



**A THEMATIC PROGRESSION ANALYSIS IN
READING TEXTS IN ENGLISH BOOK “*INTERLANGUAGE:
ENGLISH FOR SENIOR HIGH SCHOOL STUDENTS X*”**

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



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READING TEXTS IN ENGLISH BOOK “*INTERLANGUAGE: ENGLISH
FOR SENIOR HIGH SCHOOL STUDENTS X*”**

SKRIPSI

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

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MOTTO AND DEDICATION

MOTTO

- ❖ Failure is the way God tells us to take another way
- ❖ Bring Supply When You Go, Bring Charity When You Die
- ❖ There is a will there is a way

The logo of Universitas Muria Kudus is a shield-shaped emblem. It features a yellow background with a blue and red design. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle at the top. In the center, there is a stylized building or tower. Below the building, there is a red and blue design that resembles a flame or a flower. The entire logo is surrounded by a yellow border.

DEDICATION

- My beloved father (Agus Mahadi,Alm) and mother (S.Yani) who always support emotionally and materially with prayer, love, and patience.
- My beloved brother “Bagus Wisnu” who always supports and motivates me to finish this skripsi.
- All of my lectures (thanks so much in giving me knowledge, unforgettable experiences and support).
- My best friend “Tabie”.
- All of my friends.

ADVISOR'S APPROVAL

This is to certify that the skripsi of Ayu Windy Aryani (2009 32 154) has been approved by the skripsi advisors for further approval by the Examining Committee.

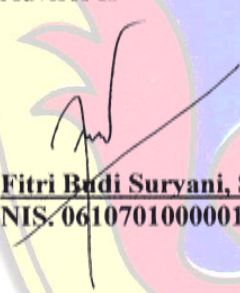
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There is no other greatest thing in writing this skripsi than avoiding temptation of being perfect. Therefore, suggestions from readers will be fully

appreciated and always waited. I do expect that this skripsi will be useful for those, especially who are in field of education and want to learn more about English.

Last but not least, thanks for everybody who are involved in the process of composing this skripsi to make it better.

Kudus, August 2013

Ayu Windy Aryani



ABSTRACT

Aryani, Ayu Windy. 2013. *A Thematic Progression Analysis in Reading Texts in English Book "Interlanguage: English for Senior High School Students X"*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Rismiyanto, SS, M.Pd, (2) Fitri Budi Suryani, SS, M.Pd

Key words: *The theme and rheme, thematic progression, coherence, reading texts, "Interlanguage: English for Senior High School Students X"*

A good text should have a good construction. It must have cohesion and coherence to be unified. To find the relation within the text, cannot be achieved by grammatical structure. It more depends on the non-structural resources that can be found by analyzing the thematic progression. The thematic progression can keep the text a well-organized unity with a clear line of information development and a clear focus on the topic. So, the coherence of a text can be identified through the thematic progression. The types of thematic progression are reiteration, zig-zag, and multiple themes.

The objectives of this research are to find out the types of theme and to find out the thematic progression. Besides that, it also aim to find out the interpretation of coherence based on the thematic progression in reading texts in English book *Interlanguage: English for Senior High School Students X*.

This is a qualitative research. In this research, I attempt to describe the thematic progression found in *Interlanguage: English for Senior High School Students X*. The data of this research are thematic progression of 10 reading texts found in English book *Interlanguage: English for Senior High School Students X*. Meanwhile, the data source in this research are 10 of reading texts found in English book *Interlanguage: English for Senior High School Students X*.

From analyzing the data of the research, it is obtained that types of theme found in reading texts are 321 ideational themes, 115 textual themes, and 5 interpersonal themes. Furthermore, the thematic progression found in reading texts are 229 reiteration or constant, 92 zig zag and 6 multiple themes. Therefore, based on the thematic progression, it can be conclude that all of reading texts has coherence.

From the result of this research, it is expected that the students of English Education Department should notice how a good and coherent text is organized or created by concernening the theme and rheme and thematic progression. Finally, the English teachers should choose the appropriate textbook for their students related to the coherent factor in text.

ABSTRAKSI

Aryani, Ayu Windy. 2013. *Analisis Perkembangan Tema dalam Teks Bacaan di Buku Bahasa Inggris Interlanguage: English for Senior High School Students X*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Rismiyanto, SS, M.Pd (2) Fitri Budi Suryani, SS, M.Pd

Kata Kunci: *Tema dan rima, perkembangan tema, koherensi, teks bacaan, Interlanguage: English for Senior High School Students X.*

Suatu teks yang baik harus memiliki susunan yang baik. Teks yang baik harus memiliki kohesi dan koherensi yang menyatukan teks tersebut. Untuk mengetahui hubungan dalam suatu teks tidak dapat di ketahui melalui susunan tata bahasa. Untuk mengetahui hubungan antar suatu teks lebih bergantung pada sumber yang non-tata bahasa yang dapat diketahui dengan melakukan analisis perkembangan tema. Perkembangan tema dapat menjaga kesatuan suatu teks yang baik dengan perkembangan informasi dan topik yang jelas. Jadi, koherensi suatu teks dapat diketahui melalui perkembangan tema. Ada tiga jenis perkembangan tema antara lain; reiteration atau constant, zig-zag, dan multiple themes.

Tujuan dari penelitian ini adalah untuk mengetahui jenis - jenis tema dan untuk mengetahui perkembangan tema. Di samping itu, penelitian ini juga bertujuan untuk menafsirkan koherensi pada teks bacaan dalam buku Bahasa Inggris *Interlanguage: English for Senior High School Students X*.

Penelitian ini merupakan penelitian deskripsi kualitatif. Dalam penelitian ini, saya mencoba menggambarkan perkembangan tema yang ada dalam teks bacaan di dalam buku Bahasa Inggris *Interlanguage: English for Senior High School Students X*. Sedangkan, data dari penelitian ini adalah perkembangan tema dari 10 teks bacaan dari buku *Interlanguage: English for Senior High School Students X*. Sementara, sumber data dalam penelitian ini adalah 10 teks bacaan dari buku Bahasa Inggris *Interlanguage: English for Senior High School Students X*.

Berdasarkan data dari penelitian ini, telah diperoleh jenis - jenis perkembangan tema yang ditemukan di dalam teks bacaan di buku Bahasa Inggris *Interlanguage: English for Senior High School Students X* adalah 321 ideational, 115 textual dan 5 interpersonal themes. Selanjutnya, perkembangan tema yang terdapat dalam teks bacaan tersebut adalah 229 reiteration atau constant themes , 92 zig zag themes dan 6 multiple themes. Oleh karena itu, berdasarkan perkembangan tema tersebut dapat disimpulkan bahwa seluruh teks bacaan tersebut memiliki koherensi.

Dari hasil penelitian ini, diharapkan bahwa para para siswa di Pendidikan Bahasa Inggris harus memperhatikan bagaimana membuat suatu teks yang baik dan saling terkait dengan memperhatikan tema-rima dan perkembangan tema. Dan yang terakhir, para guru Bahasa Inggris sebaiknya memilih buku pelajaran yang cocok bagi siswa yang terkait dengan adanya faktor koherensi dalam suatu teks.

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