



**THEMATIC DEVELOPMENT OF EFL STUDENTS' WRITING  
IN *ENGLISH WRITING COMMUNITY* OF  
ENGLISH DEPARTMENT OF  
SEMARANG STATE UNIVERSITY**

a Final Project  
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for the Degree of Sarjana Pendidikan  
in English

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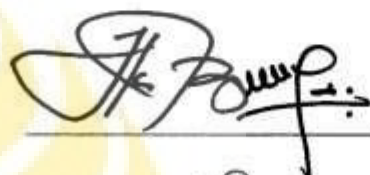
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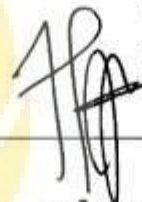
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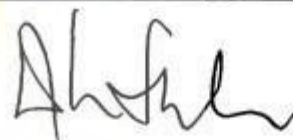
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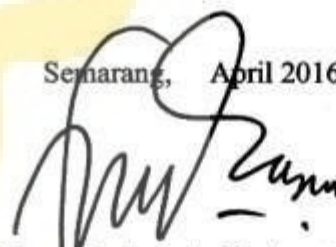
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## STATEMENT OF ORIGINALITY

I, Diajeng Findusia Aulia Agant, hereby declare that this final project entitled *Thematic Development of EFL Students' Writing in English Writing Community of English Department of Semarang State University* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

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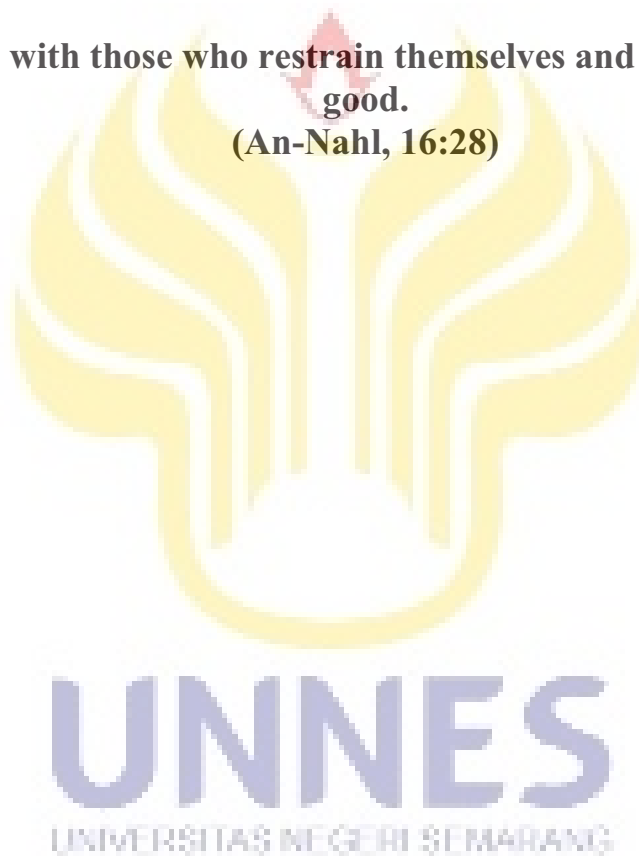
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## MOTTO AND DEDICATION

**Allah is with those who restrain themselves and those who do good.**

**(An-Nahl, 16:28)**



**To:**

**My everything(s):**

**(alm) Darwanto, Agnes Sri Hariyanti, Firdausa Auladi Agant,  
Dayinta Rifka An-nisa Agant, Gyda Lana Desmonda Agant, Panji  
Suwanto**

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## ABSTRACT

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Keywords : thematic development, thematic structure, topical theme, reiteration pattern

The purposes of this study are to find out the thematic development patterns in the writings of EFL students of English Writing Community UNNES and to examine to what extent the students achieve coherence in their writings in terms of thematic development. This study is a discourse analysis. The thematic structure and thematic development were realized through thematic system (Theme and Rheme).

The object of the study is the texts that were written by the members of EWC in the academic year of 2014/2015. The unit of the analysis were the forms of clauses and clause complexes. There were 18 texts from two different genres (description and exposition) and three different grades (first, third, and fifth semesters).

The analysis of the data was done based on the following steps: first, the texts were divided into clauses and then analyzed based on Theme-Rheme theories offered by Gerrot & Wignell (1995). Next step was analyzing the Thematic development based on the theory suggested by Eggins (1994). The last step was drawing the conclusions based on the finding.

After analyzing the data, there are three types of Theme found in the texts. The Themes are topical, textual, and interpersonal. The Theme mostly used is Topical Theme. It is because the writers are beginner writers who prefer to choose the simplest way in producing a text. The writers produce the clause with the same pattern, which states the subject at the beginning of the clause as the starting point. It was also revealed from the analysis that there are more than one types of Thematic development found in their text. Each text has two or three patterns of Thematic development. Theme reiteration is the most often used pattern in EWC members' writing. It is because the pattern is the easiest way that the students can use in developing a text.

Based on the findings, there are some of the texts that still lack of cohesion or coherence. In other words, the members still find difficulties in the way they organized the information into a good writing. Therefore, for the lecturers, especially who teach writing subject, they should find alternative way to teach writing. Thematic structure and thematic development can help the students to decide which part should be put in the first and which elements that follow. In addition, the students also can choose the pattern that they will use in their texts in order to make it organized better. Therefore, their writing will achieve both

coherence and cohesion. If their products of writing achieve the coherence and the cohesion, it will be easier to the readers to get the point of the writing itself.



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# CHAPTER I

## INTRODUCTION

This chapter presents the general background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the study.

### 1.1 Background of the Study

English in Indonesia is known as the first foreign language which is taught to the students before the other foreign languages such as French, Mandarin, Arabic, etc. In the newest curriculum, English is taught as a main subject from high school level up to higher education level.

The teaching of English in Indonesia's formal education has purpose to develop the four skills in acquiring English in order to enable the learners communicate in English both written and orally. The skills are listening, speaking, reading and writing. The skills can be categorized in two, receptive and productive. Listening and reading are considered as receptive skills, while speaking and writing are part of productive skills. This study will focus on the one of the productive skills that is writing skill.

According to Nadliroh (2012), writing is one of communication modes that enable people to communicate with other people without limitation of time or distance. Through writing, one can communicate with other people within distant areas. Cahyono (2011) also states that writing is a part of importance basic study of English. In principle, to write means to try to produce or to reproduce written

message. Writing is a work that is done through inventing ideas, thinking about how to express the ideas, write the ideas in form of words and paragraphs, and organize them in the text which is clear, coherent, and cohesive.

Writing seems to be the most difficult and complicated skill to be learned by the students. Martin (1982:10) in Cahyono (2011) states that “A difficult skill for native speaker of non native speaker because a writer must balance multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanism such as capitalization.” It is also supported by Nadliroh (2012):

Many EFL students state that they find difficulties in finding idea to start writing since it is not easy to translate their native language into the target language. While some students said that they sometimes miss the idea in the middle of writing and do not know what to write next. They also find it is hard to elaborate and arrange their ideas to create a good text. A good text here means a text that is coherent and cohesive as it is written systematically.

One of the difficulties that faced by the students is hard to elaborate and arrange the ideas in form of coherent and cohesive. In line with Nadliroh (2012), Cahyono (2011) also found that coherence is mistake aspect that usually made by the students. They usually make errors in the process of writing and it usually takes place in the sentence coherent.

The text is coherent when it is organized well and has logical sequence of ideas. Moreover, the text is cohesive when its sentences are well structure, link together, and there is no unnecessary repetition. So that, the readers of the text can understand easily the ideas that actually the writer wants to deliver in his/her writing. Cohesion in writing need to be maintained in the text because it is the key term of distinguishes between the writing and speaking. Knowing speaking is

different from writing because in speaking, it is allowed to the speaker to discuss more than one topic in a conversation.

In a matter of facts, that teachers have facilitate the students and give knowledge to them about how to write a good text such as asking the students to write through several steps namely brainstorming, free writing and revising before they produce the final draft of their writing, it has purpose to help them to develop and organize their ideas well. However, although they have given knowledge about it, they still found difficulties in maintaining the coherence of their text like it is stated before. Therefore, it is the point of interest to conduct a study about EFL's writing. In this case, the EFL's writings are represented by the writing of the English Writing Community (EWC). The cohesion of the students' writing can be investigated through this study by analyzing thematic development of the texts.

In this study, thematic development which belongs to the field of textual meaning will be the focus of the investigation. Textual meaning according to Eggins(1994:13) “ is meanings about how what we're saying hangs together and relates to what we said before and to the context around us.” Based on Gerot and Wignell (1995:14), “Textual meanings express the relation of language to its environment, including both the verbal environment-what has been said or written before (co-text) and the non verbal, situational environment (context).” Therefore, textual meaning is when we can arrange and organize a message which is appropriate with its context. In these meanings the system which is involved are the theme and cohesion. In the theme system there are two functional components,

theme (a point of departure for the message) and rheme (the new information of the point of departure).

There is significant relation between theme/rheme structure and coherence of the text. Eggins (1994:305) states “Theme/rheme structure of a clause is an essential component in the construction of cohesive, coherent text.” Arunsirot (2013) also states “the analytical framework of Theme- Rheme of Systemic Functional Linguistics was used as a tool to characterize writing in terms of coherence.” As Halliday (1985:39) stated, “the textual function of the clause is that of constructing a message’ and the Theme/Rheme structure is the ‘basic form of the organization of the clause as message.”

Eggins (1994:302) argues that “Theme makes to the cohesion and coherence of a text has to do with how Thematic elements succeed each other.” According to Eggins (1994:303) “There are some patterns of thematic development. They are (1) theme re-iteration, (2) the zig-zag pattern, and (3) the multiple-theme pattern.” The implementation of the thematic pattern will influence the flow of the information in a text, since the choice of Theme in a clause will influence the following messages or information in the clause. In other words, thematic development of a text can be seen from the pattern of theme and rheme used in the writings.

Considering those facts above, I intend to discuss the thematic structure and thematic development of EFL students’ writing. Since textual meanings are the focus of this study, it will be about how the implementation of thematic development works in the students’ writings.



## 1.2 Reasons for Choosing the Topic

I will mention some reasons for choosing this topic:

- (1) An important aspect on the construction of coherent and cohesive text is theme/rheme structure of a clause. Theme, as the point of departure, plays a major role in the organization, communication, comprehension, and interpretation of a message, and rheme is the rest of the clause in which theme is developed. The organization or structure of theme and rheme in a text is realised through the pattern of thematic development. It also supported by Sopyan (2011) who states that “the role of thematic structure is not limited only to examine the theme or rheme of a clause. It can take larger part in which it functions to develop the text through its organization, to add cohesion to the text and it is known as thematic progression.”
- (2) The thematic development is important the students’ writing, in this case writing that is represented by the member of EWC, to help them explore and organize ideas, meaning, or messages so that they can write a cohesive and coherent text. It is important to be taught to the students so that they will be able to organize information of a text which is coherent and cohesive.
- (3) Many language teachers still focus only on the students’ errors when correcting their writings. Teacher’s focus is those errors which occur in the clause level, such as incorrect use of tenses, misuse of pronoun and conjunction, and so on. They rarely realize students’ errors in the discourse

level, which is lack of cohesion in writing. Such errors will cause difficulties for students to produce good texts, so teachers should pay more attention to it.

- (4) In line with the argument above, Wang (2007:9) in Nadliroh(2012) mentions that," A focus on Theme and Rheme structure in a clause can have startling and immediate results in teaching writing." Once a language teacher shows learners how to properly arrange old and new information, the students have gained a powerful tool for managing the meanings of their writings. Then, this knowledge will help the learners to construct coherent and cohesive writing. After all, the cohesion in students' writings can be improved dramatically.

Based on the reasons above, I want to analyze the thematic development of the EFL students writing who join the English Writing Community (EWC) to know how they apply the thematic development in their works to produce cohesive and coherent text.

### 1.3 Research Problems

According to the general background of the study and the reason that have been presented, the problems of this study can be stated as follows:

- (1) What are the patterns of thematic development found in the writings of EFL students in English Writing Community (EWC) UNNES?
- (2) How do the students achieve coherence in their writings in terms of thematic development?

## 1.4 Purposes of the Study

The purposes of this study are:

- (1) to find out the thematic development patterns in the writings of EFL students of *English Writing Community* UNNES.
- (2) to examine to what extent the students achieve coherence in their writings in terms of thematic development.

## 1.5 Significance of the Study

After conducting the research, the result of the study is expected to give several advantages for:

- (1) Theoritically

This study will provide us an understanding about the thematic development found in the writing produced by EFL students in English Writing Community of Semarang State University.

- (2) Practically

The result of study will give us knowledge that can be used as the bases to describe how the writers organize their ideas and messages in the text in writing a coherent text.

- (3) Pedagogically

The result of this study can give us information that also can be used by the lecturers about the writing ability of the students and then use it for the benefit of the students' development in writing, such as finding an

alternative approach to help the students organize their ideas to produce a coherent text.

## **1.6 Limitation of the Study**

This study only limits on:

- (1) The writings that are analysed are from the works of EFL students in English Writing Community.
- (2) This study is conducted to the first, third and fifth semester students of English Department of Semarang State University.
- (3) The genres of text that are analysed are exposition and descriptive texts.

## **1.7 Outline of the Study**

This study consists of five chapters. In order to help the readers comprehend the study, this study is organized as follows:

Chapter I presents the introduction. It consists of general background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, and the outline of the study.

Chapter II presents review of related literature. This chapter includes review of previous studies, review of theoretical studies, and framework of the present study.

Chapter III presents methodology. It includes object of the study, roles of the researcher, procedures of collecting data, procedures of analysing data, procedures of reporting the result, and triangulation.

Chapter IV presents findings and discussions, includes general description, results, and discussion.

Chapter V presents conclusions and suggestions.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

It describes the related literatures that have been employed to support the ideas of this study. This chapter consists of three subchapters. They are review of previous studies, theoretical studies, and theoretical framework.

#### **2.1 Review of Previous Studies**

Review of the previous studies consists of the some researches which have been done in this area. They can be used as references in this study. The researchers in this area include the researches below.

Nadliroh (2012) conducted a reasearch which aimed to analyze the thematic structure and the thematic development of the writing. The writer found that the students apply three kinds of theme in their witing, those are topical, textual and interpersonal. Additionally each text has two or three patterns of thematic development. Theme reiteration is the most often used pattern in students' writing.

Susanti (2013) conducted a qualitative research that has puposes to find out the type of theme, thematic progression and the similarities and the differences of thematic progression in male and female students' essay in Academic Writing 1 of the English Education Department of Teacher Training and Education Faculty of Muria Kudus University. The findings of the study are about the similarities and

differences in students' essay. The first similarity in both students' essay is the lowest number and percentage of thematic progression is re-iteration. The second similarity is there is no multiple theme. The last point of all of the similarities is more than 25% of all students' essay are constructed in blending thematic progression. Beside the similarities, this study also found some differences. First, the biggest number of thematic progression in the male students' essay is from zigzag theme. Meanwhile in the female students' essay is blending. The last is male students' essay has >10% (less than 10%) of unclear thematic progression, while in female students' essay has <10 (more than 10%).

Another research concerns on thematic development was also conducted by Jalilifar (2009). He analyzed the thematic development applied by translators in their translated texts through theme and rheme systems. The conclusion of the research stated that both author and translators must be conscious of the thematic scheme in order to use them effectively and create more cohesive texts.

Considering the several studies above, I want to conduct a study about thematic development and thematic structure applied in writings of EFL students who join the English Writing Community (EWC) of Semarang State University.

## 2.2 Review of Theoretical Studies

This sub-chapter discusses communicative competence, discourse analysis, systemic functional linguistic, metafunctions, textual meaning, cohesion and coherence in writing, and English Writing Community.

### 2.2.1 Communicative Competence

Communicative competence originally derived by Chomsky who discussed about the distinction between competence (language form) and performance (language use) and established the speaker-listener's internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists. Later on, Hymes expanded on Chomsky's concept of competence, using term "communicative competence" to describe the ability not only to apply the rules of grammar correctly but to use utterances appropriately. Hymes in Yano (2003) states "Communicative competence as having the following four types: what is formally possible, what is feasible, what is the social meaning or value of a given utterance, and what actually occurs." The concept of communicative competence then is clarified by Widdowson. He made a distinction between competence and capacity. He defined competence, i.e. communicative competence, in term of the knowledge of linguistic and sociolinguistic convention and defined capacity is the ability to use knowledge as means of creating meaning in language. According to Widdowson (1983) in Bagaric (2007), "Ability is not a component of competence. It does not turn into competence, but remains 'an active force for continuing creativity', i.e. a force for the realization of what Halliday called the 'meaning potential'." Communicative competence is brought



in the context second language teaching by Canale and Swain. Canale and Swain (1980) in Kitao (1993) divide competence in four areas.

(1) Grammatical Competence. This area includes the ability to comprehend and manipulate vocabulary, the rules of word formation and combination, pronunciation, spelling, etc.

(2) Sociolinguistic competence. This area includes the ability to produce and comprehend appropriate utterances, based on the situation, the people involved in the communication, etc.

(3) Discourse competence. Discourse competence is the ability to combine grammatical forms into a unified spoken or written text appropriate to the situation and purpose.

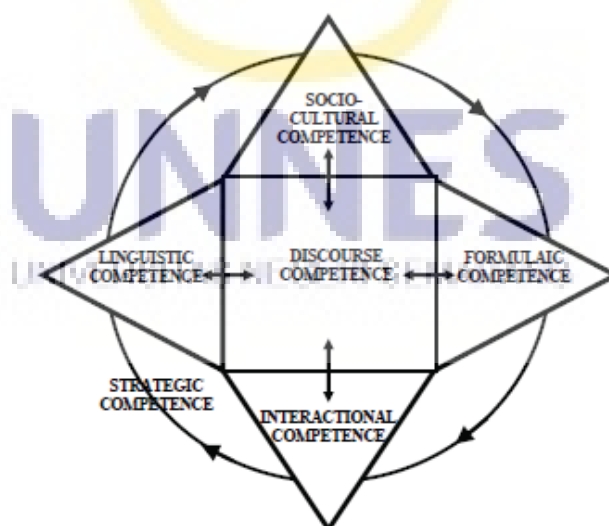
(4) Strategic competence. This refers to the ability to use communication strategies to achieve goals, compensate for breakdowns of communication.

In 1995 Celce-Murcia et. al proposed an idea and reconstructed the competences by Canale and Swain that actional competence (the ability to comprehend and produce all significant speech acts and speech act sets) should also be part of communicative competence. Others changes which are made by Celce Murcia et. al toward the Canale-Swain model: (1) that sociolinguistic competence be modified to sociocultural competence (the cultural background knowledge needed to interpret and use a language effectively) and (2) that grammatical competence be re-labeled as linguistic competence to explicitly include the sound system and the lexicon as well as the grammar (i.e., morphology and syntax).



**Figure 2.1** Schematic Representation of Communicative Competence in Celce-Murcia et al. (1995: 10) in Handouts Topics in Applied Linguistics (2013)

Celce-Murcia then proposed revision of the previous models. This is the figure of the models of communicative competence that have been revised by Celce-Murcia in Handouts Topics in Linguistics (2013).



**Figure 2.2** Revised Schematic Representation of 'Communicative Competence' in Celce-Murcia (1995).

### 2.2.2 Discourse Analysis

The word 'discourse' is defined by Jorgensen and Philips(2002)who states that 'discourse' is "the general idea that language is structured according to different patterns that people's utterances follow when they take part in different domains of social life."According to Hornby (1995:330) in Prasetyanti (2009), "discourse is a kind of spoken or written language." The example of spoken language is the use of language in communication or when making conversation with other people, in other word, the usage of language in communication as stated before. And the examples of discourse in the form of written language are novel, newspaper, magazines and also the text in the textbook. Therefore, Discourse Analysis is the study of a language in use that extends beyond sentences boundaries. According to Stubbs (1983:10)in Nadliroh (2012):

Discourse analysis is defined as (a) concerned with language *use* beyond the boundaries of a sentence/utterance, (b) concerned with the interrelationships between language and society, and (c) as concerned with the interactive or dialogic properties of everyday communication.

Brown & Yule (1988:1) make some references about discourse analysis:

The analysis of discourse is, necessarily, the analysis of language in use. As such, it cannot be restricted to the description of linguistic forms independent of the purposes or functions which those forms are designed to serve in human affairs.

It means that analysis of discourse is study of linguistic that investigates the language function along with its forms, both spoken and written. The definition of discourse analysis is given by other researchers such as, Alba-Juez(2009:10)in Zaenudin (2012)who defines discourseanalysisasthestudy oflanguageinuse.Instudyingdiscourse,the analysisdoesnotonly

concern on the linguistic features in the text, but also concerns on the social aspect in the environment.

Moreover, Demo (2001:1) in Zaenudin (2012) states:

Discourse analysis is the examination of language use by members of a speech community. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid in our interpretation and understanding of different texts and types of talk.

In addition, McCarthy (1994:5) asserts that “discourse analysis is concerned with the study of the relationship between language and the context in which it is used.” He also states that discourse analysis study the language in use: written texts of all kinds and spoken data from conversation to highly institutionalised forms of talk. In short, the analysis that focuses on language in its use is discourse analysis.

### 2.2.3 Text and Context

A common interpretation of a text is that something which is written, and according to *Cambridge Advanced Learner's Dictionary*, “Text is the written words in a book, magazine, etc., not the picture.” However, in the field of discourse “text” is actually not only in form of written but also speech. The term ‘text’ refers to “text as a complete linguistic interaction (spoken or written), preferably from beginning to end” (Eggins 1994:5). While Crystal (1992:72) in Nadliroh (2011) describes that “Text is a piece of naturally occurring spoken, written, or signed discourse identified for purpose of analysis. It is often a

language unit with a definable communicative function, such as a conversation, a poster”.

According to Halliday and Hasan (1976: 2) in Aeni (2012), “A text is unit of language in use. It is not grammatical unit, like clause or sentence and it is not defined by its size. In a text, each clause in sequence should contribute something to the text to be meaningful as a whole.” A text is also regarded as a semantic unit: not a unit of form but of meaning. Thus it is related to a clause or sentence not by size but by ‘realization’, the coding of one symbolic system in another. A text does not consist of sentences, but it is realized by or encoded in sentences. Halliday and Hasan (1985:6) in Nadliroh (2012) also have their own notion about what text is. They define text as “Any connected stretch of language that is doing job in some context.”

From the definitions above, it can be assumed that text in the field of discourse is a meaningful piece of occurring in of written and spoken and has communication purposes. It has no limitation of its length, even it is only in a form of one word but it has a meaning and deliver a message in their context, it can be called as a text in its context. In other word, any words may have different meaning if it is used in different context.

The term context defined by Celce-Murcia and Olshtain (2000:11) refers to “all the factors and elements that are nonlinguistic and nontextual but which affect spoken or written communicative interaction.”

In constructing a text, context plays an important role. Furthermore, in understanding the meaning of a text, we need to consider both, the context of

situation and the context of culture. “Context of culture determines what we can mean through: being ‘who we are’, doing ‘what we do’, and ‘saying what we say’. While context of situation can be specified through the use of: field, tenor, and mode” (Gerot & Wignell, 1995:10-11). Field, tenor, and mode are called registers of variables. Halliday in Eggins (1994:52) also defines the register variables as follows: “field is what the language is being used to talk about; mode is the role language is playing in the interaction; and tenor is the role relationships between the interactants. “

The conclusion as the arguments above is at least there are three important aspects in reconstructing a text. First is the topic of the text. Second is the participants who involve, and the last is how the language is being used, written or spoken. Moreover, the relationship between text and context, can be said that context plays significance role in determining the meaning of a text.

#### **2.2.4 Systemic Functional Linguistic**

Gerot and Wignell (1995:6) explain Systemic Functional Linguistics (SFL) or Systemic Functional Grammar (SFG) as follows:

Functional grammar views language as a resource for making meaning. These grammars attempt to describe language in actual use and to focus on texts and their contexts. They are concerned not only with the structure but also with how those structures construct meaning. Functional grammars start with question, ‘How are the meanings of this text realised?’

O’Donnell(2011) also states about systemic Functional Linguistic as follows:

While many of the linguistic theories in the world today are concerned with language as a mental process, SFL is more closely aligned with Sociology: it explores how language is used in social contexts to achieve particular goals. In terms of data, it does not address how language is processed or represented within the human brain, but rather looks at the discourses we produce (whether spoken or written), and the contexts of the production of these texts. Because it is concerned with language use, SFL places higher importance on language function (what it is used for) than on language structure (how it is composed).

Based on those arguments above, it can be concluded that Systemic Functional Linguistic concerns on the function of the language that is used in social context that has purpose to achieve the goals. It analyzes the meaning of discourse that is produced related to its contexts.

### 2.2.5 Metafunctions

Gerot & Wignell (1994:12-14) state that there are three strands of meaning to reconstruct context of situation in the relationship between context and text. They are:

- (1) Ideational meanings are meanings about phenomena; about things, about goings on, and the circumstances surrounding these happenings and doings. Meanings of this kind are most centrally influenced by the *field* of discourse.
- (2) Interpersonal meanings are meanings expressing a speaker's attitude and judgements. Meanings of this kind are most centrally influenced by *tenor* of discourse.
- (3) Textual meanings express the relation of language to its environment, including both the verbal environment (what has been said or written) and the non-verbal, situational environment (context). Textual meanings are most centrally influenced by *mode* of discourse.

Halliday (1994:179) points out that “the English clause is a combination of three different structures deriving from distinct functional components.” In



systemic theory, the components are called metafunctions. Those metafunctions are ideational metafunction, interpersonal metafunction, and textual metafunction.

On the other hand, Thompson (1996:28) in Nadliroh (2012) defines the three kinds of meaning in an informal ways as follows:

- (1) We use language to talk about our experience of the world, including the worlds in our own minds, to describe events and states and the entities involved in them (ideational meanings).
- (2) We also use language to interact with other people, to establish and maintain relations with them, to influence their behaviour, to express our own viewpoint on things in the world, and to elicit or change theirs (interpersonal meanings).
- (3) In using language, we organise our messages in ways which indicate how they fit in with the other messages around them and with the wider context we are talking or writing (textual meanings).

From the arguments above, it can be concluded that three kinds of meaning are defined as follows:

- (1) Ideational meaning: meanings that talk about the phenomena which is most affected by field of the discourse.
- (2) Interpersonal meaning: meanings that express the speaker point of view which is most affected by the tenor of the discourse.
- (3) Textual meaning : meanings that express the relation between text and the context which is most affected by the mode of the discourse.

### **2.2.6 Textual Meaning**

Gerrot and Wignell (1995:14) mention that “textual meanings express the relation of language to its environment – what has been said or written before and the non-verbal, situational environment (context). These meanings are realized through the



pattern of theme and cohesion”. Textual meanings are most centrally influenced by mode of the discourse. Eggins (1994: 237) states “this is the level of organization of the clause to be packaged in ways which make it effective given its purposes and context.

Halliday and Matthiessen (1999:512) in Nahdliroh (2012) argue that:

Textually, the grammar is the creating of information; it engenders discourse, the patterned forms of wording that constitute meaningful semiotic contexts. From one point of view, therefore, this “textual” metafunction has an enabling force, since it is this that allows the other two to operate at all. But at the same time, it brings into being a world of its own, a world that is constituted semiotically. With the textual metafunction language not only construes and enacts our reality but also becomes part of the reality that it is construing and enacting.

In other word textual meaning relates to internal organization and communicative nature of the text. It comprises of study that focuses on lexical density, grammatical complexity, coordination, and the use of noun phrase also the text’s cohesion.

One of the key systems into expression of textual meaning in the clause is the system of theme. The system of theme is realized through structure in which the clause falls into just two main parts: theme (topic of the point of departure) and rheme.

#### **2.2.6.1 Thematic Structure**

Eggins (1994: 273) states “The system of Theme is realized through a structure in which the clause falls into just two main constituents: a Theme (the first part of a clause falls) and the Rheme.”

Halliday (1994:37) in Nadliroh(2012) explains “We use the term Theme as the label for an item which is put first in a clause. This has thematic status because it is the element which serves as the point of departure of the message and that with which the clause is concerned.” He continues “the part in which the Theme is developed, the remainder of the message, is called the Rheme. Therefore, as a message structure, a clause consists of a Theme accompanied by a Rheme.” Thus, the clause as a message is organized into a Theme combined with a Rheme (Theme & Rheme).

The definition of Theme by Gerot and Wignell (1995:103) is “that or those element(s) which come(s) first in the clause. This represents the point of departure of the message from the previous one and the rest of the clause is called Rheme.” Gerot and Wignell(1995:103) continues “ in terms of looking at a clause as a message, the theme looks backwards, relating the current message to what has gone before. The Rheme points both backwards and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before. Type of Theme can be divided in to three categories: ideational, textual and interpersonal.

#### 2.2.6.1.1 Ideational Theme

Gerrot and Wignell (1995:104) state that :

The ideational or topical theme is usually but not always the first nominal group in the clause. Topical themes may also be nominal group complexes, adverbial groups, and prepositional phrases or embedded clauses. In the unmarked case the Topical theme is also the subject. A Topical Theme which is not the subject is called a Marked Topical Theme.

There are the examples of the Unmarked and Marked Topical

Theme:

(a) *Unmarked Topical Themes*

The following are the components of unmarked topical Themes:

➤ Nominal group as Theme

Afri	goes to school.
Theme	Rheme

➤ Nominal group complex as Theme

Malinda and Niza	go to school.
Theme	Rheme

➤ Embedded Clause

What Oji and Wira did	wastake the picture.
Theme	Rheme

(b) *Marked Topical Theme*

Here are the components of marked topical Theme:

➤ Adverbial as Theme

Quickly	Alfian run
Theme	Rheme

➤ Prepositional phrase as Theme

Inside the room	Rita cries
Theme	Rheme

➤ Complement as Theme

The poem	Fajar wrote
Theme	Rheme

#### 2.2.6.1.2 Textual Theme

According to Gerrot and Wignell (1995:105-106):

Textual themes relate to the clause to its context. They can be Continuative and/ or Conjunctive Adjuncts and Conjunctions. The line between Conjunctions and Conjunctive Adjuncts is often a fine one. One difference is that Conjunctive Adjuncts are freer to move in a clause, whereas Conjunctions are pretty well restricted to being at the beginning. Conjunctions tend to provide Textual themes within a clause complex and are called Structural Themes. Conjunctive Adjuncts, on the other hand, tend to (but donot always) join text outside of clause complexes. They tend to have more of a text-organising function. Continuatives are a small set of items which, if they are there, are always at the beginning of the clause and signal that a new move is beginning. Conjunctions relate the clause to the preceding text by providing a logical link between messages.

There are the examples of textual theme ( continuative, conjunctive, conjunctions / structural) :

## a) Continuative

Well,	what they did	is a big mistake.
Cont.	Topical	Rheme
Theme		

## b) Conjunctive

Well,	on the other hand,	we	cannot do that
Cont.	Conjunctive	Topical	Rheme
Theme			

## c) Conjunction/ Structural

but	on the other hand,	we	cannot do that
Structural	Conjunctive	Topical	Rheme
Theme			

## 2.2.6.1.3 Interpersonal Theme

Interpersonal elements occurring before the Topical Theme are also thematic.

They may be Modal Adjuncts, Vocatives, Finite, or Wh-elements (Gerot and Wignell, 1995:107). There are the examples of those kind of Interpersonal theme.

(a) *Modal Adjuncts*

Modal adjunct as Theme:

Maybe	she	will be late
Modal Adjunct	Topical	Rheme
Interper.		
Theme		

(b) *Vocatives*

Vocatives (a name or nickname used to address someone) belongs to thematic if they appear before the Topical Theme, a finite verb, or a Modal Adjunct.

Faqih,	she	will not come tomorrow.
Vocative	Topical	Rheme
Theme		

(c) *Finite*

Faqih,	will	she	come tomorrow?
Vocative	Finite	Top	Rheme
Theme			

(d) *Wh-element*

What	did	you	bring for your lunch?
Wh-element	Finite	Top	Rheme
Theme			

## 2.2.6.1.4 Clause as Theme in a Clause Complex

In a hypotactic clause complex, in case that the dependent clause comes first and is followed by the independent clause. Theme for the whole clause complex is the dependent clause itself. Each clause also has its own Theme-Rheme structure.

If	she	has money
Str	Topical	Rheme
Theme		

Then	she	will buy a new book.
Str	Topical	Rheme
Theme		
Rheme		

(e) *Thematic Equatives*

These type of Themes occur in certain identifying clauses where the theme and rheme are equated with each other. They almost always involve nominalisation (Gerot and Wignell, 1995: 109)

What I wanted to say	was go home soon.
Theme	Rheme

(f) *Predicated Themes*

These take the form *it + be + ...* These are the examples of the clause:

It	was Amal	who	made the craft.
Theme	Rheme	Theme	Rheme
Theme	Rheme		

It	was written	that	You	have to go home soon.
Theme	Rheme	Str	Top	
		Theme		Rheme
Theme		Rheme		

#### 2.2.6.2 Thematic Development

The study of thematic progressions is based on the identification of the THEME and RHEME of each clause. In systemic functional linguistics (SFL), the Theme is realized as the point of departure and local context of the clause. In English it comes first in the clause (Fontaine & Kodratoff, 2003) in (Chanyoo, 2013). Danes (1974) in



Jones(2001), refers to certain kinds of information structure that are created by the sequencing of Theme and Rheme in relation to given/new information - whether the Theme and Rheme contain given or new information, or given and new information; whether emphasis is effected in some way e.g. through a marked Theme or whether given information is delayed in the Rheme.

According to Paltridge (2000) in Arunsirot (2013), “Thematic progression is the way in which the Theme of the clause may pick up or repeat a meaning from a preceding Theme or Rheme.” In other words, Thematic progression helps giving cohesion and thus coherence to a text, guiding the reader through the text in a logical and rational course.

There are three kinds of Thematic development pattern: Theme reiteration/constant Theme pattern, a zig-zag/linear Theme pattern and a multiple Theme/split Rheme pattern.

McCarthy (1994:5) states that “there is a relationship between thematic structure in clauses and the construction of text.” He also proposes three different textual options of thematic development which can occur in a text as follows:

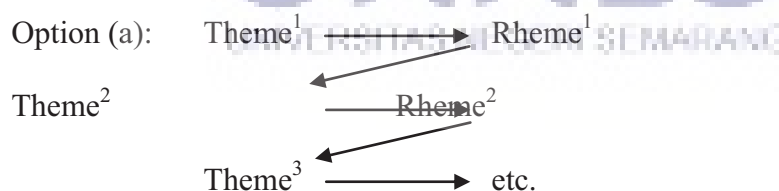


Diagram 2.1 Simple Linear Pattern

In option (a) the Rheme of the preceding clause contains an element which becomes the Theme of the subsequent clause.

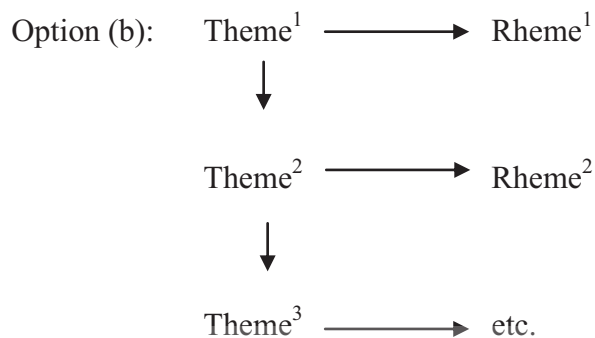


Diagram 2.2 Continuous/Constant Pattern

In option (b) the Theme of the preceding clause is the same as the Theme of the subsequent clause.

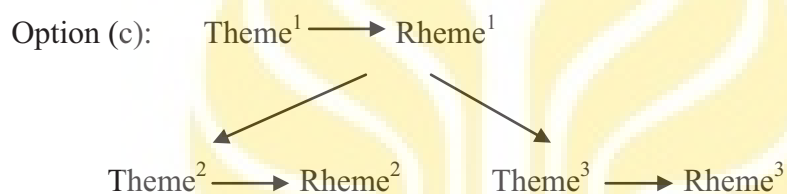


Diagram 2.3 Hierarchical Pattern

The third option is a hierarchical pattern. In this pattern, the Rheme of the preceding clause contains two elements which are taken up as Themes in the two separate subsequent clauses.

Egins (1994:303-305) proposes three main patterns of Thematic development as follows:

(a) Theme re-iteration: one basic way to keep to a text focused (cohesive) is simply to re-iterate an element. Repetition is an effective means of creating cohesion. In this thematic pattern, the same element occurs regularly as Theme.

(b) The zig-zag pattern. In this pattern, an element which is introduced in the Rheme in clause 1 gets promoted to become the Theme of clause 2. The diagram is as follows:

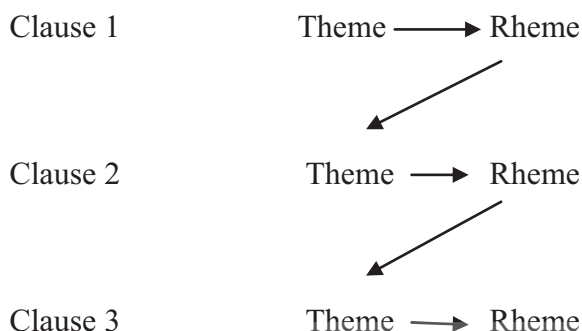


Diagram 2.4 Zig-zag Pattern

(c) The multiple-Theme pattern. In this pattern, the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses. The diagram is as follows:

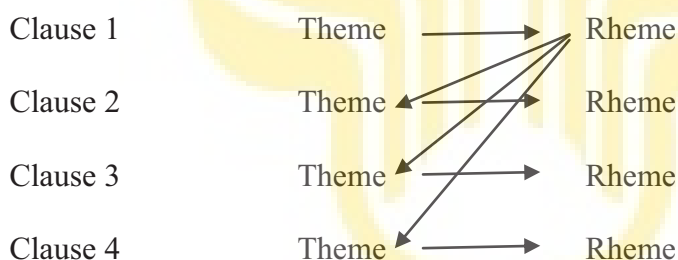


Diagram 2.5 Multiple Theme Pattern

### 2.2.7 Cohesion and Coherence in Writing

The use of various cohesive ties to explicitly link together all prepositions in the text result in cohesion of that text (Celce-Murcia & Olshtain, 2000:7). Cohesion can be defined as the set of resources for constructing relations in discourse which transcend grammatical structure (Halliday 1994: 309 in Schiffrin et. al, 2001: 35). Halliday (1976) states “ The concept of cohesion is a semantic one. It refers to relations of meaning that exist within the text and that define it as a text.” Halliday

and Hasan (1976) in Schiffrin et. al, (2001: 36) the inventory of cohesive resources was organized as:

- reference
- ellipsis
- substitution
- conjunction
- lexical cohesion.

Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

(<http://repository.usu.ac.id/bitstream/123456789/19006/3/Chapter%20II.pdf>)

Coherence defined by Cahyono(2011) is to hold together, in basic that paragraph in writing has the right order with the clear process. In addition to unity, coherence plays a crucial or important role in making a paragraph read well. Every coherent paragraph contains smoothly – connected ideas. Each sentence moves on naturally. The paragraph is like a well – built high way; vehicles run smoothly on it without encountering too many obstacles. Coherence contributes to the unity of the piece of discourse such that the individual discourse such individual utterances or sentences hang together and relates to each other.

### 2.2.8 English Writing Community

English Writing Community (EWC) is one of community in English Department of Semarang State University that first existed in 2007. It is a semi autonomous organization which is under English Student Association (ESA). EWC provides media for students who are interested in writing activity.

At the beginning, EWC named AWC (Academic Writing Community), but in 2010 the name changed into English Writing Community (EWC) in order to broaden the subject that not only concerns in scientific writing but also literary works. EWC's vision is to civilize writing culture by developing creativity and also civilize using scientific approach in the way of thinking.

As an organization, EWC has structural committee who will be reorganized in every year. This committee has responsibility in arranging the programs of EWC. The committee consists of the chairman, vice chairman, secretary, treasurer, person in charge of academic and literary field and members.

The programs of EWC are divided into annual and weekly activities. The annual programs are EWC open ideas, freshman gathering, and rendezvous. In addition, weekly activity of EWC is that weekly meeting of the members in which they are given time to produce writing with the topic that has been scheduled before.

In academic year 2014/2015, the member of EWC consists of the students from the first semester (15 people), the third semester (8 people), and the fifth semester (5 people). Therefore, the total of them is 28 people.

### 2.3 Framework of the Present Study

Based on the theories that have been presented above, I identified each clause written by the member of English Writing Community of English Department of Semarang State University academic year 2014/2015. This study analyzed the Thematic Development in the students' work, the writer uses the theories of thematic structure and thematic development offered by Gerot & Wignell (1995) and Eggins (1994).

As stated by those experts, there are several types of Thematic structure that can be used to find out the message structure of the clause. We can define the Theme and the Rheme of the clause. Moreover, there are several types of thematic development or progressions which can be used to determine the flow of the information presented. By understanding the development of the Themes in each text, we can also determine whether or not the text is coherent and cohesive. Later, we will be able to draw conclusions about its pedagogical implications.

Below is the framework of the present study:

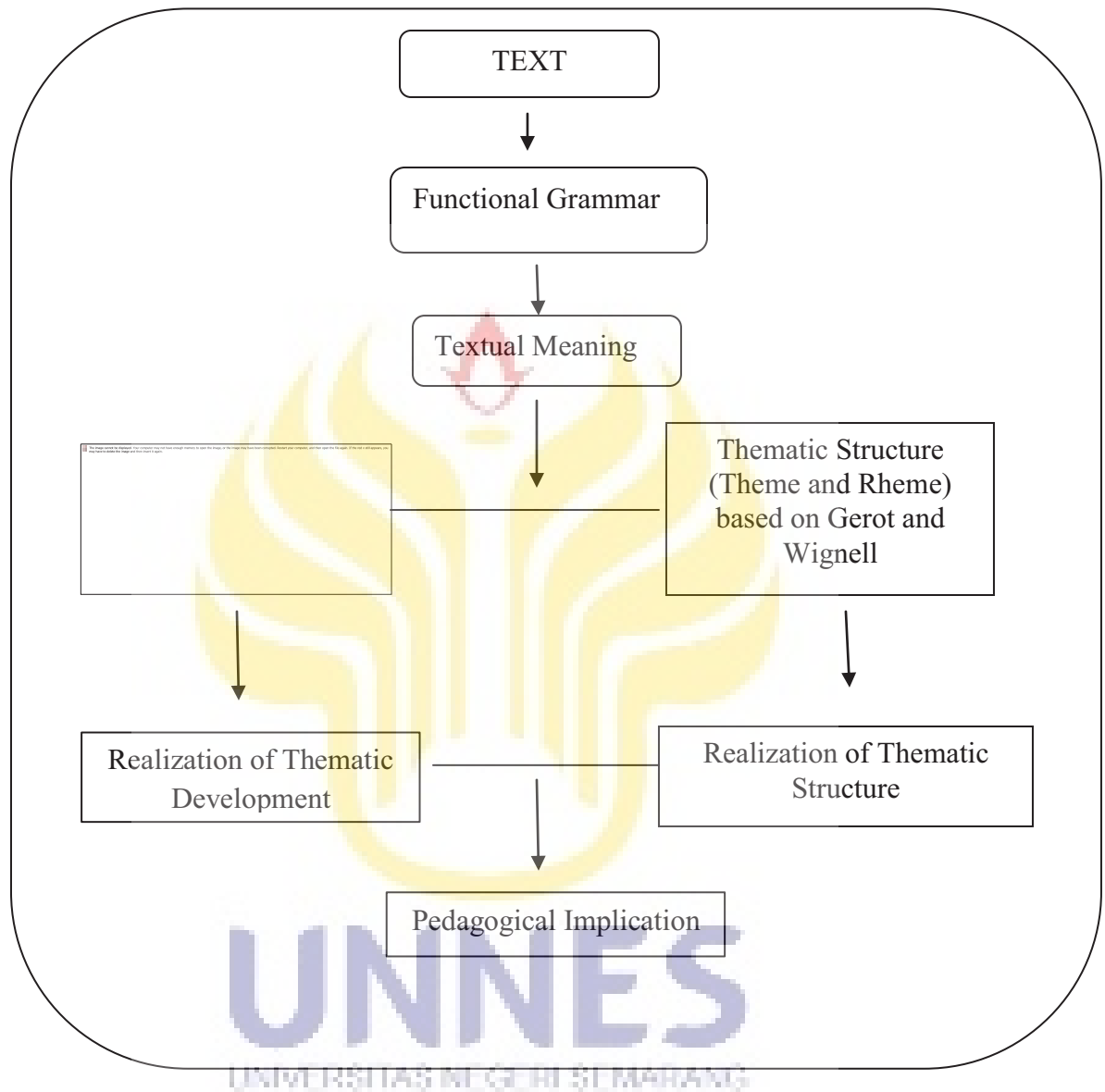


Figure 2.3 Framework of the Study

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The last chapter of this study is conclusions and suggestions. After completing the analysis and discussion, I would like to draw conclusions and offer some suggestions.

#### 5.1 Conclusions

- (1) There three types of theme that are found in whole analyzed texts. They are Topical theme, Textual theme, and Interpersonal theme. the theme that mostly used is Topical theme. The members of EWC apply Topical theme because the writers are beginner writers. It can be seen from the simplest way of making the sentences which they choose to produce a text. The writers produce the clause with the same pattern, which states the subject at the beginning of the clause as the starting point. Meanwhile, the elements of Textual theme that are found in students' texts are Conjunction and continuatives and/ conjunctive. Conjunctions (*but, because, and, when etc*) mostly occur in clause complexes to connect one clause and the following clause. Continuative and / conjunctive (*on the other hand, first, second*) are used by the the member as a clause marker that the clause is the continuation of the previous one. In addition, The components of Interpersonal theme that are found in the texts are *actually*,



*hopefully* which functions as a *Modal*, *why* functions as wh-element, and *do* functions as finite. *Actually* is used to express the fact contradiction between the intention and the fact occurred in field, *hopefully* is used by the writer to express his expectation, whereas *why*, *do* are used in a questioning sentence to attract the reader's curiosity about the topic of his description. Interpersonal theme is rarely found in the students' texts because its elements are frequently used in conversation or dialogue. Thus, this type of theme is rarely found in the written text. Therefore, I can conclude that Topical theme is the type of theme that mostly found in the students' writing both in description and exposition texts. It is related to the knowledge of the writers which is still in the beginner level. The students tend to choose the easier way and choose the familiar words in producing the texts. They often begin their sentences by stating the subject, and then followed by information to describe or explain more about the subject.

- (2) The next conclusion is that there are more than one type of Thematic development pattern found in the texts. It was found two or three patterns in each text. Theme re-iteration and zig-zag pattern are two patterns that mainly employed in the texts, although there are some texts which also employ multiple theme patterns. Theme re-iteration is mostly used because it is preferred to be the easiest way in developing a text. Employment of zig-zag pattern is a bit more difficult than re-iteration one, so its use is not as often as reiteration pattern. While the multiple pattern are rarely used because it is considered as the most difficult pattern of Thematic

development. The use of Thematic development is useful in helping the students organize the information in the text. They will have more options how to develop their ideas by using the patterns of thematic development. However, many of students' writings still lack of cohesion and coherence. It is caused by the information in the text that is not well-organized. The information jumps out from one message into another different message. Moreover, the overused of same elements in the clauses, such as pronoun, are also make the text incoherent.

## 5.2 Suggestions

According to the result findings, some of the students' writings lack of coherence. One of the factors is overuse of the same element. There are overused pronouns, such as *he*, *it*, or *they*, as Theme element which makes the text boring and monotonous. The text should be improved by giving more variation in the choice of Theme element. In addition, variation in Theme element will also influence the flow of the text. This variation will make the information of the text flow smoothly. Thus, it will be more interesting to read or listen to. The variation in Theme choice can be done by replacing pronoun with other elements. As for example, clause '*Bruno has soft-white fur*' can be replaced by '*The most handsome dog i had ever, Bruno, has soft-whitefur*'.

As discussed before, the employment of Thematic structure and Thematic development is a useful strategy in improving students' writing quality. As a matter of fact, the theory of textual metafunction is only given in GMD

(Grammar, Meaning, and Discourse) class, or similar class related to Applied Linguistics. Regarding its advantages, it should also be used as one of strategies in teaching writing. It can be an alternative method in addition to other strategies, such as brain storming, free writing, and making draft of writing. Applying Thematic structure and Thematic progression in the process of writing is a helpful strategy to help the students organize and develop their ideas so that the information will flow smoothly. Once they have knowledge about Thematic structure and development, they can decide which pattern they want to use in organizing their ideas. The students may use only one pattern, such as reiteration pattern, to be employed in their writing. They can also apply two or more patterns in a text. However, it is better to avoid the use of one pattern only in a text. It will cause the text boring and flat, whereas the use of two or more patterns can make the text flow more smoothly. Furthermore, the use of Thematic structure and Thematic development can help students maintain coherence and cohesion in a text. Thus, the purpose of good writing can be achieved.

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[Accessed on 1/3/14]



Text 18: No Motorcycles and Car at the Campus (Yustiaji, 5<sup>th</sup> semester)

