

**THEME AND THEMATIC PROGRESSION ANALYSIS OF SENIOR HIGH  
SCHOOL STUDENTS' DESCRIPTIVE TEXTS**

A THESIS

Submitted in partial fulfilment for Magister's degree in English Language Education  
Study Program



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SCHOOL STUDENTS' DESCRIPTIVE TEXTS**

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**APPROVAL PAGE**

A Thesis

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## ABSTRACT

This study focuses on investigating the Theme and Thematic Progression pattern in descriptive texts written by low, middle, and high achieving students. This study also intends to find out students' awareness of the Theme and Thematic Progression. In addition, this study employs a descriptive qualitative research design, involving text analysis in case study research. The data were collected from nine texts of students in one of the senior high schools in Malang, East Java, and the interview results. Systemic Functional Linguistics theory, especially the theory of the Theme system and Thematic Progression proposed by Halliday and Matthiessen (2014) and Eggins (2004) was utilized as the framework to analyze the data. The study reveals that students applied various types of Themes: Topical Theme, Interpersonal Theme, and Textual Theme. In terms of Thematic Progression, there are two patterns employed in students' texts: Theme Reiteration and Zig-Zag pattern. Concerning the students' awareness of the Theme and Thematic Progression, the results show that students have the awareness of the Theme and Thematic Progression pattern, particularly Topical Theme, Interpersonal Theme, Textual Theme, Theme Reiteration pattern, and Zig-Zag pattern. The Topical Theme assists students in orienting readers to what the text is about, the Interpersonal Theme helps students to express their stance toward the subject matter of readers, and the Textual Theme assists students in establishing clear transitions between sentences. In terms of Thematic Progression, the Theme Reiteration helps students to clarify the central focus of writing and the Zig-Zag pattern assists students to develop ideas. However, all students did not apply Multiple-Theme pattern in their texts which indicates that students are quite fair not to apply Multiple-Theme in their descriptive texts because Multiple-Theme in descriptive texts is less frequently used compared to expository or argumentative texts. Additionally, the use of the Theme and Thematic Progression pattern supports the nature of the descriptive text. Based on the findings, it is recommended that English teachers should teach the variation of the Theme and Thematic Progression pattern explicitly to students. For students, they should practice reading a lot and identifying texts in order to understand the Theme and Thematic Progression pattern. Lastly, future researchers are suggested to conduct the Theme and Thematic Progression in different genres and disciplines written by different levels of students and investigate teachers' awareness of the Theme and Thematic Progression to get a comprehensive understanding of the Theme and Thematic Progression pattern.

**Keywords:** *descriptive text, systemic functional linguistics, theme, thematic progression*

## ABSTRAK

Penelitian ini berfokus pada penyelidikan pola Tema dan Progresi Tematik dalam teks deskriptif yang ditulis oleh siswa berprestasi rendah, sedang, dan tinggi. Penelitian ini juga bermaksud untuk mengetahui kesadaran siswa terhadap Tema dan Progresi Tematik. Selain itu, penelitian ini menggunakan desain penelitian kualitatif deskriptif yang melibatkan analisis teks dalam penelitian studi kasus. Data dikumpulkan dari sembilan teks siswa di salah satu sekolah menengah atas di Malang, Jawa Timur, dan hasil wawancara. Teori Linguistik Fungsional Sistemik, khususnya teori sistem Tema dan Progresi Tematik yang dikemukakan oleh Halliday dan Matthiessen (2014) dan Eggins (2004), digunakan sebagai kerangka kerja untuk menganalisis data. Penelitian ini mengungkapkan bahwa siswa menerapkan berbagai jenis Tema: Tema Topikal, Tema Interpersonal, dan Tema Tekstual. Dalam hal Progresi Tematik, ada dua pola yang digunakan dalam teks siswa: pola Pengulangan Tema dan pola Zig-Zag. Mengenai kesadaran siswa terhadap Tema dan Perkembangan Tematik, hasil penelitian menunjukkan bahwa siswa memiliki kesadaran terhadap pola Tema dan Perkembangan Tematik, khususnya Tema Topikal, Tema Interpersonal, Tema Tekstual, pola Pengulangan Tema, dan pola Zig-Zag. Tema Topikal membantu siswa dalam mengarahkan pembaca tentang isi teks, Tema Interpersonal membantu siswa untuk mengekspresikan pendirian mereka terhadap pokok bahasan pembaca, dan Tema Tekstual membantu siswa dalam membangun transisi yang jelas antar kalimat. Dalam hal Perkembangan Tematik, pola Pengulangan Tema membantu siswa untuk memperjelas fokus utama penulisan dan pola Zig-Zag membantu siswa untuk mengembangkan ide. Namun, semua siswa tidak menerapkan pola Tema Ganda dalam teks mereka yang menunjukkan bahwa siswa cukup adil untuk tidak menerapkan Tema Ganda dalam teks deskriptif mereka karena Tema Ganda dalam teks deskriptif lebih jarang digunakan dibandingkan dengan teks ekspositori atau argumentatif. Selain itu, penggunaan pola Tema dan Perkembangan Tematik mendukung sifat teks deskriptif. Berdasarkan temuan tersebut, disarankan agar guru bahasa Inggris mengajarkan variasi pola Tema dan Progresi Tematik secara eksplisit kepada siswa. Bagi siswa, mereka harus banyak berlatih membaca dan mengidentifikasi teks untuk memahami pola Tema dan Progresi Tematik. Terakhir, peneliti selanjutnya disarankan untuk melakukan Tema dan Progresi Tematik dalam berbagai genre dan disiplin ilmu yang ditulis oleh siswa dari berbagai tingkatan dan menyelidiki kesadaran guru tentang Tema dan Progresi Tematik untuk mendapatkan pemahaman yang komprehensif tentang pola Tema dan Progresi Tematik.

*Kata kunci: teks deskriptif, linguistik fungsional sistemik, tema, progresi tematik*

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