



## **COHERENCE**

### **IN STUDENTS' ANALYTICAL EXPOSITION TEXTS**

(A Case of the Fourth Semester Students of English Department of UNNES  
in the Academic Year of 2017/2018)

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by  
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**2019**

## DECLARATION OF ORIGINALITY

I, Nur Aeni Afiati Mafuroh, hereby declare that this final project entitled *Coherence in Students' Analytical Exposition Texts (A Case of the Fourth Semester Students in the Academic Year of 2017/2018)* 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 Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, December 2018

A handwritten signature in black ink, appearing to be 'Nur Aeni Afiati Mafuroh', written in a cursive style.

Nur Aeni Afiati Mafuroh

## APPROVAL

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## **MOTTO AND DEDICATION**

Indeed, with hardship [will be] ease.

(Al Insyiraah: 6)

Dedicated to:

My beloved parents

My caring brother

My big family

## ACKNOWLEDGEMENTS

*Alhamdulillah rabbil' alamin*, I would like to express my greatest gratitude to Allah SWT. Thank you for all blessing, love, and guidance so that I could complete this final project.

The sincerest appreciation is addressed to my advisor, Yusnita Sylvia Ningrum, S.S.,M.Pd., who provided me careful correction, encouragement, and valuable suggestions. I am also grateful for her patience and kindness during giving feedback in writing this final project.

I also would like to expand my gratitude to all the lecturers of the English Department of UNNES. Thank you for giving me invaluable knowledge and experience in the course of my study.

In addition, the deepest thank is addressed to my beloved mother and father, who always give me support, love, help, and guidance. For my brother, Naim, I am also thankful for his support and prayers.

Last, but not the least, I want to thank all of my friends who helped me and supported me during doing this final project. Thank you for the time we share.

## ABSTRACT

Mafuroh, Nur Aeni Afiati 2018. Coherence in Students' Analytical Exposition Texts (A Case of the Fourth Semester Students of English Department of UNNES in the Academic Year of 2017/2018). Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Yusnita Sylvia Ningrum, S.S.,M.Pd.

**Keywords: analytical exposition, coherence, schematic structure, thematic choices, thematic developments**

This study aims to reveal the coherence of 19 analytical exposition texts written by the fourth semester students of English Department of UNNES through the analysis of schematic structure, thematic choices, and thematic development. Coherence is an essential component to create a make-sense text. Thus, it is very important to know the students' competency in writing a good text.

This study applied a qualitative approach. It employed the theories of schematic structure based on stages proposed by Gerot and Wignell (1995), thematic choices from Gerot and Wignell (1995), and thematic development by Eggins (2004).

The findings indicated that the students preferably used topical Theme (67.79%) and textual Theme (30.42%). In addition, in terms of thematic development, Theme reiteration is the commonest pattern applied by the students.

Based on the findings, students' texts were less coherence because there were several texts having an incomplete thesis at the beginning of the paragraph and one text leaving 1 out of 3 stages of exposition text. Furthermore, the over-use of Theme Reiteration might show that the students' writing skill is low because they could not elaborate their ideas through various methods. Therefore, it is suggested that the students should learn how to organize their ideas into a coherent analytical exposition text. For the teachers, they should give clear explanation and instruction during the learning process in order to make the students understand the material of exposition text easily. Moreover, for the further researchers, they are expected to find an alternative approach to help the students in writing a coherent text.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of seven subchapters. They are background of the study, reasons for choosing the topic, research questions, objectives of the study, significances of the study, limitation of the study, and outline of the report.

#### **1.1 Background of the Study**

There are four skills of language: listening, speaking, reading, and writing. To master a language including English, those skills are, then, very important. Among those language skills, writing is considered as the most difficult skill for English as a Foreign Language (EFL) students (Cekiso, Tshotsho, & Somniso, 2017; Fitriati & Yonata, 2017; Kilic, Genc, & Bada, 2016). The difficulties in writing are due to some aspects, starting from choice of words, grammar, spelling, punctuation to the more complicated aspects such as generating ideas and putting these ideas together in harmonious and logical ways (Katrini & Farikah, 2015). In other words, there are many things to consider when a student wants to produce a good text.

Producing a text is not only about how to express the writer's ideas by using appropriate choice of vocabulary, forms, and grammatical structures. It is not only about putting ideas in a combination of words, but also turning such ideas logically into a readable text (Katrini & Farikah, 2015). The text which is understandable is called a coherent text.

Text coherence has been a point of interest of some writing experts. For example, Oshima and Hogue (2006, p. 21) explained that coherence means all sentences hold together in which the movement of one sentence to the next is logical and smooth. Similarly, according to Siahaan and Shinoda (2008, p. 3), text coherence refers to *smooth flow of idea of a text*. It is the arrangement of the clauses and components of a text. Thornburry (2005, p. 36) also argued that a coherent text is a text which makes sense to the readers. It means a writer must write a coherent or make-sense text to the readers by arranging the sentences in the text so that they move logically and smoothly.

Thornburry (2005, p. 36) mentioned two perspectives of analyzing coherence, the micro and macro levels. While micro level coherence can be realized through texts' logical relations and Theme-Rheme; in the macro level, coherence is achieved by looking at texts' lexical chains, schemas, and scripts. In regards to this study, I analyzed text coherence through schematic structure of the text from the view of macro level and Theme-Rheme from the view of micro level. The analysis of Theme-Rheme consists of thematic choices and thematic development analysis. By analyzing the schematic structure, it is easy to recognize the genre of the text. From the idea of thematic choices, it can be used to know how students write a text effectively by paying attention to the front of the clause. This is helpful in maintaining what the students are talking about (Theme) which will be then followed by their explanation or what they are saying about it (Rheme) while writing a text. In addition, with thematic development, it is useful to find out how students shape their writing by looking at which pattern they

mostly use. If the students can use the patterns well, their writings certainly have logical movement of ideas.

The failure to construct a logic and smooth movement of sentences in a text may lead the readers misunderstand the content of the text, or worse they may have different interpretation to writer's original purpose of writing, such as in writing analytical exposition. Gerot and Wignell (1995, p. 197) defined an analytical exposition as a text which persuades the readers that something is the important case. Therefore, this text is used to convince the readers that the writers' argument is right. To make the readers believe, of course, the writers must write a well-organized analytical exposition text.

However, many EFL students still got difficulties in writing analytical exposition texts. It was found that they felt hard to produce a cohesive and coherent text. They had problems of empty Theme and empty Rheme that made their texts incoherent (Setiawati, 2016). They also did not use thematic patterns for all clauses which indicated there were several unconnected or jumping clauses (Ervina, Sukmawati, & Zakiyah, 2016). In addition, it was found that some analytical exposition texts had no reiteration or conclusion at the last paragraph (Undayasari & Saleh, 2018). Seemingly, coherence is still the current issue which happened to EFL students.

In solving the issue of coherence, there have been a number of studies under the topic of thematic development. However, there were still very few studies which studied schematic structure, thematic choices, and thematic development to investigate the coherence in analytical exposition texts. Thus, in

this study, I want to examine the coherence of analytical exposition texts produced by the fourth semester students of English Department of UNNES majoring in English Education and taking *Genre-based Writing (GBW)* class in the Academic Year of 2017/2018.

## **1.2 Reasons for Choosing the Topic**

I chose the topic because of some reasons stated as follows:

Firstly, this study has not been conducted in English Department of UNNES. This study focused on analyzing coherence through schematic structure, thematic choices, and thematic development. The schematic structure analysis can help the readers to realize the genre of the text. In this study, the text analyzed is analytical exposition, so it will be regarded as coherent if it has thesis, arguments, and reiteration. Furthermore, through analyzing thematic choices, it is easy to find out how students consider the front of the clause. In addition, thematic development analysis is helpful to know how students develop their ideas in a clear way.

Secondly, it is no doubt that coherence plays an important role in writing. Although coherence seems to be the most complicated aspect for EFL students, it is very important for them to master in writing a text. Coherence refers to a text which is meaningful and has connected clauses or sentences. Certainly, a meaningful text will make the readers follow its content easily. Thus, coherence is an essential component to create a well-organized text.



### **1.3 Research Questions**

The main research questions in this study stated as follows:

- (1) How do the students organize their analytical exposition texts in terms of schematic structure?
- (2) What types of thematic choices and thematic developments found in students' analytical exposition texts?
- (3) How is the students' analytical exposition texts coherence in terms of schematic structure, thematic choices, and thematic developments?

### **1.4 Objectives of the Study**

The objectives of this study are:

- (1) to figure out the schematic structure in the students' analytical exposition texts
- (2) to find out the types of thematic choices and thematic developments found in students' analytical exposition texts, and
- (3) to examine the students' analytical exposition texts coherence in terms of schematic structure, thematic choices, and thematic development patterns.

### **1.5 Significances of the Study**

This study is expected to give benefits as follows:

Theoretically, this study might be useful as an additional reference to the existing theories of text coherence in relation to the schematic structure, thematic

choices, and thematic development, especially in the context of analytical exposition texts written by the students of English as a Foreign Language (EFL).

Practically, especially for the students of English Department as the future teachers, this study is expected to give knowledge about how to write a well-organized text. In addition, by conducting this study, I also learnt about how to produce a coherent text in writing this final project.

Pedagogically, this study can help the future English teachers or lecturers to find an alternative approach to help the EFL students in organizing and developing their ideas into a coherent text.

## **1.6 Limitation of the Study**

I focused on examining coherence in analytical exposition texts produced by the fourth semester students of English Department of UNNES in the Academic Year of 2017/2018 majoring in English Education and taking *Genre-based Writing (GBW)* class. From the six classes of *GBW*, I chose one class in Rombel 207-208. I used a theory of coherence by Thornburry (2005). To analyze the text coherence, I applied schematic structure analysis based on the stages of analytical exposition by Gerot and Wignell (1995). Moreover, I also used theories of thematic choices from Gerot and Wignell (1995) and thematic development proposed by Eggins (2004).

## **1.7 Outline of the Report**

This study consists of five chapters, each of which is followed by several subchapters. Chapter I is introduction. This chapter presents background of the study, reasons for choosing the topic, research questions, objectives of the study, significances of the study, limitation of the study, and outline of the report.

Chapter II is review of related literature. It comprises three subchapters. This chapter provides review of previous studies, review of theoretical studies, and theoretical framework of the study.

Chapter III is research methodology. This chapter explains the methods of investigation which include the research approach, object of the study, roles of the researcher, unit of analysis, procedures of collecting the data, and procedures of analyzing the data.

Chapter IV is findings and discussions. This chapter provides the explanation and elaboration of thematic choices, thematic development patterns, and the schematic structure found in students' analytical exposition texts.

Chapter V is conclusions and suggestions. This chapter summarizes the overall discussions and presents some suggestions in relations to the results of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITARATURE**

This chapter includes three subchapters in which each subchapter contains information supporting this study. Those are review of previous studies, review of theoretical studies and theoretical framework of the study.

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

This subchapter provides some previous studies relating to this current study. There are a number of studies on coherence through analysis of schematic structure, thematic choices, and thematic developments (Az-Zahro, 2017; Babaii, Atai, & Shoja, 2016; Bakaa, 2014; Fitriati & Yonata, 2017; Garintama, 2018; Jalilifar, Alipour, & Rabiee, 2017; Katrini & Farikah, 2015; Setiawati, 2016; Suwandi, 2016; Undayasari & Saleh, 2018).

Some studies concentrated on schematic structure of analytical exposition texts. Garintama (2018) analyzed the schematic structure and linguistics features of 27 texts written by the eleventh graders of SMA Hang Tuah 4. In analyzing the texts, he used ‘Analytic Scale for Rating Writing Composition Tasks’ by Brown and Bailey (1984). This study performed that almost all of the texts had correct generic structure, but most of them had difficulties in organizing “reiteration”. I also investigated schematic structure in analytical exposition texts. However, the subject of my study is different from this previous study. I took the subject from the fourth semester students of English Department of UNNES. In addition, the

purpose of my study is not only to examine the schematic structure, but also to analyze thematic choices and thematic development.

Undayasari and Saleh (2018) also investigated English and Indonesian exposition texts in terms of thematic choices, thematic development, and schematic structure. The texts were written by the undergraduate students of UPI. This study revealed that in English and Indonesian texts, topical Theme was the dominant type of Theme instead of textual and interpersonal Themes. In terms of thematic development, English texts had zig-zag pattern appearing as many as Theme reiteration while in Indonesian texts, zig-zag pattern was frequently used instead of Theme reiteration and multiple Rheme. Furthermore, from the view of schematic structure, there were some Indonesian texts having no reiteration at the last paragraph. This previous study is different from my study. While I took the subject from the students of UNNES, this previous study chose the students of UPI. Moreover, in this current study, I only focused on the English analytical exposition texts.

Other studies used a theory of coherence by Thornburry (2005). Fitriati and Yonata (2017) examined coherence in 3 analytical exposition texts written by Master's degree students of the English Language Education program at a local university in Central Java, Indonesia. The result showed that from three patterns, zig-zag was the most frequent pattern instead of Theme reiteration and multiple Rheme. However, the students' texts had a bit weakness on achieving coherence due to the lack of using cohesive devices especially conjunctions. The similarities of my study and this previous study are in the same theory of coherence suggested

by Thornburry (2005) and the kind of texts analyzed. However, I added the analysis of schematic structure and thematic choices to examine the coherence in analytical exposition texts. I also chose the subject from the fourth semester students of UNNES, especially those who are majoring in English Education program and taking *GBW* class.

Suwandi (2016), on the other hand, conducted a study of cohesion and coherence in 4 final project abstracts written by undergraduate students of English Department of Universitas PGRI Semarang. It revealed that students' abstracts achieved cohesion due to the use of cohesive devices such as conjunction, reference, substitution, and ellipsis. However, they were lack of coherence because their logical relationships could not be clearly identified. The difference of this previous study and the current study can be seen in the subject, the object and the way of analysis. In my study, I selected the students of UNNES as the subject and analytical exposition texts as the object of this study. Furthermore, I used three ways to analyze the text coherence. They are the analysis of schematic structure, thematic choices, and thematic development.

Next, Az-Zahro (2017) and Setiawati (2016) investigated text coherence through thematic choices and thematic developments. While Az-Zahro (2017) examined coherence through thematic choices and thematic development on the backgrounds of final project proposals, Setiawati (2016) only focused on thematic choices and thematic developments on analytical expositions.

Az-Zahro (2017) explored the coherence of 8 background sections of final project proposals produced by the fifth semester students of English Department

of UNNES. This study analyzed coherence through types of Themes and thematic developments. The result showed that the students mainly used unmarked topical Theme (84.56%) and textual Theme (37.99%). Moreover, they preferably used zig-zag pattern instead of Theme reiteration and multiple Rheme. It was also found that the students' texts were lack of cohesion and coherence because they overused new theme and left 2 out of 5 stages in the generic structure of the backgrounds. I also examined coherence, but the object of my study is analytical exposition texts. Besides, the subject I chose was the fourth semester students of English Department of UNNES.

Meanwhile, Setiawati (2016) investigated thematic choices and thematic development of 25 analytical exposition texts written by the fourth semester students of English Department of UNNES. The results revealed that topical Theme was mostly found (99.86%), followed by textual Theme (46.66%) and interpersonal Theme (4.55%). It also showed that Theme reiteration was the most frequent pattern performing 21.48%, followed by zig-zag (19.35%) and multiple Rheme (1.56%). This previous study is different with my study. While this previous study chose the subject from the English students of UNNES in the Academic Year of 2014/2015, I selected the subject from the students in the Academic Year of 2017/2018. I also added the analysis of schematic structure in order to find out the coherence in analytical exposition texts.

Moreover, Babaii et al. (2016) and Jalilifar et al. (2017) also examined thematic choices as well as thematic development in argumentative writing and research articles.

Babaii et al. (2016) compared thematic choices and thematic development in 240 research articles of international discipline and national discipline. They used theories of thematic choices by Halliday and thematic development from McCabe. The findings showed that both two disciplines had some similarities. They mainly used unmarked topical Theme instead of textual and interpersonal Theme. From the view of thematic pattern, constant Theme pattern was frequently used in the research articles. I also conducted the study to examine coherence through analysis of thematic choices and thematic development. However, I employed a model of thematic development suggested by Eggins (2004).

Jalilifar et al. (2017) also analyzed 60 introduction section of research articles (RAs) and 67 students' argumentative writings of Iranian learners. These articles were analyzed by applying a theory of thematic choices from Halliday and Danes' model of thematic development. The results of this study revealed that both in RAs and in students' writings, unmarked topical Theme was found to be the highest type of Theme. Meanwhile, the lowest type was interpersonal Theme. Considering simple Theme and multiple Theme, RAs used multiple Theme more, whereas students' writing employed simple Theme more. This previous study is different from my study. In my study, I applied a theory of thematic development offered by Eggins (2004) and I only focused on analytical exposition texts.

Last, but not least, Katrini and Farikah (2015) and Bakaa (2014) conducted studies focusing only on thematic choices. In analyzing the thematic choices, Katrini and Farikah (2015) applied Gerot and Wignell's theory, whereas Bakaa (2014) used Halliday's theory (2004).



Katrini and Farikah (2015) examined types of themes in 20 analytical exposition texts produced by the third semester students of English Department of Tidar University. The results revealed that unmarked topical Themes were the most dominant type (55.11%), followed by textual Theme (36.89%), marked topical Theme (5.78%) and interpersonal Theme (2.22%). While this previous study only concentrated on thematic choices, in my study, I added the analysis of schematic structure and thematic development. Moreover, the subject of my study is the fourth semester students of English Department of UNNES which is different from this previous study.

On the contrary, Bakaa (2014) investigated the manifestation of textual Themes in 4 argumentative assignments written by the Iraqi and the Australian students. The result of this study showed that Australian students frequently used textual Themes to present their views critically, while Iraqi students mostly applied unmarked ideational (topical) Themes which made their text descriptive, not argumentative. This previous study is different from the current study. The purpose of this previous study is only to examine thematic choices in the students' exposition texts, whereas the current study is aimed to investigate the text coherence by analyzing the schematic structure, thematic choices, and thematic development. Besides, the subject of this previous study is different. In this current study, I chose the subject from Indonesian students who are studying English in the English Department of UNNES.

Clearly, in this current study, I want to examine the coherence in analytical exposition texts written by the fourth semester students of English Department of

UNNES majoring in English Education and taking *GBW* class in Academic Year of 2017/2018. I applied a theory of coherence proposed by Thornburry (2005). In the macro level coherence, I analyzed the schematic structure based on stages of analytical expositions offered by Gerot and Wignell (1995). Besides, from the view of micro level coherence, I used thematic choices theory by Gerot and Wignell (1995) to investigate themes types and thematic development from Eggins (2004) to identify types of patterns found in students' texts.

## **2.2 Review of Theoretical Studies**

This subchapter describes some theories supporting this current study. Those are theories of text consisting of text structure, text coherence, text types, and analytical expositions, and theories of textual meaning which contains thematic choices and thematic developments.

### **2.2.1 Text**

The term of "text" has some definitions. For instance, Halliday and Hasan (1976, p. 1) explained that texts refer to both spoken and written language. Nunan (1993, p. 7) also defined texts as any written record of a communicative event including oral language (for instance a sermon, a casual conversation, a shopping transaction) or written language (for instance a poem, a newspaper, an advertisement, a wall poster, a shopping list, a novel). In addition, Thornburry (2005, p. 43) argued that texts must have a clear communicative purpose. Thus, a text can be defined as any spoken and written language which is meaningful in order to achieve the goal of communication.

### 2.2.1.1 *Text Structure*

The text structure is defined by Siahaan and Shinoda (2008, p. 2) as the culture of the native speakers of the English language to select and use the linguistics units of their language in the production of a text to communicate a piece of information. Text structure is also about their culture in the interpretation of the text. In addition, it performs their culture about how to produce and interpret a coherent text. Therefore, text structure can be described as the culture of how English native speakers choose a certain linguistic form in order to create a coherent text.

### 2.2.1.2 *Text Coherence*

Text coherence has been a point of interest of several writing experts. According to Oshima and Hogue (2006, p. 21), coherence means how each clauses or sentences have a logical and smooth sequence of ideas. As supported by Siahaan and Shinoda (2008, p. 3) text coherence is referred to *smooth flow of idea of a text*. It is the arrangement of the clauses and components of a text. Lee (2002) also described coherence as the relationships linking the ideas in a text to create meaning for the readers. In addition, Thornburry (2005, p. 36) argued that a good text must be cohesive and coherent. Cohesion means how a text hangs together and the coherence is about the sense-making of a text. It means the ideas of the text should not only hang together but also make the readers understand. In short, a coherent text means a text which has clauses or sentences connected to each other and moved logically or smoothly in order to interact with the readers.

Thornbury (2005, p. 36) mentioned two perspectives of coherence: the micro and the macro levels. At the micro-level, the readers have certain expectations of how the proposition (ie the meaning) of a sentence is likely to be developed in the sentences that follow it. When these expectations are met, the immediate text will seem coherent. At the macro-level, coherence is enhance if a) the readers can easily discern what the text is about, b) the text is organized in a way that answers the readers' likely questions and c) the text is organized in a way that is familiar to the readers. Micro level coherence can be realized through texts' logical relationships and Theme-Rheme, whereas in the macro level, coherence can be achieved by looking at texts' lexical chains, schemas, and scripts (Thornbury, 2005, pp. 36-58). However, in this study, I only focused on Theme-Rheme analysis to examine the micro-level coherence and the schematic structure analysis to find out the macro-level one. The analysis of Theme-Rheme consists of thematic choices and thematic development.

#### *2.2.1.3 Text Types*

According to Gerot and Wignell (1995, p. 192), there are 13 types of text. They are:

(1) Spoof

Social function : retelling an event with a humorous twist

(2) Recount

Social function : retelling an event for the purpose of informing or entertaining.

(3) Reports

Social function : describing the way things are, with reference to a range of natural, man-made, and social phenomena in our environment.

(4) Analytical Exposition

Social function : persuading the reader or listener that something is the case.

(5) News Item

Social function : informing the readers, listeners, and viewers about events of the day which are considered newsworthy or important.

(6) Anecdote

Social function : sharing with others an account of an unusual or amusing incident.

(7) Narrative

Social function : amusing, entertaining, and dealing with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution

(8) Procedure

Social function : describing something is accomplished through a sequence of sections or steps.

(9) Descriptive

Social function : describing a particular person, place or thing.

(10) Hortatory Exposition

Social function : persuading the readers or listeners that something should or should not be the case.

(11) Explanation

Social function : explaining the processes in the formation or workings of natural of socio cultural phenomena

(12) Discussion

Social function : presenting (at least) two points of view about an issue.

(13) Reviews

Social function : giving critique an art work or event for a public audience.

*2.2.1.4 Analytical Expositions*

There are several explanations about analytical expositions. Anderson and Anderson (1997, p. 122) define an exposition as a piece of text presenting one side of an issue. Similarly, Oshima and Hogue (2006, p. 142) argue that ‘analytical exposition’ referred to ‘argumentative’ is a text presenting an issue in which the writers agree or disagree. This is supported by Gerot and Wignell (1995, p. 197) stating that the social function of analytical exposition is to persuade the readers or listeners that something is the important case. In other words, analytical exposition text can be defined as a type of text which presents the writers’ view or opinion for a controversial topic.

The social function of analytical exposition text as said by Gerot and Wignell (1995, p. 197) is to persuade the readers or listeners that something is the important case.

Gerot and Wignell (1995, pp. 197-198) also mentioned that the schematic structures of analytical exposition text are:

- (1) Thesis : it consists of a position or a preview.
  - a. Position : introducing topic and indicates writer's position
  - b. Preview : outlining the main argument to be presented
- (2) Arguments: it consists of points and elaboration.
  - a. Point : restating main argument outlined in preview
  - b. Elaboration : developing and supporting each point / argument
- (3) Reiteration : it restates writers' opinion.

The language features of analytical exposition text are stated below.

- (1) Focus on generic human and non-human participants
- (2) Use of Simple Present Tense
- (3) Use of Relational Processes
- (4) Use of Internal Conjunction to stage argument
- (5) Reasoning through causal conjunction or nominalization

### ***2.2.2 Textual Meaning***

Textual meaning has been described by many experts. For example, Bloor and Bloor, (2004, p. 10) explained that textual meaning involves the use of language (said or written) to organize a text. Also, Gerot and Wignell (1995, p. 14) defined a textual meaning as the meaning which expresses the relation of language to its environments such as spoken, written, and situational environments. Textual meaning is about how each clause as a message comes and leads to somewhere. In

other words, textual meaning refers to the meaning which explains the organization of the clause as a message in either spoken or written language.

To organize the texts in clauses, textual meaning can be realized through thematic structure. This structure consists of two elements, Theme and Rheme. According to Gerot and Wignell (1995, p. 102), Theme represents ‘This is what I am talking about’ and Rheme is ‘This is what I am saying about it’. Thornburry (2005, p. 38) also defined Theme as a topic which contains given information, while Rheme as a comment containing new information.

#### *2.2.2.1 Thematic Choices*

Thematic choices refer to how a writer selects a word or words as the Theme of a clause. It can also refer to the types of Theme used in Theme-Rheme structure (Halliday, 2014, pp. 125-126; Jing, 2015). Thematic choices are classified into three types: topical/ideational (unmarked and marked), textual, and interpersonal themes. Those types of Themes are explained as follows.

##### *(1) Ideational/topical Themes*

Topical Themes play a prominent role to the development of a clause since it takes transitivity role such as actor, behavior, sensor, or circumstance within the clause. Therefore, there must be only one topical Theme in each clause (Eggins, 2004, p. 302).

There are two kinds of topical Themes: unmarked and marked (Eggins, 2004; Gerot & Wignell, 1995; Halliday, 2014). Unmarked topical Theme usually comprises nominal group, nominal group complex, and embedded clause, while marked topical may consist of adverbial, prepositional phrase, and complement.



a. Unmarked Topical Theme

The following are the components of unmarked topical Themes:

Nominal group as Theme

Jack	went up the hill
Theme	Rheme

Source: (Gerot & Wignell, 1995, p. 104)

Nominal group complex as Theme

Jack and Jill	went up the hill
Theme	Rheme

Source: (Gerot & Wignell, 1995, p. 104)

Embedded Clause

What Jack and Jill did	was go up the hill
Theme	Rheme

Source: (Gerot & Wignell, 1995, p. 104)

b. Marked Topical Theme

Here are the components of marked topical Theme:

Adverbial as Theme

Down	Jack fell
Theme	Rheme

Source: (Gerot & Wignell, 1995, p. 105)

Prepositional phrase as Theme

Up the hill	Jack and Jill went
Theme	Rheme

Source: (Gerot & Wignell, 1995, p. 105)

### Complement as Theme

His crown	he broke
Theme	Rheme

Source: (Gerot & Wignell, 1995, p. 105)

### (2) Textual Themes

Textual Themes relate the clause to its context. They can be continuatives, conjunctive adjuncts, and conjunctions/structural. Continuatives are always at the beginning of the clause such as well, right, ok, now, anyway, of course. While conjunctive adjuncts are free to move, conjunctions are restricted to being at the beginning of the second clause (Gerot & Wignell, 1995, pp. 105-106). The examples of textual Theme are stated as follows.

#### a. Continuatives

Right,	what we need to do today	is revise for our test
Continuative	Topical	Rheme
Theme		

Source: (Gerot & Wignell, 1995, p. 106)

#### b. Conjunctive Adjuncts

Well,	on the other hand,	we	could wait
Continuative	Conjunctive	Topical	Rheme
Theme			

Source: (Gerot & Wignell, 1995, p. 106)

Details for conjunctive adjuncts can be seen in the following table.

**Table 2.1 Conjunctive Adjuncts**

	<b>Type</b>	<b>Meaning</b>	<b>Examples</b>
<b>I</b>	Appositive	‘i.e., e.g.’	that is, in other words, for instance
	Corrective	‘rather’	or rather, at least, to be precise
	Dismissive	‘in any case’	in any case, anyway, leaving that aside
	Summative	‘in short’	briefly, to sum up, in conclusion
	Verificative	‘actually’	actually, in fact, as a matter of fact
<b>II</b>	Additive	‘and’	also, moreover, in addition, besides
	Adversative	‘but’	on the other hand, however, conversely
	Variative	‘instead’	instead, alternatively
<b>III</b>	Temporal	‘then’	meanwhile, before that, later on, next, soon, finally
	Comparative	‘likewise’	likewise, in the same way
	Causal	‘so’	therefore, for this reason, as a result, with this in mind
	Conditional	‘(if ...) then’	in that case, under the circumstances, otherwise
	Concessive	‘yet’	nevertheless, despite that
	Respective	‘as to that’	in this respect, as far as that’s concerned

Source: (Halliday & Matthiessen, 2014, p. 108)

### c. Conjunctions / Structural

Well	on the other hand,	if	we	wait until Tuesday
Continuative	Conjunctive	Structural	Topical	Rheme
Theme				

Source: (Gerot & Wignell, 1995, p. 106)

### (3) Interpersonal Themes

Interpersonal Themes may include modal adjuncts, vocatives, finite, or WH-interrogatives (Gerot & Wignell, 1995, p. 107). The examples of interpersonal Themes are stated as follows.

## a. Modal Adjuncts

Modal adjunct as Theme:

Perhaps	we	can wait until next week
Modal Adjunct	Topical	Rheme
Interpersonal		
Theme		

Source: (Gerot & Wignell, 1995, p. 107)

## b. Vocatives

Vocatives are names or nicknames used to address someone.

Mary,	we	decided to wait until next week
Vocative	Topical	Rheme
Theme		

Source: (Gerot & Wignell, 1995, p. 107)

## c. Finite

Finite can be seen through tenses (present, past, or future), modality (speaker's judgment of the probabilities or obligations), and polarity (positive or negative statement).

Did	we	decide to wait?
Finite	Topical	Rheme
Interpersonal		
Theme		

Source: (Gerot & Wignell, 1995, p. 111)

### 2.2.2.2 *Thematic Development*

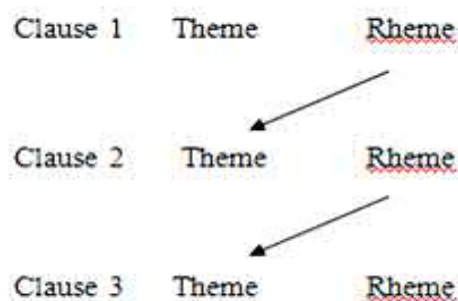
Thematic development or thematic organization means there is a pattern of interaction among clauses within a text. Eggins (2004, pp. 324-325) suggested three main patterns of thematic development. Those patterns are stated as follows:

### (1) Theme Reiteration

In this pattern, the Theme of the first clause is also selected as the Theme of the following clause. There is a repetition of the topic in each clause. It becomes an effective way to create cohesion. The same participant taken as the Theme in a text makes a clear focus. However, if the Theme is never varied in a text, it would make the readers feel bored to read it (Eggins, 2004, p. 324).

### (2) Zig-Zag Pattern

The zig-zag pattern occurs when the Theme in a clause is carried from the Rheme in the preceding clause. In other words, the Theme in a clause is related to the Rheme in the previous clause. This pattern achieves cohesion in a text by building on newly introduced information or idea. The diagram of this pattern is presented in the following figure.

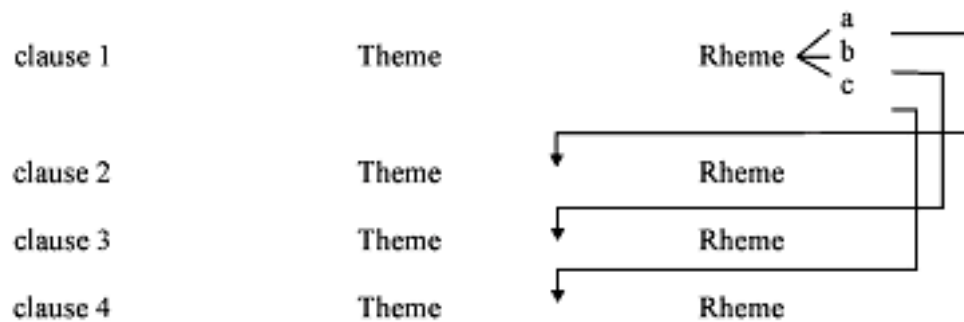


**Figure 2.1 The Zig-Zag Pattern of Thematic Development**

Source: (Eggins, 2004, p. 324)

### (3) Multiple Rheme Pattern

In this pattern, a Rheme may contain a number of different pieces of information, each of which is then taken up as the Theme in subsequent clauses. The diagram can be illustrated as follows:

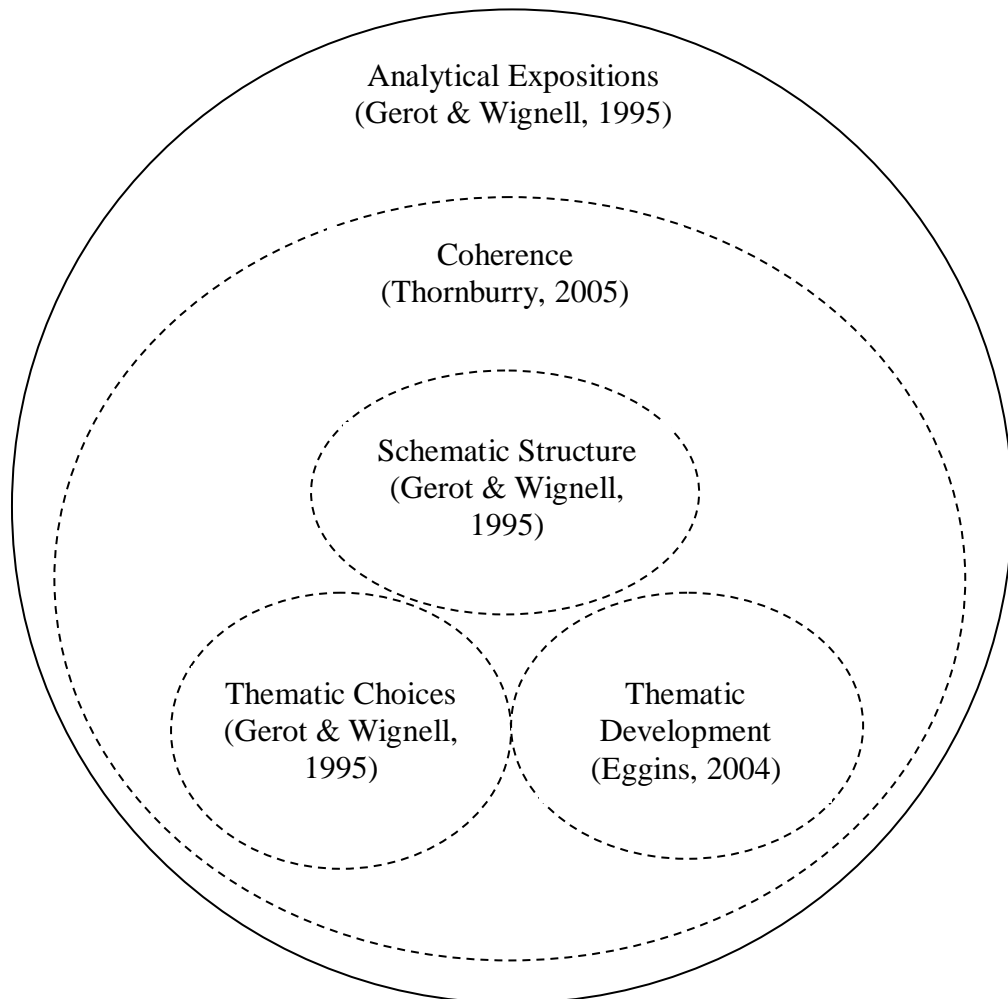


**Figure 2.2 The Multiple Rheme Pattern of Thematic Development**

Source: (Eggins, 2004, p. 325)

### 2.3 Theoretical Framework of the Study

Based on the review of previous studies and theories presented in the preceding subchapter, I focused on examining coherence in the students' analytical exposition texts from the view of the schematic structure, thematic choices and thematic development. To analyze the text coherence, I employed a theory of coherence by Thornburry (2005). Then, I applied the schematic structure analysis based on the stages of analytical exposition texts offered by Gerot and Wignell (1995). Moreover, I also used theories of thematic choices proposed Gerot and Wignell (1995) and thematic development suggested by Eggins (2004). The theoretical framework of this study could be seen in the following figure.



**Figure 2.3 Theoretical Framework of the Study**

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This final chapter provides two subchapters: conclusions and suggestions derived from findings and discussions presented in the previous chapter.

#### **5.1 Conclusions**

This study examines the coherence of students' analytical exposition texts through analysis of schematic structure, thematic choices, and thematic developments. Based on the data analysis and the findings of this study in the preceding chapter, there are some conclusions given in the following paragraphs.

Firstly, there are three types of schematic structures realized in the students' analytical exposition texts. Those types of structures include texts containing thesis, arguments, and reiteration, texts comprising incomplete thesis, arguments, and reiteration, and a text only consisting of thesis and incomplete argument. It was found that several texts did not present a complete thesis at the beginning of the paragraph. A complete thesis means a thesis which contains position and preview. There is also one text which had no reiteration at the last paragraph. Considering those structures types, students might get difficulties in organizing a good thesis.

Secondly, students used three types of Themes including topical, textual, and interpersonal Themes. From those types, topical Theme was mainly used by the students instead of textual and interpersonal Themes. This is due to the functio



of topical Theme in maintaining the focus of the text. Moreover, from the view of thematic developments, the students also used three patterns such as Theme reiteration, zig-zag pattern, and multiple Rheme pattern. The combination of Theme reiteration and zig-zag pattern is the most popular. However, Theme reiteration was found to be the dominant pattern. This occurs because Theme reiteration is the easiest way in organizing ideas in which the students simply use Theme on the first clause to be the Theme on the next clauses.

Thirdly, it could be concluded that students' analytical exposition texts were less coherent. Although the students had used a correct schematic structure, there were several texts having an incomplete thesis. Furthermore, there was also one text which did not have reiteration at the last paragraph. In other words, it left 1 out of 3 stages of analytical exposition text. In addition, from the view of thematic development, the over-use of Theme reiteration might show that the students' writing skill is low because they could not elaborate their ideas through various methods.

## **5.2 Suggestions**

There are some suggestions given for English students, English teachers, and further researchers.

First, it is suggested that the students from English Education Department should pay more attention when they want to write a text. They should consider not only the appropriate grammatical rules, but also the organization of their ideas. Regarding the role of thematic choices and thematic development in

constructing a coherent exposition text, the students will more concern in creating clauses which are connected to each other, so they can improve their writing skills. Furthermore, the students should learn how to organize a good thesis in order to write a coherent analytical exposition text.

Also, English teachers or lecturers especially those who teach writing are expected to relate the materials of thematic choices and thematic development. This is useful for the students because they can write a well-organized text. In other words, they can produce a good written work. During the process of learning, teachers also should give clear explanation and instruction in order to make the students understand the material of exposition texts easily.

In addition, for other researchers who are interested in this study, they can use this study as a related reference. It is suggested that they should analyze the coherence in other types of texts by applying the theories of thematic choices and thematic development pattern. Besides, they are also expected to find an alternative approach or way to help the students in writing a coherent text.

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