THEMATIC PROGRESSION IN RECOUNT TEXT WRITTEN BY THE TENTH GRADE STUDENTS

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ABSTRACT

This Study was about the theme, rheme and thematic progression of students ' recount text of the tenth grade at SMA Budisatrya Medan. The aims of this study were (1) to investigate thematic progression pattern used in recount text (2) to investigate the reason why the students used thematic progression in the way they did. This study was conducted by using descriptive qualitative method. The data in this study were clauses of students 'recount text. The instruments of collecting data were elicitation technique and interview. The data was analyzed by using interactive model technique of Miles, Huberman and Saldana (2014). The results of this study were the following. (1) There were two patterns of thematic progression used in students' recount text, they were Theme Reiteration/Constant Theme Pattern (TR/CTP), and Zig - zag / Linear Theme Pattem (Zig - zag / LTP). (2) The reason to use the thematic progression by the students, they were: (a) the students were lack of knowledge about the use of the thematic progression, (b) they are also less interested in writing. (c) The students got resources from English teacher's explanation and (d) the students got resources from reading recount text.

Keywords: Theme , Rheme , Thematic Progression , Recount text .

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INTRODUCTION

Background of the Study

Thematic progression relates the way themes and rheme concatenate within a text to the hierarchic organization of the text and ultimately to rhetorical

purposes. Emilia (2014:241) argued that theme progression in which texts develop the ideas they present it is classified into three the *first*, reiteration pattern the *second*, zig-zag pattern and the *third*, multiple theme pattern.

Emilia (2014: 225) argued that theme in English can be thought of as that element in a clause or large unit of texts which comes first. Whereas Halliday (1994) argued that theme is the point of departure of the message. In the text certainly consist of given an information and new information such in textbook that has theme-rheme system, theme has given information or give new information. It is important to determine which the given information and new information as Emilia (2014:226) given information as a theme, whereas the new information as rheme.

In addition, this research related representation of clause as message the researcher analyzes clause which one of independent and dependent clause here, in theme as the message that is how the writer construct the information and what the writer put on the text and where and why put the information in the texts. Gerrot and Wignell (1994:82) each clause as a message, which turn part of larger message, a message comes somewhere and leads somewhere. In theme the writer put the information in a clause tell about where the clause is coming from and where it is going to in English clause there are two point of prominence the beginning and the end. The beginning of the clause is where we put information which links the cause and what has come before.

The most common problem found in the recount text the students put the connections between sentences but it lacks of coherence since the ideas was not completely stated and the writer does not from his view point. It could be seen from the paragraph below.

Table 1.1 The Problems of Coherence in Student Recount Text

My Camping

Last year, my friends and I spent one night at the Sibolangit. We stayed in a small house. It had a big room and garden. First, we made a fire in front of the house. Then we sat around the fire and sang a lot of songs together. After that, we came into house and had dinner and we travelled to the forest of Sibolangit. Finally, we back to our camp and we went to sleep. We woke up very late in the morning and had breakfast. In the afternoon, we went home and we were all very happy.

The students were still difficult to write coherently. For examples "*After that, we came into house and had dinner and we travelled to the forest of Sibolangit*". This sentence is not coherent to the previous sentence because the writer does not tell completely about the time they did the activity. One of the ways which could help to improve coherence in student's writing will be analyzing by thematic progression. Thematic progression gives a reader orientation as to where the information has come from and where it is going, and hence creates coherent in a written text.

REVIEW OF LITERATURE

1. Theme and Rheme

The definition of Theme as given by Halliday and Matthiessen (2004: 64) is that it is the element which serves as the starting-point for the message: it is what the clause is going to be about. Since we typically depart from places with which we ate familiar, the Theme typically contains familiar, or given, information, i.e. information which has already been mentioned somewhere in the text is familiar from the context.

The reminder of the message, the part which Theme is developed, is called the rheme. The definition of the Rheme is that it is the part of the clause in which the Theme is developed. Since we typically depart from the familiar to

head towards the unfamiliar, the Rheme typically contains unfamiliar, or 'new, information.

2. Thematic Progression

The division of the clause into the theme and rheme makes it particularly helpful to show to development of theme theme and rheme throughout the text. The theme and rheme of each clause can be compared with the same of previous clauses to find out how they are related/ These inter-clausal theme-rheme connections, also known as thematic progression (TP) in the literature, can be represented schematically to show the general thematic structure of the text (Ping: 2007).

Thematic progression is a way to identify how the texts enlarge the ideas they present (Emilia, 2014). Besides, thematic progression made the cohesion and coherence of a text (Eggins, 2004, p. 324).

1) The reiteration/constant theme pattern

Eggins (2004:323) labels the first type of thematic progression as Theme reiteration while some linguistics label it as the constant Theme (Bloor & Bloor: 1995, Danes: 1974).

In a Theme reiteration or constant Theme pattern, a Theme is picked up and repeated at the beginning of each clause as. The pattern of this type can be seen as following.

Theme 1 + Rheme 1

$\downarrow$

Theme 2(=Theme 1)+Rheme 2

$\downarrow$

Theme 3(=Theme 2)+Rheme 3
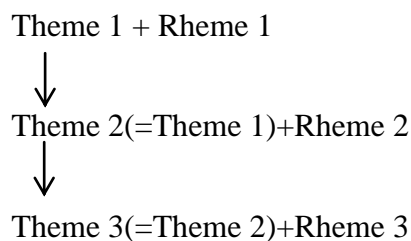
For example:

I (Theme 1) was on Holiday in Yogyakarta last week (Rheme 1). I (Theme 2), thought Yogyakarta was very interesting (Rheme 2), I (Theme 3), visited Prambanan temple (Rheme 3).

2) Zig-zag/linear theme pattern

Eggins (2004:324) labels the second type of the thematic progression as the zig-zag pattern while Bloor, T.& Bloor, M. (1995) and Danes (1974) label it as the linear Theme pattern.

In a zig-zag or linear Theme pattern, the subject matter in the Rheme of the previous clause is taken up in the Theme of a following clause. The pattern of this type can be seen as the following:

Theme 1 + Rheme 1
         ↓
     Theme 2 (=Rheme 1)+Rheme 2
              ↓
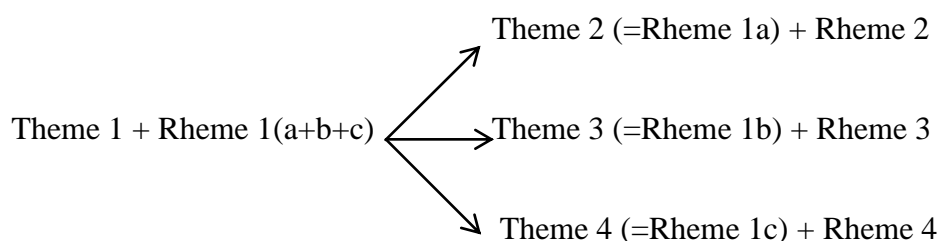   Theme 3(=Rheme 2)+Rheme 3
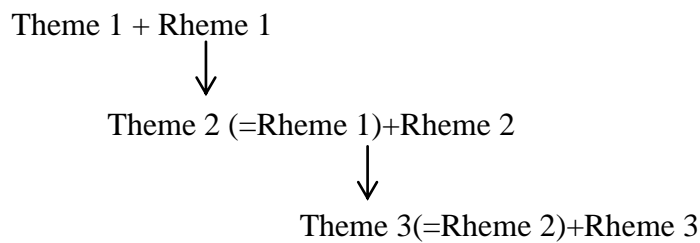
For example:

My friend and I (Theme 1) went to the Medan in the morning (Rheme 1). Medan (Theme 2) was the one of big city in North Sumatra (Rheme 2). In the city (Theme 3) we went to Mesjid Raya (Rheme 3). It (Theme 4) was very beautiful place (Theme 4).

3) Multiple theme/split rheme pattern

Eggins (2004:324) labels the third type of the thematic progression as multiple Theme Pattern while Bloor, T. & Bloor, M. (1995) label it as split Theme Pattern.

In a multiple Theme or split Theme Pattern, a Rheme may include a number of different pieces of information, each of which may be taken up as the Theme in a number of subsequent clauses. The pattern of this type can be seen as the following:

Theme 1 + Rheme 1(a+b+c)

Theme 2 (=Rheme 1a) + Rheme 2

Theme 3 (=Rheme 1b) + Rheme 3

Theme 4 (=Rheme 1c) + Rheme 4

For example:

My family (Theme 1) went to three places in one week, Bali, Lombok, and Raja Ampat (Rheme 1). In Bali (Theme 2) they visited to Kuta Beach in two days (Rheme 2). The next trip in Lombok (Theme 3) they saw komodo in there days (Rheme3). At the last trip in Raja Ampat (Theme 4), they swam at the beach (Rheme 4).

3. Recount Text

Recount text is one of the text types that have to be learned by tenth grade senior high school. Dirgeyasa (2016:2) states that a recount is the retelling or recounting of an event or an experience, or recount text is a text that retells events or experiences in the past. In literary term, experience is what do, feel, hear, read, even what we dream. Recount writing also has its own rhetorical structure and textual elements. Then, each element of textual element has its own functions. It states what the element is for. The rhetorical structure and textual elements of recount writing consist of 1) orientation, 2) Record of events, and 3) Re-orientation.

RESEARCH METHODOLOGY

This study was conducted by using descriptive with qualitative approach which purposed to find out the types of Theme pattern. Qualitative research is related to assist in describing the common elements of the various forms of qualitative methods., Nazir (2003.55) defined that a descriptive qualitative is one which uses to make descriptive of situation, event or accumulate the basic

data. In this study, the research basically aimed to investigate the using of Thematic Progression that occurs in student's writing recount text and the reason of why the students use one of the thematic progression patterns.

The analysis of this study is supported by the references of library research. This method is carried out by selecting the theories, sources, from some relevant books and journals that support the analysis of Theme and Rheme and Thematic progression.

The data of this study were clauses of students' recount text. The source of the data was the tenth grade students at SMA Budisatrya Medan. The data was collected from the recount text written by the tenth grade students.

Bungin (2003:42) explains that technique of data collection is 'how is the way and how the data may be collected in order to providing valid and reliable information. Data collection techniques allow the researcher to systemically collect information about our objects of study (people, objects, phenomena) and about the settings in which they occur. The techniques of data collection in this research were including:

1. To obtain the data of how students used thematic progression patterns by this technique, the students have been asked to write the text the same topic and genre provided by the researcher.
2. To obtain the data of why do the students used thematic progression, the researcher used interview to all students to figure out the most thematic progression and less used thematic progression patterns in the text.

Technique of Analyzing Data

In this study, the data were analyzed by using interactive model technique of Miles, Huberman, and Saldana (2014). They state that the interactive model consists of four concurrent steps: data condensation, data display, and conclusion drawing or verification.
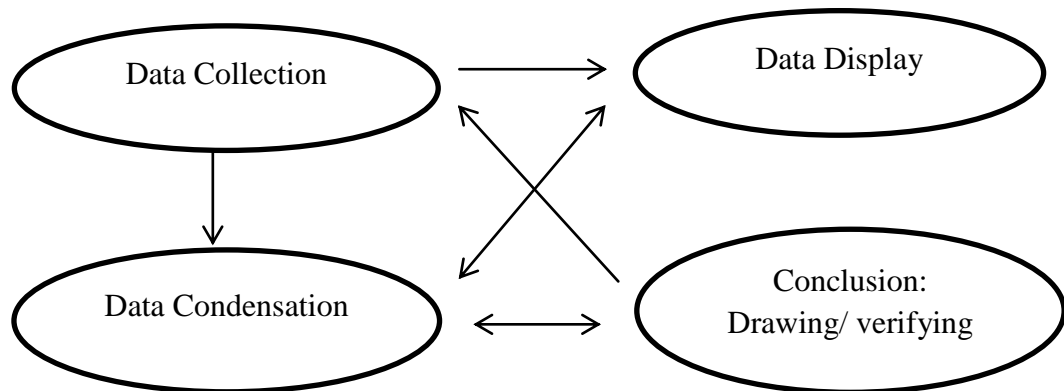
Figure 3.1 Miles, Huberman, Saldana 2014 Components Data Analysis: Interactive Model

This study to investigate the thematic progression patterns used by the tenth grade students in writing recount text and the reason of why the students use one of the thematic progression patterns.

RESEARCH FINDINGS AND DISCUSSIONS
Research findings

1. There were 111 clauses from 10 texts written by the students. There were patterns of thematic progression used by the students in recount text. There were Theme reiteration/constant theme pattern (TR/CTP), and zig-zag/linear theme pattern (zig-zag/LTP).

2. The underlying reason of students' way in using thematic progression was due to the four reasons, there were: student's lack of knowledge about the use of the thematic progression, students' lack of interest in writing paragraph, the students get resources from teacher explanation and the students get resources from reading material. The level of achievement low, middle, and high in using

thematic progression were not quite different. This might be as indicator that the teaching process due to the length of learning time.

Discussion

The data analysis indicated that two different types of thematic progression patterns proposed by Eggins (2004) were showed in the texts. Theme Reiteration/Constant Theme pattern was used at the mostly frequently. Nonetheless, the result generally showed that the most dominant occurrence in the students' text was Theme Reiteration/Constant Theme pattern, which occurs mostly in recount and narrative text (Fries, 1995). This indicates that Theme reiteration/Constant Theme pattern was dominant in the text.

The second dominant pattern was Zig-zag/Linear Theme pattern discussed before, in an argumentative text Theme Reiteration/Constant Theme pattern seems to be more dominant than Theme Reiteration/Constant Theme pattern. It was because Theme Reiteration/Constant Theme pattern could give an impact to the development of information in argumentation where arguments were arranged in a meaningful way to achieve its purpose (Nwogu and Bloor, 1991).

Additionally, the analysis showed that the students made the paragraph that overuses reiteration or constant theme pattern. The students put the same theme over several clauses. In this case, the students tend to provide more explanation for the theme instead of developing the rheme. Therefore, the rheme is not further explained. This findings supported the Belmonte and McCabe-Hidalago (1998, 22) asserts that this problem will cause the text to be read like a list.

The reason of students in using thematic progression patterns in their writing recount text, during the writing recount text process were affected by:

The student's lacks of knowledge about use of the thematic progression was the student made the text to be read like the list, the student was getting confused about what and how reiteration pattern was used in the text. He was almost be able to explain how used reiteration pattern but it was still lack.

The students' lack of interest in writing paragraph was not thematic progression pattern in the clause because the clause had not relation with other clauses it was something like reason why the student used less the thematic progression pattern

The students get resources from teacher it was found that there were students who stated that they obtain knowledge about the use of the thematic progression from their English Teacher. The student stated that their English teacher has been explained thematic progression and how to use them in the text Their English teacher also gave explanation about the thematic progression. Evidently, the student knows how to use the thematic progression in a text correctly although they were still lack of knowledge about other thematic progression pattern.

The student gets resources from reading material for examples they obtain the resources from the reading material, such as: text book, internet, etc. They often read a lot of text from the text book and internet when their teachers ask them to make the text.

Based on the interview, some reasons that were found behind used one of the thematic progression pattern and the student's for answering the questions based on what their write in the text. Which was referred to the thematic progression made the cohesion and coherence of the text (Eggins, 2004, p. 324).

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. There two were patterns of the thematic progression used by the students in recount text. There were Theme reiteration/constant theme pattern (TR/CTP), and Zig-zag/linear theme pattern (Zig-zag/LTP).

2. They were four reasons why the students used thematic progression in the way they did: student's lack of the knowledge about using thematic progression, they were also not interested in writing, the students also get resources from teacher's explanation, and get resources from text reading of recount text.

Suggestions

1. The teacher can use it to support the teaching and learning material related to the thematic progression.

2. The students can build their focus on recount text writing through thematic progression patterns in order to make good writing or coherent paragraph.

3. The other researcher, this study is expected can be source of reference for those who want to do further research on thematic progression.

   that the other researcher should conduct further studies about it which will be a very useful reference to the teachers' and students' needs in teaching learning process.

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