



**THEME-RHEME CONFIGURATION IN RECOUNT TEXTS  
PRODUCED BY THE FOURTH SEMESTER STUDENTS OF  
ENGLISH DEPARTMENT *UNIVERSITAS NEGERI  
SEMARANG* IN THE ACADEMIC YEAR 2018/2019**

**A final project  
submitted in partial fulfillment of requirements  
for the degree of *Sarjana Pendidikan* (Bachelor Education)  
in English Language Education**

**UNNES**  
by  
Kiki Meiarista  
2201415086  
UNIVERSITAS NEGERI SEMARANG

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG  
2020**

## APPROVAL

This final project entitled *Theme-Rheme Configuration in Recount Texts Produced by the Fourth Semester Students of English Department "Universitas Negeri Semarang" in the Academic Year 2018/2019* has been approved by board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on February 2020.

### Board of Examiners

1. Chairman

Ahmad Syaifudin, S. S., M. Pd.  
NIP. 198405022008121005




2. Secretary

Galuh Kirana Dwi Areni, S. S., M. Pd.  
NIP. 197411042006042001



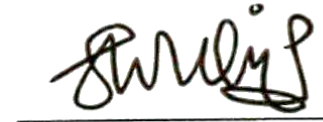
3. First Examiner

Prof. Dr. Dwi Rukmini, M. Pd.  
NIP. 195104151976032001



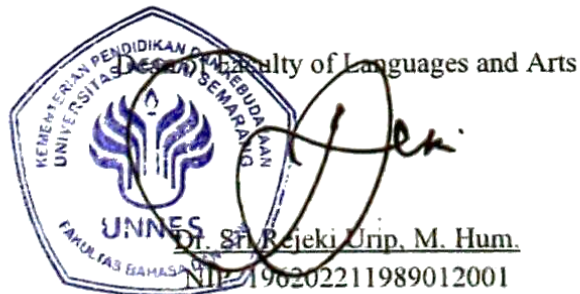
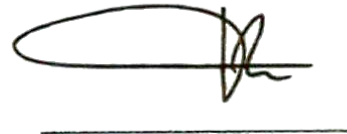
4. Second Examiner

Sri Wuli Fitriati, S. Pd., M. Pd., Ph. D.  
NIP. 197510262005012001



5. Third Examiner as First Advisor

Widhiyanto, S. Pd., M. Pd., Ph. D.  
NIP. 197309052005011001



## DECLARATION OF ORIGINALITY

I, Kiki Meiarista hereby declare that this final project entitled "*Theme-Rheme Configuration in Recount Texts Produced by the Fourth Semester Students of English Department "Universitas Negeri Semarang" in the Academic Year 2018/2019*" is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is given in the references.

Semarang, February 2020



Kiki Meiarista

## MOTTO AND DEDICATION

*Impossible is just an opinion.*

- Paulo Coelho



**UNNES**

UNIVERSITAS NEGERI SEMARANG

Dedicated to:

*My late father, my mom, my brother,  
my sister, my family, and all of my dear  
friends.*

## ABSTRACT

Meiarista, Kiki. 2020. *Theme-Rheme Configuration in Recount Texts Produced by the Fourth Semester Students of English Department “Universitas Negeri Semarang” in the Academic Year 2018/2019*. Final Project. English Department. Faculty of Languages and Arts. Universitas Negeri Semarang. Advisor: Widhiyanto, S.Pd., M.Pd., Ph.D.

**Keywords:** Textual Meaning, Thematic Structure, Thematic Development Pattern, The Problem of Thematic Development, Recount Text

The topic of this study is the textual meaning in recount texts written by the fourth semester students of English Department *Universitas Negeri Semarang* in the academic year 2018/2019. This study is conducted since there are still limited researches that is conducted in Indonesia which analyses the problems of thematic development because most of Indonesian researchers are only analyses the thematic structure and thematic development pattern. This study aimed to figure out the thematic structure, thematic development pattern, and the problems of thematic development in students' recount texts. The text analysis of qualitative method was employed to enhance the results. The result of the thematic structures showed that the unmarked topical Theme was frequently used than the marked one in terms of topical Theme, the conjunctions became the mostly used element in textual Theme, and the modal adjuncts became the frequently used constituent in interpersonal Theme. In the case of thematic development patterns, the Theme re-iteration (constant Theme pattern) became the mostly used pattern since the function is to keep the text focused. It has been found that there were three problems of thematic development in students' recount texts: (1) the problem of the brand new-Theme, (2) the problem of double Rheme, and (3) the problem of empty Rheme. The results of this study indicate that the students belong to beginner (inexperienced) writer.

UNNES  
UNIVERSITAS NEGERI SEMARANG

## ACKNOWLEDGEMENTS

First, I would like to express my greatest gratitude to Allah SWT, the Almighty God for giving me the endless blessing, love, opportunity, and health. Peace and blessing go to the messenger of Allah, the prophet Muhammad SAW. During the process of finishing my final project, I would like to express my sincerest gratitude to Mr. Widhiyanto, S. Pd., M. Pd., Ph. D. as the advisor of my final project who has given valuable supervision, advice, and guidance from the very early stage of this research. I gratefully thank to all of the lecturers of Genre-Based Writing (GBW) course who allowed and gave me the best ten texts from their GBW classes. I also gratefully thank to Prof. Dr. Dwi Rukmini, M. Pd. as the validator of the triangulation in this final project who gave me the useful feedback towards the findings and discussion. My great honour is also delivered to all lecturers and staffs of English Department for their knowledge and experience that have been shared to me.

The most importantly, I would like to express my deepest gratitude to my late father who has been suggested me to take the English Department as my tertiary level of education. I gratefully thank to my great mother who has taught and raised me to be an independent woman. I also wish to thank to all of my family for all of your endless prayers, supports, and love for me.

My final project would not be possible to be completed without the support of my friends all the time. I wish to thank my classmates, my PPL friends, my KKN team, my UKM “Baksos” Unnes friends, my dear “Bridesmaids”, and my friends who are directly and indirectly helped me to complete this final project. I thank to

all of you for all the time and things we have been shared for, being a good listener  
when I need someone to talk to, and for the shoulders whenever I need to cry on.

Semarang, February 2020

Kiki Meiarista



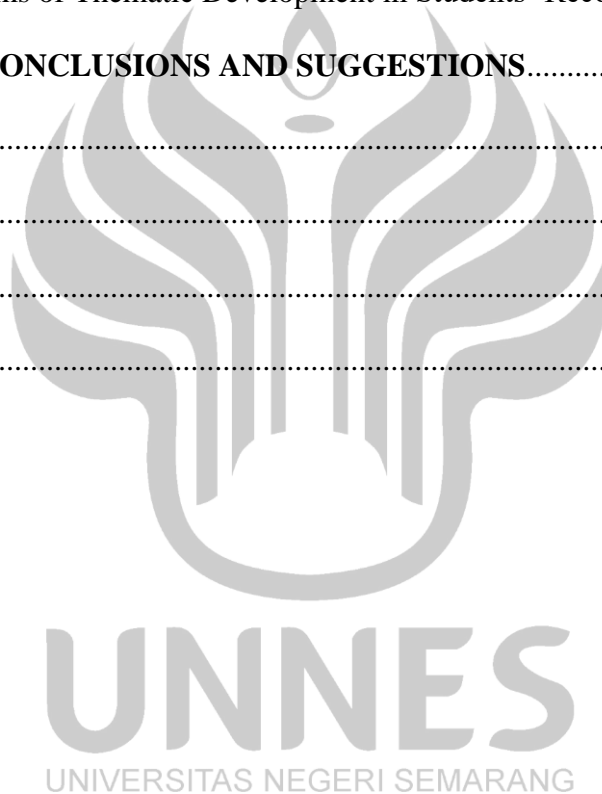
# TABLE OF CONTENTS

	<b>Pages</b>
<b>COVER</b> .....	i
<b>APPROVAL</b> .....	ii
<b>DECLARATION OF ORIGINALITY</b> .....	iii
<b>MOTTO AND DEDICATION</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ACKNOWLEDGMENTS</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST OF FIGURES</b> .....	xi
<b>LIST OF TABLES</b> .....	xii
<b>LIST OF APPENDICES</b> .....	xiv
<b>CHAPTER I INTRODUCTION</b> .....	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic .....	5
1.3 Research Questions .....	6
1.4 Objectives of the Study .....	6
1.5 Significance of the study .....	7
1.6 Limitation of the study .....	7
1.7 Definition of Key Terms .....	8
1.8 Outline of the Report.....	10
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	12
2.1 Review of Previous Studies .....	12



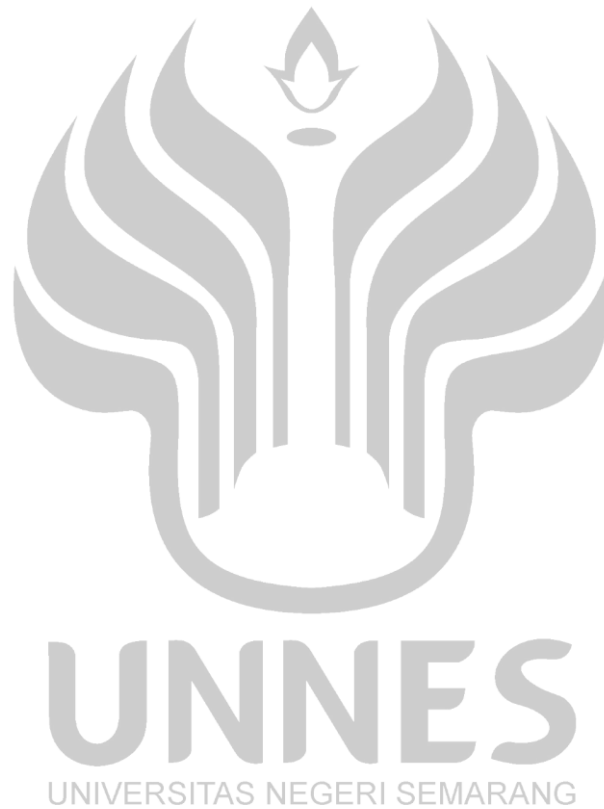
2.2 Review of Theoretical Studies .....	17
2.2.1 Systemic Functional Linguistics .....	17
2.2.2 Metafunctions .....	18
2.2.3 Textual Meaning .....	19
2.2.4 Thematic Structure .....	19
2.2.5 Thematic Development Patterns .....	26
2.2.6 The Misusing Theme-Rheme .....	28
2.2.7 Text and Context .....	30
2.2.8 Recount Text .....	31
2.3 Theoretical Framework .....	31
<b>CHAPTER III METHODS OF INVESTIGATION .....</b>	<b>34</b>
3.1 Research Design .....	34
3.2 Object of the Study .....	35
3.3 Roles of the Researcher .....	35
3.4 Types of Data .....	36
3.5 Unit of Analysis .....	36
3.6 Procedures of Collecting the Data .....	36
3.7 Procedures of Analysing the Data .....	37
3.8 Procedures of Reporting the Result .....	42
3.9 Triangulation .....	42
<b>CHAPTER IV FINDINGS AND DISCUSSIONS .....</b>	<b>43</b>
4.1 Findings .....	43
4.1.1 Thematic Structure Realized in Students' Recount Texts .....	43

4.1.2 Thematic Development Pattern in Students' Recount Texts .....	51
4.1.3 Problems of Thematic Development in Students' Recount Texts .....	57
Triangulation Results .....	59
4.2 Discussion .....	59
4.2.1 Thematic Structure Realized in Students' Recount Texts .....	60
4.2.2 Thematic Development Pattern in Students' Recount Texts .....	64
4.2.3 Problems of Thematic Development in Students' Recount Texts .....	70
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b> .....	73
5.1 Conclusions .....	73
5.2 Suggestions .....	75
<b>REFERENCES</b> .....	76
<b>APPENDICES</b> .....	81



## LIST OF FIGURES

	<b>Pages</b>
Figure 2.1 Theme Reiteration .....	27
Figure 2.2 Zig-zag Pattern.....	27
Figure 2.3 Multiple-Rheme Pattern.....	28
Figure 2.4 Theoretical Framework.....	33



## LIST OF TABLES

	<b>Pages</b>
Table 2.1 Modal Adjuncts.....	22
Table 2.2 Finite Verbal Operator .....	24
Table 2.3 Conjunctions .....	25
Table 2.4 Conjunctive Adjuncts.....	25
Table 3.1 Codes for the Theme-Rheme Analysis .....	38
Table 3.2 Example of Thematic Structure Analysis .....	38
Table 3.3 Findings of Topical Theme .....	39
Table 3.4 Findings of Interpersonal Theme .....	39
Table 3.5 Findings of Textual Theme .....	40
Table 3.6 Summary Findings of Thematic Structure .....	40
Table 3.7 Example of Thematic Development Analysis .....	41
Table 3.8 Summary Findings of Thematic Development Patterns .....	41
Table 4.1 Summary Findings of Thematic Structure .....	44
Table 4.2 Findings of Topical Theme .....	45
Table 4.3 Findings of Interpersonal Theme .....	48
Table 4.4 Findings of Textual Theme .....	49
Table 4.5 Summary Findings of Thematic Development Patterns .....	52
Table 4.6 Example of Theme Reiteration in Text 3.....	53
Table 4.7 Example of Theme Reiteration in Text 8.....	53
Table 4.8 Example of Zig-zag Pattern in Text 4.....	54
Table 4.9 Example of Zig-zag Pattern in Text 9.....	55

Table 4.10 Example of Multiple-Rheme Pattern in Text 4.....	56
Table 4.11 Example of Multiple-Rheme Pattern in Text 8.....	56
Table 4.12 Example of Theme Reiteration in Text 6.....	65
Table 4.13 Example of Theme Reiteration in Text 8.....	66
Table 4.14 Example of Zig-zag Pattern in Text 4.....	67
Table 4.15 Example of Zig-zag Pattern in Text 7.....	67
Table 4.16 Example of Multiple-Rheme Pattern in Text 4.....	68
Table 4.17 Example of Multiple-Rheme Pattern in Text 8.....	69



## LIST OF APPENDICES

	<b>Pages</b>
Appendix 1 Students' Recount Texts.....	81
Appendix 2 Breaking Down of Clauses.....	97
Appendix 3 The Analysis of Thematic Structures .....	116
Appendix 4 The Analysis of Thematic Development Patterns.....	195
Appendix 5 Triangulation .....	231



# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, limitation of the study, definition of key terms, and the outline of the study.

### **1.1 Background of the Study**

In learning language, people have to master the four main skills of language: listening, speaking, reading, and writing. Listening and reading are considered into receptive skills because people only receive information either through listening or reading. Whereas speaking and writing are considered into productive skills because people produce sounds in speaking and symbols in writing.

As a productive skill, writing needs an active thinking to express people's ideas. The more people think, the more ideas they generate. The ideas are written down into a text as their writing product. A good text is a representative of a good writing skill. Thus, writing can be used as the parameter of a result of students' linguistic knowledge longitudinal development (Fitriati & Yonata, 2017).

Having good writing skill is a must for students since it is necessary for academic purposes, however English as a Foreign Language (henceforward EFL) students are facing difficulties in doing writing task. Writing is considered as a difficult task because of the complexity of the writing process. During the writing process, students need to organize ideas into a good sentence, then arrange sentence by sentence into a good paragraph, and link paragraphs into text. Students also need

to pay attention on vocabulary, spelling, punctuation, grammar, cohesiveness, and coherence of a text in order to make the text is readable, acceptable, and meaningful. The problems of writing are deciding how to start a paragraph, not knowing how to write a correct sentence, not knowing how to put the ideas in a coherent way, confused in choosing the proper vocabulary, and lack of ideas about the topics that are given by the teacher (Seyabi & Tuzlukova, 2014). Most of the students find difficulties in starting '*what to write*', and developing a cohesive and coherence among paragraphs in the text. It happens because they do not know about Theme and Rheme. They are not familiar or even do not know about the Systemic Functional Linguistics (henceforward SFL) theory.

SFL is a theory developed by M.A.K. Halliday in the 1960s. SFL is also well known as SFG (Systemic Functional Grammar). The functional grammar is not a grammar of etiquette, it provides tools for understanding why a text is the way it is (Martin, Matthiessen, & Painter, 1997, p.3). Functional grammar focuses on the purposes and the uses of language as a system of making meaning. Furthermore, language is seen as a system for making meaning, thus a text is a process of making meaning in contexts (Halliday & Matthiessen, 2014, p.3).

Understanding texts using SFL perspective is divided into three types of meaning, there are ideational, interpersonal, and textual. Those three types of meaning also called metafunction (Halliday & Matthiessen, 2014, pp.30-31). In this research, the researcher focused on the field textual meaning in analysing a text.

In textual meaning, both spoken and written language have the same message and purpose, however they are different in pattern. The textual meaning



builds up sequences of discourse, organizing the discursive flow, and creating cohesion and continuity as it moves along (Halliday & Matthiessen, 2014, pp.30-31). Further, Halliday explains that in textual meaning, the clause is seen as a message. The message tells about where it comes from and where it is going to.

The textual meaning contains the structure of Theme and Rheme. Theme is the point of departure to guide the addressee in developing an interpretation of the message and the part which the Theme is developed called Rheme (Halliday & Matthiessen, 2004, 2014). Theme is realized by initial position in the clause and Rheme follows (Martin et al., 1997, p.21). In other words, the beginning of the clause that contains the information called Theme, while the rest of the clause which contains new information called Rheme.

There are three elements of Theme: topical Theme, interpersonal Theme, and textual Theme (Halliday & Matthiessen, 2004, 2014). The topical Theme is the first constituent that is either participant, circumstance or process. The topical Theme is divided into two, namely marked and unmarked topical Theme. The unmarked topical Theme is Theme on to Subject, while the marked topical Theme is Theme that is something other than Subject. The interpersonal Theme is an element that occurs before topical Theme. It includes modal/comment Adjunct, vocatives, and finite verbal operator. The textual Theme is an element that relates the clause to its context. It includes continuative, conjunction, and conjunctive Adjunct.

The learners' texts that are analysed in this study belong to recount text. Recount text is a text that retells past events in the order in which they happened

(Anderson & Anderson, 2003, p.48). This type of text demands the writer to arrange some events into chronological order. In the form of a recount text, learners must retell the sequence of events or experiences which they have ever got in the past (Nafisah & Kurniawan, 2007, p.65). Since the recount text deals with sequence, the textual analysis of Theme-Rheme is suitable to use. The textual meaning builds up sequences of discourse, organizing the discursive flow, and creating cohesion and continuity as it moves along (Halliday & Matthiessen, 2014, pp.30-31).

There have been numerous studies on SFL in the field of textual meaning analysis. In this case, several researchers conducted studies on the textual meaning analysis of various kinds of texts. Some of the Indonesian researchers are interested in analysing textual meaning in students' recount texts (Dewi & Kurniawan, 2018; Febriyana, Sofwan, & Farida, 2018; Safitri & Bahri, 2017; Yunita, 2018). Moreover, some studies from another country were focused on the types and problems of Theme-Rheme in EFL students' texts (Arunsirot, 2013; Ridha, 2014).

Based on the studies above, the study that is conducted in Indonesia which analyses the problems of Theme-Rheme is considered as the limited study. Undertaking the opportunity, this study is conducted to analyse the Theme-Rheme of recount texts written by Indonesian EFL students entitled *Theme-Rheme Configuration in Recount Texts Produced by the Fourth Semester Students of English Department "Universitas Negeri Semarang" in the Academic Year 2018/2019*.

## 1.2 Reasons for Choosing the Topic

This study analyses a text using SFL perspective, especially in the field of textual meaning, especially the thematic structure, thematic development pattern, and the problems of thematic development. The researcher chooses the topic based on the following reasons. First, the EFL students facing difficulties in doing writing tasks because of the complexity of the writing process. Most of the students find difficulties in starting '*what to write*', and developing a cohesive and coherence among paragraphs in the text. They also do not know about Theme and Rheme. They are not familiar or even do not know about the SFL theory. Thus, using SFL perspective to uncover the ability and difficulty of learners' products of writing is one of the best ways.

Second, there have been a lot of studies that analyse students' products of writing using textual meaning. However, in Indonesia most of those studies only analyse the thematic structures and thematic development patterns. It is a limited study to analyse the types and problems of thematic development in students' writing product. This study will be unique because the results not only show the thematic structures and thematic development patterns that is used by students, but also try to find the problems of thematic development.

Third, the researcher chooses recount text as student's product to be analysed because recount text deals with sequence. Since the recount text deals with sequence, the textual analysis of Theme-Rheme is suitable to use. The textual meaning builds up sequences of discourse, organizing the discursive flow, and

creating cohesion and continuity as it moves along (Halliday & Matthiessen, 2014, pp.30-31).

Fourth, the researcher chooses the fourth semester students of Education Programme of English Department *Universitas Negeri Semarang* because they are teachers' candidate. As teachers' candidate, they are expected to master some genre of text because it will be taught for students at school.

### **1.3 Research Questions**

This study uncovers students' problems of thematic development by analysing the thematic structures and thematic development patterns in recount texts written by the fourth semester students of English Education programme of English Department, *Universitas Negeri Semarang* using Halliday's SFL (2014). Therefore, the problems that will be discussed in this study can be formulated as follows:

- 1) How are the thematic structures of recount texts written by the fourth semester students of Universitas Negeri Semarang?
- 2) How are the Theme-Rheme in students' recount texts developed?
- 3) What are the problems of thematic development found in students' recount texts?

### **1.4 Objectives of the Study**

Dealing with the research problems above, the objectives of this research are as follows:

- 1) To explain how the thematic structures of recount texts written by the fourth semester students of Universitas Negeri Semarang are realized.
- 2) To explain how the Theme-Rheme in students' recount texts are developed.

- 3) To find out the problems of thematic development in students' recount texts.

### **1.5 Significance of the Study**

By the end of the research, the present study will be significant for further discussion in theoretical, practical, and pedagogical aspects.

- 1) Theoretically, it is expected that the findings of the study can provide the information to the teacher or lecturer and learners about the textual meaning in a text, includes the thematic structure and thematic development patterns. Furthermore, this study also provides the problems of thematic development in particular kind of text.
- 2) Practically, the result of this study is expected to facilitate the students, especially teachers' candidate in understanding how to make a good and coherent text by applying the concept of textual meaning. Using the concept of textual meaning, includes thematic structures and thematic development patterns, teacher or lecturer will be easy to make a simple explanation about how to make a text is coherence and readable. It is also expected that the result of this study can be used as the references for the other researcher in the future research.
- 3) Pedagogically, this study is expected to take a contribution in linguistics field. Since the organization of Theme-Rheme will lead the readers to get information delivered in the text.

### **1.6 Limitation of the Study**

In this research, the present study limits the scope of the study as follows:

- 1) The scope of the object of the study is limited for the recount texts written by the fourth semester students of English Department *Universitas Negeri Semarang*.
- 2) This study examines textual meaning through thematic structure and thematic development patterns.
- 3) This study provides the problems of thematic development in students' recount texts which found from the textual meaning's analysis.

### **1.7 Definition of Key Terms**

The definitions of terminologies which are related to this study are explained as follows:

#### 1) Textual Meaning

The textual meaning refers to the construction of a text which portray the sequence, flow, cohesion, and continuity of discourse (Halliday & Matthiessen, 2004). The textual meaning expresses the relation of language to its environment and are realised through the system of Theme (Gerot & Wignell, 1994). In short, textual meaning is the construction of a text that expresses the relation of language to its environment and portray the sequence, flow, cohesion, and continuity of discourse.

#### 2) Configuration

The word *configuration* means an arrangement of the parts of something or a group of things (Oxford Advanced Learner's Dictionary). The word *configuration* is the synonym of the word *structure* (a particular arrangement of parts) (Oxford Advanced Learner's Dictionary).

### 3) Theme-Rheme Configuration

Theme-Rheme configuration means that Theme is one element in a particular structural configuration which organises clause as a message; a message consists of a Theme combined with a Rheme (Halliday in Daniel, 2017, p. 101). Since the word configuration is the synonym of the word structure, the term Theme-Rheme configuration has the same meaning with the term thematic structure. Thematic structure is defined as an interrelated system of analysis that involves the Theme and Rheme which concern with the structure of the clause and its regard to organize the message (Bloor & Bloor, 2004, p. 65).

### 4) Theme

Theme is the beginning of clause that contains information. Theme is the point of departure to guide the addressee in developing an interpretation of the message (Halliday & Matthiessen, 2014, p. 89).

### 5) Rheme

Rheme is the rest of the clause that contains new information. Rheme is the part which the Theme is developed (Halliday & Matthiessen, 2014, p. 89).

### 6) Thematic Development

Thematic development means the flow of information on a text (Halliday & Matthiessen, 2014). The contribution of theme in order to make a text cohesive and coherence has to do with how thematic elements succeed each other (Eggins, 1994, p. 324). In conclusion, the thematic development is a way to develop a text to make it cohesive and coherence in order to maintain the flow of information.

### 7) Problem

The word *problem* means a thing that is difficult to deal with or to understand (Oxford Advanced Learner's Dictionary).

### 8) Recount Text

Recount text is a text that tell the past experience. Recount text is a text that retells past events in order in which they happened (Anderson & Anderson, 2003, p. 48).

## 1.8 Outline of the Study

This study is organized into five chapters and subchapters. The first chapter presents the introduction. This chapter elaborates background of the study, which explains about the important and difficulties of writing and the important of SFL analysis. The second part is reason for choosing the topic. This part explains the factors why researcher decided to choose this topic as a final project. The next part is research questions which provides the question of problems related to the study that would be answered in the end of the study. In the objectives of the study, it provides the purposes that should be achieved in the end of this study. It has a relation with the research questions. In the part of significance of the study, the significances are explained theoretically, practically, and pedagogically. Definition of key terms is a part which explains the definition for each term based on the book, journal, and dictionary. The last part is outline of the study. It explains briefly the highlight of the research for each chapter.

The second chapter presents review of related literature. This chapter elaborates review of previous studies, theoretical studies, and theoretical framework



of the study. Review of the previous studies provides the summary of 35 previous studies related to textual meaning. The theoretical studies explain deeply about the general concept of systemic functional linguistics, metafunctions, textual meaning, thematic structure, thematic development patterns, the problems of thematic development, text and context, and recount text. In the theoretical framework, it provides the framework of this study.

The third chapter presents the method of investigation. This chapter consists of several parts which tell the readers about the research design, object of the study, role of the researcher, types of data, unit of analysis, procedures of collecting the data, procedures of analysing the data, procedures of reporting the result, and triangulation.

The fourth chapter consists of findings and discussion. This chapter mainly explain about the analysis of textual meaning in a text through thematic structure and thematic development patterns analysis. Those analysis is used to find out the problems of thematic development in students' recount texts.

The last is fifth chapter, it presents the conclusion and suggestion. The conclusions of this study are topical Theme became the most used in terms of thematic structure, Theme reiteration became the most used pattern in terms of thematic development, and there are found three problems of thematic development in students' recount texts. Therefore, readers were suggested to pay attention on the SFL field to realize meaning in a text.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with literature review that is used to conduct the research of textual meaning analysis. This chapter is divided into three parts. The first part is the review of previous studies. It is the previous research findings which help the researcher to conduct the research by looking at the approaches and methodologies of another researchers. The second part is theoretical background. It consists of the literature review about the scope of Systemic Functional Linguistic; Metafunctions; Textual Meaning; Thematic Structure; Thematic Development Pattern; The Problems of Thematic Development; Text and Context; and Recount Text. The last part is theoretical framework. It shows the concepts which are used to conduct this study.

#### **2.1 Review of Previous Studies**

It has been popular analysing text using Systemic Functional Linguistic (henceforward SFL) perspective. SFL is seen as the suitable foundation in text analysis. Based on SFL, there are three types of meaning: ideational meaning, interpersonal meaning, and textual meaning. This present research focuses on textual meaning analysis.

Textual meaning contains the system of Theme-Rheme. Both Theme and Rheme are essential elements in developing a sentence. In case, several researchers conducted studies on Thematic selection on various kind of texts: speech (Faiz, 2010), news (Potter, 2016; and Whiliandi, 2011), short story (Puspa, 2016), genre

(Arimafrida, 2016; Fauziyanti, 2016; and Katrini & Farikah, 2015). Theme-Rheme analysis also used in analysing textbook (Mujahidi, 2017). The similar objective of the conducted studies is seeking the type of Theme which dominates the texts. The result showed that Ideational/Topical Theme used the most in all kind of those texts (see e.g Arimafrida, 2016; Faiz, 2010; Fauziyanti, 2016; Katrini & Farikah, 2015; Mujahidi, 2017; Potter, 2016; Puspa, 2016; and Whiliandi, 2011). Focusing on man and woman's language towards their textual meaning, Faiz (2010) points out that the man frequently uses Marked Theme in Ideational Theme whereas the woman is using more Adjunct than man in Interpersonal Theme. The studies done by Katrini & Farikah (2015); and Fauziyanti (2016) related with the present study since have the similarities in analysing Theme-Rheme in genre written by university students. However, those aforementioned studies only analyzed the Theme-Rheme, whereas this study also analyzed the thematic development pattern.

The thematic development pattern is needed to maintain the flow of information. There have been numerous studies on thematic development patterns (Adawiyah, 2017; Dewi, 2016; Guan, 2015; Gunawan & Aziza, 2017; Liu & Zhang, 2018; Oktaviani, 2013; Rahmawati, 2016; Rahmawati & Kurniawan, 2015; Rakhman, 2013; Rosa, 2013.). Most of them analysed students' texts ( see e.g Adawiyah, 2017; Dewi, 2016; Guan, 2015; Rahmawati, 2016; Rakhman, 2013; Rosa, 2013.) while the rest analysed academic writing (see e.g Gunawan & Aziza, 2017; Rahmawati & Kurniawan, 2015), and speech (see e.g Oktaviani, 2013; and Liu & Zhang, 2018). Those aforementioned studies use different theory of Thematic development pattern such as Danes (Adawiyah, 2017; Rosa, 2013), Halliday (Liu &

Zhang, 2018), and Eggins (Dewi, 2016; Rosa, 2013). Based on the theory that is used, the study from Dewi (2016) and Rosa (2013) could be used as the reference of this study since analysed the thematic development patterns in students' texts use Eggins' theory. However, Dewi (2016) analysed texts written by pre-service teachers while the present study analysed recount texts written by the fourth semester students. Moreover, Rosa (2013) analysed the exposition texts whereas this study analysed the recount texts. The difference is not only on the object of the study, but this study also tries to find out the problems of Theme-Rheme while the previous studies are not.

The Theme-Rheme structure and thematic development provides a way to analyse the coherence and cohesiveness of a text. In case, a number of studies have explored the coherence and cohesiveness on a text (Carascalao, 2015; Firmanti & Nurhayati, 2015; Fitriati & Yonata, 2017; Ifadah & Candra P, n.d.; Mamduhan, Fitriati, & Sutopo, 2019; Suwandi, 2016). Some of them focused on the cohesive devices to achieve coherence in academic texts: abstracts (Firmanti & Nurhayati, 2015; Suwandi, 2016) and research proposal (Ifadah & Candra P, n.d.). Further studies discussing about micro- and macro level coherence of students' texts (see e.g Carascalao, 2015; Fitriati & Yonata, 2017; Mamduhan et al., 2019). The study from Mamduhan et al (2019) could be the reference of this present study since it analysed genre. However, those studies used the Thematic development pattern to uncover the coherence and cohesiveness of the text while this present study used Thematic development pattern to find out the problems of misusing Theme-Rheme in students' recount texts.

A text which is coherence and cohesive can convey the meaning effectively. Talking about text, the present study dealing with text that is recount text. Analysis recount text through SFL perspective also done by some researchers, they are (Dewi & Kurniawan, 2018; Febriyana et al., 2018; Listyani, 2013; Nurohmah, 2013; Purba, Ginting, & Haswani, 2019; Safitri & Bahri, 2017; Sayukti & Kurniawan, 2018; Yunita, 2018). Those studies analysed high school students' recount texts (Junior High School: Purba, 2018; and Sayukti & Kurniawan, 2018; Senior High School: Listyani, 2013; and Vocational School: Yunita, 2018), and university students (Nurohmah, 2013; Safitri & Bahri, 2017; Dewi & Kurniawan, 2018; Febriyana, et al., 2018). The studies points out that Topical Theme used the most followed by Textual Theme on Thematic structure, whereas on Thematic development, Constant Theme Pattern used the most, followed by Zig-zag/Linear Theme pattern (see e.g Dewi & Kurniawan, 2018; Febriyana et al., 2018; Listyani, 2013; Nurohmah, 2013; Purba et al., 2019; Safitri & Bahri, 2017; Sayukti & Kurniawan, 2018; Yunita, 2018). The study from Safitri & Bahri (2017) could be used as the reference of the present study since analysed recount texts written by the fourth semester students of English Department, however their study only took one class as the sample. Since each class has different lecturer with different explanation and different comprehension, it will be better if they took sample from all classes, some texts from each class. Moreover, the present study is designed more complex since it analysed thematic structures, thematic development patterns, and the problems that arise from it.

The present study uses the system of Theme-Rheme in order to find out the problems of thematic development in students' texts since it is still limited study about it, especially in Indonesia. A number of studies have been explored the problems of Thematic structure and Thematic development pattern in English texts created by EFL students (Arunsirot, 2013; Le & Wijitsopon, n.d.; Ridha, 2014). Several kinds of texts have been investigated, such as academic text (Le & Wijitsopon, n.d.), essay (Ridha, 2014), and argumentative text (Arunsirot, 2013). Following Bloor & Bloor theory, they found some problems in texts written by EFL students: two problems (Le & Wijitsopon, n.d.), and five problems (Arunsirot, 2013; Ridha, 2014). The study from Ridha (2014) investigated the first, second, third, and fourth stages university students, it will be better if it only focuses on one stage, because each stages has different ability. Thus, the problems that arise are more specific in each stage.

Those studies have similarities with this study since they are investigated EFL students' problems in writing English texts through examined the Thematic structure and Thematic development pattern. However, this study uses Eggins' thematic development classification as Le & Wijitsopon (n.d) while Arunsirot uses Paltridge's classification and Ridha uses McCabe's classification. In Eggins' and Paltridge's classification, there are three patterns of Thematic development whereas in McCabe's classification, there are four patterns (constant TP, linear TP, derived hyper thematic progression, and split Rheme progression). The object of this study is recount text, whereas Le & Wijitsopon (n.d) analysed paper abstract, Arunsirot investigated argumentative text and Ridha analysed essay. Besides the object of the

study and the place this research is conducted, there is still a difference on the stage focused on. This study only focuses on one stage (the fourth semester students) while Ridha is not.

## **2.2 Review of Theoretical Studies**

There are some theories about the terms which can give deep understanding for readers of the current study. It provides about Systemic Functional Linguistic (SFL); metafunctions; textual meaning; thematic structure; thematic development pattern; the problems of thematic development; text and context; and recount text.

### ***2.2.1 Systemic Functional Linguistics***

Systemic Functional Linguistic (SFL) or Systemic Functional Grammar (SFG) is a theory that is developed by M.A.K. Halliday in the 1960s. SFL is language centred theory, it places the function of language as central (what language does and how it does). In other words, grammar is a theory of how language works. SFL provides tools for understanding why a text is the way it is (Martin et al., 1997, p. 3).

SFL differs from the formal and traditional grammar. The differences are on the primary concern, unit of analysis, language level of concern, and language's view. In the case of the primary concern, the formal and traditional grammar is concerned on how the sentences should be structured whereas the functional grammar is concerned on how the meanings of the text are realized (Gerot & Wignell, 1994, p.7). The unit of analysis of formal and traditional grammar is sentence while the functional grammar is the whole text. The language level of concern of the formal and traditional grammar is syntax while the functional grammar is semantic. Furthermore, the formal and traditional grammar view a

language as a set of rules for sentence construction whereas the functional grammar views a language as a resource for making meaning (Halliday & Matthiessen, 2014, p. 3).

SFL is seen as the suitable foundation in text analysis. The comparison of SFL to other linguistic traditions showed that SFL is a useful tool for those who want to analyse texts (Almurashi, 2016). It is in line with the statement “anyone who is familiar with Halliday’s work realizes that his SFG is an approach designed to analyse English texts” (Trinh, Hoa, & Phuc, 2017). Functional grammar is not a grammar of etiquette, it provides tools for understanding why a text is the way it (Martin et al., 1997, p. 3).

### 2.2.2 *Metafunctions*

The term ‘*metafunction*’ was adopted to suggest that function was an integral component within the overall theory (Halliday & Matthiessen, 2014, p. 31). Metafunction is not only a theory, but also the function of a language. Based on SFL, there are three metafunctions: ideational, interpersonal, and textual. Textually, the clause contains a message; interpersonally, clause is seen as an exchange; and experientially, clause is seen as a representation.

*Ideational meaning* is meaning which construing human experience. It is realized through transitivity (Process, Participant, and Circumstance). *Interpersonal meaning* is meaning that enacting personal and social relations, this meaning expresses attitudes and judgements. It is realized through Mood and Residue. *Textual meaning* is meaning which relates to the construction of a text, it



develops the text based on the flow of the meaning to convey the information. It realized through thematic structure (Theme and Rheme).

### **2.2.3 Textual Meaning**

In textual meaning, both spoken and written language have the same message and purpose, however they are different in pattern. The textual meaning builds up sequences of discourse, organizing the discursive flow, and creating cohesion and continuity as it moves along (Halliday & Matthiessen, 2014, pp. 30–31). Further, Halliday explain that in textual meaning, the clause is seen as a message. The message tells about where it comes from and where it is going to. The concept of textual meaning uses the structure of Theme and Rheme. The beginning of the clause that contains the information called Theme. In other words, Theme is realized by initial position in the clause (Martin et al., 1997, p. 21). Theme is the point of departure to guide the addressee in developing an interpretation of the message while Rheme is the rest of the clause that contains new information (Halliday & Matthiessen, 2014, p. 89). Further mentioned that Rheme is the part which the Theme is developed (Halliday & Matthiessen, 2014, p. 89). Another definition of Rheme is stated as follows:

Rheme is the part of the clause in which the theme is developed. Since we typically depart from the familiar to head towards the unfamiliar, the Rheme typically contains unfamiliar, or ‘new’ information. To identification the Rheme are simple: everything that is not the theme is the Rheme. Thus, once I have identified the theme in a clause, I have also identified the Rheme which just “everything else” (Eggins, 1994, p. 275).

### **2.2.4 Thematic Structure**

Thematic structure plays an important role in organizing the message and enhances connectivity between ideas in the text (Halliday & Matthiessen, 2014). Theme is

divided into two: simple Theme and multiple Theme. Simple Theme is a Theme which contains the experiential elements either participant, circumstance, or process which refers to topical Theme (Halliday & Matthiessen, 2014, p. 105). Furthermore, the other elements may occur before the topical Theme, either textual, interpersonal, or both of them. A Theme that consists of more than one elements is called as multiple Theme (Halliday & Matthiessen, 2014, p. 107). It is explained that multiple Theme is divided into three, there are textual-topical, interpersonal topical, and textual-interpersonal-topical (Eggins, 1994).

#### 1) Ideational/Topical Theme

Ideational/ Topical Theme is the first constituent that is either participant, circumstance or process. The topical Theme may also be nominal group complexes, adverbial groups, and prepositional phrases or embedded clauses (Gerot & Wignell, 1995, p.104). The topical Theme is divided into two, marked and unmarked topical Theme.

#### a) Unmarked Topical Theme

The unmarked topical Theme is Theme on to Subject. It includes nominal group, nominal group complex, and embedded clause.

Nominal group as Theme

**Thomas        wrote the letter**

Theme	Rheme
-------	-------

Nominal group complex as Theme

**Thomas and John        wrote the letter**

Theme	Rheme
-------	-------

Embedded clause

**((What Thomas and John did) was write the letter)**

Theme	Rheme
-------	-------

b) Marked Topical Theme

The marked topical Theme is Theme that is something other than Subject. It includes adverbial, prepositional phrase, and complement.

Adverbial Theme

**Away the bird flew**

Theme	Rheme
-------	-------

Prepositional phrase as Theme

**On the corner I saw the little shop**

Theme	Rheme
-------	-------

Complement as Theme

**Her sweater she made**

Theme	Rheme
-------	-------

2) Interpersonal Theme

Interpersonal Theme is an element that occurs before topical Theme. It includes modal/comment adjunct, vocative, and finite verbal operator.

a) Modal Adjunct

Modal Adjunct expresses speaker's or writer's comment, assessment, judgement on, or attitude towards message (Halliday & Matthiessen, 2014, p. 108). Below is the table of modal adjunct.

Table 2.1 Modal Adjunct

	Type	Meaning	Example
I	probability	how likely?	Probably, possibly, certainly, perhaps, maybe
	usuality	How often?	usually, sometimes, always, (n)ever, often, seldom
	typicality	How typical?	occasionally, generally, regularly, for the most part
	obviousness	How obvious?	of course, surely, obviously, clearly
II	opinion	I think	In my opinion, personally, to my mind
	admission	I admit	frankly, to be honest, to tell you the truth
	persuasion	I assure you	honestly, really, believe me, seriously please, kindly
	entreaty	I request you	evidently, apparently, no doubt,
	presumption	I presume	presumably
	desirability	how desirable?	(un)fortunately, to my delight/distress, regrettably, hopefully
	reservation	How reliable?	at first, tentatively, provisionally, looking back on it
	validation	How valid?	broadly speaking, in general, on the whole, strictly speaking, in principle
	evaluation		

	prediction	How sensible?	(un)wisely, understandably, mistakenly, foolishly
		How expected?	to my surprise, surprisingly, as expected, by chance

(adapted from Halliday & Matthiessen, 2014, p. 109)

Example:

**Maybe you must go home now**

Modal	Topical	Rheme
Interpersonal		
Theme		

b) Vocative

Vocative is any item typically a personal name used to address someone (Halliday & Matthiessen, p. 108). It is thematic if they occur before the topical theme, a finite verb or a modal adjunct. Below are the examples of vocative as Theme.

**Dearly beloved, we are gathered here today**

Vocative	Topical	Rheme
Interpersonal		
Theme		

**John, we hoped to survive until tomorrow**

Vocative	Topical	Rheme
Interpersonal		
Theme		

c) Finite Verbal Operator

Finite verbal operator is small set of finite auxiliary verbs construing primary tense or modality (Halliday & Matthiessen, 2014, p. 108). Below is the table of finite verbal operator.

Table 2.2 Finite Verbal Operator

Type	Example
Primary tense	am, is, are, was, were, do, does, did, have, has, had, shall, will
Modality	can, could, may, might, shall, should, will, would, must, ought, need, dare

(Adapted from Halliday & Matthiessen, 2014, p. 108)

Example:

**Did**                      **you**                      **decide to go?**

Fin.	Topical	Rheme
Interpersonal		
Theme		

### 3) Textual Theme

Textual Theme is an element that relates the clause to its context. It includes continuative, conjunction, and conjunctive Adjunct.

#### a) Continuative

Continuative means a small set of words which signalling a new move (Halliday & Matthiessen, 2014, p. 107). Several words that include to continuative are *well, right, ok, now, anyway, of course*.

Example:

**Well,**                      **there**                      **was a little bit of bakelite.**

Continuative	Topical	Rheme
Topical		
Theme		

## b) Conjunction

Conjunction is a word or group of words that links (paratactic) or binds (hypotactic) the clause (Halliday & Matthiessen, 2014, p. 107).

Table 2.3 Conjunctions

Type	Example
Paratactic	and, or, nor, either, neither, but, yet, so, then, for
Hypotactic	when, while, before, after, until, because, if, although, unless, since, that, whether, to, by, with, despite, as, even if, in case, supposing (that), assuming (that), given that, provided (that), so that, in order to, in the event that, in spite of, the fact that

(Source: Halliday & Matthiessen, 2014, p. 108)

## c) Conjunctive Adjunct

Conjunctive Adjunct is adverbial groups or prepositional phrases that relate the clause to the preceding text (Halliday & Matthiessen, 2014, p. 108).

Table 2.4 Conjunctive Adjunct

	Type	Meaning	Example
I	appositive	'i.e., e.g.'	that is, in other words, for instance
	corrective	'rather'	or rather, at least, to be precise
	dismissive	'in any case'	in any case, anyway, leaving that aside
	summative	'in short'	briefly, to sum up, in conclusion
	verificative	'actually'	actually, in fact, as a matter of fact
II	additive	'and'	also, moreover, in addition, besides

	adversative	'but'	on the other hand, however, conversely
	variative	'instead'	instead, alternatively
III	temporal	'then'	meanwhile, before that, later on, next, soon, finally
	comparative	'likewise'	likewise, in the same way
	Causal	'so'	therefore, for this reason, as a result, with this in mind
	conditional	'(if....) then'	in that case, under the circumstances, otherwise
	concessive	'yet'	nevertheless, despite that
	respective	'as to that'	in this respect, as far as that's concerned

(Source: Halliday, 2004, p.82)

### 2.2.5 *Thematic Development Patterns*

In developing a text, a writer needs to pay attention on how he/she maintain the flow of information. It is common to put an old information (the information from the previous clause) followed by a new information in order to maintain the cohesiveness and coherence of a text. That way of developing a text is called thematic development or thematic progression pattern. The contribution of theme in order to make a text cohesive and coherence has to do with how thematic elements succeed each other (Egins, 1994, p. 324). Further, Egins explain three main patterns of thematic development: Theme reiteration, the zig-zag pattern, and the multiple-Rheme pattern.



### 1) Theme Reiteration or Constant Theme Pattern

In this pattern, reiterate an element is a way to keep the cohesiveness or the focus of a text. This pattern is found when the same element appears regularly in the beginning of the clause (Theme). The repetition of the same element of Theme provides a clear focus of the text.

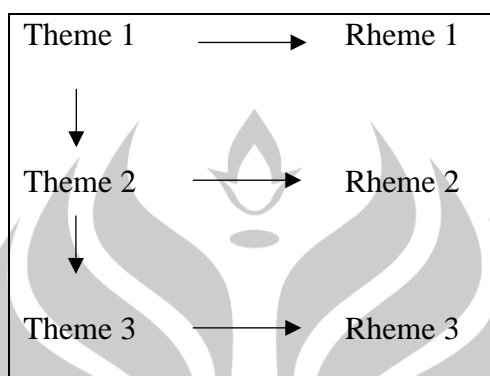


Figure 2.1 Theme Reiteration

### 2) Zig-zag Pattern

The zig-zag pattern occurs when an element that is introduced in the Rheme of the previous clause becomes the Theme of the next clause. In this pattern, the cohesiveness of a text is achieved by building on the newly introduced information.

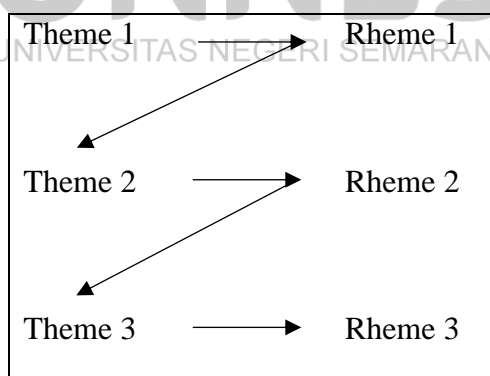


Figure 2.2 Zig-zag Pattern

### 3) Multiple Rheme Pattern

The multiple-Rheme pattern occurs when the Rheme of a clause is divided into a number of different pieces' information, each of them becomes the theme of another clause.

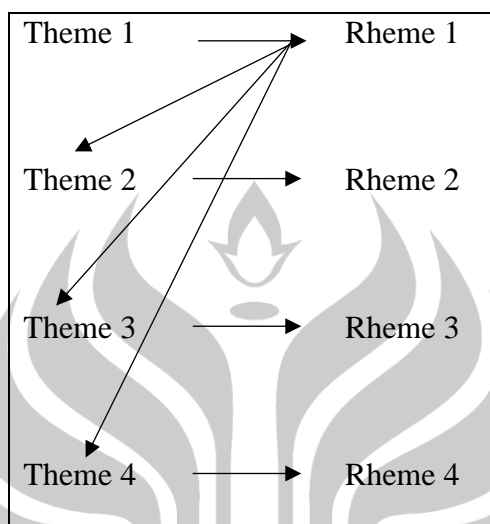


Figure 2.3 Multiple Rheme Pattern

#### 2.2.6 *The Problems of Thematic Development*

Thematic structure plays an important role in organizing the message and enhances connectivity between ideas in the text (Halliday & Matthiessen, 2014). It is used as a tool to analyse how the texts are constructed and to diagnose language weaknesses in the student's writing product. The common problems of thematic development are divided into three categories (Bloor & Bloor, 1992):

##### 1) The problem of brand-new Theme

The problem of brand-new Theme frequently occurs in writing product of inexperienced writer. This problem occurs when the new information is put on Theme position (Bloor & Bloor, 1995). It means that the new Theme is introduced in the text and causing a lack of organizational skill in the writing

(Arunsirot, 2013). For example, *'Exams are the results of cramming. Most of them are tests of memories, working under pressure, not ability. Teachers would teach students exam techniques. The heavy pressure of exams and anxiety has increased number of suicide dropouts.'* (Le & Wijitsopon, n.d.). The example talks about exams and the third sentence *'Teachers would teach students exam techniques.'* was introduced in the text. Here, the Theme *'Teachers'* is on the Theme position whereas it is first mentioned information. It indicates that the text contains the problem of brand-new Theme.

2) The problem of double Rheme

It happens when a sentence has two Rhemes, one of which has never been mentioned previously (Bloor & Bloor, 1992). For example, *'The expanding number of out of school youths had a big impact on the economy and the parents are faced with unemployment.*' (Le & Wijitsopon, n.d.). The example illustrates that there are two Rhemes found *'a big impact on the economy'* and *'the parents are faced with unemployment'*.

3) The problem of empty Rheme

The empty Rheme refers to the clause which fails to present new information in the Rheme position (Bloor & Bloor, 1992). For example, *'Teachers would teach students exam techniques. The heavy pressure of exams and anxiety has increased number of suicide dropouts.'* (Le & Wijitsopon, n.d.). From the example, it is shown that the Rheme of the clause is *'students exam techniques'*, the Rheme belongs to the problem of empty Rheme because it does not contain

new information since the next sentence does not elaborate about '*exam techniques*'.

### **2.2.7 Text and Context**

The term text means any connected stretch of language that is doing job in some context (Halliday & Hasan, 1985, p.10). A text is created when some words are put together which contains a meaning in order of communication. As stated by Anderson and Anderson (1997, p. 1) people live in world of words.

When people communicate, they produce a text and convey a meaning, it is in line with Halliday 2014 page 3. SFG perspective is seen a text as a process of making meaning in context. There are two kinds of text; spoken text and written text. Creating a text requires us to make choices about the words used and how to put them together depends on the purpose and surrounding (context). When people listen or read a text, they are interpreting its meaning.

Halliday (1985, p. 5) states “there is text and there is other text that accompanies it: text that is ‘with’, namely the con-text. This notion of what is ‘with the text’, however, goes beyond what is said and written: it includes other non-verbal goings on – the total environment in which a text unfolds”. In other words, context is something around a text. There are two kinds of context: context of culture and context of situation. Context of culture is “a staged, goal-oriented, purposeful activity in which speakers engage as member of our culture” (Martin in Eggins, 1994, p. 26). Context of situation is a text’s area where meaning occurs (Mallinowski in Halliday & Hasan, 1985, p. 7).

### **2.2.8 *Recount Text***

Recount text telling us about the past experience. Recount text is a text that retells past events in the order in which they happened (Anderson & Anderson, 2003, p. 48). Based on Anderson & Anderson (2003, p. 50), the generic structure of recount text consists of:

#### 1) Orientation

It provides the background information of a text, such as who was involved, what happened, where the events took place, and when it happened.

#### 2) Record of Events

This part contains a series of events in a chronological sequence.

#### 3) Re-orientation

This part consists of closure of events/ the end of the story. It is stating personal comment of the writer to the story.

Recount text demands the writer to arrange some events into chronological order. In the form of a recount text, learners must retell the sequence of events or experiences which they have ever got in the past (Nafisah & Kurniawan, 2007, p. 65). Since the recount text deals with sequence, the conjunctive adjuncts play a role to keep the story coherent.

### **2.3 Theoretical Framework**

In SFL, language is seen as a system of making meaning. Based on SFL, there must be three kinds of meanings in a text that can be found by the readers; those are ideational meaning, interpersonal meaning, and textual meaning. In this study, the researcher analysed the textual meaning that exists in recount texts produced by the

fourth semester students of English Education Programme of English Department, *Universitas Negeri Semarang*.

Textual meaning is meaning which relates to the construction of a text, it develops the text based on the flow of the meaning to convey the information. It is realized through the thematic structure (Theme-Rheme) and thematic development (flow of information). There are three elements of Theme: topical, interpersonal, and textual (Halliday & Matthiessen, 2004, 2014). The Theme of a clause could be an element or more than one. If it is more than one, it could be either textual, interpersonal, or both of them precede before topical Theme. There are also three patterns in thematic development: Theme reiteration, the zig-zag pattern, and the multiple-Rheme pattern (Egins, 2004, pp. 324-325).

The textual meaning of those texts will be realized by encoding the meaning of the texts, clause by clause of each text. In the textual meaning analysis, the researcher not only investigates the thematic structure (Theme-Rheme) of recount text, but also the thematic development patterns and try to find out the problems of thematic development in students' recount texts. There are three common problems of thematic development: the brand-new Theme, the double Rheme, and the empty Rheme (Bloor & Bloor, 1992). In gaining the objectives of the present study, the researcher did some steps of analysis. The first step was thematic structure analysis, then the thematic development pattern analysis, and the last is found out the problems of thematic development. Below is the map of theoretical framework of this final project.

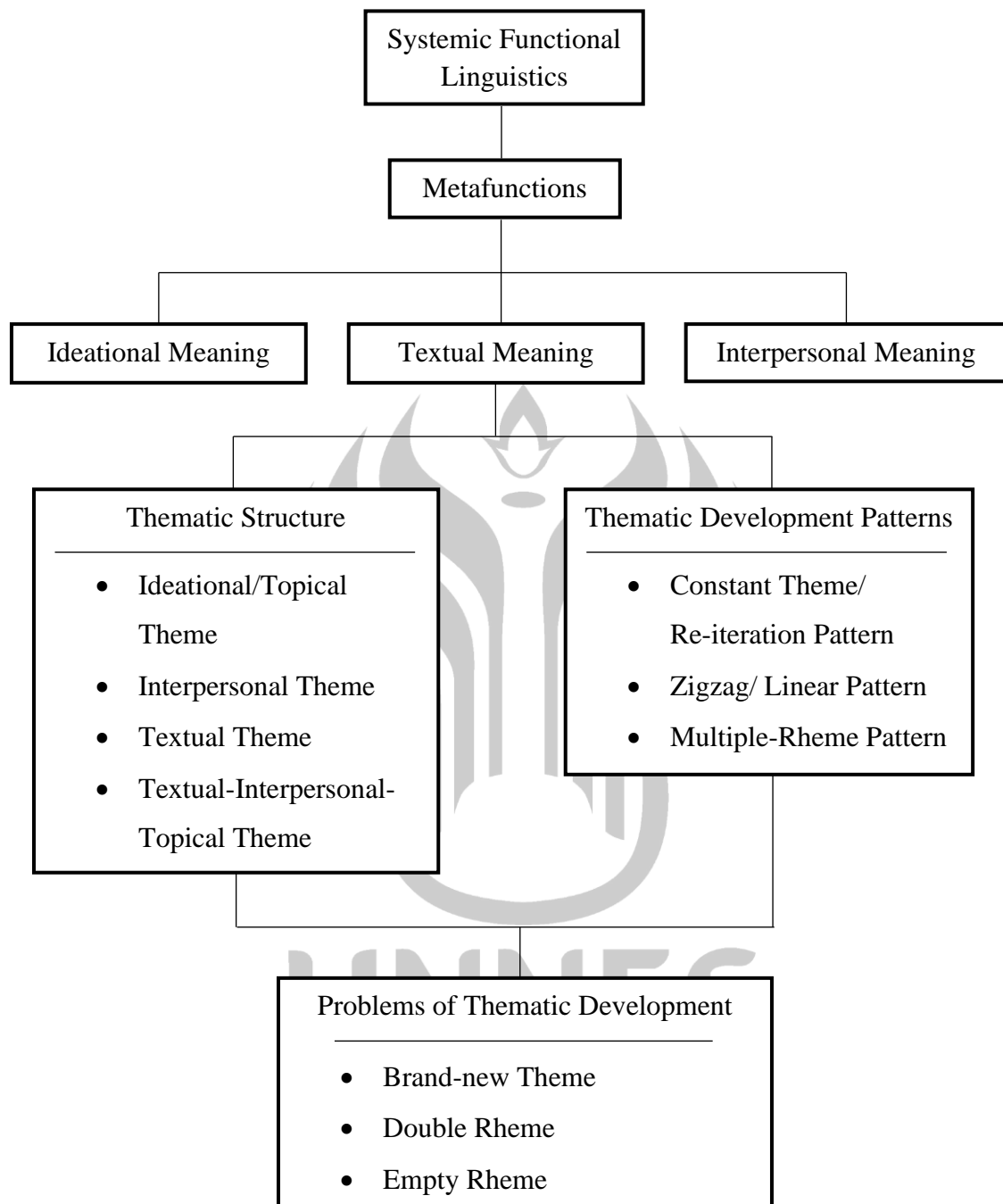


Figure 2.4 Theoretical Framework

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this current study and the suggestions for future research, educational practitioner and the readers who are interested in linguistics. The conclusions answer the research questions which stated in the first chapter of this final project.

#### 5.1 Conclusions

This study has analysed the textual meaning revealed in recount texts written by the fourth semester students of English Department *Universitas Negeri Semarang* in the academic year 2018/2019 through thematic structure and thematic development patterns. This study also tries to find out the problems of thematic development. Based on the data analysis in the previous chapter, the conclusions can be drawn as follow.

Firstly, in terms of thematic structure, the researcher investigated the types of Theme in clauses, one by one, towards ten best texts. There are two types of Theme: simple Theme and multiple Theme. The simple Theme contains one of experiential elements; either participant, circumstance, or process. It refers to topical theme. Moreover, the multiple Theme contains another element before topical Theme; either textual, interpersonal, or textual-interpersonal. Topical Theme became the most frequently used Theme in form of unmarked; the use of nominal group occurs in great quantities than the other groups. The next type of Theme realized in students' recount text is textual Theme; the most used element is



conjunctions. The last and the rarest type of Theme found on students' recount texts is interpersonal Theme since it commonly occurs in the conversation. The thematic structure analysis showed that the students presented their concerns of their story and provided the details by presenting the definition, giving example, stating the value, and elaborating the sequence of event. Based on the tendency of the chosen elements in the beginning of a clause, the students are considered to the beginner writers.

Secondly, thematic development pattern employed in order to know how the flow of information in order to make a text easier to understand. Based on the findings, all of the students employ more than one pattern in their compositions as it is uncommon to have only one pattern in a whole text. However, the students tend to use the Theme reiteration/constant Theme pattern than the other patterns. It happens because one of the easiest ways to keep a text focused is to re-iterate an element. Re-iteration (constant) pattern is the most frequent pattern used in students' recount texts as it is a text-type which mostly uses constant pattern as the Thematic development.

Thirdly, thematic analysis is used as a tool to analyse how the texts are constructed and to diagnose language weaknesses in the students' writing product. There are three problems of thematic development which found in students recount texts, those are the problem of the brand-new Theme, the problem of double Rheme, and the problem of the empty Rheme. The occurrence of these problems indicates that the writers, in case students, showing inability in developing a coherence text.

It could be happened because the students considered as the beginner writers although they have been in the fourth semester college students.

## **5.2 Suggestion**

Considering the result and significance of the study, the researcher suggests that this study will be useful for English teachers, students, and those who are interested in systemic functional linguistic.

Firstly, the researcher would like to suggest the English teachers. By mastering the knowledge of textual meaning analysis, it will be very helpful for teachers to raise students' awareness to pay attention to the use of language to realize meaning. The language needs to be carefully selected when trying to engage on meaning.

Second suggestion is addressed to the students. The English students are suggested to pay attention on their knowledge of systemic functional linguistics. Mastering the textual meaning will help the students to deliver their message on communication, both in written and spoken. By being aware of language choices helps the students to be aware of how they should organize their language choice.

The third suggestion is addressed to the researchers who are interested in conducting such study. Hopefully they would be able to demonstrate how the analysis is applied as a powerful tool to uncover the textual meaning. Further, any analysis of SFL needs more linguistic evidence to make judgement rather than intuition. Research on students' texts from different genre or contexts may reveal additional findings.

## REFERENCES

- Adawiyah, R. (2017). An analysis of Theme-Rheme organization on academic essay written by the fifth semester students of UIN Raden Fatah Palembang (Published final project). UIN Raden Fatah Palembang, Palembang, Indonesia.
- Almurashi, W. A. (2016). An introduction to Halliday's systemic functional linguistics. *Journal for the Study of English Linguistics*, 4(1), pp.70–80. <https://doi.org/10.5296/jsel.v4i1.9423>
- Anderson, K. & Anderson, M. (1997). *Text Types in English*. Australia: Macmillan ed.
- Anderson, K. & Anderson, M. (2003). *Text Types in English (2<sup>nd</sup> ed.)*. Australia: Macmillan ed.
- Arimafrida, T. (2016). Textual meanings realized in students' narrative texts (a case of the eleventh grade students at Senior High School 1 Jepara in academic year 2014/2015) (Unpublished final project). Universitas Negeri Semarang, Semarang, Indonesia. Belmont: Thompson Wardsworth.
- Ary, D., Jacobs, L. C., Razavich, A., & Sorensen, C. (2010). *Introduction to Research in Education (8<sup>th</sup> ed.)*.
- Arunsirot, S. (2013). An analysis of textual metafunction in Thai EFL students' writing. *Novitas-ROYAL (Research on Youth and Language)*, 7(2), pp.160–174.
- Bloor, T., & Bloor, M. (1992). Given and new information in the thematic organization of text: an application to the teaching of academic writing. *Occasional Papers in Systemic Linguistics*, 6, pp.33-44.
- Bloor, T., & Bloor, M. (1995). *The Functional Analysis of English: A Hallidayan Approach*. London: Arnold.
- Bloor, T., & Bloor, M. (2004). *The Functional Analysis of English: A Hallidayan Approach (2<sup>nd</sup> ed.)*. London: Arnold. <https://doi.org/10.1177/1461445606069334>
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using Functional Grammar: An Explorer's Guide (2<sup>nd</sup> ed.)*. Sydney: National Centre for English Language Teaching and Research.
- Carascalao, O. Y. & Hasanah, R. (2015). An Analysis of Abstract Using Micro-Level Coherence and Macro-Level Coherence. *The 4<sup>th</sup> ELTLT International Conference Proceedings*, 1(5), pp. 567-579. Retrieved from [elslt.org/proceedings/](http://elslt.org/proceedings/)
- Cohen, L., Manion, L., & Morrison, K. (2005). *Research Methods in Education (5<sup>th</sup> ed.)*. London: Routledge.

- Configuration. (2020). In *Cambridge Online Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/configuration>
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3<sup>rd</sup> ed.). London: Sage.
- Daniel, I. O. A. (2017). Leadership as an art and a responsibility: a case study of the linguistic choices of Nigeria's president Goodluck Jonathan. In A. Alvinus (Ed.), *Contemporary Leadership Challenges* (pp. 93-114). Croatia: IntechOpen. <http://dx.doi.org/10.5772/67014>
- Dewi, R. K. S., & Kurniawan, E. (2018). Seeing recount from systemic functional linguistic perspective: sine qua non attributes. *RETORIKA: Jurnal Ilmu Bahasa*, 4(1), pp.43–52. <https://doi.org/10.22225/jr.4.1.464.43-52>
- Dewi, R. W. H. (2016). A systemic functional linguistics (SFL) analysis of exposition texts as teaching materials written by pre-service teachers. *Journal of English and Education*, 4(1), pp.73–91. Retrieved July 20, 2019, from <https://media.neliti.com/media/publications/192030-EN-a-systemic-functional-linguistics-sfl-an.pdf>
- Eggs, S. (1994). *An Introduction to Systemic Functional Linguistics*. London: Continuum International Publishing Group.
- Eggs, S. (2004). *An Introduction to Systemic Functional Linguistics* (2<sup>nd</sup> ed.). London: Continuum International Publishing Group.
- Faiz, M. R. (2010). Textual meaning in man and woman's language (a study of debate between Hillary Clinton and Barack Obama: Los Angeles, January 31, 2008) (Unpublished final project). Universitas Negeri Semarang, Semarang, Indonesia.
- Febriyana, A., Sofwan, A., & Farida, A. N. (2018). An analysis of textual meaning on students' writing of recount texts. *Journal of English Language Teaching*, 7(2), pp.54–62.
- Firmanti, G., & Nurhayati. (2015). *The role of cohesive markers in making coherence in the abstract section of English department students' thesis and final projects*.
- Fitriati, S. W., & Yonata, F. (2017). Examining text coherence in graduate students of english argumentative writing: case study. *Arab World English Journal*, 8(3), pp.251–264. <https://doi.org/10.24093/awej/vol8no3.17>
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. Australia: Gerd Stabler.
- Gerot, L., & Wignell, P. (1995). *Making Sense of Functional Grammar*. Australia: Gerd Stabler.
- Guan, J. (2015). Theme-Rheme theory and the textual coherence of college students' English writing. *International Conference on Economics, Social*

*Science, Arts, Education and Management Engineering (ESSAEME), Essaeme*, pp.344–346.

- Gunawan, W., & Aziza, F. (2017). Theme and thematic progression of undergraduate thesis: investigating meaning making in academic writing. *Indonesian Journal of Applied Linguistics*, 7(2), pp.413–424. <https://doi.org/10.17509/ijal.v7i2.8350>
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar (2<sup>nd</sup> ed.)*. London: Edward Arnold.
- Halliday, M. A. K., & Hasan, R. (1985). *Language, Context, and Text: Aspect of Language in Social-Semiotic Perspective*. Victoria: Deakin University Press.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2004). *An Introduction to Functional Grammar (3<sup>rd</sup> ed.)*. Great Britain: Hodder Arnold.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar (4<sup>th</sup> ed.)*. London: Routledge Taylor & Francis Group.
- Hornby, A. S. (2000). *Oxford Advanced Learner's Dictionary of Current English (6<sup>th</sup> ed.)*. New York: Oxford University Press.
- Huckin, T. N. (1997). "Critical Discourse Analysis", in Miller, Tom (ed). *Functional Approaches to Written Text: Classroom Applications*. Washington DC: United States Information Agency, pp.78-92.
- Ifadah, M., & P, D. C. (n.d.). Coherence level pada draft proposal skripsi mahasiswa pendidikan bahasa Inggris UNIMUS. *Prosiding Seminar Nasional dan Internasional UNIMUS*, 1(1), pp. 1-3. Retrived from <https://jurnal.unimus.ac.id/index.php/psn12012010/article/view/1210/1263>
- Katrini, Y. E., & Farikah. (2015). Analysis of Theme of the analytical exposition texts written by the third semester students of English department of Tidar University. *International Journal of English and Education*, 4(3), 548–565.
- Le, D. T., & Wijitsopon, R. (n.d.). *Using Theme-Rheme framework to analyze L2 learner's academic writing*.
- Listyani, L. (2013). *A thematic progression analysis of recount texts written by tenth grade students of SMA N 1 Jekulo Kudus in academic year 2013/2014*.
- Liu, X., & Zhang, H. (2018). Discourse analysis of the victory speech of president Trump from the perspective of Theme and thematic progression patterns. *Advances in Social Science, Education and Humanities Research*, 250, pp.277–282. <https://doi.org/10.2991/emim-18.2018.56>
- Mamduhan, R. H., Fitriati, S. W., & Sutopo, D. (2019). Coherence in the narrative texts of eastvaganza story writing contest for senior high-school students. *English Education Journal*, 9(1), 84–92.
- Martin, J. R., Matthiessen, C. M. I. M., & Painter, C. (1997). *Working with*

- Functional Grammar*. London: Arnold. Retrieved January 12, 2019, from <http://books.google.com.hk/books?id=KXFqQgAACAAJ>
- Martin, J. R. & Rose, D. (2007). *Working with Discourse: Meaning Beyond the Clause (2<sup>nd</sup> ed.)*. New York: Continuum.
- Mujahidi, M. S. (2017). The analysis of Theme-Rheme system in textbooks senior high school on the second semester in SMA Negeri 1 Susukan (Published thesis). Syekh Nurjati State Islamic Institute, Cirebon, Indonesia.
- Nafisah, N. & Kurniawan, E. (2007). *Writing English for General Communication*. Bandung: UPI PRESS.
- Nunan, D. (1992). *Research Method in Language Learning*. New York: Cambridge University Press.
- Nurohmah, I. (2013). An analysis of students' recount text by using systemic functional grammar. *Passage, 1*(2), pp.89–98.
- Oktaviani, M. R. (2013). Theme-Rheme and thematic progression in Obama's speech and its translation. *Passage, 1*(3), pp.43-56. Retrieved from <https://ejournal.upi.edu/index.php/psg/article/view/895/pdf>
- Pontecorvo, C., Orsolini, M., Burge, B., & Resnick, L. B. (2013). New York: Routledge.
- Potter, L. (2016). Ideological representations and Theme-Rheme analysis in English and Arabic news reports: a systemic functional approach. *Functional Linguistics, 3*(1), 1–20. <https://doi.org/10.1186/s40554-016-0028-y>
- Problem. (2020). In *Oxford Online Dictionary*. Retrieved from <https://www.oxfordlearnersdictionaries.com/definition/english/problem>
- Purba, D. P. P., Ginting, S. A., & Haswani, F. (2019). Thematic progression in recount text written by the eight grade students. *GENRE Journal of Applied Linguistics of FBS Unimed, 7*(4), 1–13. <https://doi.org/10.24114/genre.v7i4.12453>
- Puspa, V. M. (2016). Theme and Rheme in short story of the twelve dancing princesses : a functional grammar approach. *BARISTA, 3*(1), 49–63.
- Rahmawati, A. (2016). *Thematic progression in descriptive and recount texts written by nursing students*. 102–108.
- Rahmawati, R. V., & Kurniawan, E. (2015). Thematic progression analysis in Indonesian EFL students' thesis abstracts. *Indonesian EFL Journal, 1*(1), 81–87. <https://doi.org/10.25134/ieflj.v1i1.617>
- Rakhman, A. N. (2013). An analysis of thematic progression in high school students' exposition texts. *Passage, 1*(1), 65–74.
- Realization. (2020). In *Cambridge Online Dictionary*. Retrieved from

<https://dictionary.cambridge.org/dictionary/english/realization>

- Ridha, N. S. A. (2014). *Theme and Rheme : types and problems in EFL university students' written texts*. pp.93–114.
- Rosa, R. N. (2013). Thematic progression as a model used to keep cohesion in writing an exposition text. *Proceedings of ISELT FBS Universitas Negeri Padang, 1*, pp.220–228.
- Rustipa, K. (n.d.). Theme-Rheme organization of learners' texts. *Dinamika Bahasa Dan Ilmu Budaya, 4*, 1–17.
- Safitri, I., & Bahri, S. (2017). Thematic progression on students' recount texts. *Journal of English Language Teaching, 6*(1), pp.69–82.
- Sayukti, N. K. H., & Kurniawan, E. (2018). An analysis of student's recount text in systemic functional linguistic perspectives. *RETORIKA: Jurnal Ilmu Bahasa, 4*(1), pp.53–59. Retrieved February 2, 2019, from <https://ejournal.warmadewa.ac.id/index.php/jret>
- Seyabi, F. Al, & Tuzlukova, V. (2014). Writing problems and strategies : an investigative study in the Omani school and university context. *Asian Journal of Social Sciences & Humanities, 3*(4), pp.37–48.
- Structure. (2020). In *Cambridge Online Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/structure>
- Suwandi. (2016). Coherence and cohesion: an analysis of the final project abstracts of the undergraduate students of PGRI Semarang. *Indonesian Journal of Applied Linguistics, 5*(2), pp.253–261. <https://doi.org/10.17509/ijal.v5i2.1349>
- Trinh, N. T. T., Hoa, P. Van, & Phuc, T. H. (2017). Halliday's functional grammar: philosophical foundation and epistemology. *Jurnal Humaniora, 29*(2), pp.207–214. <https://doi.org/10.22146/jh.v29i2.24295>
- Whiliandi, E. (2011). Theme analysis of the editorial in the Jakarta Post February 19<sup>th</sup> 2010 edition (Published final project). Universitas Dian Nuswantoro, Semarang, Indonesia.
- Yunita, S. (2018). Theme and thematic progression in students' recount texts. *Indonesian Journal of Applied Linguistics, 7*(3), pp.524–530. <https://doi.org/10.17509/ijal.v7i3.9797>