THE USE OF THEMATIC PROGRESSION IN WRITING HORTATORY EXPOSITION TEXT

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Abstract

The research entitled in "The Use of Thematic Progression in Writing Hortatory Exposition Text" is aimed at finding out the students' activities in learning hortatory exposition text by using thematic progression patterns and finding out the level of students' writing skill by using thematic progression patterns in learning hortatory exposition text. This research is expected to give contribution and some informations about the implementation of thematic progression patterns in writing field, especially in hortatory exposition text. Thematic progression is a way to make a good text in term of good cohesion and coherent of text. It means that thematic progression will influence a content of text and it can be organized into a good organization of essay. There are three patterns of thematic progression used namely constant theme, linear theme, and split rheme. The result of this research shows that the use of thematic progression patterns in writing hortatory exposition text was effective. It can be shown by comparing result of pretest and posttest of exeperimental class. The average of pretest was 49,09 while the average of posttest was 76,16. It means that the students' writing ability in posttest was improved than the pretest. Based on the students' documents in post-test of the experimental class, it can be summarized that most of students got the medium and high level. The medium level was the most achieved level with 84%, while the high level was 10%, and low level was 6%. In addition, most of students could pass the KKM (Kriteria Ketuntasan Minimal). Since The KKM for English in Senior High School is 75.

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

INTRODUCTION

One of the important element of writing is content. Content is related with students' vocabulary, mechanic, and organization which reflects students' basic competence. Besides that, a good content consists of cohesive and coherent informations that makes the reader understand the message easily (Bailey, 2003). In developing ideas into a text, students need to be aware that their text must hold together on one topic, it means that their text must consist of cohesion and coherence. The process of writing and the elements of writing can encourage students in writing skill.

In writing, students convert their mind into a text. It means that students' arguments is important to be encouraged. Knapp and Watkins (2005: 187) argue that the genre of arguing is very important thing that has to be understood by students because the students are required to give reasons, evaluation and

persuasion. It is in line with this study that uses arguing text or hortatory exposition text. In the curriculum system of education 2006 or KTSP, the core competence is students will be able to express the meaning and the rhetorical steps of essay by using a variety written text accurately, fluently, sustainable and acceptable in daily life context. Students in eleventh grade are expected to master writing skill in some genre of text such as narrative, report, analytical exposition, spoof, and hortatory exposition. This study focuses on hortatory exposition text. Therefore, the implication of the curriculum requires teacher to conduct an appropriate strategy in teaching hortatory exposition text.

A journal from Lixia Wang (2007) demonstrates that students' cohesion in writing ability could be improved by using sequence of theme and rheme in thematic progression patterns. Xueqian Yang (2008) strengthen that thematic organization was very useful to improve students' text organization and content including coherence and cohesion . He concluded that thematic progression patterns can increase students' writing skill.

According to those statements, the writer concludes that using thematic progression patterns to solve those students' problem in writing is a good choice. Bloor and Bloor (2004) states that the use of thematic progression patterns is a best way in which the message of a text is created. There are three types of thematic progression patterns that are proposed by Bloor and Bloor (2004) namely constant theme pattern (CTP), linear theme pattern (LTP), and split rheme pattern (SRP).

For this study, the writer has formulated the problems into the following questions:
1. Is the thematic progression patterns strategy in teaching writing hortatory exposition text effective to the eleventh grade of senior high school?
2. What are the students' activities in learning hortatory exposition text by using thematic progression patterns?

THEME AND RHEME

In learning language, to make sense to other people about what the message of a language is a prior thing. It is related with textual meaning of clause which are reflected in theme and rheme composition (Lipson, 2004: 10). The definition of theme and rheme was defined by experts and researchers. Halliday & Mathiesseen (2007: 89) states that theme is the basic part of a message that provides the beginning point of a message. Meanwhile rheme is the following part in which the theme is developed. The definition from Halliday and Mathiesseen about theme and rheme can obviously be understood that theme is a basic point in a clause and rheme is the explanation of the theme.

In other definition, theme is a major system that involved a clause in a message and rheme is the part that theme is developed (Lipson, 2004: 114). Another definition of theme and rheme was defined by Wang (2007),

Theme typically contains familiar, old or given information. Theme provides the settings for the remainder of the sentence. Rheme is the remainder of the message in a clause in which theme is developed, Rheme typically contains unfamiliar or new information. New information is knowledge that a writer assumes the reader does not know, but needs to have in order to follow the progression of the argument. Theme is the first element occurring in a clause; the remainder clause is Rheme.

Based on the definition of theme and rheme above, the writer concludes that the theme is a beginning information of a message which tells about the orients of the clause context in the form of a word or phrase meanwhile rheme is the

following words or phrase after the theme which means it is a development of theme. To give more understanding about theme and rheme in a clause, the writer cite an example of theme and rheme.

Table 1
Example Theme and Rheme in a Clause

Theme	Rheme
Smoking	can give some bad effects in our life

The word smoking shows the given information which means that the clause will talk about the smoking. The explanation about smoking as the new information is shown by the phrase "can give some bad effects". That is an explanation of the theme and rheme in a clause. Theme can be a subject of a clause and rheme can be a complement which defines what subject tells about.

Developing clauses by its theme and rheme in a text must keep the coherence and cohesion of the text. One of the way to keep it is by using thematic progression patterns as a writing strategy.

THEMATIC PROGRESSION

Thematic progression was firstly proposed by Danes in 1974. The research of thematic progression has a wide field in recent years, hence thematic progression was defined by some experts and researchers. "Thematic progression is the choice or ordering of utterance themes, their mutual concatenation and hierarchy, as well as their relationship to the hyperthemes of the superior text unit (such paragraph or chapter) to the whole of text and to the situation" (Danes, 1974: 114 in Belmonte and Mc Cabe, 1998).

Bloor and Bloor (2004: 88) points out that thematic progression can be useful to keep a cohesion in a text. It means that thematic progression patterns can develop a text with good sequence of sentence that involves cohesion aspect in a text.

Lipson (2004: 126) defines thematic progression patterns is a way in writing that affects cohesion and coherence of a text. Thematic progression patterns is a good method to develop a connected clauses to make a cohesive and coherent text.

Paltridge (2006: 148) states that thematic progression is one best method to develop a text by using the continuous informations based on the theme or rheme. Thematic progression can keep cohesion and coherence of sequence informations

Based on definition above, the writer concludes that thematic progression is a way to make a good text in term of good cohesion and coherent of text. It means that thematic progression will influence a content of text and it can be organized into a good organization of essay. There are three patterns of thematic progression namely constant theme, linear theme, and split rheme.

a. **Constant Theme**

The first type of thematic progression patterns is constant theme or theme reiteration. Belmonte and McCabe (1998) states that constant theme is set up by the theme of the first clause that is selected as the following theme at next clauses. Additionally, Bloor and Bloor (2004: 88) states that constant theme shows the first theme that is carried on and used in the beginning of next clause which means that the clauses repeat the first theme as its main topic. Paltridge (2006: 148) also defines that constant theme is used when the theme appears in a series of utterances.

According to definition of constant theme above, the writer concludes that constant theme is the use of the theme at the first clause that becomes the following theme at next clauses. The example of constant theme is as follow:

Table 2
Example of Constant Theme in Clauses

Theme	Rheme
Smoking	can give some bad impacts for people.
Smoking	effects both the smker or non-smoker.
It	can cause some diseases.
The rule of smoking	must be analyzed deeper by the government.

b.   Linear Theme

Belmonte and McCabe (1998) states that linear theme is set up when the theme of the subsequent clauses use the rheme in previous clause. Bloor and Bloor (2004: 89) defines linear theme is used when the important message in rheme is carried on into following clause as a theme. Additionally, Paltridge (2006: 149) defines linear theme as the connected relations between the first rheme and the following theme.

According to the definition above, the writer concludes that linear theme is the use of the rheme at the first clause that becomes the following subsequent theme. The example of linear theme is as follow:

Table 3
Example of Linear Theme in Clauses

Theme	Rheme
One of the biggest natural disaster	is earthquake
An earthquake	can impact a great damage
The damage	effects some aspects such as economic, social life, etc.
Those aspects	are very essential for human-life

c.   Split Rheme

Belmonte and McCabe (1998) states that split rheme is set up when rheme at the first clause is divided into two or more parts, it can be the theme at following clauses. Bloor and Bloor (2004: 89) states that split rheme is a development of rheme that has many important informations which can be used as next themes in subsequent clauses. Paltridge, (2006: 150) defines split rheme is a construction of a clause when a rheme of the first clause contains more than one ideas and it can be developed in some subsequent clauses.

According to the definition above, the writer concludes that split rheme is the use of the rheme of the first clause that contains more than one topics or ideas and it is developed as the subsequent theme at the following cluases. The example of split rheme is as follow:

Table 4

Example of Split Rheme in Clauses

Theme	Rheme
When Japanese people	write their language
They	use a combination of two separate alphabets as well as ideograms borrowed by Chinese.
The two alphabets	are called hiragana and katakana.
The Chinese ideograms	are called kanji.
Hiragana	represents the 46 basic sounds that are made in the Japanese language.
Katakana	represents the same sounds as hiragana.
But (katakana)	is used mainly for words borrowed from foreign languages and for sound effects.
Kanji	are used to communicate an idea rather than a sound.

Taken from Nesbiit et al, 1990 in Paltridge (2006:150)

STEPS OF WRITING PROCESS

Oshima and Hogue (1998: 3-12) defines the steps of writing started from prewriting. It means a writer can write any ideas of a topic. The next step is to make an outline of those ideas so that the ideas can be organized well. After that, next step is trying to write down a text. The text must be revised first then a writer can do proofreading. Finally, the last step is rewrite down the text into a final copy of text.

In addition, Harmer (2004: 103) states that the process of writing consist of:

a. Prewriting

Prewriting is a beginning process to select the topic, generating ideas, and gathering data.

b. Drafting

Drafting is a process to arrange the ideas.

c. Editing

Editing is a process to write down whole ideas into paragraphs, then the next step is to edit the text including its organization, vocabularies, grammar, spelling, and punctuation.

d. Final version

Final version is the last step that requires a writer to rewrite a text. After it is completed, the text can be published.

RESEARCH DESIGN

The writer used quasi experimental design. "Quasi experimental research does not include the use of random assignment. Researchers who employ these designs rely instead on other techniques to control (or at least reduce) threats to internal validity" (Fraenkel, Wallen and Hyun, 2012: 271). Cresswel (2012: 309) also defines that quasi-experimental research includes assigments the groups non-randomly because the writer may not be able to create the group. It is related with a fact that the school only gives two classes, so the writer is not able to conduct random assignment.

The writer has determined that the research is quantitative and uses a quasi-experimental research design. The experimental research design can be drawn as follow:

Table 6
A Quasi Experimental Design:
The Matching-Only Pretest-Posttest Control Group Design

Treatment Group	M	O1	X	O2
Control Group	M	O3	C	O4

Taken from Fraenkel and Wallen (2012: 275)

From the design above, there are two groups, the experimental and control group. In the beginning, the experimental or treatment group was given a pre-test (O1). The pre-test was given before treatment and it was provided to measure students' basic writinf achievement. After doing pre-test, the experimental group received a treatment (X) by using thematic progression patterns as writing strategy. The treatment was only given to the experimental group. After that, post test (O2) was given to get the students' final result.

The second group is control group. In the beginning, a pre-test (O3) was given to control group to get the students' writing basic achievement. Then, the control group had done learning process without using thematic progression patterns as writing strategy (C). After that, the control group was given a post-test (O4) to get the students' final result.

Population and sample

The writer has taken the eleventh grade students of SMAN 6 Kota Cirebon as the population with 315 students. It consists of nine classes, from XI IPA 1 to XI IPA 4 and XI IPS 1 to XI IPS 5. This study used two classes as the sample. The sample was divided into two groups consisting 32 students in each group. The class XI IPS 1 was the experimental group and X1 IPS 5 was the control group.

DATA ANALYSIS

After conducting pretest, teaching learning process, posttest, and observation, the writer analyzed data of the result by applying following procedures:

1. Data Analysis of Pretest and Posttest

After the students did the pretest, treatments, and posttest, the result of gain score of the pretest in the experimental class showed the 50 gain score which was achieved by the student 11 as the highest, and the lowest was 0 which was achieved by the student 4. It means that mostly there was high improvement of students' scores from pretest to posttest.

2. Data Analysis of Observation

The observation was aimed to find out students' activities during the implementation of thematic progression patterns as strategy in writing. The observation also found out the advantages of thematic progression patterns that relates with students activities including students' perception, motivation, difficulties, and easiness. The four stages of writing process based on Harmer (2004) was used to interpret the data of observation. The result of the data are as follow:

a. Planning

In the planning process, there were five students' activities. The result is as table below :

1) To Enhance Students' Motivation

The English teacher assumed that thematic progression patterns as writing strategy could enhance students' motivation in hortatory exposition text. It helped students to keep the good content and organization of a text. Thus, students found easiness in writing paragraph even a text. It was proved by most students could make good thesis as the first paragraph by using split rheme. The students' thesis connected with their

sequence arguments. Students stated there are three arguments, then they could make three sequence paragpah of their arguments. In other hand, students could use constant theme and linear theme to make a paragraph easily. They just focused on ideas, then relate each sentences by the subject and object of the sentences. It gave them an easiness in writing paragraph. So, three types of thematic progression motivated students to write paragraph and text easily.

2)   Involving Discussion in the Classroom

The English teacher agreed that thematic progression patterns as writing strategy could create discussion enviroment. The students shared and discussed their ideas as arguments about topic. They also dicussed actively to give the reason based on their opinion or arguments. Moreover, students discussed to make good outline that related with using split rheme as a thesis of horattory exposition text. In the third meeting, students just asked to their friends in limited time to generate ideas and make outline. They worked hardly individually to create their own text to keep the originality.

3)   Stimulating Students to be Active

The English teacher declared that the students be more active during the activity since the students were involved actively to analyze and practiced each types of thematic progression patterns. Since hortatory exposition is an argumentative text, the students were asked actively to give their arguments and reason about topic. In their groups, there were differences point of view of topic, it made they actively paticipated in arguing or even asked the researcher to make sure the answer. In other hand, students were curious to create good paragraph in easy way using thematic progression so they practiced it actively and asked the researcher to find out the right way to make good paragparh. The researcher drilled students to practice each types of thematic progression patterns into three paragraphs then unite it into a text.

4)   Understanding the Target Language

The English teacher assumed that the lesson plan that conducted by researcher helped students to understand and practice the generic structure, language features and writing process in learning activity. Thematic progression patterns as the strategy could give deeper understanding to create good generic structure started from thesis, arguments, and recommendation. Before practicing to conduct paragraph, students were drilled to brainstorm their ideas and make outline of it. Students were drilled to make each point of the generic structure using correct language features by using each thematic progression patterns. It means that students were drilled step by step involving writing process but keep the correct rule of language features. Those activities were set using three phase technique in teaching namely exploration, elaboration, and confirmation.

5)   Student's Perception using Thematic Progression Patterns

The English teacher stated that thematic progression patterns was very interesting and heplful strategy in writing. It was proved by students who could define and analyze thematic progression patterns easily in each examples that provided by researcher. The English teacher assumed that students were very interested to use thematic progression. It was proved in the third meeting. The students actively practiced to write in correct organization and good idea. In the movement from each types of thematic progression patterns, they could teach their friends who got confused in developing

paragraph and all of students could create a text in effective time.

b. Drafting

In the drafting process, there were four students' activities:

1) Understanding Writing Instructions

The English teacher assumed that the students understood the writing instructions. It was happened because the writing instructions was clear and providing sequence steps in doing writing as writing process started from planning, drafting, editing and final writing. In addition, the researcher was very helpful. The researcher guided and explained students who got confused and difficulities in practicing writing using thematic progression patterns. Thus, the students could finished their work and achieved the goal of the lesson.

2) Using Thematic Progression Patterns

The English teacher revealed that students used thematic progression patterns as writing strategy. It was reflected by the students' activities in the second and third meeting. After making outline, students were drilled to develop each arguments in the outline by using three types of thematic progression one by one. They could easily develop good cohesion and coherence in paragraphs. Using thematic progression was not only keep students' cohesion and coherence in writing paragraphs but also assisted students to keep correct generic structure of hortatory exposition text (thesis, arguments, and recommendation).

3) Inspiring Students to Write

The English teacher declared that thematic progression patterns inspired students to write. The reason was students' difference enthusiasm in writing. Before students understand thematic progression patterns as writing strategy, most of students assume that writing is difficult to do and the teacher also has no appropriate strategy in teaching writing. Students had limited vocabulary and they did not know how to develop ideas, manage ideas and construct it into a cohesive and coherent text. But students could know and practiced well to develop, manage, and construct ideas after knowing and having experience to practice thematic progression patterns. Students did not need to seek various vocabularies to make paragraph. They could use the last word or phrase of previous sentence to be the next subject of the following sentence. It was easier way to make good content of paragraph with coherence and cohesion. Even they could use the last word or phrase of a sentence to be a sequence of ideas. It was like in thesis statement of a text which is used split rheme.

4) Discussing the Writing

The English teacher assumed that before practicing to develop paragraphs using thematic progression patterns, students disscused their ideas with their friends then they develop it together into paragraphs. This activity showed that students discuss each other to make best paragraph using thematic progression. The difference was happened in the third meeting. It was happened because in the third meeting researcher focused on drilling individual parctice to prepare students to do individual test in posttest.

c. Editing

The English teacher stated that the lesson plan has writing process. It means that the process of editing was conducted. But it did not conduct in the second meeting because the task was in group and only developing paragraph meanwhile it was set in the third meeting by the researcher. In the third meeting, after writing their text, students were asked to discuss to do proofreading with their friends. It aimed to edit students' text including the content, vocabulary,

grammar, mechanic and organization. Then, students edited their text after having comment by their friends. This step was very important to check students understanding about the writing task and preparing the final text writing before it was submitted. The weakness of this step was there was no longer time to do proofreading and editing.

d. Final Writing

The English teacher assumed that students only do writing final copy in the third meeting. After doing whole process of writing, the students submit their own hortatory exposition text which is used thematic progrression patterns as strategy. Then they submit it into the researcher.

Based on the finding and interpretations above, it can be concluded that students showed effective activity in learning hortatory exposition text by using thematic progression patterns strategy. The different activity between the second and third meeting was the students's aim activity. The second meeting focused on teaching students by using writing process, stimulating students' argument and early explanation of thematic progression patterns. While the third meeting focused on drilling students in conducting text by implementing thematic progression patterns and using writing process in a text.

RESULTS

The first objective of this study was to find out whether thematic progression patterns strategy is effective in teaching hortatory exposition text to the eleventh grade of senior high school. The writer has done sequence procedures to obtain the data of students' pretest and posttest. The procedures were conducting pretest to the exeperimental and control class, giving treatment, and the last was conducting posttest.

The writer has done treatment for three meetings in the experimental class. The first meeting focused on learning hortatory exposition text and the process of writing. The second and the third meeting focused on using thematic progression patterns as writing strategy in learning activity. After conducting the treatment, the writer provided posttest to both classes. Then, the writer calculated and computed the result of pretest and posttest in both classes.

There were 32 students who were involved in the pretest in both classes. The pretest average score in the experimental class was 49,09 while in the control class was 51,34. The posttest average score in the exprimental class was 76,16 while in the control class was 70,09. The sum of gain score in the experimental class was 29255, while in the control class was 15724. The mean of difference in the experimental class was 27,06, while in the control class was 18,75. The degree of freedom in this study was 62. The standard deviation in experimental class was 13,49, while the control class was 11,82. The standadr error in experimental class was 2,42, while the control class was 2,12. By attempting significant of standard 0,05 (5%), the $t_{account}$ was 2,58 while t_{table} was 1,998. It showed that $t_{account}$ was higher than t_{table}, so the H_1 is accepted. Based on the finding of test result, it can be concluded that the implementation thematic progression patterns strategy in teaching writing hortatory exposition text is effective.

The result or findings of this study is in line with Farikah (2012) who states that implementing thematic progression in a writing class is effective. Moreover, a blended strategy such as using thematic progression in cooperative learning method can be vey useful. In addition, Farikah (2014) also states the thematic progression patterns that is combined

with Jingle Button Technique is effective to improve students writing skill.

The effectivenes of thematic progression patterns as writing strategy give some advantages. The first is students could write in good organization. The use of split rheme was very helpful to make good thesis statement. Mostly, students ignore to reveal ideas in thesis statement. It is different after they were drilled to use split rheme and reveal main point of their ideas in thesis statement. The ideas will be develop by following paragraph as their arguments.

The second advantage is thematic progression patterns could keep coherence and cohesion on a text. By using thematic progression, students could develop a paragraph or even a text easily by correlating each subject and object and convert it using appropriate noun or pronoun in each clause.

The third advantage is thematic progression could help students to develop text even they have no advanced vocabulary. Students nedd to focus to use each subject or object to create new subject of following sentences. they could covert it by using noun or pronoun. It means that even they have limited vocabulary, but grammatically their clause is correct.

In accordance with Rakhman (2013) who states that by using thematic progression in a text, despite the incorrect grammar, students can keep coherent and cohesive text.

English teacher also argued that thematic progression is very helpful strategy in teaching writing. It is line with Yan (2015) who states that thematic progression patterns provides amount of teaching writing implication, teacher could utilize it to teach writing class. In teaching writing, teachers often ignore the main aspect of writing such as developing cohesion and coherence in a text. Thus, thematic progression patterns can be implemented as writing strategy in teaching each genres of text. Those are the discussion to the first objective of this study.

The second objective of this study was to find out students' activities in learning writing hortatory exposition text by using thematic progression as writing strategy. The writer used observation to this second objective. The English teacher of SMAN 6 Kota Cirebon took part to be an observer. The observation's aspect is modified from Harmer (2004), there were four steps in writing process namely planning, drafting, editing, and final writing.

Based on the observation, students performed effective activity. First, in planning, students could follow the main goal which is to stimulate effective environment in classroom, to stimulate them to argue and deliver their opinion, to make them understand about the generic structure and language features of hortatory exposition text, and to motivate them that writing is not as hard as task as their think before. This step is conducted as exploration phase. Second, in drafting, students could brainstorm ideas and manage it into an outline by discussing and guiding from teacher. This step is conducted as elaboration phase. Then, the third stage is editing. Students are asked to edit their text, but the meeting has no longer time. Thus, students do editing in simple way such as checking their grammar, punctuation, etc. The last step is final writing. students rewrite what they have checked in their writing. The third and fourth step is conducted as confirmation phase.

Nation (2009: 115) points out that the writing process is important thing to achieve the goal of learning process because the goal is not only measure the succesfull of what students have produced but also how they have produced the writing. It is line with what the writer has implemented. Students are

drilled in process, not only forced to make good result.

Those activities have good impact for students' writing skill. The result of posttest is proved by the increasing students' writing score. Jing (2015) points out that the drilling activity must be done well to help students to be aware to create flow informations. Yang (2008) also states that drilling students in a large class need more teacher's effort to patrol students to ensure their understanding. The purpose of drilling was to keep cohesion and coherence in text. It is needed to make the reader easily understand the message of a text.

CONCLUSIONS

Based on the analyzing of test analysis from the pretest and posttest in the exeperimental class, the implementation of thematic progression patterns strategy in teaching writing hortatory exposition text was effective. It can be shown by the comparing result of pretest and posttest of exeperimental class. The average of pretest was 49,09 while the average of posttest was 76,16. It means that the students' writing ability in posttest was improved than the pretest result after using thematic progression patterns as writing strategy. In addition, the comparing $t_{account}$ 2,58 and t_{table} 1,998 also prove the fact that thematic progression patters strategy was effective since $t_{account}$ was higher than t_{table}. The result was effective because thematic progression patterns strategy can be used for the students to develop paragraph and text with keep the cohesion and coherence. Those aspects are very important to write a good text.

Based on the observation of students' activities during the implementation of thematic progression patterns strategy in teaching writing hortatory exposition text, it can be concluded that students could follow teaching learning activity succesfully.

Students could follow the instruction to implement writing process and using thematic progression patterns as writing strategy. Students were motivated and interested in learning writing using thematic progression paterns strategy. It means that there was effective learning activities for writing class. It was because of thematic prgression patterns could help them to develop ideas while the use of the writing process which is started from planning, drafting, editing, and final writing assisted them to manage ideas. In addition, students were active to give and respond any opinion during the discussion in the classroom. Furthermore, there were advantages of using thematic progression patterns as writing strategy. Students could use thematic progression patterns to keep cohesion and coherence in a text. Automatically, if students could keep cohesion and coherence in a text, they could write a good organization of text. They also could develop ideas even they have lack vocabulary because thematic progression could help them to make sentences by using the relation between beginning and following information of a sentence or clause.

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