

**AN ANALYSIS OF THEMATIC PROGRESSION IN DISCUSSION TEXT
WRITTEN BY THE SECOND YEAR STUDENTS OF ENGLISH
DEPARTMENT OF UNP**

Thesis

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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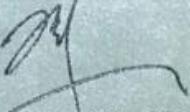
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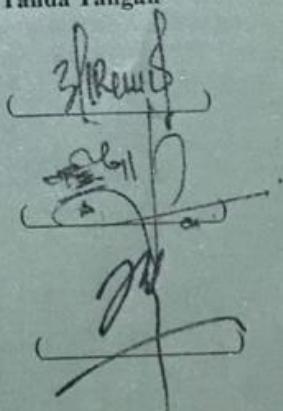
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ABSTRACT

Putri, S. G. (2020). “ Analysis of Thematic Progression in Discussion Text Written by the Second Year Students of English Department of UNP”. Thesis: Padang: English Department. Faculty of Languages and Arts. Universitas Negeri Padang.

This research aims at finding out the types of theme and the patterns of thematic progression used in the students' discussion texts written by the second-year students of the English Department of Universitas Negeri Padang. This study used a descriptive research method. The population of this research was the second-year students of the English Department of Universitas Negeri Padang. They were selected because they had taken a course on essay writing. The sample was 30 students taken using a cluster random sampling. The data were collected using a test that has been administered twice in order to get more representative data. The results show that the dominant theme types used in the students' discussion text are the simple unmarked theme (44.61 %), and multiple unmarked themes (42.35 %), and the types of theme least frequently used are the simple marked theme (10.14 %), and multiple marked themes (2.90 %). The dominant use of the unmarked theme is motivated by the students' desire to emphasize the points of the arguments which are indicated by the use of nominal groups. Meanwhile, the type of thematic progression that dominant used in students' discussion text written by the second year of English Department of Universitas Negeri Padang was a constant continued pattern (CCP) with the frequency (61.83 %). The second type that dominant used was a new theme pattern (NTP) with the frequency (19.29 %). Meanwhile, the least frequently used in the data are derived theme pattern (2.06%) and simple linear progression (16.82) patterns. In addition, there is no split rheme pattern found in the text, because the rheme is consists of two components which is turn into the theme. It was similar to the use of SLP in a clause.

Key words: *Discussion Text, Theme and Rheme, Thematic Progression*

Putri, S. P. (2020). “Analisis Pola Gerak Tema dalam Teks Diskusi yang Ditulis oleh Mahasiswa Tahun Kedua Jurusan Bahasa Inggris UNP”. Tesis: Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui jenis tema dan pola gerak tema yang digunakan dalam teks diskusi mahasiswa tingkat dua Jurusan Bahasa Inggris Universitas Negeri Padang. Penelitian ini menggunakan metode penelitian deskriptif. Populasi penelitian ini adalah mahasiswa tahun kedua Jurusan Bahasa Inggris Universitas Negeri Padang. Mereka dipilih karena pernah mengikuti kursus penulisan esai. Sampel berjumlah 30 siswa yang diambil dengan menggunakan cluster random sampling. Pengumpulan data dilakukan dengan tes yang telah dilakukan sebanyak dua kali agar diperoleh data yang lebih representatif. Hasil penelitian menunjukkan bahwa jenis tema yang dominan digunakan dalam teks diskusi siswa adalah tema sederhana tanpa tanda (44.61%), dan tema banyak tanpa tanda (42.35%), dan jenis tema yang paling jarang digunakan adalah tema bertanda sederhana (10.14%) dan tema bertanda ganda (2.90%). Dominasi penggunaan tema tak bertanda dilator belakangi oleh keinginan siswa untuk menekankan pada pokok-pokok argumentasi yang ditunjukkan dengan penggunaan kelompok nominal. Sedangkan jenis perkembangan tematik yang dominan digunakan dalam teks diskusi siswa tahun kedua Jurusan Bahasa Inggris Universitas Negeri Padang adalah pola kontinu (PKC) dengan frekuensi (61.83%). Jenis kedua yang dominan digunakan adalah pola tema baru (NTP) dengan frekuensi (19.29%). Sedangkan yang paling jarang digunakan dalam data adalah pola tema turunan (2.06%) dan pola progresi linier sederhana (16.82). Selain itu, tidak ditemukan pola perpecahan pada teks, karena rima terdiri dari dua komponen yang bertema giliran. Begitu pula dengan penggunaan SLP pada klausa.

Kata kunci: Teks Diskusi, Tema dan Tema, Pola gerak tema

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Padang, 1 November 2020

The Researcher

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LIST OF ABBREVIATIONS

CCP	: Constant continuous progression
DTP	: Derived theme progression
MMT	: Multiple marked theme
MUT	: Multiple unmarked theme
NTP	: New theme progression
SLP	: Simple linear progression
SMT	: Simple marked theme
SUT	: Simple unmarked theme

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of the important subjects that should be mastered by students at every level of education, particularly by university students majoring in English. Through writing, students can express their ideas and background knowledge creatively which are required in written communication. It is one of the requirements to make them able to complete their study at their university. In addition, it is not only needed in academic fields but also in any career field. Many companies require their prospective employees with good ability in written communication.

Nevertheless, writing is not an easy thing to do, because students should pay attention to several elements in writing such as vocabulary, grammar, punctuation, and the coherence among sentences. According to Rijlaarsdam et al. (2004), writing is complex and effortful. It seems that writing is a difficult matter not only for students but also for teachers. This is due to the fact that writing requires them to choose the right vocabulary, combine the vocabulary, and then tenses well to make their writing meaningful and readable for others.

However, many students consider writing as both difficult and boring activities. This is due to the fact that they must follow certain complex rules when they want to produce good writing. In addition, they must also comply with the prevailing grammar and writing mechanisms, which should not bear problems when they communicate orally. The problem even becomes worse when they are asked to

write a text in a foreign language. In writing English text, for example, they do not only face problems as mentioned above, but the lack of vocabulary also influences their writing. Nevertheless, lack of vocabulary should not be a big problem for English Department students because they already have an adequate number of vocabulary for a simple writing process.

The exact problem is related to the unity or cohesiveness of the ideas in their writing, or how all of the ideas they write are related to one another. A text is not merely a group of clauses, but those clauses have to be cohesive or united; in the sense that they have to support one major idea.

As a matter of fact, writing is a process of arranging ideas that refer to a particular topic. This suggests that the most important thing in writing is systematically organizing ideas or thoughts. These ideas can be categorized as given information (functionally called theme) and new information (functionally called rheme) In relation to theme and rheme terminology, Halliday and Matthiessen (2014) state that theme is the core of a clause or the point of departure of the message, while rheme is the development of the theme or the other clause element in which the theme is developed.

There are only two positions of constituents recognized in a clause: the first part and the last part. The first part of a clause is known as the theme. Halliday and Matthiessen (2014) say that theme is the starting point for the message that informs what the clause is going to be about.

Meanwhile, the last part of a clause is called rheme. Eggins (1994) says that rheme is the part of the clause in which the theme is developed. Furthermore, Martin

et al. (1997) categorize rheme as the elements of a clause that follows the theme where the presentation moves after the point of departure. Once the theme of a clause is identified, the rheme can be easily recognized.

Thematic progression is the progression from theme to rheme in a clause is called thematic progression Eggins (1994). A thematic progression gives a significant contribution to keeping the text coherent. Discussion text is one of the text types obviously required by students, especially university students because such text type is used in some of their university projects. According to Gerot and Wignell (1994), a Discussion text is a text that presents an issue from at least two viewpoints, such as pros and cons, similarities and differences, and so forth. In writing a thesis, for example, discussion text is needed when they write a background of the problem of their thesis because they need to find the similarities and differences of their present study from the previous studies.

According to Crossley and McNamara (2014), lack of cohesion element in the text influences the quality of a text. Cohesion allows the reader to make connections between the ideas in the text (Halliday & Hasan, 1976). The tools for connecting the ideas are called cohesive devices. One of the cohesive devices is the thematic structure. It is important to sign ideas by using this structure to help readers to read it incoherent way

In order to help the students in writing, the teachers should not only give a correction to the students' writing but should also give feedback to the students' writing, one of which is through the analysis of the theme and thematic progression used in their work. Rosa (2007) stated that thematic progression can help students in

their writing through the pattern of theme and rheme used in their writing. He analyzed the thematic progression as a means to keep the cohesion in expositions text written by the fourth year students of the English Department of UNP. In particular, thematic progression helps students to keep the cohesiveness of their text. Moreover, the results of his research also explain that different text types use different dominant types of themes and different patterns of thematic progression.

The issue of theme and rheme has attracted a number of researchers to do research on the theme and thematic progressions. Yang (2008) studied thematic progression in teaching explanation writing. Then, Rustipa (2010) studied theme and rheme organization in the texts written by EFL learners. In addition, Jing (2015) studied theme and thematic progression in English writing teaching. He found that thematic progression gives students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. Furthermore, Rosa (2013) analyzed the thematic progression used by university students in writing an exposition text. He argued that thematic progression can be used as the model to evaluate the text cohesiveness of exposition text written by university students. Therefore, the finding of his research confirms that thematic progression can be used as the tool to improve the students' writing quality in exposition texts.

Moreover, Gunawan and Aziza (2017) investigated meaning-making in academic writing through the theme and thematic progression used in the undergraduate thesis. They found that topical, interpersonal, and textual themes are used in the thesis following the conventional features of good academic writings. In

addition, they also found that the undergraduate students' thesis use three types of thematic progression pattern, i.e theme reiteration pattern, zigzag pattern, and multiple theme pattern.

Furthermore, Yunita (2017) analyzed the thematic progression in the vocational school students' recount text. She found that different themes work differently in building their recount texts: topical theme represents their ability to deliver what the text is about, the interpersonal theme helps them declare their personal comments, and textual theme shows their ability to develop the logical relationship between clauses and make their texts more cohesive and coherent.

The previous studies focused on several genres, such as exposition and recount texts. This means that there is a possibility to conduct studies on theme and rheme in another genre. In this study, the researcher chose a discussion text as the text type to be investigated. The discussion text is chosen because of some reasons. For example, discussion text investigates the issue which comes from two views or different outlook; there are positive and negative views. Therefore, writing discussion text will increase the students' critical thinking to think over. Furthermore, it also helps them to finish their study in order to make a thesis because the students will find the similarities and the differences in the previous related research with their own research. So, this research will analyze the types of themes and patterns of thematic progression in the students' writing discussion text.

1.2 Identification of the Problem

There are several problems that can be identified in the students' writing. The first problem is Students consider writing as both difficult and boring activities. The

second problem is Students' problems related to the unity or cohesiveness. The last is lack of cohesion element in the text influences the quality of a text. The problem in organizing ideas will be identified based on the systemic functional grammar theory through the use of theme and thematic progression.

1.3 Limitation of the Problem

Based on the identification of the problem, the problem of this research is limited to the use of theme and thematic progressions in the discussion texts written by the second year students of English Department of Universitas Negeri Padang (UNP).

1.4 Research Questions

Based on the identification and limitation of the problem above, the problem of this study is formulated into the following research questions:

1. What are the types of themes used in the discussion text written by the second year students of English Department of UNP?
2. What are the types of thematic progressions used in the discussion text written by the second year students of English Department of UNP?

1.5 Purposes of the Study

Referring to the research questions, this study is intended to:

1. Find out types of themes used in the discussion text written by the second year students of English Department of UNP.
2. Find out patterns of thematic progressions used in the discussion text written by the second year students of English Department of UNP.

1.6 Significance of the Study

The results of this study are expected to contribute to writing discussion text both theoretically and practically. Theoretically, the results of this study are expected to enrich the theory of cohesion in writing, especially the one related to the involvement of theme and rheme and thematic progression in keeping the cohesion of the text. Practically, the results of this study are expected to contribute in keeping the text produced by students cohesive.

1.7 Definition of the Key Terms

1. Discussion text is a kind of text that presents an issue from at least two points of view.
2. Theme is the starting element of a clause based on which a clause is developed.
3. Rheme is the element of a clause in which theme is developed.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions above, there are several conclusions related to the thematic progression in the discussion text written by the second year of English Department Student of Universitas Negeri Padang can be descriptive as follow:

1. The dominant theme used is unmarked theme (simple and multiple unmarked). It indicated that students focus on how they generate the ideas in the discussion text. However, a marked theme is necessary in the clause to emphasize on the circumstance rather than to show the participant in the clause.
2. The students dominantly used constant continue patterns (CCP) patterns which are indicated the lack of cohesiveness of the ideas in the students' discussion text written by the second year students of English department of UNP. Discussion texts contain arguments (both pros and cons). SLP and DTP should be dominating the use of thematic progression patterns in the students' discussion text.
3. The students' discussion text is lack of cohesiveness is caused the students do not have knowledge in writing discussion text to organize good ideas in discussion text.

5.2 Suggestions

Based on the conclusions stated above, the following suggestions are recommended:

1. For students

The students have to pay more attention of the choice of theme types and thematic progressions and related in organizing the ideas.

2. For lecturer

It is recommended to the lecturer to remind the students that the clause begins with a theme while the controlling idea is called rheme. This research can be used as references for the lecturer to analyze the cohesiveness of students' writing that contributed to education programs.

3. For the next researchers

It is suggested to do other studies in other types such as hortatory text, exposition text, narrative text, and others because different text types might affect the cohesiveness of the text.