

THEMATIC PROGRESSION IN READING TEXTS OF AN ARABIC TEXTBOOK FOR SENIOR HIGH SCHOOL

Amanda Marwah Gandari¹, Tatang²

¹²Universitas Pendidikan Indonesia

Correspondence E-mail; amandamarwah@upi.edu

Submitted: 28/06/2026

Revised: 21/07/2026

Accepted: 23/06/2026

Published: 26/07/2026

Abstract

This study aims to analyze thematic progression patterns, assess text coherence, and interpret the potential comprehensibility of reading passages in the Grade 10 Arabic textbook for Senior High School published by the Ministry of Religious Affairs of the Republic of Indonesia in 2020. The study adopted a qualitative approach using a discourse analysis design grounded in the Systemic Functional Linguistics (SFL) framework. The data comprised five reading passages purposively selected from the textbook. Data were collected through document analysis and examined by identifying thematic progression patterns across sentences, evaluating the level of coherence, and interpreting the potential comprehensibility of the texts. The analysis identified 75 thematic progression relations, with Constant Progression at 57.33% and Split Rheme Progression at 20% the most prevalent. According to the results, three of the texts classified as Good showed a more consistent flow of information and were deemed to have a higher probability of cohering, while the two classified as Fair displayed patterns of thematic progression that were more varied, probably making it necessary for readers to put in greater inferential effort to establish connections across sentences. The findings suggest that thematic progression patterns should be considered when developing and evaluating Arabic reading materials to enhance text coherence and support students' reading comprehension.

Keywords

Arabic Language Textbook; Coherence; Text Comprehensibility; Thematic Progression; Theme–Rheme.



© 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Textbooks serve as primary learning resources and play a crucial role in foreign language education (Pan & Zhu, 2022). In formal educational settings, they function as instructional materials that provide learning content, promote consistency in instructional implementation, and help students achieve curriculum-specified competencies (Huang et al., 2022; F. Li & Wang, 2024; Pulungan et al., 2024). Beyond supporting teachers in the instructional process (Supriadi & Fitriyani, 2021), textbooks offer students opportunities to develop language proficiency through exposure to diverse written texts (Al-hirsh & Alslaiti, 2024; Rahmat & Coxhead, 2021). In Indonesian madrasah education, the implementation of the Minister of Religious Affairs Decree (KMA) No. 183 of 2019 has influenced the development of Arabic textbook content (Kolintama & Iman, 2022). This policy resulted in the publication of the Grade 10 Arabic textbook for Senior High School by the Ministry of Religious Affairs in 2020. Although schools retain the authority to select instructional textbooks (Sari, 2022), the Ministry's publication remains a primary reference widely used in madrasahs. Given its significance, this textbook serves as a key reference for Arabic language instruction and reflects nationally established competency standards (Allail et al., 2025; Fitriyasi et al., 2025; Nesi et al., 2022). Consequently, examining the quality of discourse in this textbook is essential to determine its effectiveness in supporting the learning process and facilitating students' comprehension.

The quality of a textbook is determined by its textual organization, readability, and comprehensibility (Ahmad & Hasan, 2024). A text functions as a linguistic unit with a communicative purpose, rather than merely a sequence of words. Accordingly, it must be organized to facilitate readers' understanding of the intended meaning (Fairouz, 2023; Saeed et al., 2021). Comprehension is constructed through readers' ability to recognize text structure, monitor their understanding, and employ strategies to connect ideas within the text (Gouravajhala & McDaniel, 2025; Meyer & Ray, 2011). Coherence, defined as the semantic unity that integrates all parts of a discourse into a meaningful whole (Nhung & Hiep, 2023), is a critical factor in this process. A coherent text presents ideas in a logical sequence, enabling readers to follow relationships between sentences and maintain focus on the main topic (Nhung & Hiep, 2023). In contrast, poorly organized texts often exhibit weak or unclear relationships between ideas, hindering systematic understanding.

The effectiveness of textbook use is shaped by students' varying levels of reading comprehension. Research indicates that students often encounter difficulties understanding texts in

foreign language textbooks, which can result in misconceptions and hinder task completion (Lasekan et al., 2023; Supriadi & Fitriyani, 2021). Firdaus et al. (2025) highlight the importance of logically structured instructional materials for supporting reading comprehension and writing skills, while Fan (2022) notes that difficulty in following a text's logical flow can impede learning. Together, these findings highlight the importance of presenting information coherently in reading texts. Thematic progression, which describes how the relationship between Theme and Rheme develops across successive clauses (Fairouz, 2023; Hawes, 2015), offers a framework for examining information development in discourse. Within the Systemic Functional Linguistics (SFL) framework, thematic progression elucidates how the semantic relationship between Theme and Rheme shapes the flow of information throughout a text (Daneš, 1974). Insufficient Theme–Rheme development may hinder readers' ability to follow information progression (Rass & Portman, 2024). Thus, analyzing thematic progression in the Grade 10 Arabic textbook for Senior High School, published by the Ministry of Religious Affairs in 2020, is essential for understanding how information is developed in the reading texts. This analysis can reveal whether the texts are organized using Theme–Rheme patterns that support comprehension. Additionally, understanding thematic progression has been shown to improve cohesion and coherence in students' writing (Himphinit & Astia, 2023; Malmén, 2023).

Research on thematic progression and discourse organization has been conducted across various contexts of language learning and text analysis. Previous studies have differed in their research focus, objects of analysis, and methodological approaches. For example, Hanh (2021) employed an action research design to investigate EFL students in Vietnam, applying the Systemic Functional Linguistics (SFL) Theme–Rheme framework to improve their narrative essay writing skills. Likewise, S. Li (2021) conducted a qualitative study on the application of thematic progression patterns in English–Mandarin translation teaching and found that preserving thematic progression patterns from the source text plays a crucial role in ensuring accurate information transfer and maintaining stylistic integrity. Fan (2022) adopted a qualitative approach involving text sample analysis to examine issues in English writing instruction at the high school level from the perspective of thematic progression. The findings showed that insufficient discourse logic can result in psychological and pedagogical barriers. Thus, the study went on to recommend pre-writing and post-writing strategies based on lexical chain analysis and Theme–Rheme organization. Aulia et al. (2025) examined textual metafunctions in EFL textbooks from Indonesia and Samoa and found that

topical Themes predominated, while the zigzag thematic progression pattern was most frequently used to establish discourse cohesion, although variations in textual components reflected differences in curricular approaches. Meanwhile, Nguyen & Nguyen (2025) analyzed thematic structure and progression in 20 reading passages from Vietnamese high school English textbooks. Their findings showed that Constant Progression and Simple Linear Progression were the dominant patterns, with thematic structures becoming more complex as the textbook level increased.

These five studies demonstrate that thematic progression analysis is a widely used approach for examining information development, coherence, and discourse organization in diverse language learning contexts. While employing similar methodologies, these studies differ in research focus, including essay writing instruction and English as a Foreign Language (EFL) texts (Fan, 2022; Hanh, 2021), English–Mandarin translation teaching (S. Li, 2021), and the evaluation of English textbooks (Aulia et al., 2025; Nguyen & Nguyen, 2025). Notably, previous research has primarily concentrated on English-language texts, academic writing, or general discourse analysis. In contrast, studies on thematic progression in reading texts within Arabic textbooks for Senior High School, especially those published by the Ministry of Religious Affairs, are scarce. This study addresses this gap by analyzing thematic progression patterns in the reading texts of the Grade 10 Arabic textbook for Senior High School published by the Ministry of Religious Affairs in 2020, utilizing the textual metafunction perspective of Systemic Functional Linguistics (SFL). This study is expected to provide empirical evidence regarding information development, text coherence, and the potential comprehensibility of the reading texts, while also assisting curriculum developers, textbook writers, and educational practitioners in the development and evaluation of Arabic teaching materials. Hence, this study examines the thematic progression patterns in the reading texts of the Grade 10 Arabic textbook for Senior High School published by the Ministry of Religious Affairs in 2020, the extent to which these patterns contribute to text coherence, and their potential comprehensibility for students.

METHOD

This study adopted a qualitative approach using a discourse analysis design grounded in the Systemic Functional Linguistics (SFL) framework proposed by Halliday & Matthiessen (2014). The data comprised five reading texts selected from the Grade 10 Arabic textbook for Senior High School published by the Indonesian Ministry of Religious Affairs in 2020. The texts were selected through

purposive sampling based on the following criteria: they consisted of complete discourses rather than dialogues, question-and-answer sections, exercises, or vocabulary lists. Data were collected through document analysis and transcribed verbatim to preserve the authenticity of their textual structure. Data were analyzed in three stages. The first stage involved identifying the Theme–Rheme structure and tracing thematic progression patterns. Each clause was analyzed based on the transitivity system to determine the boundaries between Theme and Rheme. Thematic progression patterns were then identified using McCabe's (1999) framework, which includes Constant Progression, Simple Linear Progression, Split Rheme Progression, Split Theme Progression, and Derived Hyper-theme Progression. The analysis focused on the movement of information across sentences rather than across clauses.

The second stage involved assessing the level of discourse coherence using an instrument adapted from Astuti et al. (2010) and Sun et al. (2024). Drawing on the SFL genre theory proposed by Martin & Rose (2008), variations in thematic progression patterns do not necessarily indicate low coherence, provided that the relationships among pieces of information are maintained. The level of coherence was classified into four categories, as presented in Table 1.

Table 1. Thematic Progression-Based Coherence Assessment Indicators

No	Coherence Level	Assessment Indicators
1	Good	The thematic progression pattern demonstrates a flow of information that is consistently centered on a single topic, exhibits linear continuity of ideas, or presents information through a systematic breakdown. Variations in the pattern may occur as long as the direction of the discourse remains focused and easily predictable.
2	Fair	The discourse focus is dynamic, involving transitions between subtopics or shifts among multiple participants. Although the flow of information is not entirely stable, the ideas remain logically connected.
3	Less	A new Theme appears in the middle of the text without any connection to the Theme or Rheme of the preceding sentence, resulting in a less cohesive flow of information.
4	Poor	No thematic progression pattern is identified, causing the informational links between sentences to break down and making the direction of ideas difficult to follow.

The third stage involved interpreting the potential comprehensibility of the texts based on the level of coherence achieved. Drawing on Kintsch (1998) and Meyer & Ray (2011), a coherently structured text has the potential to reduce working memory load, thereby helping foreign language

learners construct a more complete mental representation of the information presented.

FINDINGS AND DISCUSSION

Findings

A textual metafunction analysis of five reading texts in the Grade 10 Arabic textbook for Senior High School identified 75 thematic progression relationships between sentences. Data obtained from the texts “التعارف” (Chapter 1), “في البيت” (Chapter 2), “إلى السوق المركزي” (Chapter 4), “الهواية” (Chapter 5), and “الغذاء الصحي” (Chapter 6) revealed variations in the frequency of thematic progression patterns. Constant Progression was the most dominant pattern, occurring 43 times (57.33%), followed by Split Rheme Progression with 15 occurrences (20%). The remaining patterns occurred less frequently, namely Split Theme Progression (8%), Simple Linear Progression (6.67%), Derived Hyper-theme Progression (6.67%), and New Theme (1.33%).

These findings served as the basis for assessing the level of coherence of each text. Based on the coherence assessment, the five texts were classified into two categories. Three texts—Chapter 1, Chapter 5, and Chapter 6—were categorized as Good because they demonstrated a consistent flow of information through the maintenance of Theme and the gradual development of information. Meanwhile, the texts in Chapter 2 and Chapter 4 were categorized as Fair. The Fair classification does not mean that patterns of thematic progression are absent; rather, it indicates a more frequent shift in focus within the text, whether that is a transition to a subtopic or an introduction of a new Theme. In such cases, readers are required to establish connections among pieces of information.

Discussion

Thematic Progression and Discourse Stability

The findings suggest that the discourse structure of the textbook is dominated by the Constant Progression pattern (57.33%). This pattern is particularly evident in the narrative and descriptive texts. For example, in Chapter 1 (“التعارف”), the character “مُحَمَّدٌ” (Muhammad) is consistently maintained as the Theme across several consecutive sentences. The character is subsequently referred to through pronominal reference (وَهُوَ) or subject ellipsis. A similar pattern is observed in Chapter 5 (“الهواية”), where the character Sulaiman remains the central Theme, while

information about his various hobbies is developed through the Split Rheme Progression pattern. From the perspective of Systemic Functional Linguistics (SFL), this continuity of Theme helps maintain the flow of information, allowing each Rheme to build on the preceding information without shifting the focus of the discourse (Halliday & Matthiessen, 2014). These findings align with Leong's (2022) scientific text study, which found that the Constant Progression pattern can continue the development of discourse information while maintaining the focus of the main message. The Constant Progression pattern has also been shown to be effective in constructing topic-focused texts (Alyousef, 2021).

Consistently maintaining the Theme contributes significantly to helping readers follow the flow of information. According to Hawes (2015), the organization of English discourse is weak because a writer often chooses to include new elements in the Theme position without the necessary context. Consequently, readers may miss the relationship between the new idea and the previous ideas. On the other hand, the Constant Progression pattern found in this Arabic textbook shows otherwise. Keeping the same Theme across several sentences contributes to a more systematic development of information, thereby making the relationship between sentences easier to follow. The results conform to Himphinit & Astia (2023) showing how the use of a repetitive pattern such as the reiteration pattern which is equivalent to Constant Progression can concentrate participants on an idea while ensuring text continuity. In addition, Anis (2023) states that the organization of theme and rheme is an important aspect of textual cohesion and coherence.

Unlike Chapter 1, Chapter 6 (*"الغذاء الصحي"*) makes greater use of the Split Rheme Progression pattern (20%) to develop the flow of information. In this text, the five nutritional elements are first introduced as a single unit of information in the Rheme position. Each nutritional element is then developed into a Theme in the subsequent sentences. This pattern enables information presented as a list to be developed progressively, making it easier for readers to follow (Martin & Rose, 2008). This finding is consistent with Leong (2022), who explains that the Rheme functions to elaborate previously introduced information, allowing each idea to be developed in greater detail. The benefits of this step-by-step development of information are further supported by Saeed et al. (2021), who demonstrated that learners trained to apply Theme–Rheme progression were better able to produce cohesive and coherent texts. Thus, the use of the Split Rheme Progression pattern in Chapter 6 suggests that the organization of information has been adapted to the characteristics of the material, which requires a step-by-step explanation.

Dynamics of Coherence and Inferential Load

Further analysis revealed that the texts in Chapters 2 and 4, which were classified as having Fair coherence, exhibited a greater variety of thematic progression patterns than the other chapters. In Chapter 4, the combined Theme referring to “two friends” (الصديقان) is divided into the actions of each character through the Split Theme Progression pattern. In addition, a new Theme—the “female vendor” (البائعة)—is introduced in the middle of the story without any direct lexical connection to the preceding sentences. These shifts between subtopics and the introduction of a new participant result in a slight reduction in informational continuity compared with texts dominated by the Constant Progression pattern.

Such shifts across subtopics do not necessarily hamper comprehension (Kintsch, 1998) but they do require readers to infer how this information fits in with the preceding context. This interpretation is consistent with Gouravajhala and Gouravajhala & McDaniel (2025), who argue that discourse, which has relatively weak cohesion, can be a desirable difficulty that encourages readers with well-developed literacy skills (skilled structure builders) to actively build relationships among ideas in a text. Conversely, readers with limited knowledge of text structure are more likely to experience difficulty following the progression of information. Thus, the thematic shifts observed in Chapters 2 and 4 have the potential to increase readers' inferential demands, thereby keeping the relationships between sentences understandable. This finding is consistent with the study by Zahra et al. (2021), which showed that the use of less regular thematic progression patterns can reduce text coherence, making the relationships among ideas less cohesive.

Nevertheless, the shifts in thematic progression patterns observed in Chapters 2 and 4 can still be regarded as a natural development of information because the introduction of a new character—the female vendor (البائعة)—remains consistent with the context of the story, which takes place in the central market (السوق المركزي). Hawes (2015) explains that, within a text, transitions from one line of reasoning to another may require shifts in Theme to signal a change in the focus of the discourse. As mentioned above, a change in Theme does not detract from the overall coherence of the discourse but rather requires readers to update the existing context with the new information, thus lending the discourse a comprehensible flow.

Potential for Comprehension and Pedagogical Implications

The findings suggest that thematic progression patterns may influence reading comprehension. The texts classified as Good—namely, Chapters 1, 5, and 6—exhibited a more consistent flow of information, making them easier for readers to follow. When relationships among pieces of information develop logically, readers are less likely to expend excessive working memory resources to process shifts in topic. This finding is consistent with the psycholinguistic perspective that effective reading comprehension depends on a well-organized text structure that enables readers to construct a coherent mental representation (Meyer & Ray, 2011). Likewise, Gouravajhala & McDaniel (2025) argue that texts with strong global coherence facilitate the integration of ideas, reducing unnecessary cognitive load during reading. By maintaining a consistent thematic progression pattern, a text can support learners in following the flow of information in a more structured and coherent manner.

These findings are also consistent with Firdaus et al. (2025), who identified that one of the challenges in Arabic language learning is linking vocabulary mastery with the production of coherent texts. In the context of this study, Chapters 1 and 5 illustrate how structured information development through stable thematic progression patterns can support topics closely related to students' daily lives. This sequential development of information not only facilitates understanding of text structure but also helps students understand how ideas can be developed logically. This interpretation is further supported by Fan (2022), who explains that students often experience anxiety in writing due to difficulties in organizing ideas into a coherent sequence. Accordingly, Fan (2022) recommends thematic progression analysis as an approach to helping students understand the relationship between Theme and Rheme in the development of texts.

Overall, the findings suggest that thematic progression is a key factor in establishing discourse coherence and supporting reading comprehension. These findings are consistent with Malmen's research, which showed that instruction focusing on Theme development helps students produce texts with a more coherent flow of information and stronger connections among ideas. Furthermore, presenting coherent discourse in textbooks has the potential to support the development of students' thinking skills. Lasekan et al. (2023) explain that reading passages and grammar exercises in textbooks can foster awareness-based competencies, such as systems thinking and reasoning, provided that the information is presented in a clear and interconnected manner.

Therefore, the findings of this study suggest that thematic progression analysis can serve as a useful consideration in the development of Arabic reading texts. In introductory materials, the Constant Progression pattern should be prioritized to maintain the continuity of information. In contrast, in more complex materials, variations in Theme and Rheme progression patterns can be introduced gradually to help students become familiar with following increasingly diverse patterns of information development.

CONCLUSION

The analysis of thematic progression reveals that the development of information in the reading texts of the Grade 10 Arabic textbook for Senior High School published by the Indonesian Ministry of Religious Affairs in 2020 varies. This variation is a result of the relationship of Theme and Rheme in the reading texts which contribute to the coherence of the text. In addition, the consistent development of information in the text may also enhance the readers' reading comprehension ability. Findings from this study suggest that thematic progression analysis could be an effective way to evaluate the quality of discourse organization in Arabic textbooks. The findings may assist curriculum developers, textbook writers, and teachers in the design and evaluation of reading texts that develop their ideas coherently. Moreover, an analysis of thematic progression may be seen as one of the components in the development and evaluation of Arabic teaching materials to promote more systematic information organization and support students' reading comprehension. Future research could extend this analysis to different levels of education, different genres of text, or even Arabic textbooks. This way, further understanding can be reached on the thematic progression in evaluating instructional materials.

REFERENCES

- Ahmad, A. H. H., & Hasan, Y. N. (2024). Applied Arabic Textbook Readability Level for University Students at Al-Balqa Applied University. *Theory and Practice in Language Studies*, 14(1), 186–191. <https://doi.org/10.17507/tpls.1401.22>
- Al-hirsh, S. M. A., & Alslaiti, F. M. (2024). Using the Brainstorming Strategy to Develop Arabic Reading Comprehension for Seventh Grade Students in Jordan. *Dirasat : Human and Social Sciences*, 51(3), 336–348. <https://doi.org/10.35516/hum.v51i3.2461>
- Allail, C. A., Sopian, A., Saleh, N., & Maulani, H. (2025). Praxeology Analysis of The Arabic Language Textbook for Madrasah Ibtidaiyah. *International Journal of Arabic Language Teaching*, 2(2). <https://doi.org/10.32332/ijalt.v7i01.10066>
- Alyousef, H. S. (2021). The Status of Theme in Research Article Abstracts in Seven Dentistry Subdisciplines: A Text-Based Study of Intradisciplinary Variations and Similarities in

- Thematic Choices and Thematic Progression Patterns. *Journal of Language and Education*, 7(1), 28–45. <https://doi.org/https://doi.org/10.17323/jle.2021.10574>
- Anis, M. Y. (2023). Thematic Progression Pattern in Al-Hikam Aphorism Arabic – Bahasa Indonesia and Arabic – English; Systemic Functional Linguistic Approach. *World Journal of English Language*, 13(7), 453–466. <https://doi.org/10.5430/wjel.v13n7p453>
- Astuti, Y. F., Suryani, F. B., & Kurniati, D. (2010). The Analysis of Coherence in the Background of Skripsi Written by English Education Department Students of Teacher Training and Education Faculty of Muria Kudus University. *Jurnal Sosial Dan Budaya*, 3(2), 1–15.
- Aulia, T. A., Fitriati, S. W., & Widhiyanto. (2025). Unveiling Halliday ' s Textual Metafunction in Indonesian and Samoan EFL Textbooks for Year 10. *Eternal : English Teaching Journal*, 16(2), 420–433. <https://doi.org/10.26877/eternal.v16i2.1613>
- Daneš, F. (1974). Functional Sentence Perspective and the Organisation of the Text. In F. Daneš (Ed.). *In Papers on Functional Sentence Perspective* (pp. 106–128). Paris, France: Academia Publishing House. <https://doi.org/10.1515/9783111676524.106>
- Fairooz, R. A. (2023). Level of Coherence in L2 Written Text : A Gender Perspective. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 8(2), 55–76. <http://dx.doi.org/10.21093/ijeltal.v8i2.1493>
- Fan, Z. (2022). A Study on Teaching Strategies of English Writing in Senior High School From the Perspective of Thematic Progression. *Theory and Practice in Language Studies*, 12(3), 591–595. <https://doi.org/10.17507/tpls.1203.20>
- Firdaus, D., Ibrahim, F. M. A., Arifa, Z., Bahrudin, U., & Umam, Z. (2025). Optimising Composition Writing Learning through Constructivism-Based Teaching Materials : A Needs Analysis of Writing Skill. *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab*, 8(1). <https://doi.org/10.17509/alsuniyat.v8i1.80806>
- Fitriasari, R. N., Nurhidayati, Alfian, M., Maknuna, S. L., & Ibrahim, A. (2025). Analysis of Arabic Language Textbooks Published by Quadra in 2022 for Class XI of Islamic High School Based on Common European Framework of Reference for Languages. *Mantiqu Tayr : Journal of Arabic Language*, 5(2). 10.25217/mantiquatayr.v5i2.6240
- Gouravajhala, R., & McDaniel, M. A. (2025). Learning from Educational Texts : Is Reduction in Global Text Cohesion a Desirable Difficulty as Structure Building Skill Increases ? *Learning and Individual Differences*, 121(May), 102720. <https://doi.org/10.1016/j.lindif.2025.102720>
- Halliday, M. A. K., & Matthiessen, C. M. I. . (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). London: Routledge. <https://doi.org/10.4324/9780203783771>
- Hanh, N. T. (2021). Improving Writing Skills with Systemic Functional Linguistic Approach : The Case of Vietnamese EFL Students. *World Journal of English Language*, 11(2). <https://doi.org/10.5430/wjel.v11n2p71>
- Hawes, T. (2015). *Thematic Progression in the Writing of Students and Professionals*. 2, 93–100. <https://doi.org/10.1016/j.amper.2015.06.002>
- Himphinit, M., & Astia, I. (2023). *Systemic Functional Linguistics : Analyzing the Theme System and Thematic Progression in Indonesian University Students' English Writing* (Vol. 1). Atlantis Press Sarl. <https://doi.org/10.2991/978-2-38476-022-0>
- Huang, R., Tlili, A., Zhang, X., Sun, T., Wang, J., Sharma, R. C., Affouneh, S., Salha, S., Altinay, F., Altinay, Z., Olivier, J., Jemni, M., Wang, Y., Zhao, J., & Burgos, D. (2022). A Comprehensive Framework for Comparing Textbooks: Insights from the Literature and Experts. *Sustainability*. <https://doi.org/10.3390/su14116940>
- Kintsch, W. (1998). *Comprehension : A Paradigm for Cognition*. Cambridge University Press.
- Kolintama, C. M., & Iman, M. N. (2022). *Telaah Buku Ajar Bahasa Arab Senior High School Kelas X*

- Berdasarkan Keputusan Menteri Agama (KMA) Nomor 183 Tahun 2019. *Al-Muyassar: Journal of Arabic Education*, 1(1), 52–60.
- Lasekan, O. A., Méndez-alarcón, C. M., Mathew, B. S., & Campos, E. S. (2023). Exploring the Potential of a Popular EFL Textbook to Foster Both Sustainability Awareness and Competencies among ESD Learners: A Content Analysis Approach. *Sustainability*. <https://doi.org/10.3390/su151612640>
- Leong, A. P. (2022). Thematic and Rhematic Progression in Scientific Writing : A Pilot Study. *Journal of Language and Literature*, 22(1), 238–254. <https://doi.org/10.24071/joll.v22i1.4117>
- Li, F., & Wang, L. (2024). A Study on Textbook Use and its Effects on Students ' Academic Performance. *Disciplinary and Interdisciplinary Science Education Research*, 1–20. <https://doi.org/10.1186/s43031-023-00094-1>
- Li, S. (2021). The Application of Thematic Progression Pattern in the Teaching of English-Chinese Text Translation. *Theory and Practice in Language Studies*, 11(11), 1428–1433. <https://doi.org/10.17507/tpls.1111.10>
- Malmen, E. P. (2023). Teaching thematic Structure in Greek through Design-Based Research: Its Effects on Student Argumentative Written Productions. *L1-Educational Studies in Language and Literature*, 23, 1–28. <https://doi.org/10.21248/l1esll.2023.23.1.372> Corresponding
- Martin, J. R., & Rose, D. (2008). *Genre Relations: Mapping culture*. Equinox Publishing.
- McCabe, A. M. (1999). *Theme and Thematic Patterns in Spanish and English History Texts [Doctoral Dissertation, Aston University]: Vol. I (Issue June)*. <http://www.isfla.org/Systemics/Print/Theses/McCabePhd.pdf>
- Meyer, B. J. F., & Ray, M. N. (2011). Structure Strategy Interventions : Increasing Reading Comprehension of Expository Text. *International Electronic Journal of Elementary Education*, 4(1), 127–152.
- Nesi, A., Su, Y. R., & Pristiwati, R. (2022). Redesign of Indonesian Language Textbooks Based on Student Needs Analysis. *Al-Ishlah: Jurnal Pendidikan*, 14, 2369–2380. <https://doi.org/10.35445/alishlah.v14i1.1611>
- Nguyen, L. T. H., & Nguyen, H. M. (2025). Thematic Structure and Thematic Progression in Reading Texts in Vietnamese High School English Textbooks. *World Journal of English Language*, 15(6), 87–99. <https://doi.org/10.5430/wjel.v15n6p87>
- Nhung, L. T. K., & Hiep, N. H. (2023). The Effects of Thematic Progression in Improving Coherence and Cohesion in EFL Writing. *English Language Teaching*, 16(6), 126–135. <https://doi.org/10.5539/elt.v16n6p126>
- Pan, M. X., & Zhu, Y. (2022). Researching English Language Textbooks : A Systematic Review in the Chinese Context (1964-2021). *Asian-Pacific Journal of Second and Foreign Language Education*. <https://doi.org/10.1186/s40862-022-00156-3>
- Pulungan, A. H., Kusmanto, J., & Mukmin, M. J. Bin. (2024). Representation of Culture in English Textbook: A Content Investigation. *Journal of Linguistics and Language Teaching*, 2011, 268–287. <http://dx.doi.org/10.29300/ling.v10i2.5105%0AReceived:>
- Rahmat, Y. N., & Coxhead, A. (2021). Investigating Vocabulary Coverage and Load in an Indonesian EFL Textbook Series. *Indonesian Journal of Applied Linguistics*, 10(3), 804–814. <https://doi.org/10.17509/ijal.v10i3.31768>
- Rass, R. A., & Portman, D. (2024). Toward Coherence : An Analysis of the Theme in the Writing of Arab EFL Students. *The Journal of Teaching English for Specific and Academic Purposes*, 12, 231–242. <https://doi.org/10.22190/JTESAP240228019R>
- Saeed, A., Karim, S., & Mughal, S. H. (2021). The Impact of Theme-Rheme Progression Method on Improving Textual Coherence and Cohesion in L2 Writing : A Study of L2 Learners of

- English. *Pakistan Journal of Humanities and Social Sciences*, 9(2), 83–92. <https://doi.org/10.52131/pjhss.2021.0902.0115>
- Sari, E. P. (2022). Government-Made (BSE-Buku Sekolah Elektronik) vs Commercial Textbooks. Which One Is Better? *Scientia: Social Sciences & Humanities*, 1(1), 213–220. <https://doi.org/10.51773/asels2021.v1i1.35>
- Sun, G., Ahmad, N. K., & Nawi, N. R. C. (2024). Applying Theme Types and Thematic Progression to Cohesion and Coherence of IELTS Academic Writing Task 2 : A Qualitative Descriptive Study. *Forum for Linguistic Studies*, 06(06), 473–488. doi: <https://doi.org/10.30564/fls.v6i6.7367>
- Supriadi, R., & Fitriyani, N. (2021). Analisis Kesesuaian Buku Teks Bahasa Arab Berbasis Keterbacaan Menggunakan Ketentuan Fog Index. *Arabi : Journal of Arabic Studies*, 6(1), 105–118. <http://dx.doi.org/10.24865/ajas.v6i1.232>
- Zahra, G. M., Emilia, E., & Nurlaelawati, I. (2021). An Analysis of Cohesion and Coherence of Descriptive Texts Written by Junior High School Students. *Advances in Social Science, Education and Humanities Research*, 546(Conaplin 2020), 195–202.