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DISCOURSE AND GENDER: SCHEME OF THEMATIC PROGRESSION IN EFL COLLEGE STUDENTS' CRITICAL REVIEWS

A Thesis

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



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ABSTRACT

Mukhlis Abdul Salam. 14121310325: “Discourse and Gender: Scheme of Thematic Progression in EFL College Students’ Critical Reviews”

Writing is an important students’ activity that has close relation with reading activity and critical thinking. One aspect that plays an important role in writing is the coherence. In Indonesian education, both teachers and students in the teaching and learning activity, especially in writing skill, just paid attention in grammatical and context, and rarely in coherence. So that, this study aims to reveal how the students organize their ideas in their critical reviews seen from Thematic Progression, and to investigate the implication of thematic progression pattern with gender in writing because both male and female have their own characteristic in writing formal text.

The methodology that used in this study is qualitative approach. This work also shall be exclusively descriptive qualitative analysis, and analysis will be conducted using the following levels of analysis. The technique of qualitative method is used to collect and identify the data or text. In conducting this research, researcher will identify the selected text through content analysis design. Content analysis is chosen because it is about research method to identify texts addresses the transcript of interview and text.

The result of study reveals female writer is highly prominent used topical theme to express ideational meaning which the content is densely in nominal construction. It is difference if we look at the critical review that created by male college student. He use more textual theme which is located in the first position than the others theme types. In addition, the researcher also captured from research findings about information flow of discourse and it showed that the constant themes was prevalently dominant in the texts.

In conclusion, female writers use more topical theme or pronouns that encode the relationship between the writer and the reader, while males have a tendency to prefer more specifiers pronouns or textual theme. Both of these aspects might be seen as pointing to a greater “personalization” of the text by female and male authors. In addition, according to Biber’s dimension the characteristic of male is as informant which is used more specifiers pronoun for operating sentence or clause in complex level. In contrast, female writers as involver produce less constant theme pattern.

Key words: *Thematic Progression, Critical Review, Field of discourse, Gender Differnnces*



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RATIFICATION

This thesis which entitled "DISCOURSE AND GENDER: SCHEME OF THEMATIC PROGRESSION IN EFL COLLEGE STUDENTS' CRITICAL REVIEWS" written by Mukhlis Abdul Salam registered numbers 14121310325 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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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is an important students' activity that has close relation with reading activity and critical thinking. Through writing, student can write their critical thinking that they have gotten from reading, in the form of an idea that was developed until created the text. The idea that texts can function independently of a context carries important ideological implications, and one of the most serious is the mechanistic view that human communication works by transferring ideas from one mind to another via language (Shannon and Weaver, 1963).

In some ways, it is harder to rewrite than to write; especially in producing a critical review from the article or paper. One is constrained by the frame of the original yet there are things which need changing, others to delete, and more to discuss (Hyland, 2002:14). Thus, we need to see Rohman (1965: 107–8) that explain 'Good writing' is that discovered combination of words which allows a person the integrity to dominate his subject with a pattern both fresh and original. While 'Bad writing', then, is an echo of someone else's combination which we have merely taken over for the occasion of our writing. Nevertheless, while this has been a major classroom approach for many years, the claim that good writing is context-free, that it is fully explicit and takes nothing for granted, draws on the rather old-fashioned and discredited belief that meaning is contained in the message (Hyland, 2002:22).

One aspect that plays an important role in writing is the coherence (Wang, 2007). As Halliday (1994: 309) stated, coherence is "the internal resource for structuring the clause as a message", including the notions of Theme and information. The definition of theme was defined by Halliday (1994:38) as given information serving or "the point of departure" of a message. Theme provides the settings for the remainder of the sentence – rheme. While Rheme is the remainder of the message



in a clause, in which Theme is developed. The progression of new Themes is called Thematic Progression which has textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way. In doing so, he/she can keep the article a well-organized unity with a clear line of information development and a clear focus on the topic. It is important since it can show the ability of students in organizing their ideas and making their sentence coherent (Wang, 2007).

There have been some concerns in the area of thematic progression and writing. The first concern is about temporal structure and thematic progression on French corpora by Lydia-Mai Ho-Dac & Marion Laigneleti. Second is a contrastive analysis of thematic progression patterns of English and Chinese consecutive interpretation texts by Haigang Li (2011) and thematic progression patterns and the texts of the department required English test by Chun-Mei Shieh and Kuan-Ru Sunny Lin. Third is thematic structure and progression in selected business news reports of two Nigerian newspapers: implications for professional writing by Emmanuel C. Sharndama and Jival H. Panamah that published in 2013. And the last is An Analysis of Thematic Progression in High School Students' Exposition Texts by Asri Nur Rakhman (2011). From some previous studies above, the researcher elicited the gap that those just only focus in thematic progression and text. Therefore, through this study, the researcher would to focus in discourse and gender.

As mentioned above, studies which have discourse as a central concept have become extremely popular in the field of language but merely in gender. In this regards, (Paltridge, 2011) notes that some gender and language studies have used discourse in a mainly neutral, descriptive way which approximates terms like genre, register or text type. Thus, this study aims to reveal how the students organize their ideas in their critical reviews seen from Thematic Progression, and to investigate the implication of thematic progression pattern with gender in writing.



1.2 Focus of Problem

This research is limited only investigate the thematic progression pattern such as Theme relation/constant theme, A zigzag/linear theme pattern, and A multiple theme/split rheme pattern that consist in college students' critical review. This research does not touch some parts related with this research because only those kind of pattern of thematic progression that generally use in composing the text.

Besides that, this research also concern in identifying the implication of thematic progression pattern between students in the different gender. It indeed was rarely touched before but still the gap of this area need to be researched more. Therefore, this study complete and fulfill the gap in that part which automatically give the new findings about of thematic progression pattern in EFL students' critical review and gender.

1.3 Research Questions

The areas of investigation will be formulated in the following research question:

1. What thematic progression pattern does college students employ in composing their critical review?
2. What is the implication of gender with thematic progression pattern of the college students in writing?

1.4 The Aims of the Research

The purpose of this research is to exploring thematic progression in college students' critical review. This study has purpose as follows:

1. To investigate the thematic progression patterns does college students employ in composing their critical review.
2. To identify the implication of gender with thematic progression pattern of college students in writing.



1.5 The Significant of the Research

This paper provide the readers with both the theoretical and practical background on thematic progression pattern that contained in the college students' critical review.

1.5.1 Theoretical Significant

It is hoped this study able to give an idea about what thematic progression pattern that consist in college students' critical review and how it can construct the text coherence.

1.5.1.1 For Student

This work will be of great benefit to those students in the field of language and literature who also have interest in discourse.

1.5.1.2 For Teacher

It hopes inspire them more on how to analyze texts using the levels of discourse and gender analysis employed in this work.

1.5.1.3 For Other Researcher

The results of this study can broaden the knowledge and experience of researchers, especially about thematic progression pattern in college students' critical review and how it can construct the text coherence.

1.5.2 Practical Significant

The practical usefulness of this study include:

1.5.2.1 For Student

It is hoped this study able to compose the text through apply the thematic progression pattern in order to made the text coherence.



1.5.2.2 For Teacher

It hopes inspire them to assess the text by thematic progression pattern to see how the student develop their idea and made it coherence.

1.5.2.3 For Other Researcher

The results of this study hopefully can be used as the reference for them to conduct the research that relate with discourse and gender.

1.6 Previous Research

There are several researcher used thematic progression as an object of their research. Before conducting research, the writer provides some previous studies to avoid to the repetition studies and to know the position of the research. As far as the researcher will be investigation did in the same focus area. There found study that had been done in practice of thematic progression using in EFL classroom. The previous study has not much investigated how thematic progression and gender applied practice in EFL classroom.

First, Wei Jing (2015) in his research talks about Theme and Thematic Progression in English Writing Teaching. Theme and thematic progression (T/TP) is a major aspect of the way that speakers construct their messages in a way which makes them fit smoothly into the unfolding language event. The present study provides an instructional package in T/TP for Chinese EFL students by examining theories in Systemic Functional Grammar and reviewing relevant literature. The activities in this instructional package are designed to build students' meta-knowledge of coherence and T/TP in order to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that the reader could easily understand it. In addition, students would apprehend which T/TP patterns are valued in English writing and have the opportunities to apply this knowledge to improve their writing.



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Second, the previous study from Asri Nur Rakhman who graduated in December 2012 from English Education Study Program, Indonesia University of Education Bandung. She investigates Thematic Progression in High School Students' Exposition Texts. This study aims to investigate how high school students organize their ideas in their Exposition texts, and to what extent their Exposition texts are consistent with argumentative language features in terms of Thematic Progression, based on the framework of Systemic Functional Linguistics (e.g. Danes, 1974; Eggins, 2004). The data were nine high school students' Exposition texts from low, middle, and high level of achievement. The result shows that the students organize their ideas in three ways of Thematic Progression, including the Zigzag Pattern or Simple Linear Theme Progression (SLP), the Re-iteration Pattern or Constant Theme Progression (CTP), and the Multiple Theme Pattern or Derived Theme Progression (DTP). In terms of Thematic Progression consistency, some texts from middle and high achievers are consistent with the argumentative language features, since they employed SLP than CTP and used DTP. Some students still need guidance to create good pieces of writing.

The another research comes from Sri Mulatsih. In that research, she provides The Use of Thematic Progression to Improve the Coherence of the Students' Writings. The population in this research consisted of 104-second semester students taking Paragraph-Based Writing course in 2008-2009 academic year at English Department, Faculty of Languages and Letters, Dian Nuswantoro University. They were given a treatment about Thematic Progression. After receiving this treatment, they were asked to write English paragraphs using certain paragraph development, and the results were evaluated. The cycle was iterated for three times. The sample of this research was taken randomly using purposive random sampling. Forty students were taken as the sample, especially those who had the complete marks for the whole cycles. The result showed the significant improvement on the coherence on the students' writings indicated by the increased mean scores in every cycle. The thematic progression pattern the students mostly employed in developing their



paragraphs is theme reiteration. The second preferred is zigzag pattern, while multiple pattern was rarely employed in their writings.

The last previous study talks about A Study on Gender Difference of Thematic Progression Patterns in English Entertainment News Reports (Zhang, 2015). This study is almost similar with the research that will be conducted by the writer but different in object of investigation. Studies on language and gender have been a common topic in linguistics. It is a common understanding that language involves gender differences in its application. Discourse of men and women forms two systems which are distinct from each other in many ways. This paper makes a tentative study on gender difference from the perspective of thematic progression patterns. This study collects sixty English entertainment news reports from the famous newspaper, namely, the LA times, the Time, Newsweek, Washington Post and the Atlantic, of which thirty samples are written by men and the rest thirty are written by women. In terms of the research method, the Chi-square test is used for the contrastive study in this paper, which ensures the reliability and scientificity, and it provides the reliable data for the latecomers who want to do research on gender language from the perspective of thematic progression patterns.

1.7 Definition of Key Terms

This section consists of some subtopics, for instance, the relation between discourse-based approaches in gender and language research, gender in discourse with its implication in formal writing, also the definition of each key terms, from theme type until the kind of thematic progression pattern.

1.7.1 Discourse-based Approaches in Gender and Language Research

One of the ways that discourse tends to be referred to most frequently in current writing in the field is via the term ‘gendered discourse’. This is sometimes, but not always linked to Jane Sunderland’s (2004) approach which is focused on identifying gendered discourses via traces in language use.



Sunderland's approach moves discourse away from genres of language use, instead focusing on the concept of discourse as ways of representing the world. This relational aspect of discourse is one of the central concepts of Sunderland's approach, helping to explain why people can appear to be inconsistent in their positions (they may be drawing on conflicting discourses).

A further discourse-oriented approach (or set of approaches) to gender and language research is found in DP which combines a number of disciplines including conversation analysis (CA), ethnomethodology and rhetorical social psychology in order to critique ways that traditional psychological research understands concepts like attitudes, accounts and memory (Edwards and Potter 1992; Potter and Wetherell 1987). Through detailed analysis of transcripts, discursive psychologists show how speakers often produce inconsistent or conflicting versions or accounts. Some researchers working in gender and language have taken DP and introduced elements of poststructuralist theory or CDA, for example the work on young men's talk about fatherhood by Edley and Wetherell (1999). Other researchers have shown how techniques used in CA can be adopted for feminist research (e.g. Kitzinger 2008), which although do not focus on discourse explicitly, are able to show how 'gender – or sexuality, or power, or oppression – is produced and reproduced in interaction' (Kitzinger 2008: 136).

1.7.1.1 Gender in Discourse

Women and men have their own characteristics in using language, but female is recognized as the gender who uses the language better than the male. It is because most of aspects in language can be mastered by the female. No wonder, Fontecha (2010, 105) says that "languages have been traditionally labeled as a female subject".

According to Porter (2005, 03) women have the better verbal abilities. Indeed, women is more dominant in using language than the men, one of it is in the area of verbal abilities. It is also strengthened by the other experts (Hyde



and McKinley, 1997: 34) who states that the men face more difficulties than the women in the verbal abilities. This is therefore one of the reasons why language is the place where women can be higher than the men.

Women also will very concern to the aspect of politeness when they use the language. As what Lakoff (1975, 74) says that “women will tend to speak with reference to the rules of politeness, conversational implicature, and interpersonal exploration; men will tend to speak with reference to the rules of conversation and straight factual communication”. No wonder, the men dislike to talk to much, it is because they prefer talking directly to the point they want to deliver or explain.

In addition, many theories say that women are identical with the thoughtful creatures, while men prefer using their logical thinking. It is right because as what Lakoff (1975, 75) states that the topic which the women tend to choose is about their feeling or other people feeling, while men like choosing the external things-building garage, having battles, and other hard topics. Tannen (1994, 69) also says that generally the women tend to choose the relationship among them for their topic in communication (spoken or written), while men prefer talking about the competition among them to show their honor. Hence, female and male are surely different each other.

In addition, the study by Deborah Tannen (1994: 55) states that women are often interrupted by the men in the conversation. Men indeed will give more interruptions in the conversation than the women. It is because they want to be seen as someone who can be dominant in the conversation. Meanwhile, women seldom even never interrupt the opponent of speaking. No wonder, Sunderland (2006: 14) says that men are dominant in the conversation by interrupting their speaking opponent, and they are more successful to deliver their topic.



1.7.1.2 Gender, Genre, and Writing Style in Formal Written Text

Studies of gender-based differences in language usage have come under attack in recent years. It has been argued (Bing & Bergvall 1996) that many such studies are methodologically flawed for they assume that significant such differences exist and then engage in fishing expeditions to identify them. They find two related aspects of language use that distinguish texts written by females from those written by males. First, female writers use more pronouns that encode the relationship between the writer and the reader (especially first person singular and second person pronouns), while males tend to not to refer to it. Second, female writers more often use personal pronouns that make explicit the gender of the "thing" being mentioned (third person singular personal pronouns), while males have a tendency to prefer more generic pronouns. Both of these aspects might be seen as pointing to a greater "personalization" of the text by female authors.

1.7.2 Text and Grammar

When people speak or write, they produce text; and text is what listeners and readers engage with and interpret. The term 'text' refers to any instance of language, in any medium, that makes sense to someone who knows the language; we can characterize text as language functioning in context (Webster, 2009). Language is, in the first instance, a resource for making meaning; so text is a process of making meaning in context.

To a grammarian, text is a rich, many-faceted phenomenon that 'means' in many different ways. It can be explored from many different points of view. Nevertheless, we can distinguish two main angles of vision: one, focus on the text as an object in its own right; two, focus on the text as an instrument for finding out about something else.



1.7.3 Theme and Rheme

One of the concepts that are basic to the Western tradition of grammatical analysis is theme. Forms, explaining how and why they differ. They are all, subtly but significantly, different in meaning; at the same time they are all related and related in a systematic way. Any comparable set of clauses in English would make up a similar paradigm.

It may assume that in all languages the clause has the character of a message, or quantum of information in the flow of discourse: it has some form of organization whereby it fits in with, and contributes to, the flow of discourse (Matthiessen, 2014). Nevertheless, there are different ways in which this may be achieved. In English, as in many other languages, the clause is organized as a message by having a distinct status assigned to one part of it. One part of the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message.

1.7.3.1 Types of Theme

According to Garot and Wignell (1994) the Theme can be divided into a number of categories: Ideational, Textual and Interpersonal. A clause can have any, all or none of these categories present.

1.7.3.2.1 Ideational

The Ideational, or Topical Theme is usually but not always the first nominal group in the clause. Topical Themes may also be nominal group complexes, adverbial groups, 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 is used because it stands out. It attracts attention because it is not what we normally expect to find.



1.7.3.2.1.1 Unmarked Topical Themes

In this topical theme's type, there are three kind of theme type. Those are nominal group as theme, nominal group complex as theme, and embedded clause. Below is the theme type list for unmarked topical theme including the example each those theme type.

1.7.3.2.1.1.1 Nominal group as Theme

Jack went up the hill

Theme	Rheme
-------	-------

1.7.3.2.1.1.2 Nominal group complex as Theme

Jack and Jill went up the hill

Theme	Rheme
-------	-------

1.7.3.2.1.1.3 Embedded clause

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

Theme	Rheme
-------	-------

1.7.3.2.1.2 Marked Topical Themes

In this topical theme's type, there are three kind of theme type. Those are adverbial as theme, prepositional phrase as theme, and complement as theme. Below is the theme type list for marked topical theme including the example each those theme type.

1.7.3.2.1.2.1 Adverbial as Theme

Down Jack fell

Theme	Rheme
-------	-------



1.7.3.2.1.2.2 Prepositional phrase as Theme

Up the hill Jack and Jill went

Theme	Rheme
-------	-------

1.7.3.2.1.2.3 Complement as Theme

His crown he broke

Theme	Rheme
-------	-------

The Theme of a clause extends to and includes the Topical Theme. Therefore, elements which precede the Topical Theme are also thematic but elements which come after the Topical Theme are not.

1.7.3.2.2 Textual Themes

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. Thus, in the example below, the Conjunction 'but' remains at the beginning of the second clause in each pair. 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.

Well, On the other hand, We Could wait

Cont.	Conjunctive	Topical	Rheme
Theme			



Continuatives are a small set of items, which, if they are there, are always at the beginning of the clause and signal that a new move is beginning. For example: well, right, OK, now, anyway, of course

Right, What need to do today Is revise for our test

Cont.	Topical	Rheme
Theme		

1.7.3.2.3 Interpersonal Themes

Interpersonal theme as theme that used to indicate writers or speaker position on judgment on meaning (Emilia, 2012, p. 229). Interpersonal elements occurs before the Topical Theme are also thematic. They may be Modal Adjuncts, Vocatives, Finite or WH-elements.

1.7.3.2.3.1 Modal Adjuncts

Perhaps	We	Can wait until next week
Modal	Topical	Rheme
Interper.		
Theme		

1.7.3.2.3.2 Vocatives

Vocatives (a name or nickname used to address someone) are only thematic if they occur before the Topical Theme, a Finite verb or a Modal Adjunct.

Mary,	we	decided to wait until next week
Vocative	Topical	Rheme
Theme		



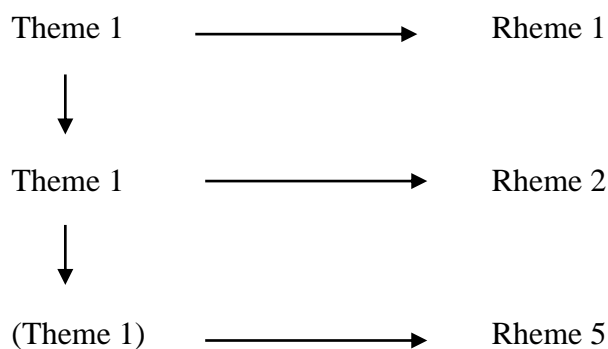
1.7.4 Thematic Progression

Thematic Progression is a method of development of a text. Thematic Progression refers to the way in which the theme of clause may pick up, or repeat, a meaning from a preceding theme or rheme. Three type of the pattern of Thematic Progression:

1.7.4.1 Theme Relation/Constant Theme.

First, Eggins (2004) postulates Theme reiteration, which some linguists label the “Continuous or Constant Theme”. This kind of thematic pattern often appears in short biographical passages and narratives. It is also frequently found in textbooks and descriptions of factual information.

Topical theme	Textual theme	Rheme
The bat		is a nocturnal animal
It		lives in the dark
	and	are very shy

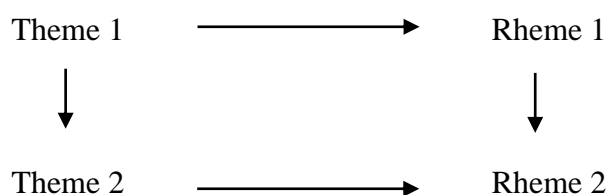




1.7.4.2 A Zigzag/Linear Theme Pattern

Egins (2004) refers to a second type of Theme as the zigzag thematic development, which Bloor, T. & Bloor, M. (1995) and Danes (1974) categorize as the linear Theme pattern. In this pattern, the Rheme of one clause is taken up as the theme of a subsequent clause. Liu (1999) also indicates that various texts use this kind of Theme structure.

Theme	Rheme
The American Psychological Association	Specifies a documentation format required by most psychology, sociology, communication, education, and economic instructors.
This format	Includes parenthetical documentation in the text that refers to an alphabetical reference at the end of the chapters.



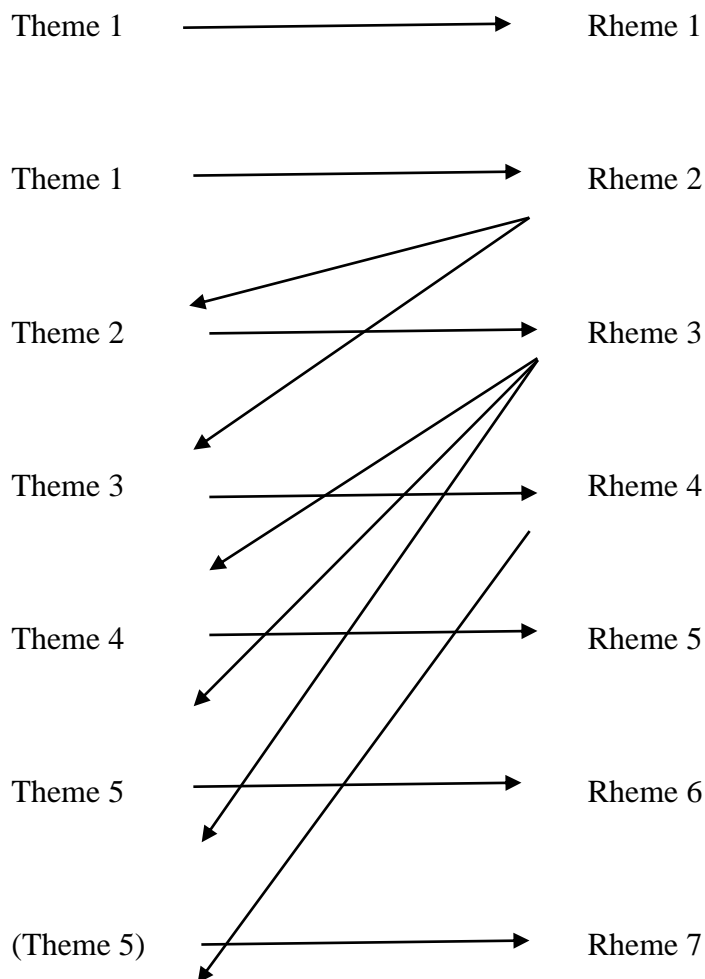
1.7.4.3 A Multiple Theme/Split Rheme Pattern

A third common type of thematic progression is the multiple-Rheme pattern. Bloor, T. & Bloor, M. (1995) proposes a Split-Rheme Pattern, which is essentially the same thing as a multiple-Rheme pattern. This multiple-Rheme pattern is common in longer expository texts. It occurs when the Rheme of a clause has two or three components, each of which is taken in turn as the Theme of a subsequent clause.



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Theme	Rheme
When Japanese people	write their language.
They	use a combination of two separate alphabet as well as borrowed from 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 Japanese language.
Katakana	represents the same sounds of Hiragana
But	is used mainly for words borrowed from foreign languages and for sound effects.
Kanji	are used to communicate an idea rather than a sound.





Theme 6



Rheme 8

1.7.5 Critical Review

The advice in this thesis is a general guide. It was retrieved from UNSW Australia journal about writing critical review (Australia, 2016).

1.7.5.1 Purpose of a critical review

The critical review is a writing task that asks you to summarize and evaluate a text. The critical review can be of a book, a chapter, or a journal article. Writing the critical review usually requires you to read the selected text in detail and to read other related texts so that you can present a fair and reasonable evaluation of the selected text.

1.7.5.2 What is meant by critical?

At university, to be critical does not mean to criticize in a negative manner. Rather it requires you to question the information and opinions in a text and present your evaluation or judgment of the text. To do this well, you should attempt to understand the topic from different perspectives (i.e. read related texts) and in relation to the theories, approaches and frameworks in your course.

1.7.5.3 What is meant by evaluation or judgment?

Here you decide the strengths and weaknesses of a text. This is usually based on specific criteria. Evaluating requires an understanding of not just the content of the text, but also an understanding of a text's purpose, the intended audience and why it is structured the way it is.



1.7.5.4 What is meant by analysis?

Analyzing requires separating the content and concepts of a text into their main components and then understanding how these interrelate, connect and possibly influence each other.

1.7.5.5 Structure of a Critical Review

Critical reviews, both short (one page) and long (four pages), usually have a similar structure. Check your assignment instructions for formatting and structural specifications. Headings are usually optional for longer reviews and can be helpful for the reader.

- 1) Introduction
- 2) Summary
- 3) Critique
- 4) Conclusion & References

1.7.5.6 Summarizing and paraphrasing for the critical review

Summarizing and paraphrasing are essential skills for academic writing and in particular, the critical review. To summarize means to reduce a text to its main points and its most important ideas. The length of your summary for a critical review should only be about one quarter to one third of the whole critical review. The best way to summarise is to:

- 1) Scan the text. Look for information that can be deduced from the introduction, conclusion and the title and headings. What do these tell you about the main points of the article?
- 2) Locate the topic sentences and highlight the main points as you read.
- 3) Reread the text and make separate notes of the main points. Examples and evidence do not need to be included at this stage. Usually they are used selectively in your critique.



Paraphrasing means putting it into your own words. Paraphrasing offers an alternative to using direct quotations in your summary (and the critique) and can be an efficient way to integrate your summary notes. The best way to paraphrase is to:

- 1) Review your summary notes
- 2) Rewrite them in your own words and in complete sentences
- 3) Use reporting verbs and phrases (eg; The author describes..., Smith argues that ...).
- 4) If you include unique or specialist phrases from the text, use quotation marks.

1.7.5.7 Some General Criteria for Evaluating Texts

The following list of criteria and focus questions may be useful for reading the text and for preparing the critical review. Remember to check your assignment instructions for more specific criteria and focus questions that should form the basis of your review. The length of the review / assignment will determine how many criteria you will address in your critique.

Criteria	Possible focus questions
Significance and contribution to the field	<ul style="list-style-type: none"> • What is the author's aim? • To what extent has this aim been achieved? • What does this text add to the body of knowledge? (This could be in terms of theory, data and/or practical application) • What relationship does it bear to other works in the field?



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	<ul style="list-style-type: none"> • What is missing/not stated? • Is this a problem?
Methodology or approach (this usually applies to more formal, research-based texts)	<ul style="list-style-type: none"> • What approach was used for the research? (eg; quantitative or qualitative, analysis/review of theory or current practice, comparative, case study, personal reflection etc...) • How objective/biased is the approach? • Are the results valid and reliable? • What analytical framework is used to discuss the results?
Argument and use of evidence	<ul style="list-style-type: none"> • Is there a clear problem, statement or hypothesis? • What claims are made? • Is the argument consistent? • What kinds of evidence does the text rely on? • How valid and reliable is the evidence? • How effective is the evidence in supporting the argument? • What conclusions are drawn? • Are these conclusions justified?



Writing style and text structure

- Does the writing style suit the intended audience? (eg; expert/non-expert, academic/non-academic)
- What is the organising principle of the text? Could it be better organised?

1.7.5.8 Sample Extracts

Here is a sample extract from a critical review of an article. Only the introduction and conclusion are included. We thank Suwandi Tijia for allowing us to use his critical review in this resource.

[1] A Critical Review of Goodwin et al, 2000, 'Decision making in Singapore and Australia: the influence of culture on accountants' ethical decisions', Accounting Research Journal, vol.13, no. 2, pp. 22-36.

[2] Using Hofstede's (1980, 1983 and 1991) and Hofstede and Bond's (1988) five cultural dimensions, Goodwin et al (2000) conducted [3] a study on the influence of culture on ethical decision making between two groups of accountants from Australia and Singapore. [4] This research aimed to provide further evidence on the effect of cultural differences since results from previous research have been equivocal. [5] The study reveals that accountants from the two countries responded differently to ethical dilemmas in particular when the responses were measured using two of the five cultural dimensions. The result agreed with the prediction since considerable differences existed between these two dimensions in Australians and Singaporeans (Hofstede 1980, 1991). [6] However the results of the other dimensions provided less clear relationships as the two cultural groups differed only slightly on the dimensions. [7] To the extent that this research is exploratory, results of this study provide insights into



the importance of recognizing cultural differences for firms and companies that operate in international settings. However, several limitations must be considered in interpreting the study findings.

....

[8] In summary, it has to be admitted that the current study is [9] still far from being conclusive. [10] Further studies must be undertaken, better measures must be developed, and larger samples must be used to improve our understanding concerning the exact relationship between culture and decision-making. [11] Despite some deficiencies in methodology, [12] to the extent that this research is exploratory i.e. trying to investigate an emerging issue, the study has provided some insights to account for culture in developing ethical standards across National borders.

Key

- [1] Title and bibliographic details of the text
- [2] Introduction
- [3] Reporting verbs
- [4] Presents the aim/purpose of the article and Key findings
- [5] Sentence themes focus on the text
- [6] Transition signals provide structure and coherence
- [7] Reviewer's judgment
- [8] Conclusion summarizes reviewer's judgment
- [9] Modality used to express certainty and limit overgeneralizing
- [10] Offers recommendations
- [11] Concessive clauses assist in expressing a mixed response
- [12] Qualifies reviewer's judgment



1.7.5.9 Language features of the critical review

1.7.5.9.1 Reporting verbs and phrases

These are used to tell the reader what the author thinks or does in their text.

Komisar begins his article claiming that the new teaching machines represent a new kind of encounter.

1.7.5.9.2 Modality

Modal verbs and other expressions are used to express degrees of certainty and probability (from high to low). Writers use modality to present ideas as opinions rather than facts.

The word 'theory' has an honorific status. ... The same could probably be said for 'practice'.

1.7.5.9.3 Conceding (Concessive clauses)

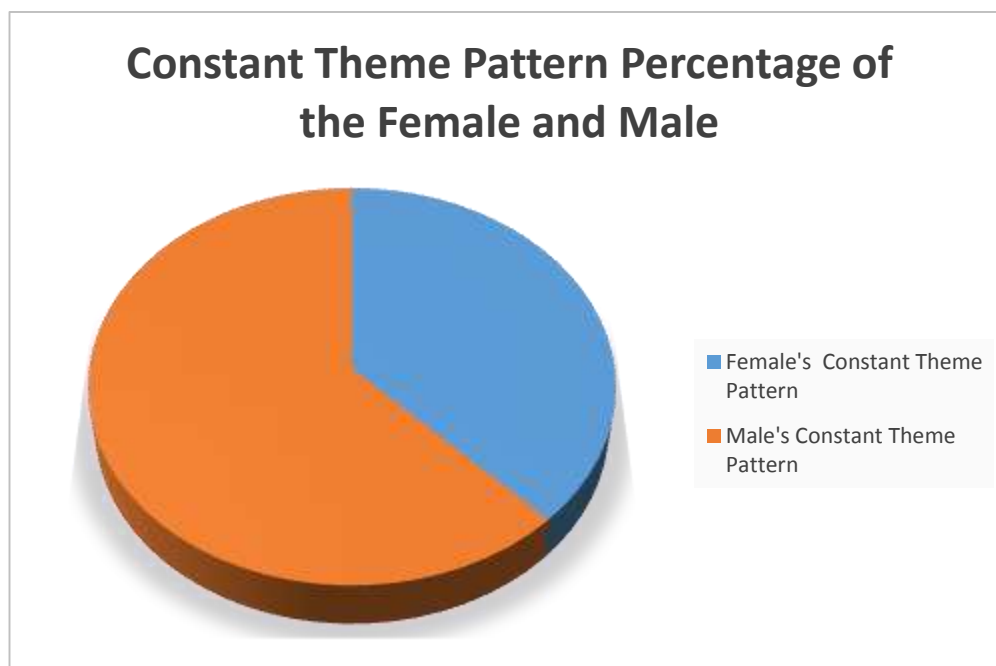
Here an adverbial clause can be used to describe a circumstance that is in contrast or unfavorable to another circumstance. In academic writing, concessive clauses are one way (there are others!) to acknowledge the strength/ validity of an idea before presenting an alternate view. This does not weaken your critique; rather it can show balance and fairness in your analysis.

Though by no means the first empiricist among the Greek philosophers, Aristotle stood out among his contemporaries for the meticulous care with which he worked. 2 (writing critical review, n.d.)



Appendix 8 for the total of female's thematic progression pattern percentage in all-generic structure).

Chart 3.3 Constant Theme Pattern Comparison of the Female and Male College Student



The domination of constant theme pattern in both male's and female 'college student critical review surely have a reason. The emergences of constant theme pattern in the text are considered as the sign that the writers is good for providing detailed description of events or participants in discourse. Its application leads detailed development of ideas. However, a close look at the analysis revealed that the constant theme is more prevalent which definitely makes the texts static and boring.

As what explained before that the female college student in this present study choose to use more personal pronoun or topical theme while male college student use more specifiers pronoun, which is part of textual theme. From those finding if we relate with the Biber's dimension above we can conclude that male can be classified as informational while female be classified as involve.



In addition, constant theme pattern that choose by them as the most dominant pattern is correct. Because that pattern is used for narrative and descriptive text, while critical review is use combination between both texts. The portion why male student is using the pattern more than the female, because as Biber's dimension the characteristic of male is as informant which is used more specifiers pronoun for operating sentence or clause in complex level. In contrast, female writers as involver produce less constant theme pattern

3.5 Discussion

For any communication through the medium of writing to be successful, the writer must package the information in a way that the target audience can read and understand. In other words, the writer must control the flow of information the text. They have to know how to properly arrange themes and develop them in rheme, and cohesion in critical review can be improved dramatically if attention is given to theme selection and thematic progression.

The result of the study showed prevalence of constant thematic progressions used interchangeably. The students are encouraged to develop ideas thoroughly by using the constant patterns. The constant theme on the other hand is good for providing detailed description of events or participants in discourse. A close look at the analysis revealed that the constant theme is more prevalent which definitely makes the texts static and boring. However, its application leads detailed development of ideas. The study looked at the gender implications of thematic structure and progression in relation to critical review as education text. Since there is a style peculiar to every text, student writers should stick to critical review writing style which include concision, precision, brevity, and clarity.

The obvious factor that led to the complexity of the information structures in some of the clauses is significant differences between male- and female-authored documents in the use of pronouns and certain types of noun modifiers. Females use many more pronouns and males use many more noun specifiers.



More generally, it is found that even in formal writing, female writing exhibits greater usage of features identified by previous researchers as "involved" while male writing exhibits greater usage of features, which have been identified as "informational".

Palander-Collin (1999) analyzed her results within the framework devised by Biber (1995), who identified a number of stylistic dimensions based on a multivariate analysis of a set of 67 predetermined linguistic variables. In particular, Palander-Collin found strong evidence for gender-based variation along Biber's Dimension 1, finding that women's letters tend to have a more "involved" style than men's. Whereas Male authors also have clear distinguishing markers. This suggests that male authors are more likely to "indicate" or "specify" the things that they write about. In terms of Biber's dimensions, specifier use relates primarily to the "informational" half of his Dimension 1. Those results thus confirm and extend others' findings (Mulac & Lundell 1994; Biber et al 1998) that males tend to use more features that are "informational".

There seems to be lack of knowledge or sticking of both male and female college student. Critical review in this study has peculiar language style that the writers of should focus. As critical review is a form of text, both male and female writers are encouraged to constant themes, as they are suitable for descriptive and narrative of events. Besides that, lack of the knowledge of the application of thematic structure and progression in writing task also imply many forms of writing. It is on this premise that both male and female writers are encourage to apply thematic structure and progression in order to reach the audience successfully. Therefore, the writers should be aware of the need to apply the knowledge of thematic structure and progression in professional discourse. Through the application of this knowledge, cohesive and coherent text will be created. Student should keep at the back of their minds, the need to have proper networking of the themes. Thematic structure and progression if taught and applied well produce a coherent and meaningful text.



CHAPTER IV

CONCLUSION

This chapter presents the conclusion and suggestion based on the findings of the research. The conclusion of research is a result based on the process of identifying and interpreting the result findings of research.

4.1 Conclusion

This study was proposed by the important role of theme-rheme system in writing process. The result of study shows that two respondents create different ways in presenting the information of text in creating meaning. It started from the analysis of theme-rheme system, which is followed by thematic progression and correlate with the gender implication in choosing thematic progression pattern in both male and female respondents. Therefore, there are two result findings from this current study:

1. The first result of this research shows female writers are highly prominent used topical theme to express ideational meaning which the content is densely in nominal construction. It is difference if we look at the critical review that created by male college student. He use more textual theme which is located in the first position than the others theme types. In addition, the researcher also captured from research findings about information flow of discourse is not only presented by theme-rheme system, but also presented through thematic progression. The result showed that the constant themes was prevalent in the both of texts.
2. The second result is female writers use more pronouns that encode the relationship between the writer and the reader (use more topical theme), while males have a tendency to prefer more specifiers pronouns (textual theme). Both of these aspects might be seen as pointing to a greater “personalization” of the text by female and male authors. In addition, male student is using the pattern more than the female, according to Biber’s dimension the characteristic of male



is as informant which is used more specifiers pronoun for operating sentence or clause in complex level. In contrast, female writers as involver produce less constant theme pattern.

4.2 Recommendation

After doing this research, there are some thing that can be taken by this research, such as for both teachers and students, and also the next researcher.

1. For teachers, especially language teachers should be responsible for helping students to develop the linguistic tools such as theme-rheme system in which enable them to present powerful text in essays as the organization of information. This work will be of great for students in the field of language and literature who also have interest in discourse. It will also inspire them more on how to analyze texts using the levels of discourse and gender analysis employed in this work.
2. For the next researcher, based on the result findings of theme-rheme system, the next researcher can provide on how theme-rheme system creates cohesion and cohesive with its rubric in writing. Especially about thematic progression pattern in college students' critical review and how it can construct the text coherence.



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