CHAPTER TWO

LITERATURE REVIEW

2. 1. Previous Studies

As in the previous studies section can support the current research, four studies concerning types of Themes and thematic progressions in the past five years back are included such as the research by Syharizal, Fitrian, and Anggraeni (2018) who look at students writing to investigate thematic progression. More research discussing students' writing is done by Rofiah, Wiyaka, & Ambarini (2021) in finding thematic progression through students' recount text. Drid (2019) analyzes an Algerian journalist to prove how a text can be cohesive. Lastly, to explain the significance of choosing the right Theme in a text, research is made by Kuswoyo, et. al. (2020) in understanding the significance of types of Themes. The short details will be shown in a form of **Table 2. 1.**

Table 2. 1. *Short Details of the Previous Studies*

No.	The Study	Objectives	Method	Findings
A Study Concerning on Students Writings				
1.	Syharizal, Fitrian, & Anggraeni (2018)	To characterize the thematic progression pattern on students' writing.	● Qualitative Research	They found four patterns using Bloor & Bloor (2013) in 5 data of students writing.

A Study Concerning on a Newspaper Article				
2.	Drid (2019)	To convey the thematic progression pattern of the English-Algerian news article which shows coherence writing.	● Quantitative Research	Using a journalism perspective, she presents the idea of coherent writing in news articles based on journalism's writing technique through the use of thematic progression.
A Study Concerning on a Discussion Forum				
3.	Kuswoyo, Sujatna, Rido Indrayani (2020)	To investigate the significant use of Theme and thematic progression in Engineering English lecturer in a discussion forum.	● Descriptive Qualitative	They provide how the use of Themes and Rhemes in a text can be a crucial aspect in writing for coherence and cohesive writing.
A Study Concerning on Scientific Writings				
4.	Leong (2022)	To differentiate the thematic progression existed in 50 scientific research articles.	● Quantitative Research	One of his findings reveals three types of Themes by Halliday and Matthiessen

				(2014) all 50 scientific writings.

The study of thematic progression has been done with many linguists as it deals with cohesion and coherence in a text written by many backgrounds of occupations. Syharizal, Fitrian, and Anggraeni (2018) have seen the pattern happen in students' writings as they found how students can create such a coherent text through four different patterns that are developed by Bloor and Bloor (2013). The theory of thematic progression in this paper will inspire the current study as it focuses on the Themes and Rhemes existing in major clauses. Moreover, the study of the idea of how students can produce all four thematic patterns can be used as the guidance for the current research.

The study of thematic progression can also be found in research by Drid (2019) who analyzes Online newspaper articles by Algerian journalists. Her objective is to reveal how the journalist can provide such a coherence text through the writing. Among three patterns she used in analyzing the Online newspaper articles, she found that constant Theme pattern and linear Theme pattern dominate the texts rather than both derived Theme pattern and split Theme pattern. The last two are the least common patterns in the texts. Moreover, the research has also shown the useful source of writing technique in getting a coherence text.

Kuswoyo, et. al. (2020) analyze the use of Themes and thematic progression produced by Engineering EFL students in a lecture or discussion forum. This lecture, which is located in the Netherlands, contains Indonesian students who use English in the area where English is used as the medium of instruction. The

authors use a descriptive qualitative analysis method to find out that clauses constructed by the Engineering English students are showing ideational Theme, and the speaker may choose to interpret the interpersonal and textual Theme. Moreover, the correct use of Theme in a text as a language that is used for the interaction has been a significant aspect for writers (Evayani & Rido, 2019). Theme choice and thematic progression can develop clear text in understanding a message for the Engineering EFL students.

Lastly, research that deals with thematic progression can also be seen in the corpus of scientific research articles by Leong (2022). His research employed quantitative research to find the data. Of all of his findings, he uses the theory of types of Themes by Halliday and Matthiessen (2014) in finding the types of Themes in a text. As the finding shows three different types of Themes, that will include topical Theme (unmarked and marked), interpersonal Theme, and textual Theme. This study inspires the current study on the analysis of investigative journalism when analyzing the types of Themes to provide the pattern.

These four different studies from the past five years have brought a conclusion that constructing a proper paragraph is as important as delivering it to the readers. With these four supporting studies that have different outcomes, as well as the variety of objectives and methods, they all have one particular topic that discusses thematic progression. Based on the data object of all four previous studies or any research on thematic progression, there is still a limitation of the analysis of thematic progression in the writing of investigative journalism. To connect this, the construction in the report can inspire university students in doing research because they will also do investigation for research purposes based on the issue or

the interest that they have taken. In relation to this, students in research activity have the obligation to do it the correct way to avoid unclear information and to give valid ideas and arguments to the readers. Therefore, the investigation process for research purposes needs a good construct of paragraphs which can be implemented by using the theory of thematic progression into the texts.

2. 2. Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is one of the theories of language that concerns about a context in language (Halliday & Matthiessen, 2014). Halliday (1985) explained how language has a function, called metafunctions. It consists of three functions: ideational function, interpersonal function, and textual function (Kuswoyo, et. al., 2020) which can be seen from **Figure 2. 2**.
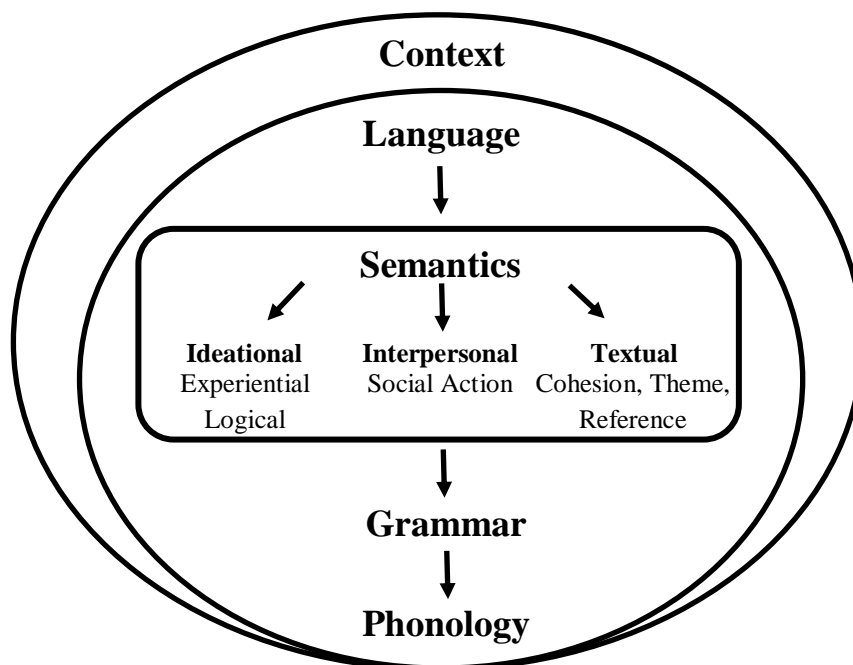
Figure 2. 2. The systemic model of levels in a Language.

(Source: Halliday & Hasan (1989). *Language, Context, and Text: Aspects of Language in a Social-Semiotics Perspective. London: Oxford, OUP)*

Each of the three functions represent differently. Ideational function looks at the transitivity analytical component of a language. It focuses on the way language can be represented and conveyed to readers about events, actions, participants, or entities. On the other hand, interpersonal function analyzes the mood and residue in a text. Interpersonal function concerns both social and interaction of language in society. Meanwhile, textual function deals with Theme and Rheme that existed in the structure of a text as will be used in this study. As language is significant in daily life for social life (Puspita & Pranoto, 2021), because it may be comforting the situation if using the correct language (Pranoto, 2020), many linguists tend to see the phenomenon through systemic functional linguistics perspective.

2. 3. Metafunctions

Metafunctions is proposed by M. A. K. Halliday in 1985 and categorized in three different functions. The first function is called ideational, and then there is interpersonal function, and lastly textual function. Each function has a different area to cover. The short detailed metafunctions can be shown with **Figure 2. 2. 1.**, based on the explanation by Gebhard & Accurso (2020).
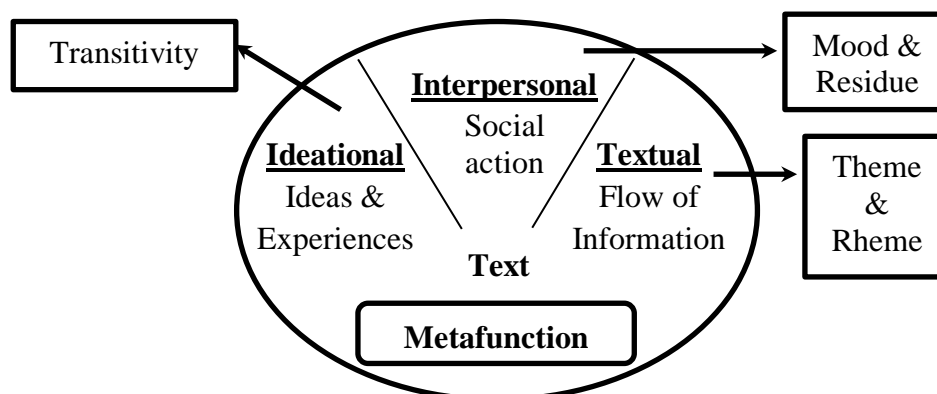

Figure 2. 2. 1. Metafunction of SFL adopted from

Gebhard & Accurso (2020).

The first function is called ideational function as it refers to the experiential and logical function. Ideational function consists of transitivity which deals with material, mental, relational, behavioral, verbal, and existential (Mukhtar, Mansoor, Butt, & Ali, 2021). Another function is called an interpersonal function that analyzes social action in a language. Interpersonal function specifies into two categories: mood consists of subject and finite; and residue consists of predicate, complement, and adjunct (Ashari & Shalehoddin, 2018). The last function is called textual which focuses on the flow of information constructed from Theme and Rheme (Gebhard & Accurso, 2020). The study will analyze the object of research by focusing on the textual function.

2. 3. 1. Ideational Function

According to Halliday and Matthiessen (2004) as cited in Bakuuro (2017), he believes that ideational function has a connection to transitivity, which contains six different process, including material process, mental process, relational process, behavioral process, verbal process, and existential process (Afrianto, et. al, 2020) and it deals with how language concerns with experience by looking at the clause and the manner of the participant. Ideational function focuses on content that the speaker has spoken (Sembiante & Tian, 2021). By looking at the language of the speaker, ideational identifies the actors, events, and the environment of the context (Saleem, 2022). The current study will not be looking at this particular function as it does not rely on the structure of the text that exists in the investigative report.

2. 3. 2.   Interpersonal Function

The idea of interpersonal metafunctions can be seen through language that exists in the relationship of social activities where it happens between the communication of the actor to the interlocutor or the audience (Halliday & Matthiessen, 2004; Andersen, 2017). The dimension of language for interpersonal function is focusing on the social relationships, its roles, and the identities of the communicators. Moreover, this function does not discuss the structure of a language, instead of how it is featured with speech function, mood, and modalities in the predicate (Asp, 2017).

2. 3. 3.   Textual Function

Among the other two metafunctions that are developed by Halliday (1985) are considerably used for the current study as it is particularly discussing the structure of a text in investigative journalism. The function can be seen throughout clauses as it could give the cohesive and coherent based on the thematic progression to show the flow of information clearly (Dorri, 2020). As textual function deals with the Themes in clauses, it will be shown through clauses in the current study.

2. 4.   Textual Metafunctions

Halliday (1985) explains a language having three metafunctions—the ideational metafunctions, interpersonal metafunctions, and textual metafunctions. In this study, the aim is to analyze structured clauses in written Online news reports which are constructed with different Themes and Rhemes, and the patterns of each major clause. Theme is defined as the head of a clause as a starting point of a message in proposing as a marker for where the information of the message started (Halliday & Matthiessen, 2004). Moreover, textual metafunctions give the

flow of information in a text (Gebhard & Accurso, 2020). In this case, thematic progression discusses the pattern within the clause of a paragraph.

2. 4. 1.   Types of Themes

Halliday and Matthiessen (2014) proposed the concept of three types of Themes that is topical Theme, interpersonal Theme, and textual Theme in which they are significant in understanding the function of language in communication.

2. 4. 1. 1.   Topical Theme (Unmarked & Marked)

In a clause, Theme existed as one of the types of Themes, which is topical Theme as it identified the starting point of a clause. It is the section of a clause where readers will understand what the context of the clause is about. The use of topical Themes can create an understanding of the context of the clause because it is identified as the head of the clause, where the head will be the idea of what the clause is all about. Topical Theme is divided into two types: unmarked and marked. Both types are considered as the way that topical Theme is written in the clause. Unmarked topical Theme is seen in a clause where subject is considered as the Theme, while marked topical Theme is created with a non-subject in which can be seen in the following two clauses (Halliday & Matthiessen, 2014).

- You **(Unmarked)**// can't store protein.
- Protein **(Marked)**// you can't store.

The first clause is considered as the unmarked topical Theme because it is realized by "You" as a "subject as pronoun". On the other hand, the second clause contains "Protein" as the Theme, yet it is not the grammatical subject of the clause.

2. 4. 1. 2.   Interpersonal Theme (IT)

Other than topical Theme where it focuses on the participant of a clause, interpersonal Theme deals with how a clause contains mood or expression of a feeling and attitude. Interpersonal Theme can show how the writer criticizes issues toward a particular object of the context. When the clause is created based on mood, it refers to interrogative, imperative, declarative, modulated interrogative (offer), elliptical declarative (answer), acceptance, and compliance (Eggins, 2004). Mood is structured with a subject and a finite that contribute to the expression of the clause (Kuswoyo, et. al., 2021). It can also be created with modality auxiliary, i.e., can, may, will, and many more (Halliday & Matthiessen, 2004). It could be in a form of speech act, such as stating an utterance, i.e., one of the types of illocutionary act, commisive, which refers to the speaker's intention of a promise to other speakers (Astaman & Rido, 2023). Here is an example of an interrogative clause (Halliday & Matthiessen, 2014).

● To what extent **(IT)**// is *The Snow Leopard* a shaped creation?

Based on the example, the clause is created with an interrogative element where the Theme of the clause is the adverbial phrase of "To what extent". The interpersonal Theme from the example is emphasizing the interrogative clause.

2. 4. 1. 3.   Textual Theme (TT)

In this section, textual Theme is functioned as a connecting Theme where one connects to the previous or next clause. This will create a structured and organized paragraph in a text. When the clause is linked to one another, it gives the clear

information from the supporting details to the independent clause. The example can be seen in the major clause based on Halliday and Matthiessen (2014).

> **i.e.,** George **(Unmarked)**// finally realized | that his son **(TT)**// wanted to go off | and **(TT)**// stretch his wings in a new country | and there **(TT)**// was nothing more he could do about it, no further inducements.

The clause complex from the example is considered as a clause of textual Theme. It consists of three different dependent clauses as each Themes give the connection from the previous clauses. It started with topical unmarked Theme which gives more clauses to be the supporting details, including the three TTs.

2. 4. 2. Thematic Progression

Furthermore, according to Bloor and Bloor (2013), there are four different patterns occurring in a text. These patterns can contribute to the current study as they can define how investigative journalism constructs a paragraph.

2. 4. 2. 1. Constant Theme Pattern (CTP)

As the existence of Themes and Rhemes in a paragraph contributes to the flow of information, each major clause will create a pattern that has a variety of terms. Constant Theme pattern focuses on a clause in which the Themes are repeated throughout the paragraph. This will create attention to the idea of what the paragraph is about because the Theme is emphasized with each clause in a paragraph. Furthermore, the pattern can be seen through **Figure 1** inspired by Thomas Bloor and Meriel Bloor (2013).
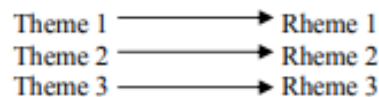
Figure 1. *The pattern of constant Theme pattern*

adopted from *Bloor and Bloor* (2013)

i.e., The saw-scaled viper **(T1)**// is found in dry sandy areas where there is little vegetation. Its length **(T2)**// is about two feet, and it is sandy in color with darker spots. It **(T3)//** is very poisonous (Bloor & Bloor, 2013).

Based on the example, T2 and T3 are based on the continuity of T1 which is used to emphasize the whole idea of the paragraph (Yani, Suwarno, & Hati, 2019). The three clauses have the same Theme which is "The saw-scaled viper".

2. 4. 2. 2.   Linear Theme Pattern (LTP)

Apart from CTP, linear Theme pattern is used when the writer wants to create a narration in a text. It can be seen through the Themes that are based on the previous Rheme of a clause. As this pattern narrates the text, it can be used in a narrative or descriptive text as it shows how the information flows (Siahaan, 2018). Therefore, the figure of LTP can be seen in **Figure 2**.
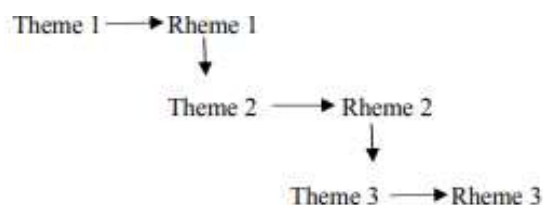

Figure 2. *The pattern of linear Theme pattern*

adopted from *Bloor and Bloor* (2013)

i.e., The stomach **(T1)**// produces gastric juice, which contains dilute hydrochloric acid. The acid **(T2)**// kills most of the bacteria in the food. The partly digested food **(T3)**// passes into the duodenum (Bloor & Bloor, 2013).

These three clauses create a narrative perspective of a story where each clause is the continuity of the previous one. As the Theme of the first clause is "The stomach", T2 is taken from the Rheme of the previous clause that discusses the acid. The pattern will go on as the clauses create a narrative from a text.

2. 4. 2. 3. Split Theme Pattern (STP)

Split Theme pattern can be a bit similar with multiple-Rheme pattern as it is defined by Eggins (2004) in which multiple-Rheme consist of one clause of a Theme and followed by its Rheme as its supporting details. Split Theme pattern consists of a more-than-one clause that works as the supporting details from the Rheme's in macro-Theme.
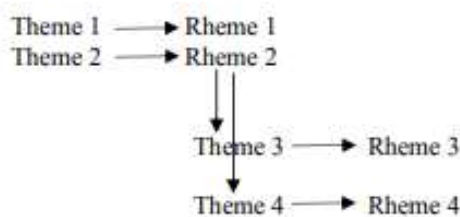

Figure 3. The pattern of split Theme pattern

adopted from *Bloor and Bloor* (2013)

i.e., I **(T1)**// bought a smartphone the other day with two unique features. The smartphone **(T2)**// cost me Rp 3 million. One of the features **(T3)**// is the reason I bought it because it can zoom in more than any other

smartphone in this world. Another feature **(T4)**// is how the phone can connect from any device with smart feature in it (Bloor & Bloor, 2013).

This paragraph consists of four major clauses in which the first clause is realized by macro-Theme. As the Theme is created, the Rheme will create more information and be used as the Theme of next clauses. Furthermore, clause 2, 3, and 4 have the Theme based on the first clause as the purpose of supporting details and giving more information about the whole idea of the first clause.

2. 4. 2. 4.   Derived Theme Pattern (DTP)

The last Theme pattern based on Bloor and Bloor (2013) is focusing on hyper-Theme and macro-Theme. Different from STP, derived Theme pattern is the part where a clause becomes a macro-Theme, and the next clause will be the hyper-Theme which is meant to be more information regarding the Theme in macro-them. In a simpler way, DTP provides deeper information of the macro-Theme by having more clauses as the supporting details that the Themes are based on the exploration of the macro-theme.
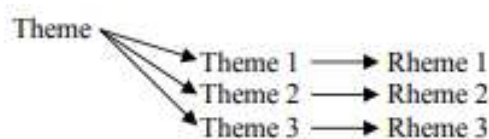

Figure 4. *The pattern of derived Theme pattern*

adopted from *Bloor and Bloor* (2013)

i.e., The rat-like rodents **(T1)**// include hamsters, lemmings, voles, and gerbils as well as rats and mice. The black rat **(T2)**// is found in buildings, sewers, and rubbish yards, but has been largely replaced by the biggerbrown

rat. Voles **(T3)**// are mouse-like rodents that live in the grasslands of Europe and Asia; water voles, or water rats, build complex tunnels along river banks. The house mouse **(T4)**// often lives inside buildings and is a serious pest because it eats stored food (Bloor & Bloor, 2013).

The text gives five different clauses with connected ideas from the macro-Theme that is the first clause. The Theme of the first clause "The rat-like rodents" is considered as the Theme and then explored by the next clauses as all T2 until T4 are based on the exploration of the macro-Theme.