



**THEMATIC DEVELOPMENT ON STUDENTS’
ANALYTICAL EXPOSITION TEXTS
A CASE OF THE FOURTH SEMESTER STUDENTS
IN THE ACADEMIC YEAR 2014/2015**

Novita Setiawati, Intan Permata Hapsari, Arif Suryo Priyatmojo ✉

English Department, Faculty of Languages and Arts, Universitas Negeri Semarang, Indonesia

Article Info

Article History:

Received in October
2017

Approved in November
2017 Published in
December 2017

Keywords: analytical
exposition, textual
meaning, thematic
development, thematic
structure.

Abstract

This final project is based on a study endeavored to examine the development of analytical exposition texts written by the fourth semester students of Universitas Negeri Semarang in the academic year of 2014/2015 who took Genre-based Writing class . The objective of the study is to examine to what extent the students develop their analytical exposition texts, in terms of Thematic Development.

This study is a written discourse analysis in which the data collected are in the form of written texts. To examine Thematic Development, Thematic Structure must be found first. The data were divided into clauses and analyzed to discover their Thematic Structure using theory suggested by Gerot and Wignell (1995). Then the Themes and Rhemes were examined using Thematic Development theory suggested by Eggins (2004).

Results show that unmarked Topical Theme and reiteration pattern are dominant on students’ texts because they are the simplest and easiest form of Thematic Structure and Thematic Development. In addition, some problems related to Thematic Structure and Thematic Development were found. In Thematic Structure analysis, one problem of empty Theme and three problems of empty Rheme were discovered, while more than half of total clauses did not have Thematic Development. These might indicate two points; first, the students of Genre-based Writing class are still novice writers. Second, they might not know about Thematic Development theory and how to employ it to develop their analytical exposition texts.

© 2017 Universitas Negeri Semarang

✉ Correspondent Address:

B3 Building FBS Unnes
Sekaran, Gunungpati, Semarang, 50229
E-mail: unnes_english@yahoo.com

ISSN 2252-6706

INTRODUCTION

Among skills learnt in English, writing is considered as the most challenging skill to master for many EFL learners. Not only do they have to generate ideas, they also have to develop them into a coherent whole text. However, this is not something easy to do. Instead of writing a coherent whole text, many EFL learners tend to brainstorm ideas, write them in a piece of paper, and submit it on their teacher’s desk without having it proofread beforehand. As a result, not only grammatical mistakes, but also ideas which jump from one message to another are commonly found by writing teachers.

A text which consists of jumping messages may cause confusion for readers. They might not understand what the writer means. When a text does not make sense, it fails to perform its function. Moreover, it means that the writer fails to achieve his goal in writing the text. Therefore, in teaching writing it is important to teach students how to develop ideas in order to write a coherent text.

Teaching how to develop ideas can be done by Thematic Development. It is a method to develop ideas into cohesive and coherent text. Nevertheless, according to Gugin (2014: 24-25), the teaching of EFL has historically give priority to accuracy at sentence level; this will almost inevitably, automatically, create a “grammar-first” teaching approach, which in turn leads to a “grammar is writing” and “writing is grammar” teaching philosophy. This also happens in Indonesia. Students are taught to make grammatically correct sentences while they do not know how to develop those sentences into a coherent whole text. Consequently, jumping ideas are found in their text, which make readers difficult to understand the text. For this reason, it is important to teach students how to develop their text in writing class.

Based on these problems, this study intends to examine to what extent the fourth semester students of the English Department of Universitas Negeri Semarang who took Genre-based Writing class develop their ideas in writing analytical exposition texts, in terms of Thematic Development. The goal of writing this text type is to persuade readers to support the students’ point of views on an issue. To achieve it, their texts must be clear and make sense in order to make readers understand their arguments and support their positions. Hence, each idea needs to be carefully selected and developed (Derewianka: 1990: 76). These can be done by means of Thematic Development.

Thematic Developmnet is a method of development that contribute to cohesion and coherence of a text (Eggin, 2004:324). It signifies the flow of information from one clause to the other in a text. According to Eggin (2004: 324) there are three methods of Thematic Development: Theme reiteration, zig-zag Theme pattern, and multiple-Rheme pattern. Each pattern is explained as follows.

1. Theme reiteration

It is where the item in the Theme of the first clause is also selected as the Theme of the following clause (Belmonte and McCabe-Hidalgo, 1998: 18). In other words, each clause in the text shares a common Theme. Although this type gives a clear focus, a text using this Thematic Development is claimed to be boring to read or listen to and it indicates a text which is going nowhere (Eggin, 2004: 324). An example of this pattern which taken from Butt et. al. (2000: 142) is presented as follows.

1	A good teacher	needs to be understanding to all children
2	He or she	must also be fair and reasonable
3	The teacher	must work at a sensible pace and not one thing after another
4	The teacher	also needs to speak with a clear voice
Clause	Topical	

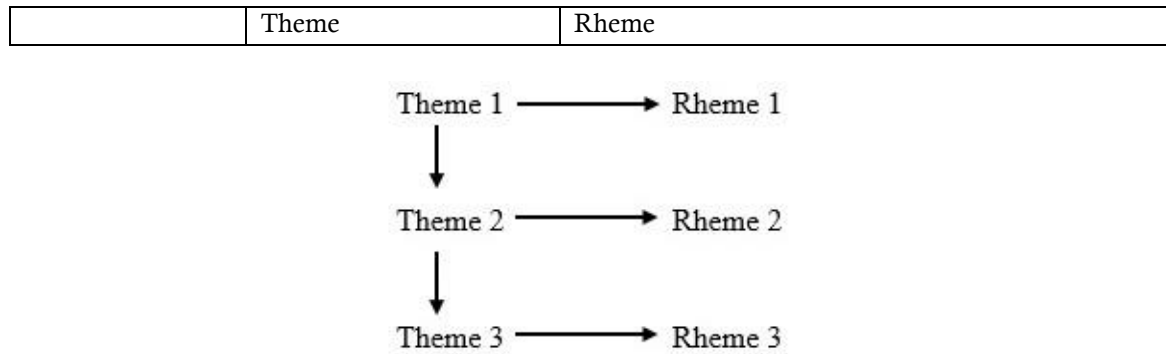


Figure 1.1 Theme Reiteration

1. Zig-zag Theme Pattern

In this pattern, the Rheme of the first clause becomes the Theme for the second clause. According to Eggins (2004: 325):

The zig-zag pattern achieves cohesion in the text by building on newly introduced information. This gives the text a sense of cumulative development which may be absent in the repeated Theme pattern.

An example of linear Theme pattern which taken from Butt et. al. (2000: 143) is presented as follows.

- | | | |
|---|-------------------------------------|--|
| 1 | Phonetics and phonology | are concerned with speech – with the ways in which humans produce and hear speech. |
| 2 | Talking and listening to each other | are so much part of human life. |

Clause	Topical	
	Theme	Rheme

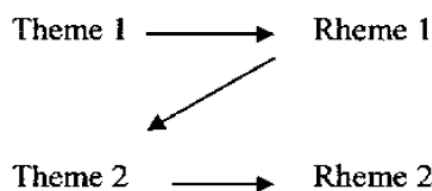


Figure 1.2 Zig-zag Theme Pattern

2. Multiple-Rheme Pattern

In multiple-Rheme pattern, a Rheme may include a number of different pieces of information, each of which may be taken up as the Theme in a number of subsequent clauses. An example of multiple-Rheme pattern which taken from Butt et. al. (2000: 144) is presented as follows.

- | | | |
|---|----|---|
| 1 | It | is possible to distinguish three auditory dimensions or parameters of phonation, loudness, pitch, and a quality of sound that is sometimes called ‘timbre’. |
|---|----|---|

- 2 Perceived loudness is related to subglottal pressure.
- 3 Pitch is the perceptual correlate of the frequency of vibration of the vocal folds.

Clause	Topical	
	Theme	Rheme

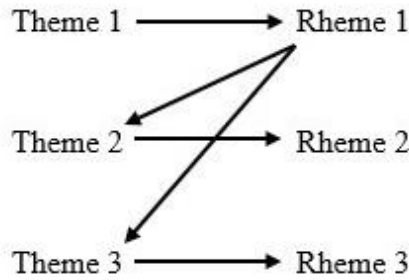


Figure 1.3 Multiple-Rheme Pattern

To recapitulate, developing ideas into a coherent text is important in writing, and one way to examine the development is by examining the Thematic Development of the text. Therefore, the study aims to examine to what extent the fourth semester students of the English Department of Universitas Negeri Semarang develop their analytical exposition texts, in terms of Thematic Development. Specifically, there were two aspects analyzed in this study: the realization of Thematic Structure and the most frequent pattern of Thematic Development used by the students in their analytical exposition texts.

METHODOLOGY OF THE RESEARCH

This study investigated the realization of Thematic Structure and discovered the most frequent patterns of Thematic Development used in 25 analytical exposition texts written by the fourth semester students of the English Department of Universitas Negeri Semarang in the academic year 2014/2015 who took Genre-based Writing class. In order to investigate the Thematic Structure, the data was examined using Thematic Structure theory suggested by Gerot and Wignell (1995). The result of this examination was then further analyzed using Thematic Development theory by Eggins (2004) to discover the most frequent pattern of Thematic Development used by the students in their analytical exposition texts. The procedures of analyzing the data are explained as follows.

1. Thematic Structure Analysis

In analyzing Thematic Structure, there were several steps to be followed.

- (1) Before analyzing the Thematic Structure, each text had to be broken up into clauses. These clauses were then numbered so that it would be easier to count the number of clauses in every text. An example is shown below to make this explanation clearer.

Being too thin is commonly known as underweight. It is simply defined as weighing less than normal, healthy, or required weight. Underweight potentially leads high risk of health problem.

There are three clauses in the paragraph which then would be put in sequence.

- 1. Being too thin is commonly known as underweight.
- 2. It is simply defined as weighing less than normal, healthy, or required weight.
- 3. Underweight potentially leads high risk of health problem.

- (2) Next, the clauses were examined for their Thematic Structures by splitting each clause into Theme and Rheme. Each clause might have more than one Theme. Nevertheless, every clause must contain one and only one Topical Theme (Eggins, 2004: 302). Once the Topical Theme was identified, the rest of the clause would be Rheme.

1.

Being too thin	is commonly known as underweight.
Subject	Rheme
(Embedded clause)	
Topical (Unmarked)	
Theme	

2.

It	is simply defined as weighing less than normal, healthy, or required weight.
Subject (Nominal group)	Rheme
Topical (Unmarked)	
Theme	

3.

Underweight	potentially leads high risk of health problem.
Subject	Rheme
(Nominal group)	
Topical (Unmarked)	
Theme	

- (3) Then, the Themes were categorized into Topical, Interpersonal, and Textual Themes and counted to calculate their quantity and percentage.
- (4) Each type of Theme was further analyzed in detail.
- a) Unmarked topical Theme
 - (1) Nominal group
 - (2) Nominal group complex
 - (3) Embedded clause
 - (4) Predicator
 - b) Marked topical Theme
 - (1) Adverbial as Adjunct
 - (2) Prepositional phrase as Adjunct
 - (3) Nominal group as Adjunct
 - (4) Embedded clause as Adjunct
 - c) Interpersonal Theme

Thematic Structure	Total
Number of clauses	703
Theme	702
Rheme	700
No Theme	1
No Rheme	3

Table 3.1 Thematic Structure

Theme	Total	Percentage
Topical Theme	702	99.86%
Interpersonal Theme	32	4.55%
Textual Theme	328	4.66%

Table 3.2 Theme Types in Students' Analytical Exposition Texts

Furthermore, this study found that there are 3 clauses which have no Rheme. They are presented as follows.

(1)

Fast responds on internet transaction	No Rheme
Subject (Nominal group)	
Topical (Unmarked)	
Theme	

(2)

First,	from the health side.	No Rheme
Conjunctive Adjunct	Adjunct (Prepositional phrase)	
Textual	Topical (Marked)	
Theme		

(3)

Then,	cultural awareness of others.	No Rheme
Conjunction	Subject (Nominal group)	
Textual	Topical (Unmarked)	
Theme		

a. Topical Theme

Topical Theme is the element which refers to a participant, a circumstance or the process of the clause (Arunsirot 2013: 165). There are two types of Topical Theme: unmarked and marked.

(1) Unmarked Topical Theme

In a declarative clause, the unmarked Topical Theme is the Subject of the clause. The subject can be nominal group, nominal group complex, or embedded clause. In a WH-interrogative clause, WH-items have the function of unmarked Topical Theme because they represent participant or circumstance (Halliday 2004: 85). In this study, WH-items are classified as nominal group. In imperative clause, the unmarked topical Theme is the predicator. The following is the result of unmarked Topical Themes which were found in the students' texts.

Unmarked Topical Theme	Total	Percentage
Nominal Group	591	84.07%
Nominal Group Complex	11	1.56%
Embedded Clause	26	3.70%
Predicator	4	0.57%

Table 3.3 Unmarked Topical Theme

The result shows that nominal group gets 84.07%, followed by embedded clause, nominal group complex, and Predicator. Embedded clause gets 3.70%, nominal group complex gets 1.56%, and Predicator gets 0.57%.

(2) Marked Topical Theme

In a declarative clause, a Theme which is other than the Subject is referred to as marked Topical Theme (Halliday 2004: 73). The most usual form of marked Topical Theme is adverbial group or prepositional phrase functioning as Adjunct in the clause. The other is nominal group or embedded clause functioning as Complement.

Marked Topical Theme	Total	Percentage
Adjunct:		
- Adverbial	16	2.28%
- Prepositional		
phrase	49	6.69%
Complement:		
- Nominal Group	2	0.28%
- Embedded Clause	3	0.43%

Table 3.4 Marked Topical Theme

The table shows that the highest occurrence of marked Topical Theme is prepositional phrase (6.97%). It is followed by adverbial group, which get 2.28%, embedded clause, which get 0.43%, and nominal group, which gets 0.28%. In short, compared to marked Topical Theme, unmarked Theme has higher frequency.

b. Interpersonal Theme

Interpersonal Theme conveys interpersonal meaning. It includes one or more of the following: (1) Finite, (2) WH-elements, (3) Vocative, and (4) Mood and Comment Adjunct or Modal Comment Adjunct. Here is the result of Interpersonal Theme analysis which was found in the students' texts.

Interpersonal Theme	Total	Percentage
Modal Comment Adjunct	25	3.56%
Vocatives	-	
Finite Verbal Operator	1	0.14%
WH-element	6	0.85%

Table 3.5 Interpersonal Theme

The table shows that the most dominant Interpersonal Theme is Modal Comment Adjunct which gets 3.56%. The second is WH-element, which gets 0.85%. The third is Finite verbal operator, which gets 0.14%, and there is no Vocatives occurred in the students' analytical exposition texts.

c. *Textual Theme*

Textual Theme connects a clause to its neighboring clauses. They can be Continuatives, Conjunctive Adjuncts, and Conjunctions. Since the texts analyzed are written texts, only Conjunctive Adjuncts and Conjunctions were analyzed.

Textual Theme	Total	Percentage
Conjunction	242	34.42%
Conjunctive Adjunct	86	12.09%

Table 3.6 Textual Theme

The table shows that Conjunctions outnumber Conjunctive Adjuncts. Conjunctions occurred 242 times (34.42%), while Conjunctive Adjuncts occurred 86 times (12.09%).

2. Thematic Development

The second research problem is to examine Thematic Development which students employed in writing analytical exposition texts. In analyzing Thematic Development, Eggins' theory was used. The following is a table showing the result of Thematic Development of students' writings.

Thematic Development	Total	Percentage
Theme Reiteration	151	21.48%
Zig-zag Pattern	136	19.35%
Multiple-Rheme Pattern	11	1.56%

Table 3.7 Thematic Development

The table shows that the students in Genre-based Writing class mostly used Theme reiteration to write analytical exposition texts. Theme reiteration was found 151 times in the texts or 21.48%. Next, zig-zag pattern was found 136 times in the texts or 19.35%. The last pattern, multiple Rheme pattern was found only 11 times or 1.56%.

B. Discussions

1. Topical Theme

Halliday (2004: 64) defines Theme as an element which serves as the point of departure of the message, the meaning each clause embodies. It can be Topical, Interpersonal and Textual. Among these Themes, however, Topical Theme plays a prominent role to the development of a clause since it takes transitivity role such as Actor, Behaver, Senser, or Circumstance within the clause (Eggins, 2004: 302). Therefore, each clause must have one and only one Topical Theme (Eggins, 2004: 302). Nevertheless, this study found that there is one clause which does not have Topical Theme. That clause is presented as follows.

For example		is the leak of answer key by the printing company that have tender to print the final exam script.
Conjunctive Adjunct		Rheme
Textual		
Theme		

As it can be seen, the clause does not have a Topical Theme. The clause starts with a Conjunctive Adjunct *for example* and the following element is a finite *is*. Because its function is to connect ideas between clauses, Conjunctive Adjunct must be followed immediately by Topical Theme, which can be a Subject, an Adjunct or a Complement. This, according to Arunsitot (2013: 169), is called the problem of empty Theme. It might be caused by mother tongue interference (Arunsitot 2013:169) or cross-linguistic influence (Ellis, 1997: 54). It might happen since giving example in Bahasa Indonesia usually does not use a Conjunction or Conjunctive Adjunct, yet Indonesians use *contoh* to give an example, which is a noun.

In addition to Theme, a clause also must have Rheme. It is the part of the clause in which Theme is developed (Eggsin, 2004: 300). It typically contains ‘unfamiliar’ or ‘new’ information about the Theme. This study discovered that there are three clauses which do not have Rheme. This indicates that the writers fail to develop the Themes of the clauses as has been said by Eggsin (2004: 300) that Rheme is the part of the clause in which Theme is developed.

a. Unmarked Topical Theme

Analyzing Thematic Structure also enables us to discern two kinds of Topical Theme: unmarked and marked Topical Theme. The former outnumbers the latter. This might be caused by the fact that novice writers, that have difficulty in composing their texts, tend to choose the simplest way of constructing English sentences by putting either nominal group or pronoun in subject position to make sure that the sentence is grammatically correct (Arunsitot, 2013: 172). Furthermore, Ebrahimi and Ebrahimi (2012: 775) state, “The low portion of the marked Themes in students’ writings shows that the students’ writing is less argumentative in nature.”

In this study, unmarked Topical Theme is composed of nominal group, nominal group complex, embedded clause, and Predicator.

The findings indicate that among those four categories of unmarked Topical Theme, nominal group occurred mostly on the texts. Choosing nominal group to begin a clause or a sentence lowers the possibility of performing incorrect grammar. Besides, Hyland (2003: 4) states that teaching writing predominantly involves developing learners’ skills in producing fixed patterns since accuracy and clear exposition are considered the main criteria of good writing. Therefore, 84.07% of clauses begin with nominal groups.

While nominal group occurred often on the texts, Predicator as unmarked Topical Theme was the other way round. It only hits 0.57% or 4 clauses. The reason might be in relation to the text type of students’ writings, which is analytical exposition. In structuring this text type, Derewianka (1990: 76) cites three obligatory elements: thesis statement, argument which should be supported by evidence and examples, and restatement of writer’s position. These elements are usually presented in the form of declarative clause as its function is to give information, whereas imperative clause is commonly used in procedure text to give instructions. The reason of the usage of imperative clauses could be to emphasize their arguments on the texts.

b. Marked Topical Theme

In this study, there are four elements of marked Topical Theme which were examined on the students’ texts: adverbial and prepositional phrase function as Adjunct, and nominal group and embedded clause function as Complement.

Among those kinds of marked Topical Theme, prepositional phrase is the most dominant on the students' texts since it may serve as Circumstantial Adjunct denoting time, place, and manner (quality, degree, comparison, and means) which is needed in writing analytical exposition text. This is supported by Davies in Ebrahimi and Ebrahimi (2012: 776) who states, "Looking at marked Theme from functional view point, these students used this Theme to put some elements that frequently indicate notion such as validation of internal evidence, location in discourse time or space, and writer viewpoints into the Theme position."

In contrast, nominal group as complement only occurred twice. This might be caused by the fact that creating a clause by making nominal group functioning as complement as the Theme of the clause is rather difficult for novice writers. Ebrahimi and Ebrahimi (2012: 776) also find that there is a systematic increase in the use of marked Theme moving from sophomore to senior students, which attest that the occurrence of marked Topical Theme is relevant to students' language proficiency and competence in writing.

2. Interpersonal Theme

The second type of Theme this study examined is Interpersonal Theme which consists of four elements: Modal Comment Adjunct, Vocatives, Finite verbal operator, and WH-element. These elements convey interpersonal meaning on a text, and thirty-two Interpersonal Themes have been discovered from the texts.

Among those elements of interpersonal Theme Modal Comment Adjunct occurred frequently because it is one of the language features of analytical exposition text, whereas Vocative, the element which was not found on the students' texts, is not a language feature of analytical exposition text.

3. Textual Theme

In addition to Topical and Interpersonal Themes, Textual Themes were also discovered in the texts. Regarding frequency analysis, the Textual Theme is used more than Interpersonal Theme, yet it is less than Topical Theme. This could be due to the fact that, "An exposition needs to make a point and to persuade the readers to agree with it" (Arunsirot, 2013:172). In order to enhance readers' solidarity with his point of view, the writer must grab readers' attention by ensuring continuity in the text. This can be achieved by using internal Conjunctions and external Conjunctions (Arunsirot, 2013: 172). In this study, internal Conjunctions are referred to Conjunctions and external Conjunctions are referred to Conjunctive Adjuncts.

According to the findings, Conjunctions (internal Conjunctions) were frequently found on students' texts. This may indicate that the students are still novice in writing since Conjunctions are typically employed to chain ideas in spontaneous spoken language (Schleppegrell, 1996: 272).

Compared to Conjunctions, Conjunctive Adjuncts are less employed in the students' analytical exposition texts. This result might be due to the fact that Conjunctive Adjuncts are difficult to master even at advanced level (Grager and Tyson in Mudhhi and Hussein, 2014: 19). Hence, it is not surprising that the students preferred Conjunctions to Conjunctive Adjunct in constructing their ideas into analytical exposition texts.

4. Thematic Development

All Thematic Development patterns were found in the texts: Theme reiteration, Zig-zag pattern, and multiple-Rheme pattern; however, Theme reiteration was mostly preferred as a method to develop students' ideas in composing analytical exposition texts.

For the writers particularly novice ones, it is easy to organize their ideas this way since the Themes chosen are coming from the same participant. For the readers, this kind of paragraph is easy to understand because "Having the same participant made Theme on a regular basis provides the text with a clear focus" (Eggins, 2004: 324). Nevertheless, Eggins (2004: 324) also states, "A text in which the Theme never varied would not only be boring to read or listen to, but would indicate a text which is going nowhere." Besides, according to Wang (2007) and McCabe (1999) in Ebrahimi

and Ebrahimi (2014: 256), "The use of the reiteration progression pattern makes the text to be simple, repetitive, and redundant." Thus, overusing reiteration pattern may lead to the lack of deep explanation of the ideas introduced since the writer does not expand the information contained in the Rheme (Belmonte and McCabe-Hidalgo, 1998: 22).

Furthermore, Rakhman (2013), who examined Thematic Development on analytical exposition texts written by high school students, found that Theme reiteration was dominant on students' texts. This finding is similar to this study; even though, the subjects are from different level of education. College students are expected to have higher competence in using English compared to high school students. However, in reality most of both students employed the same method to develop their ideas in writing analytical exposition texts. Therefore, it might be concluded that Genre-based students' competence in writing analytical exposition is still low.

In addition, many of students' texts are lack of Thematic Development. Consequently, the texts could not achieve their goal due to difficulty in understanding the writers' ideas. This is also supported by Wang (2007: 167) who stated, "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." This condition might be due to the fact that the students might not know about Thematic Development theory and how to employ it to develop their texts, particularly analytical exposition texts.

CONCLUSIONS

Based on the research's findings and discussions, there are two main points concluded. First, this study found that Topical, Interpersonal, and Textual Themes are discovered from the texts, in which unmarked Topical Theme is dominant on the students' analytical exposition texts. It might be caused by the fact that the students are still novice writers. Therefore, to ensure that the texts were grammatically correct, they chose the Subjects as the point of departure in most clauses on their texts.

Second, this study also discovered that most students use reiteration pattern to organize the flow of their ideas from one clause to the other. This method of development is the easiest one to apply compared to the other methods. The students simply pick Theme on the first clause to be Theme on the subsequent clauses. Nevertheless, overusing this method might indicate that the students' competence in writing, particularly analytical exposition texts, is low since they failed to develop their ideas on the texts using various methods.

It is important to teach students Thematic Development and Thematic Structure as they help the students organize ideas and improve texts' cohesion and coherence. Moreover, they might help English teachers and lecturers evaluate, mark, and improve students' writings at discourse level.

REFERENCES

- Arunsirot, S. 2013. An Analysis of Textual Metafunction in Thai EFL Students' Writing. *Novitas-ROYAL* (Research on Youth and Language). 7/2: 160-174. Available at https://www.google.co.id/url?sa=t&source=web&rct=j&ei=_puaVZO1OMmIuATLk5WQCQ&url=http://www.novitasroyal.org/Vol_7_2/arunsirot.pdf&ved=0CB0QFjAA&usq=AFQjCNHiNJ3gl8Uj0ipKOafg1xnRrNsuCQ&sig2=0Q1ibP2yHWkc9xEMeL10uw [Accessed on 2/12/2015].
- Belmonte, I.A. and A. McCabe-Hidalgo. 1998. Theme-Rheme Patterns in L2

- Writing. *Didactica*. 10: 13-31. Servicio de Publicaciones UCM. Madrid. Available at https://www.google.co.id/url?sa=t&source=web&rct=j&ei=_pyaVY-cEI-jugSwaHACQ&url=http://revistas.ucm.es/index.php/DIDA/article/download/DIDA9898110013A/19770&ved=0CB0QFjAA&usg=AFQjCNGShIXCBzyfNisXdYVFPE5X4QRA&sig2=fOKgJibr6ap4e4mpAyQinQ [Accessed on 2/12/2015].
- Butt, D. et. al. 2000. *Using Functional Grammar: An Explorer's Guide*. Sydney: Macquarie University.
- Derewianka, B. 1990. *Exploring How Texts Work*. Sydney: Primary English Teaching Association.
- Ebrahimi, S.F. and S.J. Ebrahimi. 2012. Markedness in Writing: A Case of EFL Students. In *Theory and Practice in Language Studies*. Vol. 2. No. 4. Finland: Academy Publisher. Pp. 773-777. Available at <http://www.ojs.academypublisher.com/index.php/tpls/article/viewFile/tpls0204773777/4567> [Accessed on 9/10/2015]
- Ebrahimi, S.F. and S.J. Ebrahimi. 2014. Thematic Progression Patterns in the IELTS Task 2 Writing. In *Journal of Advances in Linguistics*. Vol. 3. No. 3. Pp. 253-258. Available at http://cirworld.org/journals/index.php/jal/article/view/796/pdf_24 [Accessed on 10/19/2015].
- Eggs, S. 2004. *An Introduction to Systemic Functional Linguistics* (2nd Ed). London: Continuum.
- Ellis, R. 1997. *Second Language Acquisition*. New York: Oxford University Press.
- Gerot, L. and P. Wignell. 1995. *Making Sense of Functional Grammar*. NewSouth Wales: GerdStabler.
- Gugin, D. 2014. A Paragraph-First Approach to the Teaching of Academic Writing. *English Teaching Forum*. 52: 24-29. Available at <http://americanenglish.state.gov/resources/english-teaching-forum-2014-volume-52-number-3#child-1785> [Accessed on 8/30/2016].
- Halliday, M.A.K. 2004. *An Introduction to Functional Grammar* (3rd Ed). London: Arnold.
- Hyland, K. 2003. *Second Language Writing*. Cambridge: Cambridge University Press.
- Mudhhi, S.K. and R.F. Hussein. 2014. A Corpus-based Study of Conjunctive Adjuncts in the Writings of Native and Non-native Speakers of English. In *English Linguistics Research*. Vol. 3. No. 2. Toronto: Sciedu Press. Pp. 18-32. Available at <http://www.sciedu.ca/journal/index.php/elr/article/download/5367/3337> [Accessed on 4/16/2016].
- Rakhman, A.N. 2013. An Analysis of Thematic Progression in High School Students' Exposition Texts. In *Passage*. Vol. 1. No. 1. Pp. 65-74. Available at <http://ejournal.upi.edu/index.php/psg/article/viewFile/339/228> [Accessed on 2/5/2016].
- Schleppegrell, M.J. 1996. Conjunction in Spoken English and ESL Writing. In *Applied Linguistics*. Vol. 17. No. 3. Oxford: Oxford University Press. Pp. 271-285. Available at <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.137.7591&rep=rep1&type=pdf> [Accessed on 2/7/2016].
- Wang, L. 2007. Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing. In *The Asian EFL Journal Quarterly*. Vol. 9. No. 1. Tortola: Asian EFL Journal Press. Pp. 164-176. Available at http://asian-efl-journal.com/March_2007_EBook.pdf#page=164 [Accessed on 9/10/2015].