

**ANALYSIS OF THEMATIC PROGRESSION  
IN STUDENTS' WRITING RECOUNT**  
(A Study at UIN Ar-Raniry)

**THESIS**

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FAKULTAS TARBIYAH DAN KEGURUAN  
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# THESIS

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Bachelor Degree of Education in English Language Teaching

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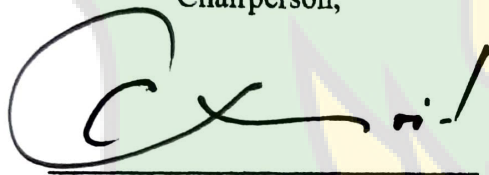
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## SURAT PERNYATAAN KEASLIAN

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**Analysis of Thematic Progression in Students' Writing Recount (A study at  
Department of English Language Education Universitas Islam Negeri Ar-Raniry)**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan  
sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi  
tanggung jawab saya sepenuhnya. Demikianlah surat pernyataan ini saya buat dengan  
sesungguhnya.

Banda Aceh, 20 Desember 2019

Saya yang membuat surat pernyataan,



Selvi Nadilla

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happiness during completing this thesis. May Allah bless all of you. *Amiin ya Rabbal 'Alamin*.

Finally, I hope this thesis will give benefit for EFL teachers, researchers, and institution where I work for. However, I realize that this thesis is far from being perfect. Therefore, any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Banda Aceh, December 20<sup>th</sup>, 2019

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## ABSTRACT

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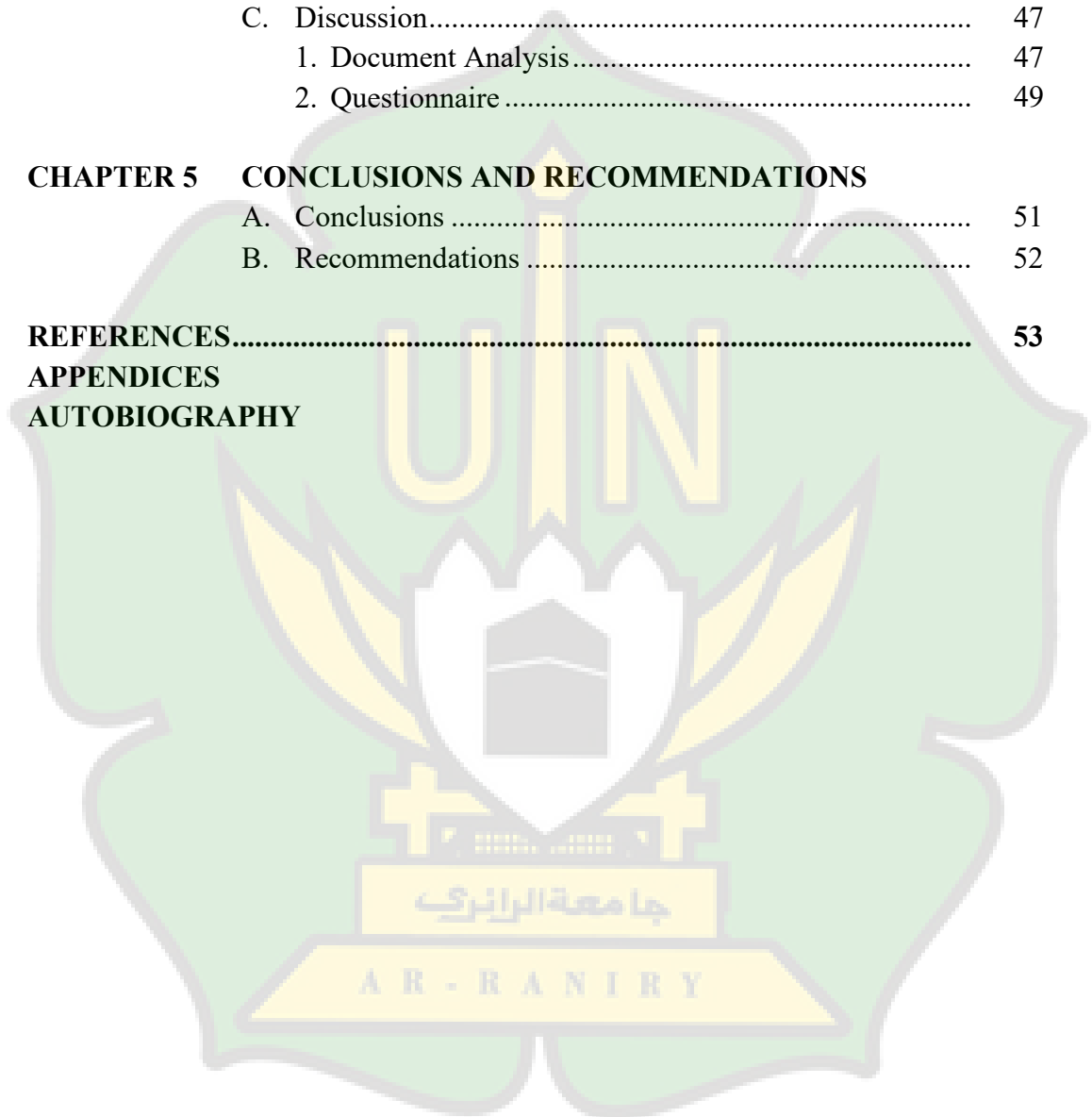
The present research was conducted to analyze the thematic progression in students' writing recount at UIN Ar-Raniry. Hence, this research was led to analyze how the students developed ideas in their writing and to explore their capability in producing writing through thematic progression. This research was conducted to all of the students in academic year 2015. The total numbers of population were 225 students and there were 22 students were chosen as the sample of this research which was taken purposively. To fulfill the purpose of the research, the researcher employed mix-method. The data were obtained through documentation and questionnaire. The result in this research revealed that the students developed their ideas in different ways. Most of students preferred to develop their ideas by employing two types of thematic progression in a paragraph such as reiteration and zig-zag. Furthermore, the result of questionnaire showed that the majority of the students gave positive responses toward the using of thematic progression in writing. Based on the explanation above, it could be concluded that thematic progression generated meaningful progress in developing students' writing.

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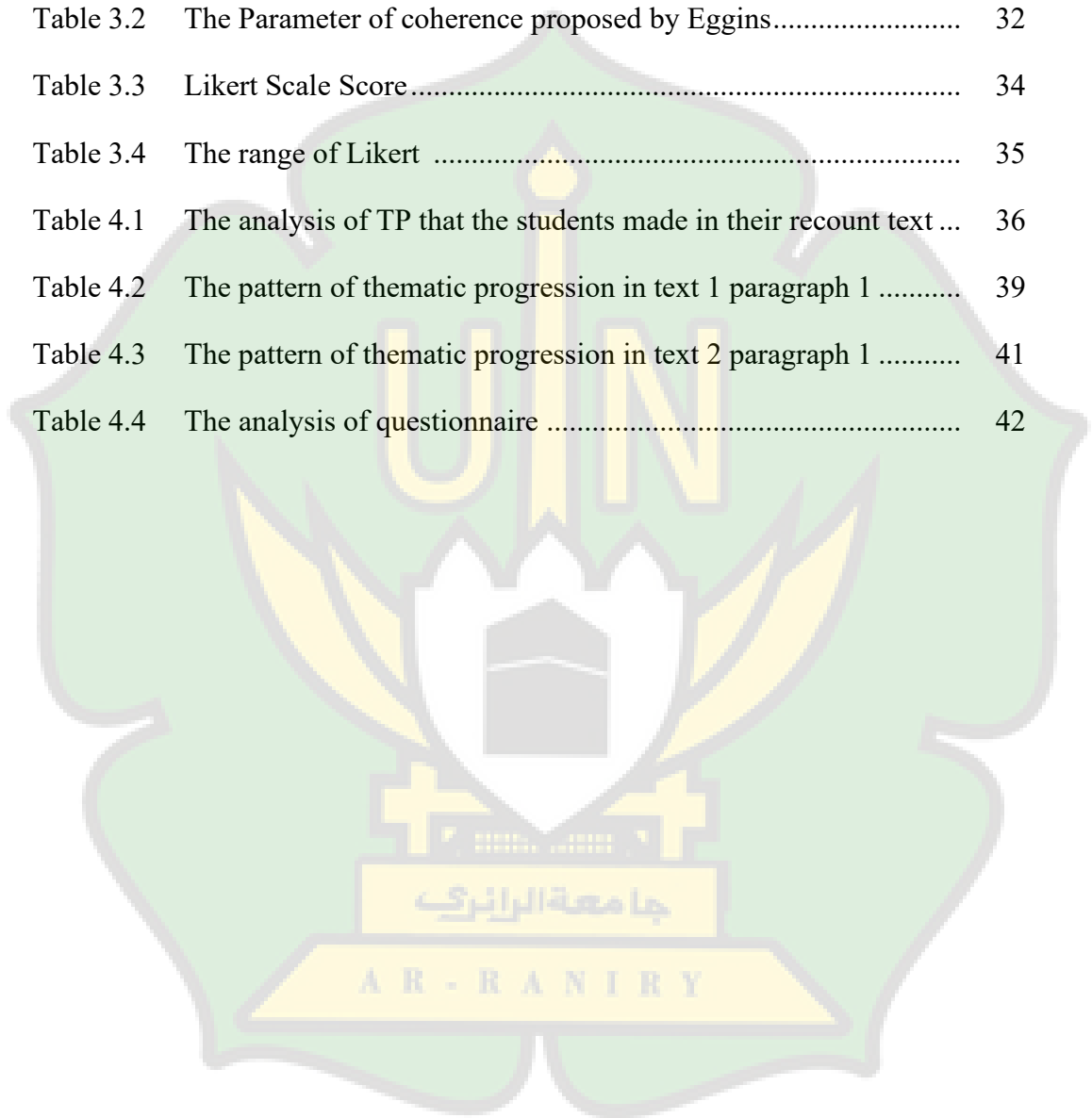


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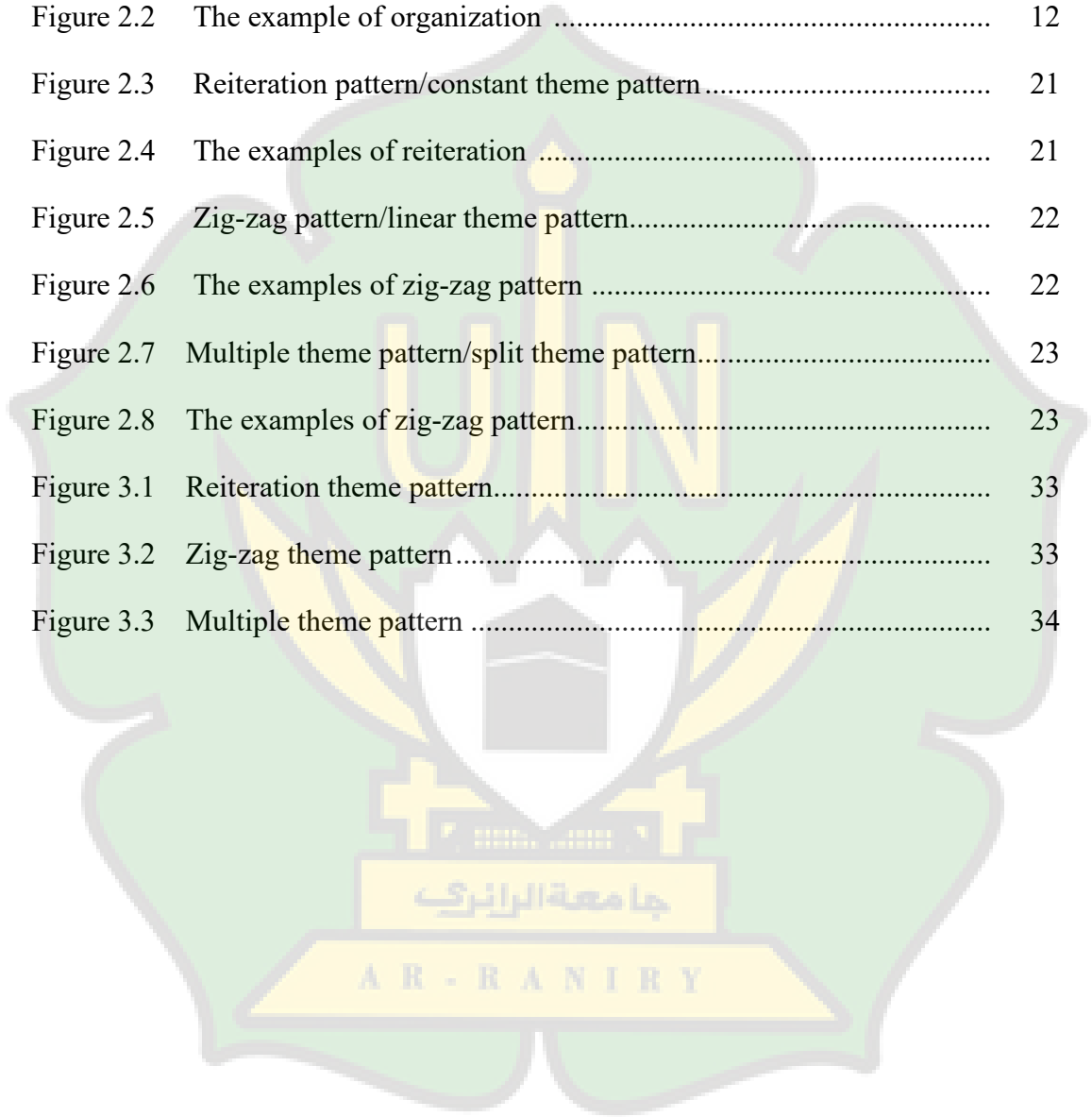
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# CHAPTER 1

## INTRODUCTION

### A. Background of Study

As second language learners, some students in developing country such as Indonesia still have problems in English writing skills especially in maintaining coherence in writing. Bamberg (1984, as cited in Rakhman, 2013) claims that research has found that in EFL students' writing, the students focus almost entirely on the word and sentence levels rather than the level of the whole discourse, which is textual coherence. This is caused by the lack of ideas that students have. They do not have the actual knowledge about the topic going to be discussed. Then, they fail to structure the ideas effectively. They fear from writing process as it requires good command of the language and the ability of put the ideas coherently and logical manner. According to Nunan (1999), the most difficult things probably to do in writing are producing coherence, fluent and extended ideas of writing.

To help students in performing coherence message of English writing, the students should understand the important aspects of writing. The students will be successful in writing if they understand the aspects of writing. By considering those aspects, students have the capability in producing a perfect writing. It also makes writing may attract the attention of the reader. In short, there is no writing if one of the aspects misses in writing itself.

Brown (2000) states that there are five categories involved in assessing students' writing. They consist of content (thesis statement, related ideas, development of ideas through personal experience, facts, illustration, opinions), organization (effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length), discourse (topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, variations syntaxes) vocabulary, and mechanics (spelling, punctuation, citation of references, neatness and appearance). Among the five aspects, maintaining coherences of contents in the context and discourse are crucial aspects that could not be denied by the students. In this case, the coherence of each sentences allowed the reader easily to move in understanding throughout the writing from one text to the next (Sherman et al., 2011).

In order to make constructed writing text, the teachers need to elaborate the basic pattern of thematic progression. As states by Grasier and Studley (2001); Light (2001), thematic progression is a useful technique for students' writing in which the students can deliver their messages to the readers in a well-organized paragraph. Huda (2008) emphasizes that the existensial of thematic progression in writing gives more contribution for the writers in developing their ideas. Thematic progression consists of two elements. In linguistic approach, both elements are brought together in one unified term called as theme and rheme (Cummings, 2003).

Furthermore, Dorman (2019) states that when the researcher determines the desired topic or theme, the writing is frequently followed the supporting detail

and concluding statement from the themes of clause. In addition, one of linguists defines that the rheme has a function as the remainder of the transferred message in a clause or sentence which contain the elaboration of the new and related information from the theme itself (Halliday, 1994). Without theme, there is no result of writing and the discussion of the text, and it would be widened irregularly into irrelevant messages because theme is the main point of all elements in writing (Fareed et al., 2016). In other words, the rheme could not be separated from the theme because it affects to each other of elements. As a result, one systemic functional linguistics method that can be used in analyzing construction of an optimally coherent and grammatically cohesive structured text in linguistic field is called as theme-rheme organization or thematic progression (Hawes et al., 2015). It can be inferred that the thematic progression cannot be separated from writing aspect.

## **B. Previous Studies**

Many studies focusing on thematic progression have been conducted by several researchers. First, Wei (2017) conducts a research entitled “Effects of Instruction on Chinese College Students’ Use of Thematic Progression in English Essays”. This study is done in semi-experimental. It proves that the instruction in TP produces positive effects on Chinese college students’ use of linear progressions, and constant progressions. Thematic progression is success to defend the important information when the students write English text. Second, a research is conducted by Gholami and Soleymanzadeh (2014) entitled “Scoring Argumentative Essay based on Thematic Progression Patterns and IELTS

Analytic Scoring Criteria”. This previous study attempts to look for the correlation between the learner’s essay scores based on IELTS analytic essay scoring criteria and those based on the ratio of thematic progression. This study reveals that no strong correlation between the scores and IELTS writing scoring criteria and those based on thematic progression. Third, a research is conducted by Le and Wijitsopon (2015) entitled “Using Theme-Rheme to analyze ESL/EFL Learners’ Academic Writing”. The finding reveals that it is conducted to investigate the effectiveness of theme-rheme framework in analyzing ESL/EFL learners writing in order to help them watch their writing problems concerning cohesion within texts and textual ideas. The finding reveals that in learner’s writing, it lacks of systematic thematic progression, which provides a stream of disconnected ideas and without proper development of ideas. Fourth, Jing (2015) conducted a research entitled “Theme and Thematic Progression in English Writing Teaching”. It is found that Theme and thematic progression is useful for Chinese EFL students, because they become aware of how information and ideas which should flow in a text so that it could be easily understood by the reader. In addition, Chinese EFL students have chance to apply thematic progression for increasing their own writing. Another previous study is conducted by Arunsirot (2013) entitled “An Analysis of Textual Metafunction in Thai EFL Students’ Writing”. It is devoted for 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. Therefore, the result found that five



problems. One of that is, Thai students have problem due to they are confused in developing ideas.

Despite of similarities from the previous studies stated above, there are still differences, such as from the data, the theory is used, and the method is used. The data of this research is a recount text by the English Department Students of UIN Ar-Raniry. Considering the issues above, the thematic progression of recount text is frequently mentioned only for senior high school or vocational school in Indonesia. In other words, there are fewer current studies that conducted thematic progression at higher education. Then, most of previous studies are conducted in qualitative research. For this reasons, the researcher would like to conduct the research on students in higher education, precisely in range of universities or colleges. Among the university in Indonesia, the students of Islamic State University of Ar-Raniry Banda Aceh are chosen by the researcher as object for conducting research. The reason for selecting these students is because the university has one relevant major regarding all English language problems that is the English Department. The method is used in this research is different with the previous research.

Based on the explanation and the previous studies stated above, the researcher conducted the study entitled **“Analysis of Thematic Progression in Students’ Writing Recount by English Department Students of UIN Ar-Raniry”**.

### **C. Research Question**

Based on the explanation above, the researcher formulated the research question as follow:

1. How do the students develop ideas in their writing?
2. How are the students' perspectives on thematic progression?

### **D. Aims of Study**

Based on the research questions above, therefore the aims of this study can be seen as follow:

1. To analyze how the students develop ideas in their writing.
2. To explore their capability in producing writing through thematic progression

### **E. Scope of Study**

To avoid misunderstanding in identifying the problem, the researcher has to determine the limitation on the study. She limited the study only in students' writing recount based on their experiences.

### **F. Significance of Study**

#### ***1. Theoretically***

For students, this study is intended to conduct a new reference and new knowledge particularly for English Department students. So that the researcher hopes this research can be helpful for students in providing a good writing.

Moreover, they can improve their ability about the language features of recount text. So that it can increase the quality of our education.

For the teachers, this research may give some contribution to the teachers in teaching writing recount text that would be applied in their classrooms. In addition, it provides some sources that can contribute to support other research in order to find a better result relates to this topic.

## ***2. Practically***

Especially for the students of English department as the future teachers, the researcher hopes that the result of this study will give the knowledge that can be used as the new method to reduce students' difficulties in developing ideas of recount text and also improve their teaching ability about language features of recount text.

## **G. Terminology**

To avoid misunderstanding, it is important to the researcher clarifies several terms according to the references which need further explanation.

### ***1. Thematic Progression***

Thematic progression is designed to know the way how to develop the theme in the text. It could be defined as a method for identifying, analyzing, and reporting patterns (themes) within in the text or clause (Braun & Clark, 2006). Specifically, the researcher argued that the thematic progression is a method that could be used for analyzing subject of the study. Not only for analyzing subject, but it also could be used as tool for observing the respondents' ability in developing their idea in a text or source.

## ***2. Theme-rheme***

Theme and rheme are two related terms that could not be separated from each other. According to Wang (2007), theme is the topic that the writer talks about. On the other hand, rheme is an element which conveys new information about the topic. Furthermore, the researcher here perceived that theme-rheme is the aspect which needs to be found after using thematic progression.

## ***3. Recount Text***

According to Emilia (2012), recount text is a text retelling about events or experiences in past chronologically based on sequence of events. The purpose of text is to give information or to entertain the readers. In addition, the text has three generic structures which are orientation, sequence, and conclusion. Here, the researcher assumed that recount text as one kind of the source which could be analyzed with thematic progression.



## **CHAPTER 2**

### **LITERATURE REVIEW**

In this chapter, there were three sections that the researcher discussed; they were thematic progression, writing, and recount text. In the first section, it consisted of the definition of thematic progression, and types of thematic progression. In the second section consisted of the definition of writing and writing aspects. The last section consisted of the definition of recount text, characteristic of recount text, and the structure of recount text.

#### **A. Writing**

##### ***1. Definition of Writing***

Writing is defined as an important part in learning English. Beside spoken, there are many activities which are associated with writing, such as people entail writing in applying job, scholarship, assignment. According to Wilson (2002), writing plays role as important elements in our daily life, such as ideas, thought, opinions, feeling express in written form. Writing is taught from earlier level up to university. Mugableh and khreisat (2018) say that writing is also well-known that the information which is received through listening and reading channels are reproduced through writing. In this sense, writing is a productive skill like speaking, but the representation is made through letters instead of sounds. It means that knowledge is embodied as writing is received from listening and reading. From the definition above, it could be stated that writing is one of skills which are related to peoples' activities. People represent their ideas, thought,

information, and knowledge through writing instead of sounds. It is not only writing as the important skill in English. There are four skills, which are writing, reading, speaking, and listening.

In learning English, students are familiar to the four skills that should be mastered by students. According to Klimova (2013), writing has a unique position in language teaching since its acquisition a practice and knowledge on other three language skills, such as listening, reading, and speaking. Students who lack of foundation with the three skills; speaking, reading, listening, it ensures that writing is complicated to be mastered by students because they should provide clear information in their writing. Hence, students should take a long time to practice in order to increase the ability of writing so that the readers could understand what is delivered.

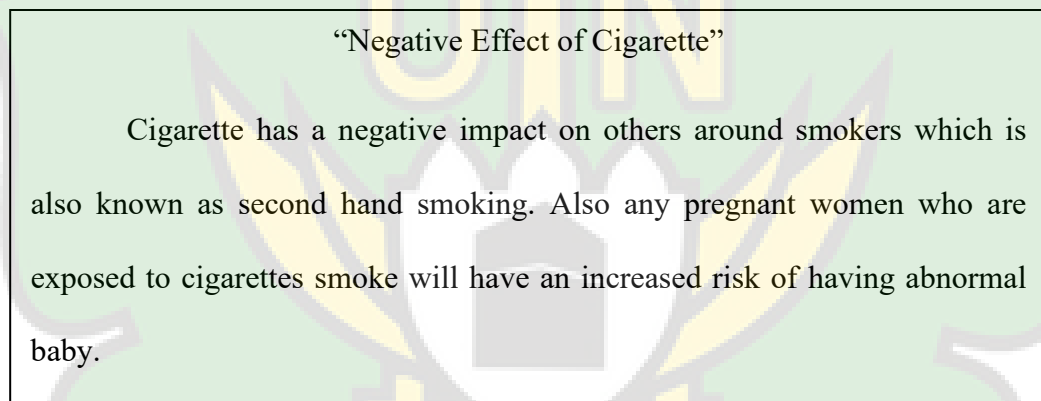
Harmer (2007) explains that writing is a complicated process, which is the student should pass various stages in it. There are two approaches in practicing writing skill. First, it concerns on the objective and result of its writing. Second, it focuses on the process of writing. Therefore, there are some processes of the writing; drafting, reviewing, re-drafting, and drafting. Oshima and Hogue (1991) suggest that it is better to use second approach to practice writing skill. However, the teacher directly pays attention to stages through. From the definition above, it could be stated that writing is complicated skill which is learned through several stages. Therefore, there are four stages should be through. They are; drafting, reviewing, re-drafting, and producing a finished version of their work.

## 2. *Writing Aspects*

It is intended that in writing should have five aspects that created a good writing, such as content, organization, language use, vocabulary, spelling and punctuation (Jacobs, 1981; Oshima, 1997). They are:

### a. Content

Content is how the writer develops and maintains her/his ideas, which provide information that is supported by supporting ideas. For example in writing can be seen as below;



*Figure 2.1* The example of content (Anonymous, 2013).

Based on the topic, the writer shows explanation which consists of reasons about negative effect of cigarette as content.

### b. Organization

Organization is a structure or pattern which is able to be used in writing. By using organization students could organize and provide crucial meaning. It consists of four major structural parts. There are topic sentences, controlling idea, supporting detail, and conclusion. Topic sentence states the main idea of the

paragraph. Controlling idea is an essential part of writing that captures the reader's attention. Supporting detail is the development of topic sentences, such as explanation, reason, example, and fact. Meanwhile, conclusion is the end of the paragraph which gives the reader important points to remember. For examples:

1. Topic: Hobby
2. Controlling idea: Hobby is a leisure activity that is usually done in your spare time.
3. Supporting sentence: Many factors which make people can't develop his hobby is first, the possibility of environment is not supportive. For example, we have a hobby of painting, but the parents do not want us to develop our hobby. The second factor is the fund or support facilities. We have a hobby of raising chickens, but we live in urban areas. Another factor is our spirit.
4. Concluding sentence: Whatever the matter we face, if we strong, we can resolve the problems that prevent development of our hobby.

*Figure 2.2 The example of organization (Mauli, 2017).*

#### c. Vocabulary

Vocabulary is set of words or phrases that are used to communicate in oral or written way. In writing, vocabulary is an important aspect which is referred to the selection of words that correspond to the content. For examples “To build up students’ confidence become to increase students’ confidence”

#### d. Language use

Language use is set of correct grammatical form and syntax pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences in paragraph of writing. For examples are “the boy is playing” and “the boys are playing”.



e. Mechanic

Mechanic consists of three kinds. The first is punctuation which helps the reader set up the intonation. Definitely, punctuation is a command for readers to increase their voice or drops their speech. Punctuation also helps readers to understand the state of writer's thought. Second is capitalization which is used for uppercase letter in the beginning which is tended to emphasize the sentence in the beginning. It is also tended to mark proper names, title, and heading. For examples "God", "Allah", and "Dr. Jhon"

Other aspects from Brown (2000) states that there are five categories involved in assessing students' writing. It consists of content (thesis statement, related ideas, development of ideas through personal experience, facts, illustration, opinions), organization (effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length), discourse (topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, variations syntaxes) vocabulary, and mechanics (spelling, punctuation, citation of references, neatness and appearance).

The conclusion draws that there are some similarities in writing aspects that are explained by both experts above. They are content, organization, vocabulary, and mechanic. However, there is distinction between both experts. Brown (2000) mentions one aspect which is not available in Jacob's theory called discourse.

### ***3. The Purpose of Writing***

Before beginning the writing activity, it is better to understand the purpose of writing itself. The purpose of writing consists of the meaning which conveys to the target reader. Whitaker (2009) describes that the general purposes of writing are to persuade, analyze/synthesize, and inform the readers. Harcourt (2012) says that writers choose specific writing forms to communicate their intended meaning. To choose effectively, it is supposed to target their purpose and audience before beginning the writing. There are several basic purposes in writing conveyed the meaning (Diestch, 2003).

First is persuasive purpose. It attempts that the argumentation on the writing could change the readers' thought about your topic. So that readers are able to apply it in social life. Second is information purpose. It gives statement and information to your topic based on supporting evidence and facts, such as report text. Third is explanation purpose. It tells how, what, why the topic does. Last is narrative purpose. It is a narrative or tells a story. The story could be a fictional story or personal narrative. It consists of three parts which are beginning, middle, and ending. Based on the explanation above it could be stated that the primary purpose of writing is to communicate their thought on writing. Their thought can be conveyed in specific writing form which is selected by writers.

#### **B. Recount Text**

Recount text is one of genre of texts which is applied to the school based curriculum. It is familiar to students' life where they learn from their life

experience. Anderson (2003) states that recount is called as speaking and writing that happen in the past situation. According to Derewianka (2004), recount text is a text retelling about events or experiences in past chronologically based on sequence of events. The purposes of this text give information and entertain reader.

There are several types of recount text which are personal recount, factual recount, biographical recount, autobiographical recount, and historical recount. First, personal recount is a text where it describes writer personal experience. Second, factual recount is report of event that actually occurred, such as police report, accident report, structured research. Third, biographical recount is person's journey of life that is retold in recount by using a third person narrator such as 'she', 'he', and 'they'. Fourth, autobiographical is a writer's journey of life that is told in recount. Last, historical recount retells an event in the past condition which has historical values. From those statements above, it could be inferred that recount is one of genres of text which the reader retells about event or experience in the past condition. The purposes of recount are to entertain and give information for readers. Recount has variety types which are personal recount (personal experience), factual recount (report), biographical recount (a famous figure's journey of life), autobiographical (writer's life journey), and the last is historical recount (historical values in the past).

Based on Knapp and Watkins (2005), the generic structure of recount text consists of two:

### a. Orientation

Orientation is also called as an introduction of a text. In this part, the readers will get information about a text. Five WH-Questions (who, where, when, what, and how) could be used as the information for readers. These provide all information such as who are the characters involved in the text, where the text is taking place, when it happens, and what kind of events or experiences are there.

### b. Sequence of event

It is more complex than orientation, due to all of information such as the activities are told here. It refers to how the sequence of event occurrences based on the chronological order in the past condition.

Therefore, recount text has significant language features that help readers get the point of text. According to Derewianka (2004), the language features of recount text contain four categories. They are:

1. *Written in the past tense*. The structure of the text uses past tense that tells past event or experiences, such as 'went' and 'visited'.
2. *Proper noun*. It describes those who involved in the text such as 'I', 'They', and 'personal name (Jason, Rizka)'.
3. *Descriptive word*. It ensures five WH-Question (who, where, when, what, and how) which are able to give more information for readers, such as 'Place (at the beach and in Bali)', 'Time (Before noon and weekend)', 'Who (my friend, my parents, and my teacher)', and 'Event/experience (Holiday)'.

4. *The word of order*. It shows order of event such as ‘Firstly’, ‘Secondly’, and ‘Thirdly’.

### **C. Systematic Functional Linguistic (SFL)**

In context of language, the users should determine an option in accordance with the function of language. To help users determine it, there is a theory that provides varieties function of language depending on the purpose of users is called Systematic Functional Linguistic (SFL). According to Feng (2013), SFL is a theory of language that concerns on the function of language in different situation. It places how the languages varies suit the purpose of users. It is emphasized by Halliday and Matthiessen (2004) that SFL is the evolution of systematic functional grammar introduced in 1960s. It explains the function on the use of language and also how the language is composed (O'Donnell, 2011). It is a comprehensive theory which analyzes language in four different strata. One of four different strata is semantic. Semantic is a study of how meaning works in the use of language. Referring to Schleppegrell and Colombi (2002), language does not only contain one meaning. However, language has various meaning depending on the use of context.

There are three characteristics meaning which have associated to semantic. They are interpersonal meaning, ideational meaning, and textual meaning. As stated by Halliday and Matthiessen (2004), interpersonal meaning is a tool of communication in connecting human relation. By interpersonal meaning, it can analyze how close someone toward the person they are talking with. Different from ideational meaning, it is a tool of communication to analyze the main point

is shared through it, such as what someone is asking for. Meanwhile, textual meaning is how the message is conveyed. This can be seen from the organization or arrangement of a piece of information is submitted. Based on the explanation above, it can be concluded that language can be analyzed based on its function.

#### **D. Theme & Rheme**

There are many definitions of theme-rheme according to the experts. According to Gerot and Wignell (1995), the topic that is spoken that is called as theme. Rheme is about what is being said. Besides that, Teich (1999) argues that theme is a specific element of the clause that provides a specific interpretive context. The theme is also a marker from where the message begins and where it purposes. Rheme is the development of theme that explains the purpose of theme. Meanwhile, according to Halliday and Matthiessen (2004), the first part which serves as a starting point for the message and tells what the clause is going about that is called as theme. Rheme is part of the clause in which the theme is developed. Where, it serves unfamiliar or new information about theme. So, it could be inferred that theme and rheme are frequently bounded. Theme also enunciates the topic in the clause and it is supported by new specific information that is called as rheme. It has similarity with Butt et al. (2001, as cited in Rustipa, 2016) in which theme is the starting point or signpost for a speaker, and rheme is a temporary destination. It means that theme concerns on what the speaker is going to discuss, while rheme is the new information or reason for supporting the theme. In other words, theme rheme is able to make writing more effective and easier to be understood. In a text, theme can be realized as nominal group,

adverbial group or prepositional phrase, and nominalization. It comes first in clauses, and it is followed by explanation that is called as rheme. Halliday (1985) mentions that types of themes are topical, interpersonal, textual, and multiple theme.

### ***1. Topical theme***

It describes as topical theme when the element of clause occurs in first position in a clause. A topical Theme is an obligatory part of Theme. As stated by Jhonstone (2002), theme will include everything up to the subject. A topical theme can be realized by a circumstantial adjunct.

### ***2. Interpersonal theme***

The element of theme comes first at the beginning of clause. The constituents which purposes as interpersonal theme consists of unfused finite (interrogative structure), mood adjunct (adjective), vocative adjunct (personal name used before topical theme), polarity adjunct (there will not be followed by topical theme), and comment adjunct (which is identified when looking at the mood structure of the clause include adverbial expression of attitude).

### ***3. Textual theme***

Textual theme is divided into two terms which are continuity adjuncts, and conjunctive adjunct. First, continuity adjunct is word which is used in spoken dialogue. It is indicating that the speaker's contribution somehow relates to what a previous speaker has said in an earlier turn. Second, conjunctive adjunct is a connection which used as the theme. From the explanation above, it could be concluded that theme-rheme have link each other which inseparable. Theme is

subject which is discussed in the clause. Meanwhile, rheme is useful for supporting information or reason towards theme. Due to lack of information about the subject, it will have an impact that the message contains in the text will not be conveyed clearly to the readers. From the explanation above, the writer inferred that there are several types of theme could be analyzed. They are topical theme, interpersonal theme, and textual theme.

### **E. Thematic Progression**

Thematic progression is one part of theories developed by Halliday (1985), in systematic functional linguistic. Thematic progression is designed to know the way how develop the theme in the text. It is defined as a method for identifying, analyzing, and reporting patterns (theme) within in the text or clause (Braun & Clark, 2006). It could be inferred that thematic progression is a method that is used for analyzing subject of the study. Not only for analyzing subject, but it also could be used as a tool for observing the respondents' ability in developing their idea in a text or source. To develop ideas became a coherence text, it should provide information which makes reader easy to understand. It requires certain patterns which is able to control the developing of ideas. In addition, Nichols (1984) states that thematic progression helps to make cohesion and coherence of a text.

There are three main patterns of thematic progression that could be analyzed (Eggins, 2004; Danes, 1974, Bloor & Bloor, 1995; McCabe, 1999). They are the reiteration/constant theme pattern, the zig-zag/linear theme pattern



and the multiple theme/split rheme pattern. They are the ways how to organize the ideas in a text. They consist of three main types which could be seen as follow;

### 1. *Re-iteration pattern/Constant theme pattern*

Eggins (2004) mentions the first type as reiteration pattern, while other linguists called as constant theme pattern (Danes, 1974; Bloor & Bloor, 1995; McCabe, 1999). They have similar function as a simple way in developing idea. It expresses just one element of theme which is the previous theme repeat to be current theme. While rheme, it gives furthermore information about the same theme. This pattern is one of patterns which makes the readers clearly enough for understanding the message of text. Otherwise, the disadvantage of this pattern is making a monotone text.

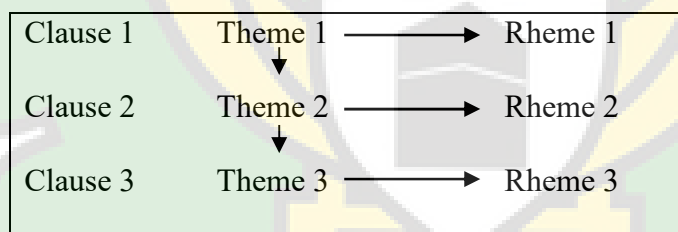


Figure 2.3 Reiteration pattern/constant theme pattern.

Example

(1) *The Themes* are chosen by the speaker, for example, refer to place (in this country) or time (in the last century); (2) *they* may indicate when the speaker is about to express an attitude (in my opinion) or give an example (for example); (3) *theme* may even begin a rhetorical question (what are we going to do about the lack of values?).

Figure 2.4 The examples of reiteration (McCabe, 1999, p.18).

## 2. Zig-zag pattern /linear theme pattern

Eggins (2004) mentions the second type as zig-zag pattern, while other linguists label it as linear theme pattern (Bloor & Bloor, 1995; Danes; 1974). The function is to show how clauses are linked each other. The previous rheme becomes the current theme. The advantage of this pattern is easy to use due to the writer easier in introducing new information in the text. It also regards as coherence text.

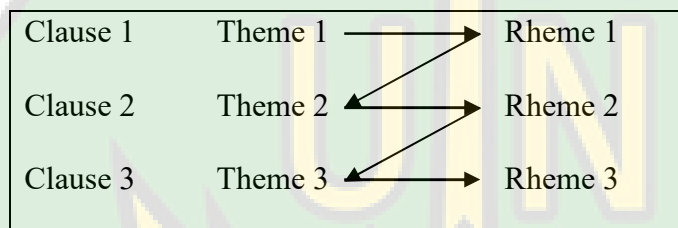


Figure 2.5 Zig-zag pattern/linear theme pattern.

### Example

(1) *Faigley* (1986) identifies two groups within the process came, the expressivists and the cognitivists. (2) *Expressivism* reached its zenith in the late 1960s and early 1970s, when the individual expression of honest and personal thought became a popular trend in teaching writing. (3) *Writing* was considered “an art, a creative act in which the process-the discovery of true self-is as important as the product...”

Figure 2.6 The examples of zig-zag pattern (McCabe, 1999, p.18).

## 3. Multiple pattern/split rheme pattern.

Eggins (2004) mentions the third type as multiple pattern, while other linguists called as split rheme pattern (Danes, 1974; Bloor & Bloor, 1995; McCabe, 1999). The function of theme element is elaborating information which

is taken from the first rheme. This pattern makes clear layout for the readers who catch the message of the text, and it also provides general information become specific.

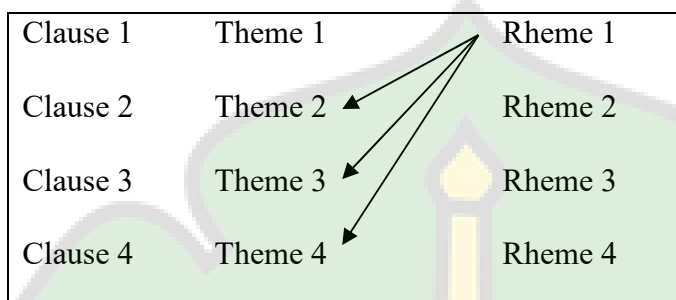


Figure 2.7 Multiple theme pattern/split theme pattern.

#### Example

(1) *The textual theme* is any combination of (i) continuative, (ii) structural and (iii) conjunctive. (2) *A continuative* is one of a small set of discourse signalers, ‘yes’, ‘no’, ‘well’, ‘oh’, ‘now’, which signal that a new move is beginning: a response in dialogue, or a move to the next point if the same speaker is continuing. (3) *A structural theme* is any of the obligatorily thematic elements...

Figure 2.8 The examples of zig-zag pattern (McCabe, 1999, p.19).

Meanwhile, different with Eggins (2004), there is one more pattern describes in thematic progression. It is called as derived hyper thematic pattern. Derived hyper thematic pattern, where the particular themes in current clauses, are derived from a hypertheme or from the same overriding theme. This pattern is often found in scientific writing in which the writer discusses one topic, then it is supported by opinions from different experts related to the topic (Danes, 1974; McCabe, 1999). However, in this research the researcher used theories are suggested by Eggin (2004). They consist of three main methods of thematic

progression because the classifications are suitable with the context of the data. The three main methods are re-iteration pattern, zig-zag pattern, and multiple theme pattern. They have differences with McCabe's theory which proposes four methods of thematic progression. They are simple linear pattern, constant pattern, derived hyper thematic pattern, and split pattern. In addition, all of methods of thematic progression are stated above have similar purpose which purpose is to create coherence writing.

#### **F. Previous Studies**

Some of previous studies related to the use of thematic progression in writing and understanding the written text have been done. First previous study is conducted by Rahmawati (2016) entitled "Thematic Progression in Descriptive and Recount Texts Written by Nursing Students". In this research, it is found that nursing students mostly use the type of thematic progression which re-iteration theme (linear progression). It means that they always develop the previous theme due to their text could be understood easily. It is also found in descriptive text, re-iteration theme is 66,4%. Meanwhile, in recount text the re-iteration is 43%, the zig-zag theme is 54%, and the rest is multiple theme. Second is conducted by Marfuaty et al. (2015). The research is done about thematic progression entitled "An analysis of thematic progression patterns: Opinion section texts of The Jakarta Post" This research focuses on investigating the pattern of thematic progression of the texts of the opinion section of The Jakarta Post in an attempt to reveal those patterns and to relate them to the patterns of argumentative texts. The results of this study may be facilitated in composing coherent and cohesive texts.

Third previous study is conducted by Aryani (2013) entitled “A Thematic Progression Analysis in Reading Texts in English Book (Interlanguage: English for Senior High School Students X)”. This research aimed to find out the types of thematic progression in reading texts and to find out the interpretation of coherence in reading texts. It is found that all of the reading text has coherence and the thematic progression. It is also found in reading texts that there are 229 reiteration or constant, 92 zig zag and 6 multiple themes. Fourth, the study is conducted by Noviyanti (2015) entitled “Thematic Progression in Students’ Recount Texts”. It is found that all students’ texts from all levels have acquired the main purpose and the schematic structure of a recount text. Moreover, in terms of thematic progression consistency, the most common used is reiteration pattern, followed by zig-zag pattern. Meanwhile, multiple theme pattern are not founded in students’ recount texts indicate that the texts are not cohesion and coherence. Fifth, a previous study is conducted by Bahri and Irfina (2017) entitled “Thematic Progression in Students’ Recount Text”. One of the objectives of this study is to examine the coherence of fourth students’ recount text. It is found that the texts that are produced by students are not coherence. There are many clauses which do not relate to each other. The students often introduce some new themes at the beginning of the clause without any relation with other clauses. Sixth, Wang (2007) conducts a research entitled “Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing”. It is concerned in the relationship between Theme-Rheme at level of discourse to improve cohesion in academic text. By analyzing Theme-Rheme in a text, the

students can learn to perform the same analysis in their own writings, and thus improve cohesion in their own work. Seventh, Yunita (2017) conducts a research entitled “Theme and Thematic Progression in Students’ Recount Text”. It aims to investigate the theme and thematic progression pattern in students’ recount text in a state vocational school in Bandung. The findings show that theme and thematic progression support the character of the recount texts that are written by the students. The students can construct the focus by repeating the same element as theme by reiteration pattern. By zig-zag pattern, the students are able to manage the given-information in constructing relations among clauses. Moreover, the students are able to develop texts according to prior plan by using multiple pattern. Eighth, a previous study is conducted by Belmonte and McCabe (1998) entitled “Theme-Rheme pattern in L2 writing”. It attempts to prove that thematic progression could be very helpful as a tool of instruction for the teacher to evaluate L2 writing at the level of discourse. The finding has confirmed that thematic progression could be a valuable instrument for teachers. It allows the students to focus on the level of text. Ninth, previous study is conducted by Syahrizal et al. (2018) entitled “Thematic Progression Analysis of Students’s Writing”. It is found that the thematic progression widely used by students of class A2/2014 is constant theme pattern. It is followed by linear theme pattern at second place, third pattern is the split theme pattern, and the last is the derived theme pattern. Tenth, a research is conducted by Kwanghyun and Daehyeon (2015) entitled “Analysis of Thematic Structure in L2 Writing: A Systemic Functional Perspective”. This study investigates themes in essays written by

Korean students in contrast to themes in data which is taken from the Michigan Corpus of Upper level Student Papers (MICUSP). The results show a moderate difference in analysis of academic discipline, but highly significant differences in analysis of proficiency.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter covered research method, population and sample, technique of data collection, and technique of data analysis.

#### **A. Research Method**

A research acquires method in order to identify the problem, develop the result, and success the process of research. According to Kothari (2004, p. 5) “the types of research bring to light the fact that there are two basic approaches to research; the qualitative and quantitative method”. First, qualitative approach is a research which presents the data of interview, documentation, and observation, in a verbal data. It is conducted without hypotheses. By contrast with quantitative approach, it is a research that involves numerical data. Quantitative research uses measureable data to formulate facts and uncover pattern in a research. The data in quantitative approach are collected by mechanical instruments, questionnaires, physiological test, or some combination (Cropley, 2019). The conclusion can be stated that there are two approaches that can be used by researchers in accordance with the data to be revealed. They are quantitative and qualitative approach. Therefore, if the researchers require verbal and numerical data, they can use both quantitative and qualitative approach. They are named as mixed-method.

Based on the issues regarding this research, the researcher decided to use mixed-method in obtaining the data. Mixed-method research represents a research



that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study. As stated by Ivankova et al. (2006), mixed-method research requires a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. It means that mix-method is a research approach whereby researchers collect and analyzes both quantitative and qualitative data to become a study. The reason why the researcher used mix-method in this research was because this research used two instruments from different methods which were documentation and questionnaire.

### **B. Population and Sample**

A population is the total of all the individuals who have certain characteristic and are being the interest a researcher. According to Arikunto (2005) a population is a total of participants in the research. It means that all research objects that have certain characteristics have truly representative information. They become as the objects of research, they are called populations. The population of this research was all of English Department students of Islamic University of Ar-Raniry (UIN Ar-Raniry). They were the students in academic year of 2015 which were 7 classes who had taken discourse analysis. The total of populations was 225 students in academic year 2015. They were at their ninth semester. According to Arikunto (2005), if the total number of population is less than 100, it is better to take all of the numbers to be the sample and called as research population, on the contrary, if the number of subjects more than 100, the sample could be taken about 10-25% or more.

Furthermore, in this study the researcher took a sample of about 10% of the population, thus, 22 students get involved in this research as the sample. In this research, the sample of the research was 22 students who had taken Discourse Analysis class. To determine the sample from population, the writer used purposive sampling as the sampling technique, which meant the samples were chosen purposively. According to Sugiyono (2016), purposive sampling can be very useful for situations where the researcher needs to reach a targeted sample quickly and where the sampling is not the primary concern. Moreover, at English Department of UIN Ar-Raniry Banda Aceh, the classroom was separated based on the units of their studies. The writer took one unit. As the result, the writer took 22 students as the sample from the total of population.

### **C. Method of Data Collection**

#### ***1. Documentation***

This research conducted documentation to obtain the data needed. Documents are instruments used for systematic evaluation which are part of study taking various forms. They consist of advertisements, agendas, maps, brochures, books, newspapers, summaries, and worksheets (Bowen, 2009). In addition, there are three primary types of documents: public record, personal documents, and physical evidence (O'Leary, 2014). Based on explanation above, document in this research was the students' written text, before and after being implemented of thematic progression. It aims to see and analyze how the students develop their ideas using thematic progression on their writing recount.

## 2. Questionnaire

The questionnaire was used to know students' responses toward their perception of the implementation of thematic progression in their writing recount. The questionnaire consisted of 10 statements about their capabilities in producing writing through thematic progression. The questionnaire was given after collecting the students' writing. This research used close questionnaire based on Dornyei & Csizer (2006) and Eggins (2004). It was modified by the researcher. The questioner was given to 22 participants. However, the various statements were presented in the questionnaire could be seen as follow:

Table 3.1

*The examples of questionnaire*

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like to write in English				
2	Applying thematic progression in writing is interesting				
3	The types of thematic progression make you comfortable in developing your writing				
4	Thematic progression helps you in developing your ideas in writing				
5	Thematic progression is effective in providing a coherence text				

Furthermore, full statements about thematic progression can be seen in appendix D

## D. Method of Data Analysis

### 1. Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). So, document analysis is systematic procedure for reviewing or evaluating documents, both printed and electronic materials. Bowen states that analyzing document incorporate coding content into themes similar to how focus group or interview transcripts are analyzed. To obtain the data, the researcher used document analysis to analyze students' written texts. It aimed to explore and describe the specific documents that were written by the students. It meant that the whole students' written texts were analyzed. Then those written texts were described vividly. However, the result of document analysis would be presented explicitly by researcher. This research was analyzed by using Eggin's parameter of coherence (2004) as exemplified in the table below.

Table 3.2

*The parameter of coherence is proposed by Eggin (2004, as cited in Marfuaty et al., 2015)*

No	Level of Coherence	Score	Explanation
1	Good	4	If the type of thematic progression is constant in one type each paragraph
2	Fair	3	If the type of thematic progression is inconstant or change from one type to others type each paragraph
3	Less	2	If new theme (s) is/are created in the middle of paragraph

4	Poor	1	If there is no thematic progression used
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Before the researcher analyzing the data, the researcher classified the developing ideas based on each clause. In the case, identifying each clause of students' writing to indicate the types of theme and rheme that students often use such as reiteration pattern, zig zag pattern, and multiple pattern. The data will be processed by several stages:

#### 1. Identifying

In this step, the researcher identified the types of thematic progression of each clause in the text to indicate thematic progression widely used in students writing. Therefore, there were several types of thematic progression based on the experts. In this research, the researcher used the types of thematic progression that was suggested by Eggins (2004). She mentions that there are three types of thematic progression, they are; reiteration/linear theme, zigzag theme, multiple theme as shown below;

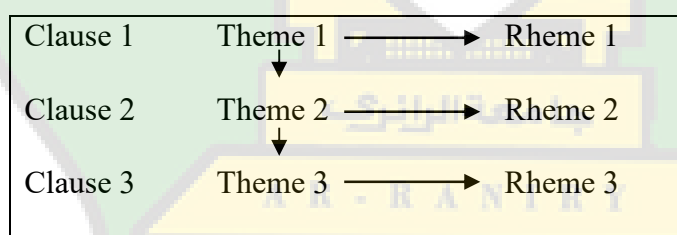


Figure 3.1 Reiteration theme pattern

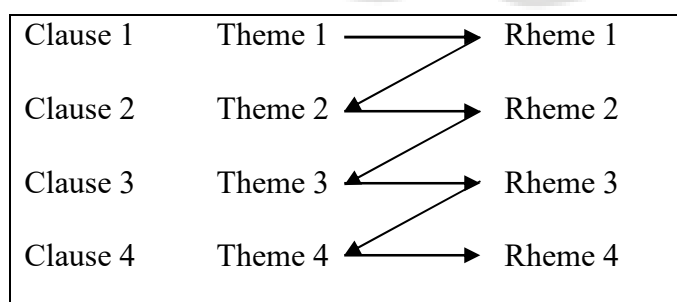


Figure 3.2 Zig-zag theme pattern

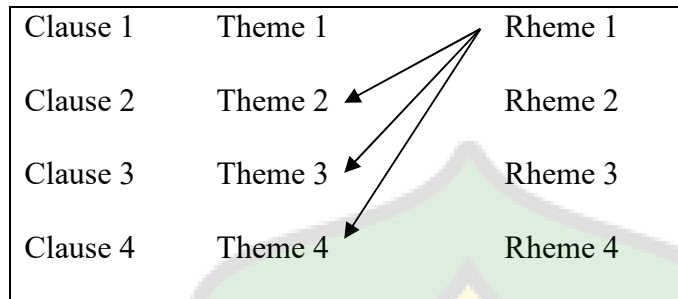


Figure 3.3 Multiple theme pattern

## 2. Classification

In this step, the researcher classified of each clause into a table after identifying the types of thematic progression.

## 2. Questionnaire

In this research, the questionnaire was analyzed to know students' responses toward their perception of the implementation of thematic progression in their writing recount. The questionnaire was used to measure the degrees of students' perception by using Likert scale which was a scale that gave the perception toward the object. Likert scale also known as symmetric scale that shows the students' responses. The categories of Likert scale response are "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree". The score of each student would be marked as follows:

Table 3.3

*Likert Scale score*

Choiches	Answers	Score
SA	Strongly Agree	4
A	Agree	3

D	Disagree	2
SD	Strongly Disagree	1

(Sugiyono, 2012, p.94)

The formula to analyze the questionnaire as follow :

$$\text{The range of scale (RS)} = \frac{n(m-1)}{m}$$

Notes :

RS = the range of scale.

n = the total of participants

m = the total of alternative answer of each item.

Based on the explanation above, the range of scale for the participant in this research are:  $RS = 22(4-1)/4 = 16,5$

Therefore, the range of scale for participant can be seen as follow :

Table 3.4

*The range scale of Likert*

No	The range of Scale	Explanation
1	22-38,5	Strongly Disagree
2	38,6-55,1	Disagree
3	55,2-71,7	Agree
4	71,8-88,3	Strongly Agree

To calculate the percentages rating of Likert scale by formulating them as follow: the total score/highest score x 100%. In this matter, the highest and lowest score for each item of participant are:

The highest score =  $4 \times 22 = 88$  the lowest score  $1 \times 22 = 22$

## CHAPTER 4

### FINDINGS AND DISCUSSION

This chapter provided an analysis of thematic progression in students' writing recounts. It provided the result of documentation and questionnaire. The findings of the analysis were discussed further as an attempt to answer the research questions that have been proposed in the first chapter.

#### A. Finding from the Analysis of Documentation

The first analysis in this study was an analysis of thematic progression which the recount texts were made by the students. Thematic progression was analyzed and scored based on the theory was suggested by Eggins (2004). The researcher found some types of thematic progression in students' writing. The findings were described in the table below.

Table 4.1

*The analysis of TP that the students made in their recount text*

NO	Students' Name	Paragraph	Reiteration Pattern	Zig-Zag Pattern	Multiple Pattern	New themes	No Themes	Score	Level of Coherence
1	TMI	1	✓	✓				3	Fair
		2	✓	✓				3	
2	MU	1	✓	✓				3	Fair
		2			✓			4	
3	RR	1	✓	✓				3	Fair
		2	✓	✓				3	
4	S	1		✓				4	Fair
		2	✓	✓	✓			3	
		3	✓					4	



5	DF	1	✓	✓				3	Fair
		2	✓	✓	✓			3	
6	MS	1	✓	✓	✓			3	Less
		2	✓		✓			3	
		3					✓	1	
7	CRF	1	✓					4	Fair
		2	✓					4	
		3	✓	✓				3	
8	PK	1	✓	✓				3	Fair
		2	✓	✓				3	
9	ZF	1	✓					4	Fair
		2	✓	✓				3	
10	YU	1	✓	✓				3	Fair
		2	✓	✓				3	
		3	✓					4	
11	RNS	1	✓	✓				3	Fair
		2	✓					4	
12	AZH	1	✓	✓				3	Less
		2	✓					4	
		3					✓	1	
13	RZA	1	✓	✓				3	Fair
		2	✓	✓				3	
		3	✓	✓				3	
14	QN	1	✓	✓				3	Fair
		2	✓	✓				3	
15	GCB	1					✓	1	Less
		2	✓	✓				3	
		3	✓	✓				3	
16	DA	1	✓					4	Good
		2	✓					4	
17	HA	1	✓	✓				3	Fair
		2	✓	✓				3	
18	AP	1		✓	✓			3	Fair
		2	✓					4	
		3	✓	✓				3	
		4	✓	✓				3	
		5	✓					4	
19	RJ	1	✓					4	Good
		2	✓					4	
20	NF	1	✓	✓				3	Less
		2	✓					3	

		3					✓	1	
21	MH	1	✓	✓				3	Fair
		2	✓					4	
		3	✓					4	
22	NL	1	✓					4	Fair
		2	✓	✓				3	

From the table above, it showed that there were two students who were classified into good quality. Meanwhile, there were sixteen students who were closely qualified. The levels of them were fair. The rest, there were 4 students who were categorized in less level. There were none of students qualified in poor level. The table above also showed that the patterns were widely used in paragraphs that were reiteration pattern and zig-zag pattern.

### ***1. How to Identify and Analyze TP***

#### **Text 1 Paragraph I**

Two days ago, I went to Lhok Keutapang Mountain. It was the first time that I climbed the mountain. I did it with some of my friends. We started climbing at 8 p.m. It was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climbers. I just followed their instruction. We climbed slowly and enjoyed the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. There were a lot of people who reached that top before us.

Table 4.2

*The pattern of thematic progression in text 1 paragraph 1*

Theme	Rheme
Theme 1 <i>Two days ago, I</i>	Rheme 1 <i>went to Lhok Keutapang Mountain.</i>
Theme 2 <i>It (Lhok Keutapang Mountain)</i>	Rheme 2 <i>Was the first time</i>
Theme 3 <i>that I</i>	Rheme 3 <i>climbed the mountain.</i>
Theme 4 <i>I</i>	Rheme 4 <i>did it with some of my friends</i>
Theme 5 <i>We (I and some of my friends)</i>	Rheme 5 <i>started climbing at 8 p.m.</i>
Theme 6 <i>It (time)</i>	Rheme 6 <i>was so dark</i>
Theme 7 <i>and we (I and some of my friends)</i>	Rheme 7 <i>only used flashlight to get the way.</i>
Theme 8 <i>I</i>	Rheme 8 <i>felt no worry</i>
Theme 9 <i>because all of my friends</i>	Rheme 9 <i>were professional climbers.</i>
Theme 10 <i>I</i>	Rheme 10 <i>just followed their instruction.</i>
Theme 11 <i>We (I and some of my friends)</i>	Rheme 11 <i>climbed slowly and enjoyed the night there.</i>
Theme 12 <i>After 7 hours walking in the dark, we</i>	Rheme 12 <i>could reach the top of the mountain.</i>
Theme 13 <i>It (reach the top of mountain)</i>	Rheme 13 <i>was at 3 a.m. in the morning.</i>
Theme 14	Rheme 14

<i>We (I and some of my friends)</i>		<i>were not alone.</i>
Theme 15	↔	Rheme 15
<i>There</i>		<i>were a lot of people</i>
Theme 16	↔	Rheme 16
<i>who (people)</i>		<i>reached that top before us.</i>

The researcher found that the text 1 in paragraph I consisted 16 clauses. It was employed into two types of thematic progression, which were reiteration and zig-zag pattern. Reiteration was employed by repeating theme 1 (I) to be themes 3, 4, 8 and 10. The students also repeated reiteration pattern in theme 5 (We) to be themes 7, 11, 12, and 14. Zig-zag pattern was employed by taking up rheme 1 (Lhok Keutapang Mountain) to be theme 2 (It = Lhok Keutapang Mountain), rheme 4 (the students with some of his friends) to be theme 5 (we = the students with some of his friends), rheme 5 (at 8 p.m) to be theme 6 (It = the time in last rheme), rheme 12 (the top of mountain) in theme 13 (It = the top of mountain). Rheme 14 (were not alone) was taken as the theme 15. Then, rheme 15 (a lot of people) to be theme 16 (who = people).

### Text 2 Paragraph I

September was an incredible month I had spent. I was sent to Bener Meriah or also well known as cold city for KPM program. We were divided to be placed into two sub-districts and then divided again into some villages per district. I was placed in Gunung Tunyang village, Timang Gajah, with seven other friends. Gunung Tunyang society was very nice. We were often offered some helps or even some foods or snacks. It helped us to apply our programs easily. We built RGG (Rumah Gizi Gampong) along with the citizen as a monitor for nutrient development of Gunung Tunyang children. We also held one big event as a closing ceremony that consisted of some competitions to motivate the children to always enhance their ability.

Table 4.3

*The pattern of thematic progression in text 2 paragraph I*

Theme	Rheme
Theme 1 <i>September</i>	Rheme 1 <i>was an incredible month</i>
Theme 2 <i>I</i>	Rheme 2 <i>Had spent.</i>
Theme 3 <i>As a last year student, I</i>	Rheme 3 <i>was sent to Bener Meriah or also well known as cold city for KPM program.</i>
Theme 4 <i>We</i>	Rheme 4 <i>Were divided to be placed into two sub-districts and then divided again into some villages per district.</i>
Theme 5 <i>I</i>	Rheme 5 <i>was placed in Gunung Tunyang village, Timang Gajah, with seven other friends.</i>
Theme 6 <i>Gunung Tunyang society</i>	Rheme 6 <i>was very nice,</i>
Theme 7 <i>we (I and some friends)</i>	Rheme 7 <i>were often offered some help or even some food or snack,</i>
Theme 8 <i>It</i>	Rheme 8 <i>Helped us to apply our programs easily.</i>
Theme 9 <i>We</i>	Rheme 9 <i>Built RGG (Rumah Gizi Gampong) along with the citizen as a monitor for nutrient development of Gunung Tunyang children.</i>
Theme 10 <i>We</i>	Rheme 10 <i>also held one big event as a</i>

		<i>closing ceremony</i>
Theme 11 <i>that (Big event)</i>	→	Rheme 11 <i>Consisted of some competitions to motivate the children to always enhance their ability.</i>

Text 2 in Paragraph I consisted 11 clauses. The students employed all of types. They were reiteration, zig-zag, and multiple patterns. Reiteration was found by the researcher in theme 2 (I) in which, it was applied in themes 3 and 5. She also repeated theme 7 (we) in themes 9 and 10. Therefore, zig zag pattern was found in rheme 5 (was placed in Gunung Tunyang village, Timang Gajah, with seven friends other) and it became theme 6. Then rheme 7 (help) became theme 8 (it = offered help) and rheme 10 (big event) became theme 11 (that = big event). It was ended by multiple pattern in rheme 5 (with seven friends other) became theme 7.

## B. Finding from the Analysis of Questionnaire

Table 4.4

*The analysis of questionnaire*

No	Statements	SA	A	D	SD	JUMLAH
1	I like to write in English	8	11	2	1	70
2	Applying thematic progression in writing is interesting	3	16	2	1	65
3	The types of thematic progression make you comfortable in developing your writing	4	14	2	2	64
4	Thematic progression helps you in developing your ideas in writing	6	12	2	2	66

5	Thematic progression is effective in providing a coherence text	6	13	2	1	68
6	Using reiteration is easier in writing	10	9	2	1	72
7	Using zig-zag is easier in writing	5	13	3	1	66
8	Using multiple is easier in writing	0	5	16	1	48
9	Before learning thematic progression, you already know how to develop ideas in writing	0	6	15	1	49
10	Your interest in learning writing increases after you learn thematic progression	8	10	3	1	69

In the line with the result of the table above, the researcher tried to come up with constructive analysis as follows:

#### 1. Analysis of statement 1

It showed that 8 students strongly agreed, 11 students agreed, 2 students disagreed and 1 student strongly disagreed with statement “I like to write English”. Analysis result of Likert scale could be applied in percentage so it could be formed as follows,  $(70:88,3) \times 100\% = 79,19\%$ . Based on the data analysis above indicated that 79,19% of students agreed with the statement “I like to write English”.

#### 2. Analysis of statement 2

According to the table above, it showed that 3 students strongly agreed, 16 students agreed, 2 students disagreed and 1 student strongly disagreed with

statement “Applying thematic progression in writing is interesting”. Analysis result of Likert scale could be implemented in percentage so it could be formed as follows,  $(65:88,3) \times 100\% = 73,52\%$ . Based on the data analysis above indicated that 73,52% of students agreed with the statement “Applying thematic progression in writing is interesting”.

### 3. Analysis of statement 3

By analyzing the table above, it showed that 4 students strongly agreed, 14 students agreed, 2 students disagreed and 2 students strongly disagreed with statement “The types of thematic progression make you comfortable in developing your writing”. Analysis result of Likert scale could be implemented in percentage so it could be formed as follows,  $(64:88,3) \times 100\% = 72,40\%$ . Based on the data analysis above indicated that 72,40% of students agreed with the statement “The types of thematic progression make you comfortable in developing your writing”.

### 4. Analysis of statement 4

The table proved that 6 students strongly agreed, 12 students agreed, 2 students disagreed and 2 students strongly disagreed with statement “Thematic progression helps you in developing your ideas in writing”. Analysis result of Likert scale could be applied in percentage so it could be formed as follows,  $(66:88,3) \times 100\% = 74,67\%$ . Based on the data analysis above indicated that 74,67% of students agreed with the statement “Thematic progression helps you in developing your ideas in writing”.



#### 5. Analysis of statement 5

The table described that 6 students strongly agreed, 13 students agreed, 2 students disagreed and 1 student strongly disagreed with statement “Thematic progression is effective in providing a coherence text”. Analysis result of Likert scale could be applied in percentage so it could be formed as follows,  $(68:88,3) \times 100\% = 76,92\%$ . Based on the data analysis above indicated that 76,92% of students agreed with the statement “Thematic progression is effective in providing a coherence text”.

#### 6. Analysis of statement 6

It showed that 10 students strongly agreed, 9 students agreed, 2 students disagreed and 1 student strongly disagreed with statement “Using reiteration is easier in writing”. Analysis result of Likert scale could be applied in percentage so it could be formed as follows,  $(72:88,3) \times 100\% = 74,67\%$ . Based on the data analysis above indicated that 81,44% of students strongly agreed with the statement “Using reiteration is easier in writing”.

#### 7. Analysis of statement 7

According to the table above, it showed that 5 students strongly agreed, 13 students agreed, 3 students disagreed and 1 student strongly disagreed with statement “Using zig-zag is easier in writing”. Analysis result of Likert scale could be applied in percentage so it could be formed as follows,  $(66:88,3) \times 100\% = 74,67\%$ . Based on the data analysis above indicated that 74,67% of students agreed with the statement “Using reiteration is easier in writing”.

#### 8. Analysis of statement 8

By analyzing the data above, it showed that there were none of students strongly agreed, 5 students agreed, 16 students disagreed and 1 student strongly disagreed with statement “Using multiple is easier in writing”. Analysis result of Likert scale could be applied in percentage so it could be formed as follows,  $(48:88,3) \times 100\% = 54,30\%$ . Based on the data analysis above indicated that 54,30% of students disagreed with the statement “Using multiple is easier in writing”.

#### 9. Analysis of statement 9

The table proved that there were none of students strongly agreed, 6 students agreed, 15 students disagreed and 1 student strongly disagreed with statement “Before learning thematic progression, you already know how to develop ideas in writing”. Analysis result of Likert scale could be applied in percentage so it could be formed as follows,  $(49:88,3) \times 100\% = 55,42\%$ . Based on the data analysis above indicated that 55,42% of students disagreed with the statement “Before learning thematic progression, you already know how to develop ideas in writing”.

#### 10. Analysis of statement 10

The table described that 8 students strongly agreed, 10 students agreed, 3 students disagreed and 1 student strongly disagreed with statement “Before learning thematic progression, you already know how to develop ideas in writing”. Analysis result of Likert scale could be applied in percentage so it

could be formed as follows,  $(69:88,3) \times 100\% = 78,05\%$ . Based on the data analysis above indicated that 78,05% of students disagreed with the statement “Your interest in learning writing increases after you learn thematic progression”.

### **C. Discussion**

This section presented the discussion based on the findings of study. This discussion concerned the result of this research which was supported by the theories.

#### **1. Document Analysis**

Based on the findings of document analysis, most of students developed their ideas by employing two types of thematic progression in a paragraph such as reiteration and zig-zag or reiteration and multiple. Based on the data analysis, it was found that the reiteration pattern and zig-zag were frequently used by the students. It was also proved by Aryani (2013) in her research that there were found in reading texts were 229 reiteration, 92 zig-zag, and 6 multiple pattern. It can be inferred that the highest numbers were found in reiteration and zig-zag. As stated by Danes (1974, as cited in Marfuaty et al., 2015) about the simple linear (zig-zag) was the most basic types of thematic progression. There were several students used the same theme from the previous theme. They repeated the previous theme until the last clauses, or skipped one clause or two clauses then they repeated the same theme. For example, they employed the theme 1 (I), theme 2 (I) until theme 5 (I). Perhaps, the students employed linear pattern to emphasize

the readers about the focused of ideas about her/his activities. Therefore, most of students employed zig-zag pattern to link the information advance to the next clause in order to give more information. Then, the information was created as the new theme. For example, theme 1 (I) rheme 1 (climbed the mountain at 2 p.m), theme 2 (It) rheme (2) was very hot, in which it was the explanation about the weather at 2 p.m from the previous rheme was taken and created to be theme 2. Zig-zag had function to give more explanation from the previous information. Meanwhile, multiple was rarely found in paragraph. There were five students that employed multiple pattern. One of the examples was theme 5 (I) rheme 5 (was placed in Gunung Tunyang village, Timang Gajah, with seven other friends), theme 7 (We) rheme 7 (were often offered some help or even some foods or snacks. It could be seen that the students took the information from the previous rheme and skipped one clause.

From findings above, the students who were in good qualify; it could be said that they had provided a good writing. They had mastered the right way to write the recount text by applying thematic progression pattern. Their writings were clear, well organized pattern and applying one type pattern of thematic progression in each paragraph. Their texts were constructed in cohesive form. So it could be inferred that they developed their ideas and information which were relevant and presented in a logical order. From the explanation above it could be concluded that they had understood and mastered the way of making a good writing with thematic progression pattern.

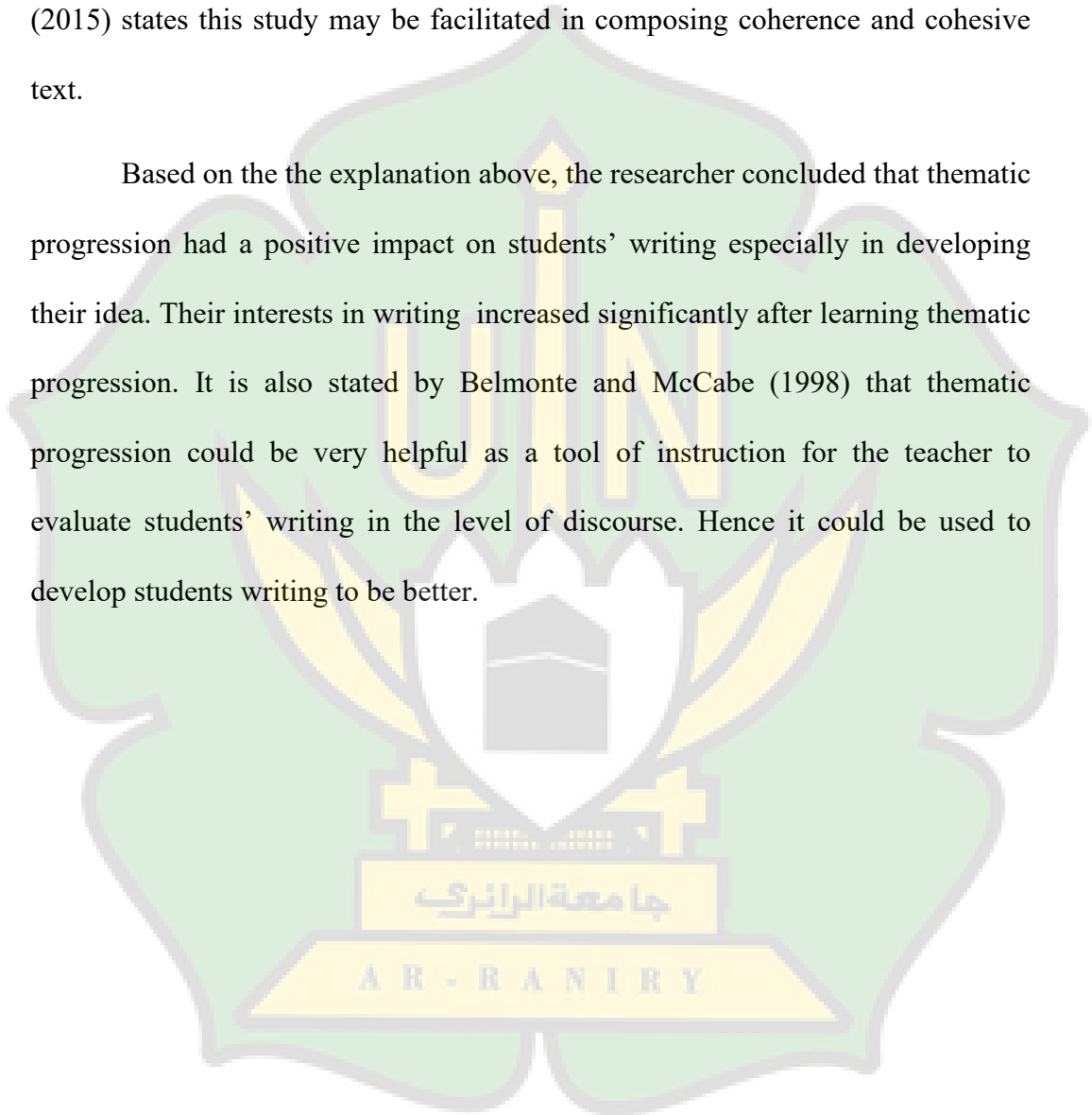
Therefore, students who were closely qualified or in level of fair, it could be said that they applied inconsistent or change from one type to others type each paragraph. For example, many texts indicated employed two kinds of thematic progression in a paragraph, such as reiteration and multiple, reiteration and zig-zag, or zig-zag and multiple. They also did not well supported by detail information. So it could be inferred that they developed their ideas and information were inconsistent. From the explanation above, it could be concluded that they closely qualified and closely mastered the way of making a good writing with thematic progression pattern. The rests, there were students who were not classified into good quality. Their writings were less than all the criteria. There were several clauses found without thematic progression used. It was also described by Bahri and Irfina (2017). They found the text produced by the students were not coherent. There were many clauses which were not related to each other. In the middle of paragraph, it was found new theme which did not link to others themes. So they were caused unconnected theme. From these passages, it could be assumed that the writers did not understand and master the way of making a good writing by applying thematic progression.

## **2. Questionnaire**

The data from questionnaire revealed that most of students' responses were really excited and recommended that thematic progression could help them to develop their ideas in writing text. Based on the statement 2 and 3 showed that thematic progression were interesting and comfortable to be implemented by the students. It could help them to increase their writing interest and create coherence

paragraph in writing and it was related to what Nichols (1984) said that thematic progression helps to make cohesion and coherence of the text. It also provides information which makes readers easy to understand. In addition, Marfuaty et al. (2015) states this study may be facilitated in composing coherence and cohesive text.

Based on the the explanation above, the researcher concluded that thematic progression had a positive impact on students' writing especially in developing their idea. Their interests in writing increased significantly after learning thematic progression. It is also stated by Belmonte and McCabe (1998) that thematic progression could be very helpful as a tool of instruction for the teacher to evaluate students' writing in the level of discourse. Hence it could be used to develop students writing to be better.



## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

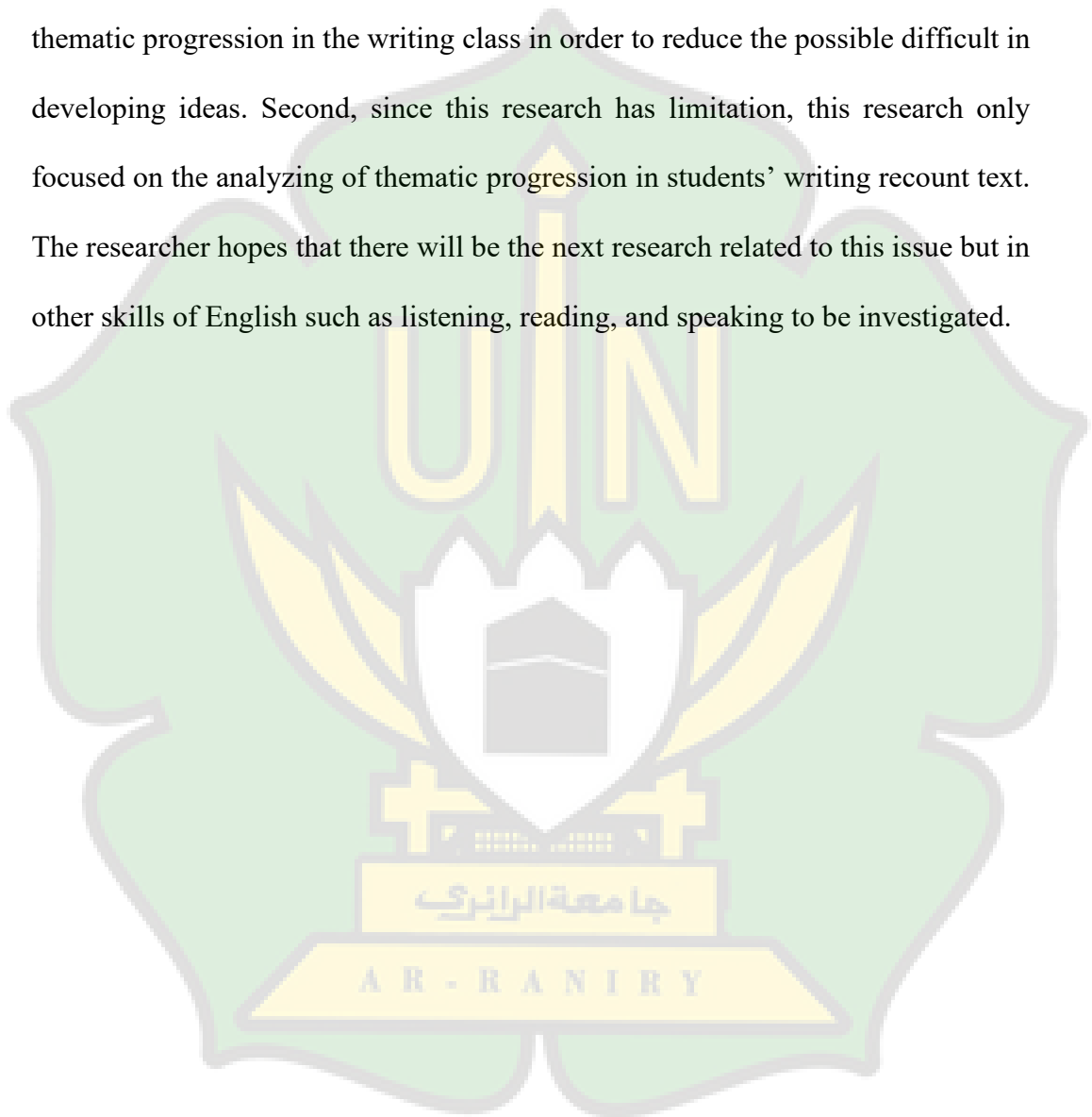
#### A. Conclusion

This research was aimed to analyze how the students develop ideas in their writing and explore their capability in producing writing through thematic progression. According to the result of the previous chapter, some conclusion could be inferred of this research as follows:

1. Most of students developed and organized their ideas in two ways, reiteration and zig-zag. They used reiteration and zig-zag pattern because they were easy to use by repeating the previous theme to be next theme. Zig-zag pattern was used by taking the previous rheme to serve as the theme in the next clause. Moreover, thematic progression is useful for the writer and the readers. For the readers, it helps the reader to understand the text easily. Because texts are clear, well organized, and the texts were constructed in coherence form.
2. Furthermore, thematic progression had a positive impact on students' writing especially in developing their idea. Their interests in writing increased significantly after learning thematic progression. Hence it can be used to develop students writing to be better.

## **B. Recommendation**

After conducting this research, the researcher would like to propose some suggestion based on the findings. First, the researcher suggests the lecture to apply thematic progression in the writing class in order to reduce the possible difficult in developing ideas. Second, since this research has limitation, this research only focused on the analyzing of thematic progression in students' writing recount text. The researcher hopes that there will be the next research related to this issue but in other skills of English such as listening, reading, and speaking to be investigated.





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TENTANG  
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-439/UN.08/FTK/KP.07.6/01/2019 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2018
- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-439/UN.08/FTK/KP.07.6/01/2019 tanggal 14 Januari 2019

MEMUTUSKAN

- KEDUA : Menunjuk Saudara:
1. Khairiah Syahabuddin, M.Hsc. EsL., Sebagai Pembimbing Pertama  
M.TESOL, Ph.D
2. Rita Hermida, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Selvi Nadilla
- NIM : 140203183
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Analysis of Thematic Progression in Students' Writing Recount
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditentukan di: Banda Aceh  
Pada Tanggal: 26 Juni 2019  
Ah. Rektor  
Dekan,  
Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip



Nomor : B-16356/Un.08/FTK.1/TL.00/12/2019  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Penyusun Skripsi

Banda Aceh, 02 December 2019

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : SELVI NADILLA  
**N I M** : 140203183  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : XI  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry  
**A l a m a t** : Jl. Blang Teuku II C Lamlagang Banda Aceh

Untuk mengumpulkan data pada:

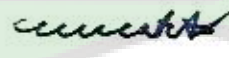
**Mahasiswa PBI Leting 2015 Yang Sudah Mengambil Mata Kuliah Discourse Analysis**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Analysis of Thematic Progression in Students' Writing Recount**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih

An, Dekan,  
Wakil Dekan Bidang Akademik  
dan Kelembagaan,

  
Mustafa



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.flk@ar-raniry.ac.id Website <http://ar-raniry.ac.id>

**SURAT KETERANGAN**

Nomor: B-596/Un.08/PBI/TL.00/12/2019

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-16356/Un.08/FTK.I/TL.00/12/2019 tertanggal 02 Desember 2019, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

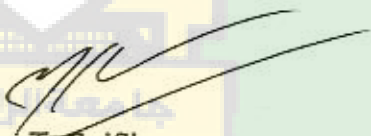
Nama : Selvi Nadilla  
NIM : 140 203 183  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Analysis of Thematic Progression in Students' Writing Recount.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 27 Desember 2019  
Ketua Prodi Pendidikan Bahasa Inggris,

  
**T. Zulfikar**

AR - RANIRY



Student's Name :

NIM :

Please checklist the most appropriate answer of each statement which correspond most closely to your desired response.

No	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like to write in English				
2	Applying thematic progression in writing is interesting				
3	The types of thematic progression make you comfortable in developing your writing				
4	Thematic progression helps you in developing your ideas in writing				
5	Thematic progression is effective in providing a coherence text				
6	Using reiteration is easier in writing				
7	Using zig-zag is easier in writing				
8	Using multiple is easier in writing				
9	Before learning thematic progression, you already know how to develop ideas in writing				
10	Your interest in learning writing increases after you learn thematic progression				

(Modified version of Dornyei & Csizer, 2006)

AR - RANIRY



Student's Name : Harry Azhar Ramli

NIM : 150203157

Please checklist the most appropriate answer of each statement which correspond most closely to your desired response.

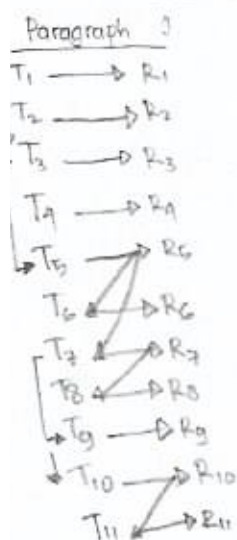
No	Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I like to write in English		✓		
2	Applying thematic progression in writing is interesting		✓		
3	The types of thematic progression make you comfortable in developing your writing		✓		
4	Thematic progression helps you in developing your ideas in writing		✓		
5	Thematic progression is effective in providing a coherence text	✓			
6	Using reiteration is easier in writing		✓		
7	Using zig-zag is easier in writing	✓			
8	Using multiple is easier in writing		✓		
9	Before learning thematic progression, you already know how to develop ideas in writing		✓		
10	Your interest in learning writing increases after you learn thematic progression		✓		

(Modified version of Dornyei & Csizer, 2006)

## KPM LIFE

September was an incredible month I had spent. I was sent to Bener Meriah or also well known as cold city for KPM program. We were divided to be placed into two sub-districts and then divided again into some villages per district. I was placed in Gunung Tunyang village, Timang Gajah, with seven other friends. Gunung Tunyang society was very nice. We were often offered some helps or even some foods or snacks. It helped us to apply our programs easily. We built RGG (Rumah Gizi Gampong) along with the citizen as a monitor for nutrient development of Gunung Tunyang children. We also held one big event as a closing ceremony that consisted of some competitions to motivate the children to always enhance their ability.

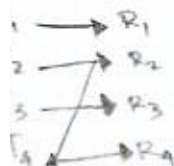
Gunung Tunyang gave us the best experiences of KPM life, we were accepted well by heart until the determined day we must came back to campus life. their kindness will always be the best memory in our mind.



In paragraph 1:

This paragraph consisted of 11 clauses. The student employed all of types. They were reiteration, zig-zag, and multiple patterns. Reiteration was found by the researcher in theme 2 (I) in which, it was applied in theme 3 and theme 5. She also repeated theme 7 (we) in themes 9 and 10. Therefore, zig-zag pattern was found to theme 5 (was placed in Gunung Tunyang village, Timang Gajah, with seven friends other) and it became theme 6. Then theme 7 (help) became theme 8 (it offered help) and theme 10 (big event) became theme 11 (that big event). It was ended by multiple pattern in theme 5 (with seven friend other) became theme 7.

Paragraph 2



In paragraph 2:

This paragraph consisted of 4 clauses. It employed reiteration and multiple pattern. Reiteration pattern found in theme 2 (we) and theme 3. Meanwhile, multiple found by taking up theme 2 (accepted by heart) became theme 4 (their kindness).

## AUTOBIOGRAPHY

1. Name : Selvi Nadilla
2. Place/Date of Birth : Banda Aceh/ 7 August 1996
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl. Blang Teungku II c, Lamlagang, Banda Aceh
8. E-mail : Snadilla1@gmail.com
9. Parents
  - a. Father : Muhammad Jailani, S.E.
  - b. Occupation : Pensiunan PNS
  - c. Mother : Martini, S.Pd
  - d. Occupation : PNS
10. Education Background
  - a. SD : MIN Lamno (2008)
  - b. SMP : MTSS Darussyariah Banda Aceh (2011)
  - c. SMA : SMAN 7 Banda Aceh (2014)
  - d. University : D3 Akuntansi Unsyiah (2018)
  - e. University : UIN Ar-Raniry (2019)

Banda Aceh, Desember, 20<sup>th</sup> 2019

Selvi Nadilla