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CHAPTER II

REVIEW OF RELATED LITERATURE

In the review of related literature, several related components of reading and writing, reading comprehension, writing ability, and the nature of Thematic Progression are discussed in order to gather them into one unified idea about the basic principles, criteria, and special characteristics of the reading, writing, reading comprehension, writing ability, and the nature of Thematic Progression, so it could be lifted to be operationalized indicators, and further, drawing assumptions and hypotheses.

II.1. The Nature of Reading

According to Ling, (2012: 147) states that reading is getting the text into the correct meaning. In this case, the readers have to observe, interpret, and evaluate the printed pages. It is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension.

Based on the opinion above, it can be recognized that reading is an interaction and a thinking process of transferring printed letters into meaning in communicating by message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should pay attention about supporting ideas in the

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Elizabeth S. Pang (2003: 14) states that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Comprehension is the process of driving meaning from connects to the text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Beatrice S. Mikulecky (2008:1) states that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing the information in the text to his or her background knowledge and prior experience. Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assist language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods are essential for providing effective instruction in reading.

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In reading comprehension, the reader involves some processes to understand and comprehend the text more. Anderson (2003:109) states that in reading comprehension, a reader must have the following understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention. If the students can understand information of the text that they read, so they will success to comprehend the text as whole because they are actively engaged and interactive with the meaning of the text.

In line with definition above, Brown (2003:187) says that there are several skills in comprehending of reading such as: main idea (topic), expressions/idioms/phrases in context, inference (implied detailed), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and identifying meaning synonym, or opposite. It can be inferred that students have to master some skills in reading such as getting the main idea, contextual expression, implied meaning, supporting details, and finding the words with similar and opposite meaning.

In addition, Khand (2004:4) states that reading comprehension is the activity getting the content of the writer wants to explain. It is making meaning from the text. Furthermore, the readers can comprehend the text through reading process that includes the readers' background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills, but

also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concept.

Similarly, King and Stanley (2004:8) explain that there are five aspects in processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference.” The theory above can be described as follow;

a) Finding main idea

Reading concerns with meaning to a greater extend that it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

b) Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answers can be found in the text.

c) Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

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d) Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e) Making an inference

The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

It means that factual information requires the reader to scan specific detail, recognition of the main idea of a paragraph is very important because it helps the reader understand the paragraph and contents of reading text, when the students find the meaning of vocabulary in the context, it can develop his or her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference the words or phrase, the students are able to identify the word which they refer to will help the students understand the reading passage. In making an inference, it is a skill where the students are able to read between lines. It divides into main attention, draw logical inferences and make accurate predictions.

According to Zainil (2005), to understand paragraph involves the process in identifying the paragraph elements such as; topic, main idea, details of paragraph and references, paragraph developments such as coherence and cohesion in between and among the paragraph. From this

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opinion, it can be described that; *topic*, it is the word or phrase as subject of the paragraph and answer of the question “what is the whole paragraph about”, and *main idea*, it is the sentence that states the topic of the paragraph. It is the answer of the question “what does the author say about the topic of paragraph”. In short, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in the text.

So, based on experts’ opinion above, it can be inferred that reading comprehensions is one’s ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process, identifying the text elements such as; finding main idea, details, the meaning of vocabulary in context, identifying reference, and making reference. Then, those become indicators for reading comprehension of this research.

II.2. Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading comprehension entails three elements:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part



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These elements above determine the output of the reading comprehension itself and also how far is the understanding of the reader. As for understanding aspect, Longman (1987:30) mentions that reading comprehension is the result of understanding of reading. Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension, but also on the students' experience and prior knowledge. That is why, in understanding a written text means extracting the required information from it as efficiently as possible.

In addition, Carrel et al (1988:7) states that reading comprehension is a process of activating the prior knowledge of the reader, which cooperates with his appropriate cognitive skills and reasoning ability to find out the concept of a printed text.

Reading comprehension also involves the understanding of the word, seeing the relationship between words and concepts, organizing the ideas, recognizing the author's purpose and making judgement in evaluation (Grellet 1981:5). In advance stage, the goals to be achieved are broader and mostly about the concept of reading. It does not only require improvement in reading speed, but also in meaning recognition and comprehension of sentences as well as in text and completely reading selection. Meaning recognition and comprehension are important aspects as readers try to understand what has been read, according to Zimmerman (1992:9) states that an essential ability of reading comprehension itself. There is little point in being able to pronounce the words on a page, but means nothing to readers. Readers can probably read "Snippets are finbugle"

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because they can decode the sounds in the words, but they cannot comprehend it because two of the words are nonsense. People with good reading comprehension use several strategies that help them understand the text.

II.2.1 Students' Reading Comprehension

Comprehension is the central of reading (Tankersly 2003:90). It is the ability which plays important parts in reading. Without comprehension the students are not able to find out the meaning of the text. Based on Pang, Muaka, Bernhardt and Kamil (2003:14) the students should master the comprehension skill and it requires prior knowledge to have the comprehension skill. The more students have good prior knowledge the easier to comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because it connects new information with prior knowledge before we integrate and organize the new information (Moreollon, 2007:19).

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). When doing this, students should use his/her prior knowledge to get new knowledge. Reading comprehension is about relating prior knowledge to new knowledge contained in writing texts.

Based on Tankersley (2003:90), reading comprehension is dependent on three factors, they are:

1. The students have command of the linguistic structure of the text.

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2. The students are able to exercise metacognitive control over the content being read. It means that the students are able to monitor and reflect on his/her own level of understanding while reading the material.
3. The students have an adequate background in the content and vocabulary being presented.

II.2.2. Level of students' Reading Comprehension

According to Westwood (2001:), reading comprehension is considered to occur in four of complexity. There levels are often referred to as literal level, inferential level , critical level and creative level. Consider the following brief passage:

1. Literal level

The literal level is the first level of comprehension. At this level the students understand and identify the fact or the information stated in the text directly. In here, the students are required to be able to recall the fact of the reading text. Dorn & Soffos (2001:21) said that literal level is the level of understanding represented by the ability to recall factual information from the text.

2. Inferential level

At the inferential level the students are able to go beyond what is written on the page and add meaning or draw conclusion. At this level, the author's message serves as a pivotal point in regulating the students deeper thinking. The text becomes reconstructed or tailored in the student's mind to accommodate the students' background experience and personal goals.

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3. Critical level

At the critical level the students assess the good sense of what her/him is reading, its clarity, accuracy and any apparent exaggeration or bias.

4. Creative level

At the creative level the students can take the information or ideas from what has been read and develop new ideas from them. The creative level stimulates the students to new and original thinking.

II.2.3 Ways of Improving Students Reading Comprehension

Comprehension is actually the main goal of learning to read. There are many ways to improve reading comprehension:

1. Building vocabulary can help students recognize more words and better understand the overall meaning of the text.
2. Understanding the structure of the text or how it is organized helps students know what to expect and where, so they can better comprehend what they are reading. Teachers show students different ways to understand the structure of the text to improve their comprehension.
3. Teachers can give students strategies or guidelines for understanding different types of texts, such as a newspaper, a fiction book, or a menu.
4. Such strategies, teach students to ask and answer questions and stories they read, summarize paragraphs and stories they read, and draw conclusions about the information.
5. Teaching students to think about what they are reading is an important way for them to use their skills to understand science, history, social students,

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math, and many other subjects they will study throughout their education. Good comprehenders do the following things:

- They use a range of comprehension strategies to deepen and enrich their understanding of what they are reading (Pressley, El-Dinary, & Brown, 1992).
- They are aware of their own thinking processes, and they make conscious decisions to use different comprehension strategies as they read, especially when they detect problems in understanding what they are reading (Baker & Brown, 1984).
- They attribute successful comprehension to effort more than to ability. They believe they can understand what they read if they apply the right comprehension strategies; however, they also believe that achieving this level of understanding requires effort, according to Carr and Borkowski (as cited in Brown, 2002).

II.2.4. Factors Influence Students' Reading Comprehension

There are some factors that influence students' reading comprehension. Dorn & soffos (2005:16) said that comprehension is influenced by a range of internal factors, they are: perceptions, belief, motivation, and problem solving strategies. While based in Westwood (2001:33), there are eight factors that influence the comprehension. They are as follows:

- a. Limited of vocabulary
- b. Lack of fluency

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- c. Lack of familiarity with the subject matter
- d. The difficulty level of the text (read ability)
- e. Inadequate use of effective reading strategies
- f. Weak verbal reasoning
- g. Problems with processing information
- h. Problems in recalling information after reading

Those factors above are very influential for students at SMP N 14 Pekanbaru. Major problems such as lacking of vocabulary, lacking of understanding of the meaning/intent from the stories they read and also lacking of background knowledge of the stories have been such obstacles for students to improve their reading comprehension as well as enjoy the lesson or message conveyed by writers through text.

These problems are not only happening in SMP N 14 Pekanbaru, but also generally in most schools throughout Indonesia. Because in Indonesia, English is as a foreign language so we can merely get an English lesson from formal education, such as from school, course or in the college.

II.2.5. Teaching Reading

According to Nunan (2003: 68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It shows that it can

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- Learners should be doing a reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.

- Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

b. Meaning-focused Output

- Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading. See, for example, Simcock (1993) using the ask and answer technique and several others described later in this book.

c. Language-focused Learning

- Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the subskills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.

- Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text. Janzen and Stoller (1998) describe a similar list of strategies.

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inscribe the text. Besides that, people also need some tools of inscription like pens, pencils, computers and printing presses, keyboards, etc.

Harmer (2004:41-42) summarizes at least five tasks of the teachers have to perform before, during, and after student writing are the following:

1. Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing; teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues of the language used to perform certain written functions, for example, the important issue is that they are made aware of these things – that these things are drawn to their attention.

2. Motivating and provoking

Students often find themselves “lost for words”, especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, enthusing them with the value of the task, and persuading them what fun it can be. It helps, for example, if teachers go into class with prepared suggestions so that when students get stuck they can immediately get help rather than having the students to think of ideas on the spot. Time spent preparing amusing and engaging ways of getting students involved in a particular writing task will not be wasted. Students can be asked to exchanged ‘virtual’ e-mails or discuss ideas before the writing activity starts. Sometimes teachers can give them the words they need to start a writing task as a way of getting them going.

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3. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing of course), and prepared to help students overcome difficulties.

4. Responding

Teachers react to the content and constructing of a piece supportively and often (but not always) make suggestions for its improvement. When teachers respond to a student's work in various draft stages, teachers will not be grading the work or judging it as a finished product. Teachers will, instead, be telling the student how well it is going so far. Teachers might also make comments about their use of language and suggest ways of improving it.

5. Evaluating

When evaluating students' writing for test purposes, teachers can indicate where they wrote well and where they made mistakes, and teachers may award grades; but although test-marking is different from responding, we can still use it not just to grade students but also as a learning opportunity. When teachers hand back marked scripts teachers can get their students to look at the errors and try to put them right.

Urquhart and McIver (2005:21-23) states the main purpose of writing is to convey information to others and how to express knowledge as thoughtfully and as clearly as the students can. In this paper, writing means the students express

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their ideas about their personal experiences in written form, especially in form of recount text.

Oshima and Hogue (2006:265) state writing is a process of creating, organizing, writing, and polishing. It means in the first step, students create ideas. In the second step, they organize the ideas. In the third step, they write a rough draft and final, they polish their rough draft by editing it and making revisions.

Morley (2007:28) states writing is a form of knowledge creation, as it is in science and other forms of knowledge. In the class, teachers teach students to make them be able in discovering and applying this knowledge creation. Generally, teachers start to teach writing from explaining the writing materials and the methods of writing, then giving so many kinds of exercises to the students and evaluating them in the examination day. All of activities above called teaching writing.

Patel (2008), states writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at a higher stage.

II.3.1 Process of Writing

Meyers (2005:2-3) stated that a good writer is working through the process, even not every writer writes in the same way exactly. Meanwhile, in order to write well, there are generally six steps that must be followed. The first is exploring ideas. In this step, subject, purpose and audience need to be considered.

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The next is prewriting by using brainstorming, clustering, or free-writing. The third is organizing. The next step is writing a first draft by writing quickly to record thoughts and putting notes and new ideas in the margins. The fifth is revising the draft by reading it aloud and adding or omitting materials then moving materials around. The last is producing the final copy. It can be concluded there are steps to produce a good writing. Generally, they are exploring ideas, prewriting, organizing, writing a first draft, revising the draft, and producing the final copy.

II.3.2. The Purpose of Writing

As one of the four skills of reading, speaking, listening and writing, writing also can be used for a variety of purposes. According to Harmer (2004:31-34), he divides it into two purposes. The first one is writing-for-learning, that role where students write predominantly to augment their learning of the grammar and vocabulary of the language. The second one is ‘writing-for-writing’, where students directed learning and write in various genres using different registers.

In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experiences based on the given topic in their books

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II.3.3. The Components of Writing

Writing components are the combination of all kinds of elements that will build a good writing. Someone who wants to write must consider components of writing like Harris (1986: 91-93) says as the following:

1. Grammar (Language Usage)

The most important one is the grammar or language use. The using of grammar must correct and appropriate to the context of language.

2. Vocabulary

While writing, writers have to observe the word choice and terms that used in each sentence. Each word must also be arranged as well as possible to avoid wordiness and ambiguity.

3. Mechanics

The element of good writing counts only when it's wrong. Fair or not, the reader will notice the spelling (including technical terms and proper names), punctuation (comma placement or the other punctuation placement), subject/verb agreement, appropriate verb tense, etc.

4. Fluency (Style and Easy Communication)

The control of language that is appropriate to the purpose, audience, and context of the writing. Sentence fluency involves using a variety of sentence styles to establish effective relationships between and among ideas, causes, and/or statements appropriate to the task.

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5. Form (Organization)

Organization is the progression, relatedness, and completeness of ideas.

The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete.

Kane (1988:13-18) explains the writing components like the grammar, usage, and mechanics explicitly. The grammar that used means the writer must write the deep meaning of a word or sentence. The usage designates rules of a less basic and binding sort, concerning how we should use the language in certain situations. In composition, mechanics refers to the appearance of words, to how they are spelled or arranged on paper.

From those are points of views, it can be clearly seen that a good composition covers some components of writing such as grammar (language use), vocabulary, fluency, form (organization), and mechanics. It is expected that the students must be able to use all of them in their writing in order to generate a good composition.

II.3.4.Paragraph Writing

A. The Parts of Paragraph

According to Kane (1988:92), a paragraph is a group of sentences developing a common idea, called the *topic*. Blanchard and Root (2003:8) define a paragraph as a group of sentences that develops one main idea. A paragraph usually begins with a sentence that states the main idea. This sentence is called the

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topic sentence. The other sentences that explain the main idea or give some detailed information called supporting sentences. A concluding sentence, sometimes added at the last paragraphs.

Fowler (2006:32) says the paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. As a distinct passage, it begins with a new line (often indented: the new line marks a break in sense from the previous paragraph, and consequently a breathing space). In paragraphs, we also can find topic sentence, supporting details, closing sentence, transition signals in some kinds of text such in narrative, recount, persuasive, and expository paragraphs. A combination of some paragraphs usually also defined as the texts.

Patel (2008:131) explains in the paragraph, the lexical and structural items should in proper order. This writing task needs an idea or theme to be expressed in a paragraph. The teacher should give interesting topic to the students so that he could make paragraph writing very interesting.

B. The Elements Of Paragraph

1. Unity

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea.

2. Coherence

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Another element of a good paragraph is coherence. The Latin verb *cohere* means “hold together”. For coherence in writing, the sentences must hold together; that the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

C. Argumentative Essay

Argumentative essay is an essay in which agree or disagree with an issue using reasoning to support your opinion. Your goal is to convince your reader that your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think their own: They have to take a stand on an issue, support their stand with solid reasons, and support their reasons with solid evidence. is a part of analytical exposition text. The generic structure of an argumentation essay are follows :

- Thesis: Introducing the topic and indicating the writer’s position
- Argument 1: Explaining the argument to support the writer’s position
- Argument 2: Explaining the other arguments support the writer’s position more
- Reiteration: Restating the writer’s position

D. Concept of Argumentation

In the writer's opinion, an argumentation is the process of forming reasons, justifying beliefs, and drawing conclusions with the aim of influencing the thoughts or actions of others. The three goals of critical argumentation are to identify, analyze, and evaluate arguments. The term 'argument' is used in a special sense, referring to the giving of reasons to support or criticize a claim that is

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questionable, or open to doubt. To say something is a successful argument in this sense means that it gives a good reason, or several reasons, to support or criticize a claim." (D. N. Walton, 2006).

"The study of argumentation as process has emerged primarily since about 1970 within studies in interpersonal communication. Here the focus is on how people engaged in everyday argument--'naive social actors,' as they often are described in the literature--conduct and seek to resolve disagreement." (D. Zarefsky, 2001).

"An argumentative situation is a site in which the activity of arguing takes place, where views are exchanged and changed, meanings explored, concepts developed, and understandings achieved. It may also be a site in which people are persuaded and disagreements resolved, but these popular goals are not the only ones, and too narrow a focus on them threatens to overlook much for which argumentations a central and important tool.

"As a 'site,' the argumentative situation is a non geographical space, located in and created by discourse. We inhabit such spaces with different facility, some of us with ease, others with discomfort. Yet they are crucial to our self-understanding and our understanding of others." (Christopher W. Tindale, 2004).

Argumentation exists from way before the 19th century, where the Aristotle's logical theory is found first. This indicates that argumentation was an important factor already in society. Until the 1950s, the approach of

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argumentation was based on rhetoric and logic. In the United States debating and argumentation became an important subject on universities and colleges.

Textbooks appeared on 'Principles of Argumentation' (Pierce, 1895). In the 1960s and 1970s Perelman and Toulmin were the most influential writers on argumentation. Perelman tried to find a description of the techniques of argumentation used by people to obtain the approval of others for their opinions. Perelman and Olbrechts-Tyteca called this 'new rhetoric'. Toulmin, the other influential writer developed his theory (starting in 1950's) in order to explain how argumentation occurs in the natural process of an everyday argument. He called his theory 'the uses of argument'.

Argumentation is a verbal and social activity of reason aimed at increasing (or decreasing) the acceptability of a controversial standpoint for the listener or reader, by putting forward a constellation of propositions intended to justify (or refute) the standpoint before a rational judge' (Van Eemeren et al, 1996).

Argumentation is a verbal activity, most often in an ordinary language. In argumentation people use words and sentences to argue, to state or to deny etc. Nonverbal communication is accompanied with verbal communication in argumentation and can play an important role. Furthermore, argumentation is a social activity, which in principle is directed to other people. Argumentation is also an activity of reason, when people put forward their arguments in argumentation, they place their considerations within the realm of reason. Argumentation is always related to a standpoint. An opinion itself is not enough;

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arguments are needed when people differ on a standpoint. Finally, the goal of argumentation is to justify one's standpoint or to refute someone else's.

The version of Van Eemeren and Grootendorst of the argumentation theory, the pragma-dialectical theory, is currently most popular. They began to study argumentation as a means of resolving differences of opinion. Argumentation starts with the four principles. 1) Externalization: Argumentation needs a standpoint and an opposition to the standpoint. Therefore, argumentation research concentrates on the externalizable commitments rather than the psychological elements of people. 2) Socialization: arguments are seen as an expression of people's processes. Crucial is to validate the arguer's position by arguments in a certain way. Two people try to obtain an agreement in argumentation; therefore argumentation is part of a social context rather than an individual context. 3) Functionalization: Argumentation has the general function of managing the resolution of disagreement. Studying of argumentation should concentrate on the function of argumentation in the verbal management of disagreement. 4) Dialectification: Argumentation is appropriate only when you are able to use arguments that are able to help you arguing against another person. For resolving differences a theory of argumentation should have a set of standards. The term dialectical procedure is mentioned as a depending element on efficient arguing on solving differences.

Van Eemeren and Grootendorst identify various stages of argumentative dialogue. 1) Confrontation: Presentation of the problem, such as a debate question



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or a political disagreement. 2) Opening: Agreement on rules, such as, for example, how evidence is to be presented, which sources of facts are to be used, how to handle divergent interpretations, determination of closing conditions. 3) Argumentation: Application of logical principles according to the agreed-upon rules. 4) Concluding: When closing conditions are met. These could be, for example, a time limitation or the determination of an arbiter. Note that these stages are indispensable.

Schellens uses a typology which differentiates between restricted and unrestricted argumentation schemes. Restricted schemes are limited to a certain conclusion. The group restricted argumentation schemes can be divided into three different parts 1) Regularity-based argumentation (Schellens, 1985: 77-102): used in support of a descriptive statement about the present, the past or the future. Argumentation is given for a proposition of a factual or descriptive nature on the basis of a regularly recurring empirical link. 2) Rule-based argumentation (Schellens, 1985: 115-151; see also Gottlieb 1968 on rule-guided reasoning): used in support of a normative statement about the value of a situation or process. Arguments are given for a statement of a normative nature 3) Pragmatic argumentation: leading to a statement about the desirability of intended behavior. A position on the desirability of a given action, behavior or measure is advocated on the basis of its advantages and/or disadvantages. (Schellens, 1985: 153-178; see also Walton 1996: 75-77).

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E.Purpose of Argumentative Essay

The writer of an argumentative text attempts to clearly present a strong position on a particular topic. Its purpose is to both educate and persuade the reader on a particular point of view. In this regard it is similar to a persuasive text, but generally presents its view in a stronger, perhaps more controversial, way. It may target an audience that is more resistant to its viewpoint or message. In conclusion, its function is to present one side of an argument and persuade the reader or listener to agree or take action to solve the problem.

F.Aspects of Argumentative Essay

There are some aspects of the argumentative text. In here, the writer describes about generic structure and language features that used in the argument text.

The generic structures of argumentative text :

1. Thesis (introduction) : Introducing the topic and indicating the writer's position
2. Arguments (body) : Explaining the arguments to support the writer's position
3. Reiteration (conclusion) : Restating the writer's position.

Table 2.1 The Language Features of Argumentative Essay

Conjunctions (or joining words) join one part of a sentence to another. They link the flow of the argument	<i>so, and so, because, therefore, if, and, but</i>
Modal verbs express the writer's attitude to the topic	<i>can, could, should, must, might</i>
Evaluative language suggests the degree of approval or helps compare ideas	<i>important, best, most, truth, largest, more popular</i>
Thinking verbs	<i>know, believe, feel, people think, agreed</i>
Connective words link ideas in an argument	<i>firstly, for that reason, for example, as a consequence, because of this, in particular, therefore, finally</i>

G. Characteristics of Argumentative Essay

Argumentative text from the body of argumentative essays, written to sway readers toward siding with the writer's perspective on a particular issue. To maximize the effectiveness of the argumentative text, anticipate opinions contradictory to point of view and use solid evidence to refute objections we think readers might raise.

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- Topic Sentence

An argumentative text should begin with a topic sentence that details the subject of the text. Each topic sentence in an argumentative text should elaborate on concepts introduced in the thesis statement.

- Topic Support

Sentences following the introduction of an argumentative text should support the point raised in the topic sentence. Evidence should come from reputable sources that can be easily referenced, such as statistics, undisputed facts or quotes from books, magazines, periodicals or Internet sites. In an opinion essay, evidence should come from instances experienced personally, or experienced by people you know personally.

- Explanation

After presenting evidence to support topic sentence, use the next sentence or paragraph of argumentative text to explain precisely how the evidence supports the point of view.

- Conclusion

The final sentence of argumentative text should reinforce the topic sentence, and show the reader how the points we've made to strengthen the stance of the thesis statement.

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- Length

A paragraph of argumentative text, typically is four to six sentences in length. The breakdown is as follows: a thesis statement, some of arguments that support the topic sentences, and a conclusion or reiteration in the last paragraph.

This is only a basic template, the text can be longer.

II.4. Theme and Rheme

Alonso and McCabe (2003) proposed this Theme and Rheme technique to help the students in composing and revising their writing to produce writing that is more coherent. Bloor (1992:35) stated that reading is easier when the new information is presented in the rheme position. Ventola and Mauranen (1991: 469) also made a similar point with the statement that “thematic progression is important for the readability and clarity of a text. The Theme and Rheme are also called Thematic Progression (TP) (Eggins, 1994, as cited in Wang, 2007). This technique was firstly proposed by Danes (1974).

The study of theme and rheme is mainly derived from systemic functional linguistics that analyzes language from its main functions. Butt, D. et al (2000:5-6) say that there are three main functions of language: (i) to talk about the experiences (experiential function) and to show the logical relationship between them (logical function); (ii) to interact and/or to express a point of view (interpersonal function); and (iii) to organize our experience, logical, and interpersonal meanings into a coherent whole (textual function).

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Theme and rheme are the realizations of how our experienced, logical, and interpersonal meanings are organized. Different organization of ideas in a clause influences its thematic meaning. The clauses “John climbed the mountain” and “The mountain was climbed by John”, for example, show similar experiential and interpersonal meanings; that is, both show that “John” is the actor, the action process is “climb”, and “mountain” is a goal; however they have different thematic meaning as they demonstrate different order of the constituents in the clause: “John” and “mountain”. The example suggests that the position of the constituents contributes to different focus of the clause.

There are only two positions of constituents recognized in a clause: the first part and the last part. The first part of a clause is known as a theme. Halliday (1985:39) says that theme is the starting point for the message that informs what the clause is going to be about. In addition, Martin et.al (1997:21-22) defines them as the point of departure of the clause as message which possesses the initial position in the clause. The definition suggests that the first part of the clause has the most influential factor in the rest of the message in a clause. Putting the same word in different position of a clause influences the way the readers comprehend the message in the clause.

Meanwhile, the last part of a clause is called a rheme. Eggins (1994:275) says that rheme is the part of the clause in which the theme is developed. Furthermore, Martin et al (1997:21-22) categorized rheme as the elements of clause that follows the theme where the presentation moves after the point of

departure. Once the theme of a clause is identified, the rheme can be easily recognized. The rheme contains the information that controls the development of the theme.

Theme cannot be equated to the subject of a clause — commonly categorized as nominal groups; nor the rheme must be equated to the predicate of the clause.

Theme	Rheme
The children	are playing hide and seek in the garden
In the garden	the children are playing hide and seek

The first clause shows the subject (nominal group) functions as a theme; however, the last three clauses suggest that theme can also be constructed by a prepositional phrase, adverbial phrase, or a clause. The sentences also reveal that the rheme may be in various forms.

The relationship of theme and rheme can also show the progression of information in a clause. The information can be either given or new. Given information contains the information which is relatively familiar and is generally put in the first part of the clause. Therefore, a theme contains given information, i.e. information which has already been mentioned somewhere in the text (Eggins:1994). On the contrary, a rheme contains new information. The pattern of giving and new information can be used to guide the readers effectively through the texts. If the writer cannot control the information progression from theme to

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rheme, this will make the readers difficult to understand his/her writing. Eggs (2004) states that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion.

II.4.1. Thematic Progression

The coherent text can be seen from how the information in the clauses goes on; that is the progression from theme to rheme in a clause. This progression, according to Eggs (1994:303-305) is called thematic progression. The thematic progression gives a significant contribution to keep the text coherent.

Eggs (2004) and Danes (1974) name three patterns of TP as follows:

- a. Reiteration pattern: In this pattern, theme of one clause is derived from the theme of the previous clause. This pattern can be seen in the figure below.

Theme 1 + Rheme 1;

Theme 2 (= Theme 1) + Rheme 2;

Theme 3 (= Theme 1 = Theme 2) + Rheme 3;

Example: In fact, **I** think when young people today are so rebellious that it's possible that both parents and teachers are afraid to exercise their authority.

However, **I** do not agree that this is the basic reason for the increase in teenage violence.

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- b. Zig-zag pattern: In this pattern, theme of one clause is derived from the rheme of the previous clause. This pattern can be seen in the following figures.

Theme 1 + Rheme 1;

Theme 2 (= Rheme 1) + Rheme 2;

Theme 3 (= Rheme 2) + Rheme 3;

Example: I believe there are **two main causes** of this situation. **The first** is parental pressure and **thesecond** is competition for university places.

- c. Multiple-Rheme pattern: In this pattern, the rheme of the first clause is split into two parts, then each in turn being taken as the theme element of the subsequent clauses. The following is the pattern of theme progression with derived themes.

Theme 1 + Rheme 1;

[Hypertheme] Theme 2 + Rheme 2;

Theme 3 + Rheme 3; ...

Example: Also, students **go to colleges and universities** to have new experiences. **This** often meanshaving the opportunity to meet people

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different from those in their hometowns. For most students, **going to college** is the first time they've been away from home by themselves.

II.4.2. Thematic Progression and Coherence

a. Defining Coherence

Coherence is defined by Moore (1971:115) as the rhetorical quality by which all of the parts are clearly and smoothly joined to each other. It refers to the understanding that the reader derives from the text, which may be more or less coherent depending on a number of factors, such as prior knowledge and reading skill (Crossley and McNamara 2011; McNamara et al. 1996; O'Reilly and McNamara 2007). Coherence is sometimes contrasted with cohesion which means the lexical and grammatical items in a text (Halliday and Hasan 1976), whereas coherence refers to the less tangible ways of connecting discourse which are not overt and which reside in how people interpret texts rather than in the texts themselves (O'Halloran 2006; Watson Todd et al. 2004, 2007; Weigand 2009; Yule 1996).

Coherence could also be understood in a broader sense, where it is combined with cohesion. Johns (1986:251), for example, proposes that coherence is both text-based and reader-based. He claims that: Coherence is text based and consists of the ordering and interlinking of propositions within a text by use of appropriate information structure (including cohesion). At the same time, coherence is reader based; the audience and the assignment must be consistently considered as the discourse is produced and revised.

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b. Thematic Progression as Means to Achieve Coherence

By holding onto text-based coherence at the local level with lexical and grammatical devices and reader-based coherence at the global level by a requisite of consistent ideas, T/TP functions as an important means of achieving coherence in writing.

Text-based coherence at the local level, or the surface structure of linguistic interrelatedness, allows the reader to make connections between the ideas in the text. This linguistic interrelatedness is usually divided into 5 groups: conjunction, reference, substitution, ellipsis, and lexical cohesion (Halliday and Hasan 1976). Conjunctions are words such as “but,” “if,” and “therefore” which indicate logical relations between two clauses or sentences; they help to show how ideas are connected logically. Reference is a semantic relation which can be realized exophorically or endophorically (within this class either as an anaphoric or cataphoric reference).

English has a few words other than pronouns which can be substituted for other words, phrases or clauses, which include “yes,” “no,” “such,” “one,” and “so.” Ellipsis is the omission of words which can be recovered or understood from the context. Lexical cohesion involves many types of lexical replacements (repetition, synonyms, antonyms, hyponyms, etc.) which are exactly what one looks for when determining the types of Theme and TP patterns. For Halliday (1985:53), textual meaning “is relevance to the context: both the preceding (and following) text and the context of situation”. Here, the focus is particularly on the role played by the Theme in helping to provide texture. The role that the Theme

plays in the textual metafunction of language, which means “creating relevance to context” (Halliday 2014:85), is not all that straightforward, although, indeed, Halliday (1994, 2004, 2014) centers his discussion of Theme on this metafunction. The textual metafunction, which construes the clause as message, encompasses not only the thematic structure, but also the information structure. These two structures together “constitute the internal resources for structuring the clause as message” (Halliday 1994:308).

Reader-based coherence at the global level helps the readers understand the development of ideas, concepts, or arguments, which coincides with the information structure composed of the two functions: the given information and the new information. The given information refers to information which is presented as recoverable, either in the context of the situation or in the surrounding text, in what has been mentioned previously. The new information refers to information that is presented as non-recoverable, in that it has not been mentioned before, or it is unexpected or surprising or in contrast to previous information and/or expectations. According to Halliday (1994, 2004), the relationship to the textual metafunction of thematic structure and information structure is that, while both are speaker-selected, Theme–Rheme is speaker-oriented, in that it is what the speaker decides to take as the point of departure of the message, while given-new is listener-oriented, in that it is presented as what listeners already know or have at their disposal at any given point in the discourse. It is pointed out by Bloor and Bloor (1992:35) that other things being equal, reading is easier when the new information is presented in the rheme position. Ventola and Mauranen (1991: 469)

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also made a similar point with the statement that “thematic progression is important for the readability and clarity of a text. In a well-formed text, the thematic patterns should reflect the organization of text-content and facilitate the reading process.” Vande Kopple (1986) carried out experiments in reading by using texts which followed the “given first” principle and others which did not, and found a significant difference in increased readability with the former. For him, given information first “makes good sense because it is easier to make a connection to what one knows and then add some new information to it than to receive new information, store it, and then learn what it connects to” (Vande Kopple 1991:326). Richards (1993) offered thematic progression as a means that writers could use in order to make their texts more comprehensible to readers and in order to avoid a major problem of writing, which, as expressed by Bloor and Bloor (1992:34), is “how to carry the reader along with the writer’s assumptions about what is and what is not shared information in the absence of the possibility of negotiation of meaning such as is available to participants in face to face interaction”.

Kane (1988) claimed that coherence bound the sentences of a paragraph, which could be done in two ways: by establishing a master plan at the beginning of the paragraph and introducing each new idea with a word or phrase that marked its place in the plan; and by linking sentences successively as the paragraph develops, making sure that each statement connected with the one or ones preceding it. The former can be mapped onto the use of appropriate Theme and the latter, the use of proper TP patterns. Ultimately, coherence in writing is not only

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established in the text but also created in the minds of the readers in their attempt to make sense of the information flow.

c. Thematic Progression and Teaching of English Reading

The famous linguist from Czech in his book about discourse construction once said that theme is quite worthy of narrating. We can see it clearly from sentence constituent. The reason why theme is the important means to construct discourse is it bears little information. Therefore, usually we can regard every discourse as different theme sequence. When the development of frame of discourse is planned by the thematic structure of discourse, the first theme of the sentence is often the developing guiding principle or the topic of discourse. The remaining themes of this discourse basically progress around this guiding principle. If we rank theme of every sentence in an order we can make the theme structure of discourse be seen clearly and explicitly. In this way readers can not only fully understand the writer's train of thought, but also can shorten the time of reading this discourse. Let us analyze thematic progression pattern specifically and take the discourse, *I Was Later for the Train* as an example. We choose this discourse because it is a compound pattern. In the actual situation, compound pattern is the most frequently appeared one, rather than single pattern. However, discourse with compound pattern is usually elusive, we use schematic diagram to show how those themes progress and how to teach student to read such discourse.

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d. Thematic Progression in EFL Writing

As demonstrated in the last section, T/TP plays an important role in coherence in writing by creating unity between ideas, sentences, paragraphs, and sections of a piece of writing, on both linguistic level and discourse level. How English learners make thematic choices and use TP patterns has been at the center of the investigation as it is the very first step to our knowledge of the problematic uses of T/TP in EFL/ESL writing before we could explain these problematic uses and deal with them. This section focuses on the use of T/TP in EFL/ESL writing.

e. Thematic Progression and Coherence in EFL Writing

One line of research in T/TP in EFL/ESL is writing demonstrated how appropriate use of T/TP improves coherence in EFL/ESL writing, by analyzing and correcting their inappropriate use of T/TP.

Ma (2001) and Wang (2010) illustrated how appropriate use of T/TP contributed to coherence in Chinese college students' English writing by comparing writings that were graded by high, medium, and low scores. It was found that English writings that were graded with high scores were more coherent, using different types of thematic progression such as constant progression and linear progression than writings that were graded with a low score in a comparison study of three writings taken from CET-4 and CET-61 writing sections (Ma 2001). Wang (2010) concluded that the use of more multiple Themes, clausal Themes, and effective patterns such as constant, linear, split Theme, and split-Rheme progressions could make EFL/ESL English writing more

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coherent, based on a detailed analysis of three writings that were graded with high, medium, and low scores from TEM-41 writing sections.

Cheng (2002) and Zhang (2004) identified the problematic use of T/TP in Chinese college students' writing and showed how coherence in their writing could be improved by revising the problems with their use of T/TP. Cheng (2002) contended that a major reason for the lack of coherence in Chinese students' English writing was inappropriate thematic choices and TP patterns: One third of the 58 student English essays he studied featured in the frequent use of Themes that were not connected either to preceding or succeeding Themes/Rhemes, and TP patterns that had not been identified. Zhang (2004) examined a total of 50 English essays written by second-year college English majors and found that almost half of the thematic choices were confusing, which led to incoherence in writing. She also found similar problems that Cheng (2002) identified in learner writing, i.e., Themes that were not connected either to preceding Themes/Rhemes or succeeding Themes/Rhemes. Other problems that were reported in Zhang (2004) included Themes that were not key concepts of the writing or irrelevant to the writing topic, and Themes that did not help develop the writing. Both Cheng (2002) and Zhang (2004) provided revised version of the English essays, demonstrating how coherence could be enhanced by changing only thematic choices.

Mills (2011) demonstrated that appropriate thematic choices and TP patterns characterized coherence in writing by analyzing the T/TP in eight undergraduate essays, four of which were evaluated as being high in coherence

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and four of which low in coherence. The study found that the more coherent essays employed dense and complex nominal groups in topical Themes, a wide variety of textual Themes, and different TP patterns to establish connections between different parts of the text and comment on abstract ideas relevant to the topic. In contrast, the less coherent writing frequently overused unmarked Themes of simple nominal groups or pronouns and Theme reiteration in a way that rendered the writing lacking development and therefore difficult to follow.

Ebrahimi and Ebrahimi (2012) compared TP patterns in 180 EFL compositions by 60 Iranian students majoring in Teaching English as a Foreign Language with different academic writing experiences, using McCabe's (1999) model of thematic progression. The results illustrated significant differences between the three groups: Senior students used more linear and constant progressions than the other two groups of students. They justified such a tendency in light of academic writing experience being one of the factors which influenced producing a more cohesive text by applying such cohesive devices.

The above studies suggest that T/TP is a very effective and valuable device to enhance connectivity between ideas in English essays and demonstrated how T/TP can improve coherence in EFL/ESL writing by making better thematic choices and employing more appropriate TP patterns.

f. The Procedures of using Thematic Progression in Teaching Reading

According to Xiang Lan (Xiang, 2002) and Tan Xiaolan (Tan, 2006), there are six steps:

Step 1: Introduction to Theme/Rheme,

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Step 2: Introduction to thematic patterns

Step 3: Discourse cohesion function of thematic progression and relation between thematic progression pattern with discourse genre feature.

Step 4: Turn to example analysis to find out the guiding meaning of thematic progression to teaching practice.

Step 5: Analyzed how to help students to use thematic progression to understand reading text from reading, teaching perspective, grasping discourse content from top to bottom.

Step 6: Arrange thematic progression to construct a discourse from the perspective of writing.

g. The Procedures of using Thematic Progression in Teaching Writing

Mills (2011) presented classroom activities that introduced students to the grammar of T/TP in order to improve the coherence of their writing, with a model of Theme–Rheme analytical framework in the academic writing curriculum. Comprised of five parts:

Step 1: Introduction to Theme/Rheme,

Step 2: Analysis of authentic and model texts,

Step 3: Introduction to thematic patterns,

Step 4: Analysis of T/TP in student texts, and

Step 5: Application to the students' writing.

II.5. Related Studies

Many researchers have observed about Thematic Progression. Ma Yan Juan (2011) conducted research entitled : Application of the Theme-rheme Theory

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the detailed information. The subjects of this research were 89 EFL University. The design of this research was experiment was conducted in about three months. The results indicate that: the theory of thematic progression is an effective way to help improve students' reading accuracy, the theory of thematic progression has a positive influence on grasping the main idea of the passage, and in getting the detailed information the influence of the theory of thematic progression is not as obvious as that in grasping the main idea. Based on the related study above, there are similarities and differences. The similarities of this research with the related study are this research focuses on reading comprehension, research design and also object of the research. And the differences of this research with related study above, there are total of sample and also kind of text, and the related studies used two variables while this research uses three variables.

Zhanning Wang (2015) conducted research entitled; Study on teaching of English Reading Under Thematic Progression Model. The objective of this research to help readers understand the content of discourse and methods of how writers organize the information of the discourse profoundly by means of analyzing the thematic progression. The sources of this research were 36 papers in Chinese core journals. The design of this survey research is research. The result of the research was from 36 papers into 6 types, 13% for translational application, 13% for teaching application, 27% of discourse analysis, 13% of information structure, 27 % for cohesion and 7 % for all the other kinds of study. Based on the related study above, there are similarities and differences. The similarities of this research with the related study are this research uses a thematic progression. And

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the differences of this research with related study above, there are research design, total of the sample, and object of the research.

Yang Yan (2015) conducted research entitled “On the patterns of thematic progression in the argumentative writing of non-English majors”. The objective of this research to testify the effectiveness of the application of “Theme-Based Approach” in improving non-English majors’ writing ability. The subjects in the study were students in the author’s class. They were all non-English majors in Grade 2. The author chose one as control class and one experimental class. Control class was made up of 49 students; experimental class of 51 students. The research design of this research was a quasi - experiment. The result of the research indicates that the application of “Theme-based Approach” has a positive impact on the improvement of students’ writing ability, and a close relationship between the variety of thematic progression patterns and high grades has been found. Based on the related study above, there are similarities and differences. The similarities of this research with the related study are this research focuses on writing ability and also research design. And the differences of this research with related study above, there are objects of the research and total of sample, and the related studies used two variables while this research uses three variables.

Asri Nur Rakhman (2012) conducted research entitled “An Analysis of Thematic Progression in High School Students’ Exposition Texts”. The objective of the research to investigate how high school students organize their ideas in their Exposition texts, and to what extent their Exposition texts are consistent with argumentative language features in terms of Thematic Progression, based on the

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framework of Systemic Functional Linguistics (e.g. Danes, 1974; Eggins, 2004). The subject in the research was nine high school students. The design of the research was surveyed research. The result shows that the students organize their ideas in three ways of Thematic Progression, including the Zig-zag Pattern or Simple Linear Theme Progression (SLP), the Reiteration Pattern or Constant Theme Progression (CTP), and the Multiple Theme Pattern or Derived Theme Progression (DTP). Based on the related study above, there are similarities and differences. The similarities of this research with the related studies are this research focuses on writing ability and thematic progression. And the differences of this research with related study above, there are research design, kind of text, then related study applied to senior high school while this research applies to college.

Haigang Li (2011) conducted research entitled “ A Contrastive Analysis of Thematic Progression Patterns of English and Chinese Consecutive Interpretation Texts”. The objective of the research to present a contrastive analysis of the texts of consecutive interpretation in English and Chinese from the perspective of TP patterns. The source of the research was texts of consecutive interpretation (in English and Chinese) from wen premier press conference from 2008 to 2010. The design of the research was surveyed research. The result of the research was in the difference of TP patterns between source language texts and target language texts. English is far from Chinese in language feature. Chinese is often referred as topic-prominent language, whereas English is subject-prominent language. Therefore, theme may be different from rheme in description of same information in English

and Chinese. The Influence from particular translation form of consecutive interpretation and personal abilities of translators. Based on the related study above, there are similarities and differences. The similarities of this research with the related study are this research focuses on thematic progression and writing ability. And the differences of this research with related study above, there are research design and object of the research.

Pius Leza (2012) conducted research entitled “The Effect Of Theme And Rheme Technique And Achievement Motivation On Students’ Writing Competency At English Department Of The Faculty Of Teacher Training And Education Of Mahasaraswati University Denpasar”. The objective of the research to prove the effect of Theme and Rheme Technique and Achievement Motivation on Students’ Writing Competency. The subject of the research was the Fifth Semester Students of the Academic Year 2011/2012. The design of the research was quasi experimental. The results of the research were (1) there was a significant difference in writing competency between the students who are taught by using the Theme and Rheme technique and those who are taught by using Conventional technique. The mean score of the students who are taught by using Theme and Rheme technique was higher than the mean score of the students who are taught by using Conventional technique, (2) there was a significant interactional effect of the techniques of teaching writing (Theme and Rheme technique and Conventional technique) and the students’ achievement motivation in learning English on the students’ writing competency, (3) there was a significant difference in writing competency between the students with high achievement

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motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique, (4) there was a significant difference in writing achievement between the students with low achievement motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique, (5) there was a significant difference in writing competency between the students with high achievement motivation and those with low achievement motivation taught by using the Theme and Rheme technique, (6) there was a significant difference in writing achievement between the students with high achievement motivation and those with low achievement motivation taught by using the Conventional technique. Based on the related study above, there are similarities and differences. The similarities of this research with the related study are this research focuses on writing ability, object of the research, and also research design. And the differences of this research with related study above, there are place of the research and variable of the research.

Wei Jing (2015) conducted research entitled “Theme and Thematic Progression in English Writing Teaching”. The objective of the research to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. The subject of the research was Chinese EFL students. The design of the research was Experimental. The result of the research was an instructional package in T/TP for Chinese EFL students by examining theories in Systemic Functional Grammar and reviewing relevant literature. All of the activities in this instructional package are designed to build

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students' meta-knowledge of coherence and T/TP in order to give students moregrammatical resources to improve the coherence of their writing. Furthermore, these activities help students becomeaware of how information and ideas should flow in a text so that it could be easily understood by the reader. Inaddition, students would apprehend which T/TP patterns are valued in English writing. Finally, these activities providestudents with the opportunities to apply this knowledge to improve their own writing. Based on the related study above, there are similarities and differences. The similarities of this research with the related study are this research focuses on writing ability and also research design. And the differences of this research with related study above, there are objects of the research and the related studies used two variables while this research uses three variables.

Amalia Rahmawati (2016) conducted research entitled “Thematic Progression In Descriptive And Recount TextsWritten By Nursing Students”. The objective of the research to answer“(1) what is the thematic progression type that mostly usedin the texts written by the nursing students (2) how TP used by the nursing students (3) what are the differences between TP used in the descriptive text and recount text?”. The source of the data was the descriptive and recount texts written by nursingstudents. There were 50 texts, 25 descriptive texts and 25 recount texts. The design of the research was Survey. The results of the research were (1)The type of TP mostly used is Re iteration theme. (2)Most of the clauses in the texts use reiterationtheme. It means that the students always develop the previous theme. Their texts becomeeasy to be understood, butbecome the

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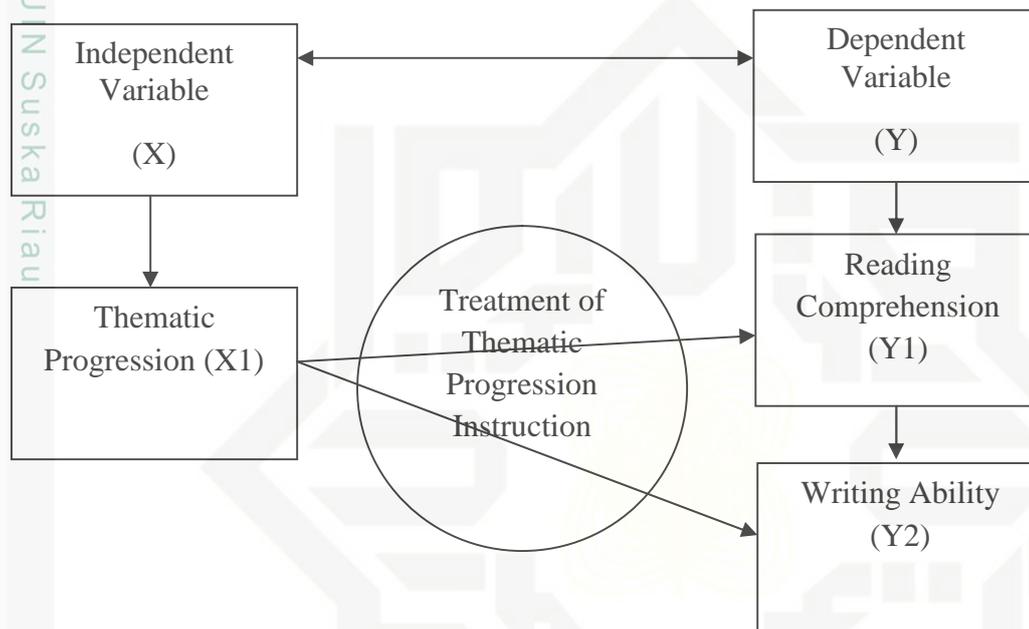
monotonous text. (3) In descriptive text, most of the clauses use re-iteration theme (66,4%). While in recount text, the reiteration theme is 43%, the zigzag theme is 54% and the rest is multiple theme. Based on the related study above, there are similarities and differences. The similarity of this research with the related study this research focuses on writing ability. And the differences of this research with related study above, there are objects of the research and research design.

Seyed Foad Ebrahimi and Seyed Jamal Ebrahimi (2014) conducted research entitled “Thematic Progression Patterns in the IELTS Task 2 Writing”. The objective of the research to investigate the thematic progression patterns in the Task 2, essays, of the writing section of the IELTS test. The source of the data was Task 2, essays, of the writing section of the IELTS test. The design of the research was Survey. The results of the research were thirty Task 2 essays with a score of 8 and 8.5 were selected. Based on the related study above, there are similarities and differences. The similarity of this research with the related study is this research focuses on writing ability. And the differences of this research with related study above, there are objects of the research and research design of the research.

II.6. Operational concepts and Indicators

This research was an experimental research which focused on gaining the effect of using Thematic Progression Instruction in reading and writing Argumentation text at the English Department of Islamic University of Riau. Therefore, in analyzing the problem in this research, there were 3 variables

identified. The first is using Thematic Progression. The second, the students' reading comprehension in argumentation text. The third is the students' ability in writing, argumentation text. The operational concept in this research can be seen in the figure below:



A. The indicators of using Thematic Progression Instruction are as follows:

- a. The teacher introduces to Theme/Rheme,
- b. The teacher introduces to thematic patterns
- c. The teacher discourses cohesion function of thematic progression and the relation between thematic progression pattern with discourse genre features.
- d. The teacher gives examples analysis to find out the guiding meaning of thematic progression to teaching practice.
- e. The teacher analyzes how to help students to use thematic progression to understand reading text from reading, teaching perspective, grasping discourse content from top to bottom.

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- f. The teacher arranges thematic progression to construct a discourse from the perspective of writing.
 - g. The teacher applicants to the students' writing.
- B. The indicators of students' comprehension in reading argumentation text are as follows:
- a. The students are able to identify the topic of the text
 - b. The students are able to identify the main idea of each paragraph
 - c. The students are able to identify the detailed information of the text
 - d. The students are able to identify references
 - e. The students are able to make inferences
 - f. The students are able to know the pattern of the paragraph
- C. The indicators of students' ability in writing argumentative text are as follows:
- a. The students are able to express their ideas in writing
 - b. The students are able to choose correct words
 - c. The students are able to write a correct grammar
 - d. The students are able to a correct punctuation
 - e. The students are able to use transition signals
 - f. The students are able to write a good cohesion
 - g. The students are able to write a good coherent.

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II.7. Assumption and Hypothesis

II.7.1. Assumption

Before formulating the hypothesis as the temporary answer to the problem, it is necessary to present some assumptions as follows:

- a. Using Thematic Progression can give effect on the students' reading comprehension.
- b. Using Thematic Progression can give effect on the students' writing ability.

II.7.2. Hypothesis

Ho1: There is no significant difference on students' reading comprehension, pre-test mean score between an experimental group and a control group.

Ha2 : There is a significant difference students' reading comprehension post-test mean score between an experimental group and a control group.

Ha3: There is a significant difference between pre-test mean score and post-test mean score of the students' reading comprehension in the experimental group.

Ha4: There is a significant difference between pre-test mean score and post-test mean score of the students' reading comprehension in the control group.

Ho5 : There is no significant difference of students' writing ability pre-test mean score between an experimental group and a control group.

Ha6 : There is a significant difference of students' writing ability post-test mean score between an experimental group and a control group.

Ha7 : There is a significant difference between pre-test mean score and post-test mean score of the students' writing ability in the experimental group.

Ha8 : There is a significant difference between pre-test mean score and post-test mean score of the students' writing ability in the control group.



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