



**THE USE OF THEMATIC PROGRESSION IN THE JOURNAL**

**ARTICLES OF “U-JET”**

**A THESIS**

submitted in partial fulfillment of the requirements for the Degree of *Master*

*Pendidikan* of English language Education

by

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**ENGLISH LANGUAGE EDUCATION**

**PASCASARJANA**

**UNIVERSITAS NEGERI SEMARANG**

**2019**

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## **PERNYATAAN KEASLIAN**

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Menyatakan bahwa yang tertulis dalam tesis yang berjudul “The Use of Thematic Progression in the Journal Article of “U-JET”” ini benar- benar karya saya sendiri, bukan jiplakan dari karya tulis orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam tesis ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya secara pribadi siap menanggung resiko/sanksi yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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## **MOTTO AND DEDICATION**

### **Motto:**

“Indeed after hardship comes ease.”  
(QS. Al-Insyirah: 6-7)

### **Dedication:**

This thesis is dedicated to my parents and siblings

## ACKNOWLEDGEMENTS

*Alhamdulillahirobbilámin.* All the praises be to Allah. The first and foremost, I wish to take the opportunity to express my greatest gratitude to Allah *Subhanahu wa taala* the Almighty for His blessings, grace, and strength leading to the completion of this thesis.

My deepest gratitude goes to the Head of English Department of Graduate Program, Prof. Dr. Abdurrahman Faridi, M.Pd. who always help me with his kindness, advices, and assistance. I have been incredibly fortunate to be help by him. I can finish this thesis right on time thanks to him. Thank you for your immeasuarable kindness.

I also would like to express my thanks to my supervisors, Prof. Dr. Januarius Mujiyanto, M.Hum. and Prof. Drs. Mursid Saleh M.A., Ph.D for their patience in providing guidance, feedback and advices as well as encouragement for this thesis. Thank you to my advisors who gave me the chance to complete my thesis under their guidance. Both of them inspire and shape me to be a better student and researcher.

I also would like to convey my thanks to all lecturers and staffs of the English Department of Graduate Program, Universitas Negeri Semarang who have patiently given me worthy lesson, knowledge, help and good cooperation during my study.

Most importantly, my deepest gratitude goes to the most amazing and inspiring parents, Mama and Papi, as well as my siblings Monda and Tiwi. Thank you so much for your unconditional love and continuous prayers that make me

stronger up to this point. Besides, this journey would not have been possible done without the support of my friends. I wish to thank my Sumatera Squad, Renggi, Mbak Ayu, and Meli for those valuable moments waiting and striving together.

I realize that a lot of shortcomings may be found in this thesis. Therefore, suggestions are always needed. I highly hope, this thesis will be useful for all the readers.

Semarang, August 2019

Suci Hati Puji Lestari

## **ABSTRACT**

Suci, Hati Puji Lestari. 2019. The Use of Thematic Progression in the Journal Article of “U-JET”. A Thesis. English Language Education. Pascasarjana. Universitas Negeri Semarang. Advisor I: Prof. Dr. Januarius Mujiyanto, M.Hum. Advisor II: Prof. Drs. Mursid Saleh, M.A., Ph.D

Keywords: The Use of Thematic Progression in the Journal Article of “U-JET”

Thematic progression is an important aspects in writing that needs to be master. It plays crucial role in someone’s writing. Moreover if it is an article, where someone are required to write academically and accurately. This study aims to evaluate thematic progressions pattern in students’ journal article written by undergraduate students of Universitas Lampung.

This study employed qualitative research in the form of written discourse analysis. The documentation observation sheet is used to analyze the patterns apperead in the article written by students. Out of 10 students chosen as the sample.

The results of this study revealed that from the three patterns, zigzag pattern is the most frequently used by the students. The second is re-iteration pattern and the last one is multiple theme pattern. It showed that the students can employed the patterns though they never learn about systemic functional linguistics before. But, the results of their writing is not really coherence. Because the lack of thematic progression pattern used. For the consistency, there are several students who already consistent in their writing, though the rest is still not consistent.

However, they never learn about this. Therefore, it can be said that understanding the thematic progression is important because it can make the writing effective and coherence.

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# **CHAPTER I**

## **INTRODUCTION**

This section present background of the topic, reason for choosing the topic, research problems, objective of the study, significance of the study and definition of key terms.

### **1.1 Background of the Topic**

Writing is generally recognized as a difficult task by ESL and EFL students (Rosa, 2007). The reason for this matter is because writing requires the students to encounter some conditions by which they can write well. According to Amperawaty & Warsono (2019) writing involves the exploration of thought, the composition of a written draft, correction, and finalization. It has many aspects to be considered. It also demands a student to compose her or his idea in an accurate language use (Rahmawati, 2014). Writing is not only write anything without thinking but we also have to put our mind in it. The writers need to interpret their thinking including the statements, way of thinking, and evidences in written text (Nurkholidah, Sutopo & Widhiyanto, 2019). Writing can be a process of discovery for students when they find out recent thought and recent language forms to express their idea (Faticha, Bharati & Warsono, 2019).

Besides that there is one aspect that plays an important role in writing, it is the coherence (Wang, 2007). As Halliday (1994: 309) stated, coherence is –the internal resource for structuring the clause as a messagell, including the notions of Theme and information. Cohesion is an important aspect of discourse analysis as it creates coherence (Indriani, 2012). However, maintaining the coherence in

students' writing becomes the main problem faced by the students when they are asked to write. Research has found that in ESL/EFL students' writing, the students focus almost entirely on the word and sentence levels rather than the level of the whole discourse, that is, textual coherence (Ferris and Hedgecock 1998 as cited in Lee).

Actually, the thematic organization of the text is closely connected with discourse coherence or text convexity (Ren et al, 2009). It is included into textual metafunction which describes how a clause is organized as a message and how it makes a cohesive and coherent structure (Pertama, Rukmini & Bharati, 2019). Nonetheless, in Indonesian university context, thematic organization do not necessarily getting the proper attention from both teachers and students in the teaching and learning activity, especially in writing skill, though it is important since it can show the ability of students in organizing their ideas and making their sentence coherent (Wang, 2007). This causes the low quality in students' writing. Moreover, they are expected to write a good text in an academic writing like journal article. It will not be easy for them if they do not pay attention or even do not know about the thematic progression.

According to Rahmawati, Rukmini & Sutopo (2014) The unity of meanings of texts can be achieved from cohesion, coherence, and thematic progression. So that the students really need to learn about the thematic progression itself where they have to decide the way they want their text developed. They have to report their research in research paper using proper language (Wardani, Sutopo & Faridi, 2019). They need to put their idea together

and consider how to write their journal article so that their text will become coherent and have a good quality. Coherence is a matter of content rather than a form (Sumarna, 2013). So that the students need to focus on the content of their journal article.

According to Sutopo (2014), the students should have a better idea of what a text is, how to categorize and describe in terms of their genre, function organization and style. The teacher or lecturer need to encourage their students to cope with texts and make sense of them as well as produce them. They have to make their students understand about the Theme and Rheme first then the thematic progression pattern. Theme and Rheme are two terms which characterize the way in which information is spread or distributed in a sentence (Wang, 2007). Theme is the element of the clause structure which serves as the point of departure of the message; it is with which the clause is concerned (Halliday, 1985:38). The theme provides the environment for the remainder of the message; which is known as the Rheme, in Theme Rheme organization that becomes the most significant factor of the development of the text (Halliday and Matthiessen, 2004).

In relation to Theme type, Theme can be single or multiple Themes. Multiple Themes can consist of topical, interpersonal, or textual Theme. The exchange of information between Theme and Rheme pairings in a text is called Thematic Progression (TP) (Eggins, 1994, as cited in Wang, 2007). Eggins (2004) states that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion (Emilia, 2005). Moreover, Eggins (2004) name three patterns of TP as follows:



1. Re-iteration pattern or Constant Thematic Progression (CTP), which appears when Topical Theme has relation to the one in the following clause.
2. Zig-zag pattern or Simple Linear Thematic Progression (SLP), which has a Theme that derives from an element in the Rheme of the preceding clause.
3. Multiple-Theme pattern or Derived Theme Progression (DTP), which mostly occurs in the longer text, has one or some elements in a clause which are then distributed in Themes.

The purpose of thematic progression is to create a well-structured text. It is indicated through the unity and connectedness between individual sentences that relate to each other. Therefore, this present study primarily examines thematic progression pattern in journal article especially background of study section written by English students in Universitas Lampung who never learn about thematic progression in advance. I would like to see how would someone who never get systemic functional class will employ the thematic progression. I used the theory proposed by Eggins (1994) to explore how their ideas are organized and constructed in writing their introduction seen from Thematic Progression and to explore the extent to which the students' journal articles are consistent with the language features in terms of Thematic Progression.

This study focuses on the thematic progression pattern in the journal article written by undergraduate students of Universitas Lampung (UNILA). The name of the journal is U-JET or Unila Journal of English Teaching. I attempt to study the interrelationship between the pattern and evaluate it thoroughly. Based

on the explanation above, I interested in conducting research entitled –The Use of Thematic Progression in The Journal Article of –U-JETIII.

### **1.2 Reasons for Choosing the Topic**

I choose to use the evaluation is because I want to see the use of thematic progressions widely that students do in their writing. I can evaluate thoroughly and deeply and this can provide rich data and complete explanations. The reason why I choose thematic progression is because of the importance of understanding the structure of writing to produce high-quality writing. Unfortunately, neither the teacher nor the students care too much about the importance of this thematic progression. The lack of student’s knowledge about the thematic progression will make they get difficulty to write their ideas systematically and make their text coherent. Besides, the teacher does not realize how important coherence and cohesion of text. They focus more on analyzing the grammar errors or inappropriate vocabulary and ignore the coherence of the text. Furthermore, I choose students’ journal article to study is because students must have entered the academic writing class where they practice the academic writing. So, they must have written a journal article. This study will focus on thematic progression analysis in students’ journal article writing, especially in introduction section. It is because in the introduction, we convey important points that we want to discuss. That is our foundation in writing or doing research. So, when someone reads our journals, they can understand what we want to talk about. Therefore, by analyzing the background of study, they will know what the author’s purpose is to conduct his research. Thematic progression is important to be investigated because I

believed that it can help students to organize their ideas into written text, especially for the journal article. Hence, it is expected that it can help students to organize their ideas and make a proper text in their writing.

### **1.3 Research Problems**

Based on the background of study, the research problems are formulated as follows:

1. How is the Re-iteration pattern used in the journal articles?
2. How is the Zig-Zag pattern used in the journal articles?
3. How is the Multiple-Theme pattern used in the journal articles?
4. How is the consistency of the thematic progression pattern in the journal articles?

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

Based on the research problems, the objectives of the study are formulated as follows:

1. to analyze students' journal articles in order to evaluate the use of Re-iteration pattern.
2. to analyze students' journal articles in order to evaluate the use of ZigZag pattern.
3. to analyze students' journal articles in order to evaluate the use of Multiple-Theme pattern.
4. to analyze students' journal articles in order to evaluate the consistency of the thematic progression patterns.

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

The answer to question number one is theoretically contributive in the enrichment of thematic progression study, especially in the Re-iteration patterns. It can be developed to understand more about the pattern and the merit of using the pattern. Practically, it gives the beneficial information about the progression pattern that happened in the text. It is also expected that the result of the study can give views on teaching writing particularly in journal article. Pedagogically, this study is expected to provide in-depth analysis of Theme-Rheme and the Re-iteration patterns by applying the Systemic Functional Linguistics analysis.

The answer to question number two is theoretically contributive in the enrichment of thematic progression study, especially in the Zig-Zag patterns. It can be developed to understand more about the pattern and the merit of using the pattern. Practically, it gives the beneficial information about the progression pattern that happened in the text. It is also expected that the result of the study can give views on teaching writing particularly in journal article. Pedagogically, this study is expected to provide in-depth analysis of Theme-Rheme and the Zig-Zag patterns by applying the Systemic Functional Linguistics analysis.

The answer to question number three is theoretically contributive in the enrichment of thematic progression study, especially in the Multiple-Theme patterns. It can be developed to understand more about the pattern and the merit of using the pattern. Practically, it gives the beneficial information about the progression pattern that happened in the text. It is also expected that the result of the study can give views on teaching writing particularly in journal article.

Pedagogically, this study is expected to provide in-depth analysis of Theme-Rheme and the Multiple-Theme patterns by applying the Systemic Functional Linguistics analysis.

The answer to question number four is theroretically contributive that this study is verified the previous studies on theme, thematic progression and cohesion. It could develop the study in Systemic Functional Grammar. Practically, this study is expected to give information for the students to improve their knowledge and realize the importance of the consistency in their writing. Pedagogically, this study also useful for students in understanding the basic concepts of the pattern used and improve their writing.

### **1.6 Scope of the Study**

Dealing with the significance of thematic progression in conveying the messages in unfolding a text, this study analyzes the thematic progression in the journal articles of Universitas Lampung students to show the development using the notion of Theme/Rheme. By Thematic Progression, it is meant that a clause theme progresses along text to achieve its purpose in supporting the organization of the text. The analysis focuses on the use of thematic progression in the background of study section only. Hopefully this study can help teachers to do text analysis on the notion of Theme/Rheme or Thematic progression to evaluate students' writing.

## 1.7 Definitions of Key Terms

### a. Evaluation

Evaluation is a study designed and conducted to assist some audience to assess an object's merit or worth (Stufflebeam, 2000). Evaluation is the process of determining the merit, worth and value of things and evaluation are the products of that process (Scriven, 1991). According to encarta dictionary, evaluation is the act of considering and examining something in order to judge its value, quality, importance, extent, or condition of something.

### b. Thematic progression

The choice of Theme which supports the text to develop the ideas they present (Fries, 1993a; 1995b; Eggins, 2004). From the theme selection, it can be seen the movement of theme development. Thematic Progression is a term which refers to –the way in which the Theme of a clause may pick up, or repeat, a meaning from a preceding Theme or Rheme (Paltridge, 2006, p. 148). Thematic progression denotes the strategies available to writers for linking the themes and rhemes in a clause to those of surrounding clauses. It is a key factor in the structuring of information because it acts as a bridge between sentence level and discourse level, coordinating cohesion and coherence (Hawes, 2015).

### c. Re-iteration pattern or Constant theme pattern

Bloor and Bloor (2004) states that constant theme pattern occurs when –a common Theme is shared by each clause. In other words, a similar theme is repeated in the themes of succeeding clauses. The theme which is repeated can appear in the same form or a different form. Rosa (2007) the

pattern of constant continuous theme shows up the theme of the first clause becomes the theme of the clauses that follow.

d. Zig-Zag pattern or Linear theme pattern

The linear theme pattern occurs when an element in the rheme of a clause is made the theme in the succeeding clause (Bloor & Bloor, 2004). According to Eggins (1994) zig-zag pattern happened where the rheme of the first clause becomes the theme in the second sentence; the rheme of the second sentence becomes the theme of the third clause, and so forth.

e. Multiple-Theme pattern or Derived theme patterns

Derived themes is a type of thematic progression where several different themes -alternate within the text. There may also be a hyper-theme from which subordinate themes are derived (Bloor & Bloor, 2004). This pattern highlights the one general theme from which other themes are derived (Rosa, 2007).

f. Journal Article

A journal article is a regularly published collection of articles that focus on topics specific to a particular academic discipline or profession. It is a polished, shorter research report that we send to an editor of a journal (Creswell, 2012). Journals might be published monthly, bi-monthly, quarterly, semi-annually, or even annually. Journal articles are usually have more than 10 pages and reflect research, whether it is surveys of existing research or discussions of original research. Mirahayuni (2002) states that journal article is a written text which usually limited to a few thousand words, that reports on some investigation

carried out by its author or authors. According to Meriam webster dictionary, it is a distinct often numbered section of a writing, an article of the constitution.

### **1.8 Outline of Thesis**

This thesis is divided into three chapters with each chapter has sub chapter which are organized as follow:

Chapter I consists of background of the study, reason for choosing the topic, research questions, objectives of the study, significance of the study, scope of the study, definition of key terminologies and outline of the research. The first part is background of the study that described the problem the students faced especially in writing text. I analyzed the thematic progression pattern in the journal article written by undergraduate students in UNILA. The second part is reasons for choosing the topic, this part discusses the reasons why I conducted this research, and however, I have three reasons to conduct this research. The third part is the research questions. I have four research questions that would be analyzed and find the answer by doing this research. The fourth part is objectives of the study. In this part, I showed what I did in this research which is to explain the re-iteration pattern, zigzag pattern, multiple-theme pattern and thematic progression consistency. The fifth part is significance of the study; it consisted of three significant in each finding that relates to the research questions and objectives of the study. The sixth part is scope of the study while in this part I would limit the subject and the object of the research. The seventh part is definition of key terminologies that consist of six key terms. The key terms are



evaluation, thematic progression, re-iteration pattern, zigzag pattern, multiple-theme pattern, and journal article. Last, the eighth part is outline of the research that shows in general what is including in this research.

Chapter II consists of reviews of previous studies, reviews of theoretical studies and theoretical framework. The first part is reviews of previous studies that reviewed about sixty-six journals related to the topic. I divided the journal articles into twelve groups based on the category of the study's object. I reviewed journal articles about thematic progression in the journal article, essay writing, recount text, exposition text, argumentative text, teaching writing, news, academic writing, discourse, translation, students' writing and in other fields. This part discusses the theory underpinning the research. The theories are about text linguistics, thematic progression, genre and coherence. The third part is theoretical framework. This part shows the framework from the theories that I used in this research. The framework is about the conclusion of the theories and the purpose of doing this research.

Chapter III consists of research assumption, research design, subject of the study, object of the study, roles of researcher, instruments of collecting data, methods of collecting data, methods of analyzing data, and triangulation. The first part is research assumption. This part tells about the assumption or the result that the research finds for this research. The assumptions are the realization of the re-iteration pattern, zigzag pattern, and multiple-theme pattern and thematic progression consistency can be found in the students writing. By explaining the realization of thematic progression in students' writing, it is found how the

students employed the patterns even though they never learn about it. The second part is research design. This part shows the design that I used. The design is qualitative research that is case study research. The third part is subject of the study. In this part, I presented the subject of the study that is the undergraduate students of Universitas Lampung and the reason I chose the subject. The fourth part is object of the research. This part presents the object of the research that is the students writing of journal article. The fifth part is roles of the researcher. In this role, I have three roles; as a collector, as an analyst and as a data reporter. The sixth part is instrument. This part discusses the instruments that I used to answer the research questions. I used tables to analyze thematic progression in the students' journal article. The seventh part is method of collecting data. In this part I discussed the method of collecting the data. The eighth part is method of analyzing data. I read the text, identifying the theme-rheme, identifying the thematic progression patterns, deciding the thematic progression trends, revealing the consistency of thematic progression occurred in students' journal article. The ninth part is triangulation. In this part, I discussed the type of triangulation that I used in reducing bias in gathering, reporting, and analyzing the data of the research.

Chapter IV consists of finding and discussion part. In finding, there are four points that I explained; re-iteration pattern, zigzag pattern, multiple-theme pattern and thematic progression consistency. It was found that all of the students employed the re-iteration and zigzag pattern, but only 3 students that used multiple-theme pattern. For the discussion part, there are four points that I

discussed; the realization of re-iteration pattern, the realization of zigzag pattern, the realization of multiple-theme pattern and thematic progression consistency in students' journal article.

Chapter IV consists of conclusion and suggestion. In the conclusion, I concluded the research findings about re-iteration pattern, zigzag pattern, multiple-theme pattern and thematic progression consistency. In the suggestion part, I gave some suggestion in practical, theoretical and pedagogical aspects.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section present several studies which is relevant with the topics and theories of thematic progression. It consists of review of previous studies, review of theoretical studies and theoretical framework.

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

There are many studies that have been conducted on thematic progression in different fields. In this part, I reviewed the previous studies related to thematic progression. I reviewed sixty-seven journal articles and categorized them into twelve groups. They are thematic progression in the journal article, essay writing, recount text, exposition text, argumentative text, teaching writing, news, academic writing, discourse, translation, students' writing and in other fields. All of them were explained in the following paragraph.

The first one is the previous study of thematic progression in the journal article or research article that have been conducted by (Jing, 2014; Rahmawati & Kurniawan, 2015; Leong, 2015; Ebrahimi, 2016; Farrokhi, Asarin & Khalili, 2016; Babaii, Atai & Shoja, 2016; Leong, Toh & Chin, 2017; Herdiawan, 2017; He & Tian, 2018; Al-Bazaaz & Al-Shajlawi, 2018). They have the similarities and differences in their research. Farrokhi, Asarin & Khalili (2016) have done a study to know the comparison between edited vs. unedited writing of NNS academicians. They wanted to see whether the changes of thematic progression are made. They found that rhetorical move structure for article introduction was seldom affected in the editing process.

Babai, Atai & Shoja (2016) investigates thematic choices and thematic progression patterns in the research articles in relation to the status of disciplines as well-established or emerging fields. To this end, a corpus of 240 RAs of mechanical engineering, biomedical engineering, horticulture, and environmental science were analyzed using Halliday's (1994) framework of thematicity and McCabe's (1999) model of thematic progression (TP). This study concludes that the students' thesis abstracts mostly use constant theme pattern, which suggests their writing is not quite well-arranged. Al-Bazaaz & Al-Shajlawi (2018) investigates the use of thematic progression in scientific articles written by Iraqi EFL learners of English language. He used Danes model for analyzing his data. He found that the students have a difficulty in presenting a well-organized text.

From these previous studies, it can be seen that these researchers found that their subject have difficulty in writing and arranging a text into a good one. They use different model to investigate the thematic progression pattern used in participants' writing and still it showed the lack of cohesion and coherence. I think their research is contributive to another researcher who wants to study about thematic progression. It is also useful for the teacher or lecturer as a way to know what to do with their students, what to give as a lesson and what to improve. They need to make their students more capable in writing a good text. This is why I choose to study TP in a journal article. But my research and theirs will be different because I am not focusing on one theme, I used introduction section in my research and the subject of my study is the newest journal articles from U-JET, where the students never learn about thematic progression.

Another research concerning on thematic progression in essay writing. Many studies in thematic progression in EFL/ESL essay writing have been conducted by demonstrated how appropriate use of theme or thematic progression improves coherence in EFL/ESL writing, by analyzing and correcting their inappropriate use of Theme/Thematic Progression. The studies were conducted by (Ping, 2007; Mellos, 2011; Ebrahimi and Ebrahimi, 2012; Hawes, 2015). Mellos (2011) demonstrated that appropriate thematic choices and TP patterns characterized coherence in writing by analyzing the T/TP in eight undergraduate ESL essays. The study found that the more coherent essays employed dense and complex nominal groups in topical Themes, a wide variety of textual Themes, and different TP patterns to establish connections between different parts of the text and comment on abstract ideas relevant to the topic.

Ebrahimi and Ebrahimi (2012) compared TP patterns in 180 EFL compositions by 60 Iranian students majoring in Teaching English as a Foreign Language with different academic writing experiences, using McCabe's (1999) model of thematic progression. The results illustrated significant differences between the three groups: Senior students used more linear and constant progressions than the other two groups of students. The above studies suggest that T/TP is a very effective and valuable device to enhance connectivity between ideas in English essays and demonstrated how T/TP can improve coherence in EFL/ESL writing by making better thematic choices and employing more appropriate TP patterns.

The third one deals with Thematic Progression in recount text. It has been conducted by (Noviyanti, 2015; Putri, Miftah & Sabarun, 2017; Safitri & Bahri, 2017 and Yunita, 2018). To investigate thematic progression in a recount text is a common thing. Noviyanti (2015) investigated how the students organize their ideas in the texts. She employed a qualitative case study research design. The data were obtained by collecting students' writing products in the class. Six students' writing products were selected from three different levels of achievement—low-, mid-, and high-achiever based on the advice from the teacher. The results show that all students' texts from all levels had acquired the main purpose and the schematic structure of a recount text. Meanwhile, Safitri and Bahri in 2017 did a research to find out the types of thematic progression patterns the students mostly employed in their recount texts and to examine the coherence of fourth semester students' recount texts viewed from their thematic progression of the English Department, Universitas Negeri Semarang. Their study was a written discourse analysis which was used to figure out the realization of meanings. The findings showed that all of the students employed more than one pattern in their recount texts. They tended to use combination between reiteration (constant), zig-zag (linear), and multiple theme patterns.

There is also several previous studies on Thematic Progression in exposition text. The studies have been conducted by (Rosa, 2007; Rakhman, 2013; Linda et al. 2017; Yuniawati et al. 2017; Williyani, Sutopo & Widhiyanto, 2019). Rosa (2007) investigated how the thematic progression can keep the cohesiveness in students' exposition text. He found that students' can improve

their cohesiveness and coherency by understanding the thematic progression. While Rakhman (2013) found that her participants are divided into two. The high achievers students are consistent in writing their text while the others still need guidance to create a good pieces of writing. The result are contrasted with Yuniawati et al. research in 2017. They investigated thematic progression in hortatory exposition and the findings revealed that almost all students had fulfilled the schematic structure of hortatory exposition text. They were also employed various textual strategies. She is suggested that theme and theme progression analysis can be applied in language studies to gain a better control of text organization and development. Williyana, Sutopo & Widhiyanto (2019) explored EFL learners' exposition texts using Thematic progressions. They were divided the students into three level of competency, they are high, average, and low proficiency. They found that students in average proficiency level learner overuses Theme re-iteration patterns and it makes the text stuck and could not develop any further. For students with low proficiency level, they are unsuccessfully implements the Thematic progressions and the micro-level of coherence is not achieved.

The fifth topic concerning Thematic Progression in argumentative text. It has been conducted by (Soleymanzadeh & Gholami, 2014; Yang, 2015; Jalilifar, Alipour & Rabiee, 2017). Soleymanzadeh & Gholami (2014) investigated the argumentative essays based on TP patterns and IELTS analytic scoring criteria. Yang (2015) wanted to testify the effectiveness of the application of -Theme-Based Approach in improving non-English majors' writing ability. The



experiment has been carried out to test the hypotheses that the application of thematic progression patterns plays a positive role in the improvement in argumentation writing. He found that there is a correlation between the higher grades and diversified employment of theme types and thematic progression.

Jalilifar, Alipour & Rabiee (2017) comparing the thematicity of students' argumentative writing and the introduction of research articles. They were downloaded 60 articles from three journals and also 92 MA and BA students majoring in English Language Teaching and English Literature were selected. Of the written argumentative compositions, only 67 were chosen for the next phase of the study. They used Halliday's (1985) model of thematic structure and the revised model of Danes' (1974) thematic progression patterns. From the result found, they concluded that thematicity can be effectively applied in classrooms to help students in writing. These 3 studies also different with my research because even though we are using thematic progression to study but the object is different.

The other study concerning on Thematic Progression in teaching writing. The studies were conducted by (Yang, 2008; Ren et al., 2009; Farikah, 2012; Linda & Andhika, 2014; Jing, 2015; Farikah, 2015; Nurdianingsih & Purnama, 2017a; Nurdianingsih & Purnama, 2017b;) All of them did a research on thematic progression in teaching writing with different purpose such as to improve writing skill (Farikah, 2012; Nurdianingsih & Purnama, 2017a; Farikah, 2015; Nurdianingsih & Purnama, 2017b;), to analyze TP in teaching explanation writing ), to analyze TP in teaching explanation writing (Yang, 2008), to evaluate EFL

writing using TP (Linda & Andika, 2014), Theme & Thematic Progression operational in English writing teaching (Jing, 2015; Ren et al., 2009). They also have different objects from one another such as; the writing teaching of college English, writing expository paragraphs, developing the message of students' writing, improving students' writing skills, students and professionals' writing, evaluating EFL writing, English writing teaching, and academic writing.

Farikah (2012) who conducted a research on thematic progression patterns with a cooperative learning model found that the implementation of Thematic Progression Patterns can improve students' writing skills. She also found that the model can make an effective teaching-learning activity. She suggested that thematic progression should be taught by the lecturers so that the students can write their articles coherently. Meanwhile, Linda & Andika (2014) found that there are several problems when they evaluate students' writing. One of them is less variety in theme, where students started their sentences with conjunctions. Besides that, the overuse of constant theme patterns also occurred here. It showed how the student inclined not to go in depth on the idea introduced in the text.

The seventh topic is Thematic Progression in news. The studies have been conducted by (Hawes, 2010; Liu & Tucker, 2015; Marfuaty & Wahyudi, 2015 and Dong, Shao & Jia, 2016). They have done the research of thematic progression on different fields of news like newspapers (Hawes, 2010; Marfuaty & Wahyudi, 2015). They were used Sun and Times editorials and Jakarta Post as their objects. There is also a study on Chinese radio news (Liu & Tucker, 2015) and a study on English news reports (Dong, Shao & Jia, 2016). They found that

thematic progression is an important way to organize news. It combines the thematic structure and textual coherence, revealing the dynamic distribution of theme and rheme in the discourse and the organization form of the discourse.

The next topic is focusing on Thematic Progression in academic writing. The studies have been done by (Kuswoyo & Susardi, 2016; Gunawan & Aziza, 2017; Muroda, Madjid & Jati, 2017; Kuswoyo & Susardi, 2017; Dou & Zhao, 2019). The TP research on students' thesis proposal was done by Muroda, Madjid & Jati in 2017 who want to investigate the choice of theme and thematic progression deployed in one of the considerably best undergraduate theses. Meanwhile, Gunawan & Aziza (2017) is projected to contribute research on linguistic and discourse analysis especially on the thematic progression from first paragraph of background of study in thesis proposal. On the other side, Kuswoyo & Susardi in 2016 and 2017 were respectively did a research about Thematic Progression in EFL and ESL students academic writing. Dou & Zhao (2019) examined the usage tendency and internal influencing factors of Thematic Progression patterns in English research abstracts written by postgraduates majoring in architecture and civil engineering in mainland China. The results showed that the overall writing level of Chinese non-English major postgraduates could reach the publishing standards of international journals in the facet of the number of words and sentences.

There is some research about Thematic Progression in discourse. The studies have been done by (Kopple, 1991; Shi, 2013; Gumperz, Aulakh & Kaltman, 2017). Gumperz, Aulakh and Kaltman (2010) wanted to see the

thematic structure and its progression in a discourse. The data that they used is natural conversations of Indian and Pakistani residents of Great Britain who knows English well and use it regularly in the course of their daily life. They examined the transcribed sentences in isolation. They found that Indian English diverges from standard Western English, particularly at the sentence level. It seem odd but only occasionally incomprehensible. Shi (2013) did the exploration of the topical progression patterns in english discourse analysis. He attempts to make the addition of the Extended Converse Linear Progression to analyze the topical progression in the available popular English narrative discourse –a private conversation|| which achieves coherence and finally points out the limitations of thus doing with one text in expectancy to testify the hypothesized pattern within more various genres of discourses.

Another studies choosing Thematic Progression in translation as the topic. Several studies have been done by (Jalilifar, 2009; Sopyan, 2011; Liu & Yang, 2011; Khedri, 2012; Nursanti & Tou, 2014; Sofyan, 2017; Rosa, 2019). Jalilifar (2009) investigated thematic development and progression in English academic texts and their translations in Persian. He wanted to know how translators deal with these thematic choices as textual devices when a text is translated into another language. Sopyan (2011) described the types of thematic progression applied in the official website of the Ministry of Culture and Tourism of the Republic of Indonesia: Indonesia Travel. His article showed how the progression of a theme or a rheme of one clause is taken as the theme of the following clause to gain the texture of the text. Liu & Yang

(2013) investigated thematic progression of the argumentative essay ‘Of Studies’ and its 11 Chinese translations, they attempt to demonstrate the degree of relevance of these patterns to translation studies. Nursanti and Tou (2014) aimed to see the thematic progression variation of the great gatsby english bahasa indonesia translational texts. Sofyan (2017) investigated thematic progression in the translation of students’ translator.

There are several studies concerning about Thematic Progression in students’ writing. The studies have been done by (Khedri, 2012; Arunsirot, 2013; Syahrizal, Fitriani & Anggraeni, 2018). Khedri (2012) was centered his research on reviewing the status of thematic development and progression in students’ writing. Reviewing previously conducted studies attest to the fact that thematic structures are greatly effective and valuable tools in writing process. Theme and rheme patterning can also be effectively applied in classrooms to help students in writing. Students will know where they are losing their effectiveness in their arguments due to problems with either thematic progression or thematic selection, or both. Arunsirot in 2013 stated that an average Thai is considered to have very low English proficiency. So the purpose of his study is devoted to the exploration of English writing skill which sets out to obtain some concrete information on the students’ problems in writing English supported by Systemic Functional Grammar. He provided not only Thai EFL learners with a better understanding of problems in order to help them improve their writing performance, but will also provide Thai teachers with information that will help to

develop English teaching materials and practical tools for Thai EFL learners, especially for teaching writing in EFL classroom.

The last group concerning on Thematic Progression in other fields. Besides different genre in text, there are also many research in TP related with another topic that have been conducted by (Maynard, 1986; Taboada & Lavid, 2003; Crompton, 2004; Moens, 2008; Guijarro & Zanoramo, 2009; Li, 2011; Dejica-cartis & Cozma, 2013; Wang, 2015; Yalcinkaya & Rzayev, 2017; To, 2018; Dou & Zhao, 2018). For instance, Maynard (1986) analyzed casual conversation from the perspective of Thematic Progression. Taboada & Lavid (2003) analyzed thematic patterns in scheduling dialogues. Crompton (2004) did a research about thematic progression and method of development. Moens (2008) using patterns of thematic progression for building table of contents of a text. Guijarro & Zamorano (2009) investigated thematic progression of twenty children's storybooks in English language as related to different stages of cognitive development. Li (2011) did a contrastive analysis of thematic progression patterns of english and chinese consecutive interpretation texts. Dejica-cartis & Cozma (2013) investigated the use of theme-rheme analysis for improving coherence and cohesion in target-texts. Wang (2015) investigated the teaching of English reading by using thematic progression model. Yalcinkaya & Rzayev (2017) investigated thematic progression in short story examples taken from Aziz Nesin and O. Wilde. To (2018) analyzed the thematic structure in reading comprehension texts in English textbooks. Dou & Zhao (2018) analyzed Ivanka Trump's speech. The significance of their study is to apply the relevant

theories of context to the analysis of political speeches, and to provide a theoretical reference for speakers in preparing their political speeches.

All of previous studies above show the importance of theme-rheme and thematic progression in writing. They made a suggestion about analyzing the thematic progression in a different text. Based on the twelve topics above, it can be seen that this research is different with the previous studies. The differences are from the objects of the study and the theory which was employed by me. In this study, I used journal article which were written by undergraduate students at Universitas Lampung. I focused on the background of study section. Then, in term of theory, I used Eggins (1994) and Halliday (1994) theories about thematic progression analysis.

## **2.2 Theoretical Review**

### **2.2.1 Text Linguistics**

A text can be defined as a meaningful and coherent group of syntactically correct sentences logically arranged for a specific social objective for a certain audience in a certain situation and context (Kobayashi, 2003: p.59). Text linguistics, therefore, overlaps with discourse analysis, but its main concern is cohesion and coherence in a text. According to Connor (1996, p. 80), text linguistics in recent publication is treated as written not spoken, discourse analysis - as an analysis of texts that extends beyond the sentence level and considers the communicative constraints of the situation. Cohesion in text linguistics can be defined as lexico/grammatical cohesive devices to indicate the relationship

between sentences and between groups of sentences. The cohesion can help the text hang together.

According to (Gerrot & Wignell (1994; p. 170), cohesion refers to the resources within language that provide continuity in a text, over and above that provided by clause structure and clause complexes. Meanwhile, coherence in text linguistics refers to the relationship between text and the reader. A text can be cohesive but may be not coherent. Coherence can make text logic and make sense. In order to write a meaningful text, one has to link each logical statement with cohesive devices while considering the semantic coherence of the text as a whole. Schematic structure in text linguistics, it can be called generic structure, refers to the organizational structure of different types of texts such as exposition, argumentation and narration (Conner, 1996: p.87). Schematic structure informs that there is an appropriate schematic structure or organizational pattern for any type of text. Especially in exposition text, it raises an issue or thesis statement support by some arguments. Gerot & Wignell (1994; p.90) said that different genres deploy the resources for meaning-making through the grammar in different ways. In contrastive rhetoric, it is assumed that differences can be found regarding the above three aspects as mentioned above, they are cohesion, coherence and schematic structures, in different cultures. A text is considered coherent in one culture might not be regarded so in other cultures. Similarly, what is thought to be the proper schematic structure of a certain type of text in one language might not be found in other languages; hence the differences in discourse patterns in different culture.



### 2.2.2 Coherence

The text linguistic concepts that influenced contrastive rhetoric are the concepts of cohesion, coherence, and schematic structure or superstructure. The meta-textual analysis is used to analyze the text in this research which focuses on coherence. Coherence is achieved when sentences and ideas are connected and flow together smoothly. Halliday (1994: 309) defined coherence in writing as –the internal (resource) for structuring the clause as a message. To help the students organize information within clause to make their writing coherent, the use of Theme and Thematic Progression is determining (Halliday & Hasan, 1976; Belmonte & McCabe, 1998). Thornbury (2005; p.36) defines coherence as the capacity of a text to ‘make sense’. Coherence results from the interaction between the readers and the text. This is not to say that cohesion and coherence function independently. Writers intentionally use cohesive devices with the aim of making their text easy to follow, i.e. more coherent. But if the text is basically nonsense, no amount of linkers will make it coherent. An essay without coherence can inhibit a reader’s ability to understand the ideas and main points of the essay. Coherence allows the reader to move easily throughout the essay from one idea to the next, from one sentence to the next, and from one paragraph to the next. Thornbury (2005) said that coherence is usually approached from two perspectives: the micro-level and macro-level. At micro-level, readers have certain expectations of how the proposition (i.e. the meaning) of a sentence is likely to be developing in the sentence or sentences that follow it. When these expectations are met, the immediate text will seem coherent. At the macro-level,

coherence is enhanced if a) the reader can easily discern what the text is about, b) the text is organized in a way that answer the reader's likely question and c) the text is organized in a way that is familiar to the reader.

### 2.2.3 Thematic Progression

In thematic progression we will see how the text organized. The organization of information in texts is determined by the progression in the ordering of utterance themes and their Rhemes (Danes, 1974). His spelling out of the relationship between successive themes and their Rhemes would appear to provide a more satisfactory account of the 'method of development' of texts. The flow of information in a sentence from Theme to Rheme is crucial in achieving communicative effectiveness in a message. The exchange of information between successive Theme and Rheme pairings in a text is called Thematic Progression (Eggins, 1994). Thematic progression contributes to the cohesive development of a text, that is to say, in a cohesive text the distribution of given and new information needs to follow certain patterns. There are several main types of thematic progression, which depends on different text types. For example, in a narrative-type text we often repeat Theme of one clause into Theme of subsequent clauses. For example:

Table 2.1 The Example of Theme and Rheme

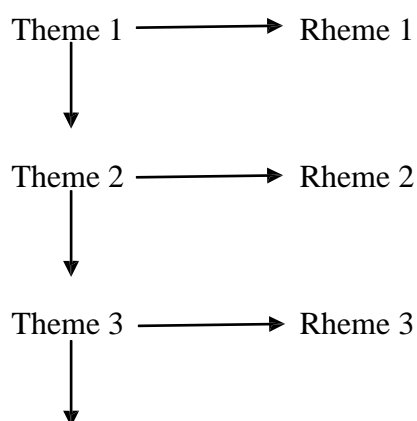
Theme	Rheme
A good lecture	need to show great passion to the lecturing
She	should be intellectually and morally

	honest
He should	have a genuine capacity to understand students

However the thematic development of an academic text is different. Fries (1983) made the point that the Thematic progression of an academic text needs to have a high incidence of cross-referential links from the Rheme of one clause to the Theme of the next clause, as the academic texts present complex arguments in which each successive ideas is an expansion of an idea in the previous sentence. Thematic progression refers to the way in which the Theme of a clause may pick up or repeat a meaning from preceding Theme and Rheme. According to Martin and Rother in Paltridge (2000:140), there are three kinds of thematic development patterns, they are:

### 2.2.3.1 The Reiteration Pattern

First type Paltridge considers is the -Constant themel, where theme 1 is picked up and repeated at the beginning of the next clause, signaling that each clause has something to say about the theme.



Theme 4 —————> Rheme 4

Figure 2.2.3.1

Thematic Progression: Theme reiteration/ constant Theme

(Source: Paltridge, 2000:140)

### 2.2.3.2 The Zig Zag Pattern

Second type of thematic progression is when the subject matter in the rheme of a clause is taken up in the theme of a following clause. Paltridge called this -Linear themell. The figures clearly show that the rheme of one clause becomes the theme of the following clause. The following text is an example how this pattern works in a text. The underlined words are themes of the clauses.

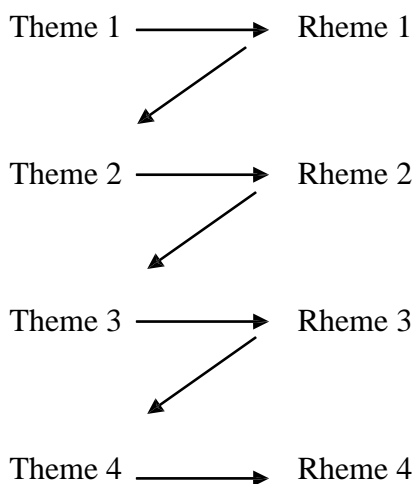


Figure 2.2.3.2

Thematic Progression: Zig- zag/ Linear Theme pattern

(source: Paltridge, 2000:141)

### 2.2.3.3 The Multiple Theme Pattern

Third type he examines is the so called -Split rheme|| also called -Multiple-themell. Here a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses. This pattern highlights the one general theme from which other themes are derived. The following is the pattern of theme progression with derived theme.

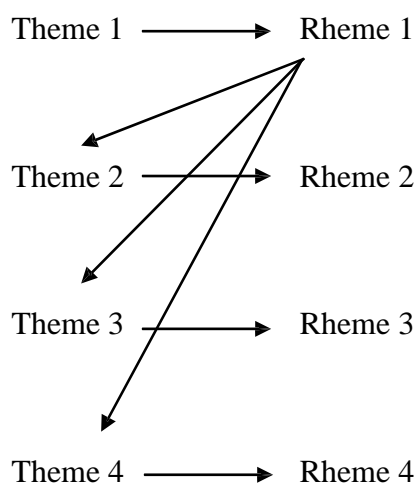


Figure 2.2.3.3

Thematic Progression: Multiple Theme/ Split Rheme Pattern

(Source: Paltridge, 2000:143)

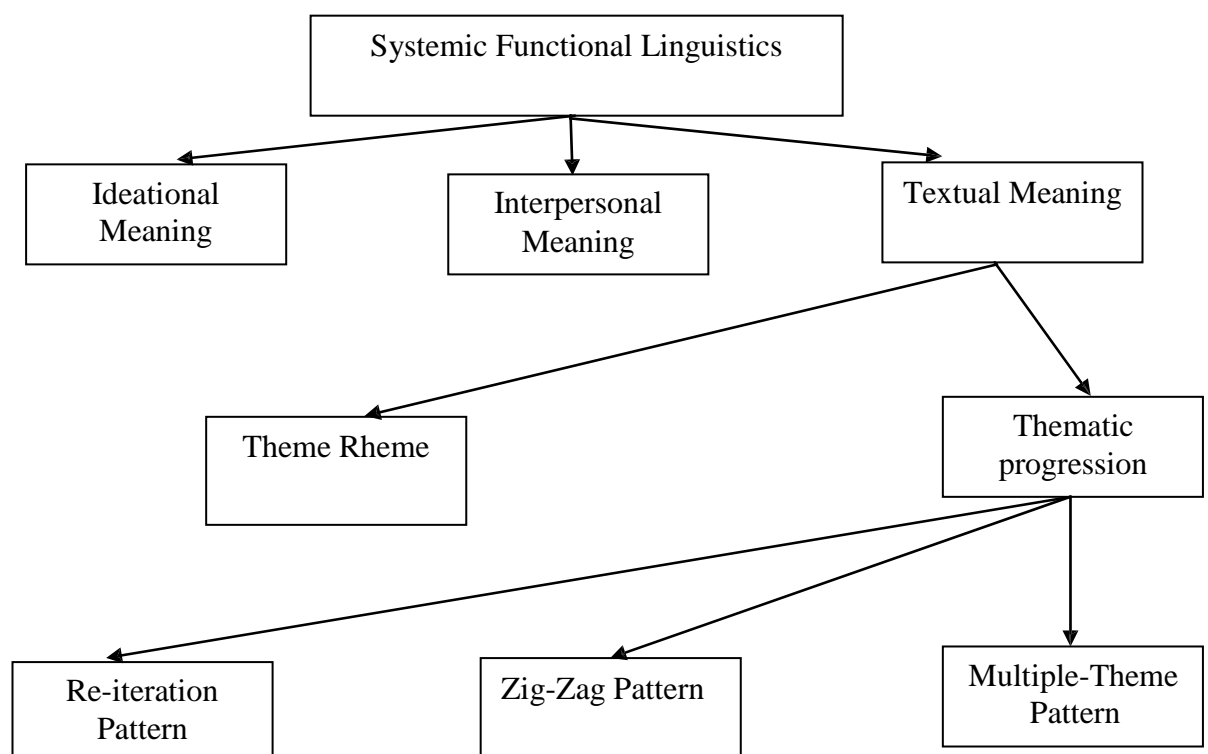
## 2.4 Genre

Genre is a culture specific and it is associated with the particular purposes, particular stages: distinctive beginnings, middles, and ends, and particular linguistics features. In functional linguistics terms what this means is that genres are defined as a recurrent configuration of meanings and that these recurrent configurations of meaning enact the social practices of a given culture (Martin & Rose, 2008). This means we have to think about more than individual

genres; we need to consider how they relate to one another. One of the genres that can be written is journal article. The university students must have written a journal article, whether it is a class assignment or as a requirement for a thesis they made. Journal article writing is important because we can see the professional academic writing. The stages in the article journal are introduction, methods, results and discussions.

## 2.5 Theoretical Framework

In this theoretical framework, I used theory of writing and systemic functional linguistics. The theories were related to the the research problems. It can be seen as follow:



One of the texts that the university students majoring in English Education study program learn to write is journal article. Then the need to investigate the text made by the students comes up since it is important to know how the text is organized textually. One of the means to analyze the text is by applying Theme- Rheme system and thematic progression analysis. The clauses become the basis in identifying theme selection and thematic progression realization. After that, the students' choices are analyzed to see the effects and implication of Theme and Thematic Progression choices on the text development. To see the extent to which the thematic features is consistent with the Thematic Progression realization. The Theme and Thematic Progression realization are then explored to find and describe the reasons why the students write their background of study the way they do.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The present investigation has been conducted in order to find out thematic progression patterns employed by the students and the thematic progression consistency in students' journal article writing by eighth semester students of English Department of UNILA.

#### **5.1 Conclusion**

The realization of thematic progression in students' journal article has been discussed in this research. In general, this research has four main findings. The first finding is about the realization of re-iteration pattern or constant theme in the journal article written by the students of Universitas Lampung. All of the participants employed the re-iteration pattern and it becomes the second most pattern that is used by them. There were 64 clauses out of 275 clauses.

Second finding is about zigzag pattern or simple linear theme in the journal article. It is found that all of the participants employed the zigzag pattern and it becomes the most pattern that is used by them. There were 85 clauses out of 275 clauses.

Third finding is about multiple theme pattern or derived theme progression. It is found that there are only 3 participants that employed the multiple theme pattern and it becomes the third most pattern that is used. There were only 12 clauses out of 275 clauses.



The last finding is about thematic progression consistency employed by the students. The consistency of the patterns in each text is different from one another. But three of them is quiet consistent in employing the pattern because they used all of the patterns in thematic progression. Unfortunately, most of the students still applied empty progression pattern. It means that the clauses in their text is not developed from the previous Theme or Rheme. In the end, the paragraphs lacked coherence.

### **5.2 Suggestions**

The suggestion provide in this research encompass theoretical suggestion, practical suggestion and pedagogical suggestion.

The first suggestion, theoretically, in order to master the re-iteration pattern the students have to learn more and practice to improve their writing. They have to understand the pattern and try to make a writing by using this pattern. After several times of practices, they must have an improvement compared to their old writing. Practically, for the teacher, they should help the studentst by teaching how to use re-iteration pattern in a good way. The teacher himself have to understand and learn about re-iteration pattern in Systemic Functional Linguistics so that when she/he explained to the students, they can understand the teacher. Besides that, the teacher also need to observe the students activity. After that they can give a correct example to the students and lead them to revise the writing. Pedagogically, For those who wants to do the research, they have to study and find many sources related to the re-iteration pattern to improve their understanding in analyzing the written text.

The second suggestion theoretically, in order to master the zigzag pattern the students have to learn more and practice to improve their writing. They have to understand the pattern and try to make a writing by using this pattern. After several times of practices, they must have an improvement compared to their old writing. Practically, for the teacher, they should help the studentst by teaching how to use zigzag pattern in a good way. The teacher himself have to understand and learn about zigzag pattern in Systemic Functional Linguistics so that when she/he explained to the students, they can understand the teacher. Besides that, the teacher also need to observe the students activity. After that they can give a correct example to the students and lead them to revise the writing. Pedagogically, For those who wants to do the research, they have to study and find many sources related to the zigzag pattern to improve their understanding in analyzing the written text.

The third suggestion theoretically, in order to master the multiple theme pattern the students have to learn more and practice to improve their writing. They have to understand the pattern and try to make a writing by using this pattern. After several times of practices, they must have an improvement compared to their old writing. Practically, for the teacher, they should help the students by teaching how to use re-iteration pattern in a good way. The teacher himself have to understand and learn about multiple theme pattern in Systemic Functional Linguistics so that when she/he explained to the students, they can understand the teacher. Besides that, the teacher also need to observe the students activity. After that they can give a correct example to the students and lead them to revise the

writing. Pedagogically, for those who want to do the research, they have to study and find many sources related to the multiple theme pattern to improve their understanding in analyzing the written text.

The fourth suggestion theoretically, in order to maintain the consistency of the writing, the students have to learn and practice hard to keep their writing consistent and coherent. They have to understand all the patterns and practice for several times to make a writing by using the patterns. After several times of practices, they must have an improvement in the consistency of their writing. Practically, for the teacher, they should help the students by teaching how to maintain the consistency in the writing. The teacher himself has to understand and learn about all the patterns in Systemic Functional Linguistics so that when she/he explained to the students, the examples can be given and the students can understand the teacher. Besides that, the teacher also needs to observe the students' activity. After that they can give a correct example to the students and lead them to revise the writing. Pedagogically, for those who want to do the research, they have to study and find many sources related to the thematic progression patterns to improve their understanding in maintaining the consistency and coherency in writing.

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