

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the literature that will be used by the researcher in this research project will be explained in details. The literatures are the process of teaching writing, what makes good writing, the notion of essay, kinds of essay, the process of writing an essay, definition of theme and rheme, kinds of themes, and thematic progression.

2.1 Process of Teaching Writing

Writing is one of the productive skills besides speaking. Writing is kinds of productive skills but it is different from teaching speaking. In speaking, students are able to interact successfully with other speakers and students are able to produce language accurately and fluently enough for the listener (Lindsay & Knight, 2006:60). It means that speaking involves putting together a combination of sounds in a particular order to form words, phrases, and sentences to make interaction with other speakers with accurately and fluently. Meanwhile, in writing, students are able to put together combination of letters rather than sounds to form words, phrases, clauses, and sentences, and put sentences together to make a coherent text (Lindsay & Knight, 2006:85). Therefore, the process of teaching speaking and teaching writing is different.

There are three processes of teaching writing. Based on Lindsay & Knight (2006:95) the process of teaching writing is divided into three stages:

1. Pre – Writing Stage

In this stage, the teachers or lecturers set the task. Based on Harmer (2001:268) for the teachers or lecturers can do some activities such as:

a. Choose an interesting topic.

It is important for the teachers or lecturers to try and find the type of tasks and the topic material which will engage the students. To find an appropriate topic with the students, teachers or lecturers can interview, make a questionnaire, or observe their students related to their favorite topic.

b. Create interesting topic

The teachers or lecturers can create interest topic by talking about the topic and communicating enthusiasm or can ask the students about their opinion related to the topic.

c. Activate schemata

Although the students are now interested in a topic, they still find difficulty in unfamiliar genres of the task. Therefore, teachers or lecturers can show them examples of typical letters written.

d. Vary topics and genres

It is important that teachers or lecturers are not only applying the activity that they ask the students to be involved in.

Teachers or lecturer can offer the several of the topics in order to provide the variety of interests within the class.

e. Provide necessary information

In order to achieve success, teachers or lecturers give the information to their students before they start to write.

2. Writing Stage

In this stage, teachers or lecturers should monitor and also give advice and feedback to their students when their students writing their task. At the same time, teachers should let their students work as independently as possible.

3. Post – writing stage

When students share or display their finished work, the teachers or lecturers can do follow – up work.

2.2What Makes Good Writing?

Writing is an important thing of communication; it is probably the skill that is most needed in academic communities. Writing is needed such as students at English Department. The students need to learn about the writing in order to make good writing of their project.

Good writing can be seen from the organization of the text and also from the cohesion and the coherence. According to Harmer (2001:246) coherent writing makes sense because you can follow the sequence of ideas and points. In the other words, coherent means that the unity of the ideas in the text which can make the readers easily to comprehend the text. Harmer (2001:246) also said that cohesion

is a more technical matter since it is here that we concentrate on the various linguistic ways of connecting ideas across phrases and sentences. It means that cohesion is more related to some language features such as pronouns, lexical repetition, and synonym or various linkers in order to the ideas become organized.

Therefore, the organization of the ideas of the text can make the text become good writing. The organization of the ideas can show that the text is coherent and cohesive.

2.2.1 Definition of Cohesion

Cohesion, as defined earlier, is a more technical matter since it is here that we concentrate on the various linguistic ways of connecting ideas across phrases and sentences (Harmer, 2001:246). It means that cohesion is a set of linguistic devices which connect the ideas in order to become semantic logically. The most commonly cohesive devices is provided by Halliday and Hasan (1985) and they are reference, substitution ellipsis, conjunction, and lexical cohesion (all the examples used below are taken from Halliday and Hasan (1985)).

a. Reference

Reference is one of the items in the English language. Halliday and Hasan (1985:31) stated that "instead of being interpreted semantically on their own right, they make reference to something else for their interpretation". For example: *Three blind mice, three blind mice. See how they run! See how they run!*. The pronoun “**they**” in example is reference and it refers back to the blind mice. Halliday and Hasan (1985:56) divided the reference into three types:

b. Conjunction

Halliday and Hasan (1985:226) said that the final type of cohesive device is conjunction. Conjunction is one of grammar that links the ideas logically. By using appropriate conjunction, the readers will be easy to comprehend the text

c. Ellipsis

Ellipsis is omitting part of sentences on the assumption that an earlier sentence will make the meaning clear. There are three types of ellipsis, depending on the syntactic category of the presupposed elements:

- a. Nominal ellipsis occurs when a noun or a noun phrase is presupposed, as shown below:

These are my two cats. I used to have four. The word "cats" has been omitted and can be easily understood or recovered from the context.

- b. Clausal ellipsis occurs when both a noun or a noun phrase and a verb, or at least part of a verb phrase, is omitted. It is mostly seen in dialogue yes/no questions.

- c. Verbal ellipsis occurs where a verb phrase is presupposed. For example:

Teacher: Have you done the homework?

John: yes, I have. John's answer is elliptical in the sense that done the homework is understood.

d. Substitution

This type of cohesion refers to the replacement of one word or phrase with another. It is a relation in the wording rather than in the meaning.

There are three types of substitution. These are nominal, verbal and clausal substitution

e. Lexical item

Lexical cohesion occurs when two elements relate semantically in some way. Types of lexical cohesion are: reiteration (including repetition, synonym; words of almost the same meaning, e.g. commonly, popularly, and antonym; the relation of semantic contrast, e.g. high. low), hyponymy; the semantic relation between a more general expression and related specific relations, e.g. cigarettes/cigars, and collocation (including all items in the text that are semantically related). These cohesive devices, according to Halliday and Hasan (1976:10), provide continuity from one sentence to another and make practical the description and analysis of texts.

2.2.2 Definition of Coherence

Coherence refers to the functioning of the text as a unified whole.

Moreover, coherence refers to the sense of the readers of the text because they can follow the sequence of ideas and points. (Harmer:2001). It means that he readers will be easy to catch what the meaning of the text because the ideas of the text are constructed logically, it means that between one sentence and other sentences support each other.

2.3 The Notion of Essay

According to Folse and Elena (2002:1) the essays are everywhere-in books, magazines, newspaper, and other printed material. An essay is a short collection of paragraphs that presents facts, opinions, and ideas on a topic.

An essay consists of three main sections; the opening paragraph, the development or body of the essay, and the conclusion (Shiach, 2007: 6). Shiach (2007) said that the opening paragraph or introductory paragraph is the paragraph that can catch the readers' interest. It means that the opening paragraph is important because it can determine whether the readers want to continue to read or not. There is an important thing in writing the opening paragraph. That is a thesis statement. The thesis statement is a statement that provides the subject and overall opinion of the essay. Thesis statement must be putted in the opening paragraph. There are the major reasons in the thesis statement which each reason will be developed in the body of the essay. Thesis statement needs some background information.

Development or the body of essay is called the support paragraphs of the essay. In the other words, some paragraphs support the thesis statement. Each body paragraph includes topic sentence or support of the thesis, integrated concrete details/examples, explanation of detail or examples, and concluding sentence.

Shiach (2007:43) stated that the function of concluding paragraph is to round off the essay appropriately. It means that it is kind of summarizing the essay. Darwish & Aatty said that the concluding paragraph should include some

things; (1) an allusion to the pattern used in the introductory paragraph (2) a restatement of the thesis statement, using some of the original language or language that "echoes" the original language. (The restatement, however, must not be a duplicate thesis statement.), (3) a summary of the three main points of the body of the paper. (4) A final statement that gives the reader signals that the discussion has come to an end.

2.3.1 Kinds of Essay

There are many different ways to write an essay. It is based on the topic of the essay and the kind of essay that presents the topic in the best way. There are eight kinds of essay based on Darwish & Aatty; definition essay, classification essay, description essay, compare and contrast essay, sequence essay, choice essay, and explanation essay. Each kind of essay will be discussed below.

a. Definition essay

A definition essay is writing that explains what a term means. It means that definition essay is talking about what it is.

b. Classification essay

A classification essay is essay that separate things or ideas into specific categories and discuss each of them. Organizing this essay is by defining each classification and by giving examples of each type.

c. Description essay

In a description essay, the writers write about what a person, place, or thing is like. It means that essay describes about the physical appearance of a thing, person, or place. The generic structure of this essay is an identification and description.

Identification is putted in the first paragraph, or called introductory paragraph. This paragraph will identify the certain object. The second structure is description. Description structure can be divided into some paragraphs based on the topic. Description structure describes about what the object is look like. It can be about the characteristic object, part of an object or the quality of the object.

d. Compare and Contrast essay

In a compare and contrast essay, the writers compare and contrast things. The subjects in this essay are two ideas that are related in some way. This essay can focus on the similarities between the two things, the differences, or on both the similarities and the differences. The goal of this essay is to show readers how these subjects are similar or different, what their strengths and weaknesses are; or what the advantages and disadvantages are.

One of the ways to show similarities and differences is by using comparison and contrast signals. The chart below shows some of the most common sentence patterns for comparison and contrast.

Table 2.1 Comparison signals (Folse & Elena, 2002)

Alike	Tina and John are alike in severalmways.
And...too	Tina sings beautifully, and Andi does, too .
As....as	The Bag as expensive as the book
Both...and	Both Egypt and Kenya are in Africa.
Like	The weather in Paris is like the weather in my city.
Likewise	Toyota produces cars. Likewise , Fiat produces cars.
Similar to	The menu at Gino's is similar to the menu at Frank's.
The same as	John's bag is the same as mine.

Table 2.2 Contrast Signal (Folse & Elena, 2002)

Although	Although Sahara is dilliget, she gets a bad score.
But	Sahara is diligent but she gets a bad score.
However	Sahara is diligent. However , she gets a bad score.
In contrast	Sahara is diligent. In contrast , she gets a bad score.
Unlike	Unlike Sahara is diligent, she gets a bad score.
Whereas	Whereas Sahara is diligent, she gets a bad score.
While	While Sahara is diligent, she gets a bad score.

e. Sequence essay

In a sequence essay, writers write about a particular topic to describe a series of events or a process in some sort of order. Usually, this order is based on time. The writers organize the essay by writing about each step of the process in the order it occurred

f. Choice essay

In a choice essay, writers need to choose which object, idea, or action that the writers prefer. The writers organize the essay by describing each option and then giving their opinion

g. Explanation essay

In an explanation essay, writers explain how or why something happens or has happened. The writers need to explain different causes and effects. The writers should organize the essay by explaining each individual cause or effect.

h. Evaluation essay

In an evaluation essay, writers make judgments about people, ideas, and possible actions. The writers make the evaluation based on certain criteria that you develop. Organizing the essay is by discussing the criteria that writers used to make their judgment.

2.3.2 The Process of Writing Essay

The writer needs to know about the process of writing essays in order to achieve good essay. Shiach (2007:6) said that essays must have a planned structure. If writers have a clear structure in their own mind, they will be easier to organize their content. As a result of the writer's essay, the readers will be easy to understand it.

The process of writing essay is about the steps how to write an essay. These steps will make the writers easy to write their essay. There are four steps based on Darwish which each step consists of some clues.

a. Prewriting essay stage

Prewriting essay is the first stage in the process of writing an essay. The thing that must be done at this stage is preparing all the ideas of the essay before beginning writing. It will be easy if the writer builds an outline first. There are six steps in this stage which are explained in below:

1. Think carefully about what writers are going to write. There are some questions which can be as guidance before begin write:

- What question am I going to answer in this paragraph or essay?
- How can I best answer this question?
- What is the most important part of my answer?
- How can I make an introductory sentence (or thesis statement) from the most important part of my answer?
- What facts or ideas can I use to support my introductory sentence?
- How can I make this paragraph or essay interesting?
- Do I need more facts on this topic?
- Where can I find more facts on this topic?

Another important thing in this stage is thinking about the structure of the essay (Shiach, 2007:6). It means about the opening paragraph, development or body of the essay and

concluding paragraph, they have to know that the body of the essay is longest, but the opening and concluding paragraph are equal important for impressing the readers. It means the opening paragraph is the basic paragraph which can attract the readers to continue read to other paragraphs. Those are about some thinking in this step.

2. Open the notebook. The function of the notebook is to write the answer to the questions. It does not need to spend a lot of time doing this, just write enough to help the writers remember why and how the writers are going to write the essay.
3. Collect facts related to the paragraph or essay topic. Look for and write down facts that will help the writers to answer their question. To find the facts, it can be found in the sources. Stark (2002) says that there are two kinds of sources; print sources and online sources. The print source is kind of sources which are from printed materials such as books, magazine articles, or pamphlets. The online source is kind of sources which can find by using internet. By getting information from those sources, the writers will be easy to write their content.
4. Write down the own ideas. There are some questions related to this step:
 - What else do I want to say about this topic?

- Why should people be interested in this topic?
 - Why is this topic important?
5. Find the main idea of the paragraph or essay. Choose the most important point which is going to present. If writers cannot decide which point is the most important, just choose one point and stick to it throughout the paragraph or essay.
 6. Organize the facts and ideas in a way that develops the main idea. Look at the facts that have written. Look the own ideas on the topic. Decide which facts and ideas will best support the main idea of the essay.

b. Writing essay stage

The writing stage is when the writers turn their ideas into sentences. There are five steps in this stage.

1. Writing the thesis statement is the main thing in the introduction paragraph, and giving some background information.
2. Develop each supporting paragraph and make sure to follow the correct paragraph format.
3. Write clear and simple sentences to express the meaning.
4. Focus on the main idea of the essay.
5. Use a dictionary to find additional words to express your meaning.

c. Editing essay stage

The editing stage is when the writers check their essay for mistakes and correct them. There are two things that must be checked by the writers in their essay.

1. Check the grammar and spelling. When the writers check the grammar and spelling, there some things that must be considered by the writers:
 - a. Make sure each sentence has a subject.
 - b. Make sure the subjects and verbs agree with each other.
 - c. Check the verb tenses of each sentence.
 - d. Make sure that each sentence makes sense.
2. Check the style and organization. Some of the things that must be considered by the writers:
 - a. Make sure the essay has an introduction, supporting paragraphs, and a summary paragraph.
 - b. Check that the opening paragraph has a thesis statement that identifies the main idea of the essay.
 - c. Check all of the paragraphs follow the proper paragraph format.
 - d. See if the essay is interesting.

d. Publishing essay stage

The publishing stage is when the product a final copy of the essay to hand in. Some of the things that must be considered by the writers:

- a. Make a paper copy of the essay.
- b. Show the work to teacher, tutor, or parents.
- c. Ask them for hints on how to improve the writing.

2.4 Theme and Rheme Definition

The study of theme and rheme is obtained from systematic functional linguistic which analyzes language from the main functions. The function of language can be mentioned as a synonym for the word use (Halliday & Hasan, 1985:15). So, when there is person talk about functions of language, it means that about the way people use their language. Halliday & Hasan (1985:18-20) decided the main function of language into three functions. First is experiential function. Experiential function refers to represent the experience or a way of reflecting. Second is interpersonal function. Interpersonal functioning means that language is not only a representation of reality but also as a piece of interaction between speaker or writer and listener or reader. Interpersonal functioning can be said a way of acting. The last is logical functional; it is to show the logical relationship between experiential and interpersonal function.

Theme and rheme are the realizations of how the experiential, logical, and interpersonal meanings are organized. Different organization of ideas in a clause will affect the thematic meaning. The clauses are “*Mark rode the horse*” and

“The horse was ridden by Mark”. Those examples show similar experiential and interpersonal meanings. Both of them show that *“Mark”* is the actor, the action process is *“ride”*, and *“the horse”* is a goal. However, those clauses have different thematic meaning because they demonstrate different order of the main elements in the clause: *“Mark”* and *“The horse”*. The example suggests that the position of the main element contributes to different focus of the clause.

There are only two main elements in a clause, that is the first and the last part. The element which comes early in the clause is called a theme (Halliday, 20014:88). Halliday (1985:39) says that theme is the starting point of the message that informs what the clause is going to be. That definition suggests that the first part of the clause has the most influential factor in the rest of the message in a clause. Meanwhile, the last part of a clause is called rheme. Halliday (20014:89) stated that the remainder of the message, the part in which theme is developed, is called the rheme. The definition above means that rheme contains the information that controls the development of the theme. By study of theme and rheme, we can conclude that putting the same word in different position of a clause will influence the way the readers comprehend the message in the clause.

2.4.1 Kinds of Theme

The theme cannot be equated to the subject of a clause. Halliday (2014:92) assumed that theme of clause consists of just one structural element, and that element represented by just one unit; one nominal group, adverbial group or prepositional phrase. It means that not all of the theme in the clauses can be equated to the subject. Sometimes, a theme is

conflated with the subject. Here, there are some kinds of theme based on the characteristic.

A. Unmarked and Marked Themes

There are two types of the theme. The first theme is called unmarked theme. It can be called unmarked theme because the position of the theme is as the subject of the clause. In other words, the function of the theme in a clause is as subject. Halliday (2014:97) said that theme is subject, and therefore unmarked. Example the clause is "*Little Bo-peep has lost her sheep*", where *Little Bo-peep* is both subject and theme (Halliday, 2014:97).

The second type is marked theme. The theme can be called marked, if the same position is occupied by other parts of the clause. Halliday (2014:98) stated that the most usual form of marked theme is adverbial group or prepositional phrase as adjunct in the clause. Example the clause is "*This responsibility we accept wholly*". The word "*this responsibility*" is a theme in that clause which is as complement. Halliday (2014:99) said that the general principle is that complements are highly marked as a theme.

Below is marked and unmarked theme in the different clauses.

a. Theme in declarative clauses

Marked and unmarked theme in declarative clauses is like the explanation above. Marked theme means that the theme position is occupied by other parts of the clause, for example; adverbial group or prepositional phrase or complements whereas unmarked theme has the function as the subject where the pronoun is as the head.

Table 2.3 Example of Theme in declarative clause (Halliday, 2014:100)

	Function ⁸	Class	Clausa Example
Unmarked Theme	Subject	Nominal group: pronoun as Head	I # had a little nut-tree
			She # went to baker's
			There # were three jovial Welshman
		Nominal group: common or proper noun as Head	A wise old owl # lived in oak
			Mary # had a little lamb
			London Bridge # is fallen down
Nominal group: nominalization (nominalized clause) as Head	What I want # is a proper cup of coffee		
Marked Theme	Adjunct	Adverbial group	Merrily # we roll along
		Prepositional phrase	On Saturday night # I lost my wife
	complement	Nominal group: common or proper noun as Head	A bag-pudding # the king did make
			Eliot # you're particularly fond of
		Nominal group: pronoun as Head	all this # we owe both to ourselves and to the peoples of the world [[who are so well represented here today]]
			this # they should refuse
		Nominal group: nominalization (nominalized clause) as Head	what they could not eat that night # the Queen next morning fried

b. Theme in interrogative clauses

Interrogative clause is clause to ask question. There are two main types of questions. The first is yes/no interrogative which the speaker wants to know about the answer whether it is yes or not. Second is WH- interrogative where the speaker wants to know the identity of some element in the content. Those are the types of interrogative clauses based on Halliday (2014:101).

In a yes/no interrogative, a question is about polarity. The theme in this interrogative is the element that embodies the expression of polarity. This is called a finite verbal operator (Halliday, 2014:101). The finite operator is express positive or negative and the position is in the first before the subject. For example are *is, isn't; do, don't, can, can't, etc.* The finite operator is called unmarked theme. Yes/no interrogative is not only always consists of finite operator but also can be followed by a subject.

WH- interrogative is a question which search for a missing piece of information. The element of this question which has function as the theme is the element that requests this information, namely the WH element. It is the WH- element that expresses the nature of the missing piece: *who, what, when, how, etc.* Look at these examples.

Table 2.4 Example of unmarked theme in yes/no interrogative clause

Could	you	eat a whole packet of tim tams?
Has	he	got the car back by the way?
Did	you	sleep okay?
Didn't	it	smell terrible?
Shall	i	make some toast?
Are	they	still together?
Theme 1	Theme 2	Rheme

Table 2.5 Example of theme in WH- interrogative clause

who where how many and how long why	wants a glass of white wine? did you get that from? hours did you want? 's she there for? was he opposed to coming in?
Theme	Rheme

Marked themes sometimes occur in the interrogative clause.

The illustrated is below.

Table 2.6 Marked themes in interrogative clause

at lower latitudes [[where there are no stratospheric ice crystals]],	is the role office mimicked by other aerosols such as volcanic dust?
on the right	is it?
In such circumstances	is it anywonder that motorists, for their own safetyas well as that ofother road users, are reluctant to ‘obey the signals ofa police officer?’ [ACE_B]
aesthetically, in terms of the vision in your head,	what is the relationshipbetween the fiction and the non-fiction?
After all, except for music,	what did they have in common?[KOHL_R]
Theme	Rheme

c. Theme in imperative clauses

The basic message of this clause is “I want you to do something” or “I want us (you and me) to do something. For example is “*you keep quite!*”. “*you*” in that imperative can be made explicit as a marked theme (Halliday, 2014:103). The second type usually begin with *let’s*, as in *lets’ go home now*. The function of the verb is that a predicator. The predicator called unmarked theme (Halliday, 2014:103). Halliday (2014:103) said that the imperative clause is the only type of

clause in which the predicator (the verb) is regularly found as theme.

These are about the summarizing of the unmarked theme from kinds of clauses.

Table 2.7 Unmarked themes.

Types of clauses	Typical ('unmarked') Theme
declarative	nominal group functioning as Subject
Interrogative: yes/no	first word (finite operator) of verbal group plus nominal group functioning as Subject
Interrogative: WH-	nominal group, adverbial group or prepositional phrase functioning as interrogative (Wh-) element
Imperative: "you"	verbal group functioning as Predicator, plus preceding don't if negative
Imperative: "you and me"	let's plus preceding don't if negative

2.4.2 Kinds of Thematic Progression

Good writing makes the reader easy to comprehend the text. As the writers, they need to organize their ideas in order to make good writing. Two special items have contribution in good writing and they are cohesion and coherence. The coherence can be seen from the how the organization of ideas itself. The organization of ideas is looked from how the information in the clause goes on. On the other hand, the unity of information comes from the prior information which are constructed in each clause. Each clause has a point message which indicates what the clause is talking about or it called as a theme. Mauranen (1993a:36) stated that themes organize sentences so that the content of each sentence can be seen as a relevant unit in the evolving content of the text as a whole. It means that the relevant unit in the whole text can be seen from the connectivity of the theme in each clause.

The connectivity of the clause in each clause called thematic progression. Halliday (1985:53) stated that the textual function of the clause is that of constructing a message” and the Theme/Rheme structure is the “basic form of the organization of the clause as message. In the other words, the theme – rheme pattern affect the organization of the clause. Eggins (2004:325) stated that theme is very significant contribution to make the cohesion and coherence of the text by how thematic elements succeed each other. Therefore, a text can be seen coherence by looking the theme movement in later clauses.

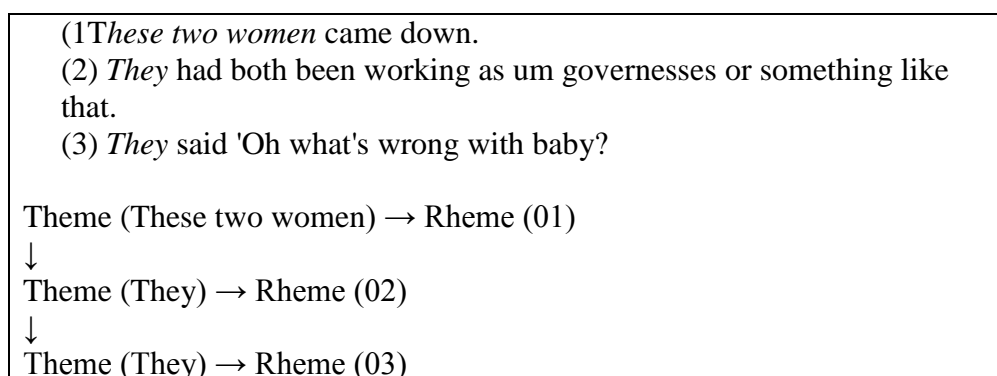
The theme movement called thematic progression. Eggins (2004:324) said that thematic shifting can be achieved either accidentally, with the new theme in

another clause or cohesively, it can describe as thematic progression. It means that thematic progression refers to the way in which the theme of a clause may develop or repeat a meaning from a preceding theme and rheme. McCabe (1999:170) also said that theme is connected with something that has come before. On the other hand, the previous theme or rheme can affect the next theme. Thus, it is bringing about the different types of thematic progression. Eggins (2004:324) decided three types of thematic progression. Each types of thematic progression will be explained below.

2.4.2.1 Theme Reiteration / Progression with Constant Theme

Theme reiteration or progression with the constant theme means that the same theme is repeated at the beginning of each sentence. Eggins (2004:324) said that theme reiteration is a basic way to keep a text focused or keep the text cohesively. The pattern of theme reiteration can be seen in the following figure based on Eggins (2004:7).

Figure 1.1 Mapping of Theme Reiteration

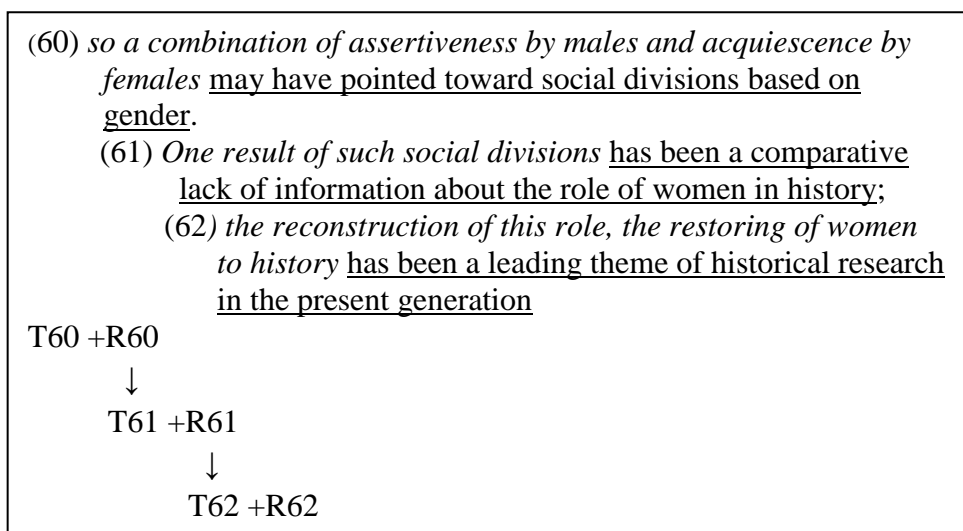


The figure shows the dependence of the theme in the following clauses to the theme in the first clause.

2.4.2.2 The Zig – zag Pattern or Simple Linear Progression

Linear progression is kinds of thematic progression where rheme of the first clause becomes the theme in the second sentence; the rheme of the second sentence becomes the theme of the third clause, and so forth. This pattern can be seen in the following figure based on McCabe’s example (1999:171). The zig-zag pattern achieves cohesion in the text by building on newly introduced information.

Figure 1.2 Mapping of the Zig – zag pattern



The figure shows that the rheme of one clause becomes the theme of the following clause.

2.4.2.3 The Multiple – Rheme Pattern

In this pattern, the rheme of one clause introduces a number of different pieces of information, each of which is then picked up and made theme in subsequent clauses (Eggins, 2004 : 325).

Figure 1.3 The multiple-Rheme pattern of Thematic development (Eggins, 2004:325)

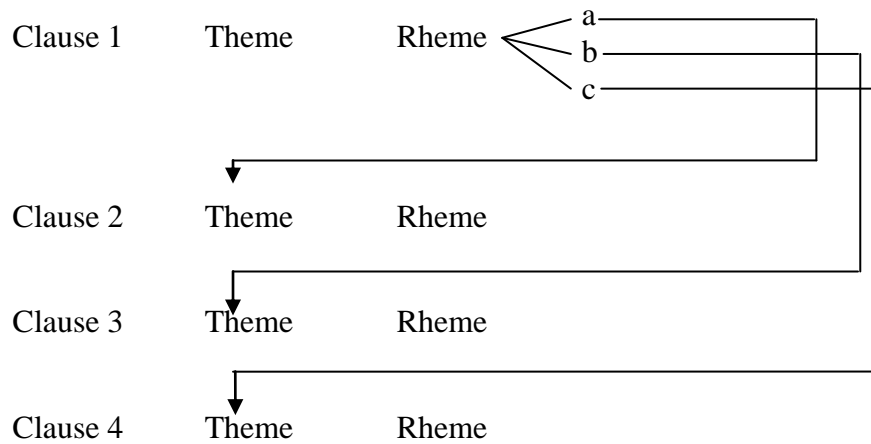


Figure 1.4 The Multiple-Rheme Pattern (Eggins, 2004:325)

The three main reasons babies cry are hunger, cold, and illness.

Hunger can be determined by considering when the baby was last fed.

Babies feel cold more acutely than we do and the smaller the baby, the more warmly it should be wrapped up.

Finally, sickness or pain may also be signaled by crying...

Those are types of thematic progression which can use to see the coherent and the cohesion of the text.

2.5 Previous Study

There were many studies which focused in analyzing the thematic progression. The first study was conducted by Rusdi by the title “Thematic Progression as a Means to Keep Cohesion in Exposition Text”. The study is done at UNP Padang, which focused on fourth semester students. The result of his study showed that the students lack of thematic progression. The text of the student only contains 6 thematic progressions and those thematic progressions do not show good organization of ideas. It is because the using of the thematic progression is not in a good pattern. That study shows that the cohesion of an exposition text could be improved by analyzing the thematic progression of each clause in the text.

The second study is conducted by Mulatsih with the title “The Use of Thematic Progression to Improve the Coherence Of the Students’ Writings”. She conducted her study at Dian Nuswantoro University, which focused in second semester in 2008 – 2009 academic years. She conducted her study in order to know whether the thematic progression really improved the coherence of the students’ writings. There were three cycles in her study, which the result showed that significant improvement on the coherence on the students’ writing indicated by the increased mean scores in every cycle. The result also showed that most of the students developed their paragraphs with theme reiteration, and the rarely theme is multiple pattern.

The third study was conducted by Alboghobeish and Sedghi. They are PhD students of Islamic Azad University at Iran. They analyze thematic progression patterns which used in the research article abstracts written in

English by research article writers from the Arabic Literature discipline. There are 20 research article abstracts were extracted from the Arabic Literature Journal published in 2012. The result of their study showed that the use of constant thematic progression is greater than linear thematic progression.

Those are some previous studies which focused on thematic progression. Thematic progression has good impact in writing. It means that thematic progression can keep the cohesion and coherence of the text. From those studies, it can be concluded that this study and previous studies have some similarities and differences. For the similarities are: (1) the first previous study and this study have same purpose. The purpose is to investigate the types of thematic progression and the student's problem related to thematic progression. (2) the second study and this study have same subject. The subject is second semester students. (3) the third study and this study have same purpose. The purpose is to investigate the types of thematic progression. The differences between this study and previous studies are: (1) the subject of the first previous study is fourth semester student's essay and only one sample which is analyzed by the researcher. The kind of the essay is exposition essay. While, the subject of this research is second semester students' essay and there are 22 students' essay which will be analyzed. The kind of essay in this study is comparative essay. (2) the aim of the second previous study is to improve students' writing by using thematic progression in teaching writing, while the aim of this study is analyzing the types of thematic progressions in the second semester students' essay. (3) the subject of the third previous study is PhD students' research article abstract, while the subject of this research is

second semester students' essay. So, this study is descriptive qualitative which the researcher wants to know the principles in writing thematic progression of second semester students' essay at University of Muhammadiyah Gresik.