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**THE ANALYSIS OF THEME-RHEME SYSTEM IN TEXTBOOK
SENIOR HIGH SCHOOL ON THE SECOND SEMESTER IN
SMA NEGERI 1 SUSUKAN**

A THESIS

**Submitted to English Language Teaching Department
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of the Requirements of Undergraduate Degree**



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ABSTRACT

Moh Saeful Mujahidi (14121310319) THE ANALYSIS OF THEME-RHEME SYSTEM IN TEXTBOOK SENIOR HIGH SCHOOL ON THE SECOND SEMESTER IN SMA NEGERI 1 SUSUKAN

This research investigated the issue on how the author of textbook arranged the flow of information through theme-rheme system as description of textual metafunction. This investigation was inspired by Emilia (2014) Halliday and Mattiessen (2014). In writing process students or reader are not aware about how the authors constructed the clause in the sentence and how the authors explore their idea in the texts. Furthermore, this research have aimed to analyze on how are theme-rheme system applied in the textbook senior high school at x grade on the second semester and to analyze how are theme-rheme system constructed in thematic progression in textbook senior high school at x grade on the second semester. Then, in term of textbook this analyze the theme-rheme system in the title of textbook “Bahasa Inggris” this textbook used for senior high school directly on the second semester. This textbook arranged by Widiati Utami and Zuliati Rohmah and published 2014.

Therefore, the technique of qualitative method is used to collect and identify the data or text. In addition, there are several steps involved in qualitative research. First, preparing and organizing the data. Second, coding the data into categories. Third, reporting and interpreting the data. Fourth, making conclusion. In conducting this research, researcher takes and identify the texts through point of content analysis design. It is chosen because to identify the selected of some textbook through content analysis is appropriate with design method to use for this research. The researcher used content analysis for identifying characteristics of material. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.

The result of research reveals that how are theme-rheme system applied in textbook senior high school at x grade on the second semester. The author of textbook are used three kind of theme-rheme system. First, topical theme. Second, interpersonal theme. Third textual theme. The type of theme-rheme system tendency used topical theme it is can to see how the author introduce the subject of narrative text. Furthermore, this result of research reveals that how the author constructed thematic progression of textbook senior high school at x grade on the second semester. The authors are used three ways for constructed a text. They constructed a text through zig-zag pattern, re-iteration pattern. Those ways the author tendency used zig-zag pattern rather than the other type.

In conclusion, this result of research shows that the textbook that created by the authors who has different way for presenting their idea. The first result, from theme-rheme system applied by the author to build the flow information in the textbook in two selected text, the author are highly tendency build a text they prefer to used topical theme it the biggest number for type of theme-rheme system. Then, thematic progression the author tendency used zig-zag pattern this, the way the author constructed a text with often build new information from the previous information to maintain cohesion and coherence.

Keyword: Systemic functional grammar, theme-rheme system, thematic progression, textbook.



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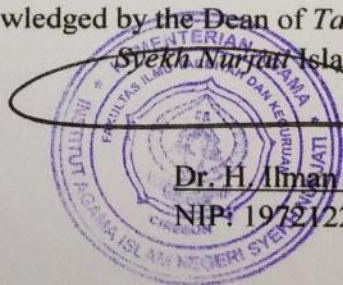
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RATIFICATION

This thesis which entitled **“THE ANALYSIS OF THEME-RHEME SYSTEM IN TEXTBOOK SENIOR HIGH SCHOOL ON THE SECOND SEMESTER IN SMA NEGERI 1 SUSUKAN”** written by Moh Saeful Mujahidi registered numbers 14121310319 has been examined on 6 February 2017. It has been accepted by board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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TABLE OF CONTENT

COVER	
TITLE	
ABSTRACT	
APPROVAL	
OFFICIAL NOTE	
LETTER OF AUTHENTICITY	
RATIFICATION	
AUTOBIOGRAPHY	
DEDICATION	
MOTTO	
ACKNOWLEDGEMENT	i
PREFACE	ii
TABLE OF CONTENT	ii
LIST OF TABLE	iv
LIST OF FIGURE	v
LIST OF APPENDICES	vi
CHAPTER I INTRODUCTION	
1.1 Research Background	1
1.2 Focus of Research	4
1.3 Research Question.....	5
1.4 Aims of Research	5
1.5 Significance of Research.....	5
1.6 Previous Research	6
1.7 Theoretical Foundation	7
1.7.1 Systemic Functional Grammar	7
1.7.2 Theme-rheme system.....	8
1.7.2.1 Topical Theme (experiential).....	9
1.7.2.2 Textual Theme	10
1.7.2.3 Interpersonal Theme	12
1.7.3 Thematic Progression	13



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1.7.3.1 The Zig Zag Pattern or Linier	14
1.7.3.2 The Re-iteration Pattern	14
1.7.3.3 The Multiple Pattern	15
1.7.4 Textbook.....	16
1.8 Research Methodology	19
1.8.1 The Place and Time of the Research.....	19
1.8.2 Source and type of Data	20
1.8.3 The Method of the Research	20
1.8.4 The Instrument of Data Collection.....	22
1.8.5 The Technique of Data Collection	22
1.8.6 The Technique of Data Analysis.....	22
1.8.7 Steps of the Research	24

CHAPTER II THEME-RHEME SYSTEM APPLIED IN TEXTBOOK SENIOR HIGH SCHOOL AT X GRADE ON THE SECOND SEMESTER

2.1 Introductory Remarks	25
2.1.1 Theme-rheme system in Text 1.....	26
2.1.2 Theme-rheme system in Text 2.....	46
2.1.3 Phrase and independent clause and dependent clause in text 1 and text 2.....	65

CHAPTER III THEME-RHEME SYSTEM CONSTRUCTED IN THEMATIC PROGRESSION OF THE TEXTBOOK SENIOR HIGH SCHOOL AT X GRADE ON THE SECOND SEMESTER

3.1 Introductory Remarks	72
3.1.1 Information constructed in thematic progression text 1	73
3.1.2 Information constructed in thematic progression text 2	80

CHAPTER IV CONCLUSION AND SUGGESTION

4.1 Conclusion	92
4.2 Suggestion.....	93

BIBLIOGRAPHY

APPENDICES



CHAPTER I INTRODUCTION

1.1 Research Background

This research, explored theme-rheme system in functional grammar through point of view textual metafunction and the representation clause as message in the sentence and the organization of information in some textbook senior high school the title is “*Bahasa Inggris*” this textbook use for second semester it has published at January 2014 the textbook arranged by Utami Widiati and Zuliati Rohmah. This research, analyze theme-rheme system, each of clause on textbook contain one element which is more important or central to the discourse and which called theme and rheme. Therefore, textbook which contain of text and indicated a theme-rheme system in every single clause, theme in the clause as large unit in texts then, theme in the textbook also has position to determine theme and rheme or given information in theme and new information in rheme. Moreover, textbook which the researcher take only one genre here is narrative text, narrative text has theme and rheme in every clause and the researcher see the language from that texts in the textual metafunction, the researcher trying to see how the writer constructed the message from the way they build an idea through used theme-rheme system as topic in the clause.

Emilia (2014:226) the theme as starting point of the utterance or clause then, the rheme not part of rheme it's mean that after determine the theme there is the rheme beside that, the researcher analyze thematic progression in the that book then the researcher tries to find thematic progression relate the way theme and rheme. As Butt et al (2000:142) defined that thematic progression is the progression of new themes. It has textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way. Thematic progression relates the way themes and rheme concatenate within a text to the hierarchic organization of the text and ultimately to rhetorical purposes. Emilia (2014:241) argued that theme progression in which texts develop the ideas they present it is classified into three the *first*, zig-zag pattern the *second*, reiteration patter and the *third*, multiple theme pattern.



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The researcher analyzed in the theory of functional grammar in point of view textual metafunction beside that, this research analyzed the theme-rheme system applied in textbook senior high school. Then, this research attempted to see how thematic progression constructed in the textbook senior high school from that book, the researcher analyzed part of the textbook, every text has theme and rheme. Theme in consists of two main the first is theme and the second is rheme, Emilia (2014:225) argued that theme is element a clause or large unit of text which come first. Theme also in the clause as the point of departure, meanwhile rheme is part of clause which the theme is developed or everything not theme. Furthermore, Ren et all (2009:141) theme is the first part of a sentence. It is the framework of the starting message, which tells the topic of the sentence. All the following parts are called rheme. It as the core of the sentence is the narration, description and explanation of the topic.

The researcher takes the textbook as the object of the research because textbook that the researcher takes is consist of texts which indicated theme-rheme system and textbook have the genre of the text, the genre of the text is narrative. The textbook contains of the story in the past then, in the teaching English the teacher usually used narrative text, the other hand the previous research analysis theme-rheme in essay and expository text. Furthermore, the textbook has two text of the genre the first and the second text are narrative texts. From that textbook, the researcher tries to analysis theme-rheme system then the researcher tries to know how the reader can see what writers mean or what the writer mean that what the writer build about the information. Emilia (2014: 241) stated that “theme used to signal what a message is about and in written language, the writer’s angle on that message and to signpost the development of text. While, rheme is part of the clause in which is theme developed or everything that is not the theme is the rheme.” Then, it is obvious that the research analysis of theme-rheme is importance in how writers patterned the idea as flow of information.



Gerot and Wignell (1994:83) theme is generally speaking, what the clause is going to be about. or in terms of theme and rheme, Theme represents 'This is what the writer talking about' and the Rheme is 'This is what I'm saying about it'. In terms of looking at a clause as a message, the Theme looks backwards, relating the current message to what has gone before. The Rheme points both backwards and forwards by picking up on information which is already available and adding to it by presenting information which was not there before. The other interesting of theme-rheme system is the interaction of Theme and rheme how the information in a text develops. This illustrated later in the discussion of texts.

Emilia (2014: 225) argued that theme in English can be thought of as that element in a clause or large unit of texts which comes first. Whereas according to Halliday (1994) argued that theme is the point of departure of the message. In the text certainly consist of given an information and new information such in textbook that has theme-rheme system, theme has given information or give new information. It is important to determine which the given information and new information as Emilia (2014:226) given information as a theme, whereas the new information as rheme.

In addition, this research related representation of clause as message the researcher analyze clause which one independent and dependent clause here, in theme as the message that is how the writer construct the information and what the writer put on the text and where and why put the information in the texts. Gerrot and Wignell (1994:82) each clause as a message, which turn part of larger message, a message comes somewhere and leads somewhere. In theme the writer put the information in a clause tell about where the clause is coming from and where it is going to in English clause there are two point of prominence the beginning and the end. The beginning of the clause is where we put information which link the cause and what has come before. Theme-rheme system entertain to find for example find conjunction in the beginning of clause because they provide a logical link with what has gone before therefore trough theme-rheme system able to find information the topic of the clause, what the clause is about.



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The previous research of theme rheme such Khedri (2012) the essence of thematic structures in the academic translated texts focus on reviewing the status of thematic development and progression cross-linguistically taking translation into account. Reviewing previously conducted studies attest to the fact that thematic structures are greatly effective and valuable tools in translation process. Rustipa in theme-rheme organization of learners' texts, the purpose is to know which thematic development pattern mostly applied in their texts. The data of this research are 15 learners' texts. The steps in analyzing the data are first: taking texts written by the students, second: reading the texts, third: identifying the theme and rheme of every clause of the students' texts, fourth: describing the thematic development of the students' texts, fifth: drawing the thematic development of the students' texts. The results of the research show that 7 (47%) students mostly apply theme reiteration or constant theme pattern, 5 (33%) students mostly apply linear or zig-zag theme pattern, and 3 (20%) mostly apply split or multiple theme pattern. Karim (2014) focus on information development in Arabic research article abstract. His paper attempted to see how thematic progression patterns are used in the research article abstracts written in English by research article writers from the Arabic literature discipline.

2 Focus of Research

This research analyzed in textbook around senior high school class x grade at the second semester. Here, the tool of analysis is used systemic functional grammar. The scope of research is analyzing theme-rheme system around narrative text on the forty-seventh pages and sixty-fourth pages. The researcher takes that page because in the page that have mention above there is the genre of narrative text, whereas in the other page are recount text and descriptive text then, in the teaching English teacher usually used narrative text especially in senior high school. Then, focusing the analysis, discussed topical theme, interpersonal theme, and textual theme also thematic progression. Here, systemic functional grammar is systemic functional grammar also as label or element of the clause in term of the function that's usually



applied in every clause. They are concerned not only with the structures but also with how those structures construct a meaning.

.3 Research Questions

This research tries to explore the theme rheme system in some selected textbook under the tittle “*Bahasa Inggris*” for x senior high school at the second semester. The areas of investigation that formulated in the following research bellow two questions about this research:

- 1) How are theme-rheme system applied in the textbook senior high school at x grade on the second semester?
- 2) How are theme-rheme system constructed in thematic progression of the textbook senior high school at the x grade on the second semester?

.4 Aims of Research

The aims of this research are:

- 1) To describe theme-rheme system applied in textbook senior high school at x grade on the second semester.
- 2) To describe theme-rheme system constructed in thematic progression in textbook senior high school at x grade on the second semester.

.5 Significance of Research

Theoretically, from this research able to use as tools to analysis a theme-rheme system and how the writer construct the clause through theme-rheme system. This research give theoretical information for the arranged textbook how they arranged text appropriately with the students ability. So that the information that construct by the writer easily to accept and save by the reader besides that how the clause detected through the theme-rheme system, theoretically able to used for the writer how to used analysis used theme-rheme until the writer know which theme-rheme system in the clause. Moreover this research able to use determine which the theme as grammatical system that organizes the clause, the reader easy remember position of theme.



Practically, the reader able to find or identified new information (theme) and given information (rheme) that the information which was already available in the text then practically the reader able to divided into several clause an label as theme-rheme system. For the researcher beneficially for repair theme-rheme system is also importance as knowledge which can help learners to organize ideas more effectively both in spoken and written form. As stated (2005: 67) declared that “grammatically, theme is useful category in help student organize information at a sentence level so that it is thematically linked to the overall message. Moreover this research benefit for the reader who read the research.

.6 Previous research

The previous research of theme rheme system has been analysis in some researcher by Rahim (2014) was analyzed thematic organization in English popular psychology texts and their corresponding Persian translations. Halliday’s thematic organization, the research revealed significant differences and similarities in the original texts and their translations regarding theme types. The research concluded that the results of this research can particularly inform translators in their decision-makings while translating in terms of selecting appropriate theme type, conveying the message more clearly as intended by the author, developing cohesion in discourse, and creating a cohesive text.

Meanwhile Khedri1 (2012) was experiment the essence of thematic structures in the academic translated texts this paper was centered on reviewing the status of thematic development and progression cross-linguistically taking translation into account. The researcher takes some translators to be conscious where they are losing their effectiveness in their arguments in terms of theme/rheme organization. Both writers and translators should have enough knowledge about thematic structures in creation and interpretation of texts.

Moreover Dejica (2013)using theme-rheme analysis for improving coherence and cohesion in target-texts: a methodological approach the aim of this paper is to contribute to existing process-based translation studies by providing a methodological approach for integrating information structure theories (Theme-Rheme) into the



translation process and show their possible application and relevance for translation. In the first part, the Theme-Rheme theory is briefly presented and exemplified, and in the second part, a suggested stepwise methodology is presented.

1.7 Theoretical Foundations

Theoretical foundation discusses about the theories of research and information that related with the research here, the theoretical foundation explains the systemic functional grammar, theme-rheme system, it divided into three topical, textual and interpersonal. Then, discusses about thematic progression which divided into three there are zig-zag pattern, re-iteration pattern, multiple pattern beside that, explain higher level theme and textbook.

1.7.1 Systemic Functional Grammar (SFG)

Gerrot and Wignell (1994:5) functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. Systemic functional grammar also as label or element of the clause in term of the function that is usually applied in every clause they are concerned not only with the structures but also with how those structures construct meaning. Halliday and Mattiessen (2014) explain the principles of systemic functional grammar, enabling the reader to understand and apply them in any context.

Emilia (2014) argued that functional grammar has been one of the subject offered in the English department of Indonesia University of education, in both undergraduate and postgraduate programs for quite some time. The basic concept of systemic functional linguistic and systemic functional grammar has also been incorporated in the curriculum of English for secondary schools in Indonesia since 2004. Regarding this, there can be no doubt that knowledge of language structure is important, and this knowledge, as Borjars and Bridhe (2003).

Knapp and Watkins (2005:32) one of the cornerstones of this approach to genre, text and grammar is the relationship generated between genre and grammar. While systemic-functional grammar forges a relationship between context and grammar, as we have seen, such a relationship is often problematic. In many respects



the gap between context and grammar is simply too wide, often resulting in deterministic relationships.

1.7.2 Theme-Rheme System

Emilia (2014: 225) argued that theme in English can be thought of as that element in a clause or large unit of texts which comes first. Meanwhile, the rheme is the part of the clause in which the theme is developed or everything that is not the theme is the rheme. Halliday (1994) argued that theme is the point of departure of the message. Gerot and Wignell (1995:103) said that theme is broadly speaking what the clause is going to be about or in terms of theme and rheme. Theme represents this is what the writer taking about and rheme is this is what writer saying about. In English the theme can be identified as that both those elements which comes first in the clause. This represents the point of departure of this message from the previous one. The rest of the clause is called the rheme new information is typically contained in the rheme.

Green, Christopher, and Mei (2000) define theme as a material immediately preceding the main verb of the main clause. The material which includes the main verb and all other remaining constituents of the sentence constitutes the rheme any clause; any text is the realization of meanings or semantics. Halliday (1994:16) argues that there are different kinds of meanings constructed in language. Thus, any text is the realization of not just one meaning, but more than one kind of meaning. Eggins (1994, 82) argued that any text is the realization of three kinds of meanings, i.e. ideational, interpersonal, and textual meanings which are called metafunction. Grammatically, theme is a useful category for helping students to organize information at a sentence level so that it is thematically linked to the overall message of the text.



The theme of a clause can be realized as a nominal group, adverbial group or prepositional phrase, and nominalization. Butt et al. (2001) divide theme into:

1.7.2.1 Topical Theme (experiential)

Topical theme is the first element of the experiential meanings. It can be participant, process, or circumstance. Emilia (2014:227) argued that topical theme is relevant to the experiential metafunction topical theme is the first element in the clause that express some kind or representation meaning it is realized in transitivity structure participant, circumstance and the process.

Bellow some example of topical theme:

Participant as theme	Un marked (subject as theme)	Smoking <i>it</i> (smoking)	Is dangerous for our health causes many diseases
Circumstance as theme	Marked	Yesterday	I went to the zoo with my family
Process as theme	Marked	Come	To the class on time
		Topical theme	Rheme

Emilia (2014:228) argued that if the first topical element of a declarative clause is also the subject of the clause, including the subject “it” it is called as unmarked theme if the theme is non-subject is called as marked theme such circumstance and process. Gerrot and Wignell (1994:84) topical theme is usually but not always the first nominal group in the clause. Topical themes may also be nominal group complexes, adverbial groups, and prepositional phrases or embedded clauses. In the unmarked case the Topical Theme is also the Subject. A Topical Theme which is not the Subject is called a Marked Topical Theme. The term *marked* used because it stands out. It attracts attention because it is not what we normally expect to find.



Nominal group as theme

Jack went up the hill

Jack	Went up the hill
Theme	Rheme

Nominal group complex as Theme

Jack and Jill went up the hill

Jack and Jill	Went up the hill
Theme	Rheme

Embedded clause

((What Jack and Jill did)) was go up the hill

((What Jack and Jill did))	was go up the hill
Theme	Rheme

Adverbial as Theme

Down Jack fell

Down	Jack fell
Theme	Rheme

Prepositional phrase as Theme

Up the hill Jack and Jill went

Up the hill	Jack and Jill went
Theme	Rheme

Complement as Theme

His crown he broke

His crown	he broke
Theme	Rheme

1.7.2.2 Textual Theme

Gerrot and Wignell (1994:8) argued that textual themes relate the clause to its context. They can be continuatives and or Conjunctive Adjuncts and Conjunctions. The line between Conjunctions and Conjunctive Adjuncts is often a fine one. One difference is that Conjunctive Adjuncts are more free to move in a clause whereas conjunctions are pretty well restricted to being at the beginning. Textual theme, i.e. the text-creating meanings and is any combination of continuatives (yes, no, well, oh, now), conjunctions (and, because, who) and conjunctive adjunct (for instance, in addition, likewise).



Emilia (2014:231) argued that theme rheme are “which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its contexts. In textual theme used linking function this linking function usually used *and* or *but* moreover textual theme used in writers to make connections and pursue a line of argument such use the *first*, *second*, *third*, *finally* these conjunction beneficially for give information on how text unfold. Moreover the reader able to access the information and to build the new information that the writer wants to express.

Bellow Emilia (2014:231) argued that an example of textual theme:

Coordination	Rina works very hard, but she classmates seem to waste too much time chatting.
Subordination	Many students did not pass the final test of functional grammar, because they were not prepare for it.
Relative	Some lectures do not seem to welcome the newest policy of the department, which is [classroom observation].
Conjunctive	Besides the argument [[which is launched by the U.S government of attacking Iraq]] is not making any sense.

Gerrot and Wignell (1994:86) conjunctions tend to provide Textual Themes within a clause complex and are called *Structural Themes*. Conjunctive Adjuncts, on the other hand, tend to (but don't always) join text outside of clause complexes. They tend to have more of a text-organising function. Continuatives are a small set of item which, they are always at the beginning of the clause and signal that a new move is beginning, such as: Well, right, OK, now, anyway, of course.



For examples:

Right, what we need to do today is revise for our test.

Right,	What we need to do	Is revise for our test
Cont.	Topical	Rheme
Theme		

These relate to the context of speaking in that they signal to the listeners that someone is about to start, resume or continue speaking. Conjunctives relate the clause to the preceding text by providing a logical link between the messages.

Well, on the other hand, we could wait

Well	On the other hand,	We	Could wait
Cont.	Conjunctive	Topical	Rheme

Likewise Conjunctions almost always occur at the beginning of a clause and carry the logico-semantic relations between clauses.

Well, on the other hand, if we wait until Tuesday...

	On the other hand	If	We	Wait until Tuesday
	Conjunctive	Structural	Topical	Rheme

1.7.2.3 Interpersonal Theme

Emilia (2014: 229) interpersonal theme is the interpersonal part of the theme, and is often used to indicate the writer's or speakers' personal judgment on the meaning. Moreover, interpersonal theme elements that occur before the Topical Theme are also thematic. Example of interpersonal theme:



Unfused finite as theme	Can Have	we you	Have lunch now? Read lascar pelangi?
Mood adjunct	I think (I believe)	English	is important for our success in education
Comment adjunct	Obviously Frankly	Family planning	Is useful for the prosperity
Vocative adjunct	Sinta,	You	Should read lascar pelangi
Polarity adjunct	Yes No	I	Will come
	Interpersonal theme	Topical theme	Rheme

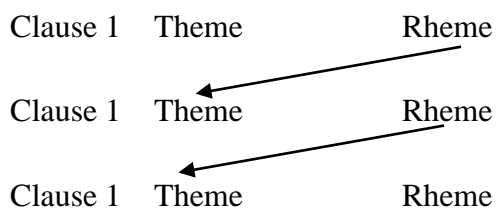
1.7.3 Thematic Progression

The term of thematic progression where text develop the ideas that they present by the writer then the writer then the writer take an idea from previous research. Rahmawati (2016:103) it means that the development of idea can be seen from the thematic progression used. Thematic progression can describe how the students develop their idea and make the text easy to be understood and interested. The students have the important role in creating a good text in thematic progression, besides cohesion and coherence. Nur Rahman (2013:67) thematic progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion. Sharndama and Panamah (2013:74) for the themes of the hyper or superior texts to function as one or build a single idea, they must be coherent. It is thematic progression that gives text coherence. It involves how the speaker chooses the various themes and arranges them in such a way that they relate. In other words, thematic progression refers to how the various themes of the superior texts (paragraphs and chapters) relate together to produce meaningful texts. There are three kinds of thematic progression based on Emilia perspective:



1.7.3.1 The Zig-Zag Pattern, or a Linear Thematic Progression

Emilia (2014:241) argued that “The content of theme of the second sentence or clause derives from the content of the previous rheme, the content of Theme 3 derives from Rheme 2, etc. In zig-zag pattern there is the effect of the use, that it achieves cohesion in a text by building on newly introduced information that will gives sense of cumulated development which may be absent in the repeated Themes.” The effect of the use the zig-zag pattern is that it achieves cohesion in a text by building on newly introduce information by using pronoun to build information in to large paragraph.



For example:

Once upon a time there was a man who lived in the country side.
 He had three daughters...
 The youngest daughter was so beautiful...

1.7.3.2 The Re-iteration Pattern

According to Emilia (2014: 242) stated that “the Theme enters into relation with a number of different Rheme or the same element occurs regularly as Themes.” In the example below, is a descriptive text:

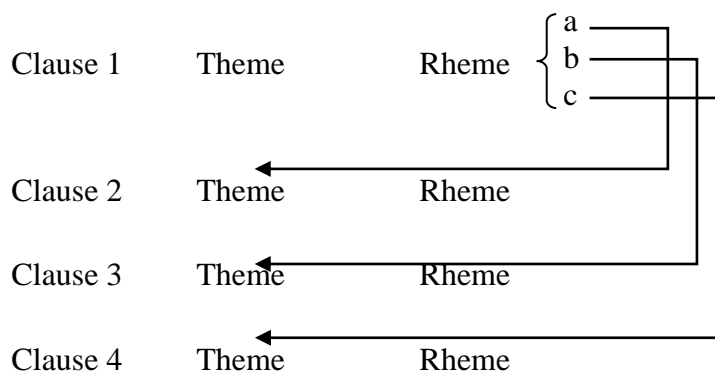
1. Cirebon is the city we love so much.
2. The city is cooler than other cities in Indonesia.
3. The city is secure.
4. The city is rich in cultural diversity



From the example above, writer use theme on regular basis which provide text with clear focus. The Theme reiteration here will help maintain a strong topical focus.

1.7.3.2 The Multiple Pattern

According to Emilia (2014: 242) stated that “the passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from that general notion, but are not identical to one another.” In this pattern, the Theme in clause introduces a number different piece of information.



Here, this is the pattern common in longer expository text. For example:

In text

I personally agree with the second position (that national examination should be banned) [[based on the issues {{that are elaborated from various points of view below}}]].

First, National Examination is morally decreasing the quality of teachers and students of Indonesia ...

Second, National Examination doesn't agree with the value of humanity.

Third, National Examination is against the law of National Education.

1.7.4 Higher Level Themes

In Theme of clause, there are also higher-level themes which called by hyper-Theme and macro-Theme. Hyper Theme is the Theme that occurs in paragraph which predict particular pattern of interactions among strings, chains (Emilia, 2014: 245) while macro-Theme which predicts its overall development. The use of titles, subtitles,



headings and subheadings are commonly deployed to keep track of the composition structure are being erected.

Furthermore, Emilia (2014: 246) stated that the range of meaning in a text can be woven through New. It differs with macro-theme, hyper-theme, and clause which predict its rhetorical purpose like genres, while hyper-New and clause-New that gather up meaning which have accumulated in the field. For example:

Macro-Theme Text	I believe <u>that English</u> is important for life based on some reasons.
Hyper-Theme: Paragraph	First it is useful for communication... Second, it is good for business... Education needs English
Theme: Clause	I believe <u>that English</u> is important for life based on some reasons. <u>First it</u> is useful for communication... <u>Second, it</u> is good for business... <u>Third, Education</u> needs English
Macro-New	In conclusion...

1.7.5 Textbook

Pingel (2010:7) textbooks are one of the most important educational input texts reflect basic ideas about a national culture and are often a flash-point of cultural struggle and controversy. Since its first appearance at the end of the 1990s, the Guidebook has proven to be a useful instrument for educational experts, be it researchers, textbook authors, teachers or curriculum developers, who are involved in analyzing, comparing and developing educational media in a national or international context.

The definitions for textbooks are wide and varied. One common definition is that a textbook is a printed and bound artifact for each year or course of study (Encyclopedia of Education, 2008b). They contain facts and ideas around a certain subject. Textbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative Endeavour. They are, in fact, usually specially made by a corporation



to follow a set standard curriculum for a school system or larger organization, such as a province (Encyclopedia of Education, 2008b).

Mohammad and Kumari (2007) argued that the textbook is, in fact, the heart of the school and without the ubiquitous text there would be no schools, at least as we know them. Textbooks are at the heart of educational enterprise, as they offer students “a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience” (Chambliss & Calfee, 1998:7). Furthermore, the school textbook is more a tool for the pupil, the organization and structure of which prepares the ground for learning content of a subject, as well as a written text, a presentation and often illustrations designed to facilitate reading and comprehension of the text. The pupil is offered practical exercises, activities and an evaluation of his results. Although the teacher can use it as reference material, the pupils' textbook should enable the latter to work on his own, after the teacher's lesson. The textbook can also be a source of information for others, such as parents.

Seguin (1989:16) textbooks which are organized in a systematically progressive fashion: these are educational texts which propose a structure, an order and a progression in the teaching-learning process. *First*, instruction is structured, organized in chapters and in units. *Second*, the content of learning (information, explanations, comments, practical exercises, summaries, evaluation) is presented in an order. *Third*, there is systematic progression of learning towards the acquisition of new knowledge and learning new concepts, based on known items of knowledge. These textbooks are real working tools for the teacher and the pupil. Whilst teacher's guides do enter into this category, they are intended only for the teacher and their structure, organization and content differs from textbooks for pupil.

Seguin (1989:19) a role of structuring and organizing learning: The textbook suggests a progression in the learning process organized in successive blocks of teaching units. It offers several possibilities for the organization of learning: *first*, from practical experience to theory *second*, from theory to practical exercises with assessment of what has been learned *third*, from practical exercises to theoretical



elaboration *fourth*, from statements to examples and illustration *fifth*, from examples and illustrations to observation and analysis.

Seguin (1989:21) Textbooks are a very important element in instruction but their production is often expensive, particularly for primary and secondary levels. Their elaboration must, therefore, respond optimally to the needs of instruction. Authors of textbooks play a decisive role in the success of operations following submission of the manuscript, especially in the publishing phase, and for the quality of the final work. Authors should possess a number of skills and abilities. Mohammad and Abdi (2015:1) Textbooks provide novice teachers with guidance in course and activity design; it assures a measure of structure, consistency, and logical progression in a class. Despit the fact that textbooks are an important elements in EFL classes, there has been little investigation done in term of how and why materials are selected by teacher.

Anjaneyulu (2014:182) some of the dangers of textbook use listed by Graves (2000) include the irrelevance or in appropriately of content with the students, exclusion of important items, imbalanced variety of task-types, un-motivating or outdated activities and unrealistic proposed timetables. Anjaneyulu (2014:182) on the usefulness of textbooks emphasizes that using a textbook is one of the most effective and readily available ways to relieve some of the pressures put on teachers, lessens preparation time, provides ready-made activities and finally provides concrete samples of classroom progress through which external stakeholders can be satisfied.

Al-Ghazo and M. Smadi (2013:346) Therefore a textbook is an important part of the curriculum, because it is widely used in the schools. Teachers and students use textbooks as resources that provide the main source of information, guidance andstructure because they provide communicative activities, vocabulary, reading, writing, speaking, and listening comprehension, and cultural gambits.

Keban, Muhtar and Zen argued that teachers and students also need a source to be used as guidance in the classroom. Therefore, textbooks become the main sources on daily basis. However, textbooks must be used appropriately in order to achieve the objectives. Here are some of the roles of textbook in teaching. Firstly, a textbook is an teaching and learning. Secondly, a textbook can also become the supplement for



teachers' instruction in classroom. Thirdly, a textbook for inexperienced teachers can provide ideas on kinds of materials and techniques. In addition, a textbook can be a guidance for teachers in giving the systematic materials for the students. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master.

Tok (2010:508) especially, textbooks are the mostly used teaching and learning materials for both teachers and the learners. They do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons. Furthermore, textbooks are also worth scrutinizing their textbooks, so as to identify the weak and strong points in relation to their own teaching situation. This is required because selecting textbooks involves matching the material to the context where it is going to be used, and a wide range of specialists share the view that no textbook that is designed for a general market will be absolutely appropriate and ideal for one's particular group of learners.

Tok (2010:509) textbooks play a prominent role in the teaching/learning process and they are the primary agents of conveying the knowledge to the learners. Besides, one of the basic functions of textbooks is to make the existence knowledge available and apparent to the learner in a selected, easy and organized way.

1.8 Research Methodology

In this research, the researcher focuses on some of part in the discussion of the research in term of methodology. It begins with the discussion of the research objective, the source and type of data, method of the research, the instrument and technique of the research, and technique of analyzing data.

1.8.1 The Place and Time of the Research

In this research, the researcher takes particular place to arrange the research such as in the library, home and collage to conduct and complete of the research. Those places are more effective to finish a thesis because more comfort and many ideas for doing the research even, the researcher can share with the other researcher. For the time of the research started on the middle August and approximately finish on the November 2016.



1.8.2 Source and Type of Data

In the collecting of data, the researcher collected the data from the primary data and the secondary data those as the source of the research. Walford (2001:8) the term of data may consists of written documents, the researcher own field notes (including record of discussion, chance observation ,interviews, overheard remarks, observational notes). Frankel, et al the term of data refers to kind of information that the researcher obtain on the subject of their research. The data here, the information which support the research as the main data or secondary data being investigated it form of textbook, journal, and document. The primary data here, as the main source of the research it form of textbook as the first data with the title “*Bahasa Inggris*” the book arranged by Utami Widiati and Zuliati Rohmah that book published at January 2014. It is become the core even the original data then it is being investigated in the research. Khotary (2004:95-111) the primary data are those which are collected for the first time and thus happen to be original in character. The data textbook is the main source in conducting the research and analyzing the data in the research.

While the secondary data, that already available it refers to a thesis, book journal, article, internet, and any other type of data. It support to conducting the research and analyzing the data. The main of secondary data is the book from Emilia with the title *introducing functional grammar* the textbook published 2014. The other secondary data here, the book from Gerot and Wignell with the title *making Sense of Functional grammar* the book published 1995.

1.8.3 The Method of The Research

In this research, the researcher investigated the theme-rheme and thematic progression which exist in the text. The researcher used qualitative method the techniques of qualitative method collecting and identifying the data. Lodico et al (2006:207) stated that a research to get meaning, to examine processes and to raise insight into and in depth understanding of an individual, group, or situation is a form of qualitative case. In conduct this research the researcher identifies the selected of some textbook trough content analysis it is appropriate with design method to use for this research.



The researcher use content analysis for identifying characteristics of material as Donald (2010:457) content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents.

Content analysis is widely used in education. Moreover content analysis chosen for this research because to identify in a text then content analysis is one of method to identifying textual data addresses the transcript or interview, speeches, text and the other. As Given (2008:120) stated that content analysis is one of method for identifying textual data addresses the transcript of interview, speeches, text and other. It is clear that content analysis is about what the analyst does with the text. Donald (2010:459) an advantage of content analysis is its unobtrusiveness. The presence of the observer does not influence what is being observed.

Dawson (2009:122) content analysis for those types of analyses at the other end of the qualitative data continuum, the process is much more mechanical with the analysis being left until the data has been collected. Perhaps the most common method of doing this is to code by content. This is called content analysis. Using this method the researcher systematically works through each transcript assigning codes, which may be numbers or words, to specific characteristics within the text.

1.8.4 The Instrument of Data Collection

The instrument of this research, the researcher plays an essential role and personally involved the primary instrument here, the researcher as instrument for indentifying the text. The researcher as primary instrument it means that as characteristic in qualitative research because of that the researcher takes position as primary instrument. Ary, et al. (2010: 423-425) explained that there are several major characteristics of qualitative research, include concern in context and meaning, setting occurs naturally, human as instrument, data description, emergent design and inductive analysis. From statement above the researcher have human as instrument its mean that the researcher as primary instrument in the research.



1.8.5 The Technique of Data Collection

In collecting the data appropriately is used documentation because documentation is good source for texts. As Craswell (2012:223) argued that documentation is good source for texts. Therefore it is ready to identify without used an interview or observation here, texts represent certain attention the writers. The term of document refers to written, physical and visual material. Ary, (2010:442) document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.).

1.8.6 The Technique of Data Analysis

After collecting the data, the researcher should identify and break down the data. The analysis is conducted in following some steps. Refers to Lodico, et al, (2006: 301-302) stated that there are several steps involve in qualitative data analysis. The researcher develops steps in identifying textbooks in senior high school as a key analytical tool in revealing how information is presented by the writer. Then, what the researcher do are:

1.8.6.1 Preparing and organizing the data

The first task for data analysis is to make sure that data are in a form that can be easily analyzed. Depending on the time and resources available, researchers may aim for different levels of depth in preparing their data. This organizing the data of textbook senior high school on the second semester then, make the data accurate and appropriate even clear because organizing the data in order to be easily to analyze the data.

1.8.6.2 Coding the data into categories

Coding is the process of identifying different segments of the data that describe related phenomena and labeling these parts using broad category names. It is inductive processes of data analysis that involves examining many small pieces of information and divided which one include kind of theme-rheme system from the textbook.



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1.8.6.3 Reporting and interpreting data

In this technique, the researcher reporting after coding the data into categories then the researcher interpreting the data related what the researchcer found in textbook the point of view writer in the textbook. Then represent the result appropriately base on the research finding.

1.8.6.4 Making conclusion

After these steps doing by the researcher, this technique the researcher make a conclusion depend on the research findings. Then, make the result which theme-rheme system more exist in textbook and which one thematic progression constructed in textbook senior high school that always appeared in the text.



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Coding :

IC	Independent Clause
DC	Dependent Clause
IC 1	Independent Clause 1
DC 2	Dependent Clause 2
Ph	Pharagraph 1, 2, 3 etc.
TP	Thematic Progression
T-R System	Theme-Rheme System
Top Th	Topical Theme
InterTh	Interpersonal Theme
Text Th	Textual Theme
Top Th Mark	Marked Topical Theme
Top Th U Mark	Unmarked Topical Theme
Comm-Adj	Comment Adjunct
Voc.	Vocative
Cont.	Continuative
Str	Structural
Conj	Conjunctive
NG	Nominal Group

Circ	Circumstance
Mark Th	Marked Theme
S	Subject
U Mark	Unmarked
Th	Theme
Rh	Rheme
M Th	Marked Topical Theme
Co/Conj	Conjunction
U Mark Th	Unmarked Theme
Cor	Coordination
Proc/pro	Process
Vov Inter	Vocative Interpersonal
VG	Verbal Group
O	object
Trans	Trznstitive
Comp S	Complex Sentence
Simpl S	Simple Sentence
Intrans/Intra	Intransitive
NP	Noun Phrase



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