

THEMATIC PROGRESSION IN STUDENTS' HORTATORY EXPOSITION TEXTS

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Abstract

This study focused on the investigation of theme and theme progression in students' hortatory exposition text. This study employed a descriptive qualitative design. The data were twelve hortatory exposition texts written by eleventh grade students from one public school in *Kabupaten* Bandung. The texts were analysed by analysing the schematic structure and theme system derived from Systemic Functional Linguistics proposed by Halliday (1985). This study revealed that almost all the students' texts had fulfilled its schematic structure of hortatory exposition text. In addition, students employed various textual strategies in organizing an exposition text as seen from the application of various theme choices such as marked and unmarked topical theme, interpersonal theme to make their texts coherent. In terms of theme progression, the students seemed to make the text clear and focus, so they manipulated the theme reiteration pattern dominantly. Based on the findings, it is recommended that theme and theme progression analysis can be applied in language studies to gain a better control of text organization and development. It is also suggested that further researcher can investigate the other texts or analyse the text beyond the theme system.

Keywords: Theme; Theme progression; systemic functional linguistics; hortatory exposition text

INTRODUCTION

Writing is one of the important skills that has to be mastered by eleventh-grade students since it is supported by the Indonesian Curriculum of 2013. The Indonesian curriculum of senior high school delivered by Depdiknas (2013) states that one of the basic competences of this level is to comprehend and to create some of English texts in which one of the texts is hortatory exposition text. This text is categorized as a argumentative genre which is one of the typical texts that students write in showing their position towards an issue and also to persuade the reader to accept a particular position on an issue (Unsworth, 2000, p.250). In line with this, Bizzel (1992; cited in Emilia, 2005) argues that the ability of composing argumentative genre will generate the students' critical thinking so that students can get an access to be powerful society and they are ready to be a competitive people. Thus, the ability to convey a message through writing form, in this case a argumentative

genre, is a critical skill and an important attribute for academic success and professional competence (Geiser & Studley, 2001). Therefore, to be able to write hortatory exposition text is one of the basic competences that is expected to be achieved by students. However, writing hortatory exposition texts are often ignored, so there are still lacks of writing analysis of this genre of text.

The needs to analyze the text written by students come to surface since it is important to know how the students organized their ideas on the texts. Then, the texts analysis can reveal the information flow or the organization of message in a text (Halliday and Matthiessen, 2004; Eggins, 2004). Regarding to this, some researches focusing in analyzing the students' writings have been conducted before. One of the means to analyze the text is by applying theme-rheme system and thematic progression of Systemic Functional Linguistic (SFL) analysis. Then, it is supported that the main purpose of SFL

analysis is to understand how the grammar of a language serves as a resource for making and exchanging meanings (Lock, 1996).

In addition to that, analyzing theme system and thematic progression of a text, we can identify the organizational approach and method of development used by the writer (Schleppegrell, 2001 as cited in Bangga, 2013, p. 2).

Moreover, this case was chosen because it was based on researcher's teaching experience in one public school in *Kabupaten Bandung*. From that teaching experience, some problems related to the students' comprehension in writing English text were found.

By analyzing schematic structure, theme selection and theme progression, the result of this study can give in-depth information that can be used by the teachers to help their students to gain a better control of text organization and development. To be able to achieve the aims of the research, the following research questions were posed: (1) Do the students' hortatory exposition texts fulfill the schematic structure of hortatory exposition text criteria? And (2) How do the students organize their ideas in writing hortatory exposition in terms of theme selection and thematic progression patterns?

METHOD

This study employed a descriptive qualitative research design in order to answer the research questions. The primary purpose of this study analyzed and interpreted data in order to reveal how students organized their ideas in regard to thematic progressions in students' hortatory exposition text and to find out the students' Hortatory Exposition texts fulfill the schematic structure of Hortatory Exposition text criteria, particularly to the eleventh graders. The data collection of this study was conducted by collecting students' writings. Seven eleventh grade students were involved as the participants. The resources of the data information used in this study were twelve pieces of hortatory exposition texts written by six eleventh grade students which each student wrote two texts with different topic. Moreover, students' final drafts were collected after getting a feedback in the drafting phase. The texts analysis covered the identification The analysis covered the

identification of schematic structure and the organization of the ideas in writing the hortatory exposition texts. The schematic structure analysis of hortatory exposition text was suggested by Gerot and Wignell (1995), Knapp and Watkins (2005), Martin and Rose (2008). Meanwhile, the theme and thematic progression analysis of systemic functional linguistics suggested by Halliday (1994); Eggins (2004), Gerot and Wignell (1995) was used to analyze how the students organized the ideas seen from theme and thematic progression.

FINDINGS AND DISCUSSION

The analysis of students' hortatory exposition works in terms of schematic structure, theme selection and the progression. Beside the three analysis of texts, it is also presented the trends in students' first and second texts.

Schematic Structure

Table 1 presents the result of schematic structures of students' hortatory exposition text. In terms of schematic structure, there are some findings found in students' hortatory exposition texts. First, thesis element starts with the introduction of the issue and the writers' point of view about the issue of the topic. There are several information relating to the topic and accompanied by some background information relevant to its topic. However, either most all the texts do not indicate the writer's stance toward the issue or state the writers' point of view. Then, in stating the writer's viewpoint, text 1, 2, 6, 11 and 12 have already employed it efficiently.

Second, Arguments element contain several reasons relate to its topic. This element is in three different paragraphs with several reasons and several elaborations from each reason. This element on the text elaborates and provides several reasons to the reader about the writers' arguments in order to support the writer's viewpoint about the issue on the thesis element. Based on the table above almost all of the texts have contained the argument elements, which have two points—reasons and elaboration, clearly written on the text. But only the text 5 was not written the reasons explicitly in the text. So, the argument element of text 5 was not well developed. Then, there is another finding in the text 1 which is the text not only

explains some positive impacts, but also negative impacts for students who use internet. So, it can be indicated that the

argument element on the text does not mention the reasons to support writer's statement in thesis of the text.

Table 1 The Result of schematic structures of students' hortatory exposition texts

Student	Text*	I		II		III		IV		V		VI	
		(low)		(low)		(middle)		(middle)		(high)		(high)	
		A	B	A	B	A	B	A	B	A	B	A	B
	Number of the text	1	2	3	4	5	6	7	8	9	10	11	12
Thesis	Introduction of the issue	√	√	√	√	√	√	√	√	√	√	√	√
	Writer's Stance	-	-	-	-	-	-	√	-	-	-	√	-
	Writer's Viewpoint	√	√	-	-	-	√	-	-	-	-	√	√
Arguments	Reason(s)	√	√	√	√	-	√	√	√	√	√	√	√
	Elaboration	√	√	√	√	√	√	√	√	√	√	√	√
Recommendation	Suggestion(s)	√	√	√	√	-	-	√	√	√	√	√	√

Based on this element, it can be seen that the texts relate the arguments using connective words such as *first...*, *second...*, and *finally...* to create a flow of the arguments coherently. However, not all the texts have manipulated these connective words in the texts explicitly. Text 4 and 9 have not manipulated it well on their texts.

Last, Recommendation element presents the writer's point of view and recommendation regarding the topic of the text. Most of the texts have already manipulated this element clearly in the texts. Only two texts have not written the recommendation elements. They are text 5 and text 6 which have written the conclusion or the restatement of the thesis instead of writing recommendation or suggestion for the reader.

Based on the findings above, in terms of schematic structure, almost all texts have already fulfilled the purposed of hortatory exposition text that is used to express and justify some ideas with arguments relating to one topic or issue (Gerot & Wignell, 1994; Macken-Horarik, 2002 as cited in Emilia, 2014) and also to persuade the reader to think or act in particular ways (Unworth, 2000). Moreover, the text provides all the elements of a hortatory exposition text which are thesis, arguments and recommendation. It can indicate that the texts have already fulfilled the criteria of a hortatory exposition text based on the schematic structure generated by Macken & Horarik, 2002 as cited in Emilia, 2014; Gerot & Wignell, 1994. Except, the two texts written by student 3 which still lack of recommendation element that should be written in the end of the text.

In thesis element, as already indicated, all the texts have mentioned the introduction of the issue based on the topic chosen by the students. However, several texts mentioned the writer's stance statements explicitly and mentioned the writer's viewpoint clearly. These two statement are even important to be mentioned in order to persuade the reader to think or act in particular ways (Unsworth, 2000). Moreover, by stating the thesis element explicitly, the reader can understand the purpose clearly (Emilia, 2014). Thus, most of the texts were not developed well since the writer did not elaborate the writer's stance statement in this part of the text. Only text 11 has already been developed well in the thesis element since it manipulated all aspects in this element. In arguments element, the text should provide some arguments on an issue and it also contains reasons and factual information to support the thesis (Gerot & Wignell, 1994; Feez & Joyce, 1998 as cited in Emilia, 2014; Macken & Horarik, 2002 as cited in Emilia, 2014). It can be indicated that in this element, the text has already involved some reasons and evidences related to the statement on the thesis of the text. Then, almost all texts can be categorized as the mature examples of expositions since the texts attempt to provide more than one argument, so that "each argument for the thesis (tends) to form a paragraph" (Martin, 1985, p. 14). However, a text cannot be categorized as a "mature exposition" for the reason that several arguments were not developed and elaborated to a form of paragraph (Emilia, 2014). In terms of unfolding the arguments, several texts use connective words such as *first...*, *second...*,

finally..., to create a flow of the argument coherently (Emilia, 2014). However, based on findings in the text 1, the last statement written in the text indicates the lack of a hortatory exposition text because it will create the impression of a discussion rather than exposition text. It will be better if the argument is written consistently by saying only the positive impact without the negative impact since the writer's stance is on the positive side of the importance of the internet for students. Thus, it results the lack of awareness in the schematic structure specifically on arguments in hortatory exposition text done by student 1.

In the recommendation element, all the texts, except text 5 and 6, provided the recommendation that indicates the recommended course of action (Emilia, 2014). Moreover, this statement indicates that the writers provide suggestion regarding the

issue for the reader. Also, the text provides the writer's point of view by stating, "*I think internet is important...*" (text 1) and "*it can be suggested that music has many benefits for our lives. Music is used not only for pleasure but also for health...*" (text 12).

Theme Selection

Various types of themes, including topical theme, textual theme, and interpersonal theme were used in the texts. However, before classifying them into its theme, the text is broken down into three different elements of the hortatory exposition text which are thesis, arguments and recommendation. Then, the theme analysis of systemic functional linguistics developed by Halliday (1994) is applied in this analysis. The findings of thematic choices of students' hortatory texts are shown in Table 2.

Table 2. Students' thematic choices in hortatory textd

Student		I		II		III		IV		V		VI		Total
		(low)	(low)	(low)	(low)	(middle)	(middle)	(middle)	(middle)	(high)	(high)	(high)	(high)	
Text**		A	B	A	B	A	B	A	B	A	B	A	B	
Number of the text		1	2	3	4	5	6	7	8	9	10	11	12	
Thesis	Top Theme	11	5	3	3	4	6	6	4	6	4	4	7	63
	Text Theme	1	3	1	1	1	5	1	1	1	1	4	3	23
	Int Theme	1	1	0	0	0	3	0	0	0	0	1	1	7
Argument	Top Theme	10	9	10	15	9	10	27	28	21	25	28	12	204
	Text Theme	5	5	7	9	5	12	8	10	10	9	15	8	103
	Int Theme	0	0	0	0	0	1	1	0	1	0	0	0	3
Recommendation	Top Theme	7	5	3	2	2	3	13	9	3	3	3	2	55
	Text Theme	5	5	3	0	2	3	7	4	2	2	0	0	33
	Int Theme	1	1	0	0	0	1	1	0	1	2	0	0	7

From the table above, the most frequent theme found in the thesis part is topical theme, followed by textual theme and interpersonal theme. With regard to topical theme, almost all texts applied unmarked topical theme and marked topical theme in thesis element. Then, in the manner of the thesis statements, this element makes use of several unmarked themes. Moreover, in several texts, the writers not only used unmarked topical theme but also used marked topical theme on the thesis element. The writers signal a shift in direction after the unmarked themes were manipulated topical themes by using a marked topical themes.

Then, textual themes are found in the thesis element. This element manipulates some textual themes realized in conjunctions,

both coordinating conjunction and subordinating conjunction, also in conjunctives. Relatively, the textual themes applied in the form of conjunctions are often used words "and", "because", "but" and "also". On the other hand, the textual theme realized in the form of conjunctives are often applied words "moreover" and "therefore".

The last but not least, the theme found in the thesis element is interpersonal element. Different with the two themes previously, this kind of theme did not apply by all students in thesis element. It was indicated that student 2, 4 and 5 did not manipulate the interpersonal theme in all their thesis elements, then student 3 was only in the first text which did not apply this theme.

The new element, which is arguments element, is clearly signalled with use of very different theme choices, for both topical and textual themes are manipulated in large number than in the previous element. Then, it is different in number of interpersonal theme applied in this element. It is less than the previous element. In addition to that, the arguments element clearly manipulated topical theme the most than the rest two of themes. This element uses several unmarked topical theme. Besides, marked topical themes are also applied in this element. Most of the writers signal a shift in direction after applying unmarked topical theme, then manipulated marked topical theme in this element. Unlike unmarked topical theme, marked topical themes are not manipulated by all students in this element.

Afterwards, textual themes are found in the thesis element. This element applies some textual themes realized in conjunctions, both coordinating conjunction and subordinating conjunction. These themes are applied in all thesis elements of the text. The writers seem to build the new information that they want to express in this element.

Besides, in arguments element, as indicated, has employed textual themes successfully. The textual themes realized in conjunctive which helps to give information on how the text will unfold and also help the reader to access the information and to build the new information that the writer wants to express (Emilia, 2014).

With regard to the interpersonal theme, arguments element has already manipulated interpersonal themes clearly. Although they are less in number than the rest two of themes.

The last element, which is recommendation element, is also clearly manipulated three different theme choices. Topical and textual theme are the most applied themes in this element than the interpersonal theme. It can be seen from the table 2, the large number of themes used in the recommendation element is topical then followed by textual theme. The interpersonal themes are realized in seven numbers in this element.

Moreover, topical themes in this element are realized in unmarked topical themes in all text. However, there are several texts which realized marked topical theme in their texts.

Besides, in the recommendation elements, most of the text have already manipulated the textual theme successfully. The textual themes operated in this element are both conjunctions—coordinating and subordinating and conjunctive textual theme. Moreover, although interpersonal theme are less manipulated in recommendation element, these themes are employed by several texts—text 1, 2, 6, 7, 9 and 10. Interpersonal themes are used in this element in order to provide the writers' personal judgment to toward the issue. In addition, those interpersonal theme employed in the texts come in form of mood adjunct placed to the topical them as can be seen examples in the table ... and ... above.

Based on findings above, in terms of theme selection, the most frequent themes indicated in the whole texts is topical theme followed by textual theme and ended by interpersonal theme. In addition, in every element—thesis, arguments and recommendation, theme which occurs most dominantly is topical theme. Topical themes, here, are indicated as 'the gist of the text' which used to signal what the texts will be about (Emilia, 2014). Moreover, topical theme is used to express some kind of representational meaning and it can be realized in transitivity structure, as participant, circumstances or a process (Eggins, 2004; Emilia 2014; Khedri & Ebrahim, 2012).

The some of the texts indicates that those employed marked themes in thesis, arguments and recommendation element. Marked topical theme helps the text to achieve its purpose effectively (Butt et al, 2000) and also to highlights particular point of time and unfolding events (Emilia, 2014). All texts also used textual themes in every element—thesis, arguments and recommendation successfully. However, in recommendation element, it is indicated that text 4, 11 and 12 did not manipulate the textual themes in their text. It is supported by (Eggins, 1994) that the texts used textual theme as it is used to create a coherent in the text. In addition, all the texts successfully use conjunction and subordinating conjunction such as *but*, *and*, *if* and *so*. However, some of the texts indicated use conjunctive words such as *first*, *second*, *finally*, *therefore* and *besides*. Those help give information on how the text will unfold and also help the write to access

the information and to build the new information that the writer wants to express (Emilia, 2014). In addition, the textual themes are the element “which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its context” (Eggins, 1994).

Afterwards, most of interpersonal theme used in the texts is in a form of mood adjunct as in text 1 “*I think internet is very important for students*” and in text 10 “*so, I believe that education is important*”. From those statements it can indicate the writers' viewpoint toward the issue, because by placing mood adjunct before the topical theme helps the text to draw the attention to the writer's position toward the topic or their assessment of situation (Droga & Humprey, 2003, p.92 in Emilia, 2014 p. 30). Then, based on the findings, there are found in several texts that another interpersonal themes used in the text come in form of the unfused finite. This form typically realized by an auxiliary verb. Thus, all the text successfully has showed the writer's personal judgment and has fulfilled the purpose of a hortatory exposition text.

Regard with organizing students' idea seen from the theme selection, most of the texts have already involved the three different themes—topical, textual and interpersonal, in their text. Generally, the students used topical theme the most and used unmarked theme dominantly than using the marked one. Using unmarked themes are relevant to the function of the text which is to present arguments, since this text is hortatory exposition text (Emilia, 2014). Moreover, the texts have already been on the expected way of structuring meaning in a particular clause (Butt et al, 2000). Besides, some of the texts are presented in marked themes, it indicates that “there is a point in their development” (Butt et al, 2000) when the writers are conscious in using the marked themes in the texts. Therefore, in order to achieve its purpose effectively, the writers considered to use the marked themes which marked themes “make elements of the clause stand out from the background or deviate from the unremarkable pattern” (ibid).

Afterwards, the use of textual theme is important in structuring the texts. All the texts showed using textual themes in organizing their ideas in the texts, except the

three texts did not manipulate textual themes in their recommendation elements. It indicates that the writers use textual themes are to relate the clauses to its context (Eggins, 1994). Then, the text using conjunctive words such as *first, second, besides* and *therefore*, is to give information on how the text will unfold and to link up to the new information that the writers want to express (Emilia, 2014; Gerot & Wignell, 1994). Thus, the writer successfully relates the text to its context by using textual themes in the texts.

Besides, some of the texts used interpersonal themes in their text. In organizing their ideas, the writer use interpersonal theme to indicate the writer's personal judgment on the meaning (William, 1993, p.215) and to foreground the writer's viewpoint (Humprey Droga & Feez, 2012, p.134 in Emilia, 2014). As seen in the text 2 “*I think that...*”, this indicates that the writer use mood adjunct in signaling the kind of taking place and the point of view of those organizational ideas. In conclusion, some writers successfully use interpersonal theme to foreground the writers' viewpoint since it is important in involving the writers' viewpoint in the hortatory exposition text.

Theme Progression

With regard to the theme progression, the analysis of systemic functional linguistics developed by Halliday (1994) is applied in this analysis. Previously, the text is broken down into three different elements of the hortatory exposition text which are thesis, arguments and recommendation. Then, the text is investigated by categorizing three different patterns of theme progression—reiteration, zigzag and multiple theme pattern. The findings of theme progression of students' hortatory texts is shown in Table 3.

There are three different types of theme patterns appear in the texts, from the whole texts, the most frequent pattern found in the text is reiteration pattern, followed by zigzag and multiple theme pattern. In thesis element, it is indicated that reiteration pattern appear dominantly in students' texts. It shows that all texts are using the theme with the same participants on regular basis. Moreover, it indicates that the writers intended to keep the paragraph focus on the topic or issue in their texts. Most of the texts have already manipulated zigzag pattern successfully in

thesis element. However, both of texts—text 1 and 4 have not applied zigzag pattern in

organizing the thesis element on their texts.

Table 3. Students' theme progression in hortatory texts

Student	Text**	I (low)		II (low)		III (middle)		IV (middle)		V (high)		VI (high)		Total
		A	B	A	B	A	B	A	B	A	B	A	B	
Number of the text		1	2	3	4	5	6	7	8	9	10	11	12	
Thesis	Reiteration	4	2	1	2	1	3	1	4	1	1	1	4	25
	Zigzag	0	3	1	0	2	1	2	1	2	2	2	1	17
	Multiple	0	0	0	0	0	0	0	0	0	0	0	0	0
Argument	Reiteration	4	7	5	2	3	3	13	7	9	16	7	5	81
	Zigzag	4	2	2	7	2	5	5	8	5	7	12	4	63
	Multiple	3	2	3	3	3	3	3	3	0	0	4	3	30
Recommendation	Reiteration	1	3	0	1	0	0	1	1	3	2	0	1	13
	Zigzag	2	1	1	0	1	1	5	3	0	0	1	0	15
	Multiple	0	3	0	1	0	0	0	0	0	0	0	0	4

With regard to the arguments element, most of the texts have already been progressed by using reiteration, zigzag and multiple pattern. However, from the whole texts written by students, only text 9 and 10 written by student 5 did not manipulate multiple pattern in this element. Thus, the rest of the texts have already employed the three patterns successfully.

Generally, the most frequent pattern found in the arguments element is reiteration pattern, followed by zigzag and multiple theme pattern. In arguments element, reiteration pattern appear dominantly in students' texts.

However, four texts—4, 6, 8 and 11 are indicated that zigzag pattern appear dominantly in their texts. Zigzag pattern was manipulated numerously in the texts to develop the texts by making the rheme of the texts became the theme in the next sentence. In other words, Then, the writers intend to pick up elements from the rhemes in the previous clause, which are used in the following clause in order to maintain the connectedness between clauses. Besides, most of the texts in arguments element have already manipulated multiple pattern successfully. The multiple theme pattern is derived from higher level theme, they are macro- theme and hyper- theme. However, there are two texts that did not employed any multiple pattern in their text. It shows the writers' intention to scaffold the idea of the text through the use of multiple pattern.

Last element, recommendation element, has manipulated the three theme progressions—reiteration, zigzag and

multiple the pattern. It is different with the previous elements, this element showed that zigzag pattern is the most frequent pattern appeared by students. Thus, in constructing the recommendation element, students intended to manipulate the zigzag pattern than the rest two of the patterns. In this case, most of the texts applied reiteration in order to construct the recommendation element. However, four texts did not use any reiteration pattern in the recommendation element. In addition, the most frequent pattern appeared, which is zigzag pattern, is manipulated by several texts, except text 4, 9, 10 and 12.

Then, the last pattern applied in recommendation element is multiple theme pattern. This pattern is successfully manipulated by students in constructing the writers' suggestion statement in the last paragraphs of the texts. The multiple theme pattern is derived from higher level theme, they are macro- theme and hyper- theme. However, there are only two texts which employ the pattern successfully.

Based on findings above, in terms of thematic progression, the reiteration is the pattern that occurs dominantly in the text, and then followed by zigzag pattern and multiple theme pattern. Reiteration pattern is manipulated in the all texts. It is significant used by the writers since the writers wrote the same participants on a regular basis (Emilia, 2014). The use of reiteration pattern is to provide the texts with the clear focus (Eggs, 1994).

Furthermore, other pattern is zigzag pattern, which occurs in most of the texts.

The use of zigzag patterns indicates that the texts introduce new information to keep the logical of the text (Bloor & Bloor, 2004; Emilia, 2014). Besides, multiple theme is successfully manipulated in the text. The use of multiple theme pattern is to introduce a number of different pieces of information, also the multiple theme pattern is common in creating expository text (Emilia, 2014).

In terms of organizing ideas seen from thematic progression, it indicates that all the text use reiteration and zigzag pattern in composing the hortatory exposition text and manipulate multiple theme pattern in the texts. Seen from the use of reiteration pattern, it has already provided the texts with a clear focus and maintain a strong topical focus since the text have the same participants on regular basis (Emilia, 2014). Moreover, its use in the text indicates that student is focusing the text to one main issue by repeating the same element through identical wordings, synonymous expression, paraphrase or semantic interfere with the previous theme (Danes, 1974 cited from Nwogu & Bloor, 1991). Thus, the writers help the reader to find the focus information easily as the same theme used repeatedly.

Then, the text has already introduced many new information in order to keep the logical of the text because the use of zigzag pattern has been manipulated in the text effectively. Also, by introducing many new information, it shows the maturity in students' writing since the texts help to achieve cohesion and give a sense of cumulative development which may be absent in the repeated theme (Eggins, 1994; Emilia, 2014; Bloor & Bloor, 2004). Furthermore, several texts manipulate multiple theme pattern efficiently. It indicates that the texts show a feature of written mode (Eggins, 1994). Aside from that, the significance of the use of multiple theme pattern is that it often provides the underlying organizing principle for the text (Emilia, 2014). In addition, the text which is manipulated the multiple theme pattern successfully have fulfilled a characteristic of well written and well-planned texts.

CONCLUSIONS

The focus of the study is investigating the theme and theme progression of eleventh

grade students' exposition text. This study aims to find out how students organized their ideas in the texts seen from the schematic structure, theme selection and theme progression.

Generally, this study found out that all texts fulfilled the purpose and the schematic structure of a hortatory exposition text. Each text has the elements of exposition text, including thesis, arguments and recommendation. Then, although the students are capable of fulfilling the criteria of a hortatory exposition text, most students have difficulty in presenting and organizing the text. It can be seen in the thesis, almost all students did not include their viewpoint and writers' stance statement toward the issue clearly. This may happen because the students' lack of awareness regarding the aspects in each element of its schematic structure, since the classroom meeting is limited and teacher is unable to explain and let the students explore more about the text.

The study found out that, seen from the theme selection and thematic progressions applied in the text, the students are able to make a coherent text. They tried to manipulate the topic under discussion by employing the unmarked theme in the texts. However, not all students use marked theme when they need to shift the focus of the clause to certain context or activity sequence. In addition to that, the interpersonal theme appears just in several texts. Its occurrence signifies that the students try to foreground a position, or to share their beliefs to the readers. The use of interpersonal theme is important in argumentative writing since it can lead the reader perception to the writer's ways of thinking. Moreover, the use of textual theme, which manipulated by all students, in the text is identified in maintaining the logical relation between the clauses, thus giving a texture and a sense of coherency of the text. This result may happen because of teacher's technique in teaching this text, also how the students receive the lesson by themselves since the time allotment is limited which has been stated previously, so that students have less chances to practice their writings.

In terms of theme progression, all types of theme progression are present in the students' texts. In organizing their ideas, the students mostly used reiteration pattern to keep the text focus by repeating the same

element as a theme. This pattern allows the readers to find the information in the text easily. On the other hand, by employing the zigzag pattern, the students also try to make a sense of cumulative development of the text. The use of this pattern indicates that the students indeed create or introduce newly information by promoting the rheme in a clause to the theme in subsequent clause. Then, at global level, the use of multiple theme pattern theme operates to scaffold the text development which contributes to the cohesion of text at whole, and this kind of pattern were manipulated almost by all students. It may be that, the writers have limited understanding of writing, especially in writing hortatory exposition text. It may also happen because of the fact that the text was written "at one sitting" or in the class, so students had limited time to develop their opinion.

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