

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provided findings based on data collected from the document of reading text section in textbook “Your English Partner” unit 1-4. The results of this study intended to answer the research question about what kind of thematic progression pattern applied in reading text of book “Your English Partner Unit 1-4”. The subject of this research was reading section in English Textbook from “Your English Partner 2nd Edition” for Elementary (2021) by Language Development Unit Team of Antasari Islamic University Banjarmasin.

A. Findings

In this part, researcher presented data of Thematic Progression in Reading text of book “Your English Partner Unit 1-4”. There were in every unit at this book had one reading text which had been analyzed. The researcher used content analyze, selected and conducted the data that has been analyzed content from the textbook.

1. The Finding of Thematic Progression Pattern That Mostly Applied

The findings of thematic progression pattern found in reading text section in English Textbook “Your English Partner” in unit 1-4 was identified by classification of Thematic Progression by Eggins (2004). The researcher found some types of thematic progression in the textbook. The findings of this study, the researcher used some steps in collecting the data that present below.

The researcher collected the data, which there were four reading text in English Textbook “Your English Partner”. Every unit in the textbook consists of 1 reading text that had different topic. The first reading text in unit one is talking about self-introduction and the title of the text is “What is in a name?”. The second is about hobby and the reading text title’s is “What a lovely friend”. The third unit is discuss about shopping and the reading text discuss about kind of market with the title’s “Famous markets around the world”. The last unit is about daily routine and the title of the reading text is “Anton’s daily Routine”. Those four texts were identified based on Eggins theory.

After Identified which unit taken as the data, then classified the reading text into clauses. The researcher coded the theme as ‘T’ and coded the rheme as ‘R’. From identified the theme and rheme, the researcher found some types of themes from the reading text like topical theme which is the participant as theme in text 2 under the title “What a lovely friendship”, the text written is “Galuh is good at writing”. The word “Galuh” stated before was a girl name as the participant or subject in the text, then rheme in this text identified as Topical theme. The main focused in this study was about the types of thematic progression, so the researcher wrote and discussed about it more in this study.

Afterwards, the text that has been coded T and R identified to Thematic Progression Patterns. As for the Thematic Progression Pattern identified based on Eggins (2004) they are Constant Thematic Progression

codes as CTP, Simple Linear Progression codes as SLP and the last Split Rheme Progression coded as SRP. From the four readings text that has been identified the researcher found all types that mention above. The researcher showed the result in the table below.

Table 4.1
Thematic Progression Pattern

Unit	CTP	SLP	SRP
Unit 1	0	0	1
Unit 2	5	1	0
Unit 3	1	2	0
Unit 4	5	0	0
Total	11	3	1
	15		

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The researcher rewrites various identified clauses that contain Thematic Progression Pattern from Unit 1 to unit 4 from the reading text then categorize them into Thematic Progression Pattern Checklist. As stated before, the researcher found all types of Thematic Progression Patterns which were Constant Thematic Progression Pattern, Simple Linear Progression and Split Rheme Progression with differences amount. The researcher rewrote the identified patterns based on the classification Thematic Progression Patterns separately.

1) Constant Thematic Progression

The first pattern to picture is Constant Thematic Progression. This pattern is the most patterns that found from four English reading texts in English Textbook 'Your English Partner'.

2) Simple Linear Progression

The second pattern to discuss is Simple Linear Progression. This pattern is the second that mostly found from English reading text in English Textbook 'Your English Partner'. There are three occurrences Simple Linear Progression has been identified from the text. Some of the finding for this pattern presents into the following table;

3) Split Rheme Progression

The last pattern to discuss is Split Rheme Progression. After identified and rewrite Unit 1 up to Unit 4 in the English Textbook "Your English Partner" by Language Unit Development, the researcher calculated all the thematic progression that found. The most thematic progression that found from the English Textbook is Constant Thematic Progression with the total 10 times patterns. The second most found in the text is Simple Linear Progression with total 3 patterns and the least pattern that existed is Split Rheme Progression with 1 pattern only.

Text Unit 1

What is a name?!

Your name is one important part of your identity. You introduce yourself to others by telling your name, and everyone knows you by your name. Even when you think of yourself, you might think of your name first. And in Islam, parents are encouraged to give their children good names. One glorious tradition among Muslims is naming children after Prophet Muhammad with certain expectation that their children will have some noble characters as Prophet Muhammad had.

Parents name their children in so many ways. Many people name their children after a family member, after an ancestor, or after famous people like Yesser Arafat and Saddam Hussein, etc. In several places, asking a kiyai about particular good names for children is also one tradition in naming children in Indonesia. A father usually comes to a kiyai and requests a suitable good name for his child.

Nowadays, with the increase of population in the world, many websites and books provide good name for children so that parents can pick one for naming their children. Besides, some parents, are so anxious to give a unique and different name for their child that they search it in other languages, and it's quite common for a child having a name which taken from two different languages. Like Fakhri Alvaro, "Fakhri" is from Arabic language means "pride" and "Alvaro" is from Spanish means "wise" or muhammad Affif Budiman. Muhammad is taken from Prophet Muhammad name, Afif from Arabic language means "virtuous", and Budiman from Sanskrit mean "righteous".

There are one occurrences Split Rheme Progression has been identified from the text. Some of the finding for these patterns present into the following text and table below:

"Like Fakhri Alvaro, "Fakhri" is from Arabic language means "pride" and "Alvaro" is from Spanish means "wise"

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
Like	Fakhri Alvaro			✓
Fakhri	is from Arabic language mean "pride" and			
Alvaro	is from Spanish mean "wise"			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The pattern above found in Unit 1 under the title “What is in a name” in the third paragraph. The first word “Like” is the textual theme and following the words “Fakhri Alvaro” as the rheme and mention about somebody’s full name. The second theme is “Fakhri” that taken an information from the first rheme, the rheme for the second text itself is “is from Arabic language mean “pride”” as the explanation for one of the information in the first rheme which is Fakhri. The third clause is “Alvaro” as the theme which is taken an element from the first rheme. Then, the rheme for the third clause is “is from Spanish mean “wise”” as the description for the last theme. The pattern in this clause is picturing Split Rheme Progression, it shows when the theme for various clauses includes some element that introduce in the first theme.

In the table 4.2 of Thematic Progression Pattern, first in unit 1 the researcher didn’t find CTP (Constant Thematic Progression) and SLP (Simple linear Progression), in Unit 1, the researcher only found 1 SRP (Split Rheme Progression). The reason why the researcher didn’t find CTP and SLP patterns because each sentence in the paragraph keep introduced new statement or new information that didn’t relate to the previous clause so there is no thematic progression pattern found except for the explanation of somebody’s full name meaning.

Text Unit 2

What a lovely Friendship

Do you like making friends? Should we have same hobbies to make friend? I don’t think so. I have so many friends but there are only three friends who are very special to me. I love them much. They are Galuh, Anis and Husna. We all have different hobbies and interests but we always get long with each other. Whenever one has problems, we will always be there for her.

Galuh is good at writing. She loves writing stories and sends them to a publisher in our city. She also likes learning a lot from many famous Writers. She wants everything she writes can affect people positively.

The funny one is Anis. She is very cheerful and humorous. She likes entertaining us with what she acts. Everybody will always feel happy to be with her. There is no specific hobby she likes. "I like everything", that's what she said to me.

What about Husna? This serious girl is very talented for painting. It is really her passion. She is crazy about it since she was only a little girl. She enjoys spending her free time to do this activity. She also often displays her paintings on many exhibitions. A lot of people praise her paintings and buy them with a fantastic price.

And me? I am more into sports. I love playing basketball, swimming, and taekwondo. I am the captain of our school basketball team and go to a lot of competitions. Galuh, Anis, and Husna often watch my games and give me supports. When our team wins the competition, we celebrate it together by eating out at our favorite restaurant. Although we have different hobbies, we have something in common: our love for good food. I am happy to have friends like them.

There are five occurrences Constant Thematic Progression has been identified from the text unit 2. Some of the findings for those patterns were present as following text and table below:

Text unit 2, in second paragraph

"Galuh is good at writing. She loves writing stories and sends them to a publisher in our city. She also likes learning a lot from many famous Writers. She wants everything she writes can affect people positively."

Theme	Rheme	CTP	SLP	SRP
Galuh	is good at writing	√		
She	loves writing stories and sends them to publisher in our city.			
She	also likes learning a lot from many famous writers			
She	wants everything she writes can effect people positively			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The table above showed Constant Thematic Progression in Unit 2 under the title “What a lovely friendship” in the second paragraph. The words “Galuh” as the theme for the first clause and following by “is good at writing” as the rheme for first clause and describing related to theme which is “Galuh”. Next, the theme for the second clause is “She” as a pronoun that referring to first clause “Galuh” and following by the rheme “loves writing stories and sends them to publisher in our city”. From the two clauses before that’s mean the first theme and the second theme are the same that talking about “Galuh”. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression. The third and the fourth theme in the table above also talk about “She” that still referring to “Galuh” which clearly show those texts has the Constant Thematic Progression when each clause has the same meaning with different rheme but still connected to each other through the same theme. There are ten occurrences Constant Thematic Progression has been identified from the text. Some of the findings for those patterns were present as following text and table below:

Text unit 2, in third paragraph

“The funny one is Anis. She is very cheerful and humorous. She likes entertaining us with what she acts”

Tabel 4.4
Thematic Progression Checklist

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
The funny one	is Anis	√		
She	is very cheerful and humorous.			
She	likes entertaining us with the way she acts.			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The table above showed Constant Thematic Progression in Unit 2 in the third paragraph. The words “The funny one” as the theme for the first clause and following by “is Anis” as the rheme for first clause and describing related to theme which is “The funny one”. Next, the theme for the second clause is “She” as a pronoun that referring to first clause “The funny one” and following by the rheme “is very cheerful and humorous”. From the two clauses before that’s mean the first theme and the second theme are the same that talking about “the funny one”. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression. The second and the third theme in the table above also talk about “She” that still referring to “the funny one” which clearly show those texts has the Constant Thematic Progression when each clause has the same meaning with different rheme but still connected to each other through the same theme.

There are one occurrences Simple Linear Progression has been identified from the text unit 2. Some of the findings for those patterns were present as following text and table below:

Text unit 2, in fourth paragraph

“What about Husna? This serious girl is very talented for painting. It is really her passion.”

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
What about	Husnah?		√	
This serious girl	is very talented for painting			
It	Is really her passion			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The pattern found here is the same like in table 4.5 which taken from Unit 2 under the title “What a Lovely Friendship” in the fourth paragraph. The first text “What about” as the theme for the first clause and following by word “Husnah” as the rheme. Then, the second clause “this serious girl” as the second theme which the word girl that mention here is referring to Husnah that written in the previous clause. The sign found here is the pattern of Simple Linear Progression or called zig-zag pattern when the previous rheme taken up as the next theme of clause. So, the third text “it” as the theme intended to the previous rheme in the second clause

“is very talented for painting”. The word it here is referring to Husnah passion in painting. The pattern in this clause has the same pattern as before, that the third theme taken up from the second rheme as seen in the table above.

There are Constant Thematic Progression has been identified from the text unit 2. Some of the findings for those patterns were present as following text and table below:

Text unit 2, in fifth paragraph

“And me? I am more into sports. I love playing basketball, swimming, and taekwondo. I am the captain of our school basketball team and go to a lot of competitions.”

Tabel 4.6
Thematic Progression Checklist

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
And me?	I am more into sports	√		
I	Love playing basketball, swimming, and taekwondo.			
I	am the captain of our school basketball team and go to a lot of competitions			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The table above showed Constant Thematic Progression in Unit 2 in the fifth paragraph. The words “And me?” as the theme for the first clause and following by “I am more into sports” as the rheme for first clause and describing related to theme which is “And me?”. Next, the theme for the second clause is “I” as a pronoun that referring to first clause “And me?” and following by the rheme “love playing basketball, swimming, and taekwondo”. Then , third theme is “I” and following by “am the captain of our school basketball team and go to a lot of competitions” From the three clauses before that’s mean the second theme and the third theme are the same that talking about “And me?”. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression.

There are Constant Thematic Progression has been identified from the text unit 2. Some of the findings for those patterns were present as following text and table below:

Text unit 2, In fifth paragraph

“When our team wins the competition, we celebrate it together by eating out at our favorite restaurant. Although we have different hobbies, we have something in common”

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
When our team	wins the competitions,	√		
We	celebrate it together by eating out at our favorite restaurant..			
Although we	am the captain of our school basketball team and go to a lot of competitions			
We	Have something in cammon.			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The table above showed Constant Thematic Progression in Unit 2 in the fifth paragraph. The words “when our team” as the theme for the first clause and following by “wins the competitions” as the rheme for first clause and describing related to theme which is “when our team”. Next, the theme for the second clause is “we” as a pronoun that referring to first clause “when our team?” and following by the rheme “celebrate it together by eating out at our favorite restaurant”. Then, third theme is “Although we” and following by “am the captain of our school basketball team and go to a lot of competitions”. “Although we” in here referred to the first theme “when our theme”. Next, the fourth theme “we” and following by rheme “Have something in common”. From the fourth clauses before that’s mean the second, third and fourth theme are the same that talking about “when our theme?”. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression.

Next, in unit 2 the researcher found 5 CTP (Constant Thematic Progression), 1 SLP (Simple linear Progression) and didn’t find SRP (Split Rheme Progression). This unit had the most thematic progression pattern among all the text. Every paragraph in this unit there are thematic progression pattern which are mostly Constant Thematic Progression and one Simple Linear Progression. This text is about the author talked about all her close friends which where each paragraph described about each friend, so some paragraph use CTP which the patterns got repetition theme (the author’s friend name) that makes the author and reader easier

for understanding the messages from the text. But in the middle of paragraph which is the fourth paragraph suddenly found Simple Linear Progression which the pattern like a zig-zag. The author might want to makes different patterns so the paragraph not monotone uses Constant Thematic Progression.

Text Unit 3

Famous Markets around the World

Nowadays people can shop by telephone, by post or by internet; but for many people, the most exciting way to shop is going to the traditional street market. You can find markets everywhere in the world. Here are some unique markets:

The Grand Bazaar in Istanbul Turkey is more than 500 years old and it has more than four thousand shops under one roof! You can buy almost anything, but the most popular item four tourists are the beautiful rags and carpets.

Campo the Fiori in the oldest part of Rome, Italy, is the most beautiful square (or 'Piazza') in the world. It is the home of a colorful flower, fruit and vegetable market, open from seven o'clock in the morning to midday except sunday, in the evening the piazza becomes a lively place to meet friends and to have a meal.

The most unusual markets is in Mexico City: at the Sonara Market. As well as toys and birds, you can buy herbs and natural medicine, which (they say) can help with anything – from problem sat works to problem marriage. It is open every day from early morning till late at night.

In Thailand there is a famous Floating market is called Dammoen Saduak, 100 km from Bangkok. From six in the morning to midday, every day people sell fresh tropical fruits and vegetables from their boat.

In Banjarmasin, Indonesia the floating market is called Pasar Terapung. The famous one is located in Barito River, Banjarmasin. If you want to go there, you must take a 'kelotok' (small motor boat) is open every day but mostly visitors go to floating market on Sunday or Public holidays.

Another unique market in Banjarmasin is Pasar Wadai. It is a cake market during Ramadhan or fasting month. You can buy various traditional cakes and meals there. It is open from around 3 in the afternoon until 7 in the evening. For some people, Pasar Wadai is not only a place to buy food but also a place to hang out before the time for breaking the fast comes.

There are Constant Thematic Progression has been identified from the text unit 3. Some of the findings for those patterns were present as following text and table below:

Text Unit 3, in Third Paragraph

“Campo the Fiori in the oldest part of Rome, Italy, is the most beautiful square (or ‘Piazza’) in the world. It is the home of a colorful flower, fruit and vegetable market, open from seven o’clock in the morning to midday except sunday,”

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
Campo de Fiori in the oldest part of Rome, Italy	is the most beautiful square (or ‘piazza’) in world.	√		
It is the home	of a colorful flower, fruit and vegetable market, open from seven o’clock in the morning to midday except Sunday.			

The table above showed Constant Thematic Progression in Unit 3 in the third paragraph. The words “Campo de Fiori in the oldest part of Rome, Italy” as the theme for the first clause and following by “is the most beautiful square (or ‘piazza’) in world.” as the rheme for first clause and describing related to theme which is “Campo de Fiori in the oldest part of Rome, Italy”. Next, the theme for the second clause is “it is the home” as a pronoun that referring to first clause “Campo de Fiori in the oldest part of Rome, Italy” and following by the rheme “of a colorful flower, fruit and vegetable market, open from seven o’clock in the morning to midday except Sunday”. From the two clauses before that’s mean the first theme and the second theme are the same that talking about “Campo de Fiori in the oldest part of Rome, Italy”. The signed here that has the same theme for each clause is the

structure for Constant Thematic Progression. The second and the third theme in the table above also talk about “It is the home” that still referring to “Campo de Fiori in the oldest part of Rome, Italy” which clearly show those texts has the Constant Thematic Progression when each clause has the same meaning with different rheme but still connected to each other through the same theme.

There are Simple linear progression has been identified from the text unit 3. Some of the findings for those patterns were present as following text and table below

Text Unit 3, in Six Paragraph

“In Banjarmasin, Indonesia the floating market is called Pasar Terapung. The famous one is located in Barito River, Banjarmasin.”

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
In Banjarmasin, Indonesia	the floating market is called Pasar Terapung		✓	
The famous one	is located in Barito River, Banjarmasin			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The identified text above was taken from Unit 3 under the title “Famous markets around the world” in the sixth paragraph. The first clause “In Banjarmasin, Indonesia” as the theme and following by the rheme “the floating market is called

Pasar Terapung”. Then, the second theme is “The famous one” as the theme that the words intended to the rheme in the previous clause which is Pasar Terapung. Then the rheme for the second clause is “is located in Barito River, Banjarmasin” as the description from Pasar Terapung. The pattern in these clauses also identified as Simple Linear Progression when the theme taken from the previous rheme just like a zig-zag pattern.

There are Simple Linear Progression has been identified from the text unit 3. Some of the findings for those patterns were present as following text and table below **Text unit 3, in Six Paragraph**

“Another unique market in Banjarmasin is Pasar Wadai. It is a cake market during Ramadhan or fasting month.”

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
Another unique market in Banjarmasin	is Pasar Wadai		✓	
It is a	cake Ramadhan of fasting month.			

Table notes:

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

Meanwhile, in unit 3 the researcher found 1 CTP (Constant Thematic Progression), 2 SLP (Simple linear Progression) and didn't find SRP (Split Rheme

Progression). While the text in this unit, kind of similar with the first text in unit one, which is some paragraph has not thematic progression pattern because each theme in the clause for each paragraph keep introduced new statement or new information that didn't related to the previous clause. However, there is no thematic progression pattern found except for the third paragraph which the researcher found Constant Thematic Progression because there is a repetition in the clauses and there are two patterns of Simple Linear Progression in the sixth and seventh paragraph where in the theme taken up subject from rheme in the previous clauses.

Text Unit 4

Anton's Daily Routine

Anton works at a bank in Melbourne. Anton's daily routine is a little boring but he likes it. He usually gets up at about 5 or 5.30 in the morning, after his alarm clock wake him up. Frist, he brushes, his teeth, shaves and takes a shower. Then he gets dressed and prays. After he checks some e-mails in his computer, he goes downstairs to has breakfast with his family. He always has coffee, cereal and lots of fruits. He takes a tram to work because he doesn't like to drive, and he always arrives at his office around 8. He is never late for work.

Five o'clock is his favorite time of the day because the finish work and hurry back home and see his wife and children again. He has two boys, Fatih, six years old, and Royan, eight years old. He loves to hang out with his kids. They eat dinner together in their dining room after they pray maghrib. He spends the rest of the evening with his family by watching their favorite Tv programs of playing games. Two or three times a week, Anton goes to the gym and does exercise in the evening, so he can stay strong and healthy. He thinks that this is very important. Finally at about 9.30, he goes to the bad, read for a while, and then falls asleep. Some people think his daily routine is little boring. But on weekends and holidays he does various activities such as playing football, bicycling, meeting up with some friends, or going to Sunday market.

There are Constant Thematic Progression has been identified from the text unit 4. Some of the findings for those patterns were present as following text and table below

Text IV, In First Paragraph

“Anton works at a bank in Melbourne. Anton’s daily routine is a little boring but he likes it. He usually gets up at about 5 or 5.30 in the morning, after his alarm clock wake him up.”

Tabel 4.11
Thematic Progression Checklist

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
Anton’s daily routine	is a little boring but he like it,	√		
he	usually get up at about 5 or 5.30 in the morning,			
after his alarm	clock wake him up			

The table above showed Constant Thematic Progression in Unit 4 in the first paragraph. The words “Anton’s daily routine” as the theme for the first clause and following by “is a little boring but he like it.” as the rheme for first clause and describing related to theme which is “Anton’s daily routine”. Next, the theme for the second clause is “he” as a pronoun that referring to first clause “Anton’s daily routine” and following by the rheme “usually gets up at about 5 or 5.30 in the morning”. Then is next theme is “after his alarm” and the rheme in this theme is the is From the two clauses before that’s mean the first theme and the second theme are the same that talking about “Campo de Fiori in the oldest part of Rome, Italy”. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression. The second and the third theme in the table above also talk

about “It is the home” that still referring to “Campo de Fiori in the oldest part of Rome, Italy” which clearly show those texts has the Constant Thematic Progression when each clause has the same meaning with different rheme but still connected to each other through the same theme.

Text IV, In First Paragraph

“Frist, he brushes, his teeth, shaves and takes a shower. Then he gets dressed and prays.”

Tabel 4.12
Thematic Progression Checklist

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
Frist, he brushes	his teeth, shaves and takes a shower	√		
Then he gets	dressed and pray			

The table above showed Constant Thematic Progression in Unit 4 in the first paragraph. The words “Frist, he brushes” as the theme for the first clause and following by “his teeth, shaves and takes a shower.” as the rheme for first clause and describing related to theme which is “Frist, he brushes”. Next, the theme for the second clause is “Then he gets” as a pronoun that referring to first clause “Frist, he brushes” and following by the rheme “dressed and pray”. From the two clauses before that’s mean the first theme and the second theme are the same that talking about “frist he brushes”. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression.

There is Constant Thematic Progression has been identified from the text unit 4. Some of the findings for those patterns were present as following text and table:

Text IV, First Paragraph

“he goes downstairs to has breakfast with his family. He always has coffee, cereal and lots of fruits. He takes a tram to work because he doesn’t like to drive”

Table notes:

Table 4.13 Thematic Progression Checklist				
Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
He	goes downstairs to have breakfast with his family	✓		
He	always has coffee, cereal and lots of fruits			
He	takes a tram to work, because			
He	Doesn’t like to drive			

CTP: Constant Thematic Progressions

SLP: Simple Linear Progressions

SRP: Split Rheme Progressions

The text in the table above is the reading text from Unit 4 under the title “Anton’s daily Routine” in the first paragraph. The first clause is “He” as the theme which is described before this sentence how about Anton’s daily routine. The first rheme is “go downstairs to have breakfast with his family” which referring to what “He” or Anton does. Then following by the second and the third theme above that still mention “He” which is regarding to Anton’s activities. The text above picturing how Constant Thematic Progression worked too, which are when all theme in each clause are the same that referring to Anton and the rheme referring to what Anton’s

daily activity. Actually, the first paragraph in this reading text called “Anton’s Daily Routine” has a lot Constant Thematic Progression patterns in it, because the whole paragraph talking about how Anton’s daily activity that made the theme in every clause had repetition with Anton’s pronoun which is He and the rhemes keep describing what Anton’s does every day.

Text IV, in First Paragraph

“He takes a tram to work because he doesn’t like to drive, and he always arrives at his office around 8. He is never late for work.”

Tabel 4.14				
Thematic Progression Checklist				
Identified Clauses				
Theme	Rheme	CTP	SLP	SRP
He takes a tram to work	because he doesn’t like to drive,			√
And he always arrives at	his office around 8.			
He	is never late for work			

The text in the table above is the reading text from Unit 4 under the title “Anton’s daily Routine” in the first paragraph. The first clause is “he takes a tram to work” as the theme which is described before this sentence how about Anton’s daily routine. The first rheme is “because he doesn’t like to drive” which referring to what “He takes a tram to work” or Anton does. Then following by the second and the third theme above that still mention “He” which is regarding to Anton’s activities.

Text IV, in Second Paragraph

“He has two boys, Fatih, six years old, and Royan, eight years old. He loves to hang out with his kids.”

Tabel 4.15
Thematic Progression Checklist

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
He has two boys,	Fatih six years old, and Royan, eight years old.	√		
He loves to	hang out with his kids.			

The table above showed Constant Thematic Progression in Unit 4 in the second paragraph. The words “he has two boys,” as the theme for the first clause and following by “Fatih six years old, and royan eight years old” as the rheme for first clause and describing related to theme which is “he has two boys” he in here is talking about Anton’s daily Routine. Next, the theme for the second clause is “he loves to” as a pronoun that referring to first clause “he has two boy,?” and following by the rheme “hang out with his kids”. our school basketball team and From the first clauses before that’s mean the second theme and the third theme are the same that talked about “he”or Anton’s. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression.

Text IV, in Second Paragraph

“Two or three times a week, Anton goes to the gym and does exercise in the evening, so he can stay strong and healthy. He thinks that this is very important.”

Tabel 4.16
Thematic Progression Checklist

Identified Clauses		CTP	SLP	SRP
Theme	Rheme			
Two or three	times a week Anton goes to the gym and do excercise in the evening,	√		
So he can	stay strong and healthy.			
He think that	this is very important.			

The table above showed Constant Thematic Progression in Unit 4 in the second paragraph. The words “two or three” as the theme for the first clause and following by “times a week Anton go to the gym and do excercise in the evening,” as the rheme for first clause and describing related to theme which is “two or three”. Next, the theme for the second clause is “so he can” as a pronoun that referring to first clause “two or thyrre anton goes to the gym” and following by the rheme “stay strong and healthy”. From the frist clauses before that’s mean the second theme and the third theme are the same that talked about “he” or Anton’s activities. The signed here that has the same theme for each clause is the structure for Constant Thematic Progression.

Then, in Unit 4 the researcher only found 5 CTP (Constant Thematic Progression), while two of them SLP (Simple linear Progression) and SRP (Split Rheme Progression) aren’t there. This text had one type of thematic progression which is only CTP and based on Eggins if the text had one type of Thematic Progression that consistent in each paragraph, then the text categorized into the

good level of coherence text. The text only uses Constant Thematic Progression because the whole text only talked about Anton's daily routine which the theme in every clause stated about the subject which is Anton, so found a lot of repetition for the theme and that type of Constant Thematic Progression. Furthermore, this reading text is such a task for students in finding grammatical errors and correct them. So, in the text there are some incorrect grammars.

Based on the table above, the total of Thematic Progression Pattern was 15 and there were all types from Thematic Progression Patterns were applied in reading text of English Textbook "Your English Partner". From the above results, it is clear that the type of thematic progression is the most applied by reading section in English Textbook "Your English Partner" was CTP or Constant Thematic Progression with the total 10 Patterns researcher found.

B. Discussion

After the data has been conducted and identified, the researcher figured the data into some manageable table. In this part, the researcher discusses how the research related to the expert theory. In finding the pattern of Thematic Progression in this research, there are 4 English text that selected to be analyzed, the text were taken from "Your English Partner" textbook Unit 1-4. The first step was classified the clauses into theme and rheme. According to the classified theme and rhemas, researchers code and rewrite the data to determine what thematic progression patterns are contained in textbooks.

The researcher conduct the Thematic Progression Pattern based on Ekins 2004 theory which the classification divided into three patterns. The three patterns are Constant Thematic Progression (CTP) which when there are the consistent in the theme in every clause, the theme in every clause are the same with different rheme. Then, Simple Linier Thematic Progression (SLP) which the rheme is taken up as the theme in the next clauses and create a zig-zag pattern. The last Split Rheme Progression (SRP) that when the rheme in the first clause consist some elements that need to be explained in the theme next clauses. All patterns mention before was the main focus that the researcher identified.

The kind of Thematic Progression Patterns that occurs in English textbook “Your English Partner” Unit 1-4 are three types. Regarding on the finding of document analysis from the English Textbook “Your English Partner” Unit 1 up to Unit 4, all the type of pattern found in this research.

The most frequently found in “Your English Partner” Unit 1 up to Unit 4 English Textbook is Constant Thematic Progression with the total pattern is 10 times. One of the occurrence of Constant Thematic Progression mention in the table 4.2 which the first clause stated “Galuh, is good at writing”. The word ‘Galuh’ here is a subject pronoun that became the first theme as the position of this word that come first in the clause. Then, the sentence “is good at writing” as the rheme from the word ‘Galuh’ that give an explanation what is Galuh good at. As for the second theme written the word ‘She’ that indicated to the previous theme ‘Galuh’ which is had the

same meaning. The rheme in the second clause is “loves writing stories and sends them to a publisher in our city” which is give an information about the theme in this clause ‘She’ that absolutely refer to Galuh. The theme in the third clause is also ‘She’ that also refers to ‘Galuh’, the fourth clause also begin with the word ‘She’ that mean the four clauses had the same theme which is talked about Galuh. The sign in these clauses are the same, which is exactly show how Constant Thematic Progression Pattern worked like what in the second chapter stated.

The pattern of Constant Thematic Progression has the consistency in the theme part, which there is repetition and the basic way to keep the main focus of text and that makes the text easy to understand by the reader. In addition, Constant Thematic Progression pattern as the most frequently pattern found in research also proved by (2020) in her research under the title “An Analysis of Thematic Progression in Selvi Nadila Students’ Writing Recount (A Study at UIN Ar-Raniry)” that the most identified in students recount text is Reiteration and Zig-zag which are other name for Constant Thematic Progression and Simple Linear Progression.

For the second pattern that frequently found in “Your English Partner” English textbook is Simple Linear Progression or zig-zag pattern with the number of occurrence 3 times. One of the occurrences of Simple Linear Progression is mention in the table 4.4 that the first clause stated “What about Husna?” that the first theme here is WH question ‘What’ and following by the words ‘about Husna?’ to complete the clauses here as the

rheme. Then, the second clause is “This serious girl is very talented for painting” which the rheme here is actually phrase “This serious girl” that refers to what in the rheme previous clause ‘about Husna’ then following by the rheme ‘is very talented for painting’ that explain about Husna. For the last clauses is “it is really her passion” that the theme here is the word ‘it’ which is refers to the rheme in the previous clause which is ‘painting’ then the rest words ‘is really her passion’ as the rheme of this clause. The pattern in these clauses is a zig-zag patterns that when the rheme taken up as the theme in the next clauses. The patterns here show how Simple Linear Progression Pattern that had the exact pattern like in these clauses.

Based on Eggins (2004) the zig-zag pattern is the common pattern in written English text which begun the theme with the previous element mention in the previous clause. As stated in the previous paragraph about Selvi Nadila research that one of the most frequent thematic progression patterns is Simple Linear Progression. The zig-zag pattern also makes the reader easy to understand how the text goes.

The last and least pattern is Split Rheme Progression which is only one time. This pattern is common for a long text and when the rheme include several element points that describes to next clauses, which is quiet rare found in English text if it is not a classification text. This pattern show in the table 4.6 and the first clause is written “Like Fakhri Alvaro”. The word ‘Like’ is the theme for this clause which is a textual theme, then the rest words is “Fakhri Alvaro” which is being the rheme and completing the

theme before, the rheme here mention somebody's full name. Then, the second clause is "Fakhri" is from Arabic language means "pride" and", the theme here is 'Fakhri' that taken from one of the information in the previous rheme , then following by explanation about the meaning from the first name that refers to 'pride'. The last clause is "Alvaro" is from Spanish means "wise" which the theme begin with the word 'Alvaro' which is taken from the second information from the rheme in the first clause. Then, the rheme 'is from Spanish means "wise"' as the explanation from the meaning of Alvaro last name. The sign in these clauses are how Split Rheme Progression, which when the first rheme in the first clauses consist of some information that will be classify in the next clauses one by one. This pattern is quite rare found in the textbook, except the concept of the text is classification paragraph.