



Thematic Structure of Students' Anecdote Text

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ABSTRAK

Struktur tematik (tema-rheme) adalah titik awal pesan dan berkembang. Sebuah teks tidak dapat dipisahkan dari klausa yang menjadikannya teks utuh. Tujuan dari penelitian ini adalah untuk menentukan tema yang digunakan dalam teks anekdot siswa tergantung pada tingkat pencapaian yang ditentukan oleh skor yang dicapai. Jenis penelitian ini yaitu kualitatif. Murid-murid tersebut berasal dari kelas A sedang menempuh semester dua. Dari 15 teks yang terpilih untuk ujian, sudah dibagi menjadi tiga kategori berdasarkan tingkat pencapaiannya. Metode pengumpulan data menggunakan dokumentasi. Penelitian ini menggunakan metode analisis data yang dikemukakan oleh Krippendorff. Berdasarkan temuan penelitian ini, tema yang paling banyak muncul adalah tema Topical yang muncul 139 kali (63%), tema Textual muncul 67 kali (31%), dan tema Interpersonal muncul 14 kali (6%). Pada tingkat sedang, tema yang paling banyak muncul adalah tema topikal yang muncul sebanyak 119 kali, diikuti tema tekstual sebanyak 46 pemunculan, dan tema interpersonal sebanyak 11. Pada tingkat paling bawah, tema topikal paling banyak muncul, dengan 87 kemunculan (67%), diikuti tema tekstual (34 kemunculan (26%), dan tema interpersonal (9 kemunculan (7%). Pada tingkat tinggi, tema ganda menjadi tema yang dominan muncul sebanyak 85 kali (61%), sedangkan tema sederhana muncul sebanyak 54 kali (39%). Pada tingkat sedang, tema sederhana lebih dominan muncul sebanyak 63 kali (53%). % dibandingkan dengan 56 kali (46%) Seperti pada level sebelumnya, tema sederhana lebih dominan daripada tema ganda pada level rendah, dengan 46 kejadian (53%), sedangkan tema ganda memiliki 41

kemunculan (46%).

ABSTRACT

The thematic structure (theme-rheme) is the starting point of the message and develops. A text cannot be separated from a clause, making it a complete text. The purpose of this research is to determine the theme used in student anecdotal texts depending on the level of achievement determined by the score. This type of research is qualitative. These students come from class A and are taking the second semester. Of the 15 texts selected for the exam, they have been divided into three categories based on their level of attainment. Methods of data collection using documentation. This study uses the data analysis method proposed by Krippendorff. Based on the findings of this study, the themes that appeared the most were Topical themes, which appeared 139 times (63%), and Textual themes, which appeared 67 times (31%). And Interpersonal themes appeared 14 times (6%). At the moderate level, the theme that appeared the most was the topical theme which appeared 119 times, followed by the textual theme with 46 occurrences, and the interpersonal theme with 11. At the lowest level, the topical theme appeared the most, with 87 occurrences (67%), followed by textual themes (34 occurrences (26%), and interpersonal themes (9 occurrences (7%). At a high level, dual themes became the dominant theme appearing 85 times (61%), while simple themes appeared 54 times (39%). At the medium level, the simple theme is more dominant than the double theme at the low level, with 46 occurrences (53%), while the dual theme has 41 occurrences (46%).

1. INTRODUCTION

Writing text has a thematic structure and is always made up of themes that work together to form a "line of meaning" to be conveyed. Thematic structure is a textual building component that depicts the

distribution of information inside a clause and a sentence (Carballo-Costa et al., 2022; Rahneemoo et al., 2017). The thematic structure (theme-rheme) is the message's starting point and it develops. A text cannot be isolated from the clause that makes it into a complete text (Lai & Kontokosta, 2019; Magdalena Ngongo, 2021). As a result, a clause has a distribution of information known as themes and rheme. The notion or information communicated will have point connection by identifying the theme structure. Knowing the thematic structure allows you to determine the shape of the topics employed in a text, in this example a student anecdote text. As is widely known, writing is vital at the university level, particularly for English literature students who must master four language skills, one of which is writing as a topic that must be graduated with achievements in the form of grades (Khalid & Muhammad, 2012; Moses & Mohamad, 2019).

Passed subjects and a high GPA are both affected by these grades. Students passing predicate, particularly A, B+, and B, provide hope (Gai, 2015; Nugroho et al., 2021). This study examines the prevailing theme in student writing depending on their distinct degrees of success using anecdotal texts as a reference for learning and teaching writing classes. The application of the English Systemic Functional Linguistic (SFL) theory is an important topic in discourse analysis, and numerous studies have been undertaken in this area (Gebhard & Blaisdell, 2023; M. Ngongo, 2021; Stosic, 2022). Due to certain aspects of grammar manifest in the ideational function, interpersonal function, and textual function, Halliday's three previously mentioned metafunctions of language operate concurrently in the expression of meaning. The ideational function refers to the speaker's ability to organize, comprehend, and convey his observations of the world and his consciousness. The use of language to enable the speaker to engage in communicative acts with other people, to take roles, and to communicate and grasp feelings, attitudes, and judgments is referred to as interpersonal function. The textual function of language is the use of language to relate what is said or written to reality and other linguistic activities (Ahrens & Elias, 2023; Jia & Yuan, 2023; Mohebbi & East, 2022).

Each metafunction of Halliday analyzes a clause to build a structure made of a separate set of constituents. Using the ideational metafunction, a clause is deconstructed into process, participants, and conditions. In the interpersonal metafunction, a clause is separated into Mood and Residue, with the mood element further subdivided into Subject and Finite (Alexander, 2019; Banks, 2010). Furthermore, in the textual metafunction, a clause is classified as Theme or Rheme (Halliday & Matthiessen, 2014). Textual function refers to the arrangement of messages contained in a text (Halliday & Matthiessen, 2014), this study focuses on it. Language's textual function is an interpretation of language in its message-forming ability.

The textual function at the clause level is concerned with the ordering of intra-clausal elements to communicate meaning (Halliday & Matthiessen, 2014; Rozumko, 2022). It is concerned with the structuring of inter-clausal elements into a coherent complete text that delivers meaning and is considered as a source of meaning to convey information or messages at the textual level. There is an arrangement of information distribution in the clause, the more important information generally takes precedence in writing that is the front of the clause, then the part that follows is a supplement to the information that has previously been submitted (Halliday & Matthiessen, 2014). The subject and rheme are the order of clauses in the distribution of this information.

Some previous literature have been done for example the research examines topic structure in English versions of Indonesian folktales (Efransyah, 2018). The purpose of this research was to analyze and describe themes or elements. The information was gathered from a book titled Indonesian Folktales. This study's findings demonstrated that simple theme-rheme patterns include constant theme-rheme patterns, linear theme-rheme patterns, and derived theme-rheme patterns. Meanwhile, multiple ones include a mix of constant and linear themes, a mix of linear and derived themes, and a mix of constant, linear, and derived theme-rheme pattern. Other research published research on Thematic Structure in Reading Comprehension Text in English Text Books in international journals of language, literature, and linguistics in 2018 (Vinhtho, 2018). This study examines topic structure, coherence, and cohesiveness in four English textbooks used at the intermediate level. This study focuses on subject structure, coherence, and cohesiveness in four English textbooks used at the college level in Vietnam. Using correct ANOVA calculations, this study discovered that a variety of themes were used in the selected text throughout levels, which was beneficial in contributing to text coherence and classifying the type of theme in the text. The purpose of this study is to determine the theme employed in the students' anecdotal text depending on the level of achievement as determined by the score achieved.

2. METHOD

The methodological objective is to demonstrate the performance criteria and precautionary standards researchers apply to evaluate ongoing content analyses. This study used two data, namely data on the recapitulation of class A writing scores and anecdotal texts from English literature students at the University of North Sumatra in even semesters of 15 texts. Documentation is collecting data from books, archives, documents, written numbers and pictures in the form of reports and information that supports research, which will then be studied. The documentation used in this study included data on grades recapitulation in the writing class and 15 students' anecdotal texts. The steps of the data collection procedure are listed as follows. First, ask permission from the lecturer concerned to obtain the anecdotal texts of class A students, genre writing lessons and recapitulation data to check student achievement results, grouping 15 anecdotal texts into 3 levels of achievement based on the grades obtained, with the condition that high (students who score A), moderate (students whose grades are B+), low (students whose grades are B). Second, analyzing 15 texts that have been classified based on their achievements to find the themes contained therein, such as topical, interpersonal, and textual. Third, collect clauses into a table.

This study uses the data analysis method proposed by Krippendorff, including unitizing, sampling, recording or coding, reduction, and narrating. Furthermore, Krippendorff's data analysis methods more concisely, namely unitizing, sampling, recording, data, and inference (Sinar et al., 2021). First unitizing, namely collecting data for analysis. In this study, the data to be analyzed were the types of themes in student anecdotal texts. Second, sampling simplifies research by determining the sample to be studied. This research focuses on the anecdotal texts of second-semester English literature students, which consist of 15 texts. The number of texts to be examined is based on calculating the number of samples to be studied using the Slovin formula. This number is rounded up to 15 texts for balance, where the number of texts for each level is 5. Third, recording or coding is the recording activity carried out related to the data that has been obtained. Fourth, the data is the output of an analysis related to identifying and representing statistically significant more conventional patterns. In this case, this study uses the Nawawi formula to get data from the analysis. Fifth, the inference is the conclusion of the data and its contents, which will affect the level of success or failure in making inferences.

3. RESULT AND DISCUSSION

Result

This chapter contains the findings and discussion on the study of thematic structure in tertiary students' anecdote text, a case study based on study achievements, which are high, medium, and low. What kinds of theme are found in each level and whether it was simple or multiple. First, types of Textual Function in Students' Anecdote Text. This section discusses the types of themes identified are topical themes, interpersonal themes, and textual themes, and the comparison of three types of student achievement which are summarized in Table 1.

Table 1. Comparison of Students' Achievement in Employing Types of themes in Anecdote Text

Type of Themes	Level of Achievement					
	High		Medium		Low	
Topical Theme	139	63%	119	68%	87	67%
Interpersonal Theme	14	6%	11	6%	9	7%
Textual Theme	67	31%	46	26%	34	26%

Table 1 is a table that shows the results of the research that has been carried out as a whole on the types of themes section. From the table, it can be seen that the use of the most dominant type of theme at each level of achievement was obtained by students. At the high level of achievement, it can be seen that the most dominant theme used is the topical theme as many as 139 times occurrences, with a percentage of 63%. The second highest type of theme is a textual theme with 67 occurrences, with a percentage of 31%, and the last one is an interpersonal theme with 14 occurrences, with a percentage of 6%.

The medium level shows the same conditions, namely the topical theme being the highest used, which is 119 times occurrence, with a percentage of 68%. followed by the type of textual theme which is the second most common after topical theme, which is 46 times occurrence, with a percentage of 26%, and the last is interpersonal theme, which is 11 times occurrence, with a percentage of 6%. The last level, which is the low level where students who are at this level are students who get a B grade, also shows a similar case, namely the topical theme being the highest theme with 87 times occurrences, with a percentage of 67%. The second highest theme is the textual theme, with 34 occurrences with a percentage of 26%, and the interpersonal theme still gets the lowest position, namely 9 times occurrences, with a

percentage of 7%. At each level of achievement, it can be seen that the high level does dominate in every number of occurrences, both topical, interpersonal, and textual, followed by the medium level and low level. This finding is calculated on the basis of the division in each level separately, not the overall calculation because the number of clauses at each level is different and with consideration of the problem and objective of this study, namely to determine the dominant theme at each level.

Second, Topical Theme. Topical theme is an element of the clause to which a transitivity function can be assigned occurs in first position in a clause (Halliday & Matthiessen, 2014). Topical theme could be complexes, adverbial groups, prepositional phrase, embedded clause, and not always nominal group (Gerot & Wignell, 1994). In topical theme, commonly we know about unmarked and marked which part of this topical theme. Furthermore, Wiratno explain Unmarked theme in a clause that joins the subject is said to be unmarked because the arrangement of such clauses is a natural arrangement. While the marked topical theme can be determined by identifying whether in front of the subject there is other information in the form of circumstances, namely those surrounding the events in the clause, for example a description of a place, an explanation of time or an explanation of how. In the systemic functional linguistic system, this becomes important because the arrangement of clauses has a different distribution of information. This study shows the number of uses of unmarked and marked topical themes contained in each student's text based on the level of achievement showed in Table 2.

Table 2. Occurrences of Topical Theme

Number of Text	Higher Level		Medium Level		Lower Level	
	Unmarked	Unmarked	Unmarked	Marked	Marked	Marked
1	32	21	14	4	4	7
2	19	8	11	7	7	7
3	25	24	21	5	4	0
4	31	11	9	4	10	2
5	12	24	9	3	6	4
Total	119	88	64	23	31	20
Total (%)	86%	74%	74%	26%	26%	14%

Table 2 shows the percentage of high-level achievement in the use of unmarked and marked. it can be seen that unmarked is very dominantly used in high-level student texts compared to marked up to 86%, where each text has more than 10 occurrences, and some even have more than 30 occurrences. While marked is very much used with only 14%, where each text uses marked no more than 10 occurrences. The medium level shows the same thing, where unmarked is the highest markedness with 88 occurrences, with a percentage of 74%, then marked only 31 times occurrences with a percentage of 26%. Furthermore, the use of unmarked gets more than 20 occurrences in the first, third, and fifth texts. While marked, the highest occurrences only reached 10 times occurrences in one text only, namely the fourth text. At the low level which can be seen in Table 4, the use of unmarked events is also still dominant, namely 74% and the remaining 26% marked. Although the percentage is the same at the previous level, the number at low levels tends to be less, only around 64 unmarked occurrences and 23 marked occurrences.

Third, Interpersonal Theme. There is another theme preceding topical theme, one of that is interpersonal theme (Halliday & Matthiessen, 2014). Finite, modal adjunct, and vocative are elements included in interpersonal. Interpersonal themes used to attract listeners' attention and ways of expressing their own points of view (Halliday & Matthiessen, 2014). In the students' anecdote texts studied in this study, there are several items that are included in the interpersonal theme.

In this study, interpersonal themes were the least used because in the 15 texts, almost all of the students told their experiences, and only a few used dialogues. However, some students were able to provide their points of view in the text. So, the interpersonal theme has only 6% occurrences in High and Medium levels and 7% in low level. More specifically its use in the Table 3.

Table 3 shows the number of specific uses of interpersonal themes at the high level in each item (finite, modal adjunct, vocative). Modal adjunct gets the highest position, that is 64% occurrences, followed by vocative as much as 21%, and the last one is vocative as much as 14%. At the medium level shown in Table 3, it can be seen that modal adjuncts again received the most gains among other interpersonal items, which is 73% with 8 times occurrences. Furthermore, finite got percentage 18% and vocative got percentage of 9%. At the medium level, the use of finite is more than the previous level, but the use of vocative tends to be less in this level than before. Table above shows the occurrences of items in interpersonal more specifically, it can be seen that modal adjuncts still get the highest position used in

student texts, namely 67% with 6-time occurrences, then followed by finite as much as 33% with 3 times occurrences, and the last one is vocative. Which are 0% so that it makes the interpersonal vocative element is not used at all in the low level of interpersonal theme.

Table 3. Occurrences of Interpersonal Theme in High level

Number of Text	Topical Theme		Topical Theme			Topical Theme			
	Modal Adjunct	Vocative	Modal Adjunct	Modal Adjunct	Vocative	Modal Adjunct	Vocative	Modal Adjunct	Vocative
1	2	1	1	0	0	0	1	6	0
2	0	0	0	2	0	2	0	2	0
3	0	0	1	1	0	4	0	0	1
4	0	1	0	2	0	2	0	0	2
5	0	0	1	1	0	0	0	1	0
Total	2	2	3	6	0	8	1	9	3
Total (%)	14%	18%	33%	67%	0%	73%	9%	64%	21%

Fourth, Textual Theme. Textual theme is the third theme besides topical and interpersonal which is included in the thematic structure of a clause. This theme has an important role in connecting the clause to the context, in other words, the textual theme plays a role in cohesive work. There are also elements that include textual themes are continuative, conjunctions, and conjunctive adjuncts.

Overall, students' texts found a lot of use of textual themes, that's why textual themes became the second most widely used theme in student texts, as many as 29%, equally as many as 151 times occurrences. furthermore, among the 3 elements in the textual theme, namely conjunction, continuative, and conjunctive adjunct, which students used in the 15 tests studied were conjunction and conjunctive. For more clarity and specificity in Table 4.

Table 4. Occurrences of Textual Theme

Number of Text	High			Medium		Lower		
	Conjunction	Conjunctive Adjunct	Continuative	Conjunctive	Continuative	Conjunction	Continuative	Conjunctive
1	15	9	0	2	1	4	8	0
2	12	4	0	1	0	1	6	0
3	14	7	0	3	0	1	8	0
4	12	8	0	1	0	3	4	0
5	4	9	0	2	0	0	4	0
Total	57	37	0	9	1	9	30	0
Total (%)	85%	80%	0%	20%	2%	13%	88%	0%

Table 4 above shows the number and percentage of the use of textual themes in the high level of achievement. It can be seen that conjunction occupies the position of most usage reaching 57 times occurrence with a percentage of 85%. Then, followed by conjunctive adjunct reaching 9 times occurrence with a percentage of 13%. The last element, namely continuative, is used 1 time with 2% makes this element as least element in this level. Table 4 also shows the use of textual themes at the medium level of achievement. The three elements of the textual theme, namely continuative, conjunction, and conjunctive are not all fulfilled here. The continuative is not used at all at this level, but the conjunction has 37 occurrences, with a percentage of 80% and the conjunctive adjunct has 9 occurrences, with a percentage of 20%. Table 4 shows the use of textual themes in the low level of achievement. It can be seen that the highest textual element remains in the conjunction, which is around 30 occurrences with a percentage of 88%, then conjunctive, which is 4 times occurrences with a percentage of 12%. The last element, namely continuative, is not used at all at this level, as is the case with the previous level.

Fifth, Simple and Multiple Theme in Students' Anecdote Text. This section discusses the simple and multiple themes contained in the students' anecdote text as much as 15 texts were analyzed. Simple theme is composed of just one structural element and that is represented by just one unit- a nominal group, an adverbial group, or a prepositional phrase (Halliday & Matthiessen, 2014). Moreover, multiple themes consist of two or more elements, including textual theme, interpersonal theme, and topical theme. The order of appearance of compound theme is textual theme, interpersonal theme, and topical theme. Multiple themes is theme that opposed of simple theme, which means multiple themes consist more than

one element as theme. The simple and multiple themes have been classified into tables according to each level of achievement which are summarized in Table 5.

Table 5. Simple and Multiple Themes in Students' Anecdote Text

Level Type of Themes	Level of Achievement					
	High		Medium		Low	
Simple Theme	54	39%	63	53%	46	53%
Multiple Theme	85	61%	56	47%	41	47%

Table 5 is a table that shows the results of research that has been carried out as a whole to see simple and multiple used in student texts. From the table, it can be seen that the use of the type of theme, namely between simple and multiple themes, is the most dominant at each level of achievement obtained by students. High level is the level that uses the most multiple themes compared to simple themes, it can be seen that several themes occur 85 times with a percentage of 51% compared to simple themes which occur 54 times with a percentage of only 39%, which is quite a difference.

At the medium level, it is seen that the use of simple themes is more than that of multiple themes. It was recorded that it occurred 63 times with a percentage of 53% and multiple themes occurred 56 times with a percentage of 47%. The difference is not much, only around 6% which is 7 different events. Similar to the previous level, at this level, low level, the dominant theme used between simple and multiple themes is simple theme. It was recorded that simple themes occurred 46 times with a percentage of 53% and multiple themes occurred 41 times with a percentage of 47%. At this level the difference is also not too much, which is only 6% with 5 different occurrences. Simple and Multiple Themes showed in Table 6.

Table 6. Simple and Multiple Themes

Number of Text	High Level		Medium Level		Low Level	
	Simple Theme	Multiple Theme	Simple Theme	Multiple Theme	Simple Theme	Multiple Theme
1	27	12	12	13	10	9
2	15	11	9	7	8	10
3	16	9	14	13	14	12
4	22	11	9	12	9	4
5	5	11	19	11	5	5
Total	54	85	63	56	46	41
Total (%)	39%	61%	53%	47%	53%	47%

Table 6 is a table that shows the use of simple and multiple themes at a high level of achievement. As previously explained, multiple themes are the most widely used at this level compared to simple themes, it can be seen that multiple themes occur 85 times with a percentage of 51% compared to a simple theme that occurs 54 times with a percentage of only 39%, a very big difference. In addition, judging from each text, the simple theme is not used more than 12 times, and even then only in the first text, 11 occurrences in the second, fourth, and fifth texts, and 9 occurrences in the third text. However, the four texts at this level use more than 12 times multiple themes, namely in the first, second, third, and fourth texts. Although in the fifth text the number of multiple themes tends to be minim, it is still more dominant using multiple themes.

At the medium level, it is seen that the use of simple themes is more than that of multiple themes. it was recorded that it occurred 63 times with a percentage of 53%, besides that the most occurrences were also found in text 5, which was 19 times. While multiple themes get 56 occurrences with a percentage of 47%. The difference is not far enough, only about 6%. But this still makes the simple theme the dominant theme in the medium level of achievement. The table also shows the use of themes at a low level, at this level, the dominant theme used between simple and multiple themes is a simple theme. it was recorded that simple themes occurred 46 times with a percentage of 53% and multiple themes occurred 41 times with a percentage of 47%. The highest usage is 15 times simple theme occurrences in the third text. Although the difference is not far, but still the simple theme is stated to be dominantly used in the low level of achievement.

Discussion

Based on the analysis found at each level of achievement, it was noted that the topical theme was the most dominant theme among other themes. This finding is in line with Halliday and Matthiessen's statement which states that a clause consists of one and only one topical element (Halliday & Matthiessen, 2014). Other studies also found that the dominant theme in their research was the topical theme. Other research found experiential or usually called topical themes were the most dominant themes used in reading texts for the 2018/2019 school state exam (Akin et al., 2015; Suryati, 2020). In addition, The dominant theme in the TOEFL reading comprehension test was the topical theme (Marbun, 2017; Smart, 2019). The completeness of students in writing a text can be detected from the number of topical themes, because the topical themes indicate one clause. From all level of achievement, high level is the level that uses the most topical themes, so it can be interpreted that the clauses in the high level are more numerous and complete, followed by medium and low levels.

Regarding to theme markedness, unmarked theme became the most dominant theme used at each level of achievement in student texts, where at the high level it was 119 times, 88 times at the medium level, and 64 times the occurrences at the low level. The unmarked theme is also the dominant theme used compared to the marked theme (Carballo-Costa et al., 2022; Tarigan et al., 2014). Unmarked was the dominant theme they found in the English and Indonesian Exposition text written by students in UPI (Undayasari & Saleh, 2018). Moreover, markedness in a clause that is unmarked or marked plays a role in the delivery of information distribution and emphasis on what is to be conveyed.

Furthermore, there are two other themes, namely interpersonal and textual. Table 1 which can be seen in the previous section shows that the textual theme is the second dominant theme at each level of achievement. Then, the least used theme is interpersonal theme. This finding is in line with several previous studies, such as the research regarding the thematic structure in English and Indonesian exposition test students of UPI (Undayasari & Saleh, 2018). They found interpersonal themes tended to be fewer and were the most minimal themes in the students' texts. This is because interpersonal themes are more often found in spoken texts and function to build interaction (Efransyah, 2018; Undayasari & Saleh, 2018). This statement is in line stated that interpersonal theme items are characteristics and dialogues that are oriented to the speaker or express their own point of view, such a clause expresses the opinion of the hearer (Halliday & Matthiessen, 2014).

On the other hand, the textual theme is in the second dominant position. Other research also found a similar thing in her thesis, she stated that the textual theme was more dominant than the interpersonal theme (Alshwabkeh et al., 2021; Suryati, 2020). The textual theme in a clause indicates that students are able to develop the text to become cohesive, namely being able to connect clauses with clauses to be more meaningful (Undayasari & Saleh, 2018). Regarding to simple and multiple themes, those found at high levels tend to use multiple rather than simple ones. While on medium-level and low-level pads, simple theme dominant is used. Multiple themes were more dominant in high-level textbooks, namely upper-intermediate and simple themes were more dominant in lower-level textbooks, namely elementary and pre-intermediate (Vinhto, 2018).

4. CONCLUSION

Based on the results of the high level of achievement, there are 139 clauses in 5 student texts that have been previously classified. The topical theme is the dominant theme used in this level, which are 139 times occurrences with a percentage of 63%. Markedness in this level has a dominant unmarked theme of 119 occurrences with a percentage of 86% and marked 20 times occurrences with a percentage of 14%, followed by textual theme as the second most common theme, with 67 occurrences with a percentage of 31%. The last theme is the interpersonal theme, which are 14 times occurrences with a percentage of only 6%. In addition, multiple themes are the dominant theme in this level, which is 85 times occurrences with a percentage of 61%, compared to the simple theme which has only 54 times occurrences with a percentage of 31%. In the medium level, there are 119 clauses in 5 student texts, which are topical themes but become the dominant type of theme used, namely 119 occurrences with a percentage of 68%. The last level, which is the low level, has a smaller number of clauses compared to other levels, which is only 87 clauses.

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