

A SYSTEMIC FUNCTIONAL LINGUISTICS (SFL) ANALYSIS OF EXPOSITION TEXTS AS TEACHING MATERIALS WRITTEN BY PRE-SERVICE TEACHERS

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Abstract: The research is entitled *A Systemic Functional Linguistics (SFL) Analysis of Exposition Texts as Teaching Materials Written by Pre-Service Teachers*. This research aims at observing the teachers' Subject Matter Knowledge competence by analyzing the coherence of analytical exposition texts written by three English pre-service teachers in a senior high school in terms of their schematic structure and theme system. To accomplish this aim, a qualitative research study design involving text analysis and interviews was conducted. It is found out that the pre-service teachers were able to make coherent text seen from Theme and Thematic Progression. Meanwhile, the results from interviews showed that they encountered the challenges. The first challenge was to make the text more relevant and coherent. That is, the main argument must be supported by the arguments which were written by the pre-service teachers. The second challenge was to distinguish between censorship and professional. Based on five categories as proposed by National Council of Teacher of English (2014), there was one category which could not be fulfilled by one pre-service teacher. From the analysis of interview, nonetheless the texts written by pre-service teachers seemed to generally reflect

Keywords: Subject Matter Knowledge, *Systemic Functional Linguistics*, *Theme*, *Theme Progression*, *Exposition Text*

Introduction

Providing teaching materials is the important thing for teachers before entering class. Teachers have to provide good materials to make the students more understand about the lesson. In providing teaching materials which can be understood by students, teacher must fulfill a particular competence in teacher competences which related to ability in developing materials, named Content Knowledge. According to Richard (2011),

“Content Knowledge refers to what teachers need to know about what they teach and constitutes knowledge that would not be shared with teachers of other subject areas.”(p.3). It means that teachers have to master all of the materials, including the details of materials before they deliver it to the students.

Content knowledge has three categories, and the closest category to represent a subject is Subject Matter Knowledge. According to Shulman (1986),

subject matter knowledge includes the knowledge of the content of a subject discipline, that is, the major facts and concepts in that discipline and their relationships.

This research analyzed the teaching materials that was selected and used by pre-service teacher in the class. Therefore, this research focused on subject matter knowledge. This knowledge includes its substantive and syntactic structure (Schwab, as cited in Tsui, 2009, p.51). The substantive structures of a subject discipline refer to ‘the explanatory framework or paradigms that are used to guide inquiry in the field and to make sense of data’ and the syntactic structures are “the canons of evidence that are used by members of the disciplinary community to guide inquiry in the field. They are the means by which the knowledge is introduced and accepted into that community.” (Grossman, Wilson, and Shulman as cited in Tsui, 2009, p.51) According to Shulman (as cited in Tsui, 2009), teachers’ knowledge of the explanatory or interpretative frameworks used in a discipline and how to conduct inquiry in that discipline has an important influence on their curricular decisions and

how they represent the content and the nature of the discipline to the students.

In Indonesia, According to Law of the Republic of Indonesia No. 14 Year 2005 on Teachers and Lecturers, in Article 10, paragraph (1), teachers have four competences encompass pedagogic competence (*kompetensi pedagogik*), personality competence (*kompetensi kepribadian*), social competence (*kompetensi sosial*) and professional competence (*kompetensi profesional*) which can be obtained by professional education. The professional competence is in line with subject matter knowledge. In connection with the professional competence number 19 of 2005 on national education standards article 28 paragraph (3) item C: The professional competence is the ability mastery learning materials widely and deeply that enable guiding learners to meet the standards of competence specified in the national standard of education.

Teachers can make the teaching materials by themselves or they can adapt the teaching materials from various sources. Especially when teaching a text, teachers are given the freedom to write their own text or to take it from various sources. However in practical, lots of

teachers prefer taking the teaching materials that have been provided then adapting it into student's needs. It is because of some reasons such as simplicity and limitation of time. Teaching materials are usually taken from textbooks, journals, magazines, newspapers, etc. Problems arise when the teaching materials such as texts were taken directly then applied in the classroom without going through a process of adaptation. Thus, the teaching materials such as texts in textbook are not yet known whether they are understood or not by the students in the class. As stated by Grabe (2009) that lots of textbooks do not provide content learning into reading instruction in a clear way (p.340). In a similar vein, Collins & Mangieri (1992) states that several textbooks do not provide novice learners with important causal relationship between ideas and do not make the clear relationships among series of events (p.18). Additionally, they add, lots of texts do not make the points become clear, but put them in ways that make their importance uninteresting. It can be a problem for novice learners who find it difficult to differentiate the most important information from less important information.

Therefore, teachers have to first analyze the material that will be given to students. Moreover, if the material is in the form of text, teachers must carefully analyze whether the text is already coherent so that students can understand the content of the text. In this research, the researcher analyzed teaching materials which are exposition texts that have been selected and adapted by pre-service and will be used in the classroom. Exposition text was chosen because this text belongs to the teaching materials for 11th grade according to curriculum 2013. In line with the basic competence number 3.10 that the students have to analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the recent topic discussed generally, according to the usage context. The next basic competence which is number 4.14, states that students have to grasp the meaning in analytical exposition text about the recent topic discussed generally, according to the usage context.

Then, in analyzing the coherence of the text, the researcher used a theme system which belongs to Systemic Functional Linguistics. Systemic Functional Linguistics (SFL) is a tool in linguistic that

can be used to analyze text. In Systemic Functional Linguistics, according to Michael Halliday, a clause is built by theme and rheme.

Studies related with text analysis written by teacher or students of English education are varied. Several studies focus on the ability of a teacher to write the text, to measure their capability in writing or preparing teaching material by themselves. One of research studies was carried out by Jing (2015). The study provides an instructional package in theme or thematic progression for Chinese EFL students by examining theories in Systemic Functional Grammar and reviewing relevant literature. The activities in this instructional package are designed to build students' meta-knowledge of coherence and theme or thematic progression in order to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. In addition, students would apprehend which theme or thematic progression patterns are valued in English writing and have the opportunities to apply this knowledge to improve their writing.

Meanwhile this research focuses on the ability of the teachers to choose and then adapt the teaching materials from existing sources. It is because, in reality, many teachers prefer to take the teaching materials that are already available. Thus, this study is encouraged to fill the gap; A Systemic Functional Linguistics Analysis of Exposition Text Adapted by Pre-Service Teacher, with the specific focuses; using Theme System of Systemic Functional Linguistics.

Reflecting on Jing (2015), there is probably a need for conducting more studies to investigate the texts written by pre-service English teachers. It is expected that pre-service teachers be able to implement appropriate linguistic features of discussion texts and apply various types theme and theme progression to produce cohesive and coherent text

As a result, this research aims at observing the teachers' subject matter knowledge competence by investigating the analytical exposition texts written by pre-service English teachers in a senior high school in terms of schematic structures and linguistic features.

Methodology

This research was conducted by employing descriptive qualitative as this method. As stated by Monsen & Horn (2008), "Descriptive qualitative is an effective way to gain information used in planning hypotheses and suggesting association" (p.5). This method was in line with this research because in this research, the data were collected, categorized, and analyzed. Then, in the last of process, the data were made to an interpretation of several exposition texts that was used by teachers in the class.

Furthermore, in relation to qualitative method, a qualitative case study was employed in this research. According to Punch (as cited in Maliek & Hamied, 2014), it has a similarity with that design. First, this study will be conducted to several pre-service teachers which were students in English Department in one university in Bandung. It is has a similarity as suggested by Punch that a case study is a bounded system which means it has boundaries. Second, this study analyzed and interpreted the capacity of pre-service teachers in selecting and developing teaching materials to be used in the class. In accordance with that, Punch (2009) also says that a case is something which may

appear obvious but needs clear focus and logic to research. Last, this research, as suggested by Punch (2009), collected multiple data such as several exposition texts from pre-service teachers and interview.

This research was conducted at English Department of one state university in Bandung, Indonesia. Furthermore, the participants were selected from undergraduate students from batch 2012 currently doing the pre-service teaching.

The data were obtained through a document collection and interview. According to Corbin & Strauss (as cited in Bowen, 2009), "document analysis requires data be examined and interpreted in order to elicit meaning, gain understanding, and develop knowledge." (p.27). The documents were collected from the teaching materials developed by the pre-service teachers in the class. The second data were collected through interviews. Each participant was interviewed to answer the difficulties faced by pre-service teacher in developing and selecting exposition text to be used in the class.

In analyzing data, the data were divided into two steps. First, the researcher

analyzed the schematic structure and social purposes of the texts. Second, the researcher analyzed the linguistic features of the texts using theme system of systemic functional linguistics as proposed by Halliday (2004) and Eggins (2004).

Data Presentation and Discussion

This section focuses on the data gathered for theme system and writing challenges. This chapter includes the discussion of the pre-service teachers' texts particularly in terms of their linguistic features and the discussion of the interview data.

- **The Results of Analytical Exposition Texts Analysis**

As there are three pre-service English teachers involved in this research, along with this, each teacher makes two texts. The discussions and findings of the report texts analysis will be outlined in order, starting from the original texts, followed by the first pre-service teacher which was represented by Text 1 and Text 2, the second pre-service teacher which was represented by Text 3 and Text 4, and the third pre-service teacher which was represented by Text 5 and Text 6.

1. The Results of the Original Analytical Exposition Text Analyses

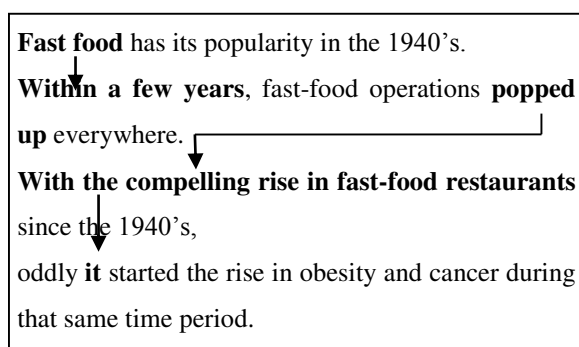
In terms of theme choice, the type of theme which appears most in both of original texts are Topical Theme especially unmarked theme. Topical theme of clauses signal the general idea of the text, it shows what the text is about (Emilia, 2014, p.227). For example, it can be seen in the opening theme of thesis statement stage (unmarked themes are in bold) “**Fast food** nowadays, is considered.....” Besides, there is also interpersonal theme in the text. It can be found in the last message in the thesis statement (interpersonal theme is in bold) “However **is** fast food good for health?” It indicates that the writer signals the focus into the position she tries to explain (Eggins, as stated in Ravelli, 2000). In addition, the writer also put marked theme and textual theme. For example in the argument stage, there is a marked topical theme realized by circumstance as a theme, “**Nowadays**, internet access has created.....” Also, the textual themes are realized by conjunctive adjunct summative “**so**, the teacher sometimes cannot give.....” and appositive “**for example**, teacher can ask students....”

The second original text also presents unmarked themes (single and longer nominal theme), as the type of theme which emerges most. For example, in the opening of the re-iteration stage, the writer put longer unit theme in long nominal group “**The impact of internet in education...**” It is continued in the next clause by the use of unmarked topical theme “**It** has created instant access.....”

However, there are also marked theme and textual theme. For example in the argument stage, there are two marked topical theme realized by circumstance as a theme. The first one is “**Nowadays**, internet access has created.....” Then, the second one is “**In the future, on students’ working life.....**” Besides, there are also textual themes in the text. There are realized by conjunctive adjunct summative “**so**, the teacher sometimes cannot give.....” and appositive “**for example**, teacher can ask students....” Conversely, the type of theme which appears the most in the argument text is still unmarked theme. For example, subject as a theme “**internet** has become now way of life” and long nominal group “**The time students have at class** is limited”

In terms of thematic progression, re-iteration pattern is the type of pattern which emerges most. This pattern provides the text with a clear focus and helps maintain a strong topical focus (Eggins, as cited in Emilia, 2014, p. 241),

Fig 1 Examples of the Re-iteration Pattern Employed in First Original Text

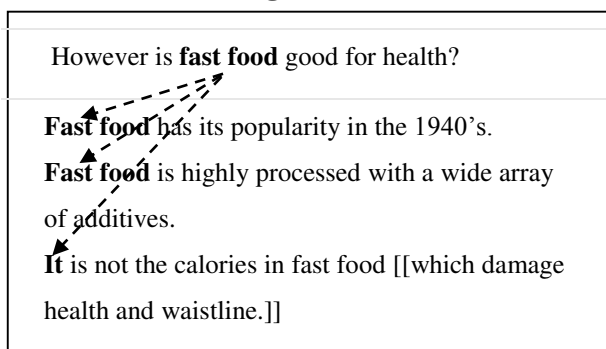


However, the zigzag pattern also can be found in the text. In this pattern, the theme in the clause gets from the content from previous rheme in the previous clause. This pattern, according to Eggins (as cited in Emilia, 2014) can help the reader to achieve cohesion in a text by making new information (p. 241). It gives a sense of cumulative development in the text which may be absent in the previous themes.

The writer also uses the multiple patterns. In addition, the use of multiple themes pattern indicates that writer has planned the development of text prior to

the writing process (Emilia, 2005). This is also called a higher level Theme (macro- and hyper- Theme).

Fig 2 Examples of the Multiple Themes Pattern Employed in First Original Text



2. The Results of the Analytical Exposition Text Analyses Written by Pre-Service Teacher 1 (Text 1 and Text 2)

The first pre-service teacher wrote the texts by using lot of types of theme. She uses twenty eight topical themes which contain twenty four unmarked topical themes and four marked themes, one interpersonal theme and ten textual themes in Text 1. However, Text 2 contains twenty three unmarked topical themes and four marked themes, two interpersonal themes and eleven textual themes.

As seen from their Theme choices, it is found that both texts have successfully

applied topical, interpersonal, and textual Themes, which also contribute to do the cohesive works in both texts. However, the types of text which emerges most is unmarked topical themes, since unmarked topical Theme “is used to establish an entity and then to describe it” (Christie & Derewianka, 2008, p. 188).

The unmarked topical theme can be seen starts from thesis statement stage: *People are not just eating out (Text 1)* and *The deep impact of internet in education has simply changed... (Text 2)*

It is continued in the argument stage. The unmarked theme comes from a long nominal group in group and phrase complexes: *Stephanie Stiavetti, a freelance food reported... (Text 1)* and *A vast amount of information is available...(Text 2)*

Besides, there is also marked topical themes which is non finite clause: *To ensure fast food's low cost, the fast food products.. (Text 1)* and *circumstances as a theme Nowadays, internet access has created.. (Text 2).*

According to Coffin (2006a; Christie and Derewianka, 2008; Martin and Rose, 2008), the use of marked theme signified the shift of context and activity sequence.

By applying marked theme, the writer changed the focus of the clause into a significant functional ways as Bloor&Bloor argued.

Interpersonal theme also used in the text: *is fast food good for health?* (Text 1) Furthermore, the use of interpersonal theme indicated that the writer attempted to foreground a position, to share point of view, and to demonstrate her own view of judgment related to the issue being presented in the text (Emilia, 2005;2012; Halliday, 1985).

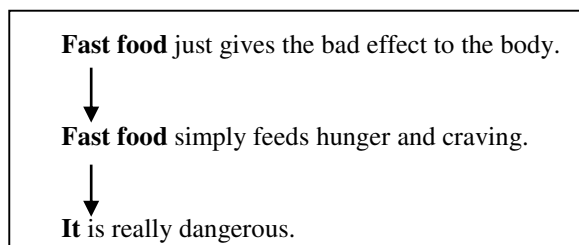
The last type of theme choice which appears in the text is textual theme. In the texts, the textual devices such as conjunctives, coordination, and subordination related the clause into the context thus maintaining the logical relation of the texts. The textual themes can be seen in clauses: *First, it can cause...*, *so they stay solid...*, *and to enhance flavor....* (Text 2)

In terms of thematic progression, Text 1 applied re-iteration pattern while Text 2 applied zigzag pattern.

Text 1 provides ten re-iteration patterns and eight zigzag patterns. As stated earlier that the re-iteration pattern provides the text with a clear focus and helps maintain a

strong topical focus (Eggins, as cited in Emilia, 2014, p. 241), the writer knows how to build the text into coherent way. Below is the example of the use of re-iteration pattern in Text 1.

Fig 3 Examples of the Re-iteration Pattern Employed in Text 1



Different with the text 1, Text 2 uses more the zig-zag patterns. This pattern, according to Eggins (as cited in Emilia, 2014, p. 241) can help the reader to get cohesion in a text by making new information. It gives a sense of cumulative development in the text which may be absent in the previous themes. Below is the example of the use of zigzag pattern in Text 2.

The second pre-service teacher tended to keep the paragraph. The text does not change much from the original text. It means that there are no big differences with the original text.

He did not delete arguments in the text but he added supporting sentences for each argument.

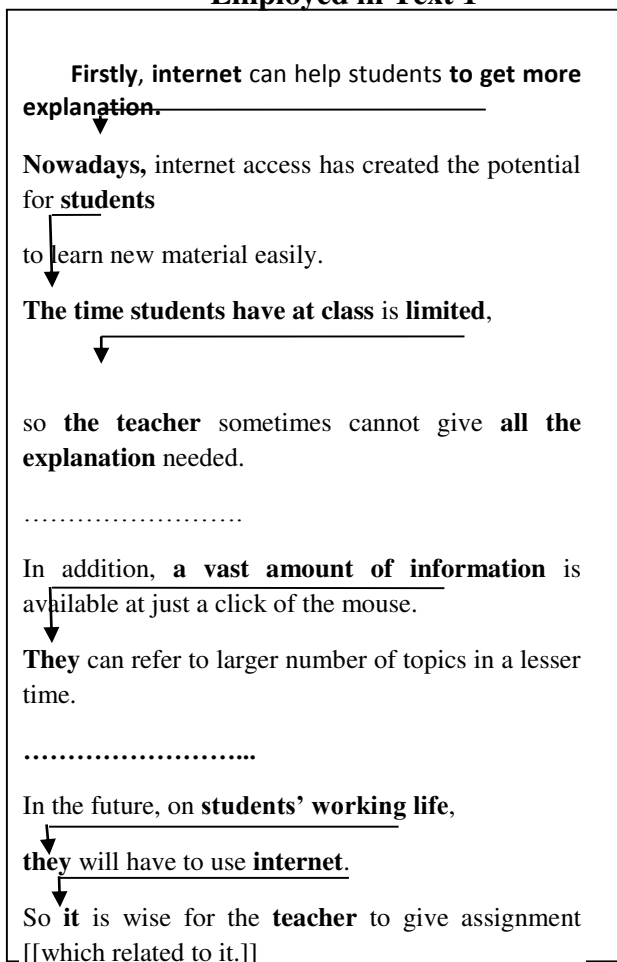
In terms of theme choices, unmarked theme is still the theme that emerges most. But, the pre-service teacher kept putting various themes to make the text more coherent.

The writer used lots of unmarked topical themes. In Text 3, he used fourteen unmarked topical themes and eight marked themes, one interpersonal theme and six textual themes. In Text 4, he used twenty unmarked topical themes and three marked themes, and eight textual themes.

The unmarked topical theme can be seen starts from thesis statement stage: *People are not just eating out...* (Text 3) and *More than 190 countries linked into exchange data...* (Text4)

It is continued in the argument stage. The unmarked themes come from a single unmarked topical theme: *Fast food is altered..* (Text 3), *Studies show that..* (Text 3), *It helps people to get..* (Text 4),

Fig 4 Examples of the Zigzag Pattern Employed in Text 1



3. The Results of the Analytical Exposition Text Analyses Written by Pre-Service Teacher 2 (Text 3 and Text 4)

Teacher also can give assignment.. (Text 4)

Besides, there are also marked topical themes: *Nowadays, fast food such as...* (Text 3) and *In the future, on students' working life, they will have.. (Text 4)*

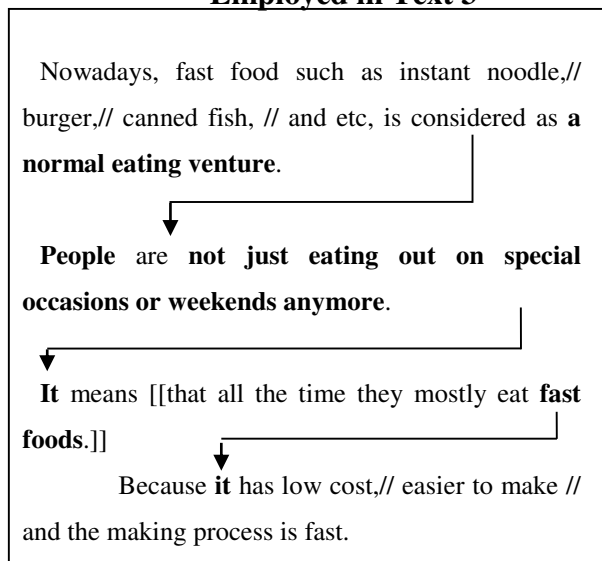
The role of marked topical theme signified the shift of context and activity sequence as Coffin (2006a), Christie and Derewianka (2008), and Martin&Rose (2008) claimed. Bloor&Bloor (2005, p.74) states that the use of marked theme changes the focus of the clause into significant functional ways signaling that something in context needs a typical meaning to be made (Eggins, 1994 cf. Ravelli, 2000).

Surprisingly, the text also contains the textual theme which does not belong to structural conjunction. There are textual themes which are linking the next clause from the previous clause. For instance: *In education, internet gives an impact.... (Text 4)* which is being a "linking function" (Martin, Mathiessen&Painter, 1997, p.25) to the previous clause *It helps people to get information easier*. Then, the clause *In this case, internet can...* is the textual theme from the clause *So the*

teacher sometimes cannot give all the explanation needed

In terms of progression, the use re-iteration pattern and zig-zag pattern is similar in Text 3. In the thesis statement, the writer tends to use zig-zag pattern rather than re-iteration pattern. As stated earlier, according to Eggins (as cited in Emilia, 2014, p. 241) this pattern can help the reader to get cohesion in a text by making new information. It gives a sense of cumulative development in the text which may be absent in the previous themes. Below is the example of the use of zigzag pattern in Text 2.

Fig 5 Examples of the Zigzag Pattern Employed in Text 3



On the contrary, argument section brings out re-iteration pattern which mostly used by the writer. In this section, re-iteration pattern appears seven times while

zig-zag pattern appears five times. Below is the example of the use of there-iteration pattern in Text 2.

Fig 6 Examples of the re-iteration Pattern Employed in Text 3

Fast food has its popularity in the 1940's.
 ↓
 Within a few years, **fast-food operations** popped up everywhere.
 ↓
 With the **compelling rise in fast-food restaurants** since the 1940's
 ↓
 Oddly **it** started the rise in obesity and cancer during that same time period.

On the contrary, the writer used lots of zig-zag patterns to connect each of the clauses in Text 4. The readers can identify the pattern from the thesis statement until the conclusion. Below is the example of the use of zigzag pattern in Text 2.

Fig 7 Examples of the Zigzag Pattern Employed in Text 3

Nowadays, internet access has created the potential for **students** to learn new material easily.
 ↓
 The time **students** have at class is **limited**,
 ↓
 So the teacher sometimes **cannot give all the explanation** needed.
 ↓
In this case, internet can help **students** to get more explanation.

They just have to **type the key word**,

↓
then all information that student needs will appear.

4. The Results of the Analytical Exposition Text Analyses Written by Pre-Service Teacher 3 (Text 5 and Text 6)

The texts made by the third pre-service teacher had slight difference. The fifth text contains twenty five unmarked topical themes and seven marked themes, and eight textual themes. It shows that topical theme is the theme that emerges most in this text. But, the last text contains almost the same amount of unmarked topical theme and textual theme. He combined the unmarked topical theme to keep identifying the topic under elaboration and the textual theme to be concerned with the connectedness and logical relation of the text (Knapp and Watkins, 2005).

In the thesis statement, the writer opened Text 5 with circumstance as a theme *Nowadays, people is not only eating...* It is continued by another marked theme *According to Tarigan (2012), 15-20% teenagers in Jakarta...* Then, the writer used the textual theme to link the next clause with the previous clause *In*

fact, fast food contains some dangerous ingredients that are bad for their health...

Argument stage contains several kinds of theme. First, it contain subject as a theme. For examples, *Fast food is highly processed..., Monosodium glutamates (MSG) is the most common chemical.. There are bad chemicals.. The International Agency for Research on Cancer classifies BHA.., Many dyes have been banned.. and Numerous studies have established..* In addition, there is unmarked theme which is non-finite clause *Eating trans fats can increasethe risk..*

Besides, there are also several marked topical themes in the argument stage. Those marked themes link back to the thesis statement in which the writer poses his stance toward the issue. This is very useful to build a strong sense of connectedness of the text (Christie, 2005). For example, marked topical theme which is non-finite clause *To ensure fast food's low cost, the fast food products are made..* And also, there are another marked topical themes such as *According to Dr. Russell Blaylock, MSG can overexcites..., and In a study conducted by Mozaffarian, a 2% increase in energy..*

Lastly, the argument stage also contains the textual theme to maintain the coordination between the clauses (Eggins, 2004; Emilia, 2005; Halliday and Matthiessen, 2004; Martin, Matthiessen, Painter, 1997). It can be proven from the clauses: *Last but not least, artificial dyes are also the dangerous chemical.., In the similar vein, Food and Drug Administration (FDA) states that.., Meanwhile, trans fats, according to American Heart Association can raise.., and Based on evidence from animal studies, the U.S. National Institutes of Health report that..*

In the conclusion stage, the writer summed up the whole text by putting textual theme *So, there is absolutely nothing..* After that followed by unmarked topical theme *Fast food can make someone full and satisfied* and closed by another textual theme *but it can be dangerous to the body..*

Meanwhile, Text 6 contains sixteen unmarked topical themes and one marked theme, and thirteen textual themes was opened with a simply unmarked topical theme, *Internet access has some positive effects...* to keep identifying the topic under elaboration.

Then, he still used unmarked topical theme realized in subject as a theme in the argument stage. It can be proven by the clauses, *It can help the students..*, *The students can learn...*, *Internet also has...*, *The younger students tend..*, *NASA, for instance, offers...* He also put a marked theme *When schools in different parts of the state, country, or world connect, students can "meet" their...* to change the focus of the clause into significant ways (Bloor&Bloor, 2005, p.74).

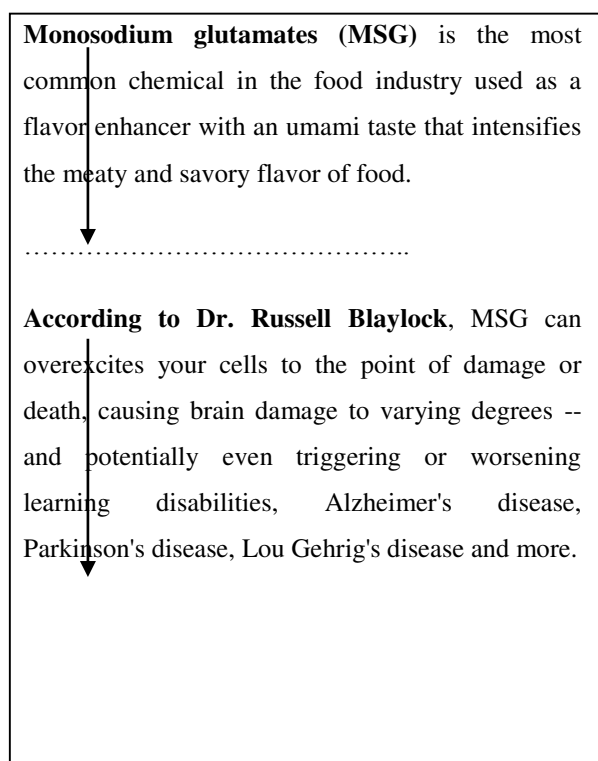
In the textual theme, the writer put both of Continuity Adjunct and Conjunctive Adjunct. The continuity adjunct can be proven in the clauses, *As long as the school has a computer lab, students are able to...*, *While students should be wary of the legitimacy of some of the content they read online, many schools software use..*, *Instead of playing board games that focus on education, students can learn...*, *But thanks to technology, students can use..* and *When this is the case, the students' education..* While in the conjunctive adjunct, the writer wrote *Also, the students can learn...* and *Last but not least, the students can learn..*

Last in the conclusion stage, the writer put textual theme *So, it can be concluded that internet has...* to conclude the whole

text and the unmarked theme *There are many positive things...* to keep identifying the topic under elaboration.

In terms of thematic progression, the third pre-service teacher tended to use re-iteration pattern in the Text 5. The use of theme re-iteration pattern indicates that the writer tended to make the text focused so that the reader can easily find the information intended in the texts. The theme re-iteration pattern can be realized through identical wordings, synonymous expression, paraphrase, or semantic interfere with the previous theme (Danes, as cited in Nwogu and Bloor, 1991). Below is the example of the use of there-iteration pattern in Text 2.

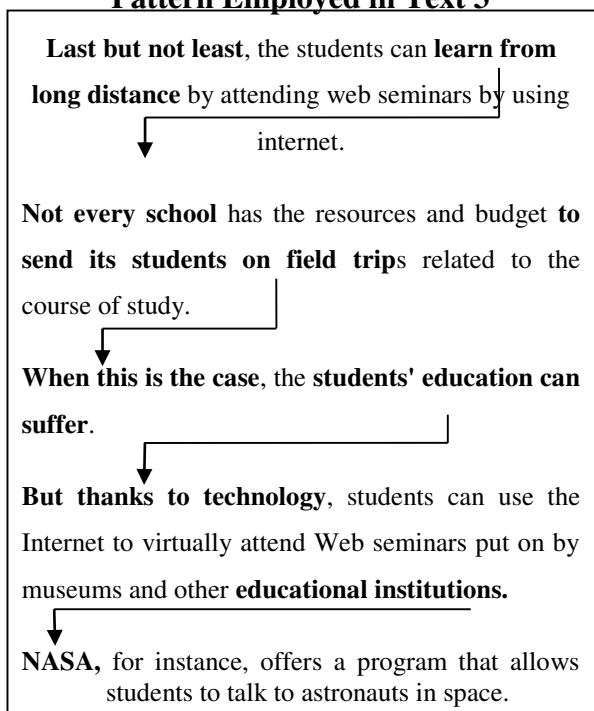
Fig 8 Examples of the re-iteration Pattern Employed in Text 3



In the similar vein, Food and Drug Administration (FDA) states that abnormal function of glutamate receptors has been linked with certain neurological diseases, such as Alzheimer's disease and Huntington's chorea.

While, Text 6 tended to use the zig-zag patterns. As stated earlier, that the use of zig-zag pattern served to introduce new information by promoting the rheme in the previous clause into the theme in the subsequent clause (Fries, as cited in Bloor and Bloor, 2005). Below is the example of the use of zigzag pattern in Text 2.

Fig 9 Examples of the Zigzag Pattern Employed in Text 3



• **The Results of Interview Data**

In addition to analyzing the Theme and Theme Progression of the text, this study also attempted to find out the

challenges faced by pre-service teachers in developing the text. As stated earlier in chapter III, to find out the challenges, this research employed an interview involving three pre-service teachers. The results of the interview were related to the theory in the Chapter II.

According to National Council of Teacher of English (NCTE), sometimes, teachers cannot differentiate between censorship and professional strategies in selecting and developing materials. Then, National Council of Teacher of English (NCTE) explains that the difference between censorship and professional in their goal. Whereas the goal of censorship is to remove, eliminate particular materials and methods, the goal of professional guidelines is to provide criteria of materials and methods. Here, some teachers found it hard in selecting and developing teaching materials. Below are the explanations of the result of interview. The explanation will be divided into three topics. First, how was the pre-service teachers modified the text. Second, the explanation about the difficulties faced by them when modifying text and how they overcame the difficulties. Last, the explanation whether or not they can differentiate between censorship and

professional in selecting and developing materials.

According to the result of interview, the participants had similar steps to modify the text. First, they read the entire text to get the full comprehension of the whole text. Then, they marked the part of the text that will be modified. In the next step, they edited the text by adding some information for arguments that contain less information. In the last step, one of them corrected the incorrect grammar and structure.

Secondly, the difficulty while modifying the text for the first and second pre-service teachers was to make the text more relevant and coherent. So the content in the original text and their thought were connected to be coherent. To overcome the difficulty, they were re-reading the text, searched for the text whether it was coherent or not and also asked for friends' opinion. Whereas the third pre-service teacher did not find any difficulty in modifying text.

As stated earlier in chapter II that there were several categories that distinguished between censorship and professional in selecting and developing materials. For the first category, all of the participants included specific materials or methods in

developing the text. They did not eliminate references or words but they gave another argument to give some varied views of life. For the second category, all of the participants were essentially affirmative. They reviewed the text and if necessary, they added references that portray groups in non-stereotypical ways. For the third category, one participant intended to control while two participants intended to advice. For the fourth category, they sought to educate, to increase access to ideas and information. Last for the fifth category, all of the participants saw the relationship of parts to each other and to a work as a whole.

Conclusions

This research focuses on the analysis of Theme and Thematic Progression type that mostly occur in exposition texts written by pre-service teachers. This is related to Pedagogical content knowledge which refers to the representation of a subject by the use of analogies, examples, illustrations, explanations, and demonstration in order to make it comprehensible to students.

The representation of Pedagogical Content Knowledge is the ability of the teachers to choose and then adapt the

teaching materials from existing sources. This study aims at finding out which theme and thematic progression mostly occur in exposition texts. Besides, this study also intends to identify the challenges faced by pre-service teachers in adapting and developing exposition texts as a teaching material.

This study found out that the pre-service teachers were able to make coherent text seen from Theme and Thematic Progression applied in the text. In terms of theme, all of the pre-service teachers tended to use unmarked theme rather than another theme. They tried to keep identifying the topic under elaboration using unmarked theme. Then, when they needed to change the focus of the text, they tend to use marked theme because marked theme changes the focus of the clause into significant functional ways signaling that something in context needs a typical meaning to be made. After that, they also used textual theme because this theme serves the purpose of most clearly indicating the 'linking function' and also to maintain the coordination between the clauses. In addition, several pre-service teachers used interpersonal theme to foreground a position, to share

point of view, and to demonstrate the writers' own view of judgment related to the issue being presented in the text.

In terms of thematic progression, the zig-zag pattern is the pattern that emerges most. Three of six texts used this pattern. This pattern, according to Eggins (1994) can help the reader to get cohesion in texts by making new information (p.303). Besides that, the writer used zig-zag pattern to give a sense of cumulative development in the texts which may be absent in the previous themes. Then, two of the six texts used the re-iteration pattern. Reiteration pattern provides the texts with a clear focus and helps maintain a strong topical focus. Last, one text showed the use of the-reiteration and the zig-zag pattern. It indicates that besides giving cohesion by reiterating the same element, the writer also introduced newest information in order to keep the logical relation of the text (Bloor and Bloor, 2005; Emilia, 2005; Eggins, 2004; Fries, 1995; Ravelli, 2000)

Besides, this study also discovered that in developing the text, pre-service teachers encountered several problems. The first problem is to make the text more relevant and coherent. That is, the main argument must be supported by the arguments which

were written by the pre-service teachers. The second problem is to distinguish between censorship and professional. Based on five categories as proposed by National Council of Teacher of English (2014), there was one category which could not be fulfilled by one pre-service teacher. Nonetheless, from the analysis of the text, it was indicated that teachers generally have the position in which can be categorized as professional because they could fulfill the requirements.

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