English students if we went them, even at low levels, to produce written work they can be proud of (Harmer, 2004:274). According to Dirgeyasa (2015:46), the genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. This, of course, will vary due to different context and situation. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction. Genre an approach, of course, provides some stages or steps to follow. These will guide the writer systematically in order to be able to produce the writing work itself.

Dirgeyasa (2004:19) states that there are fifteen genres in writing such as:

1. Analytical Exposition Text

Analytical exposition is a text that elaborates the writer's idea about the phenomena surrounding.

2. Descriptive Text

Descriptive is the way how to describe or illustrate the object, person or idea so that the reader can see the object, or person, or idea by his or her eyes physically.

3. Narrative Text

Narrative text is a text to entertain through storytelling and to engage the reader in an imaginative experience..

4. Procedure Text

Procedure text is a text which tell us about the process in making or doing something.

5. Report Text

Report text is a text to describe the way things around our environment are describe.

6. Explanation Text

Explanation is to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

7. Discussion Text

Discussion is a text which presents a problemation discourse. This kind of text is commonly found in philosophical, historic, and social text.

8. Hortatory Exposition Text

Hortatory exposition is a type of oral written discourse that is used to explain.

9. News Item Text

News item is a text that informs the daily and real factual happenings in human life.

10. Spoof Text

Spoof text is a text which tells factual story that happened in the past time with unpredictable and funny ending.

11. Anecdote Text

Anecdote is a text to share with others an account of an unusual or amusing incident.

12. Recount Text

A recount is a text that retells event or experience in the past.

13. Book review

It is a text of both description and evaluation of a book.

14. Critical review text

It is the summarization and evaluation of the ideas and information in an article.

15. Commentary text

It is a text that uses analysis and interpretation to find the pattern of meaning in events, trends, and ideas.

2.3.4 Analytical Exposition text

Analytical exposition is one of text which is learned by students, especially in senior high school level. The purpose of analytical exposition text is to argue that something is the case (Pardiyono, 2007:216). According to Sahlan Tampubolon (2018:229) Analytical exposition is a text that express opinions to

these phenomena. The genre of analytical exposition text is a type of text which expresses an opinion on a phenomenon or event that the phenomenon or event is indeed like or not. Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

1. Social Function

In line with the concept above, basically, the social function or purpose of analytical exposition text is to persuade the listener or reader that there is a case that, certainly, needs to get attention. This text is also used to analyzing a topic and to persuade the reader that the writer's opinion is correct and supported by some strong arguments.

2. Generic Structure and the Characteristic

According to Pardiyono (2007:216) generic structure of analytical exposition text are:

- a. Thesis: Introducing the topic and indicating the writer's point of view.
- b. Argument: Explaining the argument to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.
- c. Reiteration: Restating the writer's point of view/to strengthen the thesis.

We can use the following phrase to make conclusion in reiteration.

The characteristic of analytical exposition text are (Pardiyono, 2007:216): Using relational process, using internal conjunction, using causal conjunction, using simple present tense, using compound and complex sentence,

use word that link argument, such as firstly, secondly, and reasoning through causal conjunction, such as in addition, furthermore, however, therefore.

Tabel 2.3 The example of Analytical Exposition Text

Cramming is Bad

Thesis	How do you study when the test is coming? Do you start
Argument	<p>preparing for the test or leave things to the last hour? If you start studying weeks or months before the test, it is great. However, if you study all the material in the last hour or minute, it is not good for you and it is called cramming.</p> <p>Cramming is the situation when students stay up until morning to study before their test. This habit can lead to negative impacts for some reason. The first reason is that disruptions in the regular sleep cycle can cause temporary intellectual lapses. For more students, less sleep can make them could not focus in the class. Additionally, cramming can leave us with “something that I have seen before” in our memory. However, being able to recognize something is not the same as being able to recall it. Besides that, each person has their different sleeping time, so some of them often use a stimulant gives bad effect to its consumers.</p>
Reiteration	<p>The example stimulant is coffe. It causes many problems such as Caffeine Intoxiation Syndrome, anxiety, panic, headaches, and so on. To sum up, cramming is bad because it distrubs our regular sleep cycle which cause temporary intellectualn lapses and using stimulant for cramming gives bad effect to our health.</p>

2.3.5 Cohesion and Coherence

According to Meyer (2009:102) Cohesion is sequences processes that give a connection between clauses. Besides, Yule (1985:105) defined cohesion as “a ties and connections which exist within text”. The writer gives conclusion that cohesion is semantic relation that has series process that connecting between clauses which give a whole meaning in a clear manner and structured.

To achieve a perfect text, text must not only be cohesive but also must be coherent. For a text to achieve coherence, it is not enough that is has a hierarchical structure. According to Rene Dirven & Marjolijin Verspoor (2004:184)

Coherence is the property that distinguishes texts from arbitrary sets of sentences. To sum up, coherence is a logical thread so that readers can easily understand the message contained within the text.

2.3.6 Relationship between Cohesion and Coherence and Thematic Progression

Cohesion, coherence and thematic progression are related each other. According to Emilia (2011:247), the importance of the application of higher level Themes is that it helps to enhance the cohesion and coherence of the text. She also states that the use of Thematic progressions allow the text and each stage of a longer text to develop efficiently. It also allows the reader to predict what is going to be discussed in each element of clauses. Thematic progressions from Theme to Rheme are a structural expression of cohesion But, et.al (2000:143)

The quality of writing in workplace, business and academic English can be improved dramatically if attention is given to the thematic progression of information in texts Butt et al., as cited in Emilia (2011:248). In line with Butt et al., Joyce and Feez as cited in Emilia (2011:250) say that the predictability of Themes make it easier for listener and reader because they connect new information to information already presented in the text. A text requires telling properly about its composition. It needs to provide an obvious information what the text is about. Cohesion does not ensure that the text can be read well informed about what they are and where they are going in Priyatmojo (2011:90).

2.3.7 The Underlying Reasons Use Thematic Progression Pattern

Thematic Progression pattern in the process of writing lead the students to have a good control of writing, especially in managing their information in their

text to achieve the goal effectively. The students can elaborate their ideas because the student should know more about the topic first so that they have better knowledge to make their writing. The student also knew in their writing about using pronoun, reference, conjunctive and conjunction as a textual resource that could enhance the coherence in students' text.

When Zig-zag/linear theme pattern occurs in a text so it determined whether or not the students' text are consistent with the idea, in terms of Thematic Progression. It was because Zig-zag/linear theme pattern could give an impact to the development the text. Meanwhile, the overuse using of reiteration/constant theme pattern could make the text to be read like a list. So the text was not good in the coherence and cohesive development paragraph (Belmonte and McCabe-Hidalgo 1998:22).

2.4 Previous Research

In this study, the writer took two previous studies as a comparison. The first similar study has also been conducted by Wang (2007) 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. Another study investigating Theme system of SFG in students' narrative text by Safira (2013). Her study explored *the realization of the Theme system in students' narrative text in terms of type of Theme, choices of topical Theme and Thematic progression* resulting that there

were three kinds of pattern used by the students namely topical, textual, and interpersonal Theme, in which the topical Theme was the most frequently used.

The present study deals with *Thematic Organization Exposition Text in the Second Semester of Nommensen HKBP University*. The previous studies related to the researcher's study are useful as supporting data. These form study can give more information and knowledge about thematic progression in students' writing through their findings. This study is different from those related studies which can be seen from the source of data itself.

2.5 Conceptual Framework

Based on the title of this study that was Thematic Organization Exposition Text in the Second Semester students, the conceptual framework of this study begun by intention to classify the theme and rheme and thematic progression that used by the student in their analytical exposition text written. To find out the thematic progression, Eggins pattern (2004) was proposed in this study. Eggins (2004) stated that there are three basic types of thematic progression pattern: the reiteration/constant theme pattern, zigzag/linear theme pattern and the multiple theme/split rheme pattern. This study also want to find out the thematic progression pattern is the dominant one used by the students in their text.

In conducting this study, the descriptive qualitative used as the research design.

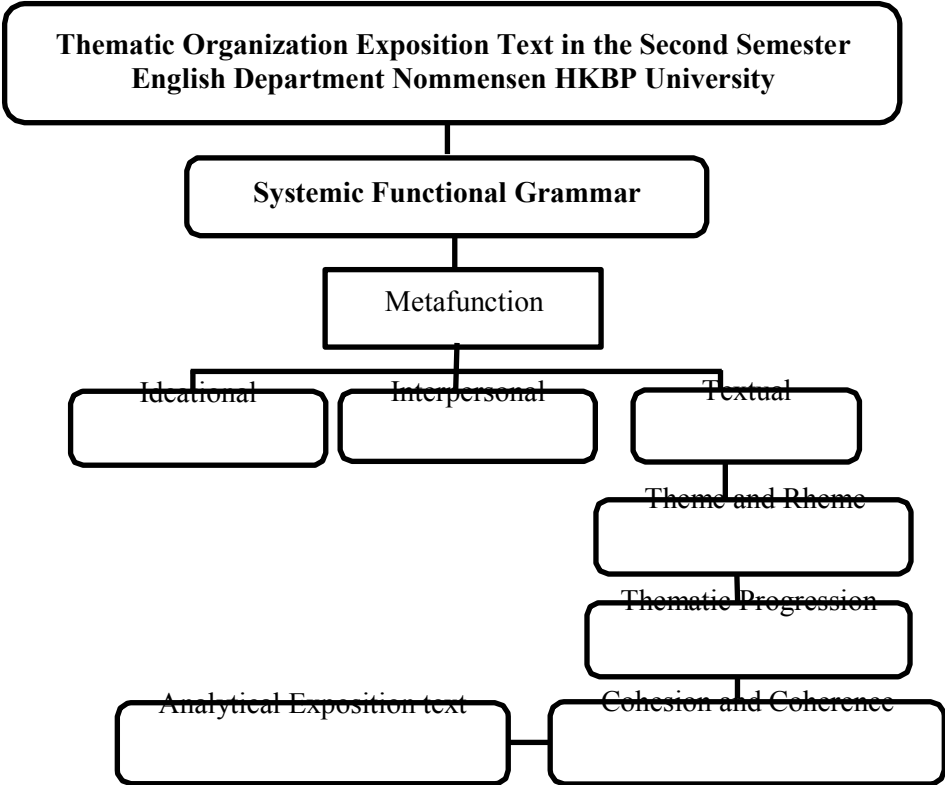


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study was conducted by using Descriptive Qualitative. According to Jhon (2009:172) qualitative inquiry employed different philosophical assumptions, strategies of inquiry, and methods of data collection, analysis and interpretation. The goal of qualitative was collecting the data, arranging the data and interpreting the data. The analysis of the data were taken from the students' writing. In this study, the phenomenon observed is thematic progression in students' writing analytical exposition text.

3.2 The Subject of the Study

The source of the data were students' written compositions which were focused on thematic progression that the students did in writing analytical exposition text those students from the second semester English Department Nommensen HKBP University Medan. The object of this study was students of the second semester English Department Nommensen HKBP University Medan. So, there was fifteen students' writing analytical exposition text that analyzed.

3.3 The Instrument of Collecting Data

The instrument of collecting data was writing test. The students were assigned to write an analytical exposition text. The writer was asked by the students to write the analytical exposition text with free topic. The students did via WhatsApp.

3.4 The Technique of Collecting Data

To collect the data, the writer took these following ways. Firstly, the writer asked the students to take a piece of paper. Then, the writer asked the students to write an analytical exposition text with free topic. The writer gave 40 minutes to the students to write the analytical exposition text. The writer collected the students' paper on writing analytical exposition text in types of thematic progression pattern. Then, the writer underline every sentence in students' paragraph especially in Thematic Progression. The last, the writer analyzed their types of thematic progression from analytical exposition text.

3.5 The Technique of Analyzing Data

The data of this research was analyzed by using descriptive qualitative technique. The techniques of analyzing the data were:

1. Classifying the types of thematic progression which students made in writing analytical exposition text.
2. Finding out the dominant of thematic progression types in students writing analytical exposition text.
3. Concluding research findings. Percentages by using the following formula:

$$S = \frac{x}{T} \times 100$$

Where: S = Score number of the test

R = Number of the correct answer (s)

T = Total of sentence