



**THEMATIC PROGRESSION IN MALE AND FEMALE STUDENTS' ESSAY  
IN ACADEMIC WRITING 1 OF THE ENGLISH EDUCATION DEPARTMENT  
OF TEACHING TRAINING AND EDUCATION FACULTY  
OF MURIA KUDUS UNIVERSITY**

**BY  
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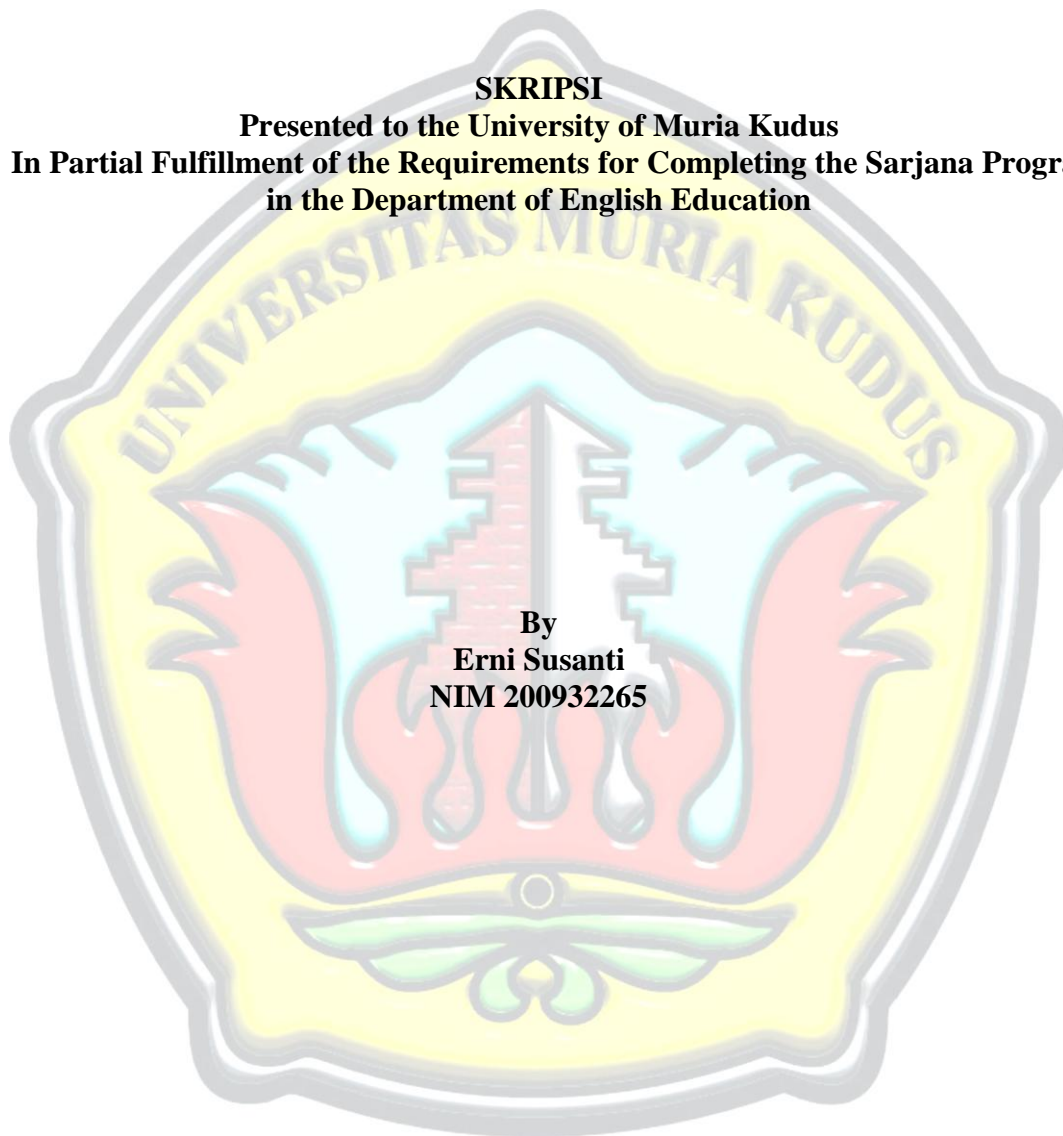
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**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements for Completing the Sarjana Program  
in the Department of English Education**



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Erni Susanti  
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**ENGLISH EDUCATION DEPARTMENT  
TEACHING TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2013**

## MOTTO AND DEDICATION

### MOTTO

- ❖ *Success is not a must but try to be success is a must.*
- ❖ *Start it by Basmillah and end it by Hamdalah.*

### DEDICATION

This skripsi is dedicated to:

- ❖ *Allah SWT the Almighty and my prophet Muhammad SAW.*
- ❖ *My beloved Parent (Mr. Sujito & Mrs. Sumartini) who give me love, pray, and support.*
- ❖ *My beloved siblings (Mbak Lastri and Nang Arif) and my big family who always support and motivate me.*
- ❖ *My beloved best friends Indah Kurniawati, Tutik Rokhana and Lutfatul Amalia who always discuss to me for my completing my skripsi.*
- ❖ *My beloved Friends as UMK's library staff thanks for some books, my beloved friends also fika, hida, mami, anik, aulia, emi, ifa, nailis, and nafis.*
- ❖ *All my friends and lecturers in EED and Everyone who appreciate knowledge and education.*

## **ADVISORS' APPROVAL**

This is to certify that the Skripsi of Erni Susanti (NIM 200932265) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, 4<sup>th</sup> July 2013

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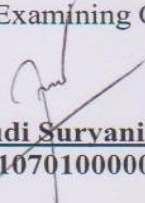


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This is to certify that the Skripsi of Erni Susanti (NIM: 200932265) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education.

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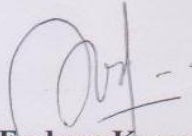
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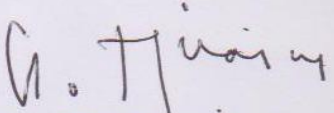
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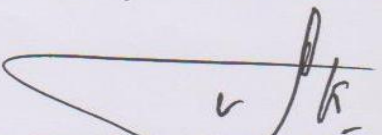
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## ACKNOWLEDGEMENT

Alhamdulillah, glory to Allah SWT the Almighty, the Lord of Universe that blesses me with health and tremendous power in accomplishing the skripsi entitled "*Thematic Progression in Male and Female Students' Essay in Academic Writing 1 of the English Education Department of Teaching Training and Education Faculty of Muria Kudus University*". However, the completion of this skripsi could not be achieved without assistance of others. In this opportunity, I would like to express my gratitude to:

1. Dr. Drs. Slamet Utomo, M.Pd as Dean of Faculty Teacher Training and Education.
2. Diah Kurniati, S.Pd.,M.Pd as the head of English Education Department Teacher Training and Education Faculty of Muria Kudus University.
3. Fitri Budi Suryani, S.S.,M.Pd as my first advisor who already gives me valuable input, guidance, and correction about in writing this skripsi.
4. Dr. Drs. Slamet Utomo, M.Pd as my second advisor who already gives me valuable input, guidance, and correction about in writing this skripsi.
5. All of the lecturers and staff of English Education Department.
6. My beloved family who has given love, attention and spirit to me.
7. All of my beloved friends.

Finally, there is no beautiful that the writer tells again, except thank you very much. The writer hopes that this research can be benefit.

Kudus, 4<sup>th</sup> July 2013

The writer

## ABSTRACT

Susanti, Erni. 2013. *Thematic Progression in Male and Female Students' Essay in Academic Writing 1 of the English Education Department of Teaching Training and Education Faculty of Muria Kudus University*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Fitri Budi Suryani, S.S.,M.Pd. (2) Dr. Slamet Utomo, M.Pd.

Key Words: the theme and rheme, the thematic progression, male and female, students' essay.

An essay is a kind of discourse. Essay had good aim that is to encourage students to develop ideas and concepts with the direction of little more than their own thoughts. It should have a good construction and need the cohesion and coherence to be unified. To find the relation within the text cannot be representing by grammatical structure, but it depends on non-structural resources that can be found by analyzing textual meaning. These ways are by using theme and rheme and thematic progression. Theme is the given information serving as "the point of departure of a message. Thematic progression contributes to the cohesive development of a text, and then produces a coherent whole the text.

This research aims to find out the type of theme, thematic progression and the similarities and the differences of thematic progression in the male and female students' essay in Academic Writing 1 of the English Education Department of Teacher Training and Education Faculty of Muria Kudus University.

This is qualitative content analyzis research. The data of this research is thematic progression, and the data source is the male and female students' essay in Academic Writing 1 of the English Education Department of Teacher Training and Education Faculty of Muria Kudus University. There are ten students' essay consists of five male and five female students' essay.

Based on the analyzing of the data, The type of themes found in the male and female students' essay are in the male students' essay the percentage of topical theme is 69.48%, the textual theme is 28.64%, the interpersonal theme is 1.88%, the marked theme is only 3.66% and the unmarked theme is 96.34%. Whereas, in the female students' essay the percentage of topical theme is 62.80%, the textual theme is 33.49%, the interpersonal theme is 3.72%, the marked theme is only 3.88% and the unmarked theme is 96.12%. The thematic progression in male students essay are for the re-iteration is 8.33%, the zigzag is 58.34%, blending is 25% and un-clear is thematic progression 8.33%. While, the percentages of thematic progression in the female students' essay are for re-iteration is 10.71%, the zigzag is 32.15%, blending 46.43% and un-clear thematic progression 10.71%. Based on the data above, the similarity is both students' essay is the lowest number and percentage of thematic progression is re-iteration. The second similarity is there is no multiple theme. The last point of all of the similarities is more than 25% of all students' essay are constructed in blending thematic progression. Second is about the difference. First, the biggest number of



thematic progression in the male students' essay is from zigzag theme. Meanwhile in the female students' essay is blending. The last is male students' essay has >10% (less than 10%) of unclear thematic progression while in female students' essay has <10 (more than 10%).

Therefore, I suggest that the students, especially English Education Department students should explore their knowledge about how to make a good essay. Moreover, the lecturer of English Education Department, they should know well about the system of theme and rheme and thematic progression exactly when they teach about how to create a good text. For the next researchers, they should continue and develop this research, for example by making research about the system of thematic progression but in other written discourse.



## ABSTRAKSI

Susanti, Erni. 2013. *Pengembangan Tema dalam Esai Siswa Laki-Laki dan Perempuan dalam Mata Kuliah Menulis1 dari Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Fitri Budi Suryani, S.S.,M.Pd. (2) Dr. Slamet Utomo, M.Pd.

Kata Kunci: tema dan rima, perkembangan tema, laki-laki dan Perempuan, esai siswa.

Esei adalah salah satu jenis tulisan. Pembuatan esei bertujuan untuk mendorong siswa mengembangkan ide dan konsep mereka dengan sedikit aturan. Esei yang memiliki struktur baik membutuhkan suatu kohesi dan hubungan dalam teks. Untuk menemukan hubungan di dalam teks tidak bias digambarkan melalui struktur kalimat, tetapi berdasarkan suatu sumber non-struktural yang ditemukan melalui analisis konteks text itu sendiri. Cara ini meliputi penganalisisan tema, rima dan pengembangan tema. Tema adalah informasi yang didapat dari poin pertama dalam suatu pesan. Pengembangan tema adalah pengembangan keselarasan teks dan pembentukan hubungan dalam teks.

Tujuan dari penelitian ini adalah untuk mencari bentuk dari tema, pengembangan tema dan persamaan serta perbedaan yang ditemukan dalam esai siswa laki-laki dan perempuan dalam Mata Kuliah Menulis1 dari Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus.

Penelitian ini adalah analisis isi pada penelitian kualitatif. Datanya adalah pengembangan tema dan sumber datanya adalah esai dari siswa laki-laki dan perempuan dari Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Ada sepuluh esai yang terdiri dari lima esai dari siswa laki-laki dan lima esai dari siswa perempuan.

Berdasarkan analisis data, jenis tema yang ditemukan adalah dalam esai siswa laki-laki presentase tema topical adalah 69.48%, tema tektual adalah 28.64%, tema interpersonal adalah 1.88%, tema tak bermarkah hanya 3.66% dan tema bermarkah 96,34. Sedangkan dalam esai siswa perempuan tema topicalnya adalah 62.80%, tema tektual adalah 33.49%, tema interpersonal adalah 3.72%, tema tak bermarkah 3,88% dan tema bermarkah 96.12%. Pengembangan tema pada esai siswa laki-laki meliputi, untuk bentuk re-iterate adalah 8.33%, bentuk zigzag 58.34%, campuran adalah 25% dan tidak jelas adalah 8.33%. Sedangkan pada esai perempuan meliputi untuk bentuk re-iterate adalah 10.71%, bentuk zigzag 32.15%, campuran adalah 46.43% dan tidak jelas adalah 10.71%. Berdasarkan data diatas, persamaan dari kedua esai adalah yang pertama, prentase pengembangan tema terendah adalah bentuk re-iterate. Yang kedua adalah dalam kedua jenis esai tidak ditemukan pengembangan tema bentuk multiple. Persamaan terakhir adalah lebih 25% dari kedua jenis esai tersebut termasuk dalam pengembangan tema bentuk campuran. Sedangkan mengenai perbedaan, yang

pertama adalah jumlah terbesar dari pengembangan tema dalam esai siswa laki-laki adalah bentuk zigzag. Sedangkan dalam esai perempuan adalah bentuk campuran. Yang terakhir adalah esai siswa laki-laki memiliki pengembangan tema tak jelas kurang dari 10% sedangkan esai siswa perempuan lebih dari 10%.

Oleh karena itu, saya menyarankan agar siswa, khususnya dari Pendidikan Bahasa Inggris mengembangkan pengetahuannya mengenai bagaimana membuat teks yang baik. Sedangkan untuk dosen Pendidikan Bahasa Inggris agar dapat mengetahui secara jelas mengenai system dalam tema dan rima serta pengembangan tema tepatnya pada saat mengajar bagaimana membuat teks yang baik. Untuk para peneliti berikutnya, agar mereka melanjutkan dan mengembangkan penelitian ini, contohnya dengan membuat penelitian mengenai system tema dan rima serta pengembangan tema pada jenis teks lainnya.



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