

## ABSTRACT

This study aimed to investigate which thematic progression mostly applied on students' argumentative text and how thematic progression contributes in students' argumentation development. Descriptive qualitative method was used as the method of this study. The data of the study were thirteen students' argumentative text from second-semester students at the English Education Department. The steps in analyzing the data are: (a) taking texts written by the students, (b) reading the texts and separating clauses or sentences one by one in the text then determine the Theme and Rheme in each clause, (c) underlining and coding identified Theme with T and identified Rheme with R, (d) making the graph and table between Theme and Rheme from every clause which aims to determine the Thematic Progression Pattern, (e) making a description or explanation of what has been analyzed in the argumentative text. The result shows that Constant theme progression became the most applied pattern on students' argumentative text with the total number of occurrence 17. Split rheme progression became the second one that applied on students' argumentative text with the total number of occurrence 14. Simple linear progression became the third that applied on students' argumentative text with the total number of occurrence 12. Meanwhile, in the contribution of thematic progression to argumentation development, the results show that students' writing prefers to use the Constant theme progression pattern in expressing their arguments, which means that the author of each texts mostly used the same Theme that is taken from the previous sentence and repeated in next sentences. This research is expected to be a source of information to teachers and students, be able to improve students' ability to write using thematic progression.