

**THEME, RHEME AND THEMATIC PROGRESSION OF
STUDENTS' HORTATORY EXPOSITION TEXT AT THE
TWELFTH GRADE OF MAN 2 MODEL MEDAN**

***Fajriah Hasanah**

****Anni Holila Pulungan**

****I Wy. Dirgeyasa**

ABSTRACT

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This study deals with the theme, rheme and thematic progression of students' hortatory exposition text of the Twelfth Grade at MAN 2 Model Medan. The objectives of the study were to investigate thematic progression pattern used and the misuse of theme and rheme occurs in students' hortatory exposition text. This study was conducted by using descriptive qualitative method. The data in this study were clauses of students' hortatory exposition text. The instrument for collecting data was writing test of hortatory exposition text. The data were analyzed by using interactive model technique of Miles, Huberman and Saldana (2014). The findings indicated that there were two patterns of thematic progression used in students' hortatory exposition text, they were Theme Reiteration/Constant Theme Pattern (TR/CTP), and Zig-zag/Linear Theme Pattern (Zig-zag/LTP). In terms of the problems of the misuse from theme and rheme, there two occurred in the students' hortatory exposition text, they were the problems of brand new theme and empty rheme.

Keywords: *Theme, Rheme, Thematic Progression, Hortatory Exposition text.*

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

Writing is a process of constructing a message by using strategies and step by step until it becomes a text (Hedge, 2002: 302). In writing, the writers have to manage to fulfill the process well in order to produce a good writing. Good writing is a writing that is easily understood by the reader and the content consists of paragraphs that meet certain requirements and one of them is coherence (McCrimmon, 2000: 54). He states that a paragraph is coherence when the reader can move easily from one sentence to the next and read the paragraph as an integrated whole, rather than a series of separate sentences. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned and it can be achieved through the operation of theme-rheme.

Theme-rheme movement represents how information is managed. Halliday (2004: 256) state that theme is the point of departure for the representation of information and rheme constitutes the information the writer wishes to impart about the theme. These two elements are presented alternatively in a text to form a connected text. While theme conveys information that is initially introduced in discourse, rheme present specific information regarding the theme. As this movement continues, ideas in a text or discourse are expected to flow along smoothly and are easier for the reader to understand.

Ping (2007: 15) states that the division of the clause into theme and rheme makes it particularly helpful to show the development of theme and rheme throughout the text. The theme and rheme of each clause can be compared with

the same of previous clauses to find out how they are related. The inter-clausal of theme-rheme connections is also known as thematic progression.

Thematic progression is the exchange of information between successive theme and rheme pairings in a text (Eggins, 2004: 318). Thematic progression contributes to the cohesive development of a text. Thematic progression in order to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. In addition, students would apprehend which thematic progression patterns are valued in English writing and have the opportunities to apply this knowledge to improve their writing (Jing 2015).

Based on preliminary observation that had been done by the writer at MAN 2 Model Medan, the writer found the problems in students's writing that the students are still difficult in organizing the messages in their paragraphs and the students could not develop the next clause from the previous clause. As a result the students cannot write the paragraph coherently. This is because the language teacher in giving correction to students' writing are still focus on errors which occur such as lack of subject-verb agreement, incorrect use of verb tenses, and so on. The teacher never correct the coherence in students' writing so that the students do not know whether their writing coherent or not.

The problems of coherence in student's writing can be seen from in the following table.

Table 1.1 the Problems of Coherence in Student’s Hortatory Exposition Text

Student’s wriring	The problems
<p><i>Case Saipul Jamil (LGBT)</i></p> <p><i>This year become news hot is LGBT. Now many teenagers do the LGBT. LGBT not only for maid but for woman too. For example, man with man, woman and woman, not only in teenager but in children and adult too.</i></p> <p><i>One of LGBT case is our singer who name saipul jamil. He do LGBT with man still teenagers not only for one time but he do for many times.</i></p> <p><i>I think LGBT is not good to do for teenagers so stop LGBT.</i></p>	<p>In the second sentences, the word “now” it doesn’t need to be used. It make the clause doesn’t coherent because it doesn’t show development of the previous clause.</p> <p>LGBT is an acronym for lesby, gay, bisexual and transgender. So the sentences “LGBT not only for maid but for woman too. For example, man with man, woman and woman” it doesn’t need to be written and it must be replaced with another sentence so that is easy to develop the next clause.</p>

(Ranti: 2016)

Based on the student’s writing above, we can see that the student is still difficult to write coherently. One of the ways can help to improve coherence in students’ writing that is by analyzing the writing using thematic progression. Thematic progression gives a reader orientation as to where the information has come from and where it is going, and hence creates coherent in a written text.

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

REVIEW OF LITERATURE

Halliday (2004) states that systemic functional grammar (SFG) is an approach to understanding grammar that focuses on how language works to achieve a variety of different functional and communicative purposes. The emphasis is thus on how the purpose for which language is used and the context in which appears affects the choices speakers and writers make.

Halliday and Matthiessen (2004) divide the way we use language into different metafunctions. Each metafunction has its own systems of choices, each choice resulting in a structure. Halliday (1994: 179) describes metafunctions as three types of meaning within grammatical structure of a clause. A clause is a unit in which three of different kinds are combined, namely Ideational function (clause as a representation), Interpersonal function (clause as an exchange) and Textual function (clause as a message).

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

The division of the clause into theme and rheme makes it particularly helpful to show the development of theme and rheme throughout the text. The theme and rheme of each clause can be compared with the same of previous clauses to find out how they are related. These inter-clausal theme-rheme connections, also known as *thematic progression* (TP) in the literature, can be represented schematically to show the general thematic structure of the text (Ping: 2007).

RESEARCH METHODOLOGY AND FINDINGS

Methodology

This research used descriptive qualitative method. The descriptive research is research conducted to describe systematically the fact and the characteristic of given population or area of interest, factually and accurately (Maxwell, 1996: 10).

Bogdan and Biklen (1992) state that qualitative research is descriptive where the data is in the form of words or pictures rather than number. Since this study purely describes what pattern used in students' hortatory exposition text, and what the misuse of theme and rheme occurs in students' hortatory exposition text. The writer concludes that descriptive research is appropriate in this study. In collecting the data in this research, the writer uses writing test.

Techniques of Analyzing the Data

In this study, the data was analyzed by using interactive model technique of Miles, Huberman and Saldana (2014). They state that the interactive model consists of three concurrent steps, they are:

1. Data Condensation
2. Data Display
3. Conclusion drawing or verification.

Findings

After analyzing all the texts, the findings of this study could be seen below.

1. There were two patterns of thematic progression used by the students in hortatory exposition text. They were Theme reiteration/constant theme pattern (TR/CTP), and zig-zag/linear theme pattern (Zig-zag/LTP).
2. There were two problems of misuse theme and rheme that occurred in students' hortatory exposition text. They were problems of brand new theme and empty rheme.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the data analysis of research at the twelfth grade students at MAN 2 Model Medan, the writer wants to present the conclusions. The conclusions consist of several points that are related to the problems of the study.

1. There were two patterns of thematic progression used by the students in hortatory exposition text. They were Theme reiteration/constant theme pattern (TR/CTP), and zig-zag/linear theme pattern (Zig-zag/LTP).
2. There were two problems of misuse theme and rheme that occurred in students' hortatory exposition text. They were problems of brand new theme and empty rheme.

Suggestions

From the analysis about theme, rheme and thematic progression pattern found in students' hortatory exposition text, the researcher has some suggestions as follows:

1. The teacher can use it to support teaching and learning materials related to the thematic progression
2. The students can enrich their knowledge about theme, rheme and the thematic progression patterns in order to make a good writing or coherent paragraph.
3. The other researchers can use the result of this study as a reference to do further research on thematic progression.

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