

THEMATIC PROGRESSION IN STUDENTS' DESCRIPTIVE TEXT

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Abstract

Thematic progression is important in coherence to be considered as good text. So, it needs the element of thematic progression or it can be called theme and rheme. Theme and rheme constitutes the main part of clause, because comprehending the thematic progression may help to understand whole clause. The coherence text should also be necessary written by students in senior high school in Batujajar. This investigation is conducted to consider the thematic progression and coherence in descriptive text. The purpose of this research is to identify types of thematic progression in students' descriptive text and the levels of coherence in students' descriptive text. The researchers use descriptive quantitative method.. The data are all clauses from paragraphs on text. The result of the result shows that there are two of three models of thematic progression found, namely zig-zag theme and re-iteration. In addition, the finding also found that there are three level coherence in every students' descriptive text such as a good, fair, and less levels coherence.

Keywords: *Thematic progression, Descriptive text*

INTRODUCTION

There are four standards of learning a language, one of them is writing. In writing the students can express many ideas in mind that have purpose and easier to understand. Blanchard and Root (1998: 1) as cited in Mundriyah and Parmawati (2016) state that learning to write in a new language is not always easy. Moreover, right presently, Apsari (2017) contends that composing is critical for career and individual life since others will judge our considering capacity agreeing to what we compose and how we compose it. A well-written work application letter, for illustration can make somebody get a work or be turned absent. In this manner, great composing aptitudes are vital to communicate our information and thought clearly and viably. According to Faisal & Suwandita (2014) "writing is a basic language skill, as important as speaking, listening and reading". Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form. Amperawaty (2019) says that writing as a process which entails rehearsing, drafting and revising. This process involves the exploration of thought, the composition of a written draft, revision, and lastly, the final draft. For second language learners, especially in college, writing is undoubtedly important.

Descriptive text is one of types of the text that students learn in the school. The students also should master how to make that text well. Descriptive text is a text that describes a particular person, place, or thing. Here, there are some definition of descriptive text by experts. According to Asrial (2003) descriptive text as painting pictures with word. The meaning is the students describe about something, such as picture, person, thing, animal, and place. In descriptive text,

the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly. A description is more often than not organized spatially but can too be chronological or unequivocal. The center of a portrayal is the scene. Description employments instruments such as denotative dialect, connotative dialect, metaphorical dialect, allegory, and comparison to reach at a prevailing impression.

The generic structure of descriptive text covers identification which is a part of paragraph which introduces or identifies the character to be described. It can be called general description of the object. Usually, it contains object's name, kind of the object, etc.

(The next is description which is a part of paragraph which describes parts, qualities, and characteristics of the person or something that will be described. It should be described in detail, so the readers can get clear description of the object.

The social function of this text is to describe a particular person, place or thing. Meanwhile, the language features are as follows.) The another is description which may be a portion of passage which depicts parts, qualities, and characteristics of the individual or something that will be depicted. It ought to be portrayed in detail, so the presets can get clear depiction of the object. The social work of this passage is to portray a specific individual, put or thing. In the mean time, the dialect highlights are as follows. The first is the use of simple present tense.

Table 1. Formula of Simple Present Tense

<u>Subject + Verb 1 +</u>	<u>Subject + Verb s-es +</u>
They / We	He / She
I / You	It

As it is known, the function of this tense is to explain a habitual action and continuously activity, like:

The students go to school every day.

She studies English twice a week.

Another is to explain general truth, such as “The sun **rises** in the east and **sets** down in the west.”

To emphasize, there are some common adverbs used:

1. Every morning/day/week/month/year
2. Once, twice, three times, four times,
3. Always, usually, sometimes, often, never, seldom.

Faisal & Suwandita (2014)

This study concerns on analyzing thematic progression of student's descriptive text in one of Senior High School in Batujajar. Syharizal, et al (2018) states that linguistics is a systematic inquiry into human language - into its structure and use and relationships among them, as well as its historical and acquired development by children and adults. The etymological circle incorporates the structure of the dialect (dialect) and the fundamental linguistic competence and the utilize of dialect (and the basic communicative competence).

One portion of systemic utilitarian etymology is thematic progression. Based on Syharizal et al (2018) thematic progression is the way in which the topic of a clause can be recovered or rehashed, from the meaning of the past topic. Thematic progression as a rule analyzes composed content. Then, Syharizal et al (2018) states that it movement is fundamental in making coherent

content and organized language structure. According to Syharizal et al (2018) explains the meaning of writing as a skill of language. He aforsaid that writing is subjective of the language skills which is usage to communicate indirectly, without having face to face with other people. Astuti, Suryani, & Kurniati (2010) characterize Thematic progression as the progression of modern Topics, which has literary implications of how experiential and interpersonal implications are organized in a direct and coherent way that contributes to the cohesive improvement of a content at that point produces a coherent entirety content.

Suwandi (2016) underpins the thought that a content must do more than essentially hang together but making it make sense will make the content communicative and coherent. In line with Thornbury’s idea, Suwandi (2016) moreover states that by itself, cohesion would not be adequate to empower us to form sense of what we perused. Many texts which are highly cohesive in which many connectors are employed to connect one sentence to the other but they are incoherent or difficult to be interpreted. There are three models of thematic development pattern proposed by The classification of thematic progression by Rahmawati (2016):

Figure 1. Re-iteration or constant theme

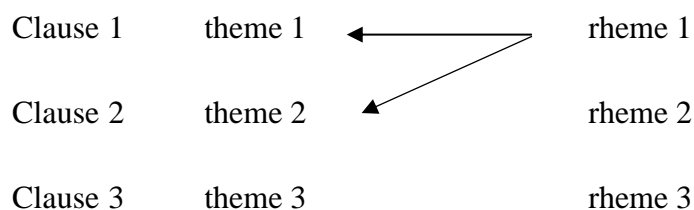
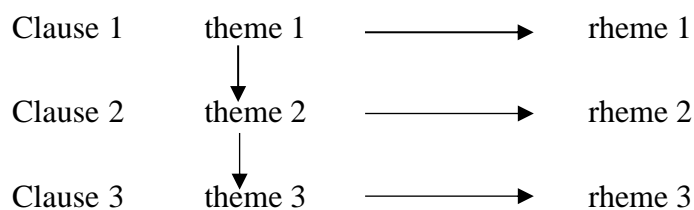


Figure 2. Zigzag theme

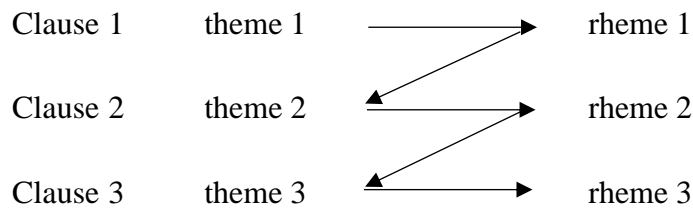


Figure 3. Multiple theme

The data are analyzed based on the concept of topic and rheme and thematic progression suggested by Astuti et al (2010). The levels of coherence are determined based on these factors:

Table 2. The Levels of Coherence

No	Levels of coherence	Explanation
1.	Good	In case the sort of thematic progression is consistent in one sort each passage.
2.	Fair	In case the sort of thematic progression is capricious or alter from one sort to others sort each passage.
3.	Less	In case modern theme(s) is/are made within the center of passage.
4.	Poor	In the event that there's no thematic progression utilized.

In this study, the researcher focus on analyze of thematic progression in students' descriptive text. It has two objectives, namely 1) to identify category thematic progression in students' descriptive text and 2) to observe the category of coherence in students' descriptive text. Coherence analysis is based on thematic development pattern analysis and keywords. (Rahmawati, 2016) state that "to analyze and discuss textual meanings, we need a simple and distinct meta-language: we call the primary component Subject and the rest of the clause Rheme". While, Astuti et al (2010) "characterizes Subject as 'what the message is concerned with: the point of takeoff for what speaker is getting to say'. It functions as a beginning point or signpost, the outline the speaker chosen for the message that put to begin with; whereas, Rheme is considered as the reminder of topic that go with it".

METHOD

The data of this research were collected from XI IPA 5 in one of Senior High Schools in Batujajar. The reason of using written text by students of XI IPA 5 is because the researchers want to know their written and the consequence of thematic progression in written text. The data is 34 texts of the descriptive text about their chair mate.

This research uses descriptive qualitative research, because the data analyzed thematic progression and the surface of coherence in students' descriptive text. The techniques of

collecting data in this inquire about are first, observe the students’ descriptive text. Second, choosing the data. Third, the observers analyze the data.

RESULTS AND DISCUSSION

Results

As stated in the theory of thematic progression by Rahmawati (2016) , there are three classification of thematic progression, such as reiteration theme, zig-zag theme, and multiple theme. After analyzing 34 texts, the types of thematic progression that generally utilized in the texts is reiteration theme and zig-zag theme. The clear finding can be seen in the table below.

Table 3. Types of Thematic Progression

No	Types of Thematic Progression	Percentage
1.	Reiteration Theme	25%
2.	Zig-Zag Theme	75%
3.	Multiple Theme	0%

According (Astuti et al., 2010) there are four classification of level coherence, there are good, fair, less, and pour. After analyzed 34 texts, the surface coherence in the texts are good, fair, and less. The clear finding can be recognize in the table below.

Table 4. Levels Coherence

No	Levels Coherence	Percentage
1.	Good	45%
2.	Fair	50%
3.	Less	5%
4.	Pour	0%

Discussion

The presenting of analyzing data above shows the result of the research. Here, there are two points to be discussed; they are: the thematic progression and the levels of coherence in the students’ descriptive text students of Senior High School in Batujajar.

The first, the result revealed that there are two types of thematic progression found in students’ descriptive text namely: reiteration theme and zig- zag theme. Zigzag theme is an element that is in the previous clause becomes the theme in the current clause. The theme of certain sentence can be the summary of most of the content of the previous sentence and it makes a new point that is a new rheme. And then the re-iteration is the pattern of thematic progression has the same theme that well organized of regularly. While the rhem of each clause gave further explanation to the same theme. The most finding also showed that zig-zag theme is the most dominant thematic pro progression found in students’ descriptive text.

In addition, the finding also found that there are three levels coherence in every students’ descriptive text such as a good, fair, and less levels coherence. The students’ descriptive text

have less coherence, because in this abstract the type of thematic progression is created new theme in the middle. Then, students' descriptive text have fair coherent, because in this at the type of thematic progression is advance from one sort to others sort each passage. Last, students' descriptive text have less coherent, because this abstract have new theme(s) is/are created in the middle of sentence.

CONCLUSION

First, most of students' descriptive text used reiteration theme and zig-zag theme, because the themes are not inconstant. At last, it can be said that students' descriptive text are good, fair and less of coherence, because the themes of abstract of journal have inconstant and have new theme(s) is/are created in the middle.

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