



Coherence in Students' Analytical Exposition Texts

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Article Info

Article History:

Received in 25 October
2018

Approved in 29 July
2019

Published in 29 July
2019

*Keywords: analytical
exposition; coherence;
schematic structure;
thematic choices;
thematic development*

Abstract

This study aims to reveal the coherence of 19 analytical exposition texts written by the fourth semester students of English Department of UNNES through analysis of schematic structure, thematic choices, and thematic development. Coherence is an essential component to create a make-sense text. Thus, it is very important to know the students' competency in writing a good text. This study applied a qualitative approach. It employed theories of schematic structure based on stages proposed by Gerot and Wignell (1995), thematic choices from Gerot and Wignell (1995) and thematic development by Eggins (2004). The findings indicated that students preferably used topical Theme (67.79%) and textual Theme (30.42%). In addition, in terms of thematic development, Theme Reiteration is the most common pattern applied by the students. Based on the findings, students' texts were less coherence because there were several texts having an incomplete thesis at the beginning of the paragraph and one text leaving 1 out of 3 stages of exposition text. Furthermore, the over-use of Theme Reiteration might show that the students' writing skill is low because they could not elaborate their ideas through various methods. Therefore, it is suggested that the students should learn how to organize their ideas into a coherent analytical exposition text.

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ISSN 2252-6706

INTRODUCTION

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

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

Text coherence has been a point of interest of some writing experts. For example, Oshima and Hogue (2006) explained that coherence means all sentences hold together in which the movement of one sentence to the next is logical and smooth. Thornburry (2005) also argued that a coherent text is a text which makes sense to the readers. It means a writer must write a make-sense text to the readers by arranging the sentences in the text so that they move logically and smoothly.

Thornburry (2005) mentioned two perspectives of analyzing coherence, the micro and macro levels. While micro level coherence can be realized through texts' logical relations and Theme-Rheme; in the macro level, coherence is achieved by looking at texts' lexical chains, schemas and scripts. In regards to this study, I analyzed text coherence through analysis of schematic structure in order to recognize the genre of the text, thematic choices in order to know how students write a text effectively by paying attention to the front of the clause, and thematic development analysis in order to find out how students shape their writing through pattern they mostly use. If the students can use the patterns well, their writings certainly have logical movement of ideas.

The failure to construct a logic movement of sentences may lead the readers misunderstand, or worse they may have different interpretation to writer's purpose of writing, for example in writing analytical exposition. Gerot and Wignell (1995) defined an analytical exposition as a text which persuades the readers that something is the important case. To make the readers believe, the writers must write a well-organized exposition text.

However, many EFL students still got difficulties in writing a coherent exposition text. They had problems of empty Theme and empty Rheme (Setiawati, 2016). They also did not use thematic patterns for all clauses (Ervina, Sukmawati, & Zakiyah, 2016). In addition, it was found that some analytical exposition texts had no reiteration at the last paragraph (Undayasari & Saleh, 2018). Seemingly, coherence is still the current issue which happened to EFL students. Thus, this study is an attempt to reveal coherence in analytical exposition texts through analysis of schematic structure, thematic choices, and thematic development. To sum up, the objectives of this study are to (1) figure out the schematic structure in the students' exposition texts, (2) find out the types of thematic choices and thematic development found in students' exposition texts, and (3) examine the students' exposition texts coherence in terms of schematic structure, thematic choices, and thematic development patterns.

METHODS

This study used a qualitative research since it is aimed to reveal the coherence in analytical exposition texts through schematic structure, thematic choices, and thematic development in

the form of words. The object of this study was 19 analytical exposition texts written by the fourth semester students of UNNES majoring in English Education and taking *Genre-based Writing (GBW)* class in Rombel 207-208 in the Academic Year of 2017/2018.

To collect the data, the researcher firstly asked the students to give permission. After that, the researcher asked them to send the copy of the data via email or WhatsApp. Finally, the researcher listed the texts based on the students' register numbers. Then, were several steps to analyze the data: (1) Reading each of texts, (2) Analyzing the schematic structure of each text, (3) Diving each text into clauses, (4) Determining thematic choices (5) Analyzing thematic development, (6) Presenting the data in forms of tables, (7) Interpreting the data based on theories from Gerot and Wignell (1995) and Eggins (2004), and (8) Concluding the findings.

FINDINGS AND DISCUSSIONS

Schematic Structure in Students' Analytical Exposition Texts

The finding of schematic structure was presented in the following table.

Table 1 Schematic Structure Analysis in Students' Exposition Texts

Texts	Components of Analysis		
	Thesis	Arguments	Reiteration
Text 1	√	√	√
Text 2	√	√	√
Text 3	√	√	√
Text 4	√*	√	√
Text 5	√*	√	√
Text 6	√*	√	√
Text 7	√*	√	√
Text 8	√	only 1 argument elaborated	-
Text 9	√	√	√
Text 10	√*	√	√
Text 11	√*	√	√
Text 12	√	√	√
Text 13	√*	√	√
Text 14	√	√	√
Text 15	√	√	√
Text 16	√	√	√
Text 17	√*	√	√
Text 18	√*	√	√
Text 19	√	√	√

Note: * means the thesis only contains the writer's position. There is no preview or the writers did not outline the main arguments to be presented.

According to Table 1, there were 3 types of schematic structures found in the students' analytical exposition texts elaborated below.

Thesis, Arguments, and Reiteration

The example could be illustrated by Text 14. According to Gerot and Wignell (1995, pp. 197-198), thesis must contain writer's position and preview. The thesis on Text 14 was realized in the sentence "One of the methods to teach English to the early childhood is using children's songs, because children's songs have some benefits". From this sentence, the writer's position was positive because she agreed to use songs in teaching English. Moreover, the preview could be seen in the words "because children's songs have some benefits". It could be assumed that in the next paragraphs, the writer would elaborately inform the benefits of children's songs.

Paragraph 2 and 3 were the arguments of the text. Paragraph 2 performed the first benefit of children song. It was realized by the sentence “Firstly, the lyrics of children’s songs are not too long and not complicated”. Next, paragraph 3 used the sentence “Secondly, the tone and rhythm of the children’s songs will make the children’s mood become happy” as the second benefit of the songs to teach English for children.

In addition, the last paragraph was the conclusion of the text. The writer concluded her arguments by writing the sentence “In conclusion, children’s songs are really good for early childhood to learn English because children’s songs are not complicated with entertaining lyrics and have good tone with exciting dance movement”. In other words, she restated her arguments briefly.

Incomplete Thesis, Arguments, and Reiteration

The example of the text containing this schematic structure could be illustrated by Text 5. As explained by Gerot and Wignell (1995), a thesis must have position and preview. However, in paragraph 1 of the Text 5, the writer only showed her position for the issue. In the first paragraph, she just informed what 5 words per day is effective without giving the main reasons or arguments. In other words, she only showed her agreement of using this method. She did not give the reasons why this method is good in learning English.

Paragraphs 2,3, and 4 were the arguments of the text. In paragraph 2, the writer informed the first reason of using 5 words per day method. It was realized by the sentence “Firstly, the ability of the human brain has its limits”. Then, paragraph 3 showed the second reason to use 5 words per day method, which could be seen in the sentence “Secondly, this method doesn’t take much time”. Moreover, in paragraph 4, the sentence “Thirdly, this method is quite fun and will not bore us” can be regarded as the third reason.

Furthermore, paragraph 5 was the reiteration or conclusion of the text. The writer reiterated her arguments by writing the sentence “Thus, for the reason above, we can conclude that this method should be applied for beginners and for all.”

Thesis, Incomplete Arguments, and No Reiteration

The example of the text having such schematic structure was realized in Text 8. In the first paragraph, the writer could make a good thesis by writing the sentence “This method is quite effective to improve students’ skill in speaking English because it’s more focused on speaking and listening practice rather than writing and reading”. From this sentence, it seemed that the writer showed her agreement of using Audio-lingual method in learning English. Moreover, she also introduced two main arguments that were about speaking and listening skills.

However, in paragraph 2-4, the writer only restated and developed her first argument about speaking skill. She did not elaborate her second argument properly that was about listening skill. In addition, she also did not summarize her all arguments. Therefore, the schematic structure of Text 8 was not good because it left one out of three stages of analytical exposition text

Thematic Choices in Students’ Analytical Exposition Texts

The first finding was about three types of Theme: topical (ideational), textual, and interpersonal Theme (Gerot & Wignell, 1995; Halliday, 2014). The finding was presented in Table 2.

Table 2 Types of Themes in Students' Analytical Exposition Texts

Texts	Topical		Textual		Interpersonal	
	f	%	f	%	f	%
Text 1	24	3.97	13	4.8	0	0
Text 2	22	3.64	16	5.9	0	0
Text 3	21	3.48	9	3.32	0	0
Text 4	30	4.97	6	2.21	2	12.5
Text 5	24	3.97	13	4.8	0	0
Text 6	33	5.46	10	3.69	0	0
Text 7	43	7.12	15	5.54	1	6.25
Text 8	44	7.28	11	4.06	0	0
Text 9	34	5.63	14	5.17	2	12.5
Text 10	29	4.8	13	4.8	1	6.25
Text 11	44	7.29	16	5.9	2	12.5
Text 12	46	7.62	25	9.23	2	12.5
Text 13	28	4.64	13	4.8	0	0
Text 14	22	3.64	12	4.42	0	0
Text 15	55	9.11	27	9.96	4	25
Text 16	28	4.64	16	5.9	0	0
Text 17	15	2.48	8	2.95	2	12.5
Text 18	29	4.8	13	4.8	0	0
Text 19	33	5.46	21	7.75	0	0
Total	604	100	271	100	16	100
% Total Theme Types	% Total Topical		% Total Textual		% Total Interpersonal	
	67.79		30.42		1.79	

Table 4.2 performed that topical Theme (67.79%) was the dominant type of Theme followed by textual Theme (30.42%) and interpersonal Theme (1.79%).

Example 1 (Text 15 clause 7)

7	Because,	generally	a child	imitate
	Struct.	Modal Adjunct	Nom. Group	Rheme 7
	Text.	Inter.	Un. Top.	
	Theme 7			

This example contained three types of Themes which can be realized by the words “because”, “generally, and “a child”.

Topical Theme

Topical Theme is divided into unmarked and marked as shown in Table 3.

Table 3 Types of Topical Themes in Students' Exposition Texts

Texts	Unmarked		Marked	
	f	%	f	%
Text 1	20	3.7	4	6.25
Text 2	19	3.52	3	4.6
Text 3	20	3.7	1	1.57
Text 4	23	4.26	7	11
Text 5	21	3.9	3	4.6
Text 6	31	5.74	2	3.2
Text 7	34	6.3	9	14.1
Text 8	41	7.59	3	4.6
Text 9	33	6.11	1	1.57
Text 10	25	4.64	4	6.25
Text 11	42	7.78	2	3.2
Text 12	43	7.96	3	4.6
Text 13	25	4.63	3	4.6
Text 14	22	4.07	0	0
Text 15	49	9.44	6	6.25

Text 16	26	4.81	2	3.2
Text 17	10	1.85	5	7.81
Text 18	23	4.26	6	9.4
Text 19	31	5.74	2	3.2
Total	538	100	66	100
% Total Topical Types	% Total Unmarked Topical		% Total Marked Topical	
	89.07		10.93	

Table 3 showed that the occurrence of unmarked topical was higher than marked topical Theme. While marked topical only performed 10.93%, unmarked topical Theme achieved the higher occurrence with the percentage of 89.07%.

Unmarked Topical Theme

Based on Gerot and Wignell (1995), in a declarative clause, unmarked topical Theme can be defined as the subject of the clause. There are several subjects or elements of unmarked topical Theme including nominal group, nominal group complex, and nominalization or embedded clause. Halliday (2004, p. 85) also argued that in a WH-interrogative clause, WH-items have the function as unmarked topical Theme because they represent Participant or Circumstance. The following table is the result of unmarked topical Themes types found in students' exposition texts.

Table 4 Types of Unmarked Topical Themes in Students' Exposition Texts

Texts	NG		NG Cp.		Embed.		Str. Rel.		Exist.		Wh-intr.	
	f	%	f	%	f	%	f	%	f	%	f	%
Text 1	20	4.18	0	0	0	0	0	0	0	0	0	0
Text 2	18	3.76	0	0	0	0	0	0	1	7.69	0	0
Text 3	18	3.76	1	10	0	0	1	3.03	0	0	0	0
Text 4	22	4.59	0	0	0	0	1	3.03	0	0	0	0
Text 5	19	3.97	0	0	1	50	0	0	1	7.69	0	0
Text 6	31	6.47	0	0	0	0	0	0	0	0	0	0
Text 7	29	6.05	1	10	0	0	3	9.09	1	7.69	0	0
Text 8	33	6.89	4	40	0	0	2	6.06	2	15.4	0	0
Text 9	29	6.05	0	0	0	0	3	9.09	0	0	1	100
Text 10	23	4.8	1	10	0	0	0	0	1	7.69	0	0
Text 11	39	8.14	0	0	0	0	2	6.06	1	7.69	0	0
Text 12	40	8.35	1	10	0	0	2	6.06	0	0	0	0
Text 13	24	5.01	0	0	0	0	1	3.03	0	0	0	0
Text 14	19	3.97	1	10	0	0	2	6.06	0	0	0	0
Text 15	39	8.14	0	0	0	0	7	21.2	3	23.1	0	0
Text 16	21	4.38	0	0	0	0	3	9.09	2	15.4	0	0
Text 17	8	1.67	1	10	0	0	0	0	1	7.69	0	0
Text 18	20	4.18	0	0	1	50	2	6.06	0	0	0	0
Text 19	27	5.64	0	0	0	0	4	12.1	0	0	0	0
Total	479	100	10	100	2	100	33	100	13	100	1	100
% Total Un. Top.	89.03	1.86	0.37	6.13	2.42	0.19	89.03	1.86	0.37	6.13	2.42	0.19

As shown in Table 4, students used all types of unmarked topical Theme suggested by Gerot and Wignell (1995). It was found that nominal group was the dominant subject used by the students was nominal group due to performing 89.03% followed by structural relative (6.13%), existential (2.42%), nominal group complex (1.86%), embedded clause (0.37%), and WH-interrogative (0.19%). The examples of unmarked topical Theme were presented below.

Example 2 (Text 2 clause 10)

10	The students		could share their knowledge and opinion in doing the exercises and discussing the answer to the exercises.
	Nom. Group		Rheme 10
	Un. Top.		
	Theme 10		

Example 3 (Text 3 clause 7)

7	Ostrander and Schroeder cited in Harmer		said
	Nom. Group Complex		Rheme 7
	Un. Top.		
	Theme 7		

Example 4 (Text 5 clause 22)

22	the results we get		will always be attached to our memories.
	Embedded Clause		Rheme 22
	Un. Top.		
	Theme 22		

Example 5 (Text 1 clause 18)

18	Reading English newspapers		can be supplementary to texts books.
	Nom. Group		Rheme 18
	Un. Top.		
	Theme 18		

Example 6 (Text 11 clause 21)

21	There		are some benefits of using picture.
	Existential		Rheme 21
	Un. Top.		
	Theme 21		

Example 7 (Text 12 clause 29)

29	who		have learning difficulties in all subjects.
	Struct. Rel.		Rheme 29
	Un. Top.		
	Theme 29		

Example 8 (Text 9 clause 5)

5	So	what	is the best way to learn English in the shortest amount of time?
	Struct.	Wh-inter.	Rheme 5
	Text.	Un. Top.	
	Theme 5		

Examples 5-8 showed the various functions of unmarked topical Theme other than participant. Example 5 used the words “reading English newspapers” in order to represent the Theme functioning as a process. Example 6 used the word “there” in order to represent the Theme functioning as an existential. Example 7 used the word “who” in order to represent the Theme functioning as WH-relative. Furthermore, example 8 used the word “what” in order to represent the Theme functioning as WH-interrogative. Thus, there are many ways of presenting unmarked topical Theme.

Marked Topical Theme

In a declarative clause, marked Theme refers to the topical Theme which is not the subject. Marked topical Theme is not common to appear in the beginning of a sentence or clause. According to Gerot and Wignell (1995), marked topical Theme usually happens in the forms of adverbial, prepositional phrase, and complement. The finding showed that students used three types of marked topical as mentioned by Gerot and Wignell (1995). The following table is the result of marked topical Theme.

Table 5 Types of Marked Topical Themes in Students' Exposition Texts

Texts	Adverbial		Prep. Phrase		Complement	
	f	%	f	%	f	%
Text 1	0	0	4	6.35	0	0
Text 2	0	0	3	4.76	0	0
Text 3	0	0	1	1.6	0	0
Text 4	0	0	7	11.1	0	0
Text 5	0	0	3	4.76	0	0
Text 6	0	0	1	1.6	1	100
Text 7	2	100	7	11.1	0	0
Text 8	0	0	3	4.76	0	0
Text 9	0	0	1	1.6	0	0
Text 10	0	0	4	6.35	0	0
Text 11	0	0	2	3.17	0	0
Text 12	0	0	3	4.76	0	0
Text 13	0	0	3	4.76	0	0
Text 14	0	0	0	0	0	0
Text 15	0	0	6	9.52	0	0
Text 16	0	0	2	3.17	0	0
Text 17	0	0	5	7.95	0	0
Text 18	0	0	6	9.52	0	0
Text 19	0	0	2	3.17	0	0
Total	2	100	63	100	1	100
% Total Marked Topical Types	% Total Adverbial		% Total Prep. Phrase		% Total Complement	
	3.03		95.45		1.52	

From this table, prepositional phrase (95.45%) was more frequent than adverbial group (3.03%). On the contrary, complement (1.52%) was the rarest subject used by the students.

Example 9 (Text 7 clause 23)

23	and	automatically	they will learn how to pronounce the words correctly.
	Struct.	Adverbial	Rheme 23
	Text.	Marked Top.	
	Theme 23		

Example 10 (Text 1 clause 16)

16	By reading English newspapers	students can have knowledge about their country as well as about the world.
	Prep. Phrase	Rheme 16
	Marked Topical	
	Theme 16	

Example 11 (Text 4 clause 16)

16	In public places	we need to have a confidence.
	Prep. Phrase	Rheme 16
	Marked Topical	
	Theme 16	

Example 12 (Text 17 clause 8)

8	Almost everyday	we may listen to Western music / song anytime and everywhere without realizing
	Prep. Phrase	Rheme 8
	Marked Top.	
	Theme 8	

Example 13 (Text 6 clause 13)

13	or	the way	teacher(s)speak
	Struct.	Complement	Rheme 13
	Text.	Marked Topical	
	Theme 13		

According to example 9-13, it could be assumed that there are various ways of presenting marked topical Theme.

Textual Theme

The finding of textual Themes was presented in table below.

Table 6 Types of Textual Themes in Students' Exposition Texts

Texts	Continuative		Conjunctive Adjunct		Structural	
	f	%	f	%	f	%
Text 1	0	0	7	10.3	6	2.97
Text 2	0	0	5	7.35	11	5.44
Text 3	0	0	2	2.94	7	3.47
Text 4	0	0	1	1.48	5	2.48
Text 5	0	0	4	5.88	9	4.46
Text 6	0	0	1	1.48	9	4.46
Text 7	0	0	2	2.94	13	6.44
Text 8	0	0	0	0	11	5.44
Text 9	0	0	2	2.94	12	5.94
Text 10	0	0	3	4.41	10	4.95
Text 11	0	0	4	5.88	12	5.94
Text 12	0	0	6	8.82	19	9.4
Text 13	0	0	2	2.94	11	5.44
Text 14	0	0	3	4.41	9	4.46
Text 15	0	0	9	11.76	18	9.4
Text 16	0	0	6	8.82	10	4.95
Text 17	1	100	1	1.48	6	2.97
Text 18	0	0	5	8.82	8	3.47
Text 19	0	0	5	7.35	16	7.92
Total	1	100	68	100	202	100
% Total Textual Theme Types		% Total Cont.		% Total Conj. Adj.		% Total Struct.
		0.4		25.1		74.5

As presented in Table 6, structural was the most frequent of textual Theme due to appearing 74.5% whereas conjunctive adjunct performed 25.1%. On the contrary, the rarest of textual Theme was continuative with the percentage of 0.4%.

Example 14 (Text 17 clause 14)

14	Well	from the memorized lyrics	we can learn new words, expressions or phrases.
	Cont.	Prep. Phrase	Rheme 14
	Text.	Marked Topical	
	Theme 14		

The second type of textual Theme is conjunctive adjunct. As said by Gerot and Wignell (1995), conjunctive adjuncts are free to move in a clause. The result of conjunctive adjuncts was presented in Table 7.

Table 7 Types of Conjunctive Adjuncts in Students' Exposition Texts

No	add.	temp.	causal	sum.	adv.	verif.	app.	correct.	cond.
Text 1	5	1	0	1	0	0	0	0	0
Text 2	2	2	1	0	0	0	0	0	0
Text 3	0	1	0	1	0	0	0	0	0
Text 4	0	0	1	0	0	0	0	0	0
Text 5	0	3	1	0	0	0	0	0	0
Text 6	0	1	0	0	0	0	0	0	0
Text 7	0	1	0	0	1	0	0	0	0
Text 8	0	0	0	0	0	0	0	0	0
Text 9	1	0	0	1	0	0	0	0	0
Text 10	1	2	0	0	0	0	0	0	0
Text 11	2	1	0	1	0	0	0	0	0
Text 12	1	0	2	1	2	0	0	0	0
Text 13	0	1	1	0	0	0	0	0	0
Text 14	0	2	0	1	0	0	0	0	0
Text 15	0	1	3	1	1	0	1	1	1
Text 16	0	4	0	1	0	1	0	0	0
Text 17	0	0	0	1	0	0	0	0	0
Text 18	0	4	1	0	0	0	0	0	0
Text 19	2	2	1	0	0	0	0	0	0
Total	14	26	11	9	4	1	1	1	1
%	20.5	38.2	16.2	13.2	5.9	1.5	1.5	1.5	1.5

Table 7 portrayed that there were several types of conjunctive adjuncts realized in students' exposition texts. Those types were additive, temporal, causal, summative, adversative, verificative, appositive, corrective, and conditional. From those types, the highest percentage was found in temporal type because it appeared 38.2%. The most recurring temporal type functioning as conjunctive adjunct was "then". The following is the example of conjunctive adjunct.

Example 15 (Text 15 clause 24)

24	Then,		a child	like something
	Conj. Adj.		Nom. Group	
	Text.		Un. Top.	
	Theme 24			Rheme 24

Example 15 revealed the most frequent conjunctive adjuncts was realized in the word "then". The last type of textual Theme is structural. The common structurals functioning as textual Theme were "that" and "because" as shown in examples below.

Example 16 (Text 4 clause 28)

28	that	oral presentation	is very important for university students' thought and professional.
	Struct.	Nom. Group	
	Text.	Un. Top.	
	Theme 28		Rheme 28

Example 17 (Text 4 clause 12)

12	because	we	kindly open our mind to receive other's opinions.
	Struct.	Nom. Group	
	Text.	Un. Top.	
	Theme 12		

Interpersonal Theme

Gerot and Wignell (1995) mentioned that interpersonal Theme includes modal adjunct, vocative, finite, and WH-interrogative. However, students only applied modal adjunct. The most frequent types of modal adjunct were “of course”, “once”, and “now” as shown in the following examples.

Example 18 (Text 11 clause 42)

42	of course	they	will speak
	Modal Adjunct	Nom. Group	
	Inter.	Un. Top.	
	Theme 42		

Example 19 (Text 9 clause 17)

17	Once	you	have listened to the English audio book
	Modal Adjunct	Nom. Group	
	Inter.	Un. Top.	
	Theme 17		

Example 20 (Text 15 clause 1)

1	Now	English	is a second language
	Modal Adjunct	Nom. Group	
	Inter.	Un. Top.	
	Theme 1		

Thematic Development in Students’ Analytical Exposition Texts

The finding of thematic developments was presented in the following table.

Table 8 Types of Thematic Development in Students’ Exposition Texts

Texts	Theme Reiteration		Zig-Zag Pattern		Multiple Rheme	
	f	%	f	%	f	%
Text 1	12	8.51	3	2.4	0	0
Text 2	5	3.55	2	1.6	0	0
Text 3	4	2.84	3	2.4	1	33.33
Text 4	6	4.27	6	4.8	0	0
Text 5	8	5.67	0	0	0	0
Text 6	9	6.38	3	2.4	0	0
Text 7	9	6.38	13	10.4	0	0
Text 8	9	6.38	10	8	1	33.33
Text 9	10	7.1	5	4	0	0
Text 10	3	2.13	8	6.4	0	0
Text 11	17	12	6	4.8	0	0
Text 12	10	7.1	6	4.8	1	33.33
Text 13	6	4.27	3	2.4	0	0
Text 14	5	3.55	4	3.2	0	0
Text 15	6	4.27	20	16	0	0
Text 16	9	6.38	10	8	0	0
Text 17	3	2.13	5	4	0	0
Text 18	2	1.42	9	7.2	0	0
Text 19	8	5.67	9	7.2	0	0

Total	141	100	125	100	3	100
% Total Pattern Types	% Total Reiteration 52.41		% Total Zig-Zag 46.47		% Total Multiple Rheme 1.12	

Table 8 showed that Theme reiteration pattern (52.41%) was mostly used by the students in writing analytical exposition texts followed by zig-zag pattern (46.47%) and multiple Rheme pattern (1.12%).

Theme Reiteration

The example of Theme reiteration pattern could be seen below.

Example of Theme Reiteration Pattern in Text 1

Clause	Theme	Rheme
14	Besides, <u>English newspapers</u>	help students to enjoy reading, based on their interests.
	↓	
15	So, <u>the English newspapers</u>	can be learners personal English classroom and can help students acquire higher level of proficiency in English.
	↓	
16	By reading <u>English newspapers</u>	students can have knowledge about their country as well as about the world.
	↓	
17	Again, reading <u>English newspapers</u>	widens students outlook and enriches their knowledge.
	↓	
18	Reading <u>English newspapers</u>	can be supplementary to texts books.

This example revealed that Theme reiteration pattern could be found on Text 1. In this pattern, the Theme of the first clause is also selected as the Theme of the following clause. From this table, the Theme was “English newspapers”. The Theme in clause 14 was also chosen as the Theme in clause 15-18.

Zig-Zag Pattern

The following was the example of the zig-zag pattern found in Text 7.

Example of Zig-Zag Pattern in Text 7

Clause	Theme	Rheme
3	In Indonesia,	<u>English</u> is used as a foreign language.
4	<u>English</u>	← is divided into <u>four skills</u>
5	<u>which</u>	← are <u>listening, speaking, reading, and writing.</u>
6	<u>All of these skills</u>	← should be taught by English teachers (Depdiknas, 2006:307).

Based on the example above, zig-zag pattern could be found in Text 7. This pattern performed that the Rheme of a clause became the Theme of the following clause. In clause 4, the Theme was about “English” which was taken from the Rheme in clause 3. Next, in clause 5, the Theme is “which” referred to the Rheme in clause 4. Moreover, the Theme in clause 6 also referred to the Rheme in clause 5.

Multiple Rheme Pattern

The following is the example of multiple Rheme pattern which could be realized in Text 8.

Example of Multiple Rheme Pattern in Text 8

Clause	Theme	Rheme
28	There	are some types of drill: <u>repetition drill and substitution drill.</u>
29	In <u>repetition drill.</u>	<u>we</u> only ask the students to repeat sentences or words said before without making any change.
30	In <u>substitution.</u>	the students have to substitute the words in sentence with the words the teacher about to mention,

This example provided the use of multiple Rheme pattern in the students' exposition taken from Text 8. Multiple Rheme occurred when a clause contained more than one information, and each of which would become the Theme of the subsequent clauses. In clause 27, the Rheme informed two ideas. Those ideas were about two drills: "repetition drill" and "substitution drill". The first idea then was elaborated in clause 29 and the second idea was developed in clause 30.

The result of schematic structure showed a similarity and a difference with studies committed by Garintama (2018) and Undayasari and Saleh (2018). The similarity could be seen in the use of reiteration as the last stage in analytical exposition. Based on the findings, there was one text which had no reiteration. Both this current study and those previous studies found that "reiteration" was one of the components of analytical exposition which is commonly left by a few students.

The difference between this current study and studies from Garintama (2018) and Undayasari and Saleh (2018) was in the use of thesis and arguments. Although students had already applied good schematic structure, there were several theses which were not complete. Some students only gave their position towards the topic presented in the text. They did not inform their preview. Thus, students might get difficulty in creating a good thesis and reiteration.

The result of topical Theme as the dominant type of Theme is in line with the results of previous studies committed by Az-Zahro (2017), Babaii et al. (2016), Jalilifar et al. (2017), Katrini and Farikah (2015), Setiawati (2016), and Undayasari and Saleh (2018). Those previous studies figured out that topical Theme was frequently used by the students instead of textual and interpersonal Theme. This occurred because almost all of the students' analytical exposition texts contained declarative sentences which put subject as the starting point of the clause.

From the view of thematic developments, this finding is similar to the result of studies conducted by Setiawati (2016) and Undayasari and Saleh (2018). Theme reiteration was mainly used because it is easy for students especially novice writers to organize their ideas by using the same participant as the Theme in each clause.

CONCLUSIONS

Firstly, students used three schematic structures including texts containing thesis, arguments, and reiteration, texts comprising incomplete thesis, arguments, and reiteration, and a text only consisting of thesis and incomplete argument. Considering those structures, students might get difficulties in organizing a good thesis and reiteration.

Secondly, Topical Theme was mainly used instead of textual and interpersonal Theme. Then, in terms of thematic developments, Theme reiteration was the dominant pattern because it is the easiest way in organizing ideas in which the students simply use Theme on the first clause to be the Theme on the next clauses.

In conclusion, students' texts were less coherent. Although they had used a correct schematic structure, there were several texts having an incomplete thesis and there was also one text which left 1 out of 3 stages of analytical exposition text. In addition, from the view of thematic developments, the over-use of Theme reiteration might show that the students' writing skill is low because they could not elaborate their ideas through various methods.

SUGGESTIONS

For the English students, they should learn how to organize a good thesis in order to write a coherent analytical exposition text. Furthermore, it is suggested that English teachers or lecturers should relate the material of thematic choices and thematic development. During the process of learning, they also should give clear explanation and instruction in order to make the students understand. In addition, for the future researchers, they are expected to find an alternative approach or way to help the students in writing a coherent text.

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