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What is Thematic Progression in Students' Essay? Revision of Systematic Literature Review

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Abstract

This literature review looked at relevant research articles published in reputable journals from 2018 to 2022 to try to shed light on the areas: (1) Implications of using thematic progression pattern to improve the coherence and unity of student essays and (2) The effects of thematic problems using the thematic progression approach in the student's essay. Even though thematic progression has been studied a lot, it is still interesting to see how much scholars have looked into it, especially in the context of the second and foreign language. The previous studies had consistently confirmed the following results: (1) thematic progression contributes to the coherence and cohesion quality of student essays (2) problematic thematic progression in student essays includes the emergence of the brand-new theme, overuse of constant pattern, empty rheme or undeveloped rheme, double rheme, intervening material between rheme, incomplete of the clause, subsequent thematization, confusing selection of textual theme, empty themes, themes with undefined reference and thematization of rheme and lack of thematic progression & loosely thematic flow. for further research, other researcher can make a review article who emphasis on thematic progression in the aspect of various fields, genres of text or non-academic texts produced by students to look the cohesive and coherent aspects of the student's writing.

Keywords: Thematic Progression, Theme-Rheme, Thematic Pattern, Problem of Thematic Progression, Students' Essay.

Introduction

Writing is a great way for students to explore their thoughts and ideas because it is a cyclical process (Rofiah et al., 2021). The overall text's structure needs to be supported by several crucial parts if it is to be successful (Priyatmojo, 2021). If a text lacks consistency and the arrangement of concepts can pique the reader's interest, the text's construction is incomplete (Dewi, 2021).

In general, in written teachings, most teachers still use traditional ways based on their experience and knowledge that they have and more focused on the aspects of grammar,

punctuation, spelling although ignoring aspects of cohesion and coherence in essay writing (Purba et al., 2019; Saeed et al., 2021; Styani & Rodliyah, 2021). At the same time, students struggle with writing that isn't coherent and cohesive in sentences, paragraphs, and essays (Sri Yunita, 2018). Thought organization is the first step in producing quality written work. This occurs frequently among students' non-natives.

These non-native language students encounter several more challenging issues than do native language learners, particularly in writing. The students' poor subject knowledge, interference from their native tongue, poor grammar and vocabulary abilities, and poor text organization techniques could all be contributing factors to the issues (Hanh, 2021). However, they struggle to translate their native tongue into the target language and come up with ideas and organizing them logically (Gultom & Barus, 2017; Risdaneva & Dahliana, 2019; Sukawatie, 2018). Students may find it challenging to write coherently (Lestari et al., 2019). Despite this, many instructors continue to provide feedback on errors that occur below the phrase level, such as improper verb usage, lack of subject-verb agreement, etc. (Belmonte & Hidalgo, 1998; Risdaneva & Dahliana, 2019)

To help students improve their writing development, one solution is to look at how their writing progresses thematically. Based on a number of issues and problems arising on the use of traditional theories used in writing development texts, and the theory of Systemic Functional Linguistics (SFL) by Halliday (Halliday & Matthiessen, 2014) which emphasizes the theme and rheme structure with a combination of thematic progression approach that are seen as the best alternative methods (Dewi et al., 2019). Many research use this method, which has been proven to be effective in determining how information flows in students' essay. Islam et al (2022) also support that there is best method for assisting students in improving their writing is to examine how their writing progresses thematically. Using Halliday's (2014) thematic structure and theme progression approach, one can create a text that is both well-organized and meaningful (Susilowati et al., 2022).

This study sheds light on the central issues of thematic progression in students' essay. It reports the results of the literature review in response to the following questions: 1) How does thematic progression pattern contribute to the quality of coherence and cohesion of second languages and foreign languages students' essay? (2) How do thematic problems affect the thematic development in the student's essay?

Material and Methods

Identification

The systematic review process consists of three major phases in selecting several appropriate papers for this report. The first step is to recognise keywords and search for related, similar terms using the thesaurus, dictionaries, encyclopaedia, and previous research. As a result, after deciding on all relevant keywords, search strings for Scopus and Google Scholar (see Table 1) databases were created. The current study successfully retrieved 682 papers from databases in the first step of the systematic review process.

Table 1
The Search String

| | |
|-----------------------|---|
| Scopus | TITLE-ABS-KEY ("thematic progression") AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018)) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (SUBJAREA , "SOC")) AND (LIMIT-TO (LANGUAGE , "English")) AND (LIMIT-TO (SRCTYPE , "j")) |
| Google Scholar | https://scholar.google.com/scholar?q=allintitle%3A+thematic+progression&hl=en&as_sdt=0%2C5&as_ylo=2018&as_yhi=2022 |

Screening

Duplicate papers should be eliminated during the first stage of screening. The first phase eliminates 55 articles, while the second phase filters 457 articles based on the researcher's inclusion criteria and exceptions. The first criterion is a research article because it is the primary source of practical information. Exceptions from published studies in systemic revisions, revisions, meta-analysis, meta-synthesis, book series, books, chapters, and conference proceedings are also included. Furthermore, this review is limited to papers written in English. It is important to note that the table was chosen for a five-year period (2018-2022). In total, 457 publications were excluded based on specific criteria.

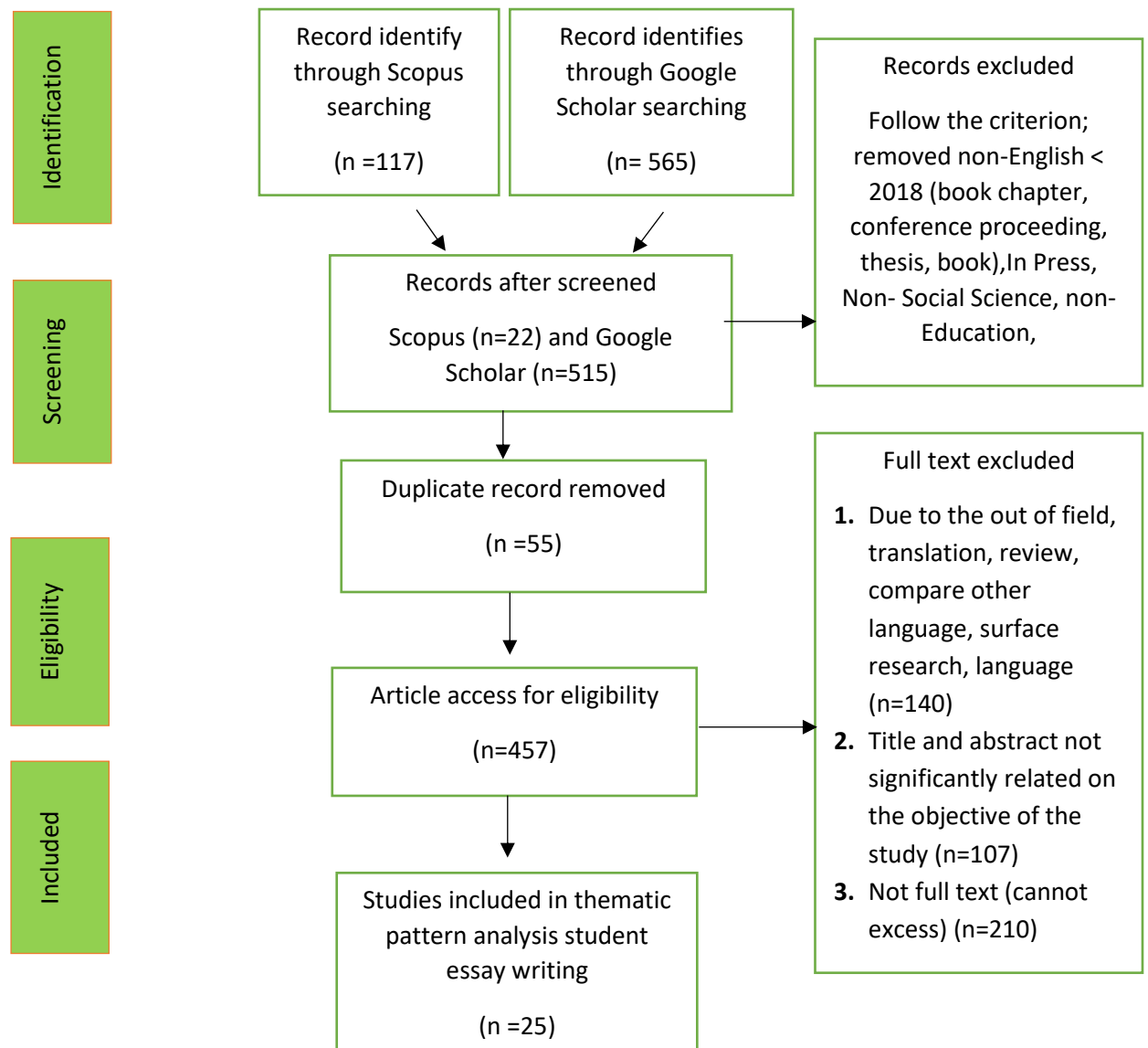


Figure 2. Flowchart according to the PRISMA declaration (Moher et al., 2009)

Eligibility

There are 25 articles ready for qualification, the third step in the process. All the headlines and the main content of the article have been thoroughly checked at this stage to ensure that the admission requirements are met and the study's purpose is in line with the current research. Other materials, such as those from non-academic sources (such as speeches or articles from newspapers or magazines), as well as those produced for academic purposes are not included in the four categories listed above (theses, dissertations, abstracts, proposals). It's time to go through the remaining 25 documents (see Fig. 2 and Table 3).

Table 3

The selection criterion is searching

| Criterion | Inclusion | Exclusion |
|-------------------|----------------------------------|---|
| Language | English | Non-English |
| Timeline | 2018-2022 | < 2018 |
| Literature type | Journal (only research articles) | Journal (review, book chapter, conference proceeding) |
| Publication Stage | Final | In Press |
| Subject Area | Social Science, Education | Non-Social Science, Education |

Data Abstraction and Analysis

In this study, one of the examination techniques used to analyze and synthesize the various research designs used (qualitative-quantitative, qualitative descriptive, and mixed methods) was an integrative analysis. This technique was performed, and it was one of the examination techniques used.

Result and Finding

Writing is one of the most significant challenges that people face when working on their language skills. The search strategies led to the extraction and examination of twenty-five different articles in two themes, first theme is Thematic Progression Pattern, and second theme is Problem of Thematic Progression. In this review, we looked at literature that had different types of essays, methodology, model, or theory that the authors had done their research.

Thematic Progression Pattern

Sulastri (2022) studies about how a Student Develops Paragraphs based on Thematic Progression. The writer found 24 paragraphs in the short story with three different types of thematic progression as suggested by (Paltridge, 2006). As a result of this study, we were able to determine and calculate the frequency of various types of thematic progression in student texts. They were theme reiteration, the zig-zag pattern and the multiple rheme pattern. From all paragraph exist, there was consisting of clause information in the form of question. Moreover, they had different frequencies which were reiteration theme (20,83%), Zig-zag pattern (12,50%), and Multiple-theme (66,67%). As the data showed, Multiple-theme progression was being the most dominant.

In contrast to the study that Jobar et al (2020) conducted, which looked at the thematic progression of the introductory unit of essay writing. Through this analysis of Mixed Thematic flows (16 paragraphs) is the most dominant, secondly the Linear Thematic flow. Other flows was found in this research is reiteration theme, change of rheme and change of theme of seven paragraphs. Besides that, a mixed thematic theme, a separate thematic theme, and an incarnate thematic theme are the three new patterns that have emerged as a result of this discovery. This finding goes beyond the Thematic flow suggested by (McCabe, 1999). Previous

researchers, such as (Asri, 2013; Jalilifar, 2010; Azlina, 2015), all discovered a variety of thematic patterns in their findings, which further lends credence to this assertion. This discovery as the beginning of a study focused on the construction structure of the paragraph unit in the essay. Thematic flow of non-native students in the construction's introductory paragraph has discovered that it does not follow the standards of correct writing but is more about the expression of mixed ideas in the method of information mapping.

Gunawan et al (2020) investigated the recount text of students with three levels of hearing impairment, namely low, moderate, and high, utilizing Eggins (2004) as their thematic progression. The prevalence of reiteration themes was 90%, followed by zigzag thematic patterns at 10%, and the development of multiple themes was not observed in this study. The tendency to systematize text has also been identified in student writing. Still, their hearing impairment hinders their ability to comprehend spoken language and subsequently to engage in writing activities. Yunita (2018) also utilised Eggins (2004) by examining three student levels. The findings revealed that the percentage of thematic pattern usage remained the most prevalent across all three levels, including high (68%), moderate (83.33%), and low (79.31%) levels. Nonetheless, all students were observed to use the remaining three pattern, including zigzag themes and various themes. In other words, thematic flow among students appears to be satisfactory.

Purba & Pasaribu (2021) was discovered that student essays in Students' Descriptive Text. The research shows that there are three main types of thematic progression: the Constant pattern, the Linear pattern, and the Split Rheme pattern. Most of the time, the Constant Pattern is used. It happened 271 times, which is 91.8% of all the times. The Linear Pattern is the second one. It happened 13 times, which is 4.4% of all the times. The Split Rheme Pattern is the last kind of theme. It happened 11 times, which is 3.8% of all the times.

Priangan et al (2020) have identified three thematic patterns using Paltridge (2000) to address the three thematic progression i.e the zigzag thematic pattern, the reiteration thematic pattern, and the double theme. The zigzag motif is utilised the most, 94 times compared to 81, and it is repeated 14 times. Other researcher, Sukawatie (2018) analyzed two of the twelve student texts based on by Martin and Rother in Paltridge theory to investigate the thematic flow of grade 3 students in WWW.THEWRITESOURCE.COM (2000). According to the findings, multiple themes predominate in students' thematic progression, followed by reiterations themes and zigzag themes. These findings appear to meet the requirement for good essay writing. Nonetheless, the small sample size and brief data findings make it difficult for readers or other researchers to comprehend the phenomenon and understanding of students in the same population.

Rahayu et al (2020) carried out a similar study with Indonesian students who were learning English using (Bloor and Bloor, 2004). There are three levels of achievement for students: low, medium, and high. According to data analysis, the reiteration theme dominated all three low levels (58%), moderate (69%), and increased (64%). The results for linear themes were seen as uneven across the three levels: low (42%), moderate (31%), and high (36%). Pasaribu et al (2019) then incorporate five narrative texts from HKBP Nommensen Medan University third-semester students. McCabe's model (1999) was used in the study. The researchers discovered two thematic patterns: the reiteration pattern and the zigzag pattern. This pattern, however, is not linear for text data A, B, C, D, and E. Text B follows a non-linear zigzag pattern, with the number of theme rhemes being 20 times less than the number of clauses. Data C contains 34 thematic patterns,

which are more important than the number of clauses. It is created in the form of a non-linear zigzag pattern. Data D is generated in the same manner as data C, with a non-linear zigzag pattern. The number of rheme themes exceeds the number of clauses, and the E data follows the same pattern as the data B, C, and D, i.e., a non-linear zigzag pattern. However, the number of reconstructions of the rheme theme is nearly equal to the number of clauses.

Sudiyono et al (2020) used the Danes (1974) case study research method in their study of narrative texts. This study's findings were seen as different from previous studies in terms of the number of linear thematic patterns that were the leading choice of students at 50%, followed by a reiteration theme of 39.60%, a split of rheme 4.42 percent, and a hyper-derivative theme of 3.90%. This result demonstrates that students' writing streams have good cohesion and coherence, as this zigzag pattern is perceived to be capable of creating structured new information (Sulastri, 2022)

Afterwards, Dewi et al (2019) studied thematic patterns for high, medium, and low levels of mastery using Bloor & Bloor (2013). Compared to linear and split themes, reiteration patterns were found to be the most prevalent for these three levels that was found. However, that high-level students used all three patterns in their texts more frequently than students at the intermediate and lower levels, who used only two of the three main patterns (reiteration and linear). All three patterns can be used, but overuse reiteration themes will reduce new information and inputs on the topic being discussed in the text, according to this study. Pangestu et al (2019) discovered thematic progression in students' texts at Batujajar, Indonesia. They were discovered for 75% of the total, while reiteration patterns accounted for 25%. These results provide a good new finding compared to other study findings. To summarise, the students' descriptive writing is consider good and satisfactory.

Utomo et al (2020) use Eggins (1994) with a qualitative research design and thematic progression to investigate high school descriptive texts (2004). In terms of common thematic patterns, reiteration themes found 32 times or 78 %; zigzag themes found 6 times or 15%, and multiple themes found 3 times or 7% of the total. In other study, Darmila et al (2020) used Eggins to conduct a discussion text study on Padang State University students 2004. Among the 222 patterns examined in this text study, the thematic pattern of reiteration patterns dominated student writing text, followed by linear themes 168 times used, and themes derived 21 times. Many teachers believe that the writing of their students lacks depth in terms of new information and logical arguments. The use of thematic patterns in this issue suggests that students have planned how they will construct their text writing (Eggins, 2004).

Williyan et al (2019) used Eggins (2004) to analyze the exposition text. The study investigated the phenomenon of three student skill levels, namely high, medium, and low. According to the data, high and medium-level students used all three main patterns, whereas primary students used only two main patterns, namely the reiteration pattern and the zigzag theme. However, data on medium-level students is still lacking in terms of overuse constant pattern when compared to high and lower-level students. Syharizal et al (2018) had used five IKIP Siliwangi data samples to identify Cimahi students based on (Bloor and Bloor, 2004). The research discovered some thematic progression in

student writing. Nonetheless, only one text had thematic progression with derived themes, while the other two texts had constant theme patterns, linear patterns, and split themes. Following that, text 5 only had a constant theme and linear themes. This student stream can still be improved to assist students in achieving better thematic progression.

Following a comparison of thematic structure and developmental studies between English and Indonesian in exposition texts by UPI degree students by Undayasari & Saleh (2018), it was discovered that all thematic progression introduced by Eggins (2004) were used in English and Indonesian expositions. However, this study does not reveal the use of dominant thematic developments in depth, but the significance of each pattern is explained to demonstrate that each pattern has its own role.

Thematic progression as defined by Sukawatie (2018) refers to the way in which Themes continuously pick up information from the text and repeat it in some way so that readers are always aware of among other things, what the key concepts are and how they are being developed. When we use Danes' (1974) concept of thematic progression, we can see how a piece of writing as a whole is organised, which helps writers examine the individual sentences and the connections between them later on. Deductive thinking can be seen in the progression patterns, where a Theme is continually expanded with relevant information.

Purba et al (2019) used Eggins (2004) to identify thematic patterns and thematic progression selection factors used by students in their study of rheme themes and thematic progression in the recount text of eighth-graders at SMP RK Budi Pematangsiantar. At the same time, the study used an interactive technique model developed by Miles et al (2014) to collect data via interview instruments. In addition to descriptive research. The results of the analysis revealed two thematic patterns is reiteration theme patterns and zigzag or linear theme patterns. This study was seen to state only thematic patterns that had been identified without going into detail about the frequency of use of the pattern. It is critical to recognise thematic progression trends in students' texts and assist them in changing to a more systematic writing style.

Problem of Thematic Progression

Thematic progression was also discovered in Keskin & Demir (2021) which provides the most frequently used thematic progression patterns proposed by Danes (1974), as well as the most common problem that arises from the misuse of Theme and Rheme in Turkish EFL students' written texts. According to the findings, the majority of ELT students used reiteration themes, linear themes, and split themes, whereas PCG students used reiteration themes, linear themes, and derived hyperthematic themes. Thematic issues discovered include Brand-New Theme, empty rheme, intervening material between rheme and subsequent thematization, overuse of reiteration themes, undefined reference themes, and empty themes. One of the most common causes has been identified as failing to indicate when to move on to the next theme. This makes it difficult for the reader to understand the author's point. In all four patterns, ELT students' thematic patterns were more detected than PCG students.

Islam et al (2022) focused on the realization of thematic progression, the problems associated with thematic progression, and the coherence of English undergraduate students' essays in one of Lubuklinggau's private universities. Eggins (2004) was used to analyze thematic patterns, and McCabe (1999) was used to identify new thematic progression

problems. This study found that students recognized thematic progression patterns in their writing even though they lacked proper thematic progression insight. The students used theme reiteration, zigzag, multiple rhemes, and split themes in their work. Otherwise, McCabe (1999) is used in this study to identify new thematic progression problems. Other instruments, such as interview protocols, are included in this qualitative descriptive study. The analysis discovered several issues with the essay's writing, including a brand-new theme, an empty rheme, an incomplete clause, and confusion in the textual theme section. The Brand- New theme contains data that is unrelated to the previous clause. To summarize, they lack a theoretical understanding of thematic progression.

In conversely to the Pavavijarn (2022) research, which examined the influence of thematic development in determining the quality of argument writing by focusing on differences between low-score and high-score essays. A total of 22 essays on various topics were gathered. This research based on Danes' (1974) thematic pattern model and the findings discovered two dominant patterns: a constant theme and hyperteme. At the same time, the study identifies thematic issues that exist between new themes and rheumatization. The frequency of use of constant themes and hyperteme in high-score text compared to low-score text that shows more flaws or thematic problems than the patterns outlined in the Danes (1974). This study identifies the thematic progression characteristics that should be present in every quality argument essay writing and the thematic flow that every student should avoid.

Next, Thang & Tam (2020) employed the McCabe model to conduct a quantitative and qualitative case study on online student writing assignments (1999). A thematic pattern of repetition was observed to dominate its use by 64 (42.7 percent), the theme by 40 (26.7%), the split rheme by 36 (24.0 percent), the split theme by 5 (3.3 percent), and the derived hyper theme by 5 (3.3 percent) (3.3 percent). Several issues have been identified, including the absence of thematic flow when clauses are unrelated and the inappropriate selection of themes and placement of the theme rheme.

Another study that touched on IELTS test essays by Trung & Hoa (2018) based on McCarthy (1991), which is a linear theme, reiteration theme, and obtained using qualitative and quantitative methods using 20 student writing samples. The study's results found that linear themes achieved 46.60% compared to reiteration themes of 36.70% and derived themes of 16.70%. Overall, the findings of this study suggest that there are thematic progression in student writing because students can achieve all thematic developments found in the text. Besides that, some thematic problems are found in this study; among them are the overuse of constant themes and subsequent thematization.

Risdaneva & Dahliana (2019) have investigated the thematic development of Aceh students' text-writing production. According to this study, student discovery involved three thematic patterns: constant, linear, and multiple themes. Still, students were deemed incapable of constructing ideas logically, as outlined in thematic progression. In addition, the researchers enumerated some of the students' thematic development issues that should be noted, such as the brand-new theme, an empty rheme, or an undeveloped rheme. It does not appear that the construction of text containing logical, cohesive, and coherent elements has yet met the requirements of the desired thematic pattern.

Williyan et al (2019) investigated "Thematic Development Implementation in Exhibition Text by EFL Students." The study is based on Eggins' (2004) theory and examines three levels of text writing skills, namely high, medium, and low. Students from these three levels used

three main thematic patterns, namely repetition patterns and zigzag patterns, in their thematic progression. Nonetheless, lower-level students' writing is perceived as lacking in variety, while medium-level students' writing contains excessive repetition patterns. Finally, the student's text of high efficiency appears to have met the criteria of systematic writing text and reached the level of micro-coherence.

A study in the text recounted by Priyatmojo (2021) discovered reiteration thematic patterns, zigzags, and multiple thematic patterns. Eggin's theory was applied in the research (2004). The number of clauses in each flow is regarded as non-uniform. This implies that many clauses are unrelated to one another because a new theme is introduced at the beginning of the clause and elements of cohesion and coherence are lost in the text. Furthermore, students frequently present some new themes at the beginning of the clause with no connection to other provisions, as well as violate well-marked text patterns. In other words, the majority of the story text produced by students is incoherent.

TABLE 4

The research article's findings are based on the proposed search criterion

| No | Authors | Title | Year | TP Theory or Model | Type of Essay | Methodology | | | Description |
|----|--|---|------|--------------------|---------------|-------------|----|----|----------------------------|
| | | | | | | QL | QT | MM | |
| 1 | Sudthida Pavavijarn | Influence of Thematic Progression on Quality of EFL Argumentative Writing | 2022 | Danes (1974) | Argumentative | / | | | |
| 2 | Siti Sulastri | How A Student Develops Paragraphs: A Thematic Progression Analysis of Student Works On Short Story | 2022 | Paltridge (2006) | Short Story | / | | | Qualitative descriptive |
| 3 | Maharani Robiatul Islam, Dwi Rukmini, Sri Wuli Fitriati | The Realization of Thematic Progression in the Essays of English Undergraduate Students | 2022 | Eggin (2004) | Argumentative | / | | | Written discourse analysis |
| 4 | Grace Purba, Arsen Nahum Pasaribu | Thematic Progression in Students' Descriptive Text | 2021 | Eggin (2004) | Descriptive | / | | | |
| 5 | Dilara Keskin Buse, Dilara Kocbas Demir | The Role of Theme and Rheme in Thematic Progression Patterns in English Argumentative Essays by Turkish University Students | 2021 | Danes (1974) | Argumentative | / | | | Discourse analysis |
| 6 | Arif Suryo Priyatmojo | Cohesion and Coherence of Students' Recount Texts in Indonesia | 2021 | Eggin (2004) | Recount | / | | | Qualitative descriptive |
| 7 | Wawan Gunawan, Yanty Wirza, Nici Azhari Holik | Textual Construction of the Hearing-Impaired Students' Recount Texts: A Case of Students with | 2020 | Eggin (2004) | Recount | / | | | Qualitative descriptive |

| | | | | | | | | | |
|-----|---|--|------|----------------------|---------------|---|--|---|--------------------------------------|
| | | Special Needs in Writing to Mean | | | | | | | |
| 8 | Sudiyono, Hendra Husnussalam, Silpia Rahayu | Analisis Thematic Progression Dalam Teks Naratif Mahasiswa di Program Studi Pendidikan Bahasa Inggris Semester Genap Tahun Akademik 2018/2019 IKIP Siliwangi Bangi | 2020 | Danes (1974) | Naratif | / | | | Qualitative descriptive (case study) |
| 9 | Nguyen Van Thang, Nguyen Thi Minh Tam | The realization of Thematic Progression in Online IELTS Writing Task 2 Samples in An English-learning Website: A Case Study | 2020 | McCabe (1999) | Essay | | | / | |
| 10. | Aulia Priangan, Murshod Saleh, Dwi Rukmini | Cohesion and Coherence in Undergraduate Students' Argumentative Essays | 2020 | Thonbury (2005) | Argumentative | / | | | Discourse analysis |
| 11 | Arif Budi Utomo Abdul Kodir Albaekani, Muhammad Reza Pahlevi | Thematic Progression of Students' Writing Descriptive Text in Junior High School | 2020 | Eggins (2004) | Descriptive | / | | | |
| 12 | Aan Ramadhansyah Rahayu, Ekaning Krisnawati Ypsi Soeria | Theme and Thematic Progression in Narrative Texts of Indonesian EFL Learners | 2020 | Bloor & Bloor (2004) | Narrative | / | | | Qualitative descriptive |
| 13 | Norfaizah Abdul Jobar, Aireen Aina Bahari, | Aliran Tematik dalam Pendahuluan Penulisan Karangan Murid Bukan | 2020 | McCabe (1999) | Essay | / | | | Qualitative descriptive |

| | | | | | | | | | |
|----|--|---|------|----------------------|-------------|---|--|--|---|
| | Abdul Rasid Jamian, Nur Farahkhanna Mohd, Rusli | Penutur Jati | | | | | | | |
| 14 | Risdaneva, Syarifah Dahliana | Thematic Progression in Acehese EFL Learner-Produced Texts | 2019 | Eggin (2004) | Essay | / | | | |
| 15 | Rice Tri Darmila, Hermawati Syrif, Zul Amri | Thematic Progression in Students' Discussion Essays of Undergraduate English Education Program at Universitas Negeri Padang | 2019 | Eggin (1994) | Essay | / | | | Qualitative descriptive |
| 16 | Mega Wati Dewi, Khauriena Fratami Hernawan, Yanuarti Apsari | Thematic Progression in Students' Descriptive Texts | 2019 | Bloor & Bloor (2013) | Descriptive | / | | | Qualitative descriptive (descriptive study) |
| 17 | Galih Pangestu, Ervina Dwita Harvian, Dasep Suprijadi | Thematic Progression in Students' Descriptive Text | 2019 | Eggin (2004) | Descriptive | / | | | Qualitative descriptive |
| 18 | Arsen Nahum Pasaribu, Tiara K. Pasaribu Sarma | Thematic Progression of Students' Narrative Writing | 2019 | McCabe (1999) | Narrative | / | | | Qualitative descriptive |
| 19 | Aldha Williyanto, Djoko Sutopo Widhiyanto | The Implementation of Thematic Development in Exposition Texts by EFL Learners | 2019 | Eggin (2004) | Exposition | | | | |

| | | | | | | | | | |
|----|--|--|------|----------------------|---------------|---|---|--|-------------------------------------|
| 20 | Trisnendri Syhariza, Leilani Fitriani, Nida Anggraeni | Thematic Progression Analysis of Students' Writing | 2018 | Bloor & Bloor (2004) | Essay | / | | | |
| 21 | Sri Yunita | Theme and Thematic Progression in Students' Recount Texts | 2018 | Eggin (2004) | Recount | / | | | Qualitative descriptive |
| 22 | Nguyen Thi Trung, Nguyen Thi Quynh Hoa | An Analysis of Thematic Progression Strategies in Academic IELTS Sample Essays | 2018 | McCarthy (1991) | Argumentative | | / | | |
| 23 | Lia Elyani Sukawatie | Thematic Progression on Third Grade Students' Writing in WWW.THEWRITESOURCE.COM | 2018 | Paltridge (2006) | Persuasive | / | | | |
| 24 | Dwi Undayasari, Murshid Saleh | Comparison of Thematic Structure and Progression between English and Indonesian Exposition Texts Written by Undergraduate Students of UPI (Rhetorical Study) | 2018 | Eggin (1994, 2004) | Exposition | / | | | Qualitative descriptive |
| 25 | Daimond Primo Philipus Purba, Siti Aisah Ginting, Fahri Haswani | Thematic Progression in Recount Text Written by The Eight Grade Students | 2018 | Eggin (2004) | Recount | / | | | A qualitative and descriptive study |

Qualitative- QL; Quantitative-QT; Mixed Method-MM

Discussion

To provide an answer to the first research question, it should be noted that reiteration or a constant thematic pattern continues to have the highest frequency when compared to other patterns in 15 of the 25 articles. This demonstrates that students' writing skills need to be improved in order for them to write in accordance with the sequential flow of information and comprehend the appropriate writing rules in order for them to produce excellent writing. The constant thematic progression pattern is the most important strategy for maintaining the reader's attention, helps students maintain the focus of the arguments (Undayasari & Saleh, 2018). This pattern describes how a writer directly repeats the theme from the previous theme (Islam et al., 2022). The overuse of the constant progression pattern makes the text appear simple, repetitive, and redundant like a list, the writer is unable to go further to the ideas introduced in the text (Trung & Hoa, 2018). His style of writing could cause-effect to the boring readers, as the point is repeated and the existence of non-required description or overwritten (Williyan et al., 2019). This pattern is not much realized to a great extent in the essays. This is probably because the overuse of this pattern prevents the writer from going further to the ideas introduced in the text (Belmonte & McCabe, 1998). This pattern is used frequently because it is pretty to use. This is accomplished by repeating themes from the clause that came before it.

The second most common pattern is a linear or zig-zag. This zigzag pattern achieves text cohesion by building on newly introduced information. This gives the text a sense of cumulative development that may be lacking in the repeated Thematic Pattern (Sulastri, 2022; Thang & Tam, 2020). This pattern is a logical way of creating cohesion in the text by building on newly introduced information (Utomo et al., 2020). However, aside from reiteration and linear patterns, few other patterns were discovered. Multiple themes, multiple rhemes, and other patterns can have a strong writing impact on coherent and cohesion in writing. In Islam et al (2022) writing essays that have used different types of thematic progression will be more coherent because they do not focus on only one pattern in a text. Based on the Table 5, the diversity of thematic developments has been applied in their writing and it is proven that the writing of these students meets the organizational aspects of the text, the connectivity of arguments and the accompanying reasons of the essays, contributing to argument quality, could focus on the subject matter and add depth as well as breadth to a topic, moving the discussion forward and achieving the purposes of the writing (Pavavijarn, 2022).

To respond to the second objective, the thematic progression problems listed in previous studies (Refer on Table 6) can be used as a guideline to assist other researchers in referring and knowing where students' writing weaknesses are. At the same time, teachers can also assist students in building better writing using thematic developments according to thematic patterns research that have been introduced by field experts or well-known model pioneers such as Danes, Eggins, Bloor and Bloor, Paltridge, McCabe and many others (Refer on Table 4). With the identification of this problem, the teacher can build a more effective writing teaching strategy using the theory and approach of study in this area (Priyatmojo, 2021).

Thematic flow analysis can help a teacher explain something to a student who is struggling with their writing. Using the Theme-Rheme elements in writing activities could also help teachers and students figure out what works and what doesn't in the writing. Teachers can teach students by showing them how information mapping is made by using parts of

theme rheme. Students also need to learn how to connect ideas in the best way. From every point of view, this kind of teaching or method can make essays better. The results of this study should lead to better ways of teaching and learning how to write essays. In this situation, the way teachers teach essay writing should change along with how well their students write. So, the student should focus on the discourse as the main way to improve his or her writing skills.

TABLE 5

Summary Thematic Progression Pattern from the result and findings of previous research: Dominant pattern

| No. article | Author Name | Year | Reiteration / constant | Linear (zigzag)/ Simple Linear | Zigzag non-linear | Multiple Theme | Multiple Rheme | Split Rheme | Split Theme | Hyper theme | Derived Theme/ Hyper theme | Other TP/ New TP Pattern |
|-------------|--|------|------------------------|--------------------------------|-------------------|----------------|----------------|-------------|-------------|-------------|----------------------------|--------------------------|
| 1 | Sudthida Pavavijarn | 2022 | // | / | | | | / | | / | | |
| 2 | Siti Sulastri | 2022 | / | / | | | // | | | | | |
| 3 | Maharani Robiatul Islam, Dwi Rukmini, Sri Wuli Fitriati | 2022 | / | // | | | / | | / | | | |
| 4 | Grace Purba, Arsen Nahum Pasaribu | 2021 | // | / | / | | | | | | | |
| 5 | Dilara Keskin Bunser, Dilara Kocbas Demir | 2021 | // | / | | | | | | / | / | |
| 6 | Arif Suryo Priyatmojo | 2021 | // | / | | / | | | | | | |
| 7 | Wawan Gunawan, Yanty Wirza, Nici Azhari Holik | 2020 | // | / | | / | | | | | | |
| 8 | Sudiyono, Hendra Husnussalam, Silpia Rahayu | 2020 | / | // | | | | / | | | / | |
| 9 | Norfaizah Abdul Jobar, Aireen Aina Bahari, Abdul Rasid Jamian, Nur Farahkhanna Mohd, Rusli | 2020 | / | // | | | | / | / | | | / |
| 10 | Nguyen Van Thang, Nguyen Thi Minh Tam | 2020 | / | // | | | | / | / | | / | |
| 11 | Aulia Priangan, Murshod Saleh, Dwi Rukmini | 2020 | / | // | | / | | | | | | |
| 12 | Arif Budi Utomo Abdul Kodir Albaekani, Muhammad Reza Pahlevi | 2020 | // | / | | / | | | | | | |
| 13 | Aan Ramadhansyah Rahayu, Ekaning Krisnawati Ypsi Soeria | 2020 | // | / | | | | | | | | |
| 14 | Risdaneva, Syarifah Dahliana | 2019 | // | / | | / | | | | | | |
| 15 | Rice Tri Darmila, Hermawati Syrif, Zul Amri | 2019 | // | / | | | | | | | / | |

| | | | | | | | | | | | | |
|---|--|------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 16 | Mega Wati Dewi, Khauriena Fratami Hernawan, Yanuarti Apsari | 2019 | // | / | | | | | / | | | |
| 17 | Galih Pangestu, Ervina Dwita Harvian, Dasep Suprijadi | 2019 | / | // | | | | | | | | |
| 18 | Arsen Nahum Pasaribu, Tiara K. Pasaribu Sarma | 2019 | / | | // | | | | | | | |
| 19 | Aldha Williyani, Djoko Sutopo Widhiyanto | 2019 | // | / | | | / | | | | | |
| 20 | Trisnendri Syhariza, Leilani Fitriani, Nida Anggraeni | 2018 | // | / | | | | | / | | / | |
| 21 | Sri Yunita | 2018 | // | / | | / | | | | | | |
| 22 | Nguyen Thi Trung, Nguyen Thi Quynh Hoa | 2018 | / | // | | | | | | | / | |
| 23 | Lia Elyani Sukawatie | 2018 | / | / | | // | | | | | | |
| 24 | Dwi Undayasari, Murshid Saleh | 2018 | // | // | | | | | | | | |
| 25 | Daimond Primo Philippus Purba, Siti Aisah Ginting, Fahri Haswani | 2018 | // | // | | | | | | | | |
| Total of thematic progression pattern usage | | | 24 | 24 | 2 | 7 | 3 | 3 | 4 | 2 | 6 | 1 |
| Total of dominant thematic progression pattern | | | 15 | 8 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |

TABLE 6

Summary Thematic Progression' Problem from the result and finding research

| No. article | Author Name | Year | Brand New Theme | Overuse Constant | Empty Rheme / undeveloped rheme | Double Rheme | Intervening material between rheme | Incomplete clause | Lack of Thematic Progression & Loosely Thematic Flow | Subsequent thematization | Confusing Selection of Textual Theme | Empty Themes | Themes with undefined reference | Thematization of rheme |
|--------------|--|------|-----------------|------------------|---------------------------------|--------------|------------------------------------|-------------------|--|--------------------------|--------------------------------------|--------------|---------------------------------|------------------------|
| 1 | Sudthida Pavavijarn | 2022 | / | | | / | | | | | | | | / |
| 3 | Maharani Robiatul Islam, Dwi Rukmini, Sri Wuli Fitriati | 2022 | / | | / | | | / | | | / | | | |
| 5 | Dilara Keskin Bunse, Dilara Kocbas Demir | 2021 | / | / | / | | / | | | / | | / | / | |
| 10 | Nguyen Van Thang, Nguyen Thi Minh Tam | 2020 | | | | | | | / | | | | | |
| 12 | Arif Budi Utomo Abdul Kodir Albaekani, Muhammad Reza Pahlevi | 2020 | / | | | | | / | / | | | | | |
| 14 | Risdaneva, Syarifah Dahliana | 2019 | / | | / | | | | | | | | | |
| 19 | Aldha Williyen, Djoko Sutopo Widhiyanto | 2019 | | / | | | | | | | | | | |
| 22 | Nguyen Thi Trung, Nguyen Thi Quynh Hoa | 2018 | | / | | | | | | / | | | | |
| Total | | | 5 | 3 | 3 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 1 |

Conclusion

The study presents a collection of studies that emphasise Thematic Progression approaches in Systemic Functional Linguistic (SFL) and provide an overview of previous researchers' findings in analysing students' written texts. Previous studies have examined the impact of thematic progression on the coherence and appropriateness of students' writing as well as how it can help with writing issues. Several studies have also discussed some thematic progression issues that are the root causes of less structured thematic trends, and logical processing of ideas is also not used correctly. In general, the authors of this study demonstrate that students can write essays with a strong idea flow if they follow the proper procedures. The intertwining of ideas will create cohesion and coherence in the writing of essays. (Pavavijarn, 2022; Priangan et al., 2020).

This study will add to the body of knowledge in the field of discourse, particularly in thematic progression, where this approach is seen as forming a solid text organisation by building the cohesion and coherence of ideas. Furthermore, the study included the overall methodology as well as the theories and models used to analyse thematic development patterns in order to solve the problems and issues encountered by the students. Furthermore, the thematic progression pattern aids in making an argument more distinct or convincing (Keskin & Demir, 2021).

However, this research does not discuss the application studies of thematic progression in the classroom from the pedagogical perspective of writing instruction. The study focuses on identifying early solutions before teachers reapply them in their daily instruction. For further research, other researcher can make a review article who emphasis on thematic progression in the aspect of various fields, genres of text or non-academic texts produced by students to look the cohesive and coherent aspects of the student's writing.

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