

**ANALYSIS COHERENCE OF THEME – RHEME AND CUTURAL
BACKGROUND OF THEMATIC PROGRESSION PATTERN ON
STUDENTS’ WRITING THESIS PROPOSAL**

THESIS



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*Submitted as a Partial Fulfillment of the Requirements
to obtain a Master degree (S2)*

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FACULTY OF LANGUAGE AND ARTS
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2023

ACKNOWLEDGMENTS



In the name of Allah, the most Gracious, the most Merciful. All praises belong to Allah Swt. The lord of the Universe, who has given the writer guidance and blessing to complete this thesis, Then the writer says peach be upon to Prophet Muhammad SAW, may peach and shalawat Salam be given to him.

This thesis was written and intended to fulfill one of the requirements for getting the master (S2) degree of the English education in Universities Negeri Padang. The writer wants to say thank deeply to Dr. Muhd Al Hafizh, SS., MA as the writers' advisor who had kindly spent his time to give his valuable advices, guidance, corrections, suggestion and motivations in accomplishing this thesis. Next, the writer would like to express her greatest gratitude to Dr. Hamzah. M.A., MM. And Dr. Havid Ardi, S.Pd. M.Hum as the thesis examiners who had patiently guided the writer given their contributive ideas, valuable advices, continuous attention, and supports to the writer in accomplishing this thesis.

The writer realizes that this thesis is still far from being perfectly, therefore, constructive criticisms and suggestions are needed to improve this paper. Finally, it is hoped that this thesis will be useful for readers.

Padang, January 2023

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ABSTRACT

Nurul Mahfuza (2023) : Analysis coherence of theme – rheme and cultural background of thematic progression pattern on students writing thesis proposal.

The aim of this research was to analyze the coherence of theme – rheme and cultural background of thematic progression pattern on students writing thesis proposal. The data of this research taken from 9 students' text background of their thesis proposal by using purposive sampling. Data were analyzed by coding, specifying, and comparing. The collected data was analyzed based on the theory of thematic progression pattern by Eggins and paltridge. The study was descriptive study. The results of this study indicates that; first, there are three types of thematic progressions pattern on students' writing, they are: Reiteration patterns with 77 or 52%, zigzag patterns with 61 or 41%, and multiple patterns with 10 or 7%. It indicates that Reiteration pattern most dominantly used on students writing thesis proposal. Second, there are three types coherence problem of thematic progressions on students' writing. They are the problem of brand new theme with 61 or 70%, the problem of double rhyme with 21 or 24%, and the problem of empty rhyme with 5 or 6%. It indicates that students usually bring out brand new theme on their writing. Third, result shows that cultural background affects the style and technique of students in developing their writing.

Keyword: *Cultural Background, Coherence, Theme, Rheme, Thematic progression, Thesis Proposal.*

ABSTRAK

Nurul Mahfuza (2023): Analisis koherensi pada Tema – Rema dan latar belakang budaya pada pengembangan tematik pada tulisan proposal skripsi mahasiswa.

Penelitian ini bertujuan untuk menganalisis koherensi tema – rema dan latar belakang budaya pada pola perkembangan tematik pada proposal skripsi mahasiswa. Data penelitian ini diambil dari 9 teks latar belakang proposal skripsi mahasiswa dengan menggunakan purposive sampling. Data dianalisis dengan cara mengkodekan, menspesifikasikan, dan membandingkan. Data yang terkumpul dianalisis berdasarkan teori pola perkembangan tematik oleh Eggins dan Paltridge. Penelitian ini adalah penelitian deskriptif. Hasil penelitian ini menunjukkan bahwa ; pertama, ada tiga jenis pola pengembangan tematik pada tulisan siswa, yaitu: pola pengulangan dengan 77 atau 52%, pola zigzag dengan 61 atau 41%, dan pola ganda dengan 10 atau 7%. Hal ini menunjukkan bahwa pola Reiteration paling dominan muncul pada tulisan skripsi mahasiswa. Kedua, ada tiga jenis masalah koherensi pada progresi tematik pada tulisan siswa. Yaitu permasalahan kemunculan tema baru 61 atau 70%, permasalahan rima ganda 21 atau 24%, dan permasalahan rima kosong 5 atau 6%. Ini menunjukkan bahwa siswa biasanya memunculkan tema baru pada tulisan mereka. Ketiga., hasil menunjukkan bahwa latar belakang budaya mempengaruhi gaya dan teknik siswa dalam mengembangkan tulisannya.

Kata kunci : Latar Belakang Budaya, Koherensi, Tema, Rema, Pengembangan Tematik, Tesis proposal.

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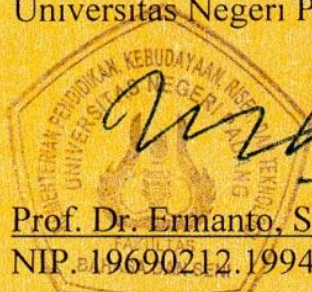
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SURAT PERNYATAAN

1. Dengan ini saya menyatakan bahwa: Karya tulis yang berjudul "*analysis coherence of theme – rheme and cutural background of thematic progression pattern on students' writing thesis proposal*" adalah asli dan belum pernah diajukan unuk mendapatkan gelar akademik, baik di universitas negeri Padang maupun di perguruan tinggi lainnya.
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Padang, 03 Februari 2023

Saya yang menyatakann



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LIST OF ABBREVIATIONS

1. **TP** : Thematic progression
2. **T** : Theme
3. **T1** : Theme 1
4. **R** : Rheme
5. **R1** : Rheme 1
6. **CP** : Constant Pattern
7. **LP** : Linear Pattern
8. **SP** : Split Pattern
9. **S** : Sentence
10. **S1** : Sentence 1
11. **P** : Paragraph
12. **P1** : Paragraph

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Cohesion and coherence are requirements for good writing. Haliday & Matthiessen (2014) define coherence as the relationships between meanings within a text that take place when one interpretation of one piece of the discourse depends on another. It means that to make a good writing, the writer should pay attention to the correlation and the interdependence between the paragraphs in developing the same ideas.

However, many students do not pay attention to the relationship or coherence among the paragraph in developing the same idea when doing writing. According to Yunita (2018) said that in order to compose a quality composition, students must focus on a number of factors. That is include of thematic progression or the theme of the sentence. In addition, Alsono (2003) argue that a language learners often write a text with does not consider to the cohesion among the paragraph in consisting the text. The students should consider the connection between the sentences in order to develop the information communicatively. Starting a sentence with a theme is useful in helping students to communicate their idea successfully. Therefore, it is said that writing is an activity that is difficult to do.

In a sentence, the first element is the theme and after that is the rest of the rheme phrase. Therefore, the theme and rheme are related to each other in a sentence made in one paragraph. According to Wang (2007) said that theme and rheme describe how information is presented or dispersed in a phrase. Readers can better understand the material in the clause by using themes and rheme. Based on Butt (2000) stated that it's require a straightforward meta-language that identifies the initial element as theme and the other clauses as rheme in order to study and analyze textual meaning. The theme of the clause is presented first, followed by the rheme. It means that theme rheme is a unity of structure of linguistics that helps writer to keep the sense of the paragraph. Then the readers are more understanding text by using theme rheme.

The flow of information from the theme rheme in each clause should be perfect and communicatively in order to deliver the message communicatively and effectively. According to Eggins (2004) states that the exchange of information between the next pair of theme and rheme in a work is referred to as "thematic progression". Meaning, thematic progress is a summary of the two main ideas of nature in a sentence which combines themes and rhemes. This is in line with the opinion of Butt (2000) which says that Thematic Progression is the ability of a text to develop its themes cohesively contributes to its overall coherence. According to Wang (2007) one aspect that determines whether or not a piece of writing is good is coherence. Coherence is the notion of internal

source to structure clauses as messages, including about themes and rhyme. In fact, thematic progression has correlation with coherence or text convexity. Thus, According to Gerot (1994) there are three categories of theme such as topical theme, textual theme, and interpersonal theme.

The reason of take care about thematic progression will help the students to deliver their idea effectively. According to Haliday & Matthiessen (2014), state that theme rhyme organization or thematic progression of clause in a sentence is an important factors when developing the text. It is clarify that theme- rhyme or thematic progression can influence the ability for develop the text in writing. For pedagogical context of writing, according to Downing (2001) stated that the study of thematic progression analysis can be used in educational field, especially in analyzing the development of the text. Beside, as magister of English education students, this topic hopefully can gives some information about how to write a thesis proposal correctly, how is the problem of coherence a writing based on thematic progression pattern, and according to Amperawaty (2019) stated that thematic progression is a coherence tool. It can be determiner to analyze a coherence of text in undergraduate student's thesis proposal.

Thematic progression or (TP) can be as a part of systematic functional linguistics. It means that thematic progression can promotes textual discourse knowledge. Based on Not (1996) stated that Thematic Progression is necessary for the production of a text that is both

grammatically and structurally ideal. The construction of the discourse, according to systemic functional linguistics, accommodates both interpersonal and ideational meaning. In another sense, a language that begins either through oral or written writing begins with a theme or subject in one sentence. Where this theme or subject works to embed the message of the author followed by rhyme or comments in a clause.

Thematic progression maintains the consistency of discourse and text structure by its relationship with topic and rhyme. This is in line with statement by Danes (1974), who stated that thematic development is the process through which themes interact with one another and with rhyme to shape the text and preserve coherence in the discourse. This implies that when the topic develops, the planned text is maintained in accordance with the discourse and linguistic style. Then, As a result, it can also make regular information in the text. If the theme and rhyme are having already structured, the paragraph will be coherence. The definitions of theme and rhyme given by Haliday & Matthiessen (2014) stated that the theme is a part of the text that serves as or the focal point of the communication and that component is focuses in the clause of a text.

In reality, thematic progression and discourse coherence, often known as text convexity, are in fact closely connected (Ren, 2009). It is suggested that teachers and students collaborate to use thematic progression as a tool to analyze the coherence of the text based on thematic progression pattern. The students will benefit from having better writing control as a result,

especially when it comes to efficiently organizing the content in their papers.

In the English Department, students are asked to read and write English texts correctly, because this is the initial state in the learning process. However, students do have certain challenges when it comes to writing in the foreign language itself. In line with Emilia (2005), the majority of students thought writing was a challenging topic. The most obvious problem, according to the researcher's pre- observations of certain students' thesis proposals, was the background part of the thesis proposal. Some of the students make mistakes such as failing to write a paragraph that is clear and cohesive. In writing the background, the sentence must be a strong and valid sentence, which will be developed in this research because it is to facilitate related literature that offers significant figures.

In the English Department students are come from various cultures. It also will impact to the style of students in developing the paragraph text. Kaplan (1996) asserted that the culture of the writers has an impact on their style. In a similarly, Dumanig and David (2012) asserted that individuals from various cultures may not only have diverse writing styles, but also varied writing techniques. This indicates that the culture of the student may have an impact on how they write their thesis proposal. Based on the studies, thematic progression of a text differs depending on the type of literature or culture. The rhetorical organization and thematic development of any text are influenced by culture. The material is

arranged by schematization in accordance with the rhetorical technique of any document, including an opinion. This means that every sentence in every paragraph is divided into two basic components: theme and rhyme. The idea of a theme and rhyme connecting to other clauses is known as a thematic progression. This study intends to explain the rhetorical movement of students writing based on thematic progression pattern and see the students' cultural background of thematic progression pattern on their writing thesis proposals at UIN Suska Riau.

Thematic progression (TP) is an appropriate way for assessing how cohesive and coherent the work is, taking into account the aforementioned rationale. Numerous studies have shown how effective topic progression is for evaluating the coherence of ESL/EFL writing. According to Amperawaty (2019) stated that thematic progression (TP) is a coherence tool. It means that thematic Progression is the technique used to link the theme and rhyme where the topic of the sentence echoes the meaning to the preceding theme and rhyme. Similar, the concept of thematic progression was added by (Hawes, 2015) (Nurdianingsih, 2017) (Muroda, 2018), the amount of coherence of a phrase may be assessed using progression as a coherence technique based on thematic progression.

The understanding of writing arrangement based on thematic progression appears to get less attention from both teachers and students, despite the fact that the topic and thematic progression have been extensively examined in the context of Indonesian vocational schools.

Several research have been undertaken to explore the cohesion and thematic progression in students' academic writing, as well as students' ability to produce cohesiveness theme and rhyme of students background of writing thesis proposal. The first previous research was conducted by Yunita (2018), She looked into the development of themes in students' recount texts. This study discovered that, to some extent, theme and thematic progression promote the personality of recount texts created by students. The chosen topical matter serves as a gauge of how well the students can explain the text's main points. While the textual topic demonstrated the students' capacity to build the logical link between clauses and make their content more cohesive and intelligible, the interpersonal theme aids students in expressing their personal opinions.

The second related research was written by Soemantri (2020) Indonesian EFL learners' narrative texts are subject to an analysis and description of thematic development patterns and topic categories. The findings show that one of the linguistic components of narrative texts is continuous pattern, which suggests that students may concentrate on specific people because of the frequent use of continuous pattern in narrative texts..

Next research from Khedri & Ebrahimi (2012) in Malaysia which Aiming to understand how Persian translators approach thematic structure, particularly multiple theme and its subtypes, textual and interpersonal themes, and what might happen to these features when a text goes through

a translation process, addressed thematic in academic texts between English and Persian. The findings show that there were significant differences in how the languages approached various themes.

The research that focuses on thematic progression also written by Willims (2005) which explores the thematic usage of the semantic research area and researchers in the Discussion part of Spanish-language original texts and English-Spanish translations of biomedical reports. With the exception of plural study nouns, the results show that the proportion of tenses differed across all categories, with the Spanish texts having a higher percentage of present and present perfect tenses and the translations having a higher percentage of past indeterminate tenses.

Another research from Engla (2020) which finding out paragraph coherence in student's thesis background at STKIP PGRI Padang. The outcome demonstrates that each paragraph utilizes a unique theme development strategy. They consist of the patterns CT, ZT, MS, CR, CP, DT, MP, LC, CL, and EP. The pattern affects how cohesive the paragraph is.

The research from Mega (2019) Analyze several thematic progression patterns that students have employed in their writing of descriptive texts in order to identify the most common one. The findings show that students used three distinct theme progression patterns. They are consisting of a constant theme, a linear theme, and a split rheme. The most common style used by pupils is the constant theme.

Another research about thematic progression was conducted by Muroda (2018) which examined thematic Progression in students' English teacher education department thesis proposals. Thematic progression with enhanced coherence and thematic progression with veiled coherence were the two sorts of patterns that were analyzed.

The research from Kuswoyo (2017) which identifies issues with students' academic writing from the fifth semester's theme development. The study's findings indicate that there are six issues with thematic progression: the issue of a completely new theme, the issue of a double rheme, the issue of an empty rheme, the issue of an empty theme, the issue of an excessive reliance on a single theme pattern, and the issue of an unclear choice of textual theme.

Another related research from Rahmawati (2015) looks at the development of themes in English-language graduate school students' thesis abstracts in Indonesia. The findings indicate that students' thesis abstracts tend to follow a regular topic pattern, which suggests that their writing is not particularly well-arranged.

Moreover, Anwar & Amri (2020) analyze research on the study on the analysis of textual cohesiveness in discussion texts written by English department students at Universities negeri Padang discovered that: (1) multiple unmarked themes are the most common theme type in the students' discussions texts; and (2) the incorrect selection of thematic

progression in the students' discussion texts lead to the students' discussions texts.

Another study by Priyatmojo (2021) focused on the consistency and cohesiveness of student recall texts in Indonesia. According to the study, three different types of patterns—reiteration/constant, zigzag, and multiple theme progression pattern—were used to produce coherence in the students' recount text. Most of the text was expanded in a repetitive or consistent manner. The majority of the text was judged to be incomprehensible due to the disconnected clauses. The progression of the text was therefore broken, although being clearly defined.

In addition, students also need to understand how to make strong paragraphs that flow grammatically and coherently from paragraph to paragraph, from sentence to sentence, and from one phrase to another or from one clause to another. So that the sentences written in these sentences are still related and have one main idea. However, maintaining the correlation between paragraphs in writing is a problem faced by students when carrying out writing activities. Based on observations, researchers found that students at UIN Suska Riau faced some difficulties in writing.

Besides, based on the previous studies written by (Yunita, 2018), (Soemantri, 2020), (Willims, 2005), (Engla, 2020), (Mega, 2019), (Muroda, 2018), (Kuswoyo, 2017), and (Rahmawati, 2015) commonly discuss about thematic progression pattern on students writing. Most of the previous research took the subject from English text such as Narrative,

Descriptive, Recount, academic writing, and some of them are connected to translation text. Although few of the previous research was analyze thesis proposal, but they analyze the abstract and only found types of thematic progression in students writing thesis proposal, thus, this current research was different from previous research that this research analyze the coherence and cultural background ofin writing thesis proposal based on thematic progression pattern and also to see the differences of culture themes from thematic progression pattern of students writing thesis proposals at UIN Suska Riau.

The researcher chooses background in part of introduction to be analyzed. The researcher chooses background as the research subject because in writing a proposal, the crucial part is an introduction section. Introduction gives some attract to the readers' attention. Based on (Bavdekar., 2015) the introduction section contains many reasons for conducting research with the theme taken so that this section must be written briefly and clearly. Besides, limit of previous research analyze the background of thesis proposal. The study of Rahmawati (2015) analyzes the abstract of thesis proposal. Background is a scientific writing that must be studied and when creating a text, students are taught more about writing skills than the subject. The main problem faced by students when writing is students do not understand how to create a good background for their statements.

Even though this is important to learn and can be measured the level of understanding of students in making a good sentence into a writing. In this instance, the researcher is especially interested in how students' thesis proposals advance thematically. Basically, this study will aid both current and future teachers and lecturers who teach writing as such information and as validators to warn students about how to develop a good writing that is clear and cohesive in its paragraphs In this instance, the researcher is especially interested in how students' thesis proposals advance thematically. Basically, this study will aid both current and future teachers and lecturers who teach writing as such information and as validators to warn students about how to develop a good writing that is clear and cohesive in its paragraphs.

Considering the explanation about this message was for skills to this research wants to analyze the coherence problem in writing thesis proposal based on thematic progression pattern and also to see the differences of culture themes from thematic progression pattern of students writing thesis proposals at UIN Suska Riau.

B. Identification of the Problem

Based on the background of research problem above, there are several discourses which can be identify in this research including students' ability to write, Coherence, Cohesion, theme- rheme, types of thematic progression pattern, cohrence problem of thematic progression

pattern, topical theme, interpersonal theme, textual theme, rhetorical organization, and cultural background.

Based on the background of the research problem, coherence of theme and rheme in a sentence and students' cultural background of thematic progression pattern are crucial for both the author and reader to develop and interpret a text, therefore greater attention should be devoted to writing generally and understanding the function of cohesive text specifically. Thus, students must write coherently if they want to demonstrate that they are proficient English writers, whether it is for an academic paper or for their final exam, regardless of whether they are learning English as a foreign language or as a second language. As a result, writing is crucial to learning English since it fosters interpersonal written communication.

C. Limitation of the research

In this thesis proposal, the research limits to analyze coherence of theme – rheme and cultural background of thematic progression patterns on student's writing thesis proposals. This research limits to analyze types of thematic progression pattern found in undergraduate student's writing thesis proposal. Then, the research also wants to investigate the coherence problem found in writing thesis proposal by undergraduate students' thesis proposal based on thematic progression pattern. Then the research wants to analyze cultural background of thematic progression patterns on student's writing thesis proposals. This research only analyze

undergraduate thesis proposal of the students in academic year 2019 who have already conducted seminar proposal examination while in 6 semesters. Then, because of the limitation of the time and the analysis of all sentences, the researcher will only analyze chapter 1 in introduction section especially in part of background of the problem. The researcher limits to analyze the topical sentence and took this part because the researcher considers that background is an important part in thesis proposal. This part will show the quality of the researcher in order to write, develop the idea, and the use of word chooses in writing.

D. Formulation of the Problem

The formulation of this thesis can be stated as follows: Analysis coherence of theme – rheme and cutural background of thematic progression pattern on students' writing thesis proposal.

E. Research Question

Based on the background of the research problem above, there are some research problems that can be identifying such as:

1. What are types of thematic progression pattern found in students writing thesis proposal?
2. What are the coherence problems in writing thesis proposal by undergraduate students based on thematic progression pattern?
3. How is the cutural background of thematic progression pattern on students' writing thesis proposal?

F. Purpose of the Problem

The purpose of this research was:

1. To identify types of thematic progression pattern found in students writing thesis proposal.
2. To find out coherence problem in writing thesis proposal by undergraduate students based on thematic progression pattern
3. To analyze cultural background of thematic progression pattern on students' writing thesis proposal.

G. Significance of the research

The findings of this research hopefully gives some contributions theoretically and practically. For pedagogical context of writing, Downing (2001) stated that educational settings may use thematic progression analysis. The benefit of thematic progression is that it may be utilized as a tool for text analysis in the educational sphere, particularly with regard to student writing.

By conducting this research, the researcher hopes to make a major contribution as a practical implication of this research for students to know the importance of building correlation between sentences in a writing to make easy to understand, the effort to make students understand how to make good sentences and appropriate with that is being discussed, and the problem faced by the students in making a writing thesis proposal based on thematic progression pattern.

H. Definition of The Key term

In order to avoid misunderstanding of the term that used in this research, the researcher shows some definition provided as follows:

1. Students' problem refers to the difficulties of the students in maintaining good sentences in background of proposal.
2. Thematic progression is a coherence-enhancing strategy. Thematic progression is a technique used to link the theme and rheme in a phrase by having the word of the clause reiterate the meaning of the preceding theme rheme.
3. A thematic progression analysis is a thorough examination of the topic rheme employing the thematic development pattern. The theme rheme is revealed in the particular through the pattern of thematic development.
4. Language and rhetoric are seen as products of culture, but they are not always indicative of cognitive processes.
5. Theme describes the essential, deeper deep meaning of a literary work. Instead of explicitly or directly stating the topic of their work, writers often express it and leave it up to the reader to understand and interpret it.
6. Rhyme refers to the element of a statement that, in addition to what has already been mentioned in the discourse, contributes the most new information.

7. Coherence is accomplished when ideas are connected and flow naturally together, making it simple for the reader to move from one idea to the next, one sentence to the next, and from one sentence to the next throughout the essay.
8. Cohesion is the relationship between the meanings of the different parts of the text.
9. Reiteration patterns or consistent themes, zigzag patterns or basic linear thematic progression, and multiple patterns or derived thematic progression are examples of thematic progression types with enhanced coherence.
10. The problem of a brand new theme, the problem of a double rheme, and the problem of an empty rheme are examples of types of thematic development with obscured coherence.
11. Cultural Background refers to the context of one's life experience as shaped by membership in groups based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.