THEMATIC DEVELOPMENT OF NARRATIVE WRITINGS OF THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF IKIP PGRI SEMARANG

A THESIS

In partial fulfillment of the Requirements

For Master's Degree in Linguistics

Dewi Masyitoh Februana

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FACULTY OF HUMANITIES

DIPONEGORO UNIVERSITY

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Submitted by :

Dewi Masyitoh Februana

A4C008025

Approved by

Advisor,

Dr. Nurhayati
NIP. 19661004 199001 2 001

Head of the Study Program

Dr. Agus Subiyanto, M.A
NIP. 1964 0814 1990 0110 01

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VALIDATION

Chairperson

Dr. Nurhayati, M.Hum _____

First Examiner

Dr. Agus Subiyanto, M.A _____

Second Examiner

Dr. Deli Nirmala, M. Hum _____

Third Examiner

J. Herudjati Purwoko, Ph.D. _____

STATEMENT

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I certify that this thesis entitled *Thematic Development of Narrative Writings of Third Semester Students of English Department of IKIP PGRI Semarang* is original. I am completely responsible for the content of the thesis. Other writer's opinion or findings included in this Thesis are quoted or cited in accordance with ethical standart.

Semarang, 2014

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7. My sisters, brothers, nieces and nephews.
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The writer realizes that this thesis is far from perfect. Therefore, she glad to receive any constructive criticism and recommendation to make this thesis better.

Semarang, March 2014

Dewi Masyitoh Februana

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ABSTRACT

Dewi Masyitoh Februana, 2014. *Thematic Development of Narrative Writings of Third Semester Students of English Department of IKIP PGRI Semarang*. Thesis, Linguistics, Graduate Program, Diponegoro University.
Advisor : Dr. Nurhayati, M.Hum.
Key Words : *Theme, Rheme, Thematic Progression, Narrative Paragraph.*

The study focuses on thematic development in narrative written by the third semester students of IKIP PGRI Semarang. It attempts to describe the Theme-Rheme structures in narrative writings of the third semester English department students of IKIP PGRI Semarang, analyze cross-referential thematic developments, theme reiterations, a brand new themes and empty rheme found in each paragraph.

The research is descriptive qualitative. The data were taken by observing and note taking narrative writings of students of the third semester English Department of IKIP PGRI Semarang. There are 90 students of 3 classes and the writer only takes 1 class which consists of 30 students. In analyzing the data, the writer uses distribution methods, those are identifying the occurrence of theme-rheme relation in thematic development by elaborating Theme-rheme structure of the paragraphs, making chart in every text in which cross-referential thematic developments that are shown by the exchange of information between the rheme of previous clause to the theme of the next or subsequent clauses, calculating how many cross-referential thematic developments, theme reiteration, a brand new theme and empty rheme found in each paragraph.

From theme analysis, the writer found that there are 496 or 43,26% that belongs to unmarked topical theme, 164 or 14,3% that can be categorized marked topical theme, 254 or 22,14% that contains textual theme and 233 or 20,3% that consists of interpersonal theme.

In Thematic Pregression Patterns, the writer found that There are 265 clauses or 42,62% belonged to theme reiterations, 78 clauses or 12,32% included in cross-referential thematic developments of zig-zag pattern, 7 clauses or 1,13% showed cross-referential thematic developments of multiple patterns and 267 clauses or 44 % showed the others. Some students do not use three of Thematic Progression Pattern, it means that they do not write coherently because the clauses are not developed from the preceding Theme and Rheme.

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ABSTRAK

Dewi Masyitoh Februana, 2014. *Thematic Development of Narrative Writings of Third Semester Students of English Department of IKIP PGRI Semarang*. Thesis, Program Linguistik, Universitas Diponegoro.
Pembimbing : Dr. Nurhayati, M.Hum.
Kata Kunci: *Theme, Rheme, Thematic Progression, Narrative Paragraph.*

Tesis ini fokus terhadap pengembangan tema pada penulisan naratif yang dilakukan oleh mahasiswa semester 3 IKIP PGRI Semarang. Selain itu penulisan ini dibuat dengan tujuan mendeskripsikan struktur tema rema pada penulisana naratif, menganalisa hubungan silang pada pengembangan tema, pegulangan tema , pembentukan tema baru serta tak ber-rema pada setiap paragrapnya.

Penelitian ini merupakan penelitian deskriptif kualitatif dimana data diambil dengan melakukan pengamatan serta pencatatan pada tulisan naratif mahasiswa semester 3 jurusan bahasa Inggris pada IKIP PGRI Semarang. Pada data terdapat 90 mahasiswa yang terdiri dari 3 kelas. Dalam hal ini, penulis hanya mengambil 1(satu) kelas yang tediri dari 30 mahasiswa. Dalam analisis data, penulis menggunakan metode pembagian atau pengklasifikasian yakni dengan mengidentifikasikan kemunculan hubungan tema-rema pada pengembangan tema , mengelaborasikan struktur tema rema pada paragraf, membuat grafik pada setiap teks tentang perubahan informasi yang muncul disetiap klausa baik di klausa sebelumnya dengan klausa sesudahnya, menghitung jumlah pengembangan tema, pengulangan tema, tema baru serta tak ber-rema pada setiap paragrafnya.

Dari analisis yang telah dibuat oleh penulis, telah ditemukan bahwa 496 atau 43,26% tergolong pada *unmarked topical theme*, 164 or 14,3% termasuk *marked topical theme*, 254 or 22,14% termasuk *textual theme* serta 233 or 20,3% tergolong pada *interpersonal theme.*

Didalam *Thematic Pregression Patterns,* penulis menemukan bahwa terdapat sekitar 265 klausa or 42,62% termasuk *theme reiterations* (Pengulangan tema), 78 klausa atau 12,32% tergolong pada *cross-referential thematic developments of zig-zag pattern* (bentuk zig zag), 7 klausa atau 1,13% menunjukkan *cross-referential thematic developments of multiple patterns* dan 267 klausa atau 44 % masuk dalam bentuk lainnya. Dapat disimpulkan bahwa beberapa mahasiswa tidak menggunakan tiga bentuk pengembangan tema (*Thematic Progression Pattern*), ini berarti bahwa penulisan mereka masih banyak yang tergolong belum koheren karena klausa-klausanya tidak dikembangkan dari tema-rema sebelumnya.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The ability in communicating and interacting with others to express ideas and feelings is the main purpose in learning a language. It can be both spoken and written. Teaching a language means training students to be able to communicate in the language being taught. Teaching English as a second language has to meet its final objective i.e. students' competence in communication by using English either spoken or written. When people communicate, they negotiate meaning (Agustien, 2004:1). Just something like transaction, they will make a deal if they understand each other. However, a negotiation sometimes does not occur due to misunderstanding. Therefore, communication, either written or spoken, must be managed well in order to avoid misunderstanding.

Writing is one of the important language skills. Through writing, everyone can share his/her idea and when it is read by others, communication will occur. If someone can manage his/her writing well, s/he will be able to invite someone else to have understandable communication.

In producing good writing in English, it is not only good in arranging words into grammatical sentences (in the perspective of the existence of *subject*, *verb*, *object* and *adverb* in every sentence) but also constructing cohesiveness between sentences and combining the sentences with the appropriate genre so that

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the sentences will create special purpose in context. The communicative purpose of a text is considered to be the most important feature related to genre.

Linguists interpret the concept of context itself in wide variety of range. Halliday (1989:49) tends to use the word "context" to mention the context of situation. In addition, he also uses the term *context* to refer to context of culture, inter-textual context, and intra-textual context. Of those contexts suggested by Halliday, the writer concerns on the last context that is intra-textual context. Intra-textual context is coherence within text, including the linguistics cohesion that embodies the internal semantic relationship (Halliday and Hasan, 1989:49). This concept relates to the aim of my thesis; that is to analyze the connectedness aspect of students' English writing in university level. Related to the concept of *connectedness*, Lyons (1995:263-264) states that there are two kinds of connectedness, namely cohesion and coherence. He points out that cohesion has to do with the form of a text while coherence deals with the content of a text.

A text is not considered to be a good one if it is not cohesive, yet a text is considered to be a good text if it contains two properties, they are cohesion and coherence. Cohesion is an internal property, while coherence is contextual properties of paragraph. So, cohesive text is a text to which a paragraph in the text ties together, and coherence means that a group of sentences relates to the context.

B. Reason for Choosing the Topic

According to several lecturers in IKIP PGRI Semarang, they have frequently found students' writing in the form of paragraphs which are awful written because of difficult to understand. One of the main difficulties is lack of

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cohesion in their writings, which contributes substantially to lower scores in examinations. So far there has been little pedagogic use made of the relationship between theme and rheme in teaching academic writing and currently, many language lecturers still focus on their feedback to learners on errors which occur below the clause level, such as lack of subject-verb agreement, incorrect use of verb tenses and so on.

Thus, in an effort to help students produce good writing, it is important for English teachers or lecturers to intensively socialize the importance of paying attention to the cohesiveness aspects in writing articles, short stories, novels, essays, or paragraphs in order to make the sentences of the students' writings hang together so that understandable writing can be created.

Based on the reason above, the writer would like to conduct the research on thematic development by exploring the use of theme and rheme relations in students' writings to improve cohesion in academic texts.

C. Statement of the Problems

Based on the background of the study above, the writer is conducted to answer questions as follows:

1. What kinds of theme are realized in the narrative written by the third semester students of IKIP PGRI Semarang?
2. What kinds of thematic development found in the narrative written by the third semester students of IKIP PGRI Semarang?
3. Are the theme-rheme structures helping students to create cohesiveness of the text?

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D. Objectives of the Study

The objectives of the research are:

1. to identify kinds of theme of narrative paragraph written by the third semester students of IKIP PGRI Semarang
2. to describe kinds of thematic development found in the narrative written by the third semester students of IKIP PGRI Semarang.
3. to describe how important are theme-rheme structures in helping students create cohesiveness of the text..

E. Significance of the Study

Hopefully the study performs clues for students to make better writings by considering the use of Theme and Rheme relation and thematic development in their writings, and to enable them to give good evaluation of any writings they find. Moreover, it can hopefully be used as reference for teachers or lecturers in evaluating and solving their students' writing problems.

Key words: theme, rheme, thematic development, narrative paragraph.

F. Scope of the Study

In this research, the writer focuses on describing how the students use Theme-Rheme relation, thematic development of the students' narrative writing and also how significance is it for students in creating cohesiveness of the text.

G. Definition of Terms

1. Theme refers to the initial element in a sentence or utterance which forms the point of departure. Theme typically contains familiar, old or given information.

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2. Rheme is the remainder of the message in a clause in which Theme is developed. Rheme typically contains unfamiliar or new information.
3. Thematic Progression is the exchange of information between successive Rheme and Rheme pairings in a text (Eggins, 1994:303). Thematic progression contributes to the cohesive development of a text, that is to say, in cohesive text the distribution of given and new information needs to follow certain patterns. There are several main types of thematic development, which depends on different text types.
4. Boardman and Frydenberg (2002:4) in Faiza Hawa's Thesis (2009) said that narrative paragraph tells about a story. The events in narrative paragraph must be ordered according to time. Furthermore, Derewianka (1995:40) explains "the purpose of narrative text is to teach or inform, to embody the researcher's reflections on experience, and – perhaps most important – to nourish and extend the reader's imagination". Barli (1995:15) on his book stated *Write Well* said that paragraph as a group of sentences which contain relevant information about one main or central idea.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

This study is different from the study conducted by some experts, such as Yang (2008), Rini (2008), Li (2009) and Hawa (2009). Yang (2008) conducted research entitled 'Thematic Progression Analysis in Teaching Explanation Writing'. Based on his research, it was found that Thematic Progression theory explains textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way. Employing the rationale of Thematic Progression theory, his research analyzed a lesson plan of teaching explanation, and showed that Thematic Progression analysis can be employed in teaching writing.

The other study about Thematic Development was done by Rini (2008) entitled 'Textual Meaning of the Conversational Text in the English Text Books for the Third Year Student of SMA'. Her thesis tells that SMA students need text book to help them express their ideas and feelings in various contexts of situations and functional skill, so that they need appropriate conversational texts which are written comprehensively and coherently. The clause for the conversational text must have Thematic structure or Theme-Rheme structure. Her thesis focused on: what the different types of Theme in the clause of conversational text found in the English text book; and how the cohesion and coherence achieved through

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thematization. In her finding, she found that conversational texts are mostly organized by using thematic organization of the text such as the use of anaphoric reference, pronouns and participants such as unmarked Theme and other cohesive devices such as conjunction and lexical cohesion.

Li (2009) wrote his thesis entitled 'On the significance of Theme and Thematic Progression in the Development of Text'. The research provided a detailed analysis about the Theme and the Thematic Progression of a certain text, with Halliday's systemic-functional ideas as the theoretical foundation. Based on this, his research discloses the significance of Theme and Thematic Progression in the development of text, which includes forming a semantic chain and achieving a comprehensive understanding of a text. In his research, the figure of the Thematic Progression of the text shows clearly that it is the mixture of three patterns of thematic Progression, while the dominant one is the pattern of the thematic iteration. The advantage of this thematic progression is that it can keep a text focus (cohesion) by repeating on element, which is the basic way for the purpose. In his conclusion, he says that only the thematic system is also called as psychological subject, in which the Theme of a clause orients a reader to the message of a clause. So, it reflects the reasoning characteristics and the common law of human mind.

On the other hand, Hawa (2009) wrote the relationship between theme and rheme to improve thematic progression. The analysis has illustrated that the theme and rheme structure of the clause can be seen as the realization of textual

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organization. The paper shows that theme rheme patterning can be effectively applied in classroom to diagnose students' weaknesses, the weaknesses due to problems with thematic progression.

Short in length, Yang (2008) conducted the study on Thematic Progression in teaching explanation writing by analyzing a lesson plan of teaching explanation. On the other hand, Rini (2008) focused her research on the different types of Theme in the clause of conversational text. While Li (2009) concentrated on the Significance of Theme and Thematic Progression in the Development of Text by analyzing Theme and Thematic Progression in a certain text. Such as others, Hawa (2009) wrote relationship between theme and rheme to improve thematic progression. In this case; I focused my study on thematic relation realized in the narrative written by the third semester students of IKIP PGRI Semarang through thematic development.

B. Theme and Rheme

The theoretical principles underlying the study of Theme and Rheme are derived mainly from the theory of Systemic-Functional Grammar. Theme and Rheme are two terms which represent the way in which information is distributed in a sentence. Theme is given information serving as "the point of departure" of a message. Moreover, Halliday (1985:39) states that Theme is the element which serves as "the starting-point for the message; it is what the clause is going to be about". And, the given information is the information which has already been mentioned somewhere in the texts, or it is shared or mutual knowledge from the

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immediate context. Nunan(1993:125) states that Theme is the initial element in a sentence or utterance which forms the point of departure. In other words, Theme typically contains familiar, old or given information. Theme provides the settings for the remainder of the sentence – Rheme. Rheme is the remainder of the message in a clause in which Theme is developed, that is to say, Rheme typically contains unfamiliar or new information. New information is knowledge that a writer assumes the reader does not know, but needs to have in order to follow the progression of the argument. Furthermore, Nunan (1993:125) says that Rheme is the remainder of the sentence or utterance. The boundary between Theme and Rheme is simple: Theme is the initial element occurring in the clause; the remainder clause is Rheme .

For example:

Theme	**Rheme**
The lion	beat the unicorn all round the town
All round the town	the lion beat the unicorn
However, the unicorn	still did not want to bow to the lion
The lion	decided to beat him to death
Would the unicorn	give in to the lion
When the lion got to the battle field	the unicorn was ready for the battle

(Halliday, 1985 : 39)

From the above division of Themes and Rhemes in the sentences, we can see that Theme is not equated with the subject of a sentence; nor is Rheme equated with the predicate. However, the example above, two sentences e.g. in the first and fourth sentence, it happens that the Theme ‘The Lion’ overlaps with the grammatical subjects of the sentences. This kind of Theme Halliday (1985) calls unmarked Theme. He states that unmarked sentences often contain a Theme that

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is separate from the subject containing pre-posed adverbial groups or prepositional phrases, for example ‘All round the town’ is Theme in sentence 2 above. From the above sample, it could be concluded that Theme may be realized by a nominal group, verbal group, adverbial group, prepositional phrase or a dependent clause. The characteristic of these elements is that they appear first in a clause and represent ‘given’ information. All the rest of a clause is Rheme representing ‘new’ information.. The initial place has an enormous importance in a clause. Whatever is chosen to be in the first place will influence a reader’s interpretation of everything that comes next. Accordingly, in cohesive writing, ‘given’ information in a clause needs to be presented in the Theme position, which acts like a signpost signaling a reader where the meanings has come from and where they are going to. The new information needs to be located in Rheme position. The balance and movement of a clause between Theme and Rheme are an essential component in composing a cohesive text. If a writer fails to control the flow of information from Theme to Rheme, his or her text is difficult for a reader to follow, because there is no clear signpost directing to the reader, who therefore cannot easily follow the progression of an idea or argument.

C. Kinds of Theme

Theme involves three major systems: type of theme, marked or unmarked theme, and predicated or not predicated theme. Theme unmarked depends on the mapping together of the theme constituent with the different mood and transitivity constituent.

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According to Halliday (1985:53), there are three main types of theme – experimental, interpersonal and textual. Experimental themes deal with the content or topic of a clause; textual themes are concerned with the construction of a message, whereas interpersonal themes involve an 'interactive exchange'. All three elements may not be necessarily present in the theme, but there is always an ideational/experiential element in the clause. (Halliday, 1985:53)

a. Ideational/Topical Theme

A theme is differentiated as being unmarked theme and marked theme. The unmarked theme is found in declarative clauses where the topical theme conflates with the subject of the clause. Marked theme is some other element such as an adverbial group or prepositional phrase.

Unmarked Theme

The man	Went to the beach
Theme	**Rheme**

Marked Theme

His crown	His broke
Theme	**Rheme**

(Gerot and Wignel, 1994)

We can analyze theme of the clause in different moods declarative, interrogative, imperative and exclamative mood. The example of each mood ca be seen below.

Theme in Declarative Clauses

In declarative clause, the subject is the element that is consent as theme unless there is good reason for choosing something else. The most usual form of marked theme is an adverbial group, e.g. *today, suddenly*, or prepositional phrase, e.g. *at night, in the corner, etc.*

Theme in Interrogative Clauses

The typical function of the interrogative clause is to ask question. The natural theme of a question, therefore, is 'what I want to know'. Thus, in both kinds of interrogative clause the choice of a typical 'unmarked' thematic pattern is clearly motivated, since this pattern has evolved as the means of carrying the bacis message of the clause.

Theme in yes/no interrogative (Hallyday, 1989:46)

Can	you	Find me an acre of land ?
Is	anybody	At home ?
Should	Old acquaintance	Be forgot ?
Theme (1)	Theme (2)	Rheme

Theme in Imperative Clauses

According to gerot and Wignel (1994), there are two ways of treating Theme in imperative clauses:

Either in Rheme only

Write your name in the upper right hand corner !
Rheme

Or treat the process as Theme

Write	*your name in the upper right hand corner !*
Theme	Rheme

Theme in Exclamative Clauses

Gerot and Wignel (1994:113) also states that theme in exclamative clauses consists of wh-element plus either a nominal group or an adverbial group.

How nice the place	It is !
Theme	Rheme

b. Textual Theme

Textual theme relates the clause to its context. They can be continuatives and/or continuatives adjuncts and conjunction. The line between conjunction and continuatives adjuncts are often of line one. One different is that conjunctive adjuncts are free to move in clause whereas conjunction is pretty well restricted to being at the beginning.

c. Multiple Theme

Multiple theme is the theme that extends from the beginning of the clause up to (and including) the first element that has function in transitivity which is called ‘topical theme’.

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Following the example of multiple theme

Nevertheless,	*the alternative*	*Was not simple*
textual	Topical	
theme		rheme

d. Interpersonal Theme

Interpersonal theme occurred before the topical theme. They may be Modal Adjuncts, vocatives, finite or Wh-elements(mood marking) (Gerot and Wignel, 1994)

Below are examples :

John,,	*we*	*Want to meet you*
vocative	Topical	
theme		rheme

D. Thematic Development

The flow of information in a sentence from Theme to Rheme is crucial in achieving communicative effectiveness in a message. The exchange of information between Successive Rheme and Rheme pairings in a text is called Thematic Progression (Eggins, 1994:303). Thematic progression contributes to the cohesive development of a text, that is to say, in cohesive text the distribution of given and new information needs to follow certain patterns. There are several main types of thematic development, which depends on different text types. For

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example, in a narrative-type text we often repeat Theme of one clause into Theme of subsequent clauses.

For example:

Theme	Rheme
A good teacher	need show great passion to the teaching
He or she	should be intellectually and morally honest.
He or she	should have a genuine capacity to understand students

However the Thematic development of an academic text is different. Fries (1983) made the point that the Thematic progression of an academic text needs to have high incidence of cross-referencial links from the Rheme of one clause to the Theme of the next clause, as the academic texts present complex arguments in which each successive ideas is an expansion of an idea in the previous sentence.

E. Patterns of Thematic Development

The development of Theme and Rheme gives significant contribution to make texts cohesive. Furthermore, Eggins(1994:302) explains that Theme makes the cohesion and coherence of a text has to do with how Thematic elements separated each other. Eggins(1994:303-305) also explains three main patterns of Thematic development. They are as follow:

1. *Theme re-iteration*: one basic way to keep to a text focused (i.e. cohesive) is simply to re-iterate an element. As we saw at lexical cohesion, repetition is an effective means of creating cohesion. A text in which the Theme never varied would not only be boring to read or listen to, but would indicate a text which is going nowhere. Thematic shifting can be achieved either “accidentally”, with the new Theme coming from outside the text, or

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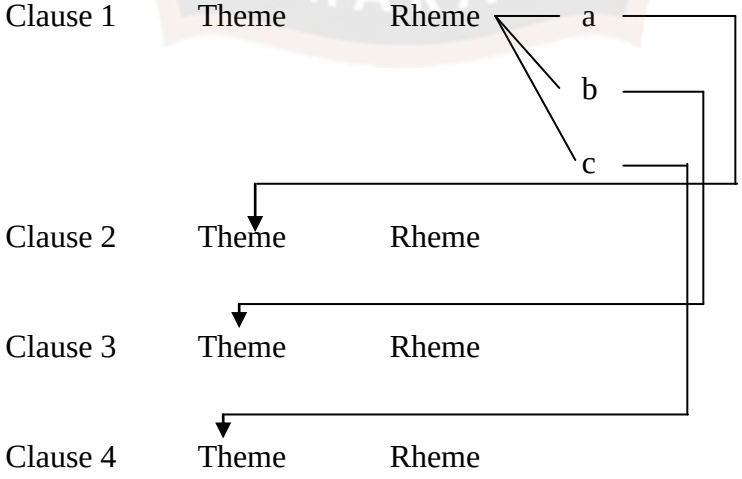
cohesively, in which case we can describe it as Thematic progression. This pattern is diagramed as follow :

Clause 1 Theme Rheme
↓
Clause 2 Theme Rheme
↓
Clause 3 Theme Rheme

2. *The zig-zag pattern*: in this pattern, an element which is introduced in the Rheme in clause 1 gets promoted to become the Theme of clause 2. this pattern is diagrammed as follow :

Clause 1 Theme Rheme
↘
Clause 2 Theme Rheme
↘
Clause 3 Theme Rheme

3. *The multiple-Theme pattern*: in this pattern, the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses.



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So, it is not impossible that a cohesive text will draw on the zig-zag strategy and the multiple-Theme strategy. As, Eggins(1994:305) states that written text will in general use Thematic progression strategy more frequently. Thus, both zig-zag and the multiple-Theme pattern will be common.

F. Cohesion

Cohesion is the area of discourse competence most closely associated with linguistic competence (Halliday and Hasan, 1989). It deals with the bottom up elements that help generate texts, counting for how pronoun, demonstrative, articles, and other markers signal textual co-reference in written and oral discourse. Cohesion also accounts for how conventions of substitutions and ellipsis allow speakers/writers to indicate co-classifications and to avoid unnecessary repetition.

G. Coherence

Besides cohesion, there is another phenomenon of connectedness, namely coherence. Lyons (1995:263-264) proposes that the distinction between cohesion and coherence has to do with the difference between form and content. As maintained by Eggins (1994:87), there are two properties by which clauses could hang together in one unity, namely cohesion and coherence. She also adds that cohesion is the internal property of a paragraph, while coherence is contextual properties of it. Coherence is a matter rather than of form. According to Celce-Murcia and Olshtain (2000:8), coherence contributes to the unity of a piece of discourse such that the individual sentences or utterances hang together and relate

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to each other. Coherence as: *kepaduan atau kekompakan hubungan antara kalimat yang satu dengan yang lain dalam sebuah paragraph* (the unity or cohesiveness of connection between one sentence and another in a paragraph (Soedjito and Hasan :1994). Whereas, Celce-Murcia and Olshtain (2000:8) stated that coherence depends on: the presence of linguistic devices that strengthen global unity; the patterns and strategies of text development that are very culturally specific; and the presence of a conventional scheme or organization that is recognizable as generic or specific to a particular communicative purpose and discourse community.

H. Narrative Paragraph

Paragraph as a group of sentences which contain relevant information about one main or central idea (Barli, 1995:15) on his book stated *Write Well*. A paragraph itself usually consists of several sentences though it can also sometimes be just one or two sentences.

According to Wignel and Gerot (1994:204), narratives deal with problematic events which lead to a crisis or turning point of some kind, which turn in finds a resolution. In addition, Hyland (2004:29) argues that social purpose of a narrative text is to entertain and instruct via reflection on experience. Whereas Boardman and Frydenberg (2002:4) in Faiza Hawa's Thesis Proposal (2009) said that a narrative paragraph tells about a story. The events in narrative paragraph must be ordered according to time. Derewianka (1995:40) explains "the purpose of narrative text is to teach or inform, to embody the researcher's reflections on

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experience, and – perhaps most important – to nourish and extend the reader's imagination.

There are some types of narratives that can be applied, such as fairy tales, adventure, horror, romance, and epic. Those texts are constructed in good reader to make the text seem logical for the readers. It is in line with the focus of narrative texts which emphasize on a sequence of actions. Since the action has to be done in order, the text organization and elements of a narrative text play important roles in creating a good narrative text.

Narrative text usually begins with an orientation, where the researcher sets the scene and introduces the main characters and setting the story in time and place. The next stage is a complication stage, in which a problem arises and the characters have to overcome it. After the problems arise, evaluation stage is needed to evaluate the major events for the characters. The next stage is the stage in which the characters resolve the problems arising in the complication for better or worse. The stage is called a resolution stage. The last stage is a reorientation or coda. From the explanation above, the writer defines a narrative text as a text written to consider the reader and it can be fictional story. Narrative text can also be found as a fantasy story.

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CHAPTER III

RESEARCH METHODS

A. Procedure of Collecting Data

In this research, the writer applied descriptive qualitative. The data were analyzed based on the concept of cohesion in using Theme and Rheme relation and thematic development. Regarding the systematization of data collection and data analysis, the writer partly prefer to the Eggins' suggestions (1994). The data were analyzed to find the phenomena of Theme and Rheme relation in thematic development on university students' writing.

The data is written data which taken from students' writings in the English department of IKIP PGRI Semarang and the object of the research is the narrative paragraphs written by English department students in 2011-2012 academic year of IKIP PGRI Semarang. There are three steps in coding and classifying the data:

1. Taking and retyping students' narrative writings with computer so that it easy for me to mark each sentence of them with numbers and enable me to further analyze the paragraphs.
2. Identifying the occurrence of Theme-Rheme relation in thematic development by elaborating Theme-Rheme structure of the paragraphs. In identifying, I use technique of marking, i.e. *bold typing* and *italic typing*. The *Bold typing* words, phrases or clauses represent Theme, while *the italic typing* words, phrases or clauses represent Rheme.

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3. Making a chart in every text in which cross-referential Thematic developments are shown by the exchange of information between the Rheme of previous clause to the Theme of the next or subsequent clauses.

B. Procedure of Analyzing Data

The analyses of the data in this study were conducted by the following procedures. The first part of analysis is closely reading the students' writing then breaking up the texts into clauses for further analysis.

The second was the analysis of types of Theme of each clause in the text on the basis of Eggins's theory (1994). In this case, each clause was identified to decide whether it has textual, interpersonal or topical Theme.

The third part of analysis, the writer analyzed Thematic Progression Patterns used by students in their narrative paragraph. In analyzing this, the writer reads the paragraphs, described the clause in each paragraph.

Finally, the writer observed the tendencies of the students in employing the Thematic Progression patterns in their narrative paragraph. In this case, each clause was identified to decide whether it had re-orientation, zig-zag or multiple theme patterns.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter shows the data analysis which covers the presentation of the research findings. These findings elaborate Theme and Rheme in Thematic development on the English department students' narrative writings of IKIP PGRI Semarang. And to discuss the topic, I used the theory of Eggins (1994) about Theme and Rheme in Thematic development in analyzing the students' narrative writing.

A. Findings

In this study all the data (students' work sheets) are taken from the third semester English department students' narrative writings of IKIP PGRI Semarang. There are 30 texts consist of 617 clauses.

The data were then analyzed in terms of Theme-Rheme and Thematic Progression following the framework provided by Eggins (1994).

1. Theme

The analysis was made to provide the relevant answer to the first research question posed in Chapter 1: i.e. What kinds of Theme are realized in the narrative written by the third semester students of IKIP PGRI Semarang?

From theme analysis, the writer found that there are 496 or 43,26% that belongs to unmarked topical theme, 164 or 14,3% that can be categorized marked topical theme, 254 or 22,14% that contains textual

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theme and 233 or 20,3% that consists of interpersonal theme.

Number of Text	Total of Clause	Theme			
		Textual	Interpersonal	Topical	
				Marked	Unmarked
1	19	10	1	7	12
2	24	6	3	7	22
3	26	11	1	3	18
4	16	5		4	12
5	21	6	3	7	12
6	15	7	2	2	17
7	22	7		4	21
8	13	5	1	1	13
9	13	5		2	11
10	21	7		3	17
11	30	13		4	23
12	16	7		6	11
13	21	10		9	14
14	12	3		5	11
15	25	15	1	3	22
16	20	11	2	4	19
17	28	16		9	24
18	11	3		5	8
19	27	13		6	30
20	19	8		12	11
21	17	7	2	9	7
22	25	13	2	9	18
23	14	4		8	12
24	19	6		3	19
25	22	11	1	2	20
26	35	14	3	8	27
27	38	19	4	7	31
28	14	5		6	9
29	13	3		5	9
30	21	4	2	4	16
Total	**617**	**254**	**233**	**164**	**496**
%	**100%**	**22,14%**	**20,3%**	**14,30%**	**43,26%**

Based on the table above, it can be seen that the dominant Theme applied by the students in their texts is Unmarked Topical Theme. It means that most of students put the subject in initial position each clause.

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The second types of theme written by the students in their narrative paragraph are marked topical Theme which means that the students use adverbial, prepositional phrase or complement as Theme. The third types of Theme written by the students in their narrative paragraph are textual Theme. It means that the students used continuative, conjunction or conjunctive adjunct in initial position. The fourth types of theme written by students in their narrative paragraph are interpersonal Theme. It means that the students put either vocative, modal adjunct or mood adjunct in initial position.

2. **Thematic Progression Pattern**

In Thematic Progression, the writer found that there are various patterns are used by students in writing narrative paragraph. There are 280 clauses or 45,38% belonged to theme reiterations, 78 clauses or 12,64% included in cross-referential thematic developments of zig-zag pattern, 7 clauses or 1,13% showed cross-referential thematic developments of multiple patterns and 252 clauses or 40,85 % showed the others.

Number of Text	Total of Clause	Thematic Progression Patterns			
		Re-iteration	Zig-zag	Multiple	Other
1	19	3	4	2	
2	24	11	2	2	
3	26	6	2		
4	16	7	2		
5	21	14	2		
6	15	7	3		
7	22	12	3		
8	13	7	2		
9	13	10	2		
10	21	15	3		
11	30	7	4	3	

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12	16	5	3		
13	21	4	3		
14	12	6	2		
15	25	15	2		
16	20	11	5		
17	28	12	4		
18	11	4	1		
19	27	9	5		
20	19	10			
21	17	5	2		
22	25	8	3		
23	14	3			
24	19	6	5		
25	22	5	2		
26	35	21			
27	38	21	4		
28	14		4		
29	13	8	4		
30	21	13			
Total	**617**	**280**	**78**	**7**	**252**
%	**100%**	**45,38%**	**12,64%**	**1,13%**	**40,85%**

Related to the summary above, it can be said that students' narrative writings are dominated by reiteration in order to keep the text cohesive and hang together.

B. Discussions

1. Kinds of Theme

There are 30 texts of narrative paragraph written by students of English Department of IKIP PGRI Semarang. The number of clause is 617 clauses. Each clause consists of Theme accompanied by Rheme. Here is the explanation of types of Theme.

a. Topical/Ideational Theme

1. Unmarked Topical Theme

From Theme analysis, the writer found that 496 or 43,26% clauses are Unmarked Topical Theme. It means that many students write their clauses using subject as Theme. The subject in this case is in the forms of pronoun, proper pronoun, impersonal 'it' and existential 'there'.

a. Proper Noun as Theme

Proper noun refers to the name of individual person, place, or object. In this research, the writer found almost all texts using proper noun as subject. Here are some examples:

Text 26

Getting a Surprise Birthday Party

(1)My birthday party *is two more days*. **(2)But I** *do not feel like celebrate it* **(3)as my parents** *go on business trip to Bandung*. **(4)My sister** *is married* **(5)and now she** *stays in her husband's house*. **(6)I** *feel lonely actually* **(7)but at least I** *have some fun with my friends at school*. **(8)That night, my mother** *called me* **(9)and** *said that they will be home tomorrow*. **(10)I** *am so happy to hear that* **(11)because I** *think we can have dinner to celebrate my birthday*. **(12)When I** *wake up in the morning*, **(13)I** *reached my phone*. **(14)There** *was no message from anybody*. **(15)Do they** *forgot about my birthday ?* **(16)or they** *were to busy to say happy birthday to me ?* **(17)I** *tried to call my parents* **(18)but their phone** *were off*. **(19)I** *called my sister* **(20)but I** *could not reach her either*. **(21)I** *was so sad and cried*. **(22)I** *decided not to go to the school* **(23)for I** *feel terrible*. **(24)Suddenly my phone** *ringing* **(25)and my friend** *called me*. **(26)She asked me** *to accompany her to visit her grandmother*. (**27)I** *decided to go with her*, **(28)but when we** *were out*, **(29)she** *brought me to the café*. **(30)I** *was wonder* **(31)why did she** *brought me to the café ?* **(32)when we** *entered the room*, **(33)I** *was surprise to see everyone standing there and smile at me and wishing me happy birthday*. **(34)I** *thought* **(35)that** *was the best birthday moment in my life*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My birthday party	
2	but			I
3	as		My parents	
4			My sister	

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5	And now			She
6				I
7	But at least			I
8			That night	My mother
9	and			
10				I
11	because			I
12	when			I
13				I
14				There
15		do		They
16				They
17				I
18	but		Their phone	
19				I
20	but			I
21				I
22				I
23	for			I
24		suddenly	My phone	
25	and		My friend	
26				She
27				I
28	but			We
29				She
30				I
31		why	did	She
32	when			We
33				I
34				I
35	That			

From the table above, it can be seen that the proper noun ‘I’ is repeated seventeen times which mean that the respondent used lexical items and event sequences to relate the text consistently to its area of focus.

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Another example is in text 13 :

"Unlucky Day At Book's Fair Event"

(1)Book's fair *was an interesting event I have waited*. **(2)At 6 p.m**, **I** *left campus on my way to my boarding house*. **(3)I** *have planned to go to book's fair at Gedung Wanita with my boarding house's friends*. **(4)At 6.30 p.m., after praying, we** *went there by taxi*. **(5)Arrived at Gedung Wanita**, **we** *all were surprised* **(6)that the place** *was very crowded, (7)***and many books** *have been prepared to be showed off in each stands*. **(8)At 9 p.m**., **we** *ordered taxi*, **(9)and** *decided to go back to boarding house*. **(10)Entered in taxi**, **we** *spontaneously got anger from taxi driver*. **(11)We** *were not allowed to occupy taxi with five persons* **(12)because it** *was a rule*, **(13)and taxi** *should be occupied for four persons*. **(14)It** *was raining hard outside*, **(15)so that** *was impossible for us got out from taxi*. **(16)My friend, then**, *tried to negotiable with the driver*. **(17)He** *demanded extra payment even didn't give us discount*. **(18)When it** *happened again*, **(19)we** *couldn't imagine, of course,* **(20)one of us** *would be satisfied joining at book's fair*, **(21)and also** *bought some interesting books*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Book's fair	
2			At 6 p.m	I
3				I
4	after		At 6.30 p.m	We
5			Arrived at Gedung Wanita	We
6				
7	that		The place	
8	and		Many books	
9			At 9 p.m	We
10	And			
11			Entered in taxi	We
12				We
13	because			It
14	and			Taxi
15				It
16	So that			
17	then		My friend	
18				He
19	when			It
20				We
21				one of us
22	And also			

Table above shows that proper noun ‘we’ as a subject is repeated several times. The respondent used the proper noun in order to keep each clause hanging together.

b. Pronoun as Theme

Another types of subject as a theme found in this research is pronoun. All are as subject of the clause. Therefore we call them Unmarked Topical Theme. Almost all of the pronouns as Theme found in this research refer to the words/things mentioned in the previous or as the topic of the description. The examples are below.

Text 15

Calf Love

(1)When Taylor *was studying in Senior High School*, **(2)she** *had experience about sad love story*. **(3)It** *was about puppy love story*. **(4)She** *had a friend who’s named Josapant*, **(5)and they** *made friend almost 2 years*. **(6)However, they** *still didn’t know deeply each others*. **(7)Sometimes, they** *took a walk for spending their free time at coffee-shop* **(8)which** *had become their favorite place*. **(9)Taylor** *was happy and comfortable*. **(10)She** *thought* **(11)that might be she** *crushed with him*, **(12)but she** *never told him about it*. **(13)Day by day** *passed*, **(14)the school graduation** *would be held*. **(15)Moreover, it meant they** *must go on their study to university*. **(16)Taylor** *feels like sour grapes in her heart* **(17)when she** *knew* **(18)that Josapant** *would take up Management Business in America*. **(19)Actually, she** *looked forward being one collage with him*; **(20)besides, she** *could be his girlfriend*. **(21)In as much as thinking about it, she** *couldn’t sleep all night*. **(22)Then, she** *decided to tell him about her feeling by facebook*. **(23)Finally, Taylor** *knew* **(24)that Josapant** *had been going with a peach girl after she had seen his profile picture on facebook*. **(25)Furthermore, Taylor** *tried to make best of and closed down all memories between them*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1	when			Taylor
2				She
3				It
4				She
5	and			They

6	however			They
7	Sometimes			They
8	Which			
9				Taylor
10				She
11	that			She
12	but			She
13			Day by day	
14			The school graduation	
15	moreover		It meant	They
16				Taylor
17	when			She
18	that			Josapant
19		actually		She
20	besides			She
21			In much…about it	She
22	then			She
23	finally			Taylor
24	that			Josapant
25	furthermore			Taylor

From text above, it can be seen that pronoun 'she' is repeated ten times and pronoun 'they' is repeated four times. From the description above, the respondent used pronouns 'she' and 'they' to show to the reader that there are several subject on the text. The function of repetition is to refer to another.

c. Impersonal *It* and Existential *There*

Text 24

Solo – Here I come

(1)It *was my first amazing trip in Solo* **(2)when I** *was planning my holiday to spend my spare time for shopping*. **(3)I** *got a lot of money from my money-box*, **(4)so I** *decided to go to Solo by motorcycle*. **(5)I** *went to Solo at 11.00 am, and arrived in Solo at 1 p.m*. **(6)The first place I visited** *is clothing distro in Solo Baru*, **(7)it** *called "es-es clothing distro"*. **(8)I** *bought a new cloth and bag there*. **(9)It** *was the best place I have ever visited for shopping*. **(10)The second place I**

visited *is Solo Square*. **(11)I** *had lunch "Nasi Liwet" there*. **(12)Before I** *went home,* **(13)the last place I visited** *is Solo Grand Mall*. **(14)I** *walked on basement floor onto third floor*. **(15)I** *looked for the shoes shop*, **(16)and then I** *bought new shoes there*. **(17)Afterward, I** *went home and arrived there at 9 p.m*. **(18)It** *was an amazing holiday for me*, **(19)because it** *was a short time for holiday and shopping*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1				It
2	when			I
3				I
4	so			I
5				I
6			The first place	I
7				It
8				I
9				It
10			The second place	I
11				I
12	Before			I
13			The last place	I
14				I
15				I
16	And then			I
17	afterward			I
18				It
19	because			It

The impersonal 'it' on the text above is repeated five times. 'it' on each clause is refers to the previous rheme.

Text 25 is the example of impersonal 'there'.

My Horrible Experience

(1)One day when the storm *happened,* **(2)my family and I** *were on our car*. **(3)We** *were driving to our house from my grandparent's house to Purwodadi*. **(4)Suddenly our car** *crushed to one side to the left of street*. **(5)We** *thought we got a flat fire*. **(6)We** *did not know that it was a storm*. **(7)We** *knew* **(8)it** *was a storm* **(9)when we** *saw some electricity tower and tree fell down to the ground*. **(10)Then we** *saw a lot of rocks tumbling across the road*. **(11)We** *were strapped*

by the rock. **(12)Ever we** *could not move from our car*. **(13)There** *were rocks everywhere*. **(14)There** *was nothing could we do*. **(15)Later on, my father** *called someone* **(16)but it** *could not do* **(17)because there** *was no signal until some of resident walked and saw our car*. **(18)Then, they** *helped us throw the rocks*. **(19)We** *thanked to them*. **(20)After that we** *went back to Pati*. **(21)Finally, I** *thanked to God* **(22)that nobody of us** *injured*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1	when		The storm	
2				My family and I
3				We
4		suddenly	Our car	
5				We
6				We
7				We
8				It
9	when			We
10	then			we
11				We
12	ever			We
13				There
14				There
15	Later on		My father	
16	but			It
17	because			There
18	then			they
19				we
20	After that			we
21	finally			I
22	that			Nobody of us

2. Marked Topical Theme

Marked theme may take the form o a whole clause. There are 164 or 14,3 % belongs to marked theme.

Text 28 is the example of marked theme.

Happy Holiday

(1)Every holiday, my family and I *always spend the days together*. **(2)On the last holiday, we** *decided to go to Jogya*. **(3)We** *thought Jogya was a good place to enjoy our free time*. **(4)It** *became my special days I ever had*. **(5)Our first destination** *was Borobudur*. **(6)It** *is the biggest budhest monument in Indonesia*. **(7)The second** *was Gembiroloka*. **(8)It** *is a big zoo* **(9)that** *consists of many animals from species*. **(10)And the last** *was Parang Tritis beach*. **(11)There** *are many places* **(12)that we** *didn't visit* **(13)because we** *did not have longer days off*. **(14)So the days** *were my best days and won't be forgotten*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Every holiday	My family and I
2			On the last holiday	we
3				We
4				It
5			Our first destination	
6				It
7			The second destination	
8				It
9	That			
10	And		The last	
11				There
12	That			We
13	because			We
14	So		The days	

On the table above, it can be seen that the text consists of prepositional phrase and complement as theme. Those are 'every holiday' in clause 1 and 'our first destination' in clause 5.

b. Interpersonal Theme

Interpersonal theme is used to indicate the kind of interaction between speakers or the positions which they are taking.

Text 22

The Most Terrible Day

(1)My terrible day *happened in my first semester*. **(2)Actually, my first semester in IKIP PGRI Semarang** *was so fun*. **(3)I** *got many friends* **(4)and my English ability** *got a good progress*. **(5)But in Integrated Course I** *had a job from my lecturer to made a movie*, **(6)and it** *will became my terrible day*. **(7)First, my friend and I** *planned to go to Maron beach*. **(8)Then we** *discussed with our group about our idea* **(9)and they** *agreed about it*. **(10)I and my friend, Eni,** *went to the beach to do some observation*. **(11)Did the place** *was a good place to made our movie ?*. **(12)The weather** *was cloudy* **(13)when we** *moved from our boarding house*. **(14)But I and Eni** *still went to the beach*. **(15)After we** *arrived at the beach*, **(16)the rain** *fell so heavily*. **(17)We** *waited until the rain not so heavily*. **(18)Next we** *decided to go home* **(19)but the road that we** *passed so slippery*. **(20)We** *were so afraid* **(21)and** *rode the motorcycle slowly*. **(22)After terrible minutes passed the road, we** *found the real road*. **(23)We** *felt so excited*. **(24)Eni and I** *made an appointment for did not go to the beach again whether was rain or not*. **(25)It** *was just the most terrible day in my life*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My terrible day	
2		actually	My first….Semarang	
3				I
4	and		My English ability	
5	but		In Integrated Course	I
6	and			It
7	first			My friend and I
8	then			We
9	and			They
10				I and my friend
11		did	The place	
12			The weather	
13	when			We
14	but			Eni and I
15	after			We
16			The rain	
17				We
18	next			We
19	but		The road	We

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20				We
21	and			
22	after		Terrible minutes	We
23				We
24				Eni and I
25				It

On the text above, the interpersonal theme is shown in clause 2. The use of modal adjunct 'actually' here is functioning as the express the writer's judgment or evaluation of relevance of the message.

c. Textual Theme

Textual theme relates to the clause to its context. It can be continuatives or continuatives adjuncts and conjunctions.

Here is the example of textual theme:

Text 21

Love Need Sacrifice

(1)Once upon a time, there *was a great kingdom*. **(2)In the kingdom, there** *were two princesses, the old princess and the young princess*. **(3)They** *were very beautiful and friendly*. **(4)One day, the king** *gave announced*, **(5)who** *can defeat the great enemy the kingdom*, **(6)he** *can warn with one of the princess*. **(7)After that, many candidates** *tried to defeat the great enemy*, **(8)but no one of man** *can won*. **(9)Except a young man who handsome** *can won from the great enemy*. **(10)But the young man** *got a serious sore and would be died*. **(11)Suddenly, the old princess** *told " I can recovered his sore with change his soul with another soul, and I am ready to changed my soul to him".* **(12)The king and the young princess** *were so surprised*. **(13)"Why did you do it?** *Asked the king*. **(14)" I** *love my young sister very much*, **(15)so I** *do it in order to my young sister can married with a handsome young man*." **(16)She** *answered*. **(17)Then the next month the young princess and the young handsome man** *married and life happily from sacrifice her sister*.

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			One upon a time	There
2			In the kingdom	There

3				They
4			The king	
5	Who			
6				He
7	After that		Many candidates	
8	but		No one of man	
9	except		A young man….handsome	
10	but		The young man	
11		suddenly	The old princess	
12			The king	
13		Why did	You do	It
14				I
15	so			I
16				She
17	then		The next month	The young princess

On the text above, the textual theme used to relate one clause with others.

2. Thematic Progression Patterns

a. Re-iteration

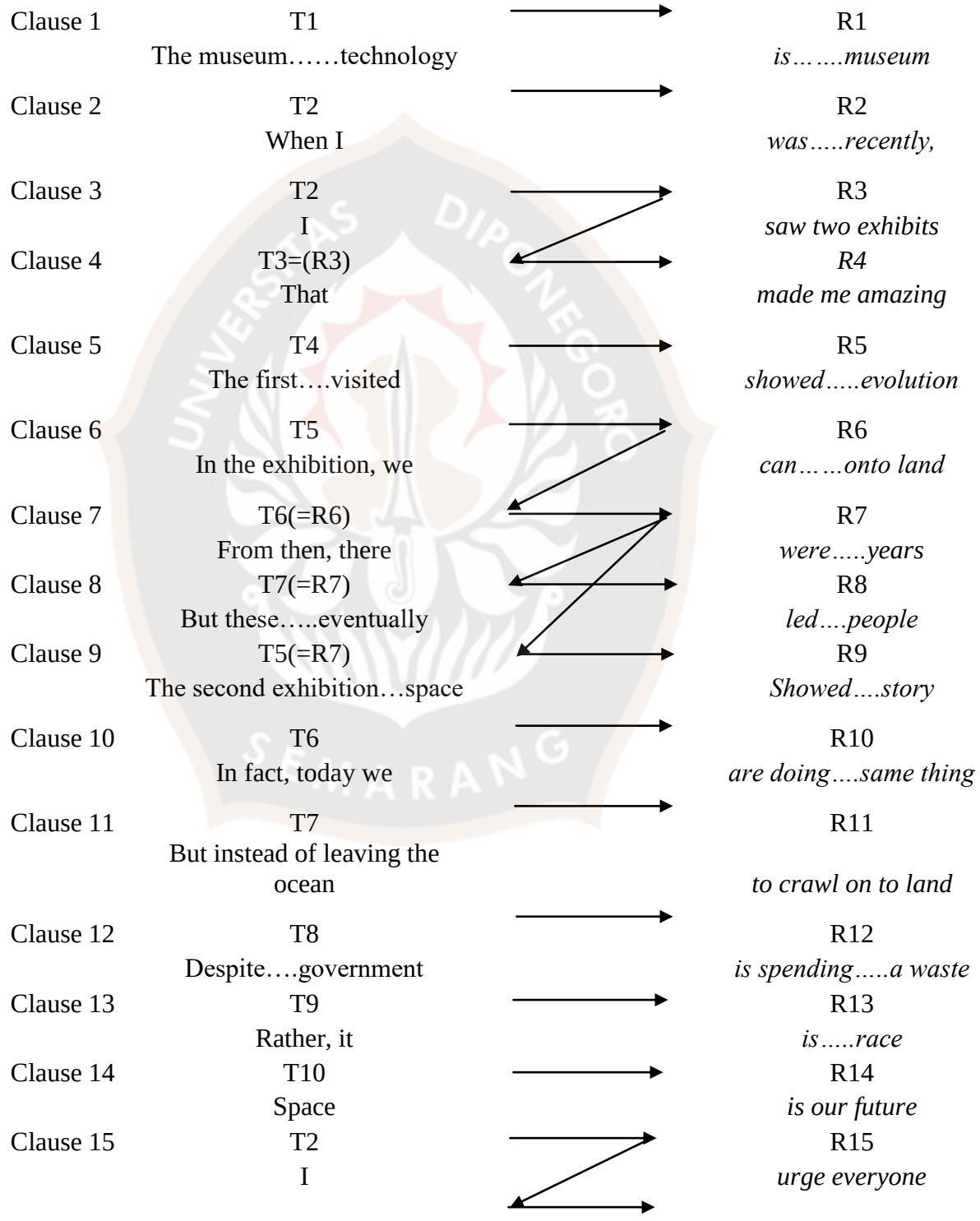
Re-iteration in thematic progression pattern can be shown on several text as follows:

Text 1

An Attractive Museum

(1)The museum of Science and Technology *is an attractive museum*. **(2)When I** *was there recently*, **(3)I** *saw two exhibits* **(4)that** *made me amazing*. **(5)The first exhibit I visited** *showed the history of evolution*. **(6)In the exhibition, we** *can clearly see how millions ago of years ago, small creatures formed and with curiosity or courage, or both, left their homes in the sea and ventured onto land*. **(7)From then, there** *were many steps over millions of years*, **(8)but these small and important steps eventually** *led to the creatures becoming people*. **(9)The second exhibition, on China's contributions to the exploration of space**, *showed a very similar story*. **(10)In fact**, **today we** *are doing the same thing*, **(11)but instead of leaving the ocean** *to crawl on to land, we are leaving the Earth and reaching for the stars*. **(12)Despite what anyone says**, **the money of the government** *is*

spending on space exploration program is not a waste. **(13)Rather, it** *is a matter of survival for the human race*. **(14)Space** *is our future*. **(15)I** *urge everyone* **(16)who** *has an interest in space exploration to visit the Museum of Science and Technology*. **(17)The current exhibitions** *show both the history of human life and the future of space exploration.* **(18)So, it** *is answering many questions about our space in the universe*.



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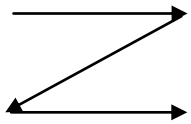
Clause 16	T11(=R16)		R16
	Who		*has…..Technology*
Clause 17	T1		*R11*
	The current exhibition		*show…..exploration*
Clause 18	T12(=R11)		*R12*
	So, it		*Is answering…..universe*

From the chart above, I found that there are six cross-referential thematic developments of zigzag pattern and a multiple Theme pattern in the text. At these four cross-referential Thematic developments of zigzag pattern, the four points of new information are sited in Rheme position and becomes the Theme of the next clause (T3=R3, T6=R6, T12=R16, T13=R11) in clause 4, 7, 17 and 19. The two cross-referential Thematic developments of multiple Theme pattern, the Theme of one clause introduces a number of different pieces of information, each of which picked up and made Theme in subsequent clauses (T7=R7, T5=R7) in clause 8 and 9.

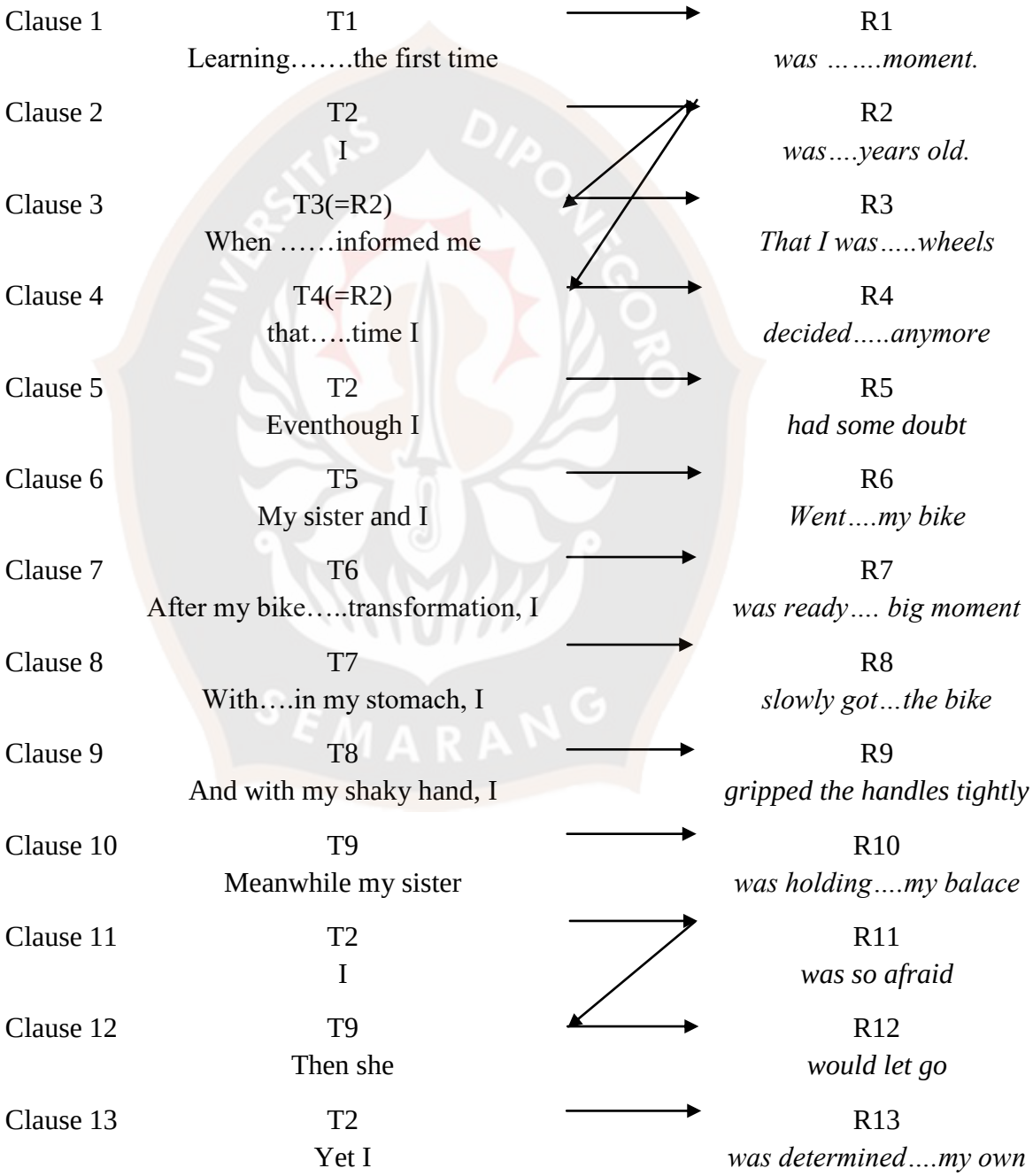
On the text above, there is theme reiteration. The student's text above reiterates personal pronoun 'I' in theme position. It occurred three times out of 19 clauses, at clause 2, 3 and 16.

Text 2

Peddling On My Own

(1)Learning how to ride a bike for the first time *was a nerve racking independent moment*. **(2)I** *was about seven years old* **(3)when my sister informed me** *that I was too old to still be riding a bike with training wheels*. **(4)That was the time *I*** *decided not to depend on them anymore*. **(5)Eventhough I** *had some doubt*, **(6)my sister and I** *went outside and started to take the little wheels off my bike*. **(7)After my bike went through the transformation**, **I** *was now ready for the big moment*. **(8)With butterflies in my stomach**, **I** *slowly got on the bike*, **(9)and with my shaky hands**, **I** *gripped the handles tightly*. **(10)Meanwhile my sister** *was holding on to me to help keep my balance*. **(11)I** *was so afraid* **(12)then she** *would let go*, **(13)yet I** *was determined to ride this*

bike on my own. **(14)Next with the little push from her**, **I** *started to peddle*. **(15)The faster my bike** *went the faster my heart raced*. **(16)Finally I** *looked back nervously* **(17)and noticed that my sister** *let go of my bike a long time ago*. **(18)I** *was excited* **(19)that I** *accomplished freedom on my bike* **(20)that I** *forgot to peddle*. **(21)The next step I** *remember* **(22)that I** *was lying on the ground*, **(23) yet I** *did not care because of the adrenalin rush*. **(24) I** *will never forget the exhilarating moment and growing up stage of riding a bike without training wheels.*



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Clause 14	T10 Next with…… , I	→	R14 *started to peddle*
Clause 15	T11 The faster my bike went	→	R15 *the faster my heart raced*
Clause 16	T2 Finally, I	→	R16 *looked back nervously*
Clause 17	T12 and noticed that my sister	→	R17 *let go…a long time ago*
Clause 18	T2 I	→	R18 *was excited*
Clause 19	T2 that I	→	R19 *accomplished...on my bike*
Clause 20	T2 that I	→	R20 *forgot to peddle*
Clause 21	T2 The next step I	→	R21 *remember*
Clause 22	T2 That I	→	R22 *was lying on the ground*
Clause 23	T2 That I	→	R23 *did not ….adrenalin rush*
Clause 24	T2 I	→	R24 *will …… raining wheels*

From the chart above, I found that there are four cross-referential thematic developments of zigzag pattern and a multiple Theme pattern in the text. At these 2 cross-referential Thematic developments of zigzag pattern, the two points of new information are sited in Rheme position and becomes the Theme of the next clause (T9=R11, T2=R18) in clause 12 and 19. There is a cross-referential Thematic developments of multiple Theme pattern, the Theme of one clause introduces a number of different pieces of information, each of which picked up and made Theme in subsequent clauses (T3=R2, T4=R2) in clause 3 and 4.

On the text above, there is theme reiteration. The student's text above reiterates personal pronoun 'I' in theme position. It occurred eleven times out of 24 clauses, at clause 2, 5, 11, 13, 18, 19, 20, 21, 22, 23 and 24.

b. Zig-Zag Patterns

There are some examples of zig-zag patterns:

Text 3

The Bad Sunday

(1)That *was a beautiful Sunday* **(2)when my family and I** *decided to go out to buy durian and took a walk around Boja*. **(3)We** *left the house at the afternoon* **(4)after we** *had finished keeping house*. **(5)Because we** *had not lunch*, **(6) we** *ate out for lunch in "Rocket Chicken"*. **(7)I** *ate too many foods*. **(8)It** *made me so full*. **(9)Then** *we went to Boja to buy durian*. **(10)Arriving at Boja**, *we were very disappointed*. **(11)Most of the durian** *was sold out*. **(12)Just only 2 until 4 durian** *were left*. **(13)We** *had planned to buy durian and ate it at home*. **(14)Because only few of durian** *was left*, **(15)so we** *ate it directly*. **(16)After we** *had eaten just a few of durian, we decided to go home*. **(17)We** *were preparing to go home*, **(18) when unexpectedly** *the rain felt*. **(19)Luckily**, *we went by car*, **(20)so we** *were safe in the car*. **(21) I** *didn't feel good* **(22)when I** *arrived at home*. **(23) I** *was fever*, **(24) and I** *got stomachache*. **(25) Because of that**, *I had to absent one day*. **(26) It** *was a bad and tiring Sunday*.

Clause 1	T1 That	→	R1 *was a beautiful Sunday*
Clause 2	T2 When my family and I	→	R2 *decided to…..around Boja*
Clause 3	T2 We	→	R2 *Left…..afternoon*
Clause 4	T3 After we	→	R3 *had ……keeping house*
Clause 5	T4 because we	→	R4 *had not lunch*
Clause 6	T2 We	→	R5 *Ate….in 'Rocket Chicken'*

Clause 7	T5	→	R6
	I		*ate many foods*
Clause 8	T6(=R6)	→	R7
	It		*made so full*
Clause 9	T7	→	R8
			We went…buy durian
	Then		
Clause 10	T8	→	R9
	Arriving at Boja		*we ….disappointed*
Clause 11	T9	→	R10
	Most of durian		*was sold out*
Clause 12	T10	→	R11
	Just….4 durian		*were left*
Clause 13	T2	→	R12
			had planned….at home
	We		
Clause 14	T11	→	R11
	Because…durian		*was left*
Clause 15	T12	→	R13
	so we		*ate it directly*
Clause 16	T13	→	R14
	after we…durian		*We….home*
Clause 17	T2	→	R15
	We		*were….home*
Clause 18	T14	→	R16
	when unexpectedly		*the rain felt*
Clause 19	T15	→	R17
	Luckily		*we went by car*
Clause 20	T12	→	R18
			were safe in the car
	so we		
Clause 21	T5	→	R19
	I		*didn't feel good*
Clause 22	T5	→	R20
	when I		*arrived at home*
Clause 23	T5	→	R21
	I		*was fever*
Clause 24	T5	→	R22
	And I		*got stomachache*
Clause 25	T16(=R22)	→	R23
	Because of that		*I had to absent one*

			day
Clause 26	T17	⟶	R24
			was…tiring
	It		*Sunday*

From the chart above, I found that there are 2 cross-referential thematic developments of zigzag pattern. At these 2 cross-referential Thematic developments of zigzag pattern, the two points of new information are sited in Rheme position and becomes the Theme of the next clause (T6=R6, T16=R22) in clause 8 and 25.

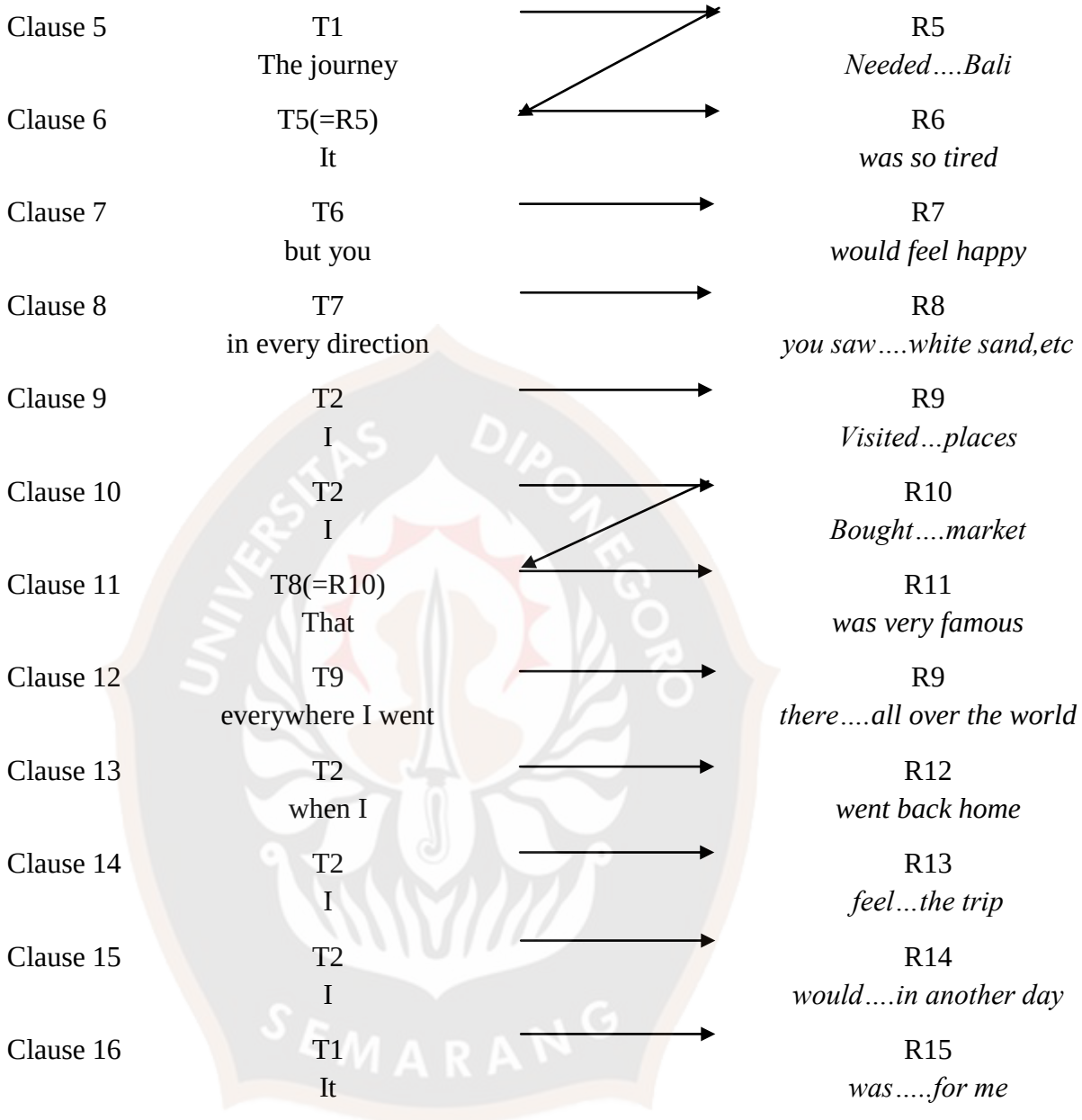
On the text above, there is theme reiteration. The student's text above reiterates personal pronoun 'We' in theme position. It occurred six times out of 26 clauses, at clause 2, 3, 6, 13, 17 and 20.

Text 4

Bali – A Beautiful Island

(1)My first trip at Bali *was very exciting*. **(2)I** *prepared everything that important*. **(3)On the day I left**,*I was excited* **(4)because I** *went with my friends in Senior High School*. **(5)The journey** *needed 13 hours to reach in Bali*. **(6)It** *was so tired* **(7)but you** *would feel happy*. **(8)In every direction** *you saw very beautiful scenery, such as beach, coconut tree, white sand, etc*. **(9)I** *visited some beautiful places*. **(10)*I*** *bought some souvenir in traditional market* **(11)that** *was very famous*. **(12)Everywhere I went**, *there were lots of tourists from all over the world*. **(13)When I** *went back home*, **(14)I** *feel satisfied with the trip*. **(15)I** *would visit Bali in another day*. **(16)It** *was the unforgettable adventure for me*.

Clause 1	T1	⟶	R1
	My ….at Bali		*was….exciting*
Clause 2	T2	⟶	R2
	I		*Prepared….important*
Clause 3	T3	⟶	R3
	On the day I left		*I was excited*
Clause 4	T2	⟶	R4
	because I		*went…senior high school*



From the table above, I found that there are two cross-referential thematic developments of zigzag pattern, the two points of new information are sited in Rheme position and becomes the Theme of the next clause (T5=R5, T8=R10) in clause 6 and 11. There is theme reiteration. The student's text above reiterates personal pronoun 'I' in theme position. It occurred seventh times out of 16 clauses, at clause 2, 4, 9, 10, 13, 14, 15.

Text 5

My Great Experience

(1)My experience following EDSA Leadership Training *was very exciting*. **(2)I** *followed the event last semester in Banyumanik with my friends*. **(3)In the first day, I** *got lesson about the organization, leadership and debate*. **(4)Although some lecturers who gave the lesson** *was not interesting,* **(5)I** *felt happy,* **(6)for the lesson** *made me knew how to be a leader and could manage time as a college student* **(7)that** *had many activities*. **(8)Unexpectedly**, *when I was sleeping*, **(9)the committees** *woke me up at 02.00 am*. **(10)They** *told us gathered in the yard with a complete uniform*. **(11)I** *forgot wore socks*. **(12)They, consequently**, *punished me to made poetry*. **(13)I** *was conscious* **(14)that discipline** *was very important thing in our life*. **(15)In the second day**, *we were doing outbound*. **(16)It** *was so interesting*. **(17)At last, we** *presented drama musical in art play*. **(18)Luckily**, **my group** *was a winner*. **(19)We** *were so happy*, **(20)for we** *got a present from the committees*. **(21)In short**, **the event** *was exciting that gave many experiences about leadership, teamwork, and discipline*.

Clause 1	T1 My….experience	→	R1 *was very excitingk*
Clause 2	T2 I	→	R2 *followed…my friends*
Clause 3	T2 In the first day, I	→	R3 *got…..debate*
Clause 4	T4 Although…lesson	→	R4 *was not interesting*
Clause 5	T2 I	→	R5 *felt happy*
Clause 6	T5 for the lesson	→	R6 *made……student*
Clause 7	T5 that	→	R7 *had many activities*
Clause 8	T6 Unexpectedly, when I	→	R8 *was sleeping*
Clause 9	T7 The committees	→	R9 *woke…02.00am*
Clause 10	T7 They	→	R10 *told…..uniform*

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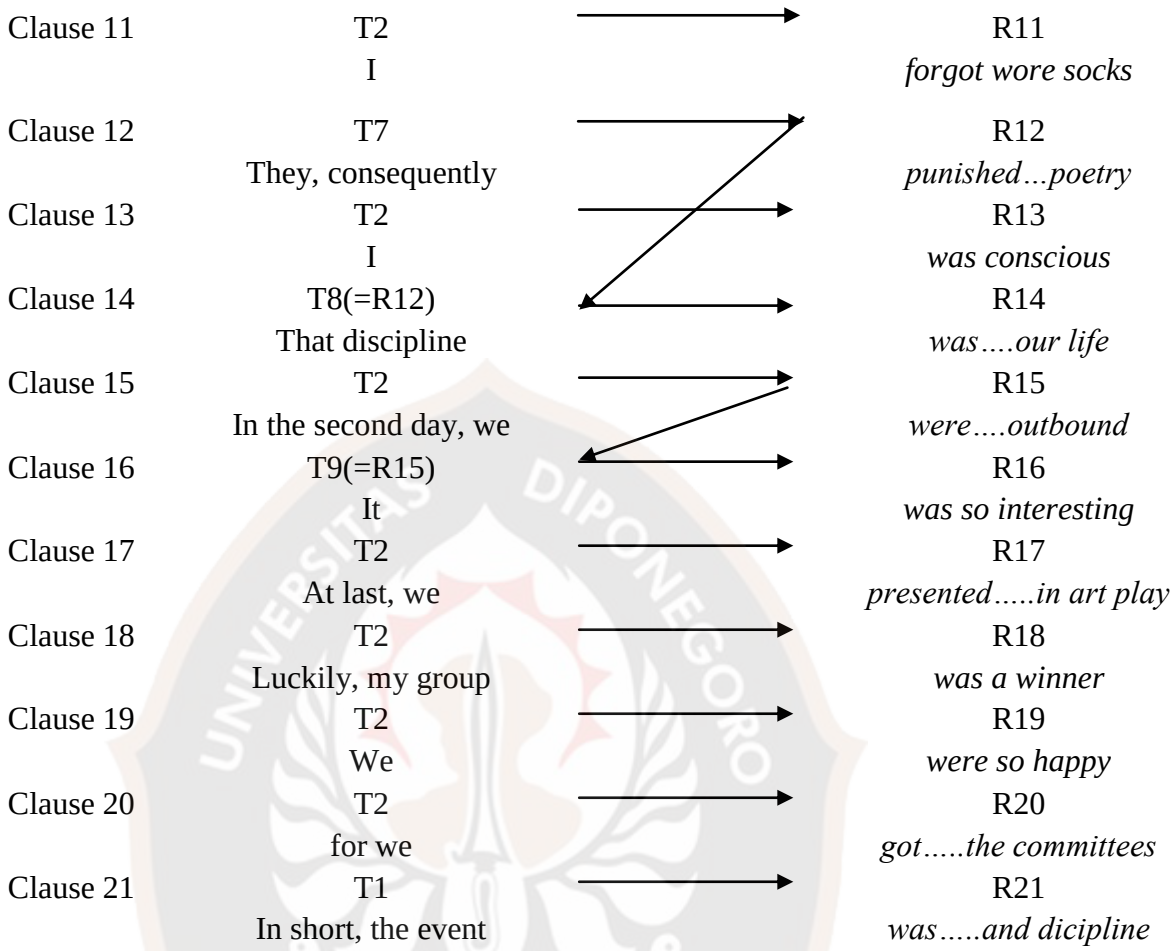

On the table above, I found that there are two cross-referential thematic developments of zigzag pattern. At these 2 cross-referential Thematic developments of zigzag pattern, the two points of new information are sited in Rheme position and becomes the Theme of the next clause (T8=R12, T9=R15) in clause 14 and 16. There are theme reiterations. The student's text above reiterates personal pronoun 'I' occurred ninth times in clause 2, 3, 5, 11, 13, 17, 18, 19, 20, 'the lesson' occurred tow times in clause 6, and 7 and 'the committees' occurred three times in clause 9, 10 and 12 in theme position.

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Text 6

Unforgettable Birthday

(1)When I *was junior high school,* **(2)my friends and I** *went to Bali*. **(3)We** *enjoyed our trip to other island*. **(4)Upon our arrival there**, **we** *checked in the hotel*. **(5)In the first day**, **we** *went to Tanjung Benoa beach, Joger Store and Kuta Beach*. **(6)When we** *were in the Kuta Beach,(7)***my friends** *left me alone*. **(6)I** *was confused,* **(7)I** *didn't know did it*. **(8)Next, I** *asked teachers and another friends,* **(9)but they** *didn't know where they were*. **(10)Suddenly, they** *came and brought a spice of cake which candle on it*. **(11)Actually, it** *was my birthday,* **(12)but I** *forgot it*. **(13)It** *was unforgettable birthday*. **(14)I** *moved,* **(15)but I** *was happy and thanked to them for the day*.

Clause 1	T1 When I	→	R1 *was junior high school*
Clause 2	T2 My friend and I	→	R2 *went to Bali*
Clause 3	T2 We	→	R3 *enjoyed….island*
Clause 4	T3 Upon our arrival there, we	→	R4 *checked …..hotel*
Clause 5	T4 In the first day, we	→	R5 *went…..beach*
Clause 6	T5 When we	→	R6 *were in the Kuta beach*
Clause 7	T6 My friends	→	R7 *Left me alone*
Clause 8	T1 I	→	R8 *was confused*
Clause 9	T1 I	→	R9 *didn't…..it*
Clause 10	T1 Next, I	→	R10 *asked …..friends*
Clause 11	T8(=R10) but they	→	R11 *didn't…..were*
Clause 12	T8 Suddenly, they	→	R12 *came….on it*
Clause 13	T9(=R12)	→	R13

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	Actually, it		*was….birthday*
Clause 14	T1	⟶	R13
	but I		*forgot it*
Clause 15	T10(=R13)	⟶	R14
	It		*was…..birthday*

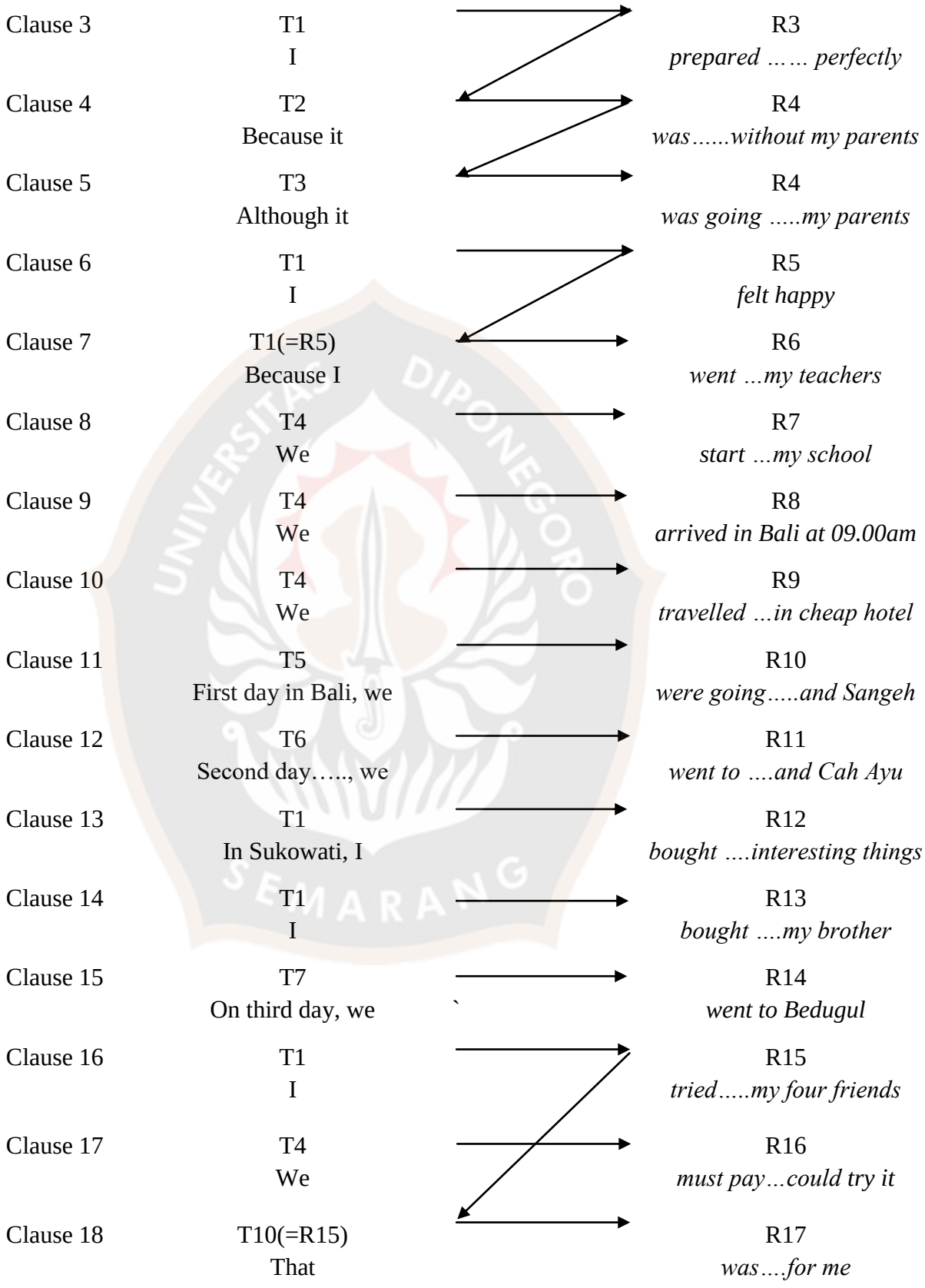
From the chart above, I found that there are three cross-referential thematic developments of zigzag pattern. At these cross-referential Thematic developments of zigzag pattern, the three points of new information are sited in Rheme position and becomes the Theme of the next clause (T8=R10, T9=R12, T10=R13) in clause 11, 13 and 15. On the text above, there are theme reiterations. The student's text above reiterates personal pronoun 'I' occurred fifth times in clause 1, 8, 9, 10, 13 and 'We' occurred two times in clause 2 and 3 in theme position.

Text 7

My Vacation

(1)When I *was senior high school*, **(2)I** *had vacation on Bali*. **(3)I** *prepared my vacation perfectly*, **(4)because it** *was my far trip without my parents*. **(5)Although it** *was going to be my first trip without my parents*, **(6)I** *felt happy* **(7)because I** *went with my friends' school and my teachers*. **(8)We** *start at 08.00 am from my school*. **(9)We** *arrived in Bali at 09.00 am*. **(10)We** *travelled by bus, then by ship, and stay in cheap hotel*. **(11)First day in Bali**, **we** *were going to Tanah Lot, Kuta Beach, and Sangeh*. **(12)Second day in Bali on my vacation**, **we** *went to Sukowati traditional market and Cah Ayu*. **(13)In Sukowati, I** *bought many interesting things*. **(14)I** *bought something for my parents and my brother*. **(15)On third day**, **we** *went to bedugul*. **(16)I** *tried speedboat with my four friends*. **(17)We** *must pay 25 rupiah each man before we could try it*. **(18)That** *was very wonderful for me*, **(19)because I** *could see beautiful scenery in around the lake from my boat*. **(20)After we** *enjoyed our vacation in Bali*, **(21) we** *went home by bus and then by train again*. **(22)It** *was an unforgettable vacation for me*.

Clause 1	T1	⟶	R1
	When I		*was senior high school*
Clause 2	T1	⟶	R2
	I		*had vacation on Bali*



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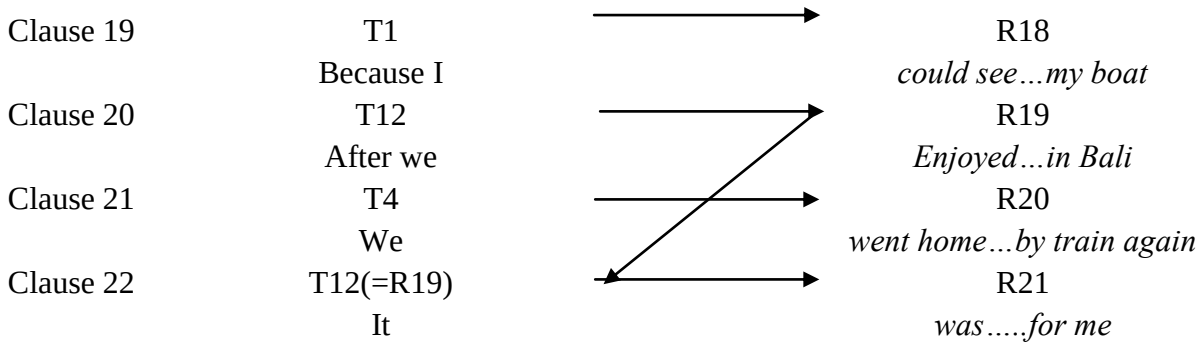
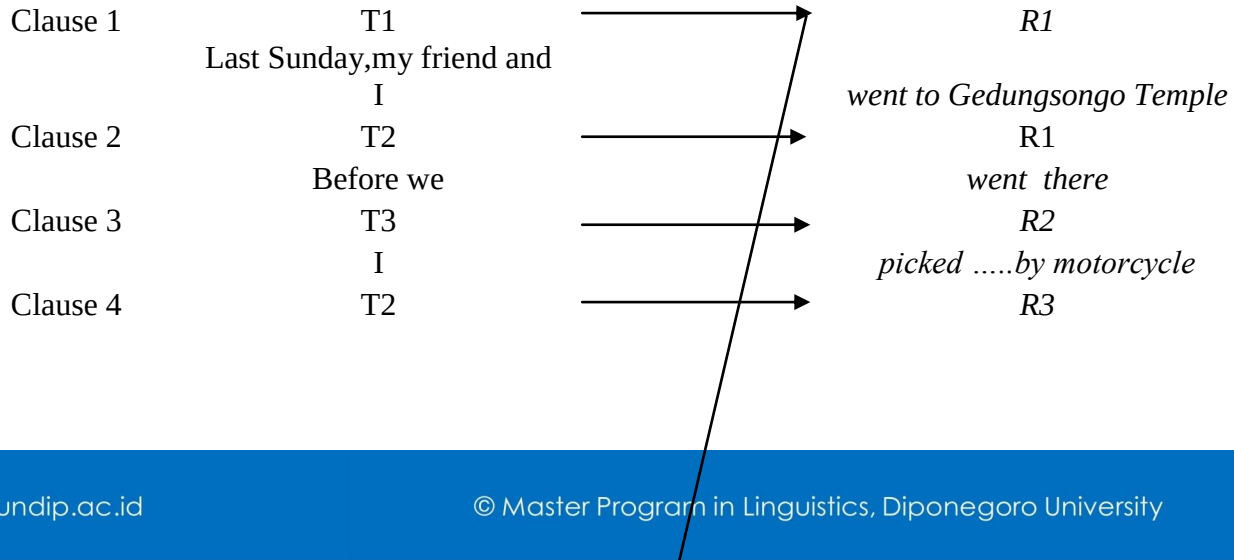


On the table above, I found that there are three cross-referential thematic developments of zigzag pattern. At these 3 cross-referential Thematic developments of zigzag pattern, the three points of new information are sited in Rheme position and becomes the Theme of the next clause (T1=R5, T10=R15, T12=R19) in clause 7, 18 and 22. In theme reiteration, student's text above reiterates personal pronoun 'I' in clause `1, 2, 3, 6, 7, 16, 19 and pronoun 'We' in clause 8, 9, 10, 17, 21 in theme position.

Text 8

A Beautiful Trip

(1)Last Sunday my friend and I *went to Gedungsongo temple*. **(2)Before we** *went to there*, **(3)I** *picked up my friend in her boarding house by motorcycle*. **(4)We** *went to there at 9 am* **(5)and then we** *arrived at 10 am*. **(6)We** *bought the ticket in front of the temple*. **(7)We** *walked from first temple until nine temples*. **(8)We also** *take a picture in some places*. **(9)Don't forget we** *bought some souvenir in there*. **(10)After that we** *had lunch and pray in around there*. **(11)then we** *back to home at 2 pm*. **(12)It** *was a pleasant trip*, **(13)because I** *can look beautiful scenery*.



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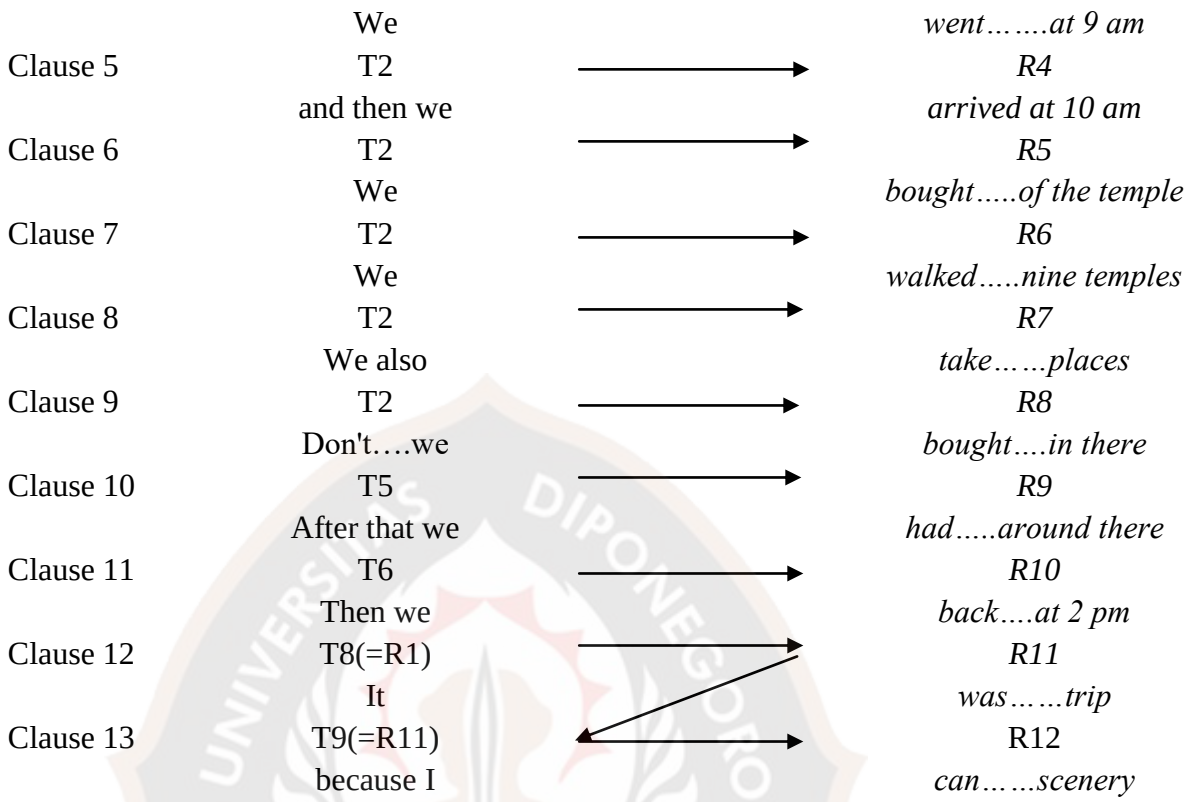


From the chart above, I found that there are two cross-referential thematic developments of zigzag pattern. At these 2 cross-referential Thematic developments of zigzag pattern, the two points of new information are sited in Rheme position and becomes the Theme of the next clause (T8=R1, T9=R11) in clause 12 and 13.

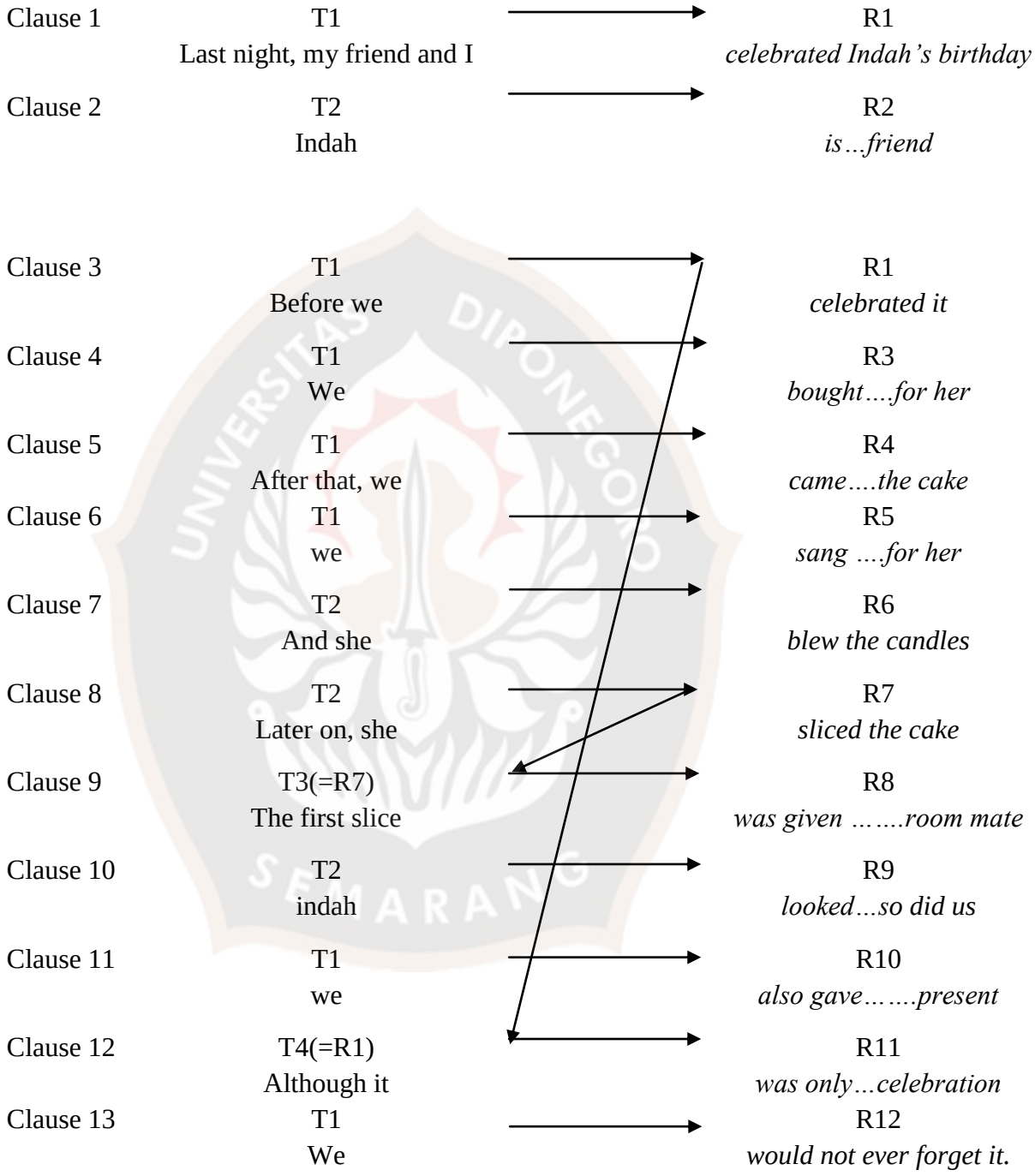
On the text above, there is theme reiteration. The student's text above reiterates personal pronoun 'We' in theme position. It occurred seventh times out of 13 clauses, at clause 2, 4, 5, 6, 7, 8 and 9.

Text 9

Indah's Birthday

(1)Last night, **my friends and I** *celebrated Indah's birthday*. **(2)Indah** *is my boarding house friend*. **(3)Before we** *celebrated it*, **(4)we** *bought a birthday cake for her*. **(5)After that**, **we** *came to her room and brought the cake*. **(6)We** *sang a birthday song for her*, **(7)and she** *blew the candles*. **(8)Later on**, **she** *sliced the*

cake. **(9)The first slice** *was given to Nur, her room mate*. **(10)Indah** *looked very happy and so did us*. **(11)We** *also gave her a bag as her birthday present*. **(12)Although it** *was only simple celebration*, **(13)we** *would not ever forget it*.



On the table above, I found that there are two cross-referential thematic developments of zigzag pattern. At these 2 cross-referential Thematic

developments of zigzag pattern, the two points of new information are sited in Rheme position and becomes the Theme of the next clause (T3=R7, T4=R1) in clause 9 and 12.

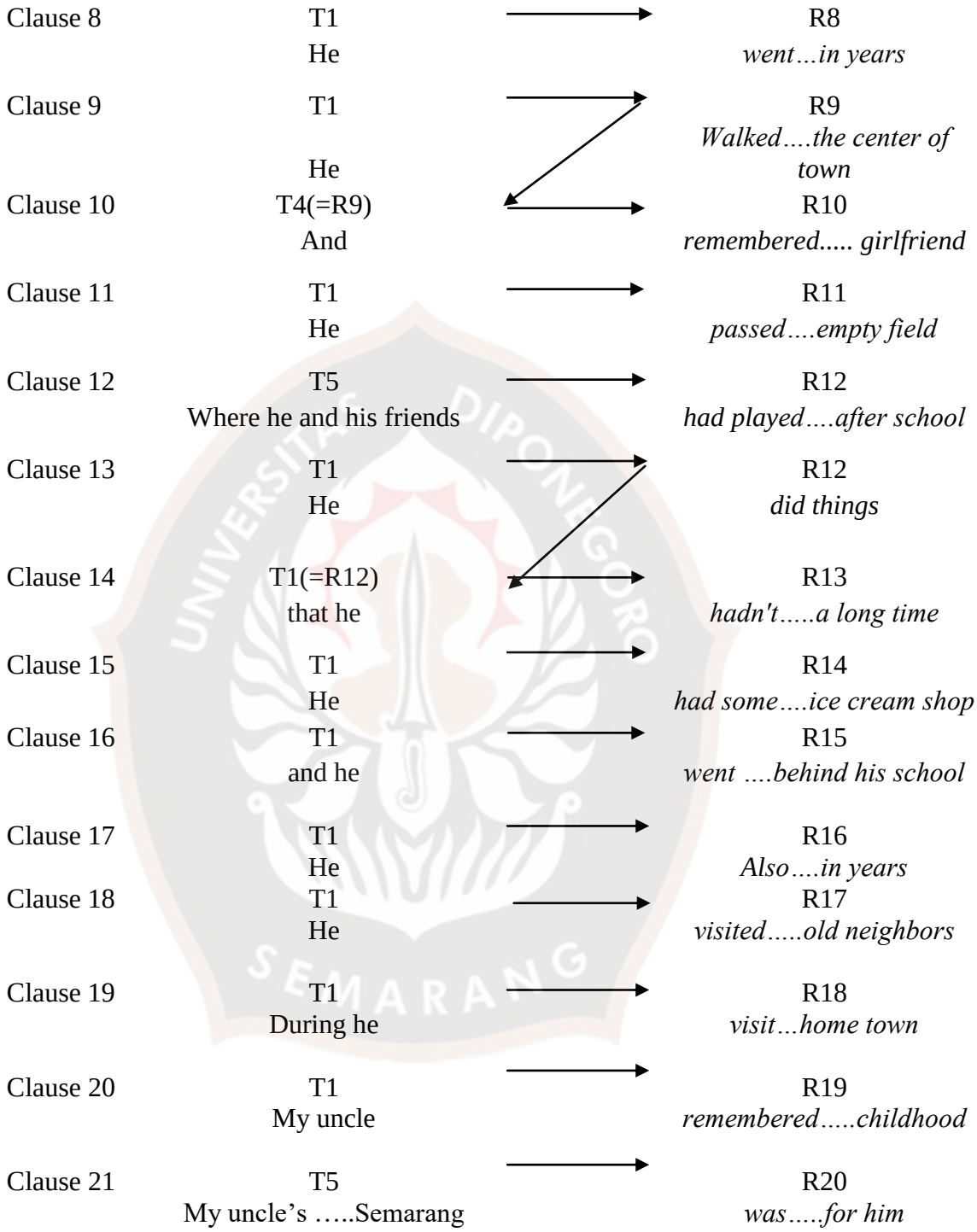
On the text above, there is theme reiteration. The student's text above reiterates personal pronoun 'We' in clause 3, 4, 5, 6, 11, 13 and personal pronoun 'Indah' in clause 2, 7, 8, 10 theme position.

Text 10

Days in Home Town

(1)My uncle *took very special trip last month*. **(2)He** *went back to his home town, Semarang*. **(3)Visiting Semarang** *was very special to him*. **(4)He** *was born there,***(5)** *he grew up there*, **(6)but he** *hadn't been back* **(7) since he** *finished high school*. **(8)He** *went to places he hadn't gone to in years*. **(9)He** *walked through the park in the center of town* **(10)and** *remembered the days he had walked with his first girlfriend*. **(11)He** *passed by the empty field* **(12)where he and his friends** *had played football everyday after school*. **(13)He** *did things* **(14)that he** *hadn't done in a long time*. **(15)He** *had some homemade ice cream at the ice cream shop* **(16) and he** *went fishing at the lake behind his school*. **(17)He** *also saw people he hadn't seen in years*. **(18)He** *visited several of his old neighbors.***(19)During he** *visit to his home town,* **(20)my uncle** *remembered places he hadn't gone to, things he hadn't done, and people he hadn't seen since his childhood*. **(21)My uncle's trip back to Semarang** *was a very nostalgic experience for him*.

Clause 1	T1 My uncle	→	R1 *Took…last month*
Clause 2	T1 He	→	R2 *went….Semarang*
Clause 3	T2 Visiting Semarang	→	R3 *Was….to him*
Clause 4	T1 He	→	R4 *Was…..there*
Clause 5	T1 He	→	R5 *grew up there*
Clause 6	T1 But he	→	R6 *hadn't been back*
Clause 7	T3(=R6) Since he	→	R7 *finished high school*



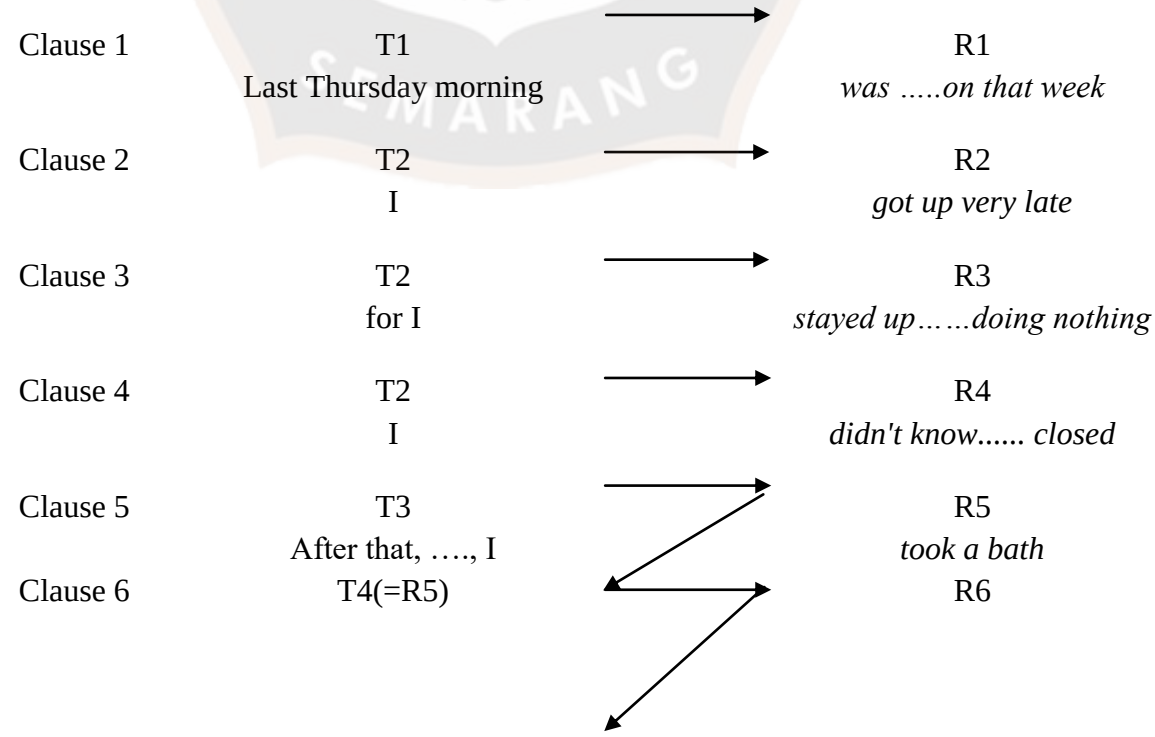
From the chart above, I found that there are three cross-referential thematic developments of zigzag pattern. At these three cross-referential Thematic developments of zigzag pattern, the three points of new information

are sited in Rheme position and becomes the Theme of the next clause (39=R6, T4=R9, T1=R12) in clause 7, 10 and 14. There is theme reiteration. The student's text above reiterates personal pronoun 'He/my uncle' in theme position. It occurred fifteenth times out of 21 clauses, at clause 1, 2, 4, 5, 6, 8, 9, 11, 13, 15, 16, 17, 18, 19 and 20.

Text 17

My Frightening Thursday

(1)Last Thursday morning *was the most frightening morning I had on that week*. **(2)I** *got up very late*, **(3)for I** *stayed up to three in the previous night doing nothing*. **(4)I** *didn't know why my eyes could not keep closed*. **(5)After that, in a hurry, I** *took a bath*. **(6)After taking a shower, I** *rushed to the garage, pull out my bike, and left home without having breakfast*. **(7)It** *was about fifteen minutes left* **(8)before the class** *started*, **(9)yet I** *must have taken my sister to school first*; **(10)therefore, I** *rode my bike fast*. **(11)That time I** *was kind a rider like Valentino Rossi*. **(12)On the way to my sister's school, I** *just realized* **(13)that my driver license** *was left at house*. **(14)I** *did not what to do*, **(15)so I** *just keep going until I reached there*. **(16)The road** *was so crowded*. **(17)Unfortunately I** *run over someone's motorcycle* **(18)when I** *crossed*. **(19)The nearby policeman** *saw me*, **(20)and then he** *ordered me to set aside*. **(21)I** *was too afraid to look at him* **(22)since I** *had no driver license on my pocket*. **(23)As a result, I** *said I was so okay*. **(24)Later on, I** *left him behind*. **(25)Finally, I** *got to campus at 7.15 just to know that there was no class that day*. **(26)I** *was a little upset*, **(27)but I** *was relief* **(28)because that policeman** *did not punish me*.



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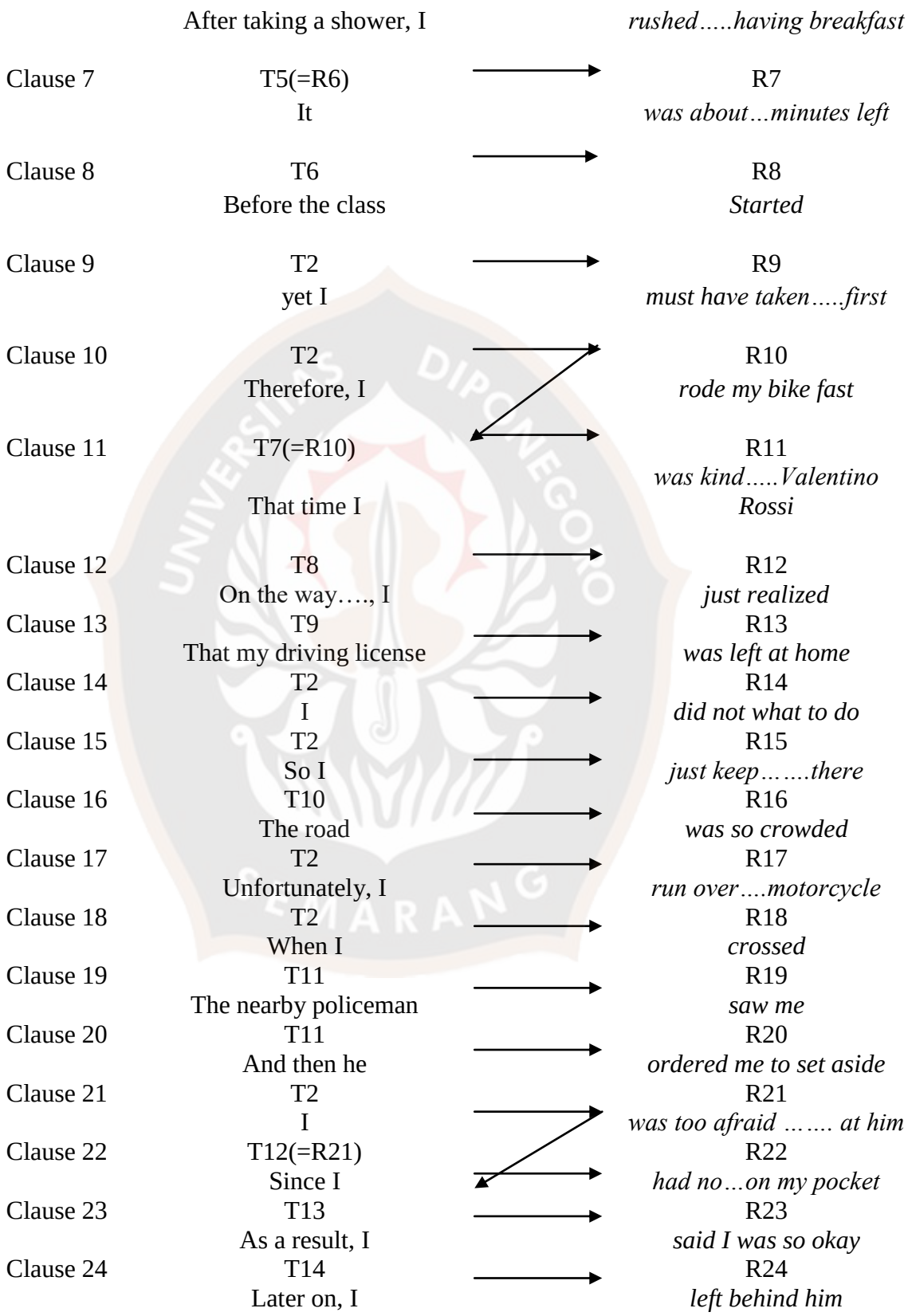

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Clause 25	T15 Finally, I	→	R25 *got to campus…….that day*
Clause 26	T2 I	→	R26 *was a little upset*
Clause 27	T2 But I	→	R27 *was relief*
Clause 28	T16 because that policeman	→	R28 *did not punish me*

c. Multiple Patterns

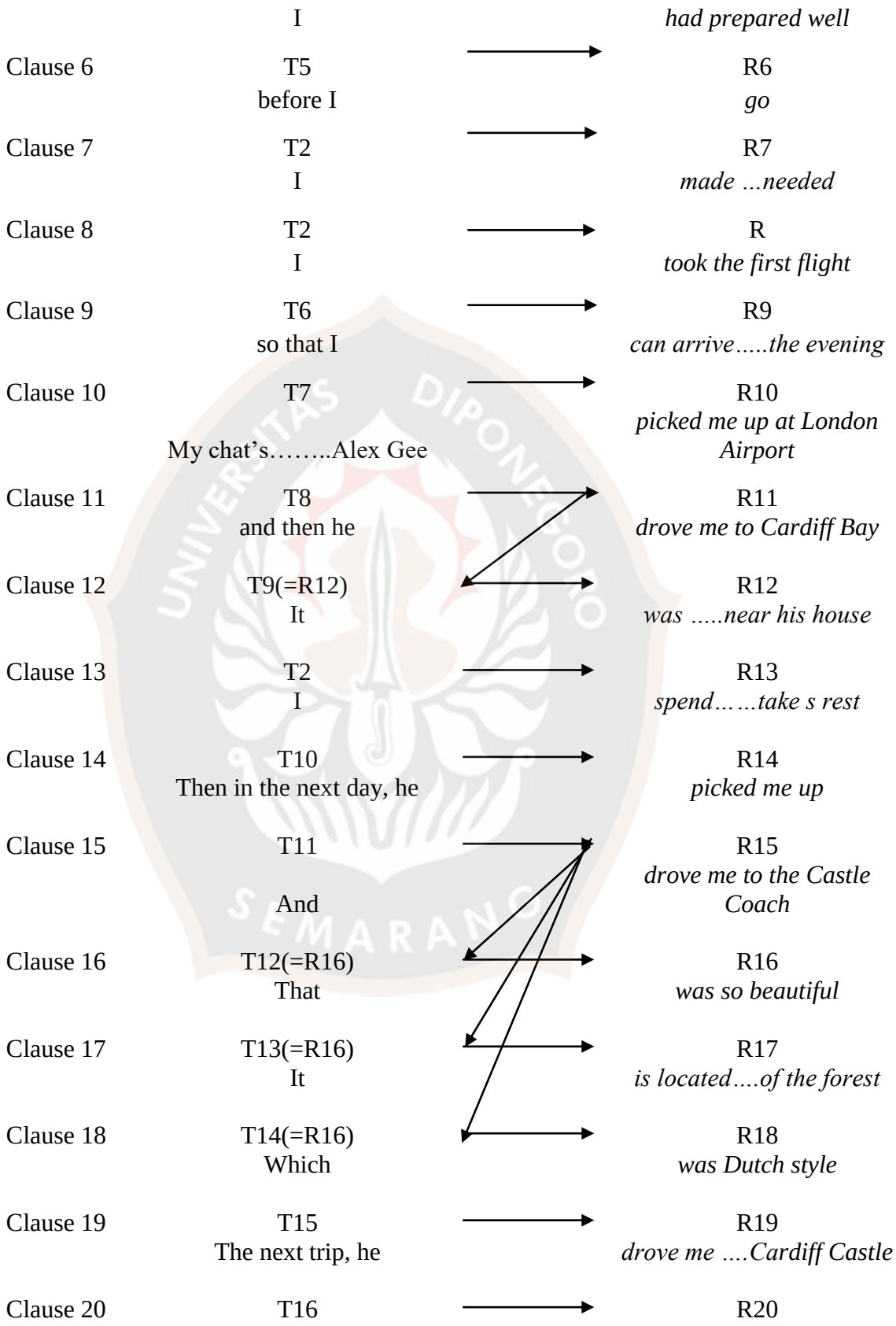
Texts below are the examples of multiple patterns:

Text 11

Trip to Cardiff

(1)Last year *was fantastic holiday for me*. **(2)I** *went to London by myself*. **(3)It** *sounds word*, **(4)but** *yes it was*. **(5)I** *had prepared* well **(6)before I** *go*. **(7)I** *made passport, packed my clothes* **and everything I** *needed*. **(8)I** *took the first flight*, **(9)so that I** *can arrive there in the evening*. **(10)My chat's friend name Alex Gee** *picked me up at London airport*, **(11)and then he** *drove me to Cardiff Bay*. **(12)It** *was the hotel near his house*. **(13)I** *spend my first night to take a rest*. **(14)Then in the next day**, **he** *picked me up* **(15)and** *drove me to the Castle Coach*. **(16)That** *was so beautiful*. **(17)It** *is located in the middle of the forest*, **(18)which** *was Dutch style*. **(19)The next trip**, **he** *drove me to Castle of Cardiff or Cardiff Castle*. **(20)Different with castle coach**, **this castle** *is original from London*. **(21)We** *visited several spots, such as Cardiff National Museum, Cardiff Forest* – **(22)it** *was near his house, or just spent the time at Three Cuffs Bay, beach in Cardiff*. **(23)Although I** *visited a lot of places*, **(24)I** *didn't feel tired* **(25)because I** *enjoyed my trip*. **(26)I** *told my fantastic story to my parents* **(27)when I** *went back home* **(28)and they** *were surprise about that*. **(29)That** *was unforgettable experience for me*.

Clause 1	T1 Last year	→	R1 *was …for me*
Clause 2	T2 I	→	R2 *went to London by myself*
Clause 3	T3(=R2) It	→	R3 *sounds word*
Clause 4	T4 But	→	R4 *yes it was*
Clause 5	T2	→	R5



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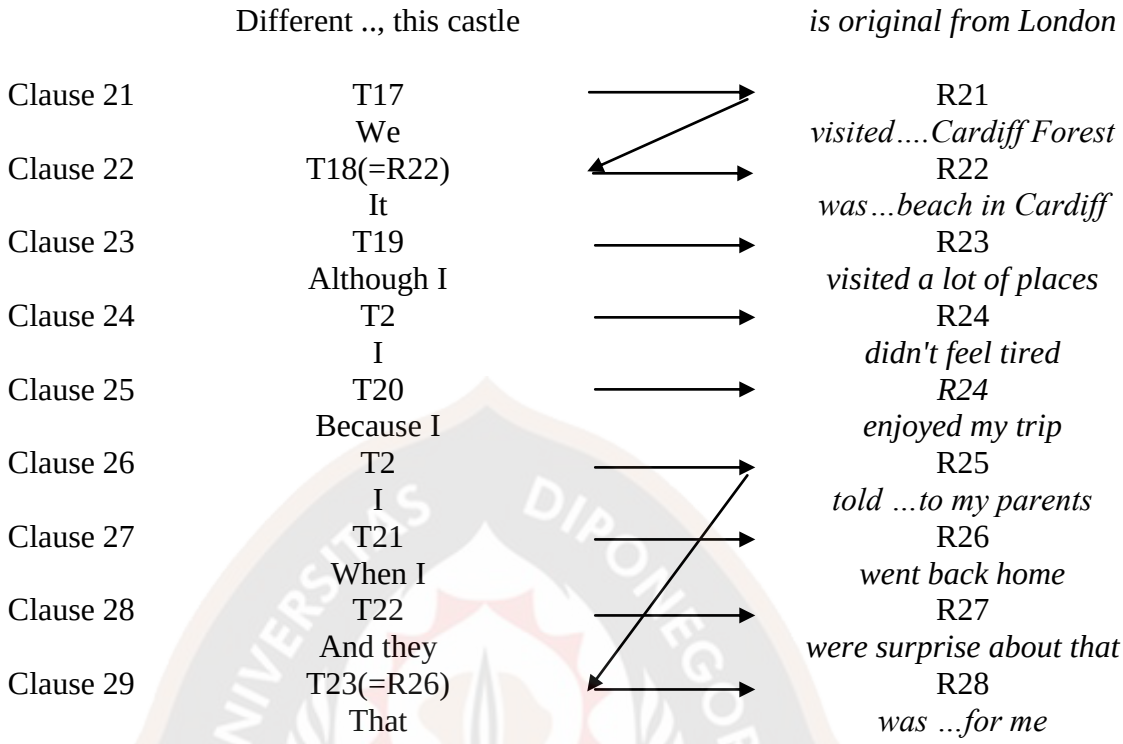


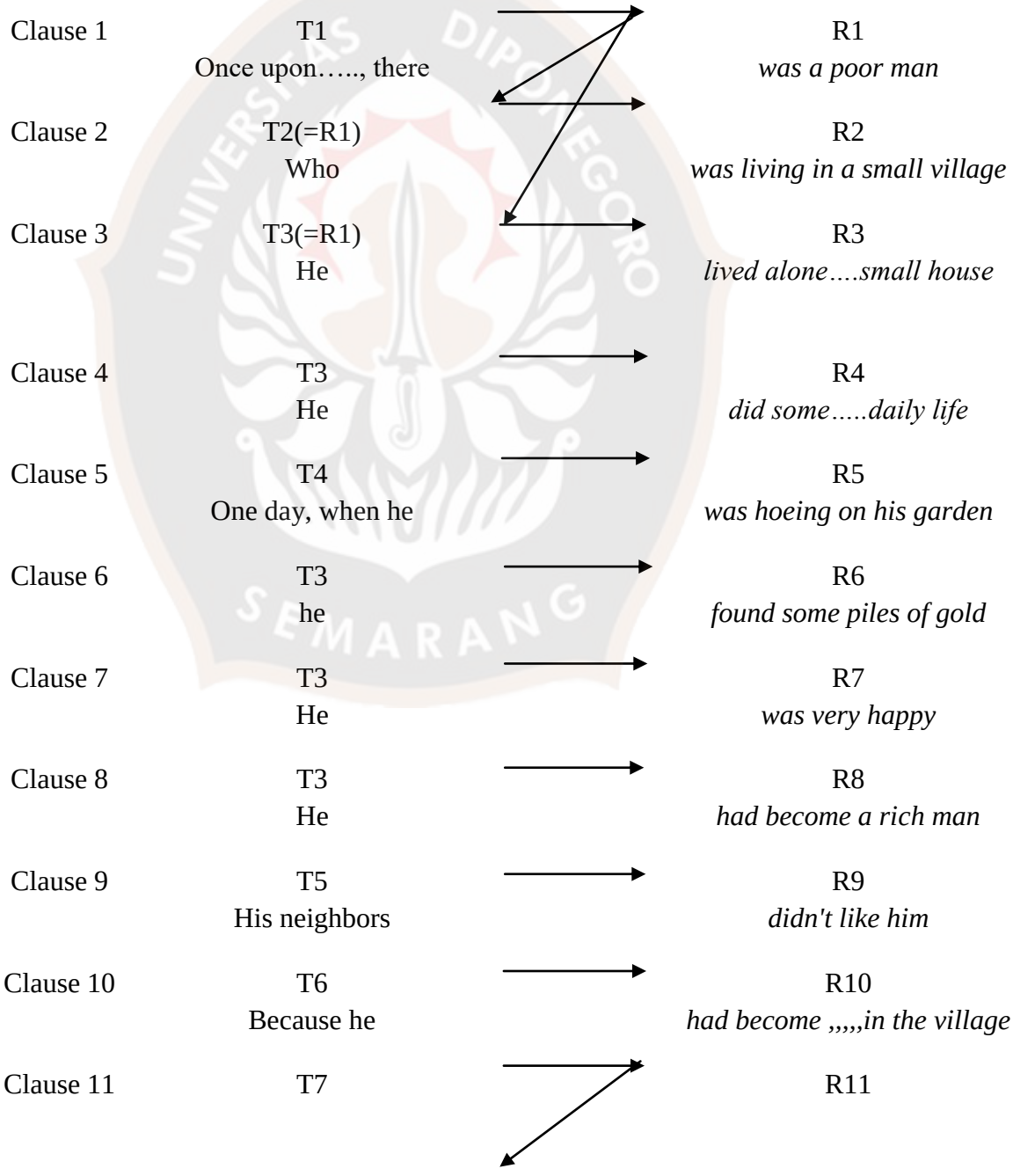
From the chart above, I found that there are seven cross-referential thematic developments of zigzag pattern and a multiple Theme pattern in the text. At these four cross-referential Thematic developments of zigzag pattern, the four points of new information is sited in Rheme position and becomes the Theme of the next clause (T3=R2, T9=R13, T18=R21, T23=R25) in clause 3, 12, 22 and 29. There is a cross-referential Thematic developments of multiple Theme pattern, the Theme of one clause introduces a number of different pieces of information, each of which picked up and made Theme in subsequent clauses (T12=R15, T13=R15, T14=R15) in clause 16, 17 and 18.

On the text above, there is theme reiteration. The student's text above reiterates personal pronoun 'I' in theme position. It occurred seventh times out of 30 clauses, at clause 2, 5, 7, 9, 14, 25 and 27.

Text 12

A Poor Man

(1)Once upon a time, **there** *was a poor man* **(2)who** *was living in a small village*. **(3)He** *lived alone in his small house*. **(4)He** *did some gardening for his daily life*. **(5)One day, when he** *was hoeing on his garden*, **(6)*he*** *found some piles of gold*. **(7)He** *was very happy*. **(8)He** *had become a rich man*. **(9)His neighbors** *didn't like him*, **(10)because he** *had become arrogant and arbitrary to each person in the village*. **(11)One night**, **there** *were some robbers* **(12) that** *robbed all of his wealth*. **(13)Then**, **the robbers** *killed him*. **(14)The next day**, **his neighbors** *knew that and notified it to everyone in the village*. **(15)Finally**, **everyone in the village** *be happy* **(16)because there** *was no longer an arbitrary.*



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	One night, there		*were some robbers*
Clause 12	T8(=R11)	→	R12
	That		*robbed all of his wealth*
Clause 13	T9	→	R13
	Then, the robbers		*killed him*
Clause 14	T10	→	R14
	The next day, his neighbors		*knew that…..in the village*
Clause 15	T11	→	R15
	Finally, everyone in the village		*be happy*
Clause 16	T12	→	R16
	Because, there		*was no longer an arbitrary*

From the chart above, I found that there are three cross-referential thematic developments of zigzag pattern and a multiple Theme pattern in the text. At the cross-referential Thematic developments of zigzag pattern, the point of new information is sited in Rheme position and becomes the Theme of the next clause (T8=R11) in clause 12 and 19. There is a cross-referential Thematic developments of multiple Theme pattern, the Theme of one clause introduces a number of different pieces of information, each of which picked up and made Theme in subsequent clauses (T3=R2, T4=R2) in clause 3 and 4.

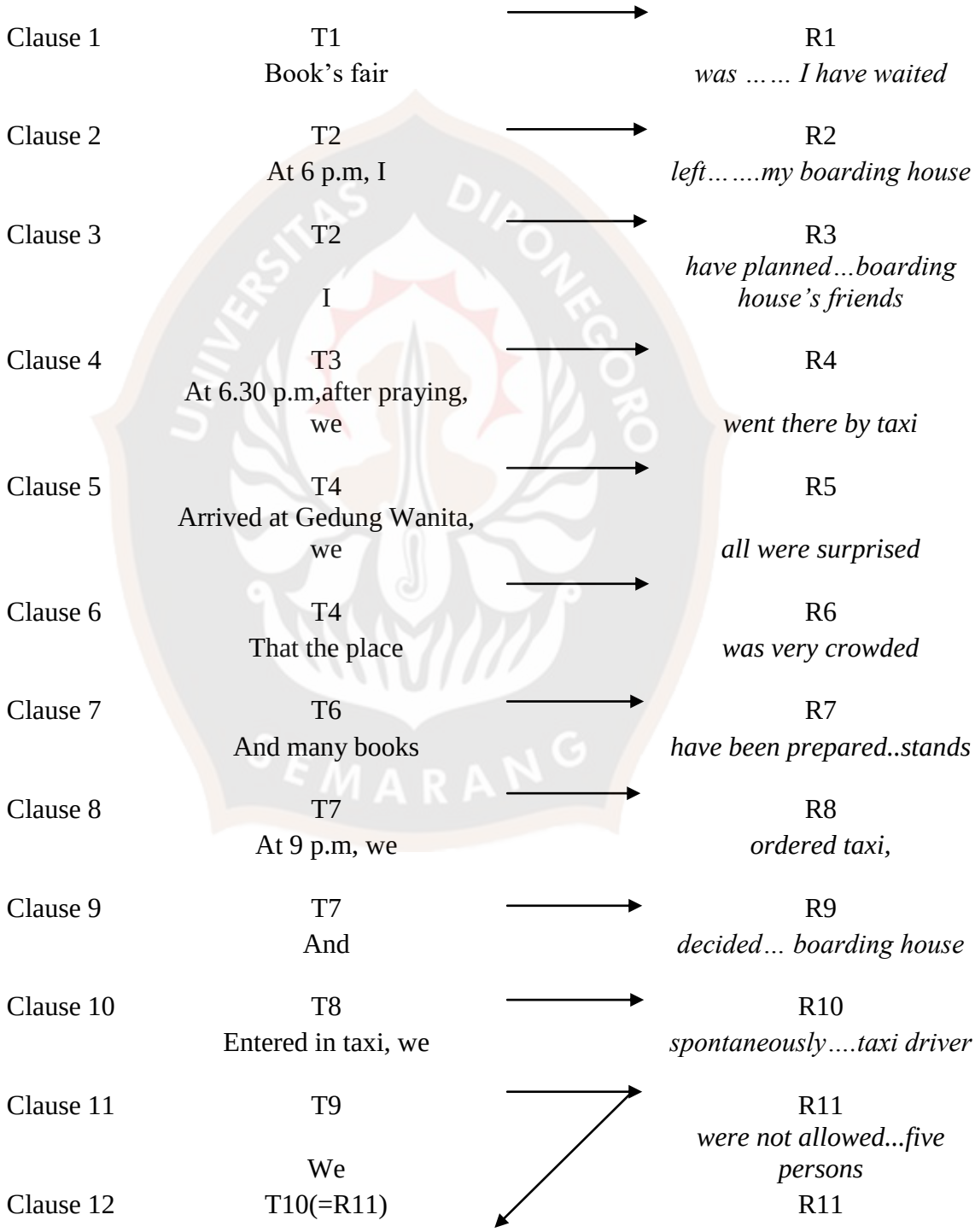
On the text above, there is theme reiteration. The student's text above reiterates personal pronoun 'I' in theme position. It occurred eleven times out of 24 clauses, at clause 2, 5, 11, 13, 18, 19, 20, 21, 22, 23 and 24.

Text 13

"Unlucky Day At Book's Fair Event"

(1)Book's fair *was an interesting event I have waited*. **(2)At 6 p.m**, **I** *left campus on my way to my boarding house*. **(3)I** *have planned to go to book's fair at Gedung Wanita with my boarding house's friends*. **(4)At 6.30 p.m., after praying, we** *went there by taxi*. **(5)Arrived at Gedung Wanita**, **we** *all were surprised* **(6)that the place** *was very crowded*, ***(7)*and many books** *have been prepared to be showed off in each stands*. **(8)At 9 p.m.**, **we** *ordered taxi*, **(9)and** *decided to go back to boarding house*. **(10)Entered in taxi**, **we** *spontaneously got*

anger from taxi driver. **(11)We** *were not allowed to occupy taxi with five persons* **(12)because it** *was a rule,* **(13)and taxi** *should be occupied for four persons*. **(14)It** *was raining hard outside,* **(15)so that** *was impossible for us got out from taxi*. **(16)My friend, then**, *tried to negotiable with the driver*. **(17)He** *demanded extra payment even didn't give us discount*. **(18)When it** *happened again,* **(19)we** *couldn't imagine, of course,* **(20)one of us** *would be satisfied joining at book's fair,* **(21)and also** *bought some interesting books*.



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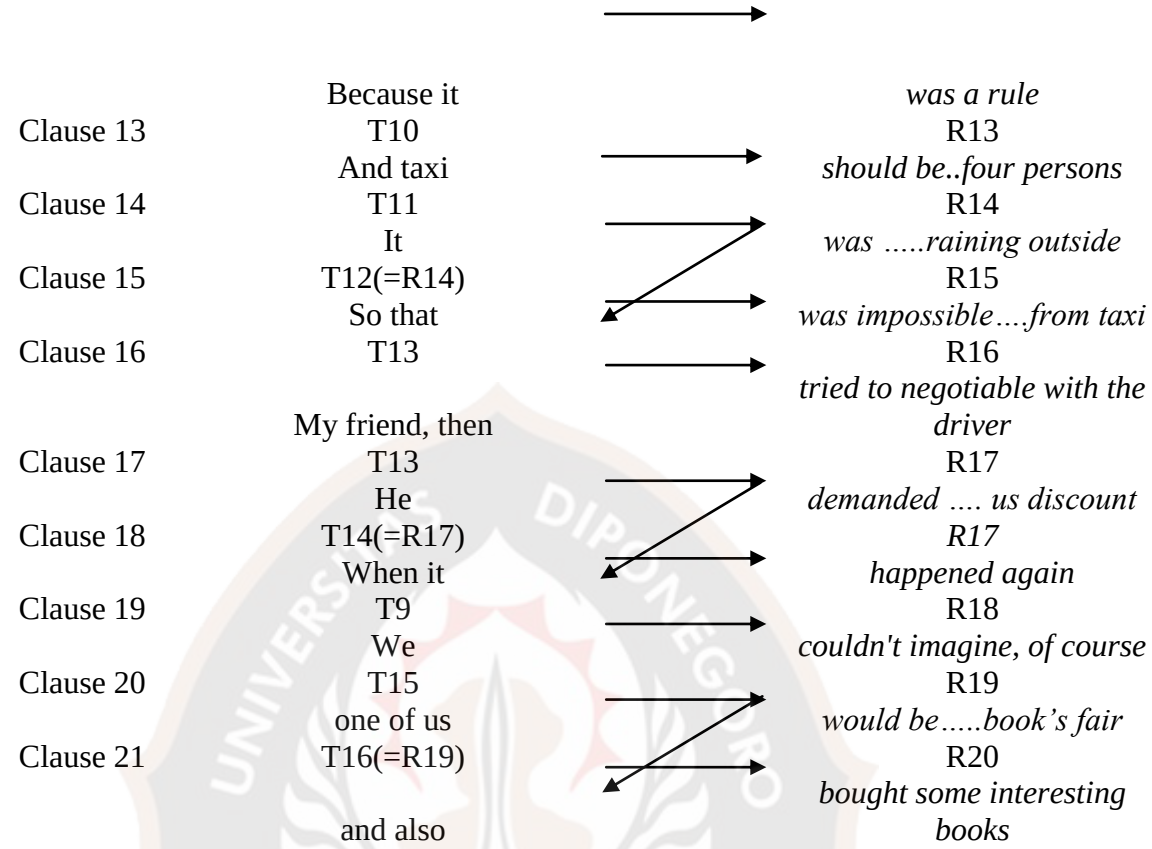
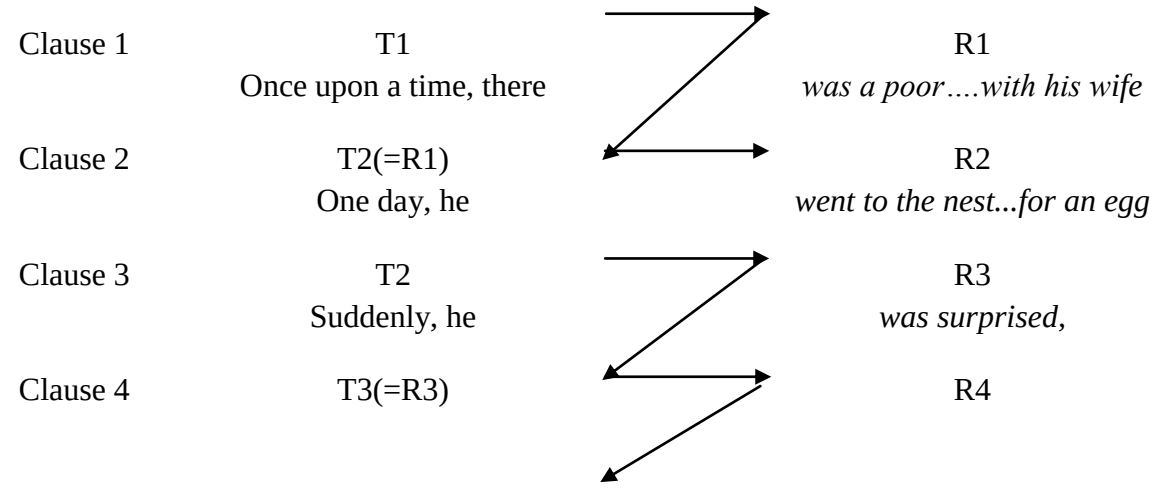


Text 14

Golden Egg

(1)Once upon a time, there *was a poor farmer living with his wife*. **(2)One day he** *went to the nest of his goose to look for an egg*. **(3)Suddenly, he** *was surprised*, **(4)it** *was because he found a golden egg*. **(5)It** *was weird*. **(6)Then, he** *took it and hurried home to show his wife*. **(7)Everyday after that, his goose** *laid a golden egg*. **(8)The farmer and his wife** *were very happy and soon became greedy*. **(9)One day, he** *thought that if he killed the goose*, **(10)he** *would find all of its treasure at once*. **(11)So, he** *killed the goose and cut it open*. **(12)Inside of the goose, he** *found nothing*.



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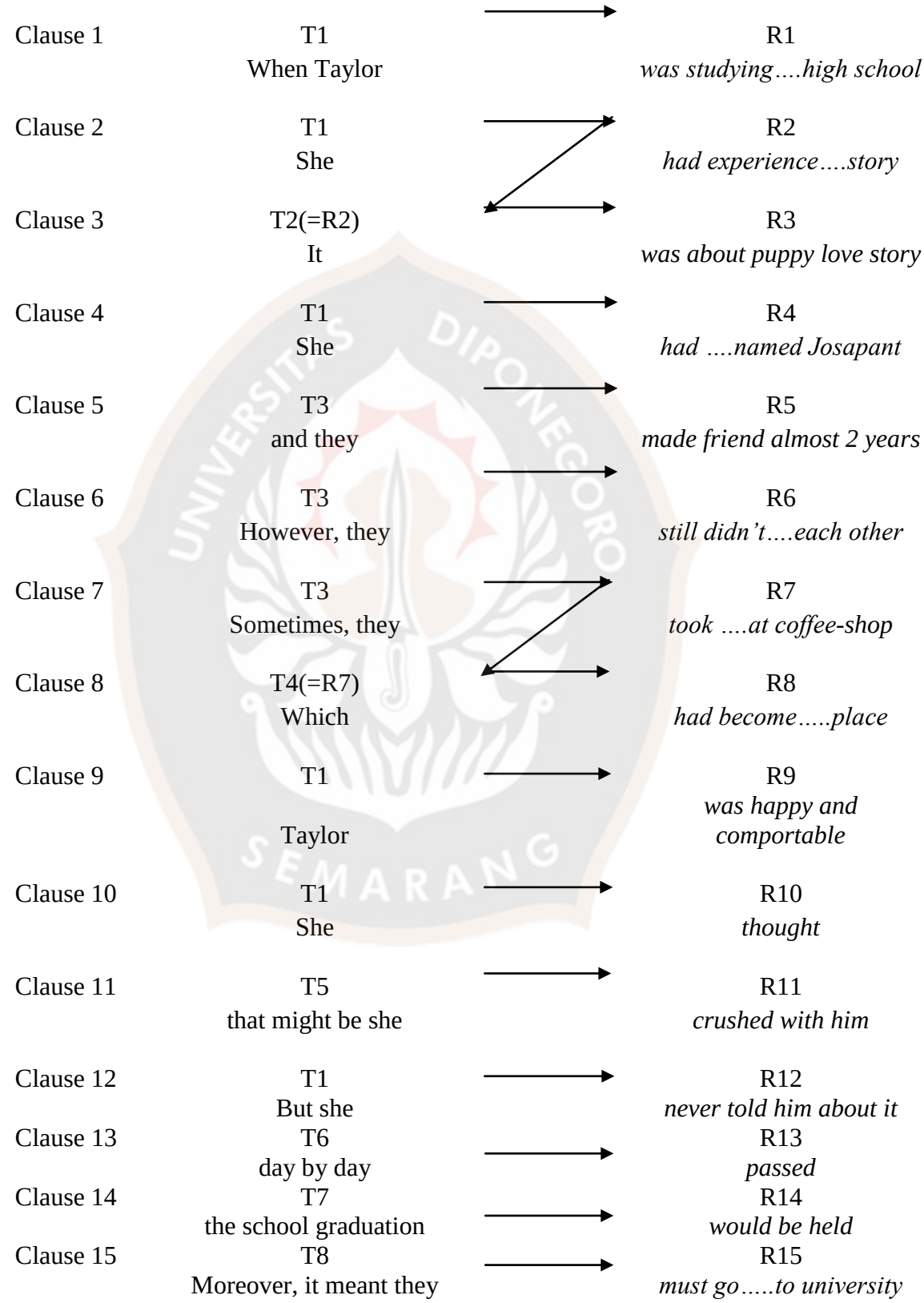
	it		*was because…. golden egg*
Clause 5	T4	→	R5
	It		*was weird*
Clause 6	T2	→	R6
	Then, he		*took it…..show his wife*
Clause 7	T5	→	R7
	Everyday after that, his goose		*laid a golden egg*
Clause 8	T6	→	R8
	The farmer and his wife		*were very….became greedy*
Clause 9	T2	→	R9
	One day, he		*thought…..killed the goose*
Clause 10	T2	→	R10
	He		*would find….at once*
Clause 11	T2	→	R11
	So, he		*killed…..and cut it open*
Clause 12	T7	→	R12
	Inside the goose, he		*found nothing*

Text 15

Calf Love

(1)When Taylor *was studying in Senior High School,* **(2)she** *had experience about sad love story*. **(3)It** *was about puppy love story*. **(4)She** *had a friend who's named Josapant,* **(5)and they** *made friend almost 2 years*. **(6)However, they** *still didn't know deeply each others*. **(7)Sometimes, they** *took a walk for spending their free time at coffee-shop* **(8)which** *had become their favorite place*. **(9)Taylor** *was happy and comfortable*. **(10)She** *thought* **(11)that might be she** *crushed with him,* **(12)but she** *never told him about it*. **(13)Day by day** *passed,* **(14)the school graduation** *would be held*. **(15)Moreover, it meant they** *must go on their study to university*. **(16)Taylor** *feels like sour grapes in her heart* **(17)when she** *knew* **(18)that Josapant** *would take up Management Business in America*. **(19)Actually, she** *looked forward being one collage with him*; **(20)besides, she** *could be his girlfriend*. **(21)In as much as thinking about it, she** *couldn't sleep all night*. **(22)Then, she** *decided to tell him about her feeling by facebook*. **(23)Finally, Taylor** *knew* **(24)that Josapant** *had been going with a peach girl*

after she had seen his profile picture on facebook. **(25)Furthermore, Taylor** *tried to make best of and closed down all memories between them.*



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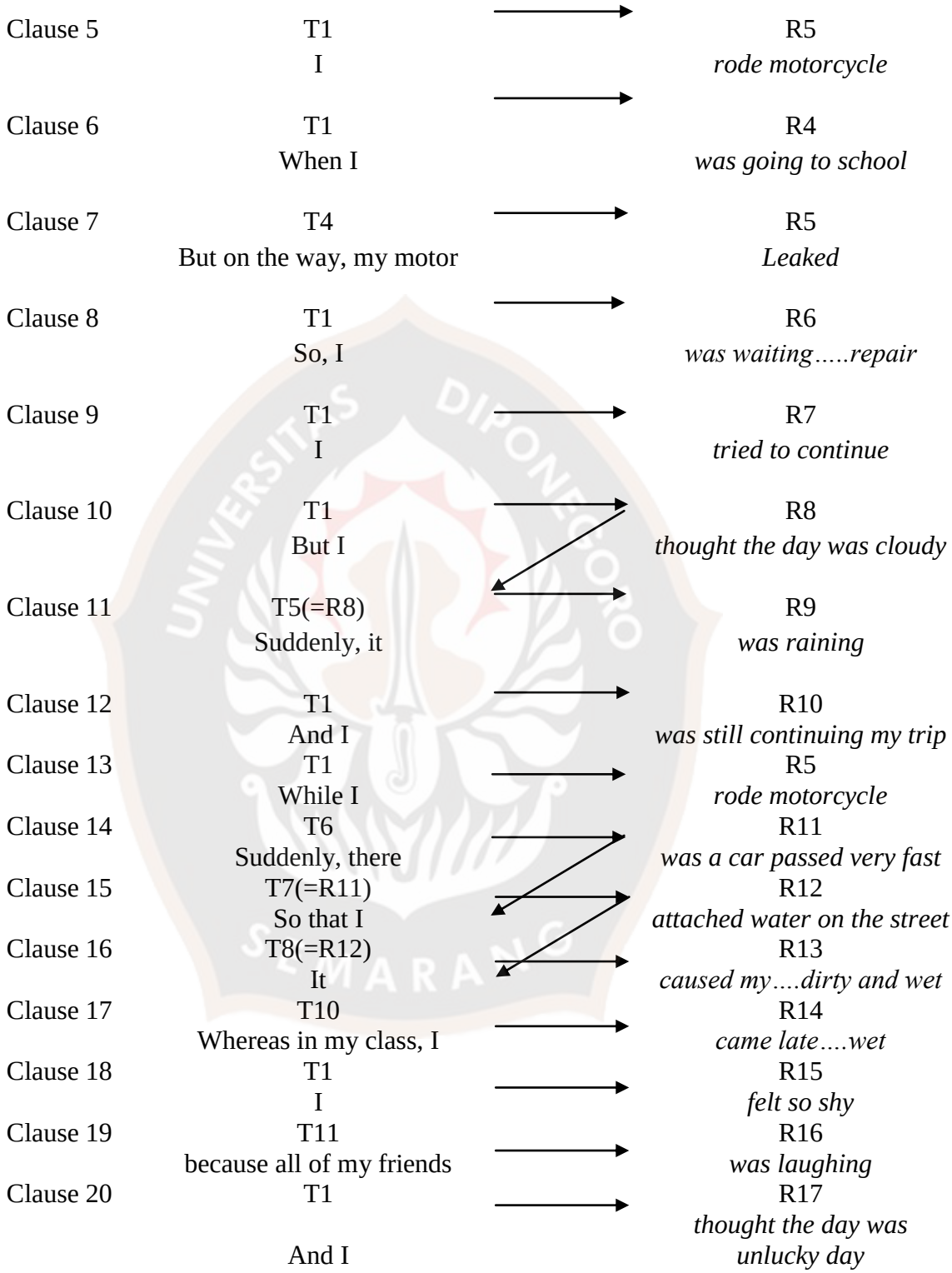
Clause 16	T1 Taylor	→	R16 *feels like….in her heart*
Clause 17	T1 when she	→	R17 *knew*
Clause 18	T9 that Josapant	→	R18 *would take…in America*
Clause 19	T1 Actually, she	→	R19 *looked forward…with him*
Clause 20	T1 Besides, she	→	R20 *could be his girlfriend*
Clause 21	T14 In as much as…..about it	→	R21 *couldn't sleep all night*
Clause 22	T1 Then, she	→	R22 *decided to……by facebook*
Clause 23	T1 Finally, Taylor	→	R23 *knew*
Clause 24	T11 That Josapant	→	R24 *had been ……on facebook*
Clause 25	T1 Furthermore, Taylor	→	R25 *tried……between them*

Text 16

Unlucky Day

(1)One morning, I *got up with the feeling* **(2)that** *was going to be unlucky day for me*. **(3)It** *happened* **(4)when I** *was going to school at Senior High School*. **(5)I** *rode motorcycle* **(6)when I** *was going to school*. **(7)But on the way, my motor** *leaked*, **(8)so I** *was waiting for my motor until finished repair*. **(9)I** *tried to continue* **(10)but I** *thought the day was cloudy*. **(11)Suddenly, it** *was raining* **(12)and I** *was still continuing my trip*. **(13)While I** *rode motorcycle*, **(14)suddenly there** *was a car passed very fast*, **(15)so that I** *attached water on the street*. **(16)It** *caused my uniform was dirty and wet*. **(17)Whereas in my class, I** *came late and my uniform wet*, **(18)I** *felt so shy* **(19)because all of my friends** *was laughing* **(20)and I** *thought the day was unlucky day*.

Clause 1	T1 One morning, I	→	R1 *got up with the feeling*
Clause 2	T2(=R1) That	→	R2 *was going to….for me*
Clause 3	T3(=R1) It	→	R3 *Happened*
Clause 4	T1 When I	→	R4 *was going to….high school*



Text 18

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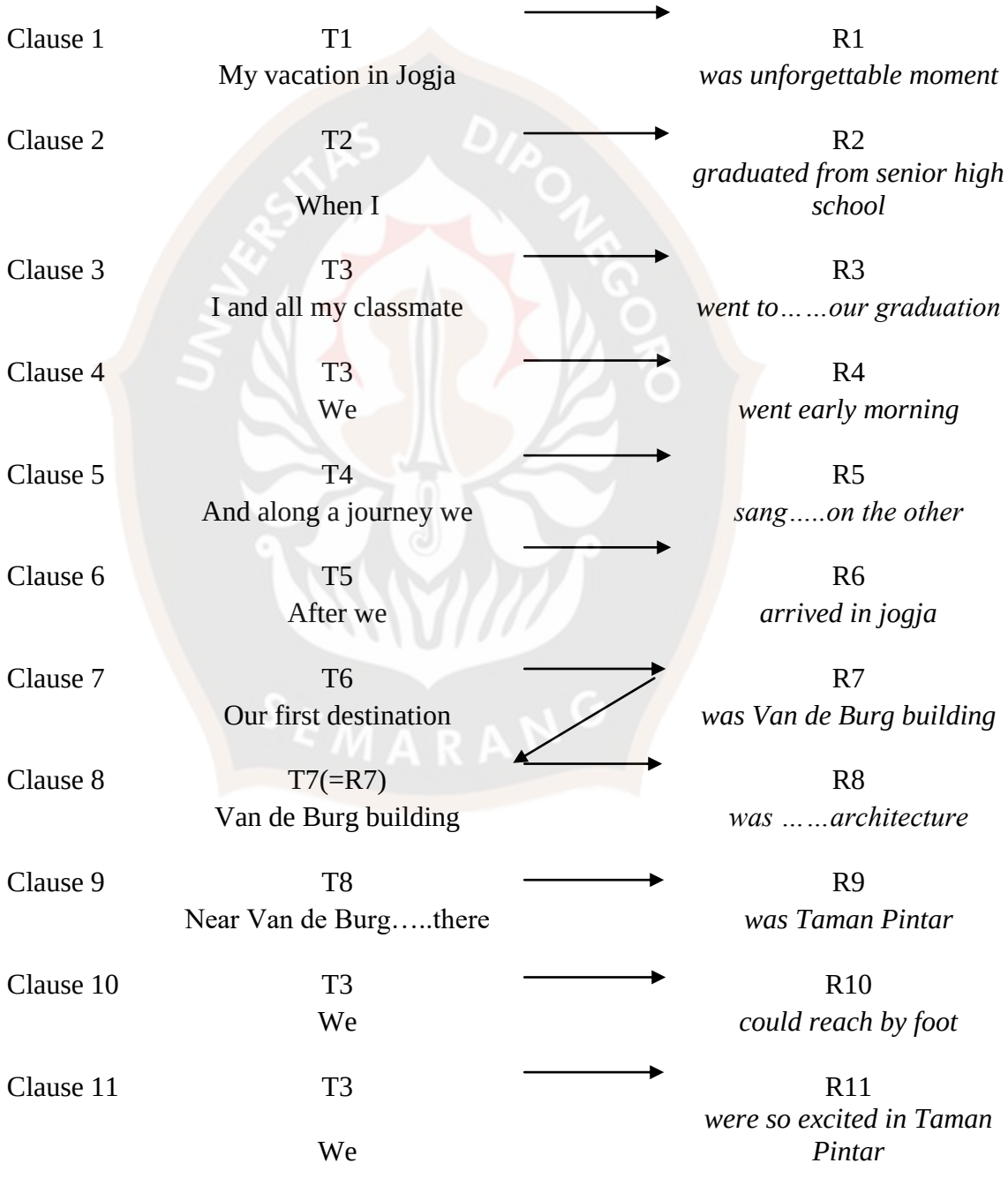
My Unforgettable Moment

(1)My vacation in Jogja *was unforgettable moment*. **(2)When I** *graduated from senior high school*, **(3)I and all my classmate** *went to Jogja for celebrate our graduation*. **(4)We** *went early morning* **(5)and along a journey we** *sang many songs, joking and played trick on the other*. **(6)After we** *arrived in jogja*, **(7)our first destination** *was Van de Burg building*. **(8)Van de Burg building** *was identical with Europe architecture*. **(9)Near Van de Burg building there** *was Taman Pintar*. **(10)We** *could reach by foot*. **(11)We** *were so excited in Taman Pintar.*



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Text 19

The blue bag turned to be the blue blanket

(1)Two weeks ago, a friend of mine *was invited me to buy a gift together*. **(2)We** *decided to buy a bag at Mall*. **(3)When we** *arrived*, **(4)we** *were confused where we could find it the gift*. **(5)We** *walked around the mall* **(6)and** *dropped in the shop by shop*. **(7)In the last shop, when we** *were really tired*, **(8)we** *were looking for the bag* **(9)which** *was good*. **(10)After a few minutes ago, we** *have got the good one, the blue bag*. **(11)We** *hoped* **(12)that she** *loved it*. **(13)In animal spirits, my friend and I** *went to the cashier*. **(14)There** *are some people standing in line to pay theirs*. **(15)Then we** *already paid*, **(16)we** *were getting back*. **(17)In the boarding house, we** *just realized* **(18)that it** *was not the blue bag* **(19)that we** *just bought*, **(20)but it** *was the blue blanket*. **(21)We** *took the wrong things* **(22)and it** *was so bad*. **(23)Having no ideas** *to do next*, **(24)we** *gave the blue blanket to her and said "Happy Birthday"*. **(25)Finally, while we** *were glad to know* **(26)that she** *loved it*, **(27)we** *were keeping silent about the truth*.

Clause 1	T1 Two weeks…..friend of mine	R1 *was invited…. gift together*
Clause 2	T2 We	R2 *decided to …… at Mall*
Clause 3	T3 When we	R3 *arrived*
Clause 4	T2 We	R4 *were confused…..the gift*
Clause 5	T2 We	R5 *walked around the mall*
Clause 6	T4(=R5) And	R6 *dropped in the shop by shop*
Clause 7	T5 In the last shop, when we	R7 *were really tired*
Clause 8	T2 We	R8 *were looking for the bag*
Clause 9	T6(=R8) Which	R9 *was good*
Clause 10	T7	R10

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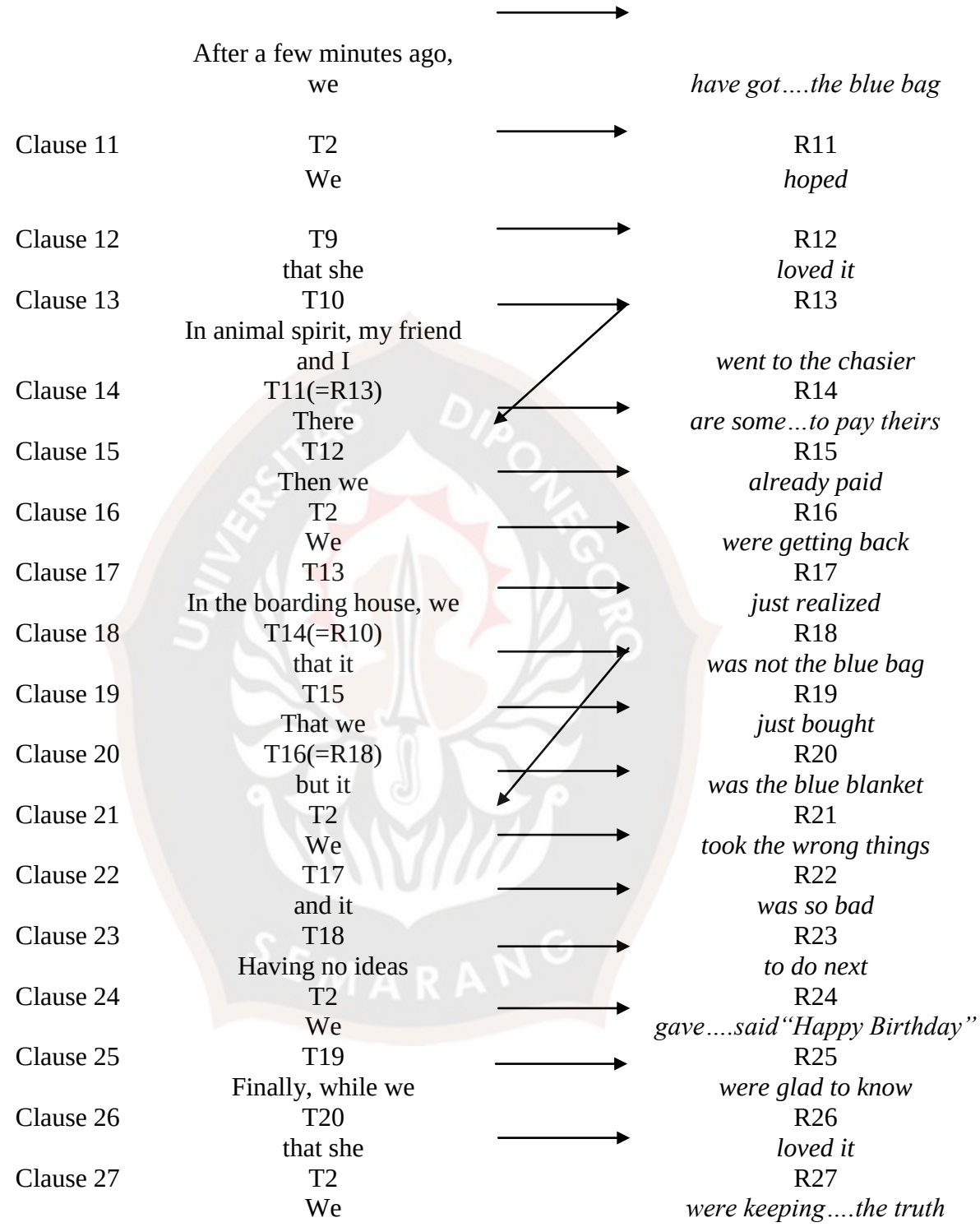

Text 20

Vacation in Guci – Tegal

(1)Eight years ago *was the best moment of my vacation*. **(2)My parents** *invited me and my brother to spend holiday and to celebrate New Year's Eve in Guci-*

Tegal. **(3)We** *were planning our vacation for 3 days,* **(4)so my father** *was checking car* **(5)and my mother** *was preparing everything before we went*. **(6)On the next day we** *went to Guci*. **(7)The trip from Semarang to Guci – Tegal** *was about three hours by car*. **(8)Arrived there, my father** *booked room in some hotel*. **(9)We** *took rest a few hours,* **(10)and then in the evening we** *looked for some foods*. **(11)The weather in Guci** *was really cool,* **(12)so in the morning we** *went to "Pemandian Air Panas"*. **(13)At there, we** *could relax and see beautiful scenery*. **(14)After that we** *were riding horse together*. **(15)In the second day, we** *were shopping and bought some beautiful flowers*. **(16)In the evening we** *celebrated New Year's Eve with other person in hotel* **(17)and we** *made fireworks*. **(18)Then the next day we** *came back to Semarang*. **(19)I** *would never forget this vacation.*

Clause 1	T1 Eight years ago	→	R1 *was the best…..my vacation*
Clause 2	T2 My parents	→	R2 *invited me…..in Guci-Tegal*
Clause 3	T3 We	→	R3 *were planning….for 3 days*
Clause 4	T4 so my father	→	R4 *was checking car*
Clause 5	T5 and my mother	→	R5 *was preparing……we went*
Clause 6	T3 On the next day, we	→	R6 *went to Guci*
Clause 7	T7 The trip…..Guci-Tegal	→	R7 *was about …by car*
Clause 8	T4 Arrived there, my father	→	R8 *booked room in some hotel*
Clause 9	T3 We	→	R9 *took rest a few hours*
Clause 10	T3 And then in the evening, we	→	R10 *looked for some foods*

Clause 11	T8 The weather in Guci	→	R11 *was really cool*
Clause 12	T9 so in the morning, we	→	R12 *went to 'Pemandian Air Panas'*
Clause 13	T3 At there, we	→	R13 *could relax…..scenery*
Clause 14	T3 After that, we	→	R14 *were riding horse together*
Clause 15	T3 In the second day, we	→	R15 *were shopping……flowers*
Clause 16	T3 In the evening, we	→	R16 *celebrated….in hotel*
Clause 17	T3 And we	→	R17 *made fireworks*
Clause 18	T3 Then the next day, we	→	R18 *came back to Semarang*
Clause 19	T10 I	→	R19 *would never forget this vacation*

Text 21

Love Need Sacrifice

(1)Once upon a time, there *was a great kingdom*. **(2)In the kingdom, there** *were two princesses, the old princess and the young princess*. **(3)They** *were very beautiful and friendly*. **(4)One day, the king** *gave announced*, **(5)who** *can defeat the great enemy the kingdom*, **(6)he** *can warn with one of the princess*. **(7)After that, many candidates** *tried to defeat the great enemy*, **(8)but no one of man** *can won*. **(9)Except a young man who handsome** *can won from the great enemy*. **(10)But the young man** *got a serious sore and would be died*. **(11)Suddenly, the old princess** *told " I can recovered his sore with change his soul with another soul, and I am ready to changed my soul to him".* **(12)The king and the young princess** *were so surprised*. **(13)"Why did you do it?** *Asked the king*. **(14)" I** *love my young sister very much*, **(15)so I** *do it in order to my young sister can married with a handsome young man*." **(16)She** *answered*. **(17)Then the next month the young princess and the young handsome man** *married and life happily from sacrifice her sister*.

Clause 1	T1 Once upon a time, there	→	R1 *was a great kingdom*
Clause 2	T2 In the kingdom, there	→	R2 *were …….the young*

princess

Clause 3 — T3(=R2) → R3
They — *were very beautiful and friendly*

Clause 4 — T4 → R4
One day, the king — *gave announced*

Clause 5 — T5(=R4) → R5
Who — *can defeat…the kingdom*

Clause 6 — T5 → R6
He — *can warn…of the princess*

Clause 7 — T6 → R7
After that, many candidates — *tried to defeat the great enemy*

Clause 8 — T7 → R8
But no one of the man — *can won*

Clause 9 — T8 → R9
Except a young man who handsome — *can won….the great enemy*

Clause 10 — T8 → R10
But the young man — *got a serious …… be died*

Clause 11 — T9 → R11
Suddenly, the old princess — *told "I….my soul to him"*

Clause 12 — T10 → R12
The king and the young princess — *were so surprised*

Clause 13 — T11 → R13
"why did you do it ?" — *Asked the king*

Clause 14 — T12 → R14
I — *love my…very much*

Clause 15 — T12 → R15
so I — *do it……young man*

Clause 16 — T12 → R16
She — *Answered*

Clause 17 — T13 → R17
Then the next — *married.*

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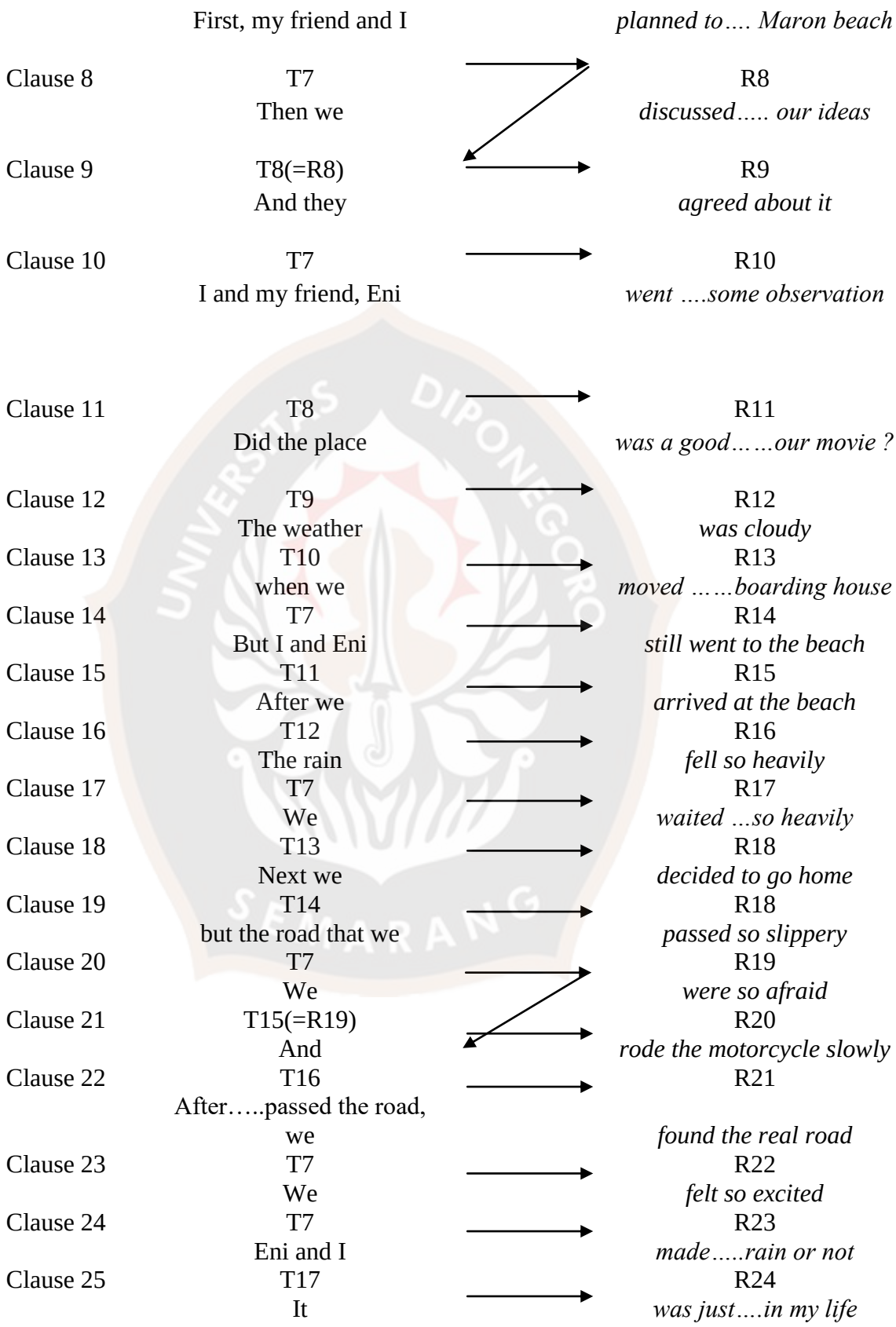
month….man

Text 22

The Most Terrible Day

(1)My terrible day *happened in my first semester*. **(2)Actually, my first semester in IKIP PGRI Semarang** *was so fun*. **(3)I** *got many friends* **(4)and my English ability** *got a good progress*. **(5)But in Integrated Course I** *had a job from my lecturer to made a movie*, **(6)and it** *will became my terrible day*. **(7)First, my friend and I** *planned to go to Maron beach*. **(8)Then we** *discussed with our group about our idea* **(9)and they** *agreed about it*. **(10)I and my friend, Eni,** *went to the beach to do some observation*. **(11)Did the place** *was a good place to made our movie ?*. **(12)The weather** *was cloudy* **(13)when we** *moved from our boarding house*. **(14)But I and Eni** *still went to the beach*. **(15)After we** *arrived at the beach*, **(16)the rain** *fell so heavily*. **(17)We** *waited until the rain not so heavily*. **(18)Next we** *decided to go home* **(19)but the road that we** *passed so slippery*. **(20)We** *were so afraid* **(21)and** *rode the motorcycle slowly*. **(22)After terrible minutes passed the road, we** *found the real road*. **(23)We** *felt so excited*. **(24)Eni and I** *made an appointment for did not go to the beach again whether was rain or not*. **(25)It** *was just the most terrible day in my life*.

Clause 1	T1 My terrible day	→	R1 *happened in my first semester*
Clause 2	T2 Actually, my…..Semarang	→	R2 *was so fun*
Clause 3	T3 I	→	R3 *got many friends*
Clause 4	T4 and my English ability	→	R4 *got a good progress*
Clause 5	T5 But in Integrated Course, I	→	R5 *had a job…mad a movie*
Clause 6	T6(=R5) and it	→	R6 *will become my terrible day*
Clause 7	T7	→	R7



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Text 23

The Best Vacation

(1)Last year on December 22, 2010, my family and I *went to Purbalingga for a vacation*. **(2)The first journey, we** *went to "Gua Lawa"*. **(3)We** *saw lots of bats hanging from the upper cave*, **(4)so a lot of bat droppings on the road we** *passed*. **(5)Not only bats, Gua Lawa** *also has "Sendang Mawar" and sculptures that tell about the origin of the cave*. **(6)The second journey, we** *went to a big aquarium*. **(7)We** *can see all sorts of fish from various countries*. **(8)We** *can also watch a 3D movie about fish*. **(9)Then the third journey, we** *went to "Owabong" or attraction Bojong*. **(10)Owabong sights swimming pool** *is great and fun*, **(11)because we** *can choose swimming poll that we liked*. **(12)On the way home, we** *stopped into a shop that sells traditional food of Purbalingga "Gethuk Goreng"*. **(13)Then we** *went home with happiness*. **(14)The day** *is a day of fun in my vacation.*

Clause 1	T1 Last year…., my family and I	→	R1 *went to ……for a vacation*
Clause 2	T2 The first journey, we	→	R2 *went to 'Gua Lawa'*
Clause 3	T3 We	→	R3 *saw……from the upper cave*
Clause 4	T4 So a lot ……we	→	R4 *passed*
Clause 5	T5 Not only bats, Gua Lawa	→	R5 *also has…….of the cave*
Clause 6	T6 The second journey, we	→	R6 *went to a big aquarium*
Clause 7	T3 We	→	R7 *can see…..countries*
Clause 8	T3 We	→	R8 *can also watch……fish*
Clause 9	T7 Then the third journey, we	→	R9 *went ….Bojong*

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Clause 10	T8 Owabong….swimming pool	→	R10 *is great and fun*
Clause 11	T9 because we	→	R11 *can choose…we liked*
Clause 12	T10 On the way home, we	→	R12 stopped ....”Gethuk Goreng”
Clause 13	T11 Then we	→	R13 *went home with happiness*
Clause 14	T12 The day	→	R14 *is a day of fun in my vacation*

Text 24

Solo – Here I come

(1)It *was my first amazing trip in Solo* **(2)when I** *was planning my holiday to spend my spare time for shopping*. **(3)I** *got a lot of money from my money-box,* **(4)so I** *decided to go to Solo by motorcycle*. **(5)I** *went to Solo at 11.00 am, and arrived in Solo at 1 p.m*. **(6)The first place I visited** *is clothing distro in Solo Baru,* **(7)it** *called “es-es clothing distro”*. **(8)I** *bought a new cloth and bag there*. **(9)It** *was the best place I have ever visited for shopping*. **(10)The second place I visited** *is Solo Square*. **(11)I** *had lunch “Nasi Liwet” there*. **(12)Before I** *went home,* **(13)the last place I visited** *is Solo Grand Mall*. **(14)I** *walked on basement floor onto third floor*. **(15)I** *looked for the shoes shop,* **(16)and then I** *bought new shoes there*. **(17)Afterward, I** *went home and arrived there at 9 p.m*. **(18)It** *was an amazing holiday for me,* **(19)because it** *was a short time for holiday and shopping*.

Clause 1	T1 It	→	R1 *was my fisrt…in Solo*
Clause 2	T2 When I	→	R2 *was planning….for shopping*
Clause 3	T3 I	→	R3 *got…. my money-box*
Clause 4	T4(=R3)	→	R4

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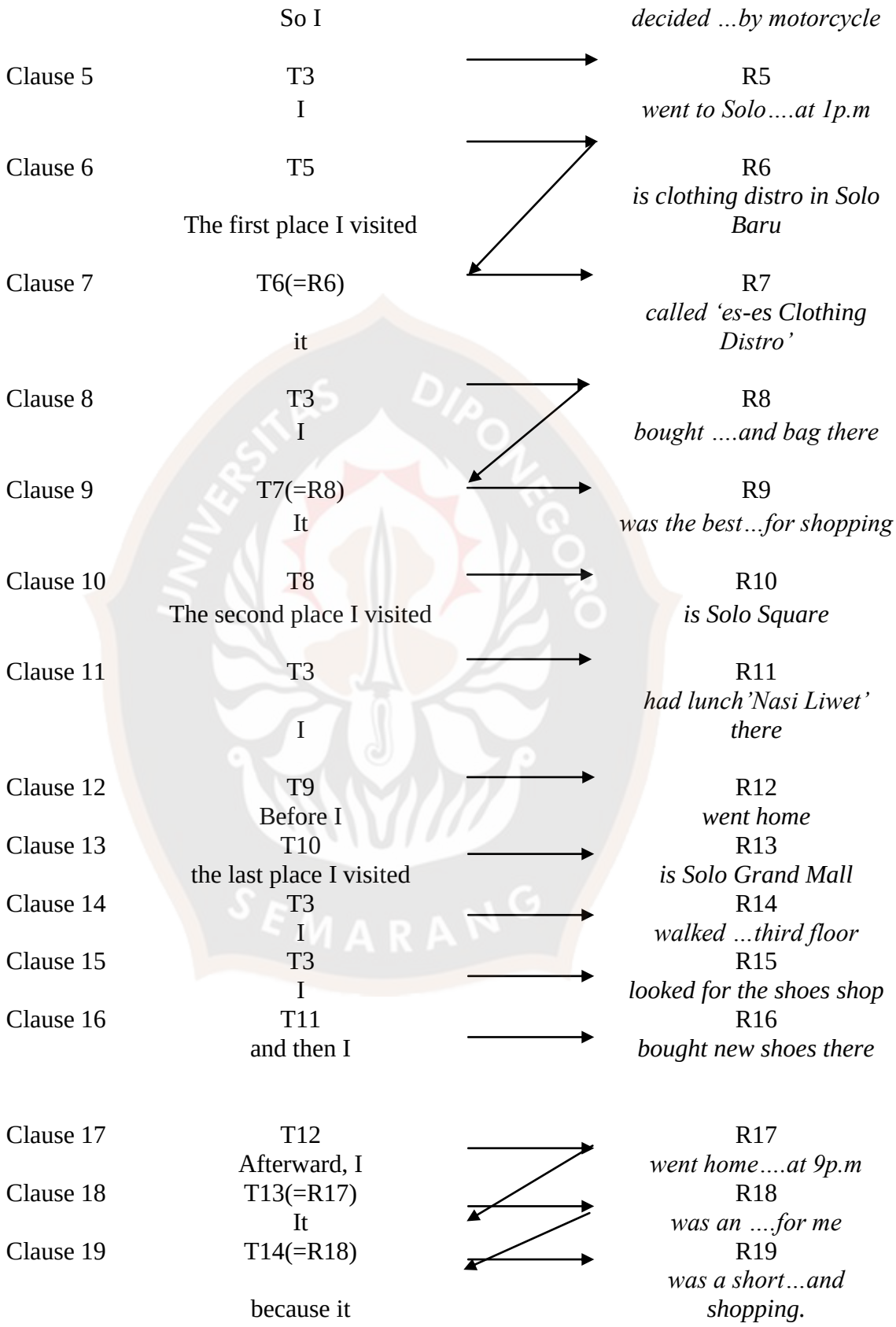

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Text 25

My Horrible Experience

(1)One day when the storm *happened,* **(2)my family and I** *were on our car*. **(3)We** *were driving to our house from my grandparent's house to Purwodadi*. **(4)Suddenly our car** *crushed to one side to the left of street*. **(5)We** *thought we got a flat fire*. **(6)We** *did not know that it was a storm*. **(7)We** *knew* **(8)it** *was a storm* **(9)when we** *saw some electricity tower and tree fell down to the ground*. **(10)Then we** *saw a lot of rocks tumbling across the road*. **(11)We** *were strapped by the rock.* **(12)Ever we** *could not move from our car*. **(13)There** *were rocks everywhere*. **(14)There** *was nothing could we do*. **(15)Later on, my father** *called someone* **(16)but it** *could not do* **(17)because there** *was no signal until some of resident walked and saw our car*. **(18)Then, they** *helped us throw the rocks*. **(19)We** *thanked to them*. **(20)After that we** *went back to Pati*. **(21)Finally, I** *thanked to God* **(22)that nobody of us** *injured*.

Clause 1	T1 One day when the storm	→	R1 *Happened*
Clause 2	T2 My family and I		R2 *were on our car*
Clause 3	T3 We	→	R3 *were ….to Purwodadi*
Clause 4	T4 Suddenly, our car		R4 *crushed…..of the street*
Clause 5	T3 We	→	R5 *thought we got a flat fire*
Clause 6	T3 We		R6 *did not know….a storm*
Clause 7	T3 We	→	R7 *Knew*
Clause 8	T5(=R7) it		R8 *was a storm*
Clause 9	T6 when we	→	R9 *saw some….to the ground*

Clause 10	T7	R10
	then we	*saw……across the road*
Clause 11	T3	R11
	We	*were strapped by the rock*
Clause 12	T8	R12
	Ever we	*could…from our car*
Clause 13	T9	R13
	There	*were rocks everywhere*
Clause 14	T10	R14
	There	*was nothing could we do*
Clause 15	T11	R15
	Later on, my father	*called someone*
Clause 16	T12(=R15)	R16
	but it	*could not do*
Clause 17	T13	R17
	because there	*was no signal…our car*
Clause 18	T14	R18
	Then, they	*helped us throw the rocks*
Clause 19	T3	R19
	We	*thanked to them*
Clause 20	T16	R20
	After that, we	*went back to Pati*
Clause 21	T17	R21
	Finally, I	*thanked to God*
Clause 22	T18	R22
	that nobody of us	*injured*

Text 26

Getting a Surprise Birthday Party

(1)My birthday party *is two more days*. **(2)But I** *do not feel like celebrate it* **(3)as my parents** *go on business trip to Bandung*. **(4)My sister** *is married* **(5)and now she** *stays in her husband's house*. **(6)I** *feel lonely actually* **(7)but at least I** *have some fun with my friends at school*. **(8)That night, my mother** *called me* **(9)and** *said that they will be home tomorrow*. **(10)I** *am so happy to hear that* **(11)because I** *think we can have dinner to celebrate my birthday*. **(12)When I** *wake up in the morning*, **(13)I** *reached my phone*. **(14)There** *was no message*

from anybody. **(15)Do they** *forgot about my birthday ?* **(16)or they** *were to busy to say happy birthday to me ?* **(17)I** *tried to call my parents* **(18)but their phone** *were off*. **(19)I** *called my sister* **(20)but I** *could not reach her either*. **(21)I** *was so sad and cried*. **(22)I** *decided not to go to the school* **(23)for I** *feel terrible*. **(24)Suddenly my phone** *ringing* **(25)and my friend** *called me*. **(26)She asked me** *to accompany her to visit her grandmother*. (**27)I** *decided to go with her*, **(28)but when we** *were out*, **(29)she** *brought me to the café*. **(30)I** *was wonder* **(31)why did she** *brought me to the café ?* **(32)when we** *entered the room*, **(33)I** *was surprise to see everyone standing there and smile at me and wishing me happy birthday*. **(34)I** *thought* **(35)that** *was the best birthday moment in my life*.

Clause 1	T1 My birthday party	→	R1 *is two more days*
Clause 2	T2 But I	→	R2 *do not….celebrate it*
Clause 3	T3 as my parents	→	R3 *go on ……..Bandung*
Clause 4	T4 My sister	→	R4 *is married*
Clause 5	T4 and now she	→	R5 *stays ….husband's house*
Clause 6	T5 I	→	R6 *feel lonely actually*
Clause 7	T6 but at least I	→	R7 *have some fun…..at school*
Clause 8	T7 That night, my mother	→	R8 *called me*
Clause 9	T8 and	→	R9 *said that…home tomorrow*
Clause 10	T5 I	→	R10 *am so happy to hear that*
Clause 11	T9 because I	→	R11 *think we…..my birthday*

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Clause 12	T10 When I	→	R12 *wake up in the morning*
Clause 13	T5 I	→	R13 *reached my phone*
Clause 14	T11 there	→	R14 *was no message from somebody*
Clause 15	T12 Do they	→	R15 *forgot about my birthday ?*
Clause 16	T12 or they	→	R16 *were busy….to me ?*
Clause 17	T5 I	→	*R17* *tried to call my parents*
Clause 18	T12 but they	→	R18 *were off*
Clause 19	T5 I	→	R19 *called my sister*
Clause 20	T5 but I	→	R20 *could not….her either*
Clause 21	T5 I	→	R21 *was so sad and cried*
Clause 22	T5 I	→	R22 *decided …..to the school*
Clause 23	T5 For I	→	R23 *feel terrible*
Clause 24	T14 Suddenly my phone	→	R24 *Ringing*
Clause 25	T15 and my friend	→	R25 *called me*
Clause 26	T15 She asked me	→	R26 *To accompany…..grandmother*
Clause 27	T5 I	→	R27 *decided to go with her*
Clause 28	T17 but when we	→	R28 *were out*
Clause 29	T15 She	→	R29 *brought me to the café*
Clause 30	T5 I	→	R30 *was wonder*
Clause 31	T18 why did she	→	R29 *brought me to the café ?*
Clause 32	T19 when we	→	R30 *entered the room*
Clause 33	T5	→	R31

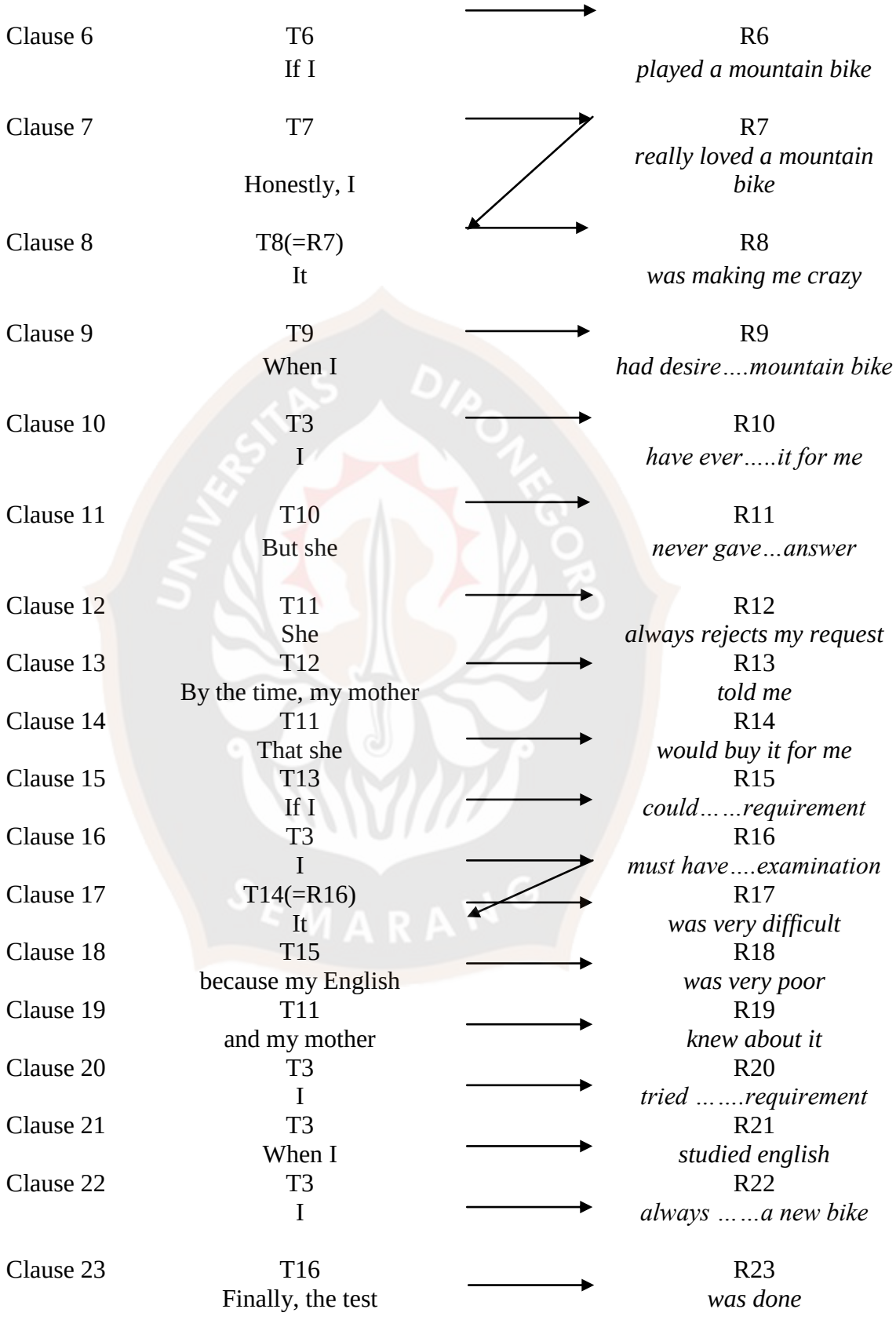
	I		*was surprise…..birthday*
Clause 34	T5	→	R32
	I		*thought*
Clause 35	T20	→	R33
	That		*was ….in my life*

Text 27

Unforgettable Moment

(1)My 7th birthday *was unforgettable*. **(2)When I** *was a child*, **(3)I** *used to play mountain bike*. **(4)However, my mother** *never gave me a mountain bike* **(5)because she** *worried* **(6)if I** *played a mountain bike*. **(7)Honestly, I** *really loved a mountain bike*. **(8)It** *was making me crazy* **(9)when I** *had desire to had a new mountain bike*. **(10)I** *have ever asked my mother to buy it for me*, **(11)but she** *never gave a good answer*. **(12)She** *always rejects my request*. **(13)By the time, my mother** *told me* **(14)that she** *would buy it for me* **(15)if I** *could fulfill a requirement*. **(16)I** *must have a good score in English examination*. **(17)It** *was very difficult* **(18)because my English** *was very poor* **(19)and my mother** *knew about it*. **(20)I** *tried to have a good score in an English test to fulfill her requirement*. **(21)When I** *studied English*, **(22)I** *always think about a new bike*. **(23)Finally, the test** *was done*. **(24)I** *got bad score* **(25)and I** *showed my score to her*. **(26)She** *was so silent*. **(27)Actually, it** *was my birthday* **(28)and I** *wish my mother bought me a new bike*. **(29)I** *was so sad* **(30)because I** *would not fulfill her requirement* **(31)and I** *could not have a new mountain bike*. **(32)Luckily, my mother** *called me to come close to her*, **(33)and she** *told me to look outside the house*.**(34)there** *was a new mountain bike*. **(35)She** *bought a new mountain bike for me* **(36)even I** *could not fulfill my requirement*. **(37)I** *love you mom*. **(38)It** *was my unforgettable birthday*.

		→	
Clause 1	T1		R1
	My 7th birthday		*was unforgettable*
Clause 2	T2	→	R2
	When I		*was a child*
Clause 3	T3	→	R3
	I		*used to play mountain bike*
Clause 4	T4	→	R4
			never gave….mountain
	However, my mother		*bike*
		→	
Clause 5	T5		R5
	Because she		*worried*



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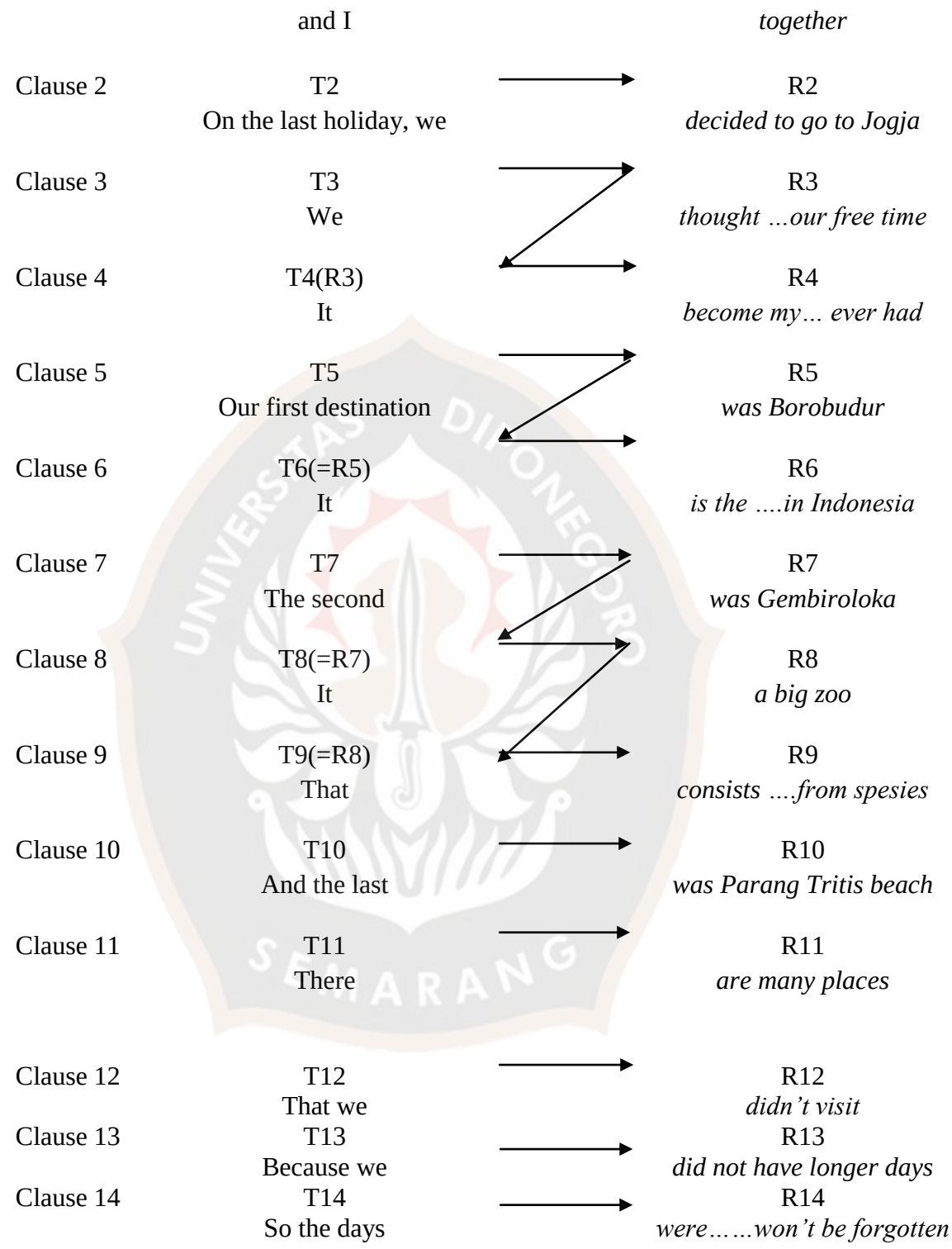
Clause 24	T3 I	→	R24 *got bad score*
Clause 25	T3 And I	→	R25 *showed my score to her*
Clause 26	T11 She	→	R26 *was so silent*
Clause 27	T17 Actually, it	→	R27 *was my birthday*
Clause 28	T3 and I	→	R28 *wish……a new bike*
Clause 29	T3 I	→	R29 *was so sad*
Clause 30	T18(=R29) because I	→	R30 *would ….requirement*
Clause 31	T3 and I	→	R31 *could not….mountain bike*
Clause 32	T19 Luckily, my mother	→	R32 *called me…to her*
Clause 33	T11 And she	→	R33 *told ….the house*
Clause 34	T20(=R33) there	→	R34 *was a new mountain bike*
Clause 35	T11 She	→	R14 *bought …for me*
Clause 36	T3 even I	→	R35 *could not…requirement*
Clause 37	T3 I	→	R36 *love my mom*
Clause 38	T1 It	→	 *was my unforgettable birthday*

Text 28

Happy Holiday

(1)Every holiday, my family and I *always spend the days together*. **(2)On the last holiday, we** *decided to go to Jogya*. **(3)We** *thought Jogya was a good place to enjoy our free time*. **(4)It** *became my special days I ever had*. **(5)Our first destination** *was Borobudur*. **(6)It** *is the biggest budhest monument in Indonesia*. **(7)The second** *was Gembiroloka*. **(8)It** *is a big zoo* **(9)that** *consists of many animals from species*. **(10)And the last** *was Parang Tritis beach*. **(11)There** *are many places* **(12)that we** *didn't visit* **(13)because we** *did not have longer days off*. **(14)So the days** *were my best days and won't be forgotten*.

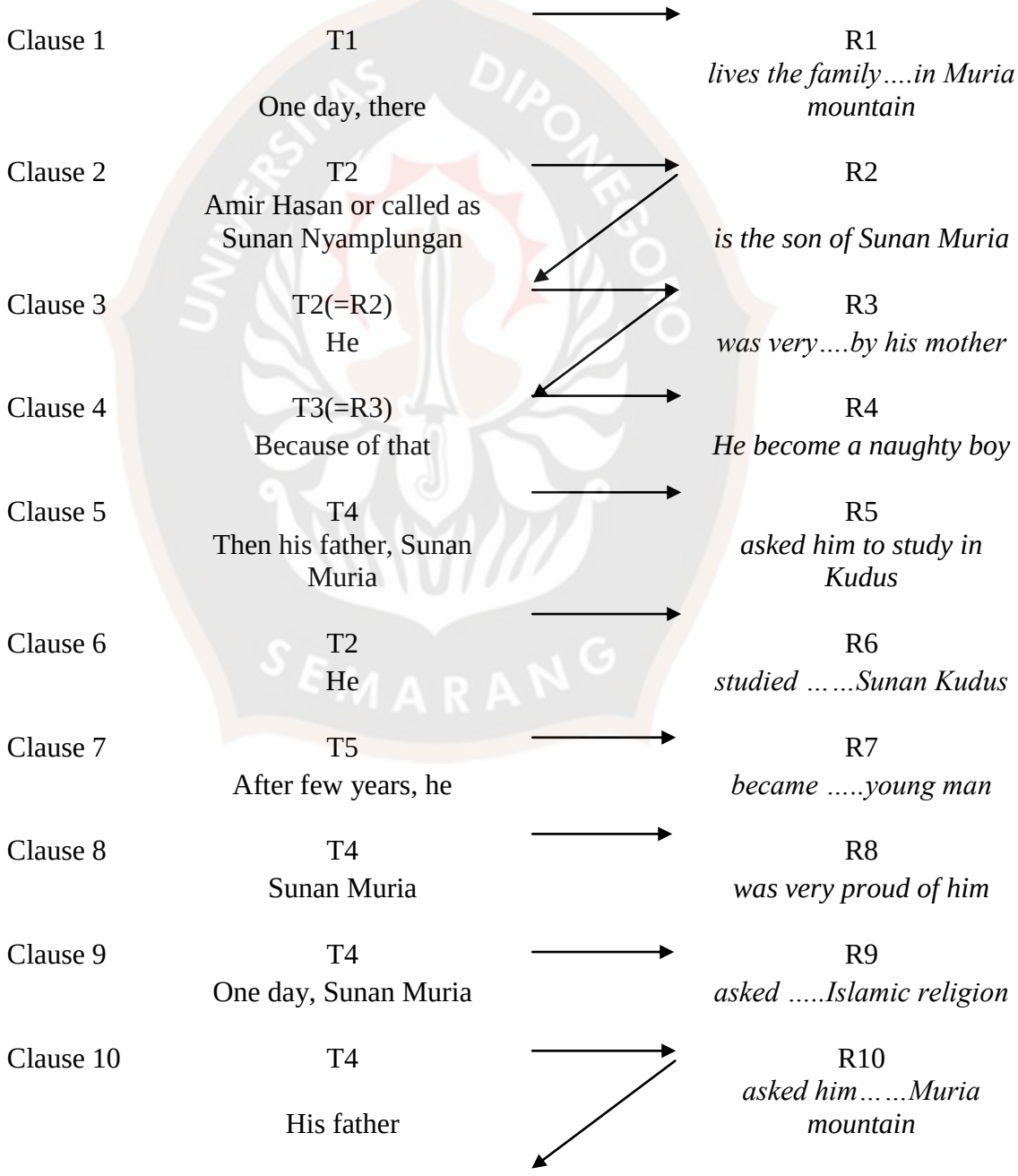
Clause 1	T1 Every holiday, my family	→	R1 *always spend the days*



Text 29

The Legend of Karimun Jawa Island

(1)One day, there *lives the family of Sunan Muria in Muria mountain*. **(2)Amir Hasan or called as Sunan Nyamplungan** *is the son of Sunan Muria*. **(3)He** *was very spoiled by his mother*. **(4)Because of that** *he became a naughty boy*. **(5)Then his father, Sunan Muria**, *asked him to study in Kudus*. **(6)He** *studied Islamic religion to his uncle, Sunan Kudus*. **(7)After few years, he** *became a diligent young man*. **(8)Sunan Muria** *was very proud of him*. **(9)One day Sunan Muria** *asked Amir Hasan to go to somewhere to spread Islamic religion*. **(10)His father** *asked him to go to an island that could be seen from Muria mountain*. **(11)It** *was on the west and north of Jepara*. **(12)This island** *seemed to be fade (kremun-kremun in Javanese)*. **(13)From the time, people** *called the island as Karimun Jawa Island*.



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Clause 11	T6(=R10) It	→	R11 *was …..of Jepara*
Clause 12	T7(=R11) This island	→	R12 *seemed ….(kremun-kremun in Javanese)*
Clause 13	T8 From the time, people	→	R13 *called the island as Karimun jawa Island*

Text 30

Strange Sounds

(1)Tomi suddenly *wake up from a deep sleep*. **(2)The sun** *was dazzling his half open eyes* **(3)and he** *could not figure out what time it was*. **(4)The door to his room** *was closed*; **(5)the house** *was immersed in some sort of reckless silence*. **(6)He** *slowly got out of his bed and approached the bench right next to the window*. **(7)For a moment, he** *thought,* **(8)he** *heard a tapping sound coming from the attic*. **(9)Than again he** *heard the sound only this time it seemed to be same what closer*. **(10)He** *looked outside of the road*. **(11)On seeing Tomi, The Man** *approached the garden's fence and whistled*. **(12)At this point, tomi** *recognized veri and waved his hand*. **(13)He** *got dressed quickly and got down to open the gate*. **(14)Again he** *heard someone murmuring in the other part of the house*. **(15)Tomi** *decided to go to the attic and see what was causing this, now buzzing sound*. **(16)He** *got to the second floor of his house and looked toward the attic*. **(17)He** *quickly opened the door and looked inside*. **(18)Nothing** *was found*. **(19)He** *was about to turn back and attend to his guest*. **(20)Suddenly he** *slipped on the stairs and fell down*. **(21)He** *called out to veri to help him get up*.

Clause 1	T1 Tomi suddenly	→	R1 *wake up….a deep sleep*
Clause 2	T2 The sun	→	R2 *was dazzling…open eyes*
Clause 3	T1 And he	→	R3 *could …it was*
Clause 4	T3 The door to his room	→	R4 *was closed*
Clause 5	T4 The house	→	R5 *was immersed….silence*
Clause 6	T1	→	R6

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	He		*slowly …to the window*
Clause 7	T5 For a moment, he	→	R7 *thought*
Clause 8	T1 He	→	R8 *heard ……the attic*
Clause 9	T6 Than again he	→	R9 *heard……. what closer*
Clause 10	T1 He	→	R10 *looked outside of the road*
Clause 11	T7 On seeing Tomi, the man	→	R11 *approached…whistled*
Clause 12	T8 At this point, Tomi	→	R12 *recognized…..his hand*
Clause 13	T1 He	→	R13 *got ……open the gate*
Clause 14	T1 Again, he	→	R14 *heard …of the house*
Clause 15	T1 Tomi	→	R15 *decided …buzzing sound*
Clause 16	T1 He	→	R16 *got to…the attic*
Clause 17	T1 He	→	R17 *quickly…….looked inside*
Clause 18	T9 Nothing	→	R18 *was found*
Clause 19	T1 He	→	R19 *was about…to his guest*
Clause 20	T1 Suddenly, he	→	R20 *slipped…fell down*
Cause 21	T1 He	→	R21 *called …..him get up.*

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Regarding the results of the research, the writer concludes the research as follows:

1) In students' narrative paragraph, the writer found that there are 496 or 43,26% that belongs to unmarked topical theme, 164 or 14,3% that can be categorized marked topical theme, 254 or 22,14% that contains textual theme and 233 or 20,3% that consists of interpersonal theme From the definition above, it can be said that most of students use subject as theme and put it in initial position in each clause.
2) The Thematic Progression of students' narrative writings are dominated by theme reiteration. There are 265 clauses or 42,62% belonged to theme reiterations, 78 clauses or 12,32% included in cross-referential thematic developments of zig-zag pattern, 7 clauses or 1,13% showed cross-referential thematic developments of multiple patterns and 267 clauses or 44 % showed the others. Some students do not use three of Thematic Progression Pattern, it means that they do not write coherently because the clauses are not developed from the preceding Theme and Rheme.

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B. Suggestions

In studying English specially writing, the students should know more about how to construct paragraph. Through this process, the lectures should give more explanation about Theme and Rheme negotiation and Thematic Progression Patterns to the students in order to make their writing cohesive and arrange coherently.

Based on the results above about Thematic Progression Pattern, it can be said that lectures in writing lesson should introduce to students of how to develop text in order to make more interesting.

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APPENDIXES

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Appendix 1

List of Student's Name

No.	Students' Name	NIM
1	Aryanti Indah Puspitasari	10420178
2	M. Zainul Umam	10420268
3	Nur Rofiah Sophia	10420264
4	Mukhamad Munawar	10240361
5	Eka Nur Fatmah	10420366
6	Nur Khusna Laila	10420362
7	Fitria Wahyu	10420068
8	Dewi Saraswati	10420301
9	Lona Tabita Indiarni	10420150
10	Dhani Nungky Meitasari	10420296
11	Ainun Rachmi Murni	08420317
12	Rifai Yusuf	10420383
13	Musta'anah	10420272
14	M. Nailul Falah	10420089
15	Hermin Wijayanti	10420239
16	Wikaningtiyas	08420358
17	Annisa Alpha Rizqiana	10420244
18	Nurul Hidayah	10420091
19	Dyah Wahyuningsih	10420260
20	Pramita Eka Putrisari	10420090
21	Nailun Nabighoh	10420229
22	Hardiyani Viky	10420277
23	Dhina Artianing	10420144
24	Ivan Zakaria	10420281
25	Lia Andriyani	10420273
26	Feri Kurniawati	10420243
27	Fatan	10420224
28	Rifki H	10420059
29	Imam Subarkah	10420372
30	Tri Wijaya	10420266

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Appendix 2

Student's Narrative Paragraph Writing

M. Zainul Umam (10420268)

Peddling On My Own

Learning how to ride a bike for the first time was a nerve racking independent moment. I was about seven years old when my sister informed me that I was too old to still be riding a bike with training wheels. That was the time I decided not to depend on them anymore. Even though I had some doubt, my sister and I went outside and started to take the little wheels off my bike. After my bike when through the transformation, I was now ready for the big moment. With butterflies in my stomach, I slowly got on the bike, and with my shaky hands, I gripped the handles tightly. Meanwhile my sister was holding on to me to help keep my balance. I was so afraid then she would let go, yet I was determined to ride this bike on my own. Next with the little push from her, I started to peddle. The faster my bike went the faster my heart raced. Finally I looked back nervously and noticed that my sister let go of my bike a long time ago. I was excited that I accomplished freedom on my bike that I forgot to peddle. The next step I remember, I was lying on the ground, yet I did not care because of the adrenalin rush. I will never forget the exhilarating moment and growing up stage of riding a bike without training wheels.

Mokhamad Munawar (10420361)

Bali – A Beautiful Island

My first trip at Bali was very exciting. I prepared everything that important. On the day I left, I was excited because I went with my friends in Senior High School. The journey needed 13 hours to reach in Bali. It was so tired but you would feel happy. In every direction you saw very beautiful scenery, such as beach, coconut tree, white sand, etc. I visited some beautiful places. I bought some souvenir in traditional market that was very famous. Everywhere I went, there were lots of tourists from all over the world. When I went back home, I feel satisfied with the trip. I would visit Bali in another day. I was the unforgettable adventure for me.

Eka Nur Fatmah (10420366)

My Great Experience

My experience following EDSA Leadership Training was very exciting. I followed the event last semester in Banyumanik with my friends. In the first day, I got lesson about the organization, leadership and debate. Although some lecturers who gave the

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lesson was not interesting, I felt happy, for the lesson made me knew how to be a leader and could manage time as a college student that had many activities. Unexpectedly, when I was sleeping, the committees woke me up at 02.00 am. They told us gathered in the yard with a complete uniform. I forgot wore socks. They, consequently, punished me to made poetry. I conscioused that discipline was very important thing in our life. In the second day, we were doing outbound. It was so interesting!. at last, we presented drama musical in art play. Luckily, my group was a winner. We were so happy, for we got a present from the committees. In short, the event was exiting that gave many experiences about leadership, teamwork, and discipline.

Fitriana Wahyu 10420068

My Vacation

When I was senior high school, I had vacation on Bali. I prepared my vacation perfectly, because it was my far trip without my parents. Although it was going to be my first trip without my parents, I felt happy because I went with my friends' school and my teachers. We start at 08.00 am from my school. We arrived in Bali at 09.00 am. We travelled by bus, then by ship, and stay in cheap hotel.

First day in Bali, we were going to Tanah Lot, Kta Beach, and Sangeh. Second day in Bali on my vacation, we went to Sukowati traditional market and Cah Ayu. In Sukowati I bought many interesting things. I bought something for my parents and my brother. On third day, we went to bedugul. I tried speedboat with my four friends. W must pay 25 rupiah each man before we could try it. That's very wonderful for me, because I could see beautiful scenery in around the lake from my boat. After we enjoyed our vacation in Bali, we went home by bus and then by train again. It was an unforgettable vacation for me.

Dewi Saraswati (10420301)

A Beautiful Trip

Last Sunday my friend and I went to Gedungsongo temple. Before we went to there, I picked up my friend in her boarding house by motorcycle. We went to there at 9 am and then we arrived at 10 am. We bought the ticket in front of the temple. We walked from first temple until nine temples. We also take a picture in some places. Don't forget we bought some souvenir in there. After that we had lunch and pray in around there. then we back to home at 2 pm. It was a pleasant trip, because I can look beautiful scenery.

Nur Rofiah Sophia (10420264)

The Bad Sunday

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That was a beautiful Sunday when my family and I decided to go out to buy durian and took a walk around Boja. We left the house at the afternoon after we had finished keeping house. Because we had ha not lunch, we ate out for lunch in "Rocket Chicken". I ate too many foods. It made me so full. Then we went to Boja to buy durian. Arriving at Boja, we were very disappointed. Most of the durian was sold out. Just only 2 until 4 durian which were left. We had planned to buy durian and ate it at home. Because only few of durian was left, so we ate it directly. After we had eaten just a few of durian, we decided to go home. We were preparing to go home, when unexpectedly the rain felt. Luckily, we went by car, so we were safe in the car. I didn't feel good when I arrived at home. I was fever, and I got stomachache. Because of that, I had to absent one day. It was a bad and tiring Sunday.

Nur Khusna Laila (10420362)

Unforgettable Birthday

When I was I the junior high school, my friends and I went to Bali. We enjoyed our trip to other island. Upon our arrival there, we checked in the hotel. In the first day, we went to Tanjung Benoa beach, Joger Store and Kuta Beach. When we were in the Kuta Beach, my friends left me alone. I was confused, I didn't know did it. Next, I asked teachers and another friends, but they didn't know where they were. Suddenly, they came and brought a spice of cake which candle on it. Actually, it was my birthday, but I forgot it. It was unforgettable birthday. I moved, but I was happy and thanked to them for the day.

Lona Tabita Indiarni (10420150)

Indah's Birthday

Last night, my friends and I celebrated Indah's birthday. Indah is my boarding house friend. Before we celebrated it, we bought a birthday cake for her. After that, we came to her room and brought the cake. We sang a birthday song for her, and she blew the candles. Later on, she sliced the cake. The first slice was given to Nur, her room mate. Indah looked very happy and so did us. We also gave her a bag as her birthday present. Although it was only simple celebration, we would not ever forget it.

Dhani Nungky Meitasari (10420296)

Days in Home Town

My uncle took very special trip last month. He went back to his home town, Semarang. My uncle visit to Semarang was very special to him. He was born there, he grew up there, but he hadn't been back since he finished high school. He went to places he hadn't gone to in years. He walked through the park in the center of town

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and remembered the days he had walked with his first girlfriend. He passed by the empty field where he and his friends had played football everyday after school. He did things that he hadn't done in a long time. He had some homemade ice cream at the ice cream shop and he went fishing at the lake behind his school. He also saw people he hadn't seen in years. He visited several of his old neighbors.
During he visit to his home town, my uncle remembered places he hadn't gone to, things he hadn't done, and people he hadn't seen since his childhood. My uncle's trip back to Semarang was a very nostalgic experience for him.

Aryanti Indah Puspitasari (10420178)

An Attractive Museum

The museum of Science and Technology is an attractive museum. When I was there recently, I saw two exhibits that made me amazing. The first exhibit I visited showed the history of evolution. In the exhibition, we can clearly see how millions ago of years ago, small creatures formed and with curiosity or courage, or both, left their homes in the sea and ventured onto land. From then, there were many steps over millions of years, but these small and important steps eventually led to the creatures becoming people. The second exhibition, on China's contributions to the exploration of space, showed a very similar story. In fact, today we are doing the same thing, but instead of leaving the ocean to crawl on to land, we are leaving the Earth and reaching for the stars. Despite what anyone says, the money of the government is spending on space exploration program is not a waste. Rather, it is a matter of survival for the human race. Space is our future. I urge everyone who has an interest in space exploration to visit the Museum of Science and Technology. The current exhibitions show both the history of human life and the future of space exploration, answering many questions about our space in the universe.

Musta'anah (10420272)

"Unlucky Day At Book's Fair Event"

Book's fair was an interesting event I have waited. At 6 p.m, I left campus on my way to my boarding house. I have planned to go to book's fair at Gedung Wanita with my boarding house's friends. At 6.30 p.m., after praying, we went there by taxi. Arrived at Gedung Wanita, we all were surprised that the place was very crowded, and many books have been prepared to be showed off in each stands. At 9 p.m., we ordered taxi, and decided to go back to boarding house. Entered in taxi, we spontaneously got anger from taxi driver. We were not allowed to occupy taxi with five persons because it was a rule, and taxi should be occupied for four persons. It was raining hard outside, so that's impossible for us got out from taxi. My friend, then, tried to negotiable with the driver. He demanded extra payment even didn't give us discount. When it happened again, we couldn't imagine, of course, one of us would be satisfied joining at book's fair, and also bought some interesting books.

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Ainun Rachmi Murni (08420317)

Trip to Cardiff

Last year was fantastic holiday for me. I went to London by myself. It sounds word, but yes it was. I had prepared well before I go. I made passport, packed my clothes and everything I needed. I took the first flight, so that I can arrive there in the evening. My chat's friend name Alex Gee picked me up at London airport, and then he drove me to Cardiff Bay. It was the hotel near his house. I spend my first night to take a rest. Then in the next day, he picked me up and drove me to the Castle Coach. That was so beautiful. It is located in the middle of the forest, which was Dutch style. The next trip, he drove me to Castle of Cardiff or Cardiff Castle. Different with castle coach, this castle is original from London. We visited several spots, such as Cardiff National Museum, Cardiff Forest – it's near his house, or just spent the time at Three Cuffs Bay, beach in Cardiff. Although I visited a lot of places, I didn't feel tired because I enjoyed my trip. I told my fantastic story to my parents when I went back home and they were surprise about that. That was unforgettable experience for me.

M. Nailul Falah (10420089)

Golden Egg

Once upon a time, there was a poor farmer living with his wife. One day he went to the nest of his goose to look for an egg. Suddenly, he was surprised, it was because he found a golden egg. It was weird. Then, he took it and hurried home to show his wife. Everyday after that, his goose laid a golden egg. The farmer and his wife were very happy and soon became greedy. One day, he thought that if he killed the goose, he would find all of its treasure at once. So, he killed the goose and cut it open. Inside of the goose, he found nothing. Poor he!

Rifai Yusuf (10420383)

A Poor Man

Once upon a time, there was a poor man who was living is a small village. He lived alone in his small house. He did some gardening for his daily life. One day, when he was hoeing on his garden, he found some piles of gold. He was very happy. He had become a rich man. His neighbors didn't like him, because he had become arrogant

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and arbitrary to each person in the village. One night, there were some robbers that robbed all of his wealth. Then, the robbers killed him. The next day, his neighbors knew that and notified it to everyone in the village. Finally, everyone in the village be happy because there was no longer an arbitrary.

Hermin Wijayanti (10420239)

Calf Love

When Taylor was studying in Senior High School, she had experience about sad love story. It was about puppy love story. She had a friend who's named Josapant, and they made friend almost 2 years. However, they still didn't know deeply each others. Sometimes, they took a walk for spending their free time at coffee-shop which had become their favorite place. Taylor was happy and comfortable. She thought that might be she crushed with him, but she never told him about it. Day by day passed, the school graduation would be held. Moreover, it meant they must go on their study to university. Taylor feels like sour grapes in her heart when she knew that Josapant would take up Management Business in America. Actually, she looked forward being one collage with him; besides, she could be his girlfriend. In as much as thinking about it, she couldn't sleep all night. Then, she decided to tell him about her feeling by facebook. Finally, Taylor knew that Josapant had been going with a peach girl after she had seen his profile picture on facebook. Furthermore, Taylor tried to make best of and closed down all memories between them.

Wikaningtiyas (08420358)

Unlucky Day

One morning, I got up with the feeling that was going to be unlucky day for me. It happened when I was going to school at Senior High School. I rode motorcycle when I was going to school. But on the way, my motor leaked, so I was waiting for my motor until finished repair. I tried to continue but I thought the day was cloudy. Suddenly, it was raining and I was still continuing my trip. Wile I rode motorcycle, suddenly there was a car passed very fast, so that I attached water on the street. It caused my uniform was dirty and wet. Whereas in my class, I came late and my uniform wet, I felt so shy because all of my friends was laughing and I thought the day was unlucky day.

Annisa Alpha Rizqiana (10420244)

My Frightening Thursday

Last Thursday morning was the most frightening morning I had on that week. I got up very late, for I stayed up to three in the previous night doing nothing. I didn't know why my eyes could not keep closed. After that, in a hurry, I took a bath. After

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taking a shower, I rushed to the garage, pull out my bike, and left home without having breakfast. It was about fifteen minutes left before the class started, yet I must have taken my sister to school first; therefore, I rode my bike fast. That time I was kind a rider like Valentino Rossi. On the way to my sister's school, I just realized that my driver license was left at house. I did not what to do, so I just keep going until I reached there. The road was so crowded that unfortunately I run over someone's motorcycle when I crossed. The nearby policeman saw me, and then he ordered me to set aside. I was too afraid to look at him since I had no driver license on my pocket. As a result, I said I was so okay. Later on, I left him behind. Finally, I got to campus at 7.15 just to know that there was no class that day. I was a little upset, but I was relief because that policeman did not punish me.

Nurul Hidayah (10420091)

My Unforgettable Moment

My vacation in Jogja was unforgettable moment. When I graduated from senior high school, I and all my classmate went to Jogja for celebrate our graduation. We went early morning and along a journey we sang many songs, joking and played trick on the other. After we arrived in jogja, our first destination was Van de Burg building. Van de Burg building was identical with Europe architecture. Near Van de Burg building there was Taman Pintar. We could reach by foot. We were so excited in Taman Pintar because we not only had fun but also we can learn about science and culture. In afternoon, we went to Sundak beach which is located in Gunung Kidul regency. Sundak beach has beautiful scene, clean water, white sand and medium wave. We swam, we palyed water, and we walked around. We also were looking for Bulu Babi. We really enjoyed our vacation. That was fantastic vacation.

Dyah Wahyuningsih (10420260)

The blue bag turned to be the blue blanket

Two weeks ago, on Wednesday before celebrating one of my friend's birthdays, a friend of mine was invited me to buy a gift together. We decided to buy a bag at Mall. When we arrived, we were confused where we could find it the gift. We walked around the mall and dropped in the shop by shop. In the last shop, when we're really tired, we're looking for the bag which was good. After a few minutes ago, we have got the good one, the blue bag. We hoped that she loved it. In animal spirits, my friend and I went to the cashier. There are some people were standing in line to pay theirs. Then we already paid, we were getting back. In the boarding house, we just realized that it was not the blue bag that we just bought, but it was the blue blanket. We took the wrong things and it was so bad. Having no ideas to do next, we gave the blue blanket to her and said "Happy Birthday". Finally, while we were glad to know that she loved it, we were keeping silent about the truth.

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Pramita Eka Putrisari (10420090)

Vacation in Guci – Tegal

Eight years ago was the best moment of my vacation. My parents invited me and my brother to spend holiday and to celebrate New Year's Eve in Guci-Tegal. We were planning our vacation for 3 days, so my father was checking car and my mother was preparing everything before we went. On the next day we went to Guci. The trip from Semarang to Guci – Tegal was about three hours by car. Arrived there, my father booked room in some hotel. We took rest a few hours, and then in the evening we looked for some foods. The weather in Guci was really cool, so in the morning we went to "Pemandian Air Panas". At there, we could relax and see beautiful scenery. After that we were riding horse together. In the second day, we were shopping and bought some beautiful flowers. In the evening we celebrated New Year's Eve with other person in hotel and we made fireworks. Then the next day we came back to Semarang. I would never forget this vacation.

Nailun Nabighoh (10420229)

Love Need Sacrifice

Once upon a time, there was a great kingdom. In the kingdom, there were two princesses, the old princess and the young princess. They were very beautiful and friendly. One day, the king gave announced, who can defeat the great enemy the kingdom, he can warn with one of the princess. After that many candidates tried to defeat the great enemy, but no one of man can won. Except a young man who handsome can won from the great enemy. But the young man got a serious sore and would be died. Suddenly, the old princess told " I can recovered his sore with change his soul with another soul, and I am ready to changed my soul to him". The king and the young princess were so surprised. "Why did you do it? Asked the king. " I love my young sister very much, so I do it in order to my young sister can married with a handsome young man." She answered. Then the next month the young princess and the young handsome man married and life happily from sacrifice her sister.

Hardiyani Viky (10420277)

The Most Terrible Day

My terrible day happened in my first semester. Actually, my first semester in IKIP PGRI Semarang was so fun. I got many friends and my English ability got a good progress. But in Integrated Course I had a job from my lecturer to made a movie, and it will became my terrible day. First, my friend and I planned to go to Maron beach. Then we discussed with our group about our idea and they agreed about it. I and my friend, Eni, went to the beach to do some observation. Did the place was a good place to made our movie ?. It's cloudy when we moved from our boarding house. But I and Eni still went to the beach. After we arrived at the beach, the rain fell so

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heavily. We waited until the rain not so heavily. Next we decided to go home but the road that we passed so slippery. We were so afraid and rode the motorcycle slowly. After terrible minutes passed the road, we found the real road. We felt so excited. Eni and I made an appointment for did not go to the beach again whether was rain or not. It was just the most terrible day in my life.

Dhina artianing (10420144)

The Best Vacation

Last year on December 22, 2010, may family and I went to Purbalingga for a vacation. The first journey, we went to "Gua Lawa". We saw lots of bats hanging from the upper cave, so a lot of bat droppings on the road we passed. Not only bats, Gua Lawa also has "Sendang Mawar" and sculptures that tell about the origin of the cave. The second journey, we went to a big aquarium. We can see all sorts of fish from various countries. We can also watch a 3D movie about fish. Then the third journey, we went to "Owabong" or attraction Bojong. Owabong sights swimming pool is great and fun, because we can choose swimming poll that we liked. On the way home, we stopped into a shop that sells traditional food of Purbalingga "Gethuk Goreng". Then we went home with happiness. The day is a day of fun in my vacation.

Ivan Zakaria (10420281)

Solo – Here I come

It was my first amazing trip in Solo when I was planning my holiday to spend my spare time for shopping. I got a lot of money from my money-box, so I decided to go to Solo by motorcycle. I went to Solo at 11.00 am, and arrived in Solo at 1 p.m. The first place I visited is clothing distro in Solo Baru, it called "es-es clothing distro". I bought a new cloth and bag there. It was the best place I have ever visited for shopping. The second place I visited is Solo Square. I had lunch "Nasi Liwet" there. Before I went home, the last place I visited is Solo Grand Mall. I walked on basement floor onto third floor. I looked for the shoes shop, and then I bought new shoes there. Afterward, I went home and arrived there at 9 p.m. It was an amazing holiday for me, because it was a short time for holiday and shopping.

Lia Andriyani (10420273)

My Horrible Experience

One day when the storm happened, my family and I were on our car. We were driving to our house from my grandparent's house to Purwodadi. Suddenly our car crushed to one side to the left of street. We thought we got a flat fire. We did not

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know that it was a storm. We knew it was a storm when we saw some electricity tower and tree fell down to the ground. Then we saw a lot of rocks tumbling across the road. We were strapped by the rock. Ever we could not move from our car. There were rocks everywhere. There was nothing could we do. Later on, my father called someone but it could not do because there was no signal until some of resident walked and saw our car. Then, they helped us throw the rocks. We thanked to them. After that we went back to Pati. Finally, I thanked to God that nobody of us injured.

Feri Kurniawati (10420243)

Getting a Surprise Birthday Party

My birthday party is two more days. But I do not feel like celebrate it as my parents go on business trip to Bandung. My sister is married and now she stays in her husband's house. I feel lonely actually but at least I have some fun with my friends at school. That night, my mother called me and said that they will be home tomorrow. I am so happy to hear that because I think we can have dinner to celebrate my birthday. When I wake up in the morning, I reached my phone. There was no message from anybody. No my parents, no my sister and no my friends. Do they forgot about my birthday ? or they were to busy to say happy birthday to me ? I tried to call my parents but their phone were off. I called my sister but I could not reach her either. What happen to them ? why I could not reach them all ? I was so sad and I cried. I decided not to go to the school for I feel terrible. Suddenly my phone ringing and my friend called me. She asked me to accompany her to visit her grandmother. I decided to go with her, but when we were out, she brought me to the café. I was wonder why did she brought me to the café ? when we entered the room, I was surprise to see everyone standing there and smile at me and wishing me happy birthday. I thought that was the best birthday moment in my life.

Fatan (10420224)

Unforgettable Moment

My 7th birthday was unforgettable. When was a child, I used to play mountain bike. However, my mother never gave me a mountain bike because she worried if I played a mountain bike. Honestly, I really loved a mountain bike. It was making me crazy when I had desire to had a new mountain bike. I have ever asked my mother to buy it for me, but she never gave a good answer. She always rejects my request. By the time, my mother told me that she would buy it for me if I could fulfill a requirement. I must have a good score in English examination. It was very difficult because my English was very poor and my mother knew about it. I tried to have a good score in an English test to fulfill her requirement. When I studied English, I always think about a new bike. Finally, the test was done. I got bad score and I showed my score to her. She was so silent. Actually, it was my birthday and I wish my mother bought me a new bike. I was so sad because I would not fulfill her requirement and I could

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not have a new mountain bike. Luckily, mu mother called me to come close to her, and she told me to look outside the house. Surprise me! It was a new mountain bike. She bought a new mountain bike for me even I could not fulfill my requirement. I love you mom. It was my unforgettable birthday.

Rifki H (10420059)

Happy Holiday

Every holiday, my family and I always spend the days together. On the last holiday, we decided to go to Jogya. We thought Jogya was a good place to enjoy our free time. It became my special my special days ever. Our first destination was Borobudur. It is the biggest budhest monument in Indonesia. The second was Gembiroloka. It is a big zoo that consists of many animals from species. And the last was Parang Tritis beach. The beautiful beach in Jogja that was has wonderful view. There are many places that we didn't visit because we did not have longer days off. So the days were my best days and won't be forgotten.
Imam Subarkah (10420372)

The Legend of Karimun Jawa Island

One day, there lives the family of Sunan Muria in Muria mountain. Amir Hasan or called as Sunan Nyamplungan is the son of Sunan Muria. He was very spoiled by his mother. Because of that he became a naughty boy. Then his father, Sunan Muria, asked him to study in Kudus. He studied Islamic religion to his uncle, Sunan Kudus. After few years, he became a diligent young man. Sunan Muria was very proud of him. One day Sunan Muria asked Amir Hasan to go to somewhere to spread Islamic religion. His father asked him to go to an island that could be seen from Muria mountain. It was on the west and north of Jepara. This island seemed to be fade (kremun-kremun in Javanese). From the time, people called the islandas Karimun Jawa Island.

Tri Wijaya (10420266)

Strange Sounds

Tomi suddenly wake up from a deep sleep. The sun was dazzling his half open eyes and he could not figure out what time it was. The door to his room was closed; the house was immersed in some sort of reckless silence. He slowly got out of his bed and approached the bench right next to the window. For a moment, he thought, he heard a tapping sound coming from the attic. Than again he heard the sound only this time it seemed to be same what closer. He looked outside of the road. On seeing Tomi, The Man approached the garden's fence and whistled. At this point tomi recognized veri and waved his hand. He got dressed quickly and got down to open the gate. Again he heard someone murmuring in the other part of the house. Tomi decided to go to the attic and see what was causing this, now buzzing sound. He got

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to the second floor of his house and looked toward the attic. He quickly opened the door and looked inside. Nothing was found. He was about to turn back and attend to his guest. Suddenly he slipped on the stairs and fell down. He called out to veri to help him get up.

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Appendix 3

Theme Analysis

Text 1

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			The museum of Science an Technology	
2	when			I
3				I
4	That			
5			The first exhibit	I
6			In the….	We
7	From then			There
8	but	Eventually		These…
9			The second….space	
10	In fact			We
11	but		Instead….ocean	We
12	despite		What…government	
13	rather			It
14				Space
15				I
16	Who			
17			The current exhibitions	
18	so			It

Text 2

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Learning…..	
2				I
3	when			My sister
4	that			I
5	even though			I
6				My sister

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				and I
7	after		My bike…..the transformation,	I
8	with		Butterflies in my stomach	I
9	and		With shaky hands	I
10	meanwhile			My sister
11				I
12	then			She
13	Yet			I
14	Next		With the…her	I
15			The faster my bike	
16	finally			I
17	and		Noticed that	My sister
18				I
19	that			I
20	That			I
21		The next step		I
22	that			I
23	yet			I
24				I

Text 3

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1	That			
2	when			My family and I
3				We
4	after			We
5	because			We
6				We
7				I
8				It
9	then			We
10			Arriving at Boja	We
11	Most of			The durian
12		just	Only 2 until 4	

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			durian	
13				We
14	because		Only few of durian	
15	so			We
16	after			We
17				We
18	when	unexpectedly		
19		luckily		We
20	so			We
21				I
22	When			I
23				I
24	and			I
25	Because of that			I
26				It

Text 4

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My first trip at Bali	
2				I
3			On the day I left	I
4	because			I
5			The journey	
6				It
7	but			You
8			In every direction	
9				I
10				I
11	That			
12	Everywhere			I
13	when			I
14				I
15				I
16				It

Text 5

\

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My experience…training	
2				I
3			In the first day	I
4	although		Some..the lesson	
5				I
6			For the lesson	
7	that			
8		Unexpectedly		
9			The committees	
10				They
11				I
12		Consequently		they
13				I
14	that			Discipline
15			In the second day	We
16				It
17	At last			We
18		luckily	My group	
19				We
20	for			We
21	In short		The event	

Text 6

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1	When			I
2				My friend and I
3				We
4	upon		Our arrival there	We
5			In the first day	We
6	when			We
7				My friends
8				I

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9				I
10	next			I
11	but			They
12		suddenly		They
13		actually		It
14	but			I
15				It
16				I
17	but			I

Text 7

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1	When			I
2				I
3				I
4	Because			it
5	although			It
6				I
7	because			I
8				We
9				We
10				We
11			In the first day in Bali	We
12			Second day …vacation	We
13			In Sukowayi	I
14				I
15			On third day	We
16				I
17				We
18	That			
19	because			I
20	after			We
21				We
22				It

Text 8

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked

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1			Last Sunday	My friend and I
2	before			We
3				I
4				We
5	And then			We
6				We
7				We
8				We
9		Don't forget		We
10	After that			We
11	then			We
12				It
13	because			I

Text 9

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Last night	My friends and I
2				Indah
3	before			We
4	After that			We
5				We
6	and			She
7	Later on			She
8			The first slice	
9				Indah
10				We
11	although			It
12				We

Text 10

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My uncle	
2				He
3			Visiting Semarang	
4				He

5				He
6	but			He
7	Since			He
8				He
9				He
10	and			
11				He
12	where			He and his friends
13				He
14	that			He
15				He
16	And			He
17				He
18				He
19	during			He
20				My uncle
21			My uncle's….to Semarang	

Text 11

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Last year	
2				I
3				It
4	but			
5				I
6	before			I
7				I
8				I
9	So that			I
10				My chat's friends… Gee
11	And then			He
12				It
13				I
14	then		In the next day	He
15	And			
16	that			
17				It
18	which			

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19			The next trip	He
20			Different…coach	This castle
21				we
22				It
23	although			I
24				I
25	because			I
26				I
27	When			I
28	and			They
29	that			

Text 12

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Once upon a time	There
2	who			
3				He
4				He
5	when		One day	He
6				He
7				He
8				He
9			His neighbors	
10	because			He
11			One night	He
12	That			
13	then			The robbers
14			His neighbors	
15	finally		Everyone in the village	
16	because			there

Text 13

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Book’s fair	
2			At 6 p.m	I
3				I

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4	after		At 6.30 p.m	We
5			Arrived at Gedung Wanita	We
6				
7	that		The place	
8	and		Many books	
9			At 9 p.m	We
10	And			
11			Entered in taxi	We
12				We
13	because			It
14	and			Taxi
15				It
16	So that			
17	then		My friend	
18				He
19	when			it
20				we
21				one of us
22	And also			

Text 14

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Once upon a time	There
2			One day	He
3		suddenly		He
4				It
5				It
6	then			He
7	after that		His goose	
8				The farmer and his wife
9			One day	He
10				He
11	so			He
12			Inside of the goose	He

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Text 15

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1	when			Taylor
2				She
3				It
4				She
5	and			They
6	however			They
7	sometimes			They
8	Which			
9				Taylor
10				She
11	that			She
12	but			She
13			Day by day	
14			The school graduation	
15	moreover		It meant	They
16				Taylor
17	when			She
18	that			Josapant
19		actually		She
20	besides			She
21			In much…about it	She
22	then			She
23	finally			Taylor
24	that			Josapant
25	furthermore			Taylor

Text 16

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			One morning	I
2	that			
3				It
4	when			I
5				I

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6	when			I
7			But on the way	My motor
8	so			I
9				I
10	but			I
11		suddenly		It
12	and			I
13	While			I
14		suddenly		There
15	So that			I
16				It
17	whereas		My class	I
18				I
19	because		All of my friends	
20	and			I

Text 17

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Last Thursday morning	
2				I
3	for			I
4				I
5	After that	In a hurry		I
6	after		Taking a shower	I
7				It
8	before		The class	
9	yet			I
10	therefore			I
11			That time	I
12			On the…school	I
13	that		My driver license	
14				I
15	so			I
16			The road	
17		unfortunately		I
18	when			I
19			The nearby policeman	
20	And then			He

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21				I
22	since			I
23	As a result			I
24	Later on			I
25	Finally			I
26				I
27	but			I
28	because		That policeman	

Text 18

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My vacation in Jogja	
2	when			I
3				I and my classmate
4				We
5	and		Along a journey	We
6	after			We
7			Our first destination	
8			Van de Burg building	
9			Near Van de Burg building	There
10				We
11				We

Text 19

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Two weeks ago	A friend of mine
2				We
3	when			We
4				We
5				We
6	And			
7	when		In the last shop	We

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8				We
9	Which			
10	after		A few minute ago	We
11				We
12	that			She
13			In animal spirits	My friend and I
14				There
15	then			We
16				We
17			In the boarding house	We
18	that			It
19	that			We
20	but			It
21				We
22	and			It
23			Having no ideas	
24				We
25	finally			We
26	That			She
27				We

Text 20

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Eight years ago	
2			My parents	
3				We
4	So		My father	
5	And		My mother	
6				We
7			The trip…Tegal	
8			My father	
9				We
10	And then		In the evening	We
11			The weather in Guci	
12	So		In the morning	We
13			At there	We
14	After that			We
15				We

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16			In the evening	We
17	and			We
18	then		The next day	we
19				I

Text 21

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			One upon a time	There
2			In the kingdom	There
3				They
4			The king	
5	Who			
6				He
7	After that		Many candidates	
8	but		No one of man	
9	except		A young man….handsome	
10	but		The young man	
11		suddenly	The old princess	
12			The king	
13		Why did	You do	It
14				I
15	so			I
16				She
17	then		The next month	The young princess

Text 22

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My terrible day	
2		actually	My first….Semarang	
3				I
4	and		My English ability	
5	but		In Integrated Course	I

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6	and			It
7	first			My friend and I
8	then			We
9	and			They
10				I and my friend
11		did	The place	
12			The weather	
13	when			We
14	but			Eni and I
15	after			We
16			The rain	
17				We
18	next			We
19	but		The road	We
20				We
21	and			
22	after		Terrible minutes	We
23				We
24				Eni and I
25				It

Text 23

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Last year on….2010	My family and I
2			The first journey	We
3				We
4	so		Lot…the road	We
5				Gua Lawa
6			The second journey	We
7				We
8				We
9	then		The third journey	We
10			Owabong..pool	
11	because			We
12			On the way home	We

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13	then			We
14			The day	

Text 24

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1				It
2	when			I
3				I
4	so			I
5				I
6			The first place	I
7				It
8				I
9				It
10			The second place	I
11				I
12	Before			I
13			The last place	I
14				I
15				I
16	And then			I
17	afterward			I
18				It
19	because			It

Text 25

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1	when		The storm	
2				My family and I
3				We
4		suddenly	Our car	
5				We
6				We
7				We
8				It
9	when			We

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10	then			we
11				We
12	ever			We
13				There
14				There
15	Later on		My father	
16	but			It
17	because			There
18	then			they
19				we
20	After that			we
21	finally			I
22	that			Nobody of us

Text 26

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My birthday party	
2	but			I
3	as		My parents	
4			My sister	
5	And now			She
6				I
7	But at least			I
8			That night	My mother
9	and			
10				I
11	because			I
12	when			I
13				I
14				There
15		do		They
16				They
17				I
18	but		Their phone	
19				I
20	but			I
21				I
22				I

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23	for			I
24		suddenly	My phone	
25	and		My friend	
26				She
27				I
28	but			We
29				She
30				I
31		why	did	She
32	when			We
33				I
34				I
35	That			

Text 27

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			My 7th birthday	
2	when			I
3				I
4	however		My mother	
5	because			She
6	if			I
7		honestly		I
8				It
9	when			I
10				I
11	but			She
12				She
13	By the time		My mother	
14	that			She
15	if			I
16				I
17				It
18	because		My English	
19	and		My mother	
20				I
21	when			I
22				I
23	finally		The test	
24				I
25	and			I

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26				She
27		actually		It
28	and			I
29				I
30	because			I
31	and			I
32		luckily	My mother	
33	and			She
34				There
35				She
36	even			I
37				I
38				It

Text 28

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			Every holiday	My family and I
2			On the last holiday	we
3				We
4				It
5			Our first destination	
6				It
7			The second destination	
8				It
9	That			
10	and		The last	
11				There
12	That			We
13	because			We
14	so		The days	

Text 29

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1			One day	There
2				Amir

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				Hasan
3				He
4	Because of that			He
5	then		His father	
6				He
7	After that			He
8				Sunan Muria
9			One day	
10			His father	
11				It
12			This island	
13				People

Text 30

Number of Clause	Theme			
	Textual	Interpersonal	Topical	
			Marked	Unmarked
1				Tomi
2			The sun	
3	and			He
4			The door to his room	
5			The house	
6				He
7	For a moment			He
8				He
9	then			He
10				He
11			The man	
12	At this point			Tomi
13				He
14				He
15				Tomi
16				He
17				He
18		Nothing		
19				He
20		suddenly		He
21				He

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Appendix 4

Summary of Theme Analysis

Number of Text	Total of Clause	Theme			
		Textual	Interpersonal	Topical	
				Marked	Unmarked
1	19	10	1	7	12
2	24	6	3	7	22
3	26	11	1	3	18
4	16	5		4	12
5	21	6	3	7	12
6	15	7	2	2	17
7	22	7		4	21
8	13	5	1	1	13
9	13	5		2	11
10	21	7		3	17
11	30	13		4	23
12	16	7		6	11
13	21	10		9	14
14	12	3		5	11
15	25	15	1	3	22
16	20	11	2	4	19
17	28	16		9	24
18	11	3		5	8
19	27	13		6	30
20	19	8		12	11
21	17	7	2	9	7
22	25	13	2	9	18
23	14	4		8	12
24	19	6		3	19
25	22	11	1	2	20
26	35	14	3	8	27
27	38	19	4	7	31
28	14	5		6	9
29	13	3		5	9
30	21	4	2	4	16
Total	**617**	**254**	**233**	**164**	**496**
%	**100%**	**22,14%**	**20,3%**	**14,30%**	**43,26%**

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Appendix 5

Summary of Thematic Progression Patterns

Number of Text	Total of Clause	Thematic Progression Patterns			
		Re-iteration	Zig-zag	Multiple	Other
1	19	3	4	2	
2	24	11	2	2	
3	26	6	2		
4	16	7	2		
5	21	14	2		
6	15	7	3		
7	22	12	3		
8	13	7	2		
9	13	10	2		
10	21	15	3		
11	30	7	4	3	
12	16	5	3		
13	21	4	3		
14	12	6	2		
15	25	15	2		
16	20	11	5		
17	28	12	4		
18	11	4	1		
19	27	9	5		
20	19	10			
21	17	5	2		
22	25	8	3		
23	14	3			
24	19	6	5		
25	22	5	2		
26	35	21			
27	38	21	4		
28	14		4		
29	13	8	4		
30	21	13			
Total	**617**	**265**	**78**	**7**	**267**
%	**100%**	**42,62%**	**12,32%**	**1,13%**	**44%**

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Appendix 6

Students' Original Text

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