

The Thematic Progression Pattern of the Hortatory Exposition Text for Twelfth Grade Students

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Abstract

The English curriculum aim for F phase students in Indonesia develops the critical thinking skill on the production and comprehension of coherent texts in a social context. This research is to explore the thematic progression of a hortatory exposition for twelfth grade students. This research applied a qualitative research method. The results show 7 or 43.75% constant theme pattern, 6 or 37.50% zigzag theme pattern, 3 or 18.75% new brand theme pattern, 15 or 93.75% constant rheme pattern, and 1 or 6.25% evaluation rheme pattern in the text. The results also show 11 or 64.70% unmarked topical theme, 1 or 5.88% marked topical theme, and 5 or 29.41% textual themes. The results also show 10 or 58.82% noun phrases, 1 or 5.88% conjunction phrase + adverbial phrase + sentence subject, 3 or 17.64 conjunctions + sentence subjects, 2 or 11.76% prepositional phrases + sentence subjects, and 1 or 5.88 clauses. English textbook writers, teachers, and 12th grade students need to apply noun phrase, adverbs, conjunction, and preposition plus sentence subject to realize topical and textual themes in constant and zigzag thematic progression pattern in the production and interpretation of a coherent hortatory exposition text.

Keywords: *Thematic Progression Pattern, Hortatory Exposition Text, Online English Text Book, Twelfth Grade Students.*

INTRODUCTION

The aim of the English Curriculum for F Phase students in Indonesia is the development of critical thinking skill in the production and comprehension of meaning in social contexts. This research investigates thematic progression pattern for creating the coherence of a cultural text available in online English textbook published by Ministry of Education, Culture, Research, and Technology of Republic of Indonesia for twelfth grade students (Hardini et al., 2020). The practical assumption which bases this study is that the thematic progression pattern deployed in that online English textbook is a model of the production and comprehension of a cohesive and coherent text for grade twelfth English as Foreign Language (EFL) students in Indonesia. This research assumes that the skill on such thematic pattern nature is essentially needed by high school graduates to be human resources in the 21st century.

This current research aims to reveal out the thematic progression pattern in a hortatory exposition text for twelfth grade students in Indonesia. It focuses its investigation on the realization of thematic pattern across the generic structure of the text departing from its thesis to its arguments and finishing at its recommendation parts to convince its readers that something should or should not be done. The text investigated is a hortatory exposition entitled “Are Social Media Platforms Safe?” discussing about the flexibility of its discussion which can imply some negative impacts, the presence and increased intensity of hate speech and insecurity, as an issue given by the writer in the thesis part of the text. The writer uses two arguments to elaborate the issue, i.e., hate speech of a group of intolerant people that attacks some people and encourage violence and information which may reveal social media user various threats. The recommendation of the writer about the issue is a high level of obligatory for the government to formulate better regulations for the digital community.

The curriculum of the English subject for the F Phase students in Indonesia designates Systemic Functional Linguistics (SFL) approach in its learning-teaching process. It views language as a choice for the realization of meaning in a social context. It sees a clause, either spoken or written one, in three metafunctions, i.e., ideational, interpersonal, and textual. Ideational realizes human experience by transitivity and logical systems. Transitivity deals with a simple clause consisting of one process, at least one participant and one circumstance. Tactic system deals with a complex clause which can be paratactic and hypotactic. A paratactic clause has at least two independent clauses. A hypotactic clause contains at least one independent clause and one dependent clause. Logical system is about the internal logical relationship among the clauses in paratactic and hypotactic clauses, i.e., elaboration, extension, enhancement, and projection. Elaboration is the function of a clause as the detail or example or illustration of another clause. Extension is the function of a clause to continue the meaning of another clause. Enhancement is the function of a clause as the description of another clause. Projection is the function of a projecting clause to map whether a projected clause is quotation or meaning or proposition.

Interpersonal is about a clause as a social exchange of good, service, and information. Its finite system has the function as tense, polarity, and modality. Finites determine whether the action of an exchange happens in the past or present or future time. They are also the operators which determine whether a clause is a positive or negative statement. They also work to assign the function of a clause for demanding or providing good or service or information in an exchange. They can also function as the realization of modality to present a low or median or high probability or obligatory of a speaker/listener or writer/reader. Probability or obligatory deals with the truth of what a speaker or writer says or writes or a listener or reader hears or reads about something.

Textual is about the function of a clause as a message. It is about the mode of a social exchange of human experience. It conforms to the thematic structure of a clause as a coherent text in using a theme and a rheme. Theme is the departure of information and rheme is the arrival of information. In a longer text like spoof, narrative, recount, descriptive, hortatory exposition, argumentative, news item, etc., a professional speaker or writer unconsciously progresses themes across the clauses in the creation of coherence of a text for a smooth and effective flow of information for her or his listener or reader. There is numerous of cohesion ties, such as connectors, noun, noun group, prepositional group, clauses, etc., which can shed light to the smooth thematic progression. Culturally, speakers or writers select any of the three thematic progression patterns, i.e., constant, linear, split, and derived for stylistic reasons in the creation of coherent text.

This research investigates the use of thematic progression in a hortatory exposition entitled “Are Social Media Platforms Safe?” in the online English textbook published for twelfth grade students in Indonesia. The formulations of the problems investigated are as in the followings:

1. What theme-rheme progression patterns are used in the hortatory exposition text in the Online English Textbook for twelfth grade students?
2. How do those theme-rheme progression patterns realize the hortatory text in the Online English Textbook for twelfth grade students?
3. Why do those theme-rheme progression patterns realize the hortatory text in the Online English Textbook for twelfth grade students?

The aim of this research is to know the basic principles on the use of thematic progression patterns in a hortatory exposition for twelfth grade students. In addition to that, its aim is also to provide the stake holders of twelfth grade EFL education about the essential information on how to develop the critical thinking skill on producing and comprehending a hortatory exposition text based on its basic thematic progression principles.

The solution designed to answer the three problem statement above is based on the approach of Systemic Functional Linguistics seeing that a clause in context is a text. As a text, its meaning is full only in its context (Qomariah, 2021; Gerot & Wignell, 1994). Its linguistic context is a clause before or after that clause. Its nonlinguistic context is any aspect outside that linguistic context. A clause as a text can be meaningful in its linguistic and nonlinguistic contexts. It cannot be isolated from its contextual aspects to understand its full meaning. SFL sees it having three metafunctions, i.e., ideational, interpersonal, and textual. Its ideational function represents human experience by its transitivity and logical system; its interpersonal function exchanges good or service or information as human experience by its mood and residue systems; and its textual function is that its ideational function is the home of its message as human experience and social exchange by its theme and rheme systems (Banks, 2024).

Theme is the topic of a clause and it is the first part of that clause. It is as given information. It signals the focus of the clause and it is the point of departure of information in a communication. Rheme is anything after the theme to add new information about the topic. Thematic progression picks up information from a text and repeats it in some way to keep a main topic develop in the text (Sulastri, 2022). It helps writers and readers understand each other that the production of information in a text is by using theme and rheme links from the very beginning sentence up to the last one in a text.

Historically, thematic progression in texts includes constant pattern, linear pattern, split pattern, and derived pattern (Bloor & Bloor, 2013). Constant pattern is commonly called reiteration. It focuses more on specific subjects introduced in the previous clauses. It can be presented as in:

Clause-1: Theme-1 + Rheme-1.

Clause-2: Theme-2 + Rheme-2.

Clause-n: Theme-n + Rheme-n.

Linear pattern is zigzag. It selects what has been introduced in the first rheme as a theme in the second clause. It explores any potential information and develops it within the text as in:

Clause-1: Theme-1 + Rheme-1.

Clause-2: [Rheme-1 > Theme-2] + Rheme-2.

Clause-3: [Rheme-2 > Theme-3] + Rheme-3.

Split pattern provides double information in the rheme of the first clause. It elects any of them for the second and third clause. It is similar to the linear pattern. The difference is that in linear pattern, the theme in the third clause is not selected from the rheme of the first clause, but from the second one. It is also known as multiple-rheme (Eggins, 2004) as in:

Clause-1: Theme-1 + Rheme-1 [Rheme 1-A and Rheme 1-B].

Clause-2: [Rheme 1-A or Rheme 1-B > Theme-2] + Rheme-2.

Clause-3: [Rheme-2 > Theme-3] + Rheme-3.

Derive pattern presents in longer texts. It expands points selected as theme in the first clause as themes in the subsequent clauses (Bloor & Bloor, 2013). The Themes in the second, third, and fourth clauses are derived from theme of the first clause as in:

Clause-1: Theme-1 + Rheme-1.

Clause-2: [Theme-1 > Theme-2] + Rheme-2.

Clause-3: [Theme-1 > Theme-3] + Rheme-3.

Clause-n: [Theme-1 > Theme-n] + Rheme-n.

Another view includes thematic progression into five patterns by using pronoun, nominalization, adverb, attitude, and textual theme (Gebhard & Accurso, 2020). Pronoun functions to stay on the main topic. Nominalization refers to zigzag pattern where the rheme of one clause becomes the theme of the next. It uses conjunction in a zigzag pattern. It changes a verb to a noun, such as changing revolt into revolution. Here zigzag builds the field and constructs

more abstract nouns. Adverb uses circumstance of time to organize the sequence of events based on when they happen. Attitude begins clauses with expressions that focus on the feelings or evaluations or judgments of a speaker/write. Textual theme signals specific relationships between clauses and longer stretches of discourse. It includes and, so, but, like, etc. to construct more specific connections between ideas using textual themes such as in addition, as a result, however, therefore, in contrast, and in sum.

Theme progression in texts can also refer to three patterns, i.e., reiteration, zigzag, multiple rheme-pattern (Eggin, 2004; Danes, 1974; Sulastri, 2022). Reiteration is a pattern where every clause shares the information of the same theme in a text. Zigzag is the information in the earlier clause becomes the theme of the following one. Multiple-rheme splits the rheme of the first clause into some parts, and distributes them as the theme element of the following clauses.

Here are five researches on thematic progression based on Bloor & Bloor (2013) which are relevant to this current research. Nhung & Hiep (2023) invents that by applying thematic progression pattern, the students can improve the coherence and cohesion of the texts they have written. Feri et al. (2023) show that the essays with high and low scores use all types of themes, i.e., topical, interpersonal, and textual and the essays with high scores apply more themes in more clauses than the essays with low ones do; but the essays with high scores use linear theme progression pattern and the ones with low scores often use constant theme pattern. Sari et al., (2023) say that under graduate students use dominant unmarked topical theme and reiteration pattern. It means that they persuade their readers to accept their point of view by repeating the same element as a theme in their theses. Siahaan et al. (2023) observe all types of themes and thematic progressions are found in the writings of some students. Keskin & Demir (2021) say that the lack of some students in creating, developing, and connecting complex clauses in some texts has connection to their low ability in applying split-rheme pattern and their total absence in using derived theme in writing argumentative essays.

There are seven researches on thematic progression based on Danes (1974) which are relevant to this current research . Sun (2022) reported that different types of discourse select different thematic progression patterns in the realization of different communicative purposes. Njobvu & Simwinga (2022) say that the combinations of either constant and linear progression or linear and constant progression patterns are dominant in some scripts. Leong (2022) notes that simple linear thematic progression patterns capture both message structure and communicative function in scientific writing. Haji (2024) contends that although some students misuse theme and rheme, but they can comprehend the function of theme and rheme in thematic progression of argumentative essays. Pavavijarn (2022) examines that essays with high scores are with various patterns of thematic progression, i.e., constant themes, rheme thematization, and several split rhemes. Sulastri (2022) reports, based on Eggin (2004) and Danes (1974), that there are three kinds of thematic progression in the story, they are theme reiteration using zigzag pattern, multiple-rheme pattern, and multiple-rheme pattern. Hawes (2015) says that students need to have skill on various thematic progressions to make their writings clear and interesting for the readers.

There are also four researches on thematic progression based on Eggin (2004) which are relevant to this current research. Fitriati & Gayatri (2021) reports that the problematic thematic progression in their writing includes the emergence of the brand-new theme, double rheme, empty rheme, empty theme, overuse of constant theme pattern, and overwhelming the selection of textual theme. Mustofa & Kurniawan (2023) contend that the text meets the text organization of a recount text with 51.2% unmarked topical themes, 40% topical textual themes, 8% marked topical themes, and 0,8% interpersonal themes, 88.20% reiteration and 11.80% zigzag. Utomo et al. (2020) say that there are three patterns of thematic progression, they are reiteration, zigzag, and multiple themes. Purba & Pasaribu (2021) report that the students follow three thematic

progression patterns, i.e., reiteration or constant pattern, zig-zag or linear pattern, and multiple patterns or split rheme pattern in writing descriptive text.

Further, here are two researches on the effect of thematic progression pattern to the coherence of some texts written by some students. Bahang et al. (2021) say that the effect of thematic progression as a teaching technique improves the ability of 20 eleventh grade students in writing hortatory exposition texts. Gunawan & Wirza (2025) find that themes based on theme system in Systemic Functional Linguistics as a teaching strategy help 11th-grade EFL students understand and construct knowledge in writing their hortatory exposition in Indonesian context.

This current research emerges from a review on 18 previous researches appearing in the electronic literatures during 2020-2025. Six qualitative researches on thematic progression patterns based on Dane's categories show that thematic progression creates a coherent information flow in political speech, essay paragraphs in story books, and students works. Five researches on the thematic patterns based on Bloor and Bloor's category indicate that the coherence of the writing by the students is closely related to the use of thematic progression pattern. Four researches based on Eggins and Danes on the thematic progression indicate that the writing of students is connected to their skill in applying thematic progression to improve the information flow in their writing. There is one research based on Danes showing that students use all types of thematic progression in short stories. In addition to that, there are two researches showing that the effect of thematic progression pattern as a teaching technique or a teaching strategy can help students to improve the coherence of their Hortatory Exposition text. Departing from those 18 researches, this current research is categorized as a qualitative research method design investigating the application of thematic progression as a model pattern in a hortatory exposition text in an English Textbook published by the Government of Indonesia for twelfth grade students in the development of the critical thinking skill needed in the 21st century.

RESEARCH METHODS

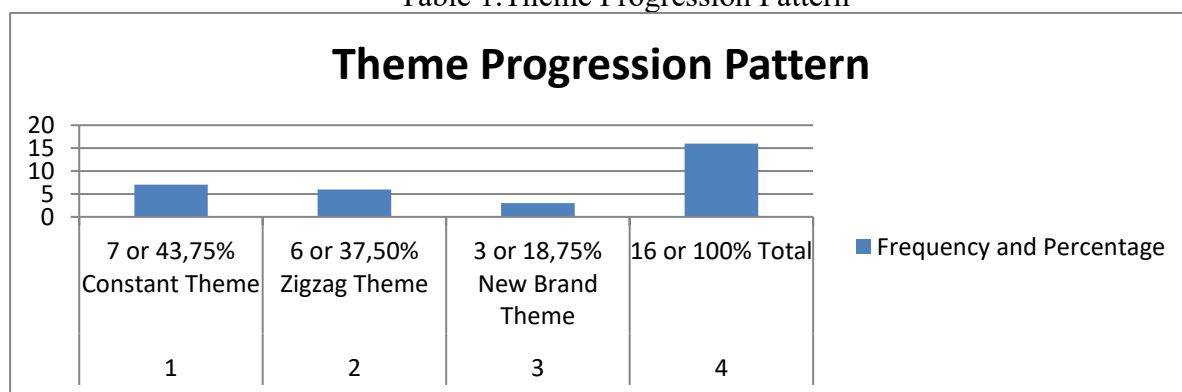
In a qualitative research, data are collected through observation to understand the pattern of a phenomenon (Nassaji, 2020). This research is a qualitative method design. It investigates the nature of phenomena for seeking why they are explored (Busetto et al., 2023). It investigates the use of theme-rheme progression patterns in the hortatory Exposition Text in the Online English Textbook for twelfth grade students as a phenomenon. In addition, it also explores how those progression patterns across that text. Further, it also quests why those patterns are applied in that text. The research data of a qualitative method can rely on documents (Busetto et al., 2023). The data collection of this research is from an Online English Textbook published by Ministry of Education, Culture, Research, and Technology of Republic of Indonesia for twelfth grade students (Hardini et al., 2020). Here, the data analysis refers to the data observation, codification, description, and evaluation (Mezmir, 2020; Lim, 2025) of the theme-rheme progression patterns (Bloor & Bloor, 2013; Gebhard & Accurso, 2020; Eggins, 2004; Danes, 1974; Sulastri, 2022) applied across the generic structure of text investigated, i.e., thesis, arguments, and recommendation (Gerot & Wignell, 1994). The Technique of the data analysis includes three interactive stages, i.e., data collection and reduction, data display, and conclusion draw/verification (Mezmir, 2020). Here data collection is realized by observing frequencies of both the themes and rhemes of all the clauses across the text investigated. The reduction refers to the categorization of both the theme-rheme progression pattern types among the clauses in each of the generic structure of the text investigated, i.e., thesis, arguments, and recommendation. This stage makes the description of the theme-rheme progression patterns. It includes the selection of the lexico-grammatical features, like noun group, noun group complex, adverbs, clause, conjunction, continuative, vocative, etc. functioning as topical theme or interpersonal

theme or textual theme (Gerot & Wignell, 1994). This stage makes the reduction of the Theme-Rheme Progression Pattern types by their frequencies. The displays stage refers to the process of putting the frequency (Bhangu et al., 2023) of every lexico-grammatical feature usage for the topical, interpersonal, and textual theme types to matrix tables. These tables present the nature of the themes application across the generic structure of the text under the investigation. Conclusion draw/verification stage includes the evaluation of the data collection/reduction and display towards drawing the strong conclusions on the use of the lexico-grammatical features which function as the theme types and the theme-rheme progression pattern types in the investigated text.

RESULT AND DISCUSSION

The results of this research show that there are three types of theme progression patterns, they are 7 or 43.75% constant theme, 6 or 37.50% zigzag theme, and 3 or 18.75% new Brand Theme as presented in Table 1 below.

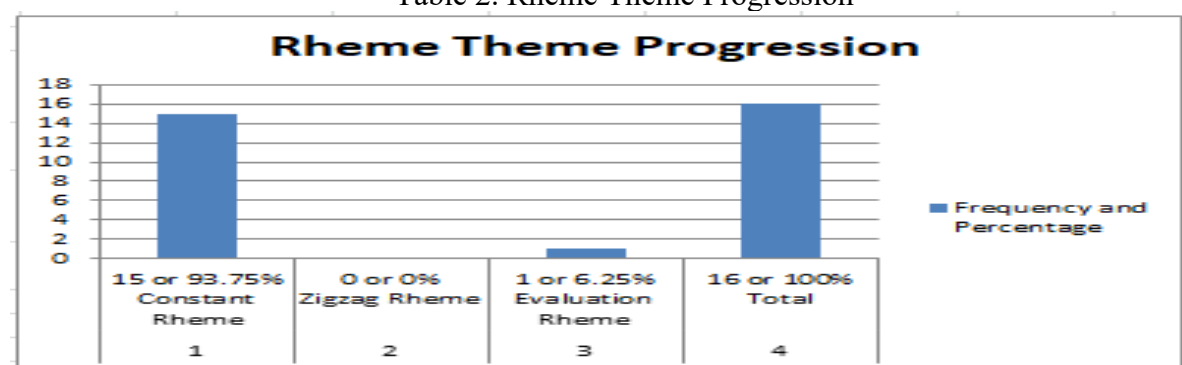
Table 1. Theme Progression Pattern



Rheme Theme Progression

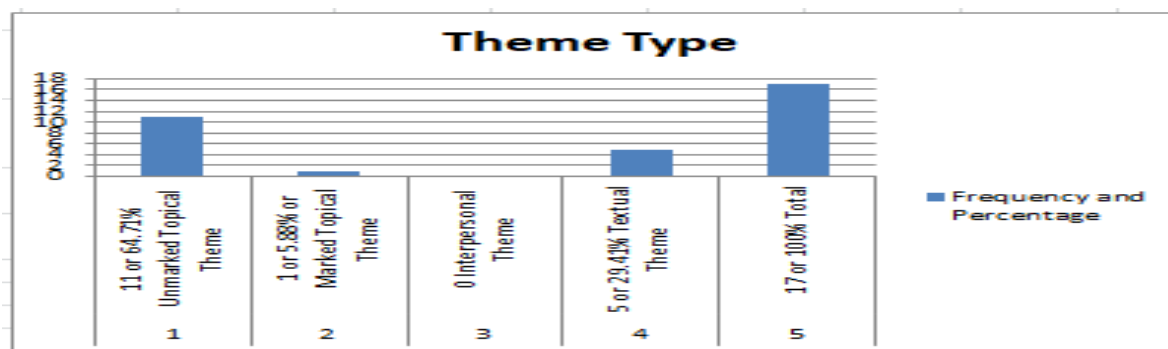
The results of this research also show that there are two types of Rheme theme progression patterns, they are 15 or 93.75% constant Rheme and 1 or 6.25% Evaluation Rheme as presented in Table 2 below.

Table 2. Rheme Theme Progression



The results of this research also show that there are four theme types, they are 11 or 64.71% Unmarked Topical Theme; 1 or 5.88% Marked Topical Theme; and 5 or 29.41% Textual Theme as presented in Table 3 below.

Table 3.Theme Type



The findings of this research also indicate that there are five types of lexico-grammatical aspects, they are 10 or 58.82% noun groups, 1 or 5.88% conjunction + adverb group + sentence subject, 3 or 17.69% conjunction + sentence subject, 2 or 11.77% prepositional group + sentence subject, and 1 or 5.88 clause as in Table 4 below.

Table 4.Theme Lexico-grammatical Aspects

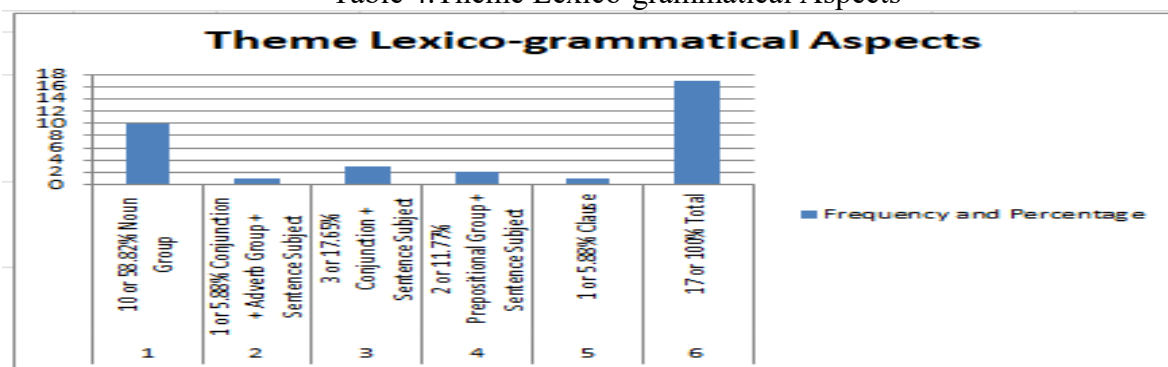


Table 5 below presents the research result summary on the thematic progression, theme types, and lexico-grammatical aspects which structure the coherence of the hortatory exposition text investigated in this research.

Table 5. Summary of Theme Type, Lexico-grammatical Feature, Thematic progression, Clause Theme-Rheme across the Hortatory Exposition Text

Clause	Theme Type	Theme Lexico-grammatical Feature	Thematic Progression	Clause Theme [T]-Rheme [R]
Thesis				
1	Unmarked Topical Theme	Noun Group	Thesis-Central Idea	T1-R1
2	Unmarked Topical Theme	Noun Group	Constant Theme-Constant Rheme	T2-R2
3	Unmarked Topical Theme	Noun Group	New Brand Theme-Evaluation Rheme	T3-R3
4	Textual Theme	Conjunction + Clause Subject	Constant Theme-Constant Rheme	T4-R4
Argument 1				
5	Unmarked Topical Theme	Noun Group	Zigzag Theme-Constant Rheme	T5-R5
6	Unmarked Topical Theme	Noun Group	Constant Theme-Constant Rheme	T6-R6
7	Textual Theme	Clause	New Brand Theme-Constant Rheme	T7-R7
8	Unmarked Topical Theme	Noun Group	Constant Theme-Constant Rheme	T8-R8
9	Textual Theme	Conj. + Adverb + Clause Subject	Zigzag theme-Constant Rheme	T9-R9
Argument 2				
10	Unmarked Topical Theme	Noun Group	Constant Theme-Constant Rheme	T10-R10
11	Textual Theme	Conjunction + Clause Subject	Zigzag Theme-Constant Rheme	T11-R11
12	Unmarked Topical Theme	Noun Group	Zigzag Theme-Constant Rheme	T12-R12
Recommendation				
13	Marked Topical Theme	Preposition Group + Clause Subject	New Brand Theme-Constant Rheme	T13-R13
14	Unmarked Topical Theme	Noun Group	Constant Theme-Constant Rheme	T14-R14
15	Unmarked Topical Theme	Noun Group	Constant Theme-Constant Rheme	T15-R15

16	Textual Theme	Conjunction + Clause Subject	Zigzag Theme-Constant Theme	T16-R16
17	Textual Theme	Preposition Group + Clause Subject	Zigzag Theme-Constant Rheme	T17-R17

Table 5 above presents the thematic progression pattern in the generic structure of the hortatory exposition text investigated in this research. Its thesis includes four clauses containing four themes and four rhemes. Theme 1 is a noun group functioning as an unmarked topical theme. It is the main topic of the text. Rheme 1 is the central idea about the main topic. Theme 2 is a noun group as an unmarked topical theme in a constant theme progression pattern. It reiterates theme 1. Rheme 2 is from rheme 1 in a constant rheme progression pattern. Theme 3 is a noun group, pronoun “I”, as a textual theme, emerging from the context of the text. It is a new brand theme progression type. Rheme 3 is from rheme 2. It provides an evaluation on rheme 2. It is a type of evaluation rheme progression pattern. Theme 4 is from theme 3. It is a constant theme progression type. It is a textual theme type. It contains a continuative and a noun group as sentence subject. Rheme 4 is a constant rheme pattern type. It gives an evaluation on rheme 3.

1. [T1:]Social media platforms, as one of the new media, [R1]have become a phenomenon in the world including in Indonesia with an amazing growing number of users.
2. [T2]Data from the Indonesian Internet Network User Association (APJII) as of January 2016 [R2]reported there were 79 million users of social media in Indonesia.
3. [CONTEXT>T3]I [R3]am confident that social media allows all users to become producers of information, present an open space for responding to information, and build a virtual community with discussions in virtual space.
4. [CONTEXTT4] However, I [R4]am afraid that the flexibility of discussion in social media is implying some negative impacts: the presence and increased intensity of hate speech and insecurity.

Table 5 also shows the thematic progression in Argument-1 of the hortatory exposition text investigated in this research. It contains five sentences, i.e. sentence 5-9. Here theme 5 and rheme 5 are from rheme 4 for it has multiple pieces of information, i.e., the presence and increased intensity of hate speech and insecurity. Rheme 5 is a zigzag theme pattern type from rheme 4. It also distributes “hate speech” as rheme 5. Here it also functions as a constant rheme progression pattern type. Theme 6 is a type of constant theme progression pattern from theme 5. It is a noun group which functions as an unmarked topical theme. Rheme 6 which is from rheme 5 is constant rheme progression pattern type. Theme 7 is noun group as a textual theme coming from the text. It is a kind of new brand theme in data <2>. Its frequency in data <1>, i.e., pronoun “I” as a noun group is two times. In the whole text, this theme is categorized as a type of context theme progression type. Rheme 7 is from rheme 6 and categorized as a constant rheme progression pattern. Theme 8 is a noun group functioning as a marked topical theme from theme 7 as a constant theme progression type. Theme 9 includes a conjunction and a noun group as a context theme type from rheme 8. It is classified as a zigzag theme pattern. Rheme 9 is from rheme 8 in a constant rheme progression patter.

5. [R4>T5]Hate speech [R4 > R5]is a form of intolerance of other groups of people.
6. [T6]Another view [R6]sees its following impact which considers hate speech as an expression that attacks and encourages violence.
7. [CONTEXT>T7]As far as I know, [R7]this issue is getting more serious when many cases of violence are caused by provocations via social media.
8. [T7>T8]I [R7>R8]often found attacking sentences to a certain tribe, race or religion.
9. [T9]For example, in 2015, [R9]the burning of the Tolikara mosque in Papua [R9]caused widespread fanfare because of the information confusion on social media.

Table 5 also indicates that Argument-2 of the hortatory exposition text presents 3 clauses having the themes and three rhemes across clause 10-12. Theme 10 is pronoun “I” as a noun group functioning as a topical unmarked theme type. It is from context and classified as a context theme progression pattern type. Rheme 10 comes from rheme 9 which progresses constantly. The information in rheme 10 becomes theme 11 in a zigzag progression as a textual theme type with a continuative plus the subject of clause 11. Rheme 10 also distributes into rheme 11 in a constant progression type. Rheme 12 in a zigzag progression pattern from rheme 11. It is a type of unmarked topical theme with a noun group. Rheme 12 also distribute from rheme 11 in a constant progression pattern type.

10. [T7>T10] [R9>R10]believe that almost every social media user has shared their information on their social media, especially on the popular networking sites, like Facebook, Instagram, Twitter or Whatsapp.
11. [T11]Unfortunately, this data [R11]may reveal them to various internet threats, such as fake profiles or impersonation, viruses, and cybercrime.
12. [T12]Fraudsters [R12] use deception by: asking for money to the followers on Instagram pretending that they were the real users, selling fraud items at a lower price than the market price, or even sending suspicious links for phishing purposes.

Table 5 also shows that the recommendation of the hortatory exposition has five clauses, five themes, and five rhemes in data <4>. Theme 13 is from the context of the text. Here a prepositional group with a marked topical theme is a type of new brand theme progression pattern. Rheme 13 is from rheme 12 in a constant rheme progression. It reiterates the information in rheme 12. Theme 14 is from theme 13 by a constant progression pattern. Rheme 14 by reiteration progression pattern is from rheme 13. In clause 15, there is a use of pronoun “it” as an unmarked topical theme as a constant progression pattern from theme 14. Rheme 15 reiterates rheme 14 and categorized as a constant rheme progression pattern type. Theme 16 includes a conjunction plus the subject of clause 16 as a contextual theme type which comes from rheme 13 in a zigzag progression pattern. Rheme 16 is from rheme 15 by reiteration in a constant rheme progression pattern type. At last the text, from the thesis to argument 1 and argument 2 and recommendation part of the hortatory exposition text investigated in this research, closes a persuasion with a contextual theme type by prepositional group “through digital media” in a zigzag theme pattern progression pattern type from rheme 16 and a constant rheme progression pattern type by clause “one can voice their perspectives and opinions for justice without harming others so that one can participate in social life better” in a reiteration.

13. [Context>T13]By all means, to reduce the negative effects of social media, [R12>R13]the government must formulate better regulations for the digital community.
14. [T14]This concept [R14]is often referred to as Digital Literacy.
15. [T15]It [R15]enables people to access, sort and understand different types of information which can be used to improve their quality of life.
16. [T16]In addition, one [R16]can participate in social life, state and politics by conveying their aspirations in certain channels.
17. [T17]Through digital media, [R17]one can voice their perspectives and opinions for justice without harming others so that one can participate in social life better.

An effective text has a coherent flow of information to communicate to its audience. A cultural text is logically coherent according to the tradition of its native speakers. In English, a hortatory exposition text includes thesis, arguments, and recommendation. Here, people exchange information by providing an issue as a reality. People present arguments to convince their audience to take a course of actions in relation to the issue by providing relevant arguments. They fit those arguments to their recommendation. The coherent flow of information in a hortatory exposition text in English is by picking up an issue, providing some arguments

indicating a series of related impact to the life of a society, suggest a recommendation shedding light for good life of the society.

The curriculum of English as a Foreign Language in Indonesia includes Hortatory Exposition Text for F Phase, twelfth grade students. Its aim is for the development of the critical thinking skill for the creation and comprehension of meaning in convincing people to believe or disbelieve of an issue by presenting a series of arguments to fit a recommendation relevant to issue. The findings of this research indicate how and why some lexico-grammatical features, theme types, and thematic progression pattern type function for the creation and interpretation of the information flow in the Hortatory Exposition Text as a model of learning-teaching material for the F Phase students in Indonesia.

There are 3 noun groups and 1 conjunction plus 1 clause subject in the realization of 3 unmarked themes and 1 textual theme on 2 constant theme-rheme progression patterns and 1 new brand theme-evaluation rheme progressions pattern which structure the information flow across 4 clauses in the thesis of the hortatory exposition text investigated in this research. The dominant features in this thesis are noun groups, unmarked themes, and constant theme and rheme progression patterns. Their use aims to maximize the text coherence in the delivery of an issue, i.e., the flexibility of discussion in social media implies the presence and intensity of hate speech and violence in the thesis of the Hortatory Exposition text.

Argument 1 includes 3 noun groups, 1 conjunction plus 1 adverb, and 1 conjunction plus 1 clause subject to represent 3 unmarked topical themes and 2 textual themes on 2 constant theme-rheme progression pattern, 2 zigzag theme-constant rheme progression pattern, and 1 new brand theme-constant rheme progression pattern along 5 clauses. The dominant lexico-grammatical features, theme types, thematic progression pattern in argument 1 are noun groups, unmarked topical themes, constant theme-rhemes, and zigzag theme-constant rhemes. This textual aspect nature function for the creation and interpretation of a strong coherent information flow in the realization of argument in the Hortatory Exposition investigated in this research.

Argument 2 in this text has 2 noun groups and 1 conjunction plus 1 clause subject on 2 zigzag theme-constant rheme progression patterns across 3 clauses. Here, the dominant lexico-grammatical features, theme type, and thematic progression are noun group, unmarked topical theme, and zigzag theme-constant rheme progression pattern. Similarly with argument 1, here argument 2 apply noun group, unmarked topical theme, and zigzag theme-constant rheme progression to structure the strong flow of information in the realization of argument to support the negative impact of the flexibility of discussion in social media.

The last part of this text, recommendation, applies 2 preposition groups plus 2 clause subjects, 1 conjunction plus 1 clause subject, and 2 noun groups for the representation of 2 unmarked topical themes, 1 unmarked theme, and 2 textual themes on 2 constant theme-rheme progression patterns, 2 zigzag theme-2 constant rheme progression patterns, and 1 new brand theme-constant rheme progression pattern. Likewise both argument 1 and argument 2, the recommendation of this text applies dominant prepositional groups plus clause subjects, noun groups, unmarked topical themes, textual theme, constant theme-rheme progression patterns and zigzag theme-constant rheme progression pattern across 5 clauses to provide a strong recommendation, based on some arguments, on what the audiences of this hortatory exposition text need to do about the flexibility of discussion which implies negative impact to the social media users

CONCLUSION

An effective hortatory exposition as a material for a learning-teaching process includes noun groups, conjunctions, adverbs, and preposition groups for the realization of unmarked topical themes and textual themes on constant and zigzag thematic progression patterns across a hortatory exposition text structure, i.e., thesis, arguments, and recommendation. A hortatory exposition text with such dominant features in respects to their simultaneous distribution across the clauses creates a strong link which connects the old information to the new one in the text. The logical flow of information by the application of such textual features shed light to the interpretation of meaning in the delivery of an issue about a topic and some arguments of the truth of the issue, and some recommendations for the audiences to take or do a course of relevant actions to the issue. To fit the F Phase students, twelfth grade students, in Indonesia, to participate exchanging goods, service, and pieces of information in the 21st century, English Textbook authors need to apply noun groups, adverbs, and conjunctions or prepositions plus clause subjects in the realizations of topical and textual themes on constant and zigzag thematic progression patterns for the creation and interpretation of the information flow in an effective hortatory exposition text. Teachers need to apply the nature of those textual features in the learning teaching process of Hortatory Exposition Text. Students need to apply those textual features for an effective interpretation and creation on how it flows in a hortatory exposition.

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