THEMATIC PROGRESSION FOUND IN READING TEXTS
OF “PATHWAY TO ENGLISH” X GRADE GENERAL PROGRAM
CURRICULUM 2013 BY ERLANGGA
AND THE IMPLICATION ON TEACHING READING

THESIS

By:

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Written as a Partial Fulfillment of the Requirements
for Graduate Education Degree of English Language Teaching

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Thematic Progression Found in Reading Texts of “Pathway to English”
X Grade General Program Curriculum 2013 by Erlangga
and The Implication on Teaching Reading

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PRONUNCEMENT

This is to certify that I myself write this thesis entitled “Thematic Progression Found in Reading Texts of “Pathway to English” X Grade General Program Curriculum 2013 by Erlangga and The Implication on Teaching Reading”. It is not a product of plagiarism or made by others. Anything related to other’s works is written in quotation, the sources of which are listed on the list of references.

If then this pronouncement proves false, I am ready to accept any academic punishment including the withdrawal or cancelation of my academic degree.

Surakarta, July 2017

Nica Betari Nirwana
MOTTO

(Al Insyrah: 6)
DEDICATION

This thesis is fully dedicated to my beloved and great mother, Sulistyowati. There is nothing in this world I could achieve without her love and prayers. She is my heart and my life. Thanks to my sister, Dewi and her cute and fussy sons; Ibram and Falih who blow my dizzy head with their laugh and smile.

Thanks to the headmaster, teachers, staffs and my lovely students in SMA N 1 Kayen Pati.

The last but not least, I present this thesis to my friends in English Education Department, Graduate School 2015 for your kind and unforgettable memories.

I love you. God bless you.
ABSTRACT


Reading is the main skill to be taught in school. To master it, teachers provide various reading texts. To comprehend those reading texts easily, they need good coherence and cohesiveness. One of the cohesive and coherent devices can be seen in the thematic progression.

This research aims to find out the types of thematic progression found in reading texts of “Pathway to English” X Grade General Program Curriculum 2013 by Erlangga and the relationship with the genre, to explore how thematic progression types work in developing reading passages, to investigate the pedagogical implication of thematic progression types in reading, to reveal advantages and disadvantages of teaching reading using thematic progression.

Content analysis was used as research design. The data of the research are clauses which contain the thematic progression of “Pathway to English” X Grade Curriculum 2013 General Program by Erlangga while the data source is the reading texts. In collecting data, it used documentation. There are ten chapters in “Pathway to English” X Grade General Program Curriculum 2013 by Erlangga and they are selected randomly based on its chapter. In analyzing them, Eggins’ (1994) model was employed. They were four stages. Firstly, determine the thematic structure of the clause. Secondly, analyze the thematic progression of the text. Thirdly, tabulate the result of thematic progression. Fourthly, elaborate how thematic progression works and explain how thematic types work in the text.

The findings were obtained after analyzing the reading texts. Firstly, there were three types of thematic progression found in reading texts of “Pathway to English” X Grade General Program Curriculum 2013 by Erlangga. They were re-iterate, zig zag, and blending thematic progression. Secondly, each thematic type worked differently in reading texts. Re-iterate thematic progression built message of the text by focusing on the themes. Zig zag thematic progression composed coherence of reading texts by developing rhemes to themes. Blending thematic progression happened since there were re-iterate and zig zag thematic progression in a text. Thirdly, the pedagogical implication of thematic progression types in reading is the readers can catch the message of the text by notifying the thematic patterns. Fourthly, teaching reading using thematic progression clearly contributes understanding the flow of texts. However, teachers should know well thematic progression when they apply in classroom.

It is suggested that the teachers should know about thematic progression and how apply it in classroom. Authors also should understand well about thematic progression so that they can design good and coherent reading texts. Besides, publishers and the government should select credible authors so that they can provide qualified textbooks.

Membaca adalah keterampilan utama yang diajarkan disekolah. Untuk menguasainya, para guru memberikan berbagai macam teks-teks bacaan. Untuk memahami teks-teks bacaan tersebut dengan mudah, teks-teks bacaan membutuhkan koherensi dan kohesi yang bagus. Salah satu unsur koheren dan kohesi bisa dilihat pada perkembangan tematiknya.

Penelitian ini bertujuan untuk mengetahui jenis-jenis perkembangan tematik yang ditemukan dalam teks-teks bacaan pada “Pathway to English” Kelas X Program Wajib Kurikulum 2013 oleh Erlangga dan hubungannya dengan genre, untuk menginvestigasi implikasi pedagogis pada jenis-jenis perkembangan tematik dalam membaca, untuk mengungkapkan manfaat dan ketidakbermanfaatan pengajaran membaca menggunakan perkembangan tematik.


Disarankan bahwa para guru seharusnya tahu tentang perkembangan tematik dan bagaimana mengaplikasikannya dalam pengajaran membaca. Para penulis seharusnya memahami dengan baik tentang perkembangan tematik supaya mereka dapat merancang teks bacaan yang bagus dan koherent. Disamping itu, para penerbit dan pemerintah seharusnya memilih para penulis yang kredibel sehingga mereka dapat menyediakan buku-buku pegangan yang berkualitas.

**Kata kunci:** Tema, Rima, Perkembangan Tematik, Teks-teks Bacaan, Pengajaran Membaca
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The writer realizes that there are many weaknesses in this thesis. Therefore, the writer looks forward having suggestion and critics in improving this thesis. Hopefully, this thesis contributes many merits toward education.

Surakarta, July 2017

Nica Betari Nirwana
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