An analysis of thematic progression on student's writing recount text

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ABSTRACT

This research is aimed to analyze the thematic progression pattern in students' writing recount text in fourth semester students of the English department, University of Muhammadiyah Mataram in the academic year 2022. This study conducted at one class of fourth semester students of the English department, University of Muhammadiyah mataram in the academic year 2022 .This study employs a qualitative research design. This study uses the theory of thematic progression developed by (Eggins, 2004) as framework to analyze the data. The data of this research are thirteen students' writing recount text that obtained from writing task. The findings in this study there are three thematic development patterns which include the theme of reiteration, zig zag theme and multitheme. The theme of reiteration shows that students tend to focus on the point and create a text coherence.Zigzag theme showed that students have succeeded in developing the cohesion of the text and multiple themes showed that students have to able to develop a lot of information from a rheme as themes. In conclusions, reiteration theme is dominant pattern in students' recount texts, then the second is zigzag theme and the third is multiple themes.

1. Introduction

In learning English, there are four skills that students have to be mastered, they are Reading, Listening, Speaking, and Writing. Among the basic skills, writing is considered to be the most complicated skill because in writing the writer should be able to combine and express his/her opinions in well-written forms. They need to pay attention to several aspects to write a good composition. One aspect that plays an important role in writing is coherence (Wang, 2007). As (Halliday, 1994:309) stated, coherence is " the internal for structuring the clause as a message".

The flow of information in a sentence from theme to rhyme is crucial in achieving communicative effectiveness in a message. The exchange of successive information between theme and rheme pairings in a text is called Thematic Progression (Eggins, 1994). According to Martin and Rother in Paltridge (2000:140). There are three patterns in a thematic progression such as reiteration theme, zig-zag theme, and multiple themes. A reiteration theme is where the previous theme is picked up and repeated at the beginning of the next clause. The zig-zag theme is where the theme of the clause is taken up in the theme of the next clause. These patterns may also be combined into multiple rheme

patterns thematic progression contributes to the cohesive development of a text. In a cohesive text, the distribution of given and new information needs to follow certain patterns. Halliday stated a massage structure in English is comprised of a theme plus a theme. The theme for Halliday is the point of departure with which the clause is concerned and rhyme is the reminder of a message. The theme must be at the beginning of the text, paragraph, or clause and then followed by rhyme. (Halliday, 1994:37). Theme and rhyme have a relationship to develop information in the text. The connection between theme and rhyme can create coherency and cohesiveness in a text. It can be found in the text that some themes were picked up from previous clauses or themes that were repeated for each clause. The students have to know how to write a good text that expects the to reader obtain the whole information in the text by understanding the theme and rheme on thematic progression to make the coherence text. Theme and rhyme are contributing to creating a relationship between clauses, focusing, and flow of information in the text.

Advantages of employing thematic progressions analysis applied in the English learning process to allow students to gain better control of text organization and development. Besides, it is also suggested for further researchers investigate the other texts or to analyze the cohesive devices beyond thematic progressions. Moreover, some studies indicate that students have problems and difficulties in organizing ideas and arguments cohesively and critically, using the appropriate style of writing, and expressing their thoughts clearly by using English. For example, (Harriman, 2011) conducted a study on writing problems faced by most students in a private university in Aceh. The findings show that most students in the university experience problems in producing a piece of cohesive text. In more detail, the problem of using more back themes, new themes, or contextual themes which do not form progression was found in the students" texts. Dalsky and Tajino (2007) (7) found that students experienced problems in using the appropriate style of writing and expressing their thoughts clearly in using English. In addition, Bitchener and Basturkmen"s (2006) finding shows that students experienced problems and difficulties in organizing the text cohesively and critically. Thematic progression can describe how the students develop their idea and make the text easy to be understood and interested in. The students have an important role in creating a good text in thematic progression, besides cohesion and coherence. The researcher took the thematic progression as the object of the research because most of the students do not know what thematic progression and its organization pattern are, so they write without involving an understanding of those terms and the student still finds it difficult to organize the messages in their paragraphs. They are not even really sure about any patterns they apply when there is writing any kind of text since they just write whatever ideas come to their mind. As the result, the students could not write paragraphs coherently.

About the issue of needs analysis in thematic progression, the number of studies conducted on the topic of thematic progression is increasing simultaneously such as the analysis of theme system and thematic progression of undergraduate students(Farikah, 2013; Noviyanti, 2015; Purba et al., 2018; Putri et al., 2017; Rahman et al., 2017; Safitri & Bahri, 2017; Syharizal et al., 2018); Utomo et al., 2020; Yunita, 2018; Linda,2013). For example, a study conducted by Farikah, (2013) conducted a study on the implementation of thematic-progression patterns with the cooperative learning method (TP-CL) in Improving the Students Writing Skills. The study found that the application of TP-CL can improve students' writing skills.

Based on mentioned previous research, it is clearly understood that one phenomenon that researchers can find in fourth-semester students of the English department, the Muhammadiyah university of Mataram in the academic year 2022 in learners' writing is how the students develop ideas in their writing. Therefore the researcher is interested in searching the thematic progression of students' writing recount text. More specifically this research entitled Thematic Progression Analysis in Students' Writing recount text.

2. Method

This study aims at analyzing the thematic progression of student writing recount text. It is in line with Ary, Jacobs, and Sorensen (2010) propose that qualitative research focuses on understanding social phenomena from the perspective of the human participants in a natural setting. (Creswell,2012). The phenomenon of the thematic progression of students' writing in the fourth semester of the Muhammadiyah University of Mataram will discuss in this research. The researchers use qualitative research to find out the thematic progression of students writing recount text. Participant of this

research is one class fourth semester of the Muhammadiyah university of Mataram. A class consists of 13 students; 9 students are female and 4 students are male. The researcher used the documentation technique to complete the data. In addition, the researcher will take students' recount text. In collecting data the researcher will use Eggin's parameter of coherence (2004).

3. Finding and Discussions

Based on the results of observations made by researchers of students' writing in the fourth semester of the Muhammadiyah University of Mataram. Researchers conducted documentations technique to complete the data.

3.1. The pattern of students develop ideas in their writing perspective on thematic progression

The finding in Fig. 1 show that the three pattern of thematic progression, i.e. reiteration theme, zigzag theme and multiple themes.
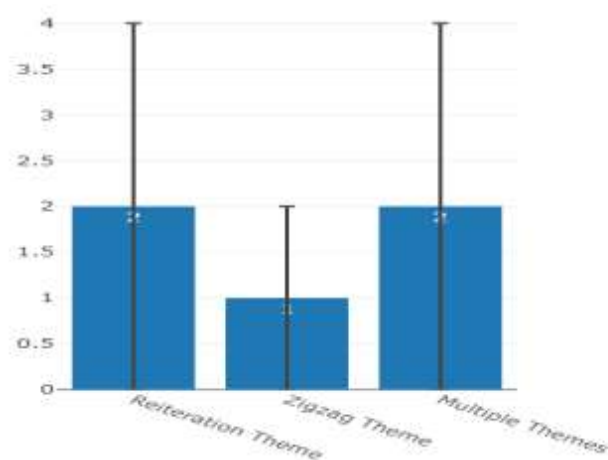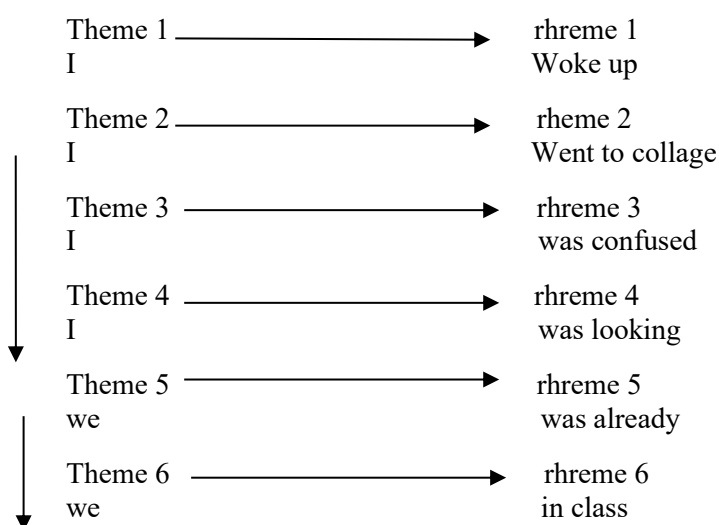

Fig. 1. The three pattern of thematic progression

1) Reiteration Theme

The dominant reiteration theme occurs in students' written recount texts. This can be traced from the results of data analysis of written products. This means that apart from repetition there is one simple pattern; reiteration is a powerful way to bring focus to the core of their text so that it will make the information order in the text coherent.

Exampel Text 1.

Theme 1 ————————————→ rhreme 1
I   Woke up

Theme 2 ————————————→ rheme 2
I   Went to collage

Theme 3 ————————————→ rhreme 3
I   was confused

Theme 4 ————————————→ rhreme 4
I   was looking

Theme 5 ———————————→ rhreme 5
we   was already

Theme 6 ———————————→ rhreme 6
we   in class

Theme 7 ————————————→ rhreme 7
who (friend)   region

Theme 8 ————————————→ rhreme 8
they   become close

2) Zigzag Theme

In addition to the reiteration theme pattern, the zigzag pattern is also used by students in writing recount text. This pattern is a logical way to create cohesion in the text by building on the newly introduced information. This means that students have succeeded in developing text cohesion through the introduction of new information by shifting the rheme into the theme of the next clause.

Exampel Text 1.

Theme 1 ——————————→ rhreme 1
my experience   in collage is when

Theme 2 ——————————→ rhreme 2
In collage   get to know

Theme 3 ——————————→ rhreme 3
my new friend

Theme 4 ——————————→ rhreme 4
I   of while bring

Theme 5 ——————————→ rhreme 5
who (people)   new enivironment

Theme 6 ——————————→ rhreme 6
I have   the campus

3) Multiple Themes

The third pattern in students' writing is the dual theme pattern. Some themes are a lot of information in a clause and each piece of information is taken to be a theme in the next clause, this pattern can be described as T1=R1, T2=R1, T3=R1, etc. By applying this pattern, it means that students have expressed their focus on the theme of one clause, and then described it sequentially as a theme in the next clause.

The researcher gets points that all thematic development patterns appear in the students' texts. This means that students can write coherently by organizing information using thematic progressions. The organization of themes and rhemes or thematic progressions is the most significant factor in the development of the text Halliday and Matthiessen (2004). Focusing students' writing on thematic developments will be very useful in helping students communicate their ideas successfully. Furthermore, Hawes (2015) proposes that thematic development is a key factor in structuring information because it acts as a bridge between the sentence level and the discourse level, coordinating cohesion and coherence. In addition, Yunita (2018) who examined the thematic development in students' recount texts found that thematic development supported the characters of recount texts written by students.

Keep from table 1, the research gets the result data thematic progression mostly dominant in the students' writing recount text. Reiteration themes were found 26 times or 65%; Zigzag themes were found 21 times or 65%, and Multiple themes were found 6 times or 65% of the total. The result in this section, reiteration theme is mostly found in students' writing recount texts 26 times or 65%; it means students more often use reiteration theme in writing descriptive text because the descriptive text needs to maintain the focus to describe the object. It is in line with the (Eggins, 2004), stated that the theme reiteration patterns are used to emphasize the focus of the topic.

In addition to the theme of reiteration, another theme that appears in the student recount text is the zigzag theme. The zigzag theme occurs 21 times or 65%, it is implied that the students succeeded in developing text cohesion through the introduction of new information by promoting the theme into the theme in the next clause. This gives the text a cumulative flavor that may not be present in iterative thematic developments (Eggins, 2004). On the other hand, patterns that are rarely found are multiple themes. This pattern occurs 6 times or 65% and is only found in one text. By applying this pattern, students express their focus on the theme of one clause and then students describe it into several themes for the next clause. Some themes are considered challenging because students need to create several new themes from the previous themes. This indicates that outstanding students have been able to develop both macro and hyper themed in their texts (Emilia 2014; Emilia 2012; Eggins 1994).

4. *Conclusion*

This study found that there was a thematic development pattern in the students' writing recount text, most of the students generally used a reiteration theme and a zigzag pattern. Five students often applied the theme of reiteration. On the other hand, one student applied several themes. Popularly, the theme of repetition is the dominant pattern used in writing student descriptive texts because this pattern is simple and not challenging. This study is presented in the analysis of thematic developments in the previous chapter. The students have developed their ideas and arranged the text in a thematic developmental pattern. Ignoring some minor weaknesses such as grammatical errors, spelling errors, and others that need to be improved further, students can apply thematic development patterns in their text descriptions to become coherent texts. Based on the data analyzed using the thematic development theory, students can apply all thematic development patterns in their texts; reiteration theme, zigzag theme; and some themes.

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