

**AN ANALYSIS OF COHESION AND THEME RHEME IN THE
BACKGROUND OF THE PROBLEM OF THE THESIS WRITTEN
BY UNDERGRADUATE STUDENTS OF ENGLISH EDUCATION
PROGRAM AT UIN IMAM BONJOL PADANG**

A Thesis



**Yeli Eka Sintya
19178038**

**Advisor :
Dr. Muhd Al Hafiz, SS.,MA**

*Submitted as a Partial Fulfillment of the Requirements for
Master Degree (S2)*

**ENGLISH LANGUAGE EDUCATION
GRADUATE PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2022**

ABSTRAK

Yeli Eka Sintya, 2022. Analisis Cohesion dan Theme Rheme dalam Latar Belakang Masalah Skripsi Karya Tulis Mahasiswa Program Studi Pendidikan Bahasa Inggris UIN Imam Bonjol Padang. Tesis. Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Latar belakang masalah adalah bab pertama dari tesis yang berisi jawaban untuk apa dan mengapa penelitian perlu dilakukan. Membuat latar belakang masalahnya tidak mudah, mahasiswa diharuskan mengatur ide secara sistematis sehingga orang-orang tertarik dan percaya pada membaca latar belakang masalah tesis, maka harus ada kohesi. Tujuan dari latar belakang masalah adalah untuk menekankan pembaca pentingnya penelitian, latar belakang masalah harus disertai dengan argumen, sebuah argumen haruslah kohesif dan untuk membangun argumen yang baik harus disertai dengan menulis theme dan rheme yang benar. Penelitian ini bertujuan untuk menganalisis kemampuan mahasiswa dalam membangun kohesi dan tema rheme dalam latar belakang masalah skripsi di UIN Imam Bonjol Padang. Metode penelitian deskriptif digunakan dalam penelitian ini untuk menggambarkan kemampuan mereka dalam membangun perangkat kohesif dan perkembangan tematik. Untuk mengetahui kemampuan mereka, 20 latar belakang masalah dari skripsi yang berbeda dipilih dengan menggunakan random sampling. Hasil penelitian yang telah diperoleh dalam penelitian ini adalah (1) siswa kurang memiliki kemampuan membangun kohesi dengan skor rata-rata 3.4 untuk grammatical cohesion dan 2.03 untuk lexical cohesion; (2) jenis dari perangkat kohesi yang paling banyak digunakan siswa adalah reference dan conjunction dengan total frekuensi sebanyak 562 dan 358 (3) jenis pola pergerakan tema yang paling banyak dipakai adalah simple linear progression dan split rheme progression dengan total frekuensi 122 dan 43 dalam menulis latar belakang masalah dari skripsi.

***Kata kunci** : Perangkat kohesi, pola pergerakan tema, latar belakang masalah, Skripsi.*

ABSTRACT


Yeli Eka Sintya, 2022. An Analysis of Cohesion and Theme Theme in the Background of the Problem of the Thesis written by Undergraduate Students of English Education Program at UIN Imam Bonjol Padang. Thesis. Master of English Education of Faculty of Languages and Arts of Universitas Negeri Padang.

Background of the problem is the first chapter of the thesis that contains the answers to what and why the research needs to be done. Making a background of the problem is not easy, college students are required to arrange ideas systematically so that people are interested and believe in reading the background of the problem of a thesis, then there must be cohesion. The purpose of the background of the problem is to emphasize the reader the importance of the research, a background of the problem must be accompanied by arguments, an argument must be cohesive and to build a good argument must be a well-written theme and rheme. This study has aim to analyze the ability of undergraduate students in constructing cohesion and theme rheme in the background of the problem of thesis at UIN Imam Bonjol Padang. The descriptive research design was used in this study to describe their ability in constructing cohesive devices and thematic progression. To find out their ability, 20 background of the problems from different thesis were chosen by using random sampling. The result of research that have obtained in this study are (1) the students had lack ability in constructing cohesion with mean score 3.4 for grammatical cohesion and 2.03 for lexical cohesion; (2) the most type of cohesive devices students used were reference and conjunction with total frequency 438 and 296; (3) the most type of thematic progression were simple linear progression and split rheme progression with total frequency 122 and 43 in writing the background of the problem of thesis.

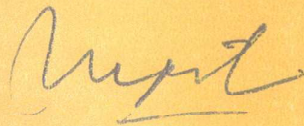
Keywords: Cohesive devices, thematic progression, background of the problem, thesis.

PERSETUJUAN AKHIR TESIS

Mahasiswa : **Yeli Eka Sintya**
NIM : 19178038/2019
Program Studi : Pendidikan Bahasa Inggris

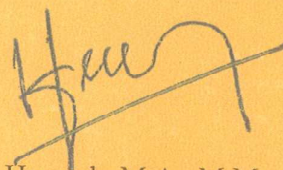
Nama	Tanda Tangan	Tanggal
<u>Dr. Muhd Al Hafizh SS.,MA</u> Pembimbing	 _____	_____

Dekan Fakultas Bahasa dan Seni
Universitas Negeri Padang



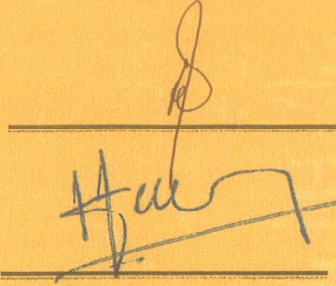
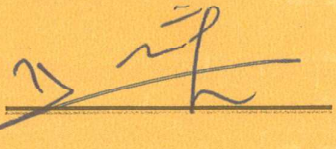
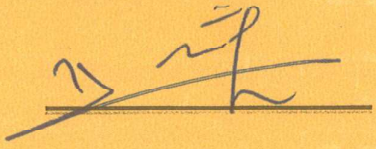
Prof. Dr. Ermanto, S.Pd., M.Hum.
NIP. 196902121994031004

Ketua Program Studi



Dr. Hamzah, M.A., M.M.
NIP. 196112211990031001

**PERSETUJUAN KOMISI
UJIAN TESIS MAGISTER PENDIDIKAN**

No.	Nama	Tanda Tangan
1.	<u>Dr. Muhd Al Hafizh SS.,MA</u> (Ketua)	
2.	<u>Dr. Hamzah, M.A., M.M</u> (Sekretaris)	
3.	<u>Dr. Yuli Tiarina, S.Pd.,M.Pd</u> (Anggota)	

Mahasiswa

Mahasiswa : **Yeli Eka Sintya**
NIM : 19178038/2019
Program Studi : Pendidikan Bahasa Inggris (S2)
Tanggal Ujian : 17 - 02 - 2022

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METERAI
TEMPEL

36AA.JX906631068

Yeli Eka Sintya
NIM. 19178038

ACKNOWLEDGEMENT



Praise to Allah SWT who has given the health, opportunity, knowledge, and strength to finish the thesis. *Shalawat* and *Salam* may be upon for Prophet Muhammad SAW, the beloved *rasul* and the prophet of Allah and the leader of Islam who had struggle for the glory of the only belief on the earth, Islam; May Allah blesses him and gives him peace.

This thesis was intended to fulfill one of the requirements for getting the master (S2) degree at the English Department in Universitas Negeri Padang. The researcher wants to say thank deeply to Dr. Muhd Al Hafiz, SS, MA as the writers advisor who had kindly spent his time to give her valuable advices, guidance, corrections, suggestions, and motivations in accomplishing this thesis. Next, the writer would like to express her greatest gratitude to Dr. Hamzah, M.A., MM. and Dr. Yuli Tiarina S.Pd.,M,Pd as the thesis examiners who had patiently guided the writer given their contributive ideas, valuable advices, continuous attention, and supports to the writer in composing this thesis.

Furthermore, the writer would like to give hir heartly thankfulness to Dr. Hafid Ardi, M.Pd. who was the validator of instruments made by the writer in collecting and analyzing the data of attitudes in this research, Ririn Ovilia M.Pd who was the raters of this research in collecting and analyzing the data. Without her kind heart, the writer could not finish her thesis.

Finally, the writer hopes that this thesis would be useful to other people, especially to people in the education area.

Padang, 5 January 2022

Yeli Eka Sintya

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The primary goal of English learning and teaching is to improve language proficiency. Every Student must master four skills: speaking, listening, reading, and writing (Nunan, 2001). Many linguists have discovered that most students find writing to be a challenging topic. The writer needs time to think, write, edit, and rewrite when he or she is working on a piece of writing.

Academic writing is used to assess students' knowledge of writing skills at the tertiary level. Students at the tertiary level must demonstrate their writing ability in the form of a research paper or thesis at the conclusion of their studies. Meanwhile, Brown (2006) says that ESL/ EFL students will have a harder time writing a thesis. In order to teach English in Indonesia, college students must complete an English Education program in a university of education. A thesis is one of the requirements for graduation. A thesis is a piece of academic writing that every student should complete. The ability to produce a quality sentence in a thesis is the most significant need.

An introduction is a crucial component of a thesis. The introduction is the first chapter of the thesis and provides the answers to the questions of what and why the study is needed. This section gives a synopsis of the

research that will be presented. As a result, the introductory chapter includes the following elements: (1)background of the problem (2)identification of the problem (3)limitation of the problem (4)formulation of research problem (5)purposes of the research (6)definition of key terms. And here, the researcher focused on the background of the problem.

According to Flowerdew (2002), the introduction plays a critical function in demonstrating the research's relationship. Because introduction is such a crucial element of the thesis, students should be able to produce a well-written introduction, particularly as it relates to the background of the problem. A well-written background of the problem, on the other hand, is difficult to write for three reasons. The first, background of the problem is normally prepared in the first chapter of the thesis writing process. In reference to this remark, the supervisor may pay greater attention to the students' background of the problem written by them. The second, The background of the problem should indicate the root of the problem being studied appropriate context of the problem in relation to the theory, research, practice, the scope and the extent to which previous studies have successfully investigated the problem and should be written in limited sentences. The final section, a background of the problem is condensed version of the entire thesis. In the meantime, students must write every aspect that should be written with good argument in the background of the problem. They only have a small amount of room for it, Choosing the right sentences to use in the

background of the problem will be challenging in this regard.

Actually making a background of the problem is not easy, college students are required to arrange ideas systematically so that people are interested and believe in reading a background of the problem of a thesis, then there must be cohesion. The purpose of the background of the problem is to emphasize the reader the importance of the research, a background of the problem must be accompanied by arguments, an argument must be cohesive and to build a good argument must be a well-written theme and rheme.

Based on the explanation above, students should be able to overcome several difficulties in writing background of the problem of a thesis. The difficulties are not only deal with structure, words selection, or text organization but also in terms of creating a coherent, cohesive, rheme and theme in writing. The skill to create a cohesive text is essential. However, some language experts admit that it is not easy to be able to write well even though writing in their own native language.

College students are expected to prepare a research paper that is well-organized and uses cohesive devices. The term "cohesive device" refers to a device that represents a cohesive relationship. According to Halliday and Hasan (1976) Cohesive devices are classified into two types: grammatical and lexical cohesion. Reference, ellipsis, substitution, and conjunction are all examples of grammatical cohesiveness. Reiteration and collocation are then used to create lexical cohesiveness. All of these devices are used to connect

sentences in a conversation into meaningful ones.

As a consequence, the background of the problem must be written as a continuous text rather than a collection of disconnected sentences. For students at the tertiary level, creating a grammatical and lexical unified academic writing is also difficult. According to Emilia et al (2018) a text is cohesive if the phrases are semantically interwoven and consistent throughout. In other words, students must produce a unified background of the problem in order for readers to understand the background of the problem.

Furthermore, Derewianka (2012) claims that there are a variety of different techniques that can be utilized to organize a text cohesively at the text level. These cohesive devices create connections between diverse elements in the text, allowing the reader to grasp the meaning of the text.

Analyzing how students organize Theme-Rheme and the interaction of Theme and Rheme is one of the best ways to assess a student's ability to write an argument about the background of the problem. In a clause, the theme is the beginning point for the message Halliday (2014). Theme is followed by Rheme, which is a component of the text's new information. As a text evolves, Theme and Rheme interact.

Cohesiveness is required in writing, in order to make a cohesiveness in sentences it is necessary to organize a good theme and rheme. Rosa (2007) states that the integrity of a sentence can be seen from how the movement of information contained in each sentence in a text. The

information is arranged in the form of themes and rhemes. Thus, a sentence must be cohesive and to build a good sentence must be a well-written theme and rheme.

The study of Thematic Development is based on the work of Prague School linguists such as Danes (1974) and British linguist Halliday (2014). This pattern was initially introduced by Danes who explains how themes and rhyming sequences affect the arrangement of information in texts. According to Danes there are four basic forms of theme-rhyme progression: Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression.

Several research have been undertaken to explore the cohesion and thematic progression in students' academic writing, as well as students' ability to produce cohesiveness and theme and rheme of students' background of the problem writing.

The first previous research is taken from research report of Bae (2001) This study looked into the nature of cohesion, coherence, content, and grammar as they appeared in children's writings, with a focus on understanding cohesion and coherence. The findings revealed the following:

- (a) It is possible to operationalize the assessment of cohesion and coherence;
- (b) referential and lexical cohesion are significantly correlated with overall writing quality, which is defined as the total of the evaluations of coherence, content, and grammar.

The second related research was written by Astuti et al (2010). The title of the study was Coherence Analysis in the Background of Graduating Paper. The data revealed that (1) the most common type of theme is unmarked-topical theme, (2) only 8 paragraphs out of 55 in seven backgrounds have one consistent style of thematic progression, and (3) all seven backgrounds of the graduating paper exhibit a lack of coherence. Furthermore, Wu (2010) discovered that lexical cohesiveness is linked to a student's oral English quality.

Another study that focused on cohesiveness and writing quality in students' writing was conducted by W. Yang & Sun (2012) examined the usage of cohesive devices in Chinese EFL students' argumentative writing at various competence levels. There was a problem with the usage of cohesive devices by Chinese EFL students. Using cohesive elements correctly, according to the study, it has an impact on the quality of students' writing. Another study, "An Analysis of Thematic Progression in High School Students' Exposition Texts," written by Rakhman (2013) discovered that students organize their ideas in three ways of Thematic Progression or Theme-Rheme Development Pattern, including the Zig-zag Pattern or Simple Linear Theme Progression (SLP), the Re-iteration Pattern or Constant Theme Progression (CTP), Split Rheme Progression (SRP) and Derived-Hyper Theme Progression (DTP).

Another research was written by Mubarak, Husni et al (2013). The

research title was an analysis of students' ability cohesion and coherence in argumentative essays written by students of Bengkulu University. She found that the students ability in building cohesion was low average (LA) where the average of the score shows that some students have scored in the range of 3-3.5 which means that they have low understanding cohesive devices. Another study was conducted by Mardhatillah (2013) It reported that an analysis of coherent and cohesion in students' background section of their theses. The results showed that the reference was the most commonly utilized device in the background section of student theses, according to the researchers. In the background section, students' usage of references demonstrated that they were able to identify each individual in the background text using linguistic sources.

The next is a study which focused on cohesiveness in students' writing was conducted by Saudin (2013) This study looked on the realization of coherence in students' argumentative writing performance. The findings indicated that lexical coherence contributed the most to the cohesiveness of the texts. It also shown that a significant dependence on repetition may indicate poor writing quality, whereas the prevalence of collocation suggests superior writing quality.

Kuncahya and Ollivia (2015) provides the next research report Research on Cohesion in Narrative Texts as Presented in the Senior High School Grade X Electronic Textbook Entitled "Developing English

Competence" was conducted. According to her research findings, repetition is the most common kind of cohesion, and narrative texts studied in this study include a lot of lexical coherence, making them suitable as language inputs. Next, "A study of theme development patterns: Opinion section texts" by Marfuaty & Wahyudi (2015). First, she observed that topical themes (202 in total) predominated in five works. Simple linear progression was also shown to be the most common kind of Thematic Development in her study (57 in total). Whereas, in none of the texts examined, is there any mention of a derived topic.

Furthermore, Saud (2015) discovered that it is extremely difficult for English students to construct a coherent written in English. The difficulties stem not only from poor organization, an inappropriate thesis statement, a lack of examples and details, and a limited vocabulary but also from the misuse of cohesive devices. Dewi (2016) also discovered that lexical cohesiveness was the most common technique employed in students' writing, as evidenced by the students' usage of repetition of words to construct their text phrase by sentence.

Sudirman & Tiasari (2017) discovered that while the type of cohesion contributes to the development of ideas and specificities of lexical, syntactical, and linguistics components in academic writing, thesis writers find it difficult to master the proposed topic and apply types of cohesion comprehensively.

Another study which focused about an analysis of cohesion of exposition texts: an Indonesian context by Emilia et al (2018) The purpose of this research was to look into the cohesion of exposition texts written by eleventh graders at a school in Bandung, West Java, Indonesia. The findings showed that all texts demonstrate students' grasp and understanding of the schematic structure of an exposition, which included the thesis, argument, and restatement of the thesis. All texts also successfully employed the zig-zag and theme reiteration patterns, indicating the students' developing ability to create a text with clause-level cohesion.

Moreover, Anwar & Amri (2020) research on the analysis of textual cohesiveness in discussion texts written by English department students at Universitas Negeri Padang found that: (1) multiple unmarked theme is the most frequently used theme type in the students' discussion texts; (2) the incorrect selection of thematic progression in the students' discussion texts results in the students' discussion texts.

On the other hand, Rahayu et al (2020) observed that the students were able to create a focus on individual participants, as this is a linguistic property of narrative texts. It is clear from the students' use of linear patterns that they have mastered the skill of adding new information into their writings by transforming a rhyming phrase into the theme of the next clause.

Octaberlina & Muslimin (2020) The study looked at the theme-rheme and thematic progression (TP) kinds in Joko Widodo's speech in both the source language (SL) and the target language (TL) or English translation. The topical theme was the most commonly utilized theme in both SL and TL speech texts, according to the findings (66 percent). The interpersonal motif came in second, followed by the literary theme. All theme progression was used in both SL and TL speech texts, indicating that the texts were produced cohesively.

Another study by Keskin and Demir (2021) looked at The Role of Theme and Rheme in Thematic Progression Patterns in English Argumentative Essays by Turkish University Students although students from both departments used similar types of thematic progression patterns in their essays, the results revealed that ELT students used more thematic progression patterns than PCG students.

Furthermore, Zahra et al (2021) discovered that all students could write descriptive writings with cohesiveness and coherence. All texts effectively employed various sorts of themes, such as topical and textual themes, as well as thematic development, such as the zigzag and reiteration patterns, to build coherence, particularly at the phrase level.

Priyatmojo (2021) wrote a research paper on the cohesion and coherence of students' recount texts in Indonesia Coherence of the students' recount texts was achieved using three types of patterns, according to the

analysis: reiteration/constant, zig-zag, and numerous thematic progression patterns. The majority of the texts were written in a reiteration/constant pattern. Because of the unrelated clauses, the majority of the texts were found to be incoherent. As a result, the texts clearly marked progression was disrupted.

From these studies, it can be seen that although several researchers have investigated the importance of cohesion, theme and rheme, the limitations are still found. So far, research investigating the important of cohesion, theme and rheme in students' academic writing, especially the background of the problems, has not been fully reported in the literature. Therefore, the present study attempted to research the cohesiveness and thematic development of academic writing which was background of the problem. In addition, this study analyzed the cohesion and theme rheme of the background of the problem of the theses written by undergraduate students. This research focused on analyzing the kind of cohesive devices, thematic progression used in the background of the problem.

B. Identification of the Problem

College students must write their research report of thesis for completing their SI degree. So they need to write paragraph by paragraph linked together as a standard of a good paragraph. In making the background of the problem of the thesis, college students are required to

arrange ideas systematically so that people are interested and believe in reading background of the problem of a thesis, then there must be cohesion. The purpose of the background of the problem was to emphasize the to reader the importance of the research, a background of the problem must be accompanied by arguments, an argument must be cohesive and to build a good argument must be a well-written theme and rheme.

There are several aspects concerning text that could be investigated and analyzed to make a good paragraph that were: unity, cohesion and coherence. Unfortunately, due to the restrictiveness of knowledge, time, and space, the present research only focused on analyzing a textual property called cohesion and thematic progression in the students' background of the problem of the thesis.

C. Limitation of the Problem

The limitation of this study was aimed to cover detailed description and information on cohesiveness and thematic progression of the part of background of the problems and the readability from each background of the problem which was written by undergraduate students of English education program at UIN Imam Bonjol Padang in 2020 academic years. The analysis dealt with the cohesive devices and thematic progression utilized in the background of the problem of students' thesis.

D. Formulation of Research Problem

From the limitation of the problem above, the researcher formulated the research problem as follow: “how is the students’ ability of cohesive devices in the background of the problem writing”, “what types of cohesive devices do students use in their background of the problem”, “what pattern of thematic development is mostly applied on students’ background of the problem thesis writing”.

E. Research Questions

Related to the formulation of the research problems aforementioned, this research tried to reveal three major research questions. They were;

1. How is the students ability in using the cohesive devices in writing the background of the problem of thesis?
2. What types of cohesive devices do students use in their background of the problem of thesis?
3. What pattern of thematic development is mostly applied on students writing in the background of the problem of thesis?

F. Purposes of the Research

With reference to the research questions proposed, this research then is aimed at:

1. To find out the ability of students of cohesive devices used in their background of the problem.
2. To find out the types of cohesive devices used by the students in their background of the problem.
3. To find out the thematic development pattern of theme and rheme is mostly applied on students' background of the problem writing.

G. Significance of the Research

This study was considerably significant in two aspects:

1. Theoretically, this study can enrich the literature of the theories of cohesion, thematic progression, academic writing, and thesis supervision.
2. Practically, This study is intended to raise students' understanding of the need of using cohesive devices and theme progression to create unity in their background of the problem. For the lecturers, it is hoped the result of this study can be additional material in teaching cohesion and thematic progression. And for the researcher, it can enrich the researcher's knowledge about cohesion and thematic progression.

H. Definitions of Related Terms

Theories are described in a certain way in the study presented in this thesis. Due to the possibility of misunderstanding, misinterpretation, and ambiguity with certain theoretical concepts, this section provides a short

description to categorize them. As a result of the definitions being clarified, readers who have the same issue should also benefit from them. In this area, we hope that readers will find a wealth of valuable information. These are the definitions in alphabetical order.

1. Cohesion is defined as the available linguistics devices used to link information in writing, help the text flow, and hold the text together.
2. Cohesive devices refer to the lexico-grammatical patterns consist of reference, substitutions, ellipsis, conjunction, and lexical cohesion
3. Theme: The point of departure, the first element of a clause, or the given information in the clause. Rheme: The reminder of Theme, the rest of the clause after Theme, or the new information in the clause.
4. Thematic Progression: The pattern or the flow of information from Theme to Rheme in a clause.
5. Background of the problem is the first part of the thesis that contains the answers to what and why the research needs to be done.
6. Students ability is the capability that undergraduate students have in constructing cohesion in the background of the problem of thesis.