EMPLOYED THEMATIC PROGRESSION PATTERNS
IN CREATIVE ENGLISH WORKBOOK TEXTS

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Abstract: This study was focused on analyzing the existence of Thematic Progression in selected written texts taken from “Creative English Workbook” for tenth grade students in Senior High School. The objectives of this study were to find out the patterns of Thematic Progression employed in selected written texts and to reveal what the patterns of Thematic Progression indicate in selected texts. This study was conducted by using a qualitative method emphasized on Critical Discourse Analysis. In this study, eighteen written texts in three different genres were collected from “Creative English Workbook” for tenth grade students in Senior High School through document study. The result of this study showed that three Thematic Progression patterns were employed in selected written texts, namely Theme Reiteration, Zig-zag Theme, and Multiple-Rheme. Theme Reiteration predominated with 97 occurrences or 60.3% (12 occurrences two narrative texts, 37 occurrences in six descriptive texts, and 48 occurrences in ten news items), followed by Zig-zag Theme with 63 occurrences or 39.1% (6 occurrences in two narrative texts, 24 occurrences in six descriptive texts, and 33 occurrences in ten news items), and Multiple-Rheme with 1 occurrence or 0.6% (1 occurrence in news item). The findings indicated that the most frequent pattern of Thematic Progression employed in the selected written texts was Theme Reiteration. Thus, the greatest use of Theme Reiteration makes the selected written texts simple, redundant, and repetitive leading to less deep explanation of the introduced ideas in which the information in the rheme is not expanded. This study implicates the improvement of text-understanding ability and text-evaluating one. Further researchers are recommended to continue researching on the analysis of Thematic Progression in different data sources.

Keywords: Thematic Progression, Theme Reiteration, Zig-zag Theme, Multiple-Rheme.

INTRODUCTION
Language is a systemic resource for making and exchanging meaning, and it is like other semiotic system, but language is a one kind of semiotic system based on grammar (Halliday & Webster, 2009, p. 5). At this point, language has a semantic system in which a semantic system is a system of meaning distinguished from other semiotic systems by the fact that it is founded on grammar. Based on these statements above, language is talking about meaning in which it is surely related to Systemic Functional Linguistic (often abbreviated to SFL), that is increasingly recognized as a very useful descriptive and interpretive framework for viewing language as a strategic, meaning-making resource (Eggins, 2004, p.1-2). Relating to this, SFL is “systemic” considering that language is a system and SFL is also “functional” considering language have evolved under the pressure of the particular functions that the language system has to serve and these functions can be achieved via metafunctions. In short, the term metafunctions is particular to SFL.

Halliday & Matthiessen (2004, p.58-59) point out that language has three strands of meaning; those are clause as message, clause as exchange, and clause as representation. In metafunctions term, clause as message is called as textual metafunction, clause as exchange is called as interpersonal metafunction, and clause as representation is called as ideational metafunction. This study, however, was focused on textual metafunction. Textual metafunction uses language to organise ideational and interpersonal meanings into a coherent and linear whole both in written and spoken language (Butt et al, 2000, p.6). As Gerot & Wignell (1994, p.102) point out, textual metafunction describes that in language, a message comes from somewhere and leads to somewhere and each clause of messages is related either to the preceding or following clause - that is clause as message. It means that textual metafunction can show how speaker or writer put and structure information into the text from the beginning until the end of the text. Appertaining to this, textual metafunction is grammatically realised through Theme and Rheme system.

Halliday & Matthiessen (2004, p.64) state that Theme is ‘the element which serves as the point of departure of the message; it is that which locates and orients the clause within its context’. In the other words, Theme is what the speaker or writer is going to be about in the clause. Halliday & Matthiessen (2004, p.64) add that Rheme is ‘the remainder if the message, the part in which Theme is developed’. It can be said that Rheme is the rest of the clause developing Theme. Relating to this, Gerot & Wignell (1994, p.104) classify types of theme, those are ideational/topical, interpersonal, and textual theme. Theme and rheme are used in the examination of thematic progression. In the other
words, development of theme can form thematic progression.

Thematic progression refers to ‘the way in which theme of clause may pick up, or repeat, a meaning from a preceding theme or rheme’ (Paltridge, 2006, p.148). It indicates that thematic progression is about the description of relation theme or rheme to the following theme among clauses. Besides, thematic progression shows how each information or ideas is related each other. Moreover, thematic progression describes the connection between one clause or sentence with another clause or sentence. Furthermore, there are three patterns of thematic progression such as theme reiteration, zig-zag theme, and multiple rheme (Egginns, 2004, p.324-325). According to Egginns (2004, p.324-325), theme reiteration is a basic way to keep a text focused by simply reiterating an element, zig-zag theme is the pattern in which an element introduced in the Rheme in use 1 gets promoted to become the Theme of clause 2, and multiple-rheme is the pattern where 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. In the analysis of thematic progression patterns, it is started from determining theme and rheme of each clause, and theme connected with thematic progression is topical theme.

This study was inspired by the previous study conducted by Abdol Karim Alboghlobeish & Hamed Sedghi (2014). Their research was about information development in Arabic research article abstract. Moreover, this study was also inspired by the previous study conducted by Seyed Foad Ebrahimi & Seyed Jamal Ebrahimi (2012). They investigated information development in EFL students’ composition writing. Furthermore, the analysis of thematic progression was still inspired by Seyed Foad Ebrahimi & Seyed Jamal Ebrahimi (2014). The title of their study is “Thematic Progression Patterns in the IELTS Task 2 Writing”. This study tended to be conducted as Seyed Foad Ebrahimi & Seyed Jamal Ebrahimi’ study (2014) entitled “Thematic Progression Patterns in the IELTS Task 2 Writing”. The method of analysis in their research and in this study is similar. The distinction is the data source of the study. The data source of the study in Seyed Foad Ebrahimi & Seyed Jamal Ebrahimi’ study (2012) was thirty IELTS task 2 essays, while the data source of this study was eighteen selected written texts extracted from “Creative English Workbook” for tenth grade students in Senior High School.

The knowledge of thematic progression has significant role in developing critical skill for evaluating written text that can influence towards reading skill and writing skill. Butt et al (2000, p.157) stipulate that ‘knowledge of textual grammar and thematic progression helps student readers and writers to develop the critical skill they need to evaluate the ‘readability’ of a written text – both their own texts and those of others’. Belonging to this, in order to be able to evaluate written text well, the candidates of teacher have to know, understand, enrich and master the knowledge about thematic progression. Therefore, thematic progression pattern was chosen to be analyzed in particular written text.

Danes (1974, as cited in Shi, 2013, p.1639) held that a textual information construction was decided by the thematic progression and the characteristics of thematic progression determined the kinds of textual genres. Therefore, an analysis of thematic progression can be conducted on any type of text and each type of text has thematic progression pattern differently. Characterized by these statements, the writer was challenged to analyze thematic progression patterns used in some selected written texts in various genres. In this study, selected written texts were two narrative texts, six descriptive texts, and ten news items.

As Pinter (2006, p.115) says, coursebook or workbook is the most important material that guides teacher’s and learner’s activities in the classroom. Concerning this, workbook needs to be evaluated especially by candidates of teacher. To evaluate workbook, the candidate of teacher can analyze content of text through thematic progression in order to understand the message and flow of information in a whole text. So, the candidate of teacher will be easy in giving the material in teaching. Based on this reasons, the writer chosen to analyze thematic progression patterns used in selected written texts adapted from one of Senior High School workbooks.

The reasons of choosing the workbook entitled “Creative English Workbook” for tenth grade students in Senior High School as the data source of this study were because all texts in it are interested to be analyzed and texts in it are created by non-native English authors. Besides, this workbook had ever been used in teaching-learning activities for about seven years at one Senior High School in Kuningan. Based on these reasons, this study was conducted to understand the content and flow of information contained in texts of “Creative English Workbook” for tenth grade students in Senior High School. Thus, the selection of those texts adapted from “Creative English Workbook” for tenth grade students in Senior High School was made for purposes of revealing the structure and packaging of the information in those texts revealed through their thematic progression patterns in those texts.

On the basis of the background to the study mentioned above, this study attempted to address the following research questions: (1) What are thematic progression patterns used in selected written texts of “Creative English Workbook” for tenth grade students in Senior High School; and (2) What do thematic progression patterns indicate in selected written texts of “Creative English Workbook” for tenth grade students in Senior High School.

METHOD
To conduct this study, the method of study employed was qualitative method. Cresswell (2009, p.22) explores that in qualitative research, the researchers make interpretations of the meaning of the data. Based on this statement above, the study conducted by the writer was
aimed at making an interpretation of the data. This study was regarded to Critical Discourse Analysis. As stated by Janks (n.d.), Critical Discourse Analysis abbreviated as CDA stems from a critical theory of language seeing the use of language as a form of social practice in which Fairclough developed a three-dimensional framework for studying discourse, those are analysis text (description), analysis of discourse practice (interpretation), and analysis of discursive events as instances of socio-cultural practice (explanation). Pertaining to this, this study concerned with CDA in which the dimensional framework for studying discourse manifested in this study was text analysis, exactly analysis of written language texts. It is because the object of the analysis chosen in this study was written texts covering eighteen written texts with various titles and three different genres extracted from one Senior High School workbook entitled "Creative English Workbook" for tenth grade students in Senior High School. In short, the analysis was aimed at obtaining the description of the data since the analysis text in CDA is related to description.

As Fraenkel & Wallen (2009, p.440) propound, there are three main techniques to collect and analyze the data in qualitative research, those are observation (observing people as they go about their daily activities and recording what they do), interview (conducting in-depth interviews with people about their ideas, their opinions, and their experiences), and analyzing documents or other forms of communication (content analysis). This study tended to use content analysis technique exactly documents analysis to collect the data. Content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications including the analysis of written contents of a communication in which forms of communication that can be analyzed are textbooks, passages, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures (Fraenkel & Wallen, 2009, p.472). Connected with this statement, this study collected data by using content analysis technique because the data collected in this study were written texts covering eighteen written texts with various titles and three different genres extracted from one Senior High School workbook entitled "Creative English Workbook" for tenth grade students in Senior High School.

After collecting the data, the writer analyzed the data. According to Fraenkel & Wallen (2009, p.479), counting is an important characteristic of some content analysis in which the researcher may count the frequency of certain words, phrases, clauses, sentences, symbols, pictures, or other manifest content. The data of this study were analyzed by counting the frequency of the occurrence of thematic progression patterns from one clause to another clause in selected passages of "Creative English Workbook" for tenth grade students in Senior High School. Furthermore, a common way to interpret content analysis data is through the use of frequencies and the percentage and/or proportion of

RESULTS AND DISCUSSION
This study intended to find the dominant pattern of thematic progression in selected and what the thematic progression patterns indicate in selected texts. There were several results of this study. The first result was about the number of clause from the analyzed data. The data analyzed by thematic progression patterns in this study were eighteen texts with different titles and three different genres. These three genres were narrative text, descriptive text, and news item. Based on the analysis result by calculating the number of clause, this study found that all of eighteen texts consist of 417 clauses.

The next result concerned with thematic progression patterns employed that there were three kinds of thematic progression pattern from 161 occurrences found in the analyzed data. These three kinds of thematic progression pattern were theme reiteration, zig-zag theme, and multiple rheme. The pattern of thematic progression pattern mostly found in all texts was theme reiteration with 97 occurrences or 60.3%, followed by zig-zag theme with 63 occurrences or 39.1%, and multiple-rheme with 1 occurrence or 0.6%. Briefly, there were three kinds of thematic progression pattern such as theme reiteration, zig-zag theme and multiple-rheme as proposed by Eggins (2004) used in selected texts and the dominant pattern of thematic progression used in selected texts was theme reiteration or constant theme.

Additionally, the pattern of theme reiteration did not only predominate in the whole text analyzed, but it also predominated in almost all of each text. It is demonstrated by more detail explanation. It can be seen that the pattern of thematic progression pattern mostly found in all texts was theme reiteration with 97 occurrences or 60.3%, followed by zig-zag theme with 63 occurrences or 39.1%, and multiple-rheme with 1 occurrence or 0.6%. Additionally, the pattern of theme reiteration did not only predominate in the whole text analyzed, but it also predominated in almost all of each text. Concerning this, theme reiteration always
predominated in almost all of each text analyzed, except in Text 9 in which the pattern of thematic progression predominating in Text 9 was zig-zag theme. It indicates that from eighteen texts analyzed, seventeen of those were predominated by occurrence of theme reiteration. Moreover, this table above shows that theme reiteration predominated in each type of text. Relating to this, in two narrative texts (Text 1 and Text 2), theme reiteration appeared 12 times, zig-zag theme appeared 6 times, and multiple rhyme did not appear. Then, in six descriptive texts (Text 3, Text 4, Text 5, Text 6, Text 7, and Text 8), theme reiteration appeared 37 times, zig-zag theme appeared 24 times, and multiple rhyme did not appear. Next, in ten news items (Text 9, Text 10, Text 11, Text 12, Text 13, Text 14, Text 15, Text 16, Text 17, and Text 18), theme reiteration was found in 48 occurrences, zig-zag theme was found in 33 occurrences, and multiple rhyme was found in 1 occurrence. Pertaining to this, theme reiteration predominated in the whole text analyzed, in almost all of each text, and in each type of text analyzed. In conclusion, theme reiteration was the dominant pattern of thematic progression employed.

The next result was about the existence of theme reiteration. The analysis result revealed that theme reiteration or constant theme often appeared in all analyzed texts. In fact, even this pattern always predominated in almost all of each text. In 161 occurrences of thematic progression pattern, theme reiteration was found in 97 occurrences or 60.3% from all selected texts analyzed. The analysis result exhibited that highest occurrence of theme reiteration both in each clause and in all clause as a whole is not surprising because all text types analyzed frequently employ this pattern. In this case, descriptive text as one item of textbook, narrative text, and news item as one item of textbook informing factual information mostly use theme reiteration. In line, as propounded by T. Bloor & M. Bloor (1995, p.88), theme reiteration or constant theme is because both of this pattern found is theme reiteration or constant theme predominated in each type of text. Relating to this, theme reiteration predominated in each type of text analyzed. In almost all of each text, and in each type of text analyzed. In conclusion, theme reiteration was the dominant pattern of thematic progression employed.

Concerning this, the greatest occurrence of theme reiteration or constant theme is not surprising. Concerning this, the greatest occurrence of theme reiteration or constant theme is in line with Alboghobeish & Khedri (2014). In Alboghobeish & Khedri’s study (2014), Arabic writers preferred to use theme reiteration or constant theme compared to zig-zag theme or linear theme. It is because the greater occurrences of the constant thematic progression pattern might be the nature of the research article abstract genre is very short. Therefore, writers cannot develop the ideas and provide more details. They need to elaborate the major points of the research article abstract in some sentences with a word limit. So, the more occurrence of theme reiteration or constant theme is not surprising. Considering this, the greatest occurrence of theme reiteration or constant theme is because both of this study and their study analyzed short texts in which analyzed short texts are written by non-native writers. The writers want to “hammer their readers over and over with the same word or phrase”. This similarity could be due to that in both, selected written texts and research article abstract, writers are limited by the word counts.

Theme reiteration found in this study are exemplified in the following examples:

**Example 1:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme</th>
<th>Rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>A pleasant and happy young man</td>
<td>was told about this place</td>
</tr>
<tr>
<td>3.</td>
<td>and [he]</td>
<td>decided to pay a visit to this castle</td>
</tr>
<tr>
<td>4.</td>
<td>After travelling for many days, he</td>
<td>arrived at his destination</td>
</tr>
</tbody>
</table>

Thematic progression formed by the example above is as in figure 1 below:

![Figure 1: Theme reiteration in Text 1 (Narrative Text)](image)

**Example 2:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme</th>
<th>Rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A horse</td>
<td>is a big and useful domestic animal</td>
</tr>
<tr>
<td>2.</td>
<td>It</td>
<td>has a tough body, incredibly strong legs and a hairy tail</td>
</tr>
<tr>
<td>3.</td>
<td>It</td>
<td>is usually a very timid animal unless provoked</td>
</tr>
<tr>
<td>4.</td>
<td>It</td>
<td>is a herbivore</td>
</tr>
</tbody>
</table>
The thematic progression pattern formed by this example is as in figure 2:

![Figure 2: Theme reiteration in Text 5 (Descriptive Text)](image)

**Example 3:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme</th>
<th>Rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reports of <em>cellphone theft</em> in schools</td>
<td>are steadily on the rise.</td>
</tr>
<tr>
<td>2.</td>
<td>The situation</td>
<td>is getting so rampant</td>
</tr>
</tbody>
</table>

The theme reiteration formed by this example is exhibited in this following figure:

![Figure 3: Theme reiteration in Text 14 (News Item)](image)

The next result was about zig-zag theme. The analysis result displayed that the frequency of occurrence of zig-zag theme got the second position after theme reiteration in the first position. In 161 occurrences of thematic progression pattern, zig-zag theme or linear theme is found in 63 occurrences or 39.1% from all selected texts analyzed. Zig-zag theme provides more of a dynamic text working well with explanation since it allows writers to add points by moving from given idea to a new one (Alonso & McCabe, 2000 as cited in S.F. Ebrahimi & S.J. Ebrahimi, 2012, p.214). Based on the obtained result of analysis, zig-zag theme or linear theme rarely occurs in analyzed texts with less frequency of occurrence. It is because the analyzed texts are narrative text, descriptive text, and news item. Belmonte & McCabe-Hidalgo (1998) as cited in Marfuaty & Wahyudi (2015, p.118) argue that zig-zag theme or linear theme is one of the characteristics of argumentative texts. In short, zig-zag theme rarely occurs in analyzed texts because type of text is not argumentative text.

Zig-zag theme employed in this study are exemplified as follows:

**Example 4:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme</th>
<th>Rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>There are many different types of <em>people living in my neighbourhood</em></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>They come from different ethnic backgrounds and countries.</td>
<td></td>
</tr>
</tbody>
</table>

The zig-zag theme formed in the example above is illustrated in figure 4:

![Figure 4: Zig-zag theme in Text 6 (Descriptive Text)](image)

**Example 5:**

Xang and Rone were working in *steel cages* when the cages suddenly were filled with *rocks*. The smaller ones went through the holes and buried Xang and Rone up to their waists. (3rd paragraph)

This zig-zag theme is displayed as in figure 5:

![Figure 5: Zig-zag theme in Text 16 (News Item)](image)

The last result was about the existence of multiple-rheme. The analysis result exhibited that the lowest occurrence of thematic progression pattern is in multiple-rheme pattern. This pattern only has 1 occurrence from 161 occurrences of all patterns with 0.6%. In the other words, this pattern extremely rarely appears in analyzed texts. Information organized in multiple-rheme or split theme tends to be more various in which multiple-rheme or split theme gives much more information because there are more than two topics given in the text. In short, the information offered by multiple-rheme becomes more and more specific (S.F. Ebrahimi & S.J. Ebrahimi, 2012, p.215).

As in evident from Table 3, the multiple-rheme progression pattern receives little attention from the writers of the analyzed texts in which text types of analyzed text are narrative text, descriptive text, and news item. As Eggins (2004, p.325) stipulates, multiple-
Rheme pattern is commonly found in longer expository texts. It indicates that multiple-rheme can be found in longer expository text, both in analytical exposition and hortatory exposition in which S.F. Ebrahimi & S.J. Ebrahimi (2012, p.215) add that multiple-rheme have a clear layout for the reader to catch what the passage is about. So, it is not surprising if multiple-rheme is extremely rarely found in narrative text, descriptive text, and news item.

Multiple-rheme found in this study are illustrated in this following example. While, the pattern of multiple-rheme formed by the example is illustrated in figure 6:

Example 6:

<table>
<thead>
<tr>
<th>No.</th>
<th>Theme</th>
<th>Rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>6.7-magnitude earthquake</td>
<td>struck Sumbawa Island on November 26, killing several people, injuring many others and damaging hundreds of homes as repeated aftershocks rattled.</td>
</tr>
<tr>
<td>3.</td>
<td>Frightened residents</td>
<td>gathered outdoors</td>
</tr>
</tbody>
</table>

![Figure 6: Multiple-rheme in Text 10 (News Item)](image)

To sum up, three patterns of thematic progression were found in this study, namely theme reiteration, zig-zag theme, and multiple-rheme. The pattern of thematic progression mostly found was theme reiteration. The highest occurrence of theme reiteration in the selected written texts extracted from “Creative English Workbook” for tenth grade students in Senior High School makes these texts to be simple, redundant, and repetitive in which the use of the highest occurrence of theme reiteration is the characteristic of descriptive text, narrative text, and factual information realized on news item. Pertaining to this, the text produces constant information, not dynamic information leading to the lack of deep explanation of the ideas introduced as the information in the rheme is not expanded. Thus, the highest occurrence of theme reiteration in text could possibly indicate that the text has simple explanation and description as the information in rheme is not expanded.

CONCLUSION
The result of data analysis depicted that three thematic progression patterns were employed in eighteen texts of Creative English Workbook for SMA Year X. The result showed that theme reiteration pattern had the greatest use of all patterns with 97 occurrences or 60.3% (12 occurrences two narrative texts, 37 occurrences in six descriptive texts, and 48 occurrences in ten news items). Moreover, zig-zag theme is in the second position with 63 occurrences or 39.1% (6 occurrences in two narrative texts, 24 occurrences in six descriptive texts, and 33 occurrences in ten news items). Then, the lowest occurrence of thematic progression pattern was in multiple-rheme pattern with 1 occurrence or 0.6% (1 occurrence in news item). The greatest occurrence of theme reiteration indicated that eighteen selected texts include simple, redundant, and repetitive texts in which the use of the highest occurrence of theme reiteration is the characteristic of descriptive text, narrative text, and factual information realized on news item. Thus, the texts with the highest occurrence of theme reiteration have simple explanation/description and produce constant information, not dynamic information leading to the lack of deep explanation of the introduced ideas in which the information in the rheme is not expanded.

This study helps the reader to comprehend the text. The reader needs to be aware that different thematic progression patterns are realized in different texts. Pertaining to this, the selections of the thematic progression patterns are directly imposed by the genre. This means that different genres require the writers to link the ideas in a way which help in achieving the purposes and goals of that genre. This awareness can guide the reader through the logical path constructed by
the writer to comprehend the subsequent segment and help to understand the text better, since the kind of meaning realized by thematic options may vary depending on the purpose of the writer.

Moreover, the result of study revealed that thematic progression patterns need to be considered as one of the effective and valuable techniques in evaluating the text. As a teacher, the readability of the text made by student needs to be evaluated. Through the knowledge of thematic progression, the teacher can evaluate whether the text is coherence or not. Then, after evaluating the text made by the student, the teacher will be able to give appropriate feedback supporting the student to construct better text.

REFERENCES


