

**WRITTEN BY TENTH GRADE STUDENTS
AT SMK PAB 5 KLAMBIR LIMA**

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ABSTRACT

Fajrin, Mutiara Nur. Registration Number: 2143121025. Thematic Progression In Recount Text Written By Tenth Grade Students At SMK PAB 5 Klambir Lima. A Thesis. English and Literature Department, Faculty Languages and Arts, State University of Medan, 2021.

This study analyzed the Theme-Rheme system and the exchange of Theme and Rheme which called as Thematic Progression in students' writing. The main purpose of this study was to find out the Theme types and Thematic Progression patterns applied in students' writing. The research design in this study was qualitative. This study described how students develop recount text about their personal experience. The researcher divided the subjects of this study into male and female group which taken from students of SMK PAB 5 Klambir Lima. The data was collected through assigning the students to write a recount text genre. The results showed that the most applied Theme were Topical themes which act as participant or actor of the clause. The second Theme were Textual themes which act as conjunction in the clause. The last which also the least Theme were Interpersonal Themes. The Interpersonal theme applied by students were the elements of comment adjunct and mood adjunct. Thematic Progression which proposed by Eggins (1994) has three pattern; Constant Theme, Simple Linear, and Multiple Theme. The result in this study found there were only two patterns found in students' writing. The first pattern was Constant Theme and the second pattern was Simple Linear.

Key words : Theme, Rheme, Thematic Progression, Recount Text, Tenth Grade Students

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INTRODUCTION

1. Background Of The Study

Language is the basic element for human that used to communicate in human daily life. English is one of languages existed in this world and it is known as an international language use by broad countries. Like the other language, English used as a set of structures for making a word, sentence, paragraph until a whole text, book, or article.

There are three grammars which have had a major on schools in the western world this century. These are as follows: Traditional grammar focuses on rules for producing correct sentences; Formal grammars to describe the structure of individual sentences; Functional grammars to describe language in actual use and so focus on text and their contexts (Pramesti, 2019, P.3). Functional grammar concerned with the text (language) as resource for meanings rather than as system of rules. There are three kinds of meaning or metafunctions provided by Halliday. There is interpersonal meaning which realize in mood. Then the experiential meaning which realize in term of transitivity and the last one is textual meaning which realize in theme and rheme system.

In textual meaning, there are two key systems expressed textual meaning in clause. The first is called Information Structure and involves constituents that are labeled given and new. The second is called Thematic Structure and involves constituents that are labeled theme and rheme. Theme basically known as the main topic that being talked in a sentence and rheme is the remainder of a sentence that provide the circumstances for the topic in a clause. Eggins (2004) states that Thematic Progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion.

In teaching English, there are four skills that should be mastered by students. There are: reading, listening, speaking and writing. Among these four skills, writing is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and global economy (Graham

and Perin, 2007). Therefore being master in writing plays a pivotal role in achieving success (Marzban & Sarjami, 2014).

Research has found that in ESL/EFL students' writing, the students focus almost entirely on the word and sentence levels rather than the level of the whole discourse, that is, textual coherence (Ferris and Hedgecock 1998 as cited in Lee, 1998). Coherence allows the reader to move easily throughout the writing from one idea to the next, from one sentence to the next, and from one paragraph to the next (Sherman, Slawson, Whitton, 2011). In fact, the thematic organization of the text is closely connected with discourse coherence or text connection (Ren, et al, 2009). Unfortunately, this thematic organization is not paid attention by both teachers and students in the teaching and learning activity, especially in writing skill, though it is important since it can show the ability of students in organizing their ideas and making their sentence coherent (Wang, 2007). Foreign language teachers, whenever they give correction for their students' writing, still focus on the student's errors that occur in the clause level, such as incorrect use of tenses, misuse of pronoun and conjunction, and so forth. To help students organize information within clause to make their writing coherent, the use of Theme and Thematic Progression is determining (Halliday & Hasan, 1976; Belmonte & McCabe, 1998).

Based on the problem that has found in observation, researcher is going to analyse the theme-rheme system in recount text written by tenth grade students. Finally, the researcher wrote this thesis which is related to Thematic Progression In Recount Text Written By Tenth Grade Students At SMK PAB 5 Klambir Lima.

REVIEW OF LITERATURE

1. Systemic Functional Linguistic

Systemic Functional Linguistics was first introduced and developed by British linguist M.A.K. Halliday. Halliday (1994) state that Systemic Functional Linguistics (SFL) is a theory centered on a notion of language function. SFL does not recognize a clause only in sentence level, instead of discussing what categorize as what (Subjects and Objects) but it is break down the clause as who the participants are, what action is done and in what circumstances it is done.

2. Metafunction

Halliday (2014) defines metafunction as a combination of three different structures deriving from distinct functional component. These component are the ideational (clause as representative), the interpersonal (clause as exchange) and textual (clause as message). In each metafunction analyse a clause in different set of elements.

3. Textual Metafunction

Textual function concern with language as message. Textual function deals with establishing coherence and cohesion in text. Textual function realized by the Theme system in a clause and the Theme system is represented by Thematic structure which comprises two major elements: (1) Theme and (2) Rheme (Halliday 2004:30)

4. Thematic Structure

Halliday (1994: 37) states that thematic structure is one of the various structures which when it is mapped on to each other make up a clause and will be considered give the clause its character as the messages. Thematic structure then realize in term of Theme and Rheme. Theme known as the starting point or the main topic of a clause and Rheme considered as the remainder of the clause.

6. Types of Themes

- Topical (Ideational) Theme

Topical (Ideational) Theme is Theme of a clause ends with the first constituent that is either participant, circumstances or process (Halliday &

Matthiessen, 2014). Topical Theme usually presented by nominal group or it may also prepositional phrase or adverbial group that occurs in the first clause.

- Interpersonal Theme

According to Paltridge (2006), interpersonal theme refers to an item that comes before Rheme which indicates the relation between participants in the text, or the position or point of view that is being taken in the clause. The constituents which can function as interpersonal Themes are: the unfused Finite (in interrogative structures), and all four categories of Modal Adjuncts: Mood, Polarity, Vocative and Comment (Eggins, 1994 : 278).

- Textual Theme

According to Halliday (2004: 642) Textual Theme is any combination of Continuatives, Structural, and Conjunctive adjunct. This textual Theme is doing important cohesive work in relating the clause to its context.

7. Thematic Progression

Eggins (1994) defines Thematic Progression is the exchange of information between successive Theme and Rheme repairings in a text. Eggins divide three types pattern of Thematic Progression;

- Constant Theme

The first pattern of Thematic progression that Eggins (2004) proposed is Theme reiteration. This pattern often appear in biographical and narrative passages. It also frequently found in textbooks and description of factual report. A paragraph that indicates using this pattern when a Theme is picked up and repeated at the beginning of each clause.

- Zig-Zag (Simple Linear Pattern)

The second types of thematic progression pattern proposed by Eggins is zig-zag pattern, which in Bloor and Bloor (1995) and Danes (1974) categorize as simple linear Theme pattern. A paragraph can be identified using zig-zag or linear pattern when the subject matter of the Rheme in the previous clause is taken up as the Theme of the subsequent clause. Eggins (1994) stated that the zig-zag pattern achieves cohesion in the text by building on newly introduced information.

- Multiple Theme (Split Rheme)

Split Rheme pattern proposed by Bloor, T. and Bloor, M (1995), which is essentially the same thing as Multiple Theme. This multiple Theme occurs when the Rheme of a clause may include a number of different information and each of the Rheme may taken up as Theme in a number of sequent clauses.

8. Writing

Nunan (2003:88) said that writing is both physical and mental act. Physical act refers to the act of committing words or ideas to some medium, while the mental act is work of inventing ideas, thinking how to express and organizing them into statements or paragraph to be clear for reader.

9. Recount Genre

Recount, commonly, is written based on the writer's experiences (Education Department of Western Australia, 1997a, p. 45, as cited in Emilia, 2011). Dirgeyasa (2014) said a recount text is a text that retells events or experiences in the past and it often stories that can be either factual or imaginative.

RESEARCH METHODOLOGY

Research Design

This study has been conducted by using descriptive qualitative design. In this study, it has been analyzed the Theme types and Thematic Progression patterns in recount text written by tenth grade students.

Data and Source of Data

The data needed to answer the research problem is the students' recount text. The sources of this data are the grade X which is consisted of 13 female students and 11 male students.

Technique of Data Collection

The data collection in this study will be collected from writing test that is as documentation to collect the data of theme types and thematic progression patterns in students' writing text.

The Technique of Data Collection

In this study, there are some steps in analyzing data. They are:

1. Identified Theme and Rheme in each clauses by underlying and coding identified Theme with T and Rheme with R.
2. Classified the Theme based on the three Theme types (Ideational Theme, Interpersonal Theme and Textual Theme).
3. Classified the clauses which categorize as Simple Linear Pattern (SLP), Constant Theme Progression (CTP), and Derive Theme Progression (DTP).
4. Calculated the Theme-Rheme and Thematic Progression applied by students.
5. Described the Thematic Progression applied by the female and male students

DATA ANALYSIS

1. Theme and Thematic Progression In Students' Writing

There were 24 recount texts from the male and female students. The students were given assignment to write personal recount writing with different topics. The female students could retell their experience during the holiday that they ever had and for the male students they told to retell their experience while learnt during the pandemic. After analyzing the data, researcher found there are 381 Themes occurred in students' recount with 290 occurrences of Topical Theme, 86 occurrences of Textual Theme, and 5 occurrences of Interpersonal Theme.

The Data Analysis of Theme Types in Students' Writing.

No.	Theme	Occurrences	Percentage
1.	Topical	290	76.11%
2.	Textual	86	22.57%
3.	Interpersonal	5	1.31%
Total		381	

For the Thematic Progression Patterns, researcher found 131 Thematic Progression Pattern which existed in students' writing. There are 107 Constant Theme Pattern and 24 Simple Linear Pattern found. Unfortunately researcher did not find any Derived Theme pattern existed in students' writing.

The Data Analysis of Thematic Progression Pattern in Students' Writing

No.	Thematic Progression Pattern	Occurrences	Percentage
1.	Constant Theme	107	81.67%
2.	Simple Linear	24	18.32%
3.	Derived Theme	0	0%
Total		131	

The Calculation of Theme Types Applied by Male Students

No.	Theme	Occurrences	Percentage
1.	Topical	104	76.47%
2.	Textual	30	22.05%
3.	Interpersonal	2	1.47%
Total		136	

The Calculation of Theme Types Used by Female Students

No.	Theme	Occurrences	Percentage
1.	Topical	186	75.91%
2.	Textual	56	22.85%
3.	Interpersonal	3	1.22 %
Total		245	

Research Finding

The researcher finds the results of this study. It could be seen below:

- a. From the data analysis the result showed that the most applied Theme in students' writing are Topical theme followed by Textual theme and Interpersonal theme. Thematic progression found are Constant Theme (CTP) and Simple Linear (SLP) or also called the Zig-Zag pattern, but unfortunately there were no Derived Theme pattern (DTP) found in students writing.
- b. The most dominant Theme applied by male and female students are Topical. It can be participants (subject) of the clause or circumstances. The textual theme applied are conjunctions or Conjunctive Adjuncts. The Interpersonal themes applied by students are the elements of Mood Adjuncts.

CONCLUSIONS AND SUGGESTIONS

1. Conclusions

Based on the data analysis, it is conclude that Theme types found in students writing are topical, textual and interpersonal. The most applied Theme is topical then followed by textual Theme. While the interpersonal Theme is the least Theme that occurs in students writing both in male and female group.. Thematic Progression pattern that found in students writing are Constant Theme pattern and Simple Linear pattern. Constant Theme pattern showed that the students as the writer of the text were maintain the foccus of the text but this would make the text boring to read or listen to. The used of Simple linear pattern in students writing indicates that students want to bring and develop the text by building on new iformation. The absence of Multiple Themes is cosidered that this pattern is difficult to apply.

2. Sugestions

Based on the conclusion above, researcher would like to give suggestion for the teacher to pay more attention and guide students in writing. Researcher recommend teacher should not only strengthen the ability of students' writing in clause level but more in whole textual level trough the theory of Thematic Progression in order to strengthen the coherence and to maintain the message in a text runs well. For other research, as this study foccus in the Theme-Rheme system and the exchange of Theme-Rheme pairing, it is suggested for the further researcher to find out other points and wider the participants from grade or level.

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