

# JEPAL

Journal of English Pedagogy and Applied Linguistics

<https://ejournal.masoemiversity.ac.id/jepal/index.php/englishpedagogy>

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## INDONESIAN LANGUAGE IMPORTANT BUT UNDERVALUED AT HOME: THEME AND THEMATIC PROGRESSION ANALYSIS

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**Abstract:** A text's cohesion can be seen through the thematic progression used in the text itself. Thematic progression patterns can be divided into three patterns, namely zigzag theme patterns, reiteration theme patterns, and multiple theme patterns. This research aims to analyze the thematic progression patterns in an article in The Magdalene Online Magazine. The researchers have chosen an article entitled "Indonesian Language Important but Undervalued at Home" in the Magdalene online magazine. This research used a descriptive qualitative approach. The researchers found there are sixteen zigzag theme patterns and four reiteration theme patterns in the article. The multiple theme patterns were not found in the article. The writer of the article used the zigzag thematic pattern to make cohesion in a text and introduces new information of a text, the reiteration theme pattern used when the writer tries to focus the reader about the thing that is being discussed, and the multiple theme pattern is not used because the writer does not make a Rheme becomes a number of different pieces of information in another Theme on the text.

**Keywords:** systemic functional linguistics, thematic progression, an online magazine.

### INTRODUCTION

Indonesia is one of the countries that does not use English in daily communication. English is taught as a foreign language in Indonesia. That means English is taught as a subject in schools with the aim of basic communication and mastering the standard competence in the curriculum. Mattarima & Hamdan (2011) state that the competence standards in the English curriculum are speaking, listening, reading, and writing. Speaking and listening come naturally unless one born deaf. Reading and writing are usually taught, the process of education is the most important step in reading and writing (Halliday, 1985 cited in Emilia, 2014). Writing is about how the writers deliver the idea through a text and it can be understood by the readers. Pangestu *et al.* (2019) also stated that in writing the authors can express many ideas in mind that have purpose and easier to understand. According to Langan (2005), writing may be used as a means of communication. Writers should be able to organize

expression in a text to make the point precisely. Therefore, a text should follow the grammatical rules and the text should be coherent, so that the sentences in the text linkage each other and have a clear flow. Wang (2010) cited in Yunita (2018) state thematic progression will be very useful in helping writers communicate their ideas successfully. Syharizal, *et al.* (2018) also state that effective text is an appropriate text for the delivery of information. The text can be more efficient if use theme or rheme on thematic progression. It is very important to set a theme and rheme to deliver good text. The writers can manage information in the text by using a theme and rheme. Besides that, themes and rhemes are also can be used for interpreting and creating a text.

There are some researchers who researched thematic progression. Gunawan & Aziza (2017) researched to investigate the choice of theme and thematic progression deployed in one of the considerably best undergraduate theses in a university in Indonesia. They found that in developing semantic waves in the thesis, the theme reiteration patterns are the most frequently used. Meanwhile, Al-Bazzaz & Al-Shajlawi (2018) conducted a research to investigates the use of thematic progression in scientific articles written by Iraqi EFL learners of English language. The result of their research indicates that the zigzag theme pattern is the most commonly used by the Iraqi EFL learners of English language.

Syharizal *et al.* (2018) who analyzed the thematic progression in students writing found that the zigzag theme patterns are mostly used by the students. The other research about the theme and thematic progression is analyzed by Yunita (2018). The Data of that research are students recount text. The findings of her analysis are; students use the repetition pattern to concentrate on the text by referencing the same item as Themes; the zigzag pattern used by students to incorporate new knowledge from the Rheme, and students using the multiple patterns demonstrate that students create texts well in keeping with the previous strategy before writing certain ideas in the text. Sopian (2017) discussed an alternative approach to writing teaching. The students were advised by the teacher to understand how theme and rheme can form a text and to recognize the thematic progression form in a text. Tourism Students are the object of this study. They have been given pre- and post-teaching to see whether there are differences in terms of text development, paragraph coherence, paragraph structure, thematic progress, and focus of the text. The findings of his research show that more complex and coherent paragraphs can be managed by students. The theme-rheme and thematic progression concepts made them to extend their ideas into longer texts.

Sujatna *et al* (2018) researched thematic progression in an advertorial. They analyzed the thematic progression on higher education both in English and Bahasa Indonesia advertorials. On the result, they found that the thematic progression in English and Bahasa Indonesia advertorials has a different pattern. In the Bahasa Indonesia advertorial, the dominant thematic progression is zigzag patterns. Meanwhile, the dominant one found in English advertorial for higher education is the reiteration theme pattern. The research about thematic progression in the texts of the opinion section of *The Jakarta Post* conducted by Marfuaty & Wahyudi (2015). They found that the most frequent type of thematic progression patterns is the zigzag theme pattern. Alwasilah *et al.* (2019) conducted the research entitled Theme and Thematic Progression in Bandung Promotion. Their research aims to find out what types of theme used in an article and to understand how the thematic progression works on the official website of Indonesia Tourism. They found that the clauses in the article have a preference for the unmarked theme and multiple themes on the thematic progression.

Another research is conducted by Nugraha *et al.* (2019), they focus on analyzing the type of theme and the thematic progression in some different promotion texts on the Indonesia Tourism official website. They found the theme progressions that commonly appear are reiteration and zigzag pattern while multiple themes are rarely used in the tourism promotion texts.

Based on the previous research above, this research also aimed to analyze the thematic progression pattern in a text but the object of this research is different from the researches that have been discussed before. This research analyzes one of the articles in the magazine. Although English is not *lingua franca* in Indonesia, there is a magazine that provides articles in English, namely Magdelene Magazine. Some articles in this magazine are written in English by Indonesians. The writers who provide the content in the magazine should have a good writing skill that is making a coherent text so that the flow of the ideas can be delivered well to the readers. The text is analyzed using thematic progression theory. There are four reasons why thematic progression makes analysis reasonable. First, the coordinate concept where new information is communicated in the context is used in thematic progression. Second, the development of the text is represented in thematic progression. Third, the texts logically and coherently arranged in thematic progress. Fourth, it is used to enhance students' ability to read and construct longer texts (Hutchin, 1987; Grabe & Kaplan, 1996; Butt, Feez, Spinks, & Yallop, 2000; Emilia, 2014 cited in Yunita, 2018).

Magdelene Magazine is an online publication that provides unique insights beyond traditional gender and ethnic borders. Magdalene magazine is one of the popular magazines. It can be seen from the Magdalene official Twitter account that has been verified by Twitter and has 67,900 followers. An article entitled "Indonesian Language Important but Undervalued at Home" is chosen to be the data of this research because of two reasons. First, it is on the Top 3 weekly articles of Magdelene Magazine. Second, the topic of the article is interesting because it talks about the Indonesian language which is undervalued at home. Based on the elaboration above, this research aims to analyze the Thematic Progression pattern in the article entitled "Indonesian Language Important but Undervalued at Home."

## **LITERATURE REVIEW**

Theme and Rheme are an element that can be used to analyze the text. Sujatna (2013) says that Theme and Rheme help to understand how information is expressed in the clauses. According to Halliday and Matthiessen cited in Emilia (2014), Theme is an item that acts as the starting point for a statement that defines and orients a clause within its context. Meanwhile, Rheme is defined as the remainder of the clause in which the Theme is developed or the remainder of the message in the clause. Syharizal *et al.* (2018) discuss that The theme is the first feature that appears at the beginning of the clause used as a symbol to the listener or reader of a message to be communicated by the speaker or author, and Theme is not the subject of a sentence. Themes may be made up of nominal groups, verbal groups, adverb groups, prepositional phrases, or dependent clauses. Rheme is a different piece of information from "the rest of the clause." Rheme will pass backwards and forwards by extracting information that was not previously usable. Usually, Rheme has new information. New information is knowledge that the author believes the reader does not know, but an argument needs to be made to follow the development of the text.

According to Emilia (2014), Themes are divided into three types. It's a topical theme, an interpersonal theme, and a textual theme. The topical theme is the first element of the clause that expresses its meaning. The topical theme is divided into marked and unmarked. The marked theme as the unusual and uncommon one expected to find the theme to attract attention (Gerot and Wignell (1994) in Nugraha *et al.* (2019). Meanwhile, According to (Halliday & Matthiessen (2004), the unmarked theme is the theme whose role in the clause can be as Subject in a declarative clause, WH word in WH-interrogative clause, finite in Yes/No interrogative clause, and predicator in an imperative clause. Based on William (1993) as cited by Emilia (2014), The interpersonal theme is often used to indicate the personal judgment of the author as to the meaning. The last type of theme is the textual theme. According to Sujatna as cited in Alwasilah *et al.* (2019), the Textual theme is constructed by continuatives, conjunctive adjunct, and/or conjunction.

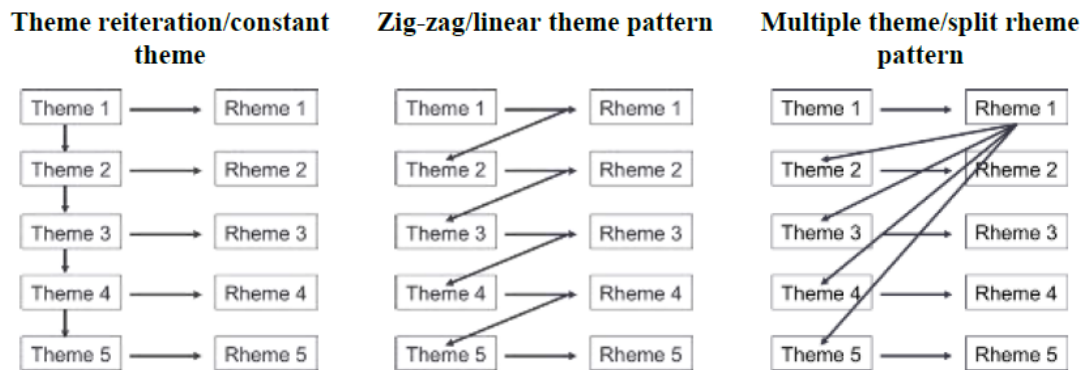
The progress of the information in the clause can be shown by the relationship between the theme and the rheme (Rosa, 2013). According to Farrokhi & Khalili (2016), the thematic structure of each sentence is related to the theme (or rheme) of the sentences preceding or accompanying it in a traceable manner. This ability of the sentence theme to affect and be affected by the themes (or rhemes) of adjacent sentences is assumed to add to the cohesion and coherence (texture) of the text. According to Eggins (1994) cited in Nugraha *et al.* (2019), the identified theme then be drawn the link to get the pattern of thematic progression of the clauses in the articles, whether the pattern is Reiteration thematic progression Zigzag pattern/linear thematic progression or multiple thematic progression.

Thematic progression concerns the ways the texts develop the ideas they present (Linda, 2013). In order to make writing to be successful, coherent, and cohesive are two important aspects of writing (Harmer, 2007; McCarthy, 2000). A coherent text can be seen in the Thematic Progression, in which the texts develop the ideas that they present. (Emilia, 2014). Thematic progression refers to how to take up the theme of a clause or to repeat the meaning of a previous Theme or Rheme. This is the key way the flow of information is generated in the text (Paltridge, 2012 cited in Alwasilah *et al.*, 2019). Sujatna (2013) also states as a paragraph, the relation of one clause to another should be tied up. It could be seen from the thematic progression of the paragraph. Thematic progression refers to the manner in which concepts communicate to one another and to Rhemes in order to ensure consistency of discourse and to organize the text (Jing, 2015).

Fries (1995) and Eggins (1994) as cited by Emilia (2014) classify thematic progression into three patterns include the reiteration theme pattern, the zigzag theme pattern, and the multiple theme pattern. Dou & Zhao (2018) defined the reiteration theme is the theme in the first clause which is introduced from various perspectives and is the center of the following clauses. Eggins (2004) as cited in Alwasilah *et al.* (2019) states that repetition is an effective way to create an element. Meanwhile, The zigzag pattern according to Emilia (2014) can be defined as the content of the second sentence theme, or the clause is derived from the content of the previous theme. The last classification is the multiple theme pattern. It occurs if a Rheme may contains a variety of various pieces of information, each of which can be used as a Theme in a variety of corresponding clauses, it is called the multiple theme pattern (Sopian, 2017).

The zigzag theme pattern, the reiteration theme pattern, and the multiple theme pattern illustrated by Martin and Rother in Paltridge (2000) as cited in Sopian (2017) is presented in Figure 1.

Figure 1. Thematic Progression Pattern



## METHOD

The descriptive qualitative approach is used in this research. According to Fraenkell *et al.* (2012), the research studies that investigate the quality of relationship, activities, situations, or material is called qualitative research. The researchers interpreted the data descriptively and summarized the findings in the form of a word description. Bogdan and Taylor in Moleong (2004) note that the researchers' data in descriptive qualitative analysis are in the form of oral or written words.

The document is the instrument used in this research. Documents consist of public and private documents collected by observational analysts on the web or study subjects, which can contain newspapers, minutes of sessions, personal notes, and letters (Creswell, 2012). The data sources of this research are the articles in an online magazine named Magdalene Magazine. The content of the articles is analyzed based on theme and thematic progression pattern theory.

There are several steps to get the result in this research. Firstly, researchers chose an article in English on Magdalene Magazine based on TOP three weekly articles with 'language' as a tag of the article. After that, the researchers analyzed the Marked and Unmarked themes in every sentence. Then, the researchers tried to find out the Thematic Progression in the text. Finally, the researchers provide the result and discussion of the analysis.

## FINDINGS AND DISCUSSION

The article on Magdalene online magazine entitled "Indonesian Language Important but Undervalued at Home" consists of eight paragraphs. From the eight paragraphs, there are seventeen marked themes and eighteen unmarked themes. The thematic progressions that were found in this article are sixteen zigzag theme patterns and four reiteration theme patterns. The multiple theme pattern was not found in this article. The discussion of the findings is shown below.

### The analysis of Theme

Table 1. Unmarked theme analysis

Language	is a means of communication.
<b>Unmarked Theme</b>	<b>Rheme</b>

Table 1 shows the unmarked theme because the role of the themes in the clause is to be Subject in a declarative clause.

**Table 2. Marked theme analysis**

But our society	doesn't seem to value the Indonesian language much.
<b>Marked Theme</b>	<b>Rheme</b>

Table 2 shows the example of the marked theme, in which the theme is a conjunction and the theme is unusual and uncommon expected to find as the theme to attract attention.

### The Analysis of Thematic Progression

**Table 3. Thematic Progression Paragraph 1**

Theme	Rheme
Language	is a means of communication.
That	was what I learned in college.
Humans	use it to express their feelings, emotions, and ideas.
There	are so many languages in this world
and every language	has its own history and uniqueness.
Theme 1 →	Rheme 1
Theme 2 ↙ →	Rheme 2
Theme 3 →	Rheme 3
Theme 4 →	Rheme 4
Theme 5 ↙ →	Rheme 5

Paragraph 1 consists of five sentences. There are two zigzag theme patterns in the paragraph. Theme 2 derives from Rheme 1. The writer introduces new information of *communication* which is the Rheme 1 on the text. The other zigzag theme pattern in this paragraph is found in Theme 5 that derives from the Rheme 4. Rheme 4 is *language* and the more information of language contains in Theme 5. The other zigzag theme pattern used by the writer on paragraph 2 is discussed below.

**Table 4. Thematic Progression Paragraph 2**

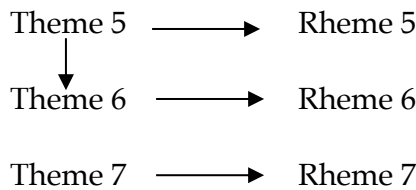
Theme	Rheme
In Indonesia	students' scores in the National Examination have shown poor results in the subject of Indonesian language.
While it	is not a really good parameter.
According to the headfoundation.org in their article "Education in Indonesia:	suggestedthat the ability of average Indonesian adults to understand and make use of written information was low.

Literacy is the Key to Learning”	
the ability of average Indonesian adults to understand and make use of written information	was low
It	also means that our reading skill is low.
Reading skill	is crucial in learning process and in absorbing new knowledge from written material.
Theme 1	→ Rheme 1
Theme 2	← Rheme 1
Theme 2	→ Rheme 2
Theme 3	→ Rheme 3
Theme 4	← Rheme 3
Theme 4	→ Rheme 4
Theme 5	← Rheme 4
Theme 5	→ Rheme 5
Theme 6	← Rheme 5
Theme 6	→ Rheme 6

This paragraph consists of six sentences. There are four zigzag theme patterns in this paragraph. The content of the Theme 2 derives from the Rheme 1, the writer gives new information of the Rheme 1 that is *the National Examination*. The content of Theme 4 derives from Rheme 3. The Rheme 4 which is *the ability of average Indonesian adults* becomes Theme 5. *Reading skill* is the content of theme 6, it is derived from the Rheme 5. These zigzag patterns in this text achieve text cohesion and introduce new text information. By using a zigzag theme pattern, the writer has made cohesion in the paragraph because it has developed Rheme into a Theme in the next sentence. Yunita (2018) in her research states by using a zigzag theme pattern, the author has made cohesion in the paragraph by developing Rheme into a theme in the next sentence.

**Table 5. Thematic Progression Paragraph 3**

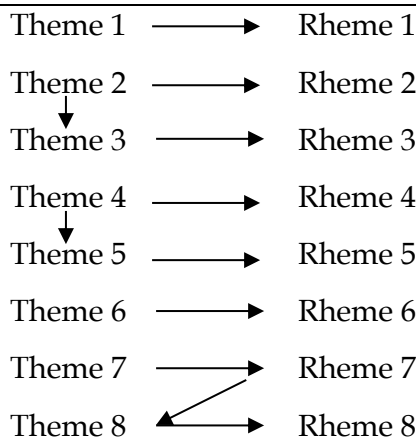
Theme	Rheme
Poor reading skill	is linked to the low interest in reading of our society as well as access to books.
Children	in rural areas have difficulty accessing books.
While we	can get text books in school
other types of books	are harder to find
If we	can't buy it,
we	have to borrow from a library.
Many rural areas	have no library.
Theme 1	→ Rheme 1
Theme 2	→ Rheme 2
Theme 3	→ Rheme 3
Theme 4	← Rheme 3



There are seven sentences in paragraph 3. The paragraph consists of one zigzag theme pattern and one reiteration theme pattern. *Books* which is the content of Theme 4 derives from Rheme 3. Since the Theme derives from the Rheme, it is called a zigzag theme pattern. The reiteration theme progression is also found on theme 5 to theme 6. It repeats the theme 'We' to focus the reader about the thing that is being discussed. Syharizal *et al.* (2018) state the reiteration theme pattern use to repeating themes in the previous clause by repeating themes in the previous clause.

**Table 6. Thematic Progression Paragraph 4**

Theme	Rheme
My elementary school library	was rarely open
when I	was young
I	once started reading a book about smallpox
but the next time	the library opened again
I	could no longer find that book.
I	realized how having books to read is a privilege
when in college	my friends reminisced about how their parents subscribed to Majalah Bobo.
It	made me think of how I used to get Majalah Bobo from the pile of used newspapers and magazines that my mother bought.

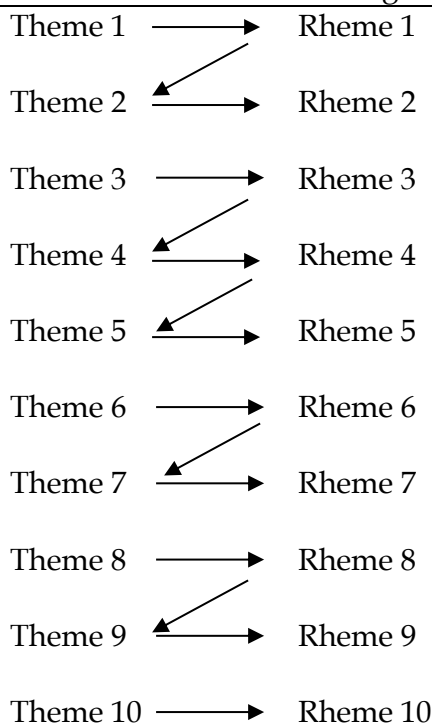


Paragraph 4 consists of eight sentences. The researchers found two kinds of thematic progression patterns which are one zigzag theme pattern and two reiteration theme patterns. The zigzag theme pattern since the content of Theme 8 derives from the Rheme 7 which is *my friends reminisced about how their parents subscribed to Majalah Bobo*. It achieves cohesion in a text since introduces new information of a text. It is in line with Emilia (2014) who states zigzag theme pattern can be defined as the content of the second sentence theme or as a clause derived from the content of the previous rheme. The reiteration theme progression is also found on Theme 2 to Theme 3 and Theme 4 to Theme 5. The Theme *I* is also the Theme for the following sentences. By repeating the

word 'I' four times in Theme, the writer has the ability to focus the reader on the thing that is being discussed. This was also discovered by Gunawan & Aziza (2017) and Yunita (2018) in their research.

**Table 7. Thematic Progression Paragraph 5**

Theme	Rheme
While some cities and towns	already have public libraries
they	are mostly underfunded
We	also have a national digital library app
that	can be downloaded from Play Store iPusnas
but the app	still has so many flaws
Of course there	is the internet
but there	is so much misleading information and hoax on it
The old proverb	says: "Buku adalah jendela dunia" (book is a window to the world)
and it	is so true
Books	can give us a lot of knowledge and widen our horizon



Paragraph 5 consists of ten sentences. Five zigzag theme pattern is found in this paragraph. *Public libraries* is the content of Rheme 2 which is given new information of the Theme 1, the content of the Theme 4 derives from the Rheme 3, *library app*. The content of the Theme 5 derives from the Rheme 5, the content of Theme 7 derives from Theme 6, *the internet*. Lastly, the content of the Theme 9 derives from Rheme 8. Yunita (2018) found 19.84 percent of her study to use zigzag theme patterns and said that this indicates that students have succeeded in improving the continuity of the texts by the incorporation of new knowledge by transferring the Rheme to become the subject of the

next section. Thus, the five zigzag theme patterns of ten sentences found in this paragraph achieve cohesion as the use of zigzag theme patterns reaches 50%. The writer still maintains cohesion in this paragraph by developing a Rheme into a Theme.

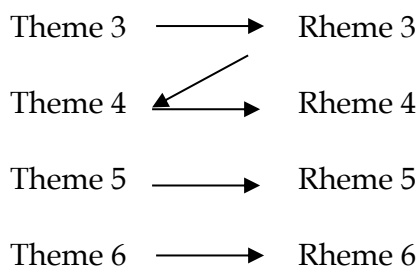
**Table 8. Thematic Progression Paragraph 6**

Theme	Rheme
But our society	doesn't seem to value the Indonesian language much
They	think science, math, and foreign languages are far more important than their own
In reality, Indonesian language	is the lingua franca of our country;
a language	that is used as a common language between people who speak different native languages
Theme 1 →	Rheme 1
↓	
Theme 2 →	Rheme 2
↙	
Theme 3 →	Rheme 3
↙	
Theme 4 →	Rheme 4

There are four sentences in this paragraph. Two zigzag theme patterns and one reiteration theme pattern found in this paragraph. The zigzag patterns are shown in Theme 3, *Indonesian language* that derives from Rheme 1, and Theme 4, *a language* that derives from Rheme 3. The reiteration also found on theme 1 to theme 2. The writer tries to focus the reader on the thing that is being discussed.

**Table 9. Thematic Progression Paragraph 7**

Theme	Rheme
In high school,	I never anyone who cried over a low score in an Indonesian language exam
In college, people who choose language or literature as their major	are classified belonging to the second-class society
People who choose engineering or medicine majors	are the first-class society – stereotyped as smarter and have more chance to succeed than the language and literature major
This people	is not true of course just have different dreams and interests.
Whatever major you choose in college	should not define who you are.
Theme 1 →	Rheme 1
Theme 2 →	Rheme 2



From the six sentences in this paragraph, there is one zigzag theme pattern. It is shown in Theme 4 that derives from the Rheme 3. In this paragraph, the writer gave different points to be discussed in every sentence but the writer still tries to attempt to consistently focus on elaborating the information and providing a logical connection.

**Table 10. Thematic Progression Paragraph 8**

Theme	Rheme
I	hope someday children in the rural areas will have easy access to books
and that our society	will give more attention to language studies, especially the Indonesian language
Hopefully, then, there	will be more people who as passionate about the Indonesian language as Ivan Lanin.
Theme 1 —————>	Rheme 1
Theme 2 —————>	Rheme 2
Theme 3 —————>	Rheme 3

In the last paragraph in this text, the thematic progression is not found. This paragraph contains the conclusion of the text, and the writer gave three different points in this paragraph.

Based on the analysis above, the zigzag theme patterns are the thematic progression that are mostly used by the writer. That means that the writer has made the text more coherent since the writer makes flow to give new information by shifting the Rheme to become a Theme. The reiteration theme patterns are used by the writer to focus the reader about the thing that is being discussed. The multiple theme pattern was not found in the text because the writer does not make the Rheme become a number of different pieces of information in another Theme on the text.

Different from research conducted by Gunawan & Aziza (2017) that found that the reiteration theme pattern is a type of thematic progression that is mostly used by the writer, this study found that the writer dominant use zigzag theme patterns. This can be caused by differences in the text being analyzed. The text analyzed in research conducted by Gunawan & Aziza (2017) is an academic writing which is more formal. Gunawan & Aziza (2017) also explained that the writer used a reiteration theme pattern to make a consistent focus of the writer’s message and to make the point discussed in the text as the central attention. While in the “Indonesian Language Important but Undervalued at Home” text, the writer focuses his opinion on developing new information from the Rheme.

But Nwogu & Bloor, 1991 cited from Gunawan & Aziza (2017) stated that most English texts, in general, which present theme reiteration patterns as the most dominant thematic shifts. However, other research conducted by Sujatna *et al.* (2018) shows that the thematic progression in English and Indonesian advertorials has different patterns. In Indonesian advertorial, the dominant thematic progression is zigzag patterns. Meanwhile, the dominant one found in English advertorial for higher education is the reiteration theme pattern. Looking at the two findings in previous studies, it is possible that the writer of the “Indonesian Language Important but Undervalued at Home” article used the Indonesian mindset when writing the article in English.

## CONCLUSION

This research highlights the application of the theme and thematic progression on *Magdalene online magazine*. The researchers found that the writer of the article entitled “Indonesian Language Important but Undervalued at Home” in *Magdalene online magazine* used seventeen marked themes and eighteen unmarked themes. The writer used two kinds of thematic progression patterns, they are zigzag theme pattern and reiteration theme pattern. The writer of the article used a zigzag thematic pattern to make cohesion in a text and introduces new information of a text. This is important to use the Zigzag pattern in a text as this is a way to ensure that their writing has a coherent flow of information and to provide a clear link to their writing. There is information that is available at the beginning of each clause. The use of zigzag patterns in the “Indonesian Language Important but Undervalued at Home” article indicates that the text is trying to convey a lot of information. Meanwhile, the reiteration theme pattern is used when the writer tries to focus the reader on the thing that is being discussed. The writer of entitled “Indonesian Language Important but Undervalued at Home” does not use the multiple theme pattern because the writer does not make a Rheme becomes a number of different pieces of information in another Theme on the text.

Based on the research findings, discussion and conclusion, it can be suggested for writers to pay attention to thematic progression on a writing process because it can lead the writers to make controlled writing, and also the flow in writing can easily be understood by readers and the ideas that are communicated through writing can be conveyed well to the readers.

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