Analysis Types of Thematic Progression On Undergraduated Students' Writing Thesis Proposal

Nurul Mahfuza[1] Muhd. Al Hafizh[2]

[1,2] *Universitas Negeri Padang*
[*] *Corresponding author. Email:* *nurulmahfuza4@gmail.com*

ABSTRACT

In a work of advanced writing with a wide range of purposes, thematic progression—which helps to the cohesive and coherence of a text—is crucial. A writing's degree of coherence and cohesion may be evaluated by considering thematic progressions. Due to the important aspects to determine a good writing, this study aims to anayze types of thematic progression found on undergraduate students' writing thesis proposal. The data of this research taken from 9 students' text background of their thesis proposal by using purposive sampling. Data were analyzed by coding, specifying, and comparing. The collected data was analyzed based on the theory of thematic progression pattern by Eggins and paltridge. The study was descriptive study. The results of this study indicates that; first, there are three types of thematic progressions pattern on students' writing, they are: Reiteration patterns with 77 or 52%, zigzag patterns with 61 or 41%, and multiple patterns with 10 or 7%. It indicates that Reiteration pattern most dominantly used on students writing thesis proposal.

Keywords: *Thematic Progression, students writing thesis proposal, cohesive and coherence.*

1. INTRUCTION

According to (Rosa, 2007), some students said that writing is a task that is considered difficult. Writing involves the process of thinking, understanding the reading, and then expressing the writing based on the idea of what to be convey in an article which is then made into a good and correct senence. The theme comes first in a sentence, followed by the remainder of the rheme phrase. As a result, in a phrase constructed inside a single paragraph, the theme and rhyme are tied to one another. The employment of themes and rheme will help readers better comprehend the information in the clause. The rhyme is introduced after the clause's main idea. This indicates that the topic rheme is a linguistic unity that aids the writer in maintaining the meaning of the paragraph.

To make good writing, the writers must pay attention to the corelation and interdependence between paragraphs in developing the same ideas. This has to do with coherence. However, many students do not pay attention to the coherence between the paragraphs made. In addition, (Alonso, 2003) argue that English language learners should focus more on how the content in the text develops since they frequently create texts with sentences that don't flow together well. Therefore, it is said that writing is an activity that is difficult to do.

Each clause's transition from theme to rheme must be flawless for the message to be effectively communicated. According to (Eggins, 2004), "thematic progression" refers to the information flow between the following pair of Theme and Rhema in a work. Thematic progression, which combines themes and themes, is a concise statement of nature's two primary notions. This is consistent with the thesis advanced by (Butt, 2000) which contends that a text's capacity to develop its themes cogently influences the coherence of the text as a whole.

The most important element in the evolution of a text is the theme rheme organization or thematic arrangement of clauses (Halliday M. M., 2004), It

should be made clear that a theme or thematic organization can affect a writer's capacity to construct a piece. The importance of paying attention to theme progression will aid pupils in effectively communicating their ideas. According to (Downing, 2001), thematic progression analysis may be used in educational settings for instructional contexts of writing. The benefits of thematic progressions, according to (Downing, 2001), include the capability of being used as a tool for text analysis in educational settings, especially for student texts.

A component of systemic functional linguistics called thematic progression (TP) theorizes that textual discourse knowledge is promoted. According to (Not, 1996), TP is required for the creation of grammatically and structurally perfect texts. According to systemic functional linguistics, the discourse's structure takes into account both interpersonal and ideational meaning. This might mean that in spoken or written discourse that starts with a topic (subject), from which a speaker or writer starts to transmit their message, and concludes with a rheme, the interpretation of the outer or inner world of experience and how it can be negotiated are taken into account (comment).

The paragraph will have coherence if the theme and rheme have previously been organized. The definitions of "theme" and "rheme" in (Halliday M. A., 1994), The sentence concentrates on the topic, which is the element that acts as the communication's main point of emphasis. When the topic is first introduced, the story's rheme serves as a reminder of the lesson. A phrase's message structure is therefore made up of a Theme and a Rheme; the order in which the words are used to form the phrase shows the structure, with the Theme selected coming first.

Thematic progression maintains the consistency of discourse and text structure by connecting theme and rheme with each other. This indicates that when the subject is developed, the intended text is kept in line with the discourse and linguistic style. Consequently, it can also create routine information in the text.

The two concepts of text connexity—thematic structure and discourse coherence—are really intertwined (Ren, 2009). It is advised that lecturers and students work together to format their works according to the TP pattern in light of the results, analysis, and conclusion of the research. As a consequence, the students will get greater writing control, which will help them organize their papers' material more effectively.

Background was chosen by the researcher as the study's topic because An introduction is an essential component of writing a proposal. because the beginning draws the readers' attention in some way. According to (Bavdekar, 2015), the introduction should be succinct, straightforward, and clarify the purpose of the research. The researcher selected the introduction's background section for analysis. When producing a text, students are taught more about writing techniques than the subject since background is a scientific writing that has to be studied. The primary issue pupils have while writing is that they do not know how to develop a solid framework for their arguments. This section requires more than presentation elements that must be visible in the background, press a strong statement on the background writing.

Given the aforementioned reasons, thematic progression (TP) is seen to be a suitable method of determining how cohesive and coherent a piece of writing is. The efficacy of TP as a method to categorize ESL/EFL writing as successful or less successful in terms of coherence has been demonstrated in studies. (Amperawaty, 2019) claims that thematic progression(TP) is a coherence tool. Thematic progression is the technique used to link the theme and rheme where the topic of the sentence echoes the meaning of the preceding theme or rheme. Similarly, theme progressions, according to (Hawes, 2015) (Nurdianingsih, 2017) (Amperawaty, 2019) (Muroda, 2018), the amount of coherence of a phrase may be assessed using progression as a coherence technique based on theme progression. Therefore, based on thematic development, we may gauge the degree of correlation between a clause and a subsequent phrase.

In contrast to those earlier studies, this one has a distinct focus since fewer people, particularly at UIN Suska Riau, have studied the many ways that themes evolve in thesis proposals. Such connections exist at the level of writing background suggestions between theme progression and the predominant forms of thematic growth. Even though this is important to learn and can measure the level of understanding of students in making good sentences.

Systematic functional linguistics may include thematic progression (TP). It follows that topic

development can advance textual discourse expertise. Based on Not (1996), a work must follow a thematic progression in order to be produced that is both grammatically and structurally perfect. According to systemic functional linguistics, the discourse's structure takes into account both interpersonal and ideational meaning. In a different way, a language that starts off either orally or through written writing usually starts with a topic or subject in a single sentence. Where this topic or subject effectively embeds the author's message after a rhyme or comments in a sentence.

Thematic development and discourse coherence, sometimes referred to as text convexity, are very closely related (Ren, 2009). It is advised that students and teachers work together to examine the coherence of the text using thematic progression as a tool based on the pattern. As a consequence, the students will get greater writing control, which will help them organize their papers' material more effectively.

The purpose of the message's explanation was to help undergraduate students at Uin Suska Riau develop their ability to assess the sorts and prevalent forms of theme development in thesis proposals. Where this research will compare the baseline theme progression types used by students and identify the predominate thematic progression kinds in students' thesis proposals.

2. METHODS

For this study, the researcher adopted a descriptive qualitative research methodology. The objective of this research design was to characterize the condition of the field at the time by gaining a better understanding of the phenomenon. Manen (1990), who asserts that descriptive research is used to collect information on the phenomenon's current state in order to characterize "what exist" in connection to circumstances or variables in a scenario, supports this notion. In addition, Gay & Airasian (2012) contend that the descriptive technique may be used to look at a range of educational challenges and concerns. Perry (2008) makes the assumption that the author communicated the study's findings verbally rather than numerically since vocal explanations of the results are a characteristic of qualitative research.

This study utilizes the descriptive qualitative methodology favored by Fries as cited in order to investigate the issue faced by the students in thematic progression found in the proposal background written by

undergraduate students whose major is English Education at UIN SUSKA Riau and to comprehend how their ideas are constructed (Paltridge, 2006). But in order to determine the quantity of each element in the students' thesis backgrounds, the study also uses some quantitative measurement.

This study focused on undergraduate students who wrote thesis proposals in the English teaching program at UIN Suska Riau during the 2019–2020 academic year. Purposive sampling was then used to take a sample from that. This study focused on nine undergraduate students' background texts for their thesis proposals. the topic chosen for the thesis proposal has already been the subject of a seminar proposal during the last six semesters. According to the researcher's and advisor's suggestions, this sample was purposefully picked by looking at the thesis proposals of students who have previously presented their seminar proposal theses, since the researcher believes that these students have the same writing abilities as other students.

This study will employ documentation as the tool, and it will be analyzed by looking at the different types of thematic development in writing by referring to (Paltridge, 2006) and (Eggins, 2004). Documentation of thesis proposals submitted by undergraduate students at the University of Suka Riau will be the primary tool employed in this study. The analysis of documents will employ data. In light of those that were investigated during the even semester of the sixth semester of the academic year 2022-2023, a selection of proposals is provided. As a result, the researcher will only concentrate on the pattern of topic progression that strengthens the backdrop of the student proposal's coherence.

To collect the data, the researcher asked for the data to the students of English education in 6 smessters facuty of UIN Suska riau directly in the form of softcopy. Then, the esearher print out the document To make it easy to be easier analyzed.

The data for this inquiry came from the written thesis proposals submitted by the students. The basis for data analysis in this study will be the notion of theme development put out by Eggins (2004) and Paltridge (2006). They were also examined to determine the degree of cohesion and the flow of themes. Researchers initially coded the theme(s) and rheme(s) of each sentence and their relation identified in each paragraph of the thesis background in order to identify the patterns

of thematic progression. The following analysis focused on the theme category (which might include ideational or topical, interpersonal, and textual themes) and rheme of a phrase (Salih et al., 2014). Additionally, the relationship between the theme and rheme was examined by contrasting the meaning connections.

The paticular tool is needed to analyze the result of thematic progression occurd in students background of study in thesis proposal writing. In doing the researcher makes table as follow:

Sentences (S)	Thematic Progression Pattern					
	Enhancig- Coherence					
	Reiteration		Zig- zag		Multiple	
	T	R	T	R	T	R
S1	T1	R1	T1	R1	T1	R1
S2	T2	R2	T2	R2	T2	R2
S3	T3	R3	T3	R3	T3	R3

T: theme , R: Rheme

According to the table above, the researcher does not concentrate on evaluating the different sentence kinds' thematic progressions, but rather there are three different forms of thematic progression (reiteration patern, zig-zag pattern, and multipe pattern). As a result, the researcher primarily concentrates on the topic progression pattern that improves the coherence of students' writing.

3. Findings

Thematic progression patterns can be used as coherence tools to assess the text written by students in terms of coherence. Students can develop their writing based on the pattern by using thematic progression patterns. It has to do with how the author constructs their work and what style she or he chose. Analysis of several thematic development patterns was completed in order to recognize the students' writing style's use of theme in the background of the problematic text.

Three different types of theme Progression Patterns were identified in the student's thesis proposal based on the study. They include zigzag patterns, repetition patterns, and numerous patterns. Reiteration pattern,

however, predominated students' writing about the issue, followed by the Zig-Zag Pattern. Multiple Patterns is the final.

a. Reiteration Pattern / Constant Theme

According to the statistics, there are 77 total clauses that employ the reiteration pattern. The total number of components is used to calculate this percentage. The results show 77 instances, or 52%, of a development with a consistent theme or repetition. This type of development offers the paragraph more coherence and consistency, which makes it simpler for the readers of the piece to comprehend the argument being stated. The text's structure, which encourages straightforward thought flow and makes it easy to read, is beneficial. In this instance, the themes are developed in a clear linear manner from the hyper theme. The data analysis illustrates the flow of a sentence utilizing a theme-reiteration pattern.

The data analysis shows the movement of a sentence in Reiteration Pattern theme can be seen in the table below:

Theme	Rheme
Reading	is an activity that is carried out to obtain information through the writings that we read
Theme 1	Rheme 1
Reading	is also a process of analyzing and interpreting what the reader does to get a message which is then conveyed by the author through written media
Theme 2	Rheme 2
Reading	skills serve to gain experience and knowledge
Theme 3	Rheme 3
Reading	Is one of the important things that can provide opportunities for student have to learn languages.
Theme 4	Rheme 4

Table above shows the development pattern of the constant theme/ Reiteration progression. Theme 1 presents the Reading which gives more explanation about the definition of reading. *"Reading is an activity that is carried out to obtain information through the writings that we read"*, followed by the second clause S2. Senence 2 took theme from repeating ttheh theme 1 "reading ". This clause Same theme but this time dealing with the representation of the process of reading and the media *"Reading is also a process of analyzing and interpreting what the reader does to get a message which is then conveyed by the author through written media"*. The same theme is embodied in theme 3 that took the theme 3 *"reading"* from repeating the theme in thme 2. The same theme about reading by presenting the

benefit of reading "*Reading skills serve to gain experience and knowledge*". The theme 4 also gives the same theme from the previous theme which describes the importance of reading. "*Reading is one of the important things that can provide opportunities for student have to learn languages*".

Based on the aforementioned example, it can be shown that pupils are more likely to pay attention when a writer repeatedly uses the same term or phrase or advances the theme. Because it is so straightforward to repeat one theme from the previous phrase as the new theme in the next one, this condition is thought to be the pattern that students utilize the most frequently.

b. Zig- zag Pattern / Linear Theme

When connecting clauses, the authors can manage the newly delivered information, as seen by the implementation of the zigzag pattern. This pattern used the preceding rheme's following theme. The second kind of thematic development pattern found in students' work is the linear rheme/zigzag pattern. The analysis reveals that 61, or 41%, of all sentences, follow a zigzag pattern.

The data analysis shows the movement of a sentence in Zig- zag Pattern theme can be seen in the table below:

Theme	Rheme
Slang words	Is formed by linguistic process that is found in morphology study such as: coinage, compounds, acronym, clipping, back-formation, abbreviation, blends, cockney, public-house slang, workmen's slang, commercial, and also standard slang.
Theme 1	**Rheme 1**
From that many kinds of slang	This research only focuses on the four kinds of slang words that are usually used and circulated in student college's communication.
Theme 2	**Rheme 2**
They are	blend, acronym, new insight of the pre-existing word, and aphaeresis.
Theme 3	**Rheme 3**

Table above shows the pattern of the linear theme/ zig- zag progression. In the first clause the rheme *R1 (coinage, compounds, acronym, clipping, back-formation, abbreviation, blends, cockney, public-house slang, workmen's slang, commercial, and also standard slang)* becomes the theme for T2 (*from that many kinds of slang*), then the text continues presenting this type of progression from R2 (*four kinds of slang words that are usually used and circulated in student college's communication)* to become the theme of the next sentence T3 (*they are*), as well as in R3 (*blend, acronym, new insight of the pre-existing word, and aphaeresis*).

The essential theme development required for the text to be well-structured and pass for an academic work is a zigzag pattern. As a result, several students frequently follow this format while writing about their academic history in thesis proposals. This pattern is said to be more challenging than reiteration since the idea of one phrase must be taken up and used as the theme of the following sentence rather than being repeated directly.

c. Multiple Pattern / Split Theme

The uncommon forms of thematic development used by students to write their thesis proposals were the split theme and multiple pattern. The number of numerous patterns or split rhymes in the thesis proposals written by students was 7%, or 10 occurrences. Compared to the two preceding theme progression patterns, the zig-zag and reiteration patterns, the emergence of the split theme/multiple pattern is rarely employed by students when drafting thesis proposals. This is due to the difficulty of this pattern for foreign authors while developing the content. It demands excellent quality, split rhyme progression, and command of the English language. Each of the two halves of the rheme in this sentence will be the topic of a subsequent phrase.

The data analysis shows the movement of a sentence in multiple Pattern theme can be seen in the table below:

No	Theme	Rheme
1	In fact, the problem of learning motivation	is still found in students at school.
2	The problems that occur	can be seen from the behavior of male and female students where it is often found that female students are more motivated than male students
3	the difference in the way male and female students do writing exercises	is also evidence that there are differences between male and female students
4	women are	more motivated than men in writing and reading skills
5	men are ,	more motivated in sports and mathematics
6	the difference in motivation between male and female students	may be caused by several things that are inherent from within these students

Table above shows the development pattern of the Split theme/ multiple pattern. The paragraph in this sample text starts with the rheme 3 which discuss about the differences in the way male and female students do writing exercises "*is also evidence that there are differences between male and female students*". Then all subsequent clauses related to hyper theme of '*Male and*

Female". Then*,* in theme 4 discuss about woman *"women are more motivated than men in writing and reading skills"* relates to hyper theme in the Rheme 3 It is discuss about what male and female students do writing exercises. Then, also Theme 5 male also relates to the 3 about Male and female way in writing. It is discuss about the motivation of male students. In Theme 5 *"men are"* also relates to the same hyper theme. Then, in theme 6 also takes from hypertheme 3. It also discuss the difference in motivation between male and female students *"the difference in motivation between male and female students"*.

Another theme progression analysis conclusion, however, indicates that there are certain phrases that do not fit into any thematic development pattern. It so stopped the development from continuing, which may have decreased the writings' coherence. The study does, however, show that the three progression patterns are used in the texts, supporting the texts' coherence by maintaining the informative flow and informational growth so that the writings live up to the readers' expectations.

4. Discussion

The findings draw the categorization of thematic progression patterns made by the students. After analyzing the data, linked to the theories in related review literature, From the findings, there are three thematic progression patterns which help the cohesion. They are reiteration, zig-zag, and multiple patterns. Among three types of thematic progression pattern, reiteration pattern was the dominant frequently used by the students in writing background of the problem text. Then zig- zag pattern was more frequently used by the students in writing background of the problem text than multiple pattern. however, multiple patern rarely used by the students in writing background of the problem text.

The issue text's background, which frequently shows pupils using the reiteration pattern, shows that they are able to keep their work coherent by reiterating the previous idea in the following phrase. By discussing the same line from the preceding theme, students were able to stay on topic. Students occasionally utilize pronouns to describe the same subject in order to break up the monotony of the theme. However, a smaller proportion of pupils chose to write the issue text's background in a zigzag pattern. When connecting clauses, it appears that

pupils are unable to regulate the newly given information.

Then, as Mc Cabe (2007) has said that The fundamental theme development required to make the book well-structured and suitable for use as an academic text is the zig-zag pattern. It appears that the text's organization in students' writing about the issue is still lacking. The students seldom employ the multiple pattern while writing the background of the problematic text, suggesting that they are unable to structure their sentences such that readers understand what to expect from the paragraphs' content.

This findings is in line with eggins (2004) who statet that reiteration mostly used the academic students in writing a paper. then, this pattern is very easy because the writer does not need to thing the next clause to be developed. Based on Paltridge (2006) that This types just take the previous theme to be theme in the next clauses. It will make the theme 1 and the next theme has same sentences. But, sometimes, to avoid the mnotonious theme, the writer an use pronoun to take the same theme.

According to Paltridge (2006) Constant theme is the initial type of thematic progression. The patterns in which theme 1 is repeated at the start of the next phrase are referred to as constant themes or themes that are repeated. It implies that there is information to be discussed in each phrase. When a topical subject is connected to the one in the next phrase, a reiteration pattern or steady thematic progression will occur. The repeated theme contributes to the essay's strong topical emphasis. According to Bloor (2013) states that constant theme indicates that the initial theme is continued and utilized at the start of the following sentence, indicating that the first theme serves as the clauses' primary topic. According to Alsono (2003) the definition, a consistent theme is established by the first clause's topic, which is then chosen for the subsequent clauses' theme.

The study also discovered that while the consistent theme/reiteration pattern was the most common, it does not always represent the greatest sort of thematic progression. It doesn't matter which topic the writer chooses to employ more prominently because they may all help the text flow with information. In other words, the choice of the writer determines the style of thematic development used in every type of writing. The findings in this study are in line with previous research by Muroda (2018) which also analyzed the thematic progression on the background text and obtained the

same result, namely the thematic type of progression that is dominantly used by students is the reiteration type, followed by zig-zag and last is multiple pattern. However, in this research conducted by Muroda, there are no paragraphs that use multiple patterns. The results of this study show that 33 reiteration patterns, 23 zigzag patterns, and 0 multiple patterns are the most common types of theme progression patterns that improved coherence. Meanwhile in this research the dominant types of thematic progression pattern used by the students is reiteration pattern. Then, six brand-new themes are the most common type of thematic development that obscures consistency, followed by one empty use of there and zero usage of dummy it

However, there is also a similar study that analyzes the thematic type of progression in students' writing. However, the research conducted by Rahmawati (2015) who evaluates the abstract section's writing style and theme development. Findings reveal that 52.64% of thesis abstracts employed a consistent topic or reiteration as their primary style of thematic progression. The abstractions likewise follow a linear theme and divided rheme thematic development pattern. Split rheme, however, is only discovered once. This result is consistent with recent research and comparable earlier studies on theme progression, in which thematic reiteration progression is the predominant form. But in this present study, there are more multiple patterns than the research conducted by Kurniawan. That is 26 clauses.

However, adopting this kind of theme development more frequently might lead to a lack of in-depth discussion of the concepts given because the author does not go beyond the material in the rheme. It is similar to the statement of Belmote (1998) stated that this pattern indicates to the technique of simple explanation and description in writing strategy. It just goes to show how easy it is for students to write their background of study paragraph for their thesis proposals. It is in line with the theory of Wang (Wang, 2007) which claims that they do not need to introduce a new theme in the following phrase when using a reiteration pattern. Thus, starting a sentence with the same topic in both the first and subsequent phrases can greatly benefit students in effectively expressing their opinions. As a consequence, this technique is one that students may utilize to make their writing more coherent.

5. Conclusion

The findings of the study demonstrate that the relevance of topic progression in establishing text coherence and cohesion has been constantly stressed as the development of thematic progression in English language learners' writing. In accordance with the research, EFL students tend to use reiteration patterns more frequently in their writing. Repetition of a theme has a specific function in a piece of writing, assisting the information or thinking flow. Reiterating a theme is thought to help maintain the text's attention.

In their background writings on the subject, the students utilized at least one sort of theme progression pattern in every phrase, and numerous paragraphs used two or three distinct types to make their sentences. The fulfillment of the progression patterns, which retained the expansion of information flow, aids in the texts' coherence. According to the study's findings, utilizing a theme progression pattern considerably enhanced students' writing abilities in terms of organization. The findings were in line with other research that look at the effectiveness of topic progression as a tool to judge whether or not EFL/ESL writing is coherent.

Thematic progression pattern construct may be a useful tool for teachers since it enables students to concentrate on the text's level and explains to students where they are losing reading effectiveness as a result of issues with either thematic selection or textual progression, or both. Based on the findings of this study, it can be concluded that the students in UIN Suska Riau students showed a consistent utilization of the reiteration pattern in the issue text's background. The entire proportion showed that pupils were generally able to build coherence. Finally, each figure and table showed the students' capacity to create coherent texts.

Based on the findings and discussions indicate the way the student in UIN Suska Riau write their paragraphs of background of study in thesis proposal is through thematic progression to enhance the coherence. According to the research's findings, students typically employed the reiteration pattern while writing the background of the problematic text, demonstrating their ability to keep their writing coherent by reiterating the previous theme in the following phrase. By discussing the same line from the preceding theme, students were able to stay on topic. Students occasionally utilize pronouns to describe the same subject in order to break

up the monotony of the theme. However, a smaller proportion of pupils chose to write the issue text's background in a zigzag pattern. When making connections between clauses in paragraphs, it appears that students are unable to regulate the newly given information.

All of the students most frequently employed the reiteration pattern to strengthen the coherence of the discourse in the thesis proposal's background study paragraph. The pupils continued the preceding phrase's theme into the subsequent sentence. Although it can make the writings appear boring, using the same topic throughout their work was easier for the pupils to do without discovering a new theme from the prior rheme. Next, the thematic progression which enhances the coherence in students' text is found that the zig-zag pattern come up as the second highest pattern occurred. By reiterating the rheme of the preceding sentence to the theme of the following sentence, the students try to make the text coherence. Then thematic progression which enhances the coherence in the multiple patern as the lowest attern occured. The multiple theme pattern with devire theme is the passage as a whole concerns a single general notion, and the themes of the various constituent clause all derive from that general notion, but arenot idenical to one another. In this pattern, the themes of one clause introduces a number of different piesces of information, each of which is then picked up and made theme in subseqent clause.

REFERENCES

Alonso, S. &. (2003). Improving text flow in ESL learner compositions. *The*, 9(2).

Alonso-Belmonte, I. &.-H. (1998). Theme-Rheme patterns in L2 writing. *Didactica, 10(April 1997)*, 13–31.

Amperawaty, A. &. (2019). The Use of Cohesive Devices to Achieve. *English Education Jornal*, 9 (1).

Bavdekar, S. (2015). art of writing introduction: laying the fondations of a research paper.

journal of the association of physicians of India, 63, 44-46.

Belmonte, I. A. (1998). *theme rheme pattern in L2 Writing.* UCM: Servicio de Publicationes.

Bloor, T. &. (2013). *The Functional Analysis of English (3rd Editio).* London.

Butt, e. A. (2000). *Using functional grammar: an exxplors' guide.* Sydney: Marquire university.

Downing, A. (2001). *The Theme-Topic interface: Evidence from English. .* Amsterdam: Lohnnswert.

Eggins, S. (2004). *An introducton to sytematic fuctoin linguistics (2nd ed).* New york: Contum.

Emi Nursanti, A. B. (2014). Thematic Progression Variation Of The Great Gatsby EnglishbahasaIndonesia Translational Texts. *JurnalLingTera*, Volume 1 – Nomor 2.

Halliday, M. A. (1994). *An introduction to functional grammar (2nd Ed).* London: Edward Arnold.

Halliday, M. M. (2004). *An Introduction to Functional Grammar(3rd Ed).* London: Edward Arnold.

Hawes, T. (2015). Thematic progression in the writing of students and professionals. *Elvesier*, 2, 93–100.

Lodico, M. G. (2010). *Methods in Educational Research (2nded).* USA: Jossey-Bass.

McCabe, A. K. (2007). *textual and interpersonal differences between a news report and editorial.* Saint luois university: Marid Campus.

McMillan, J. H. (1992). *Educational research: Fundamentals for the consumer.* New York: Harper Collin Publisher.

Muroda, N. M. (2018). Thematic Progression Analysis in Students 'Thesis Proposal of English Teacher Education. *In Advances in Social Science,Education and Humanities Research*, (Vol. 145, pp. 256–260).

Not, E. (1996). Implementation of the Thematic Progression and Realization Component. *LRE Project*.

Nurdianingsih, F. (2017). hematic Progression Pattern : A Technique To Improve. *Journal of Linguistic and English Teaching*, 2(2), 237–247.

Paltridge, B. (2006). *Discourse analysis. An introduction.* London: Continuum.

Perry, F. L. (2008). *Research in Applied Linguistics: Becoming a Discerning Consumer.* New Jersey: Laurence Erlbaum Associates.

Rahmawati, R. V. (2015). Thematic progression analysis in Indonesian EFL Students thesis abstract. *Indonesian EFL Journal*, 81-87.

Ren, S. e. (2009). Thematic Operational. *Asian Social Science*, Vol 5. no 11.

Rosa, R. N. (2007). *Thematic progression as a means to keep coheson in exposition text.* [Online].

Wang, L. (2007). Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing. *Asian EFL Journal. 9 (1)*, 164-176.

Wang., L. .. (2007). Theme An Rheme in the hematic Organization of text: implication for teaching academic writing. *Asian EFL Journal*, VOL 9.