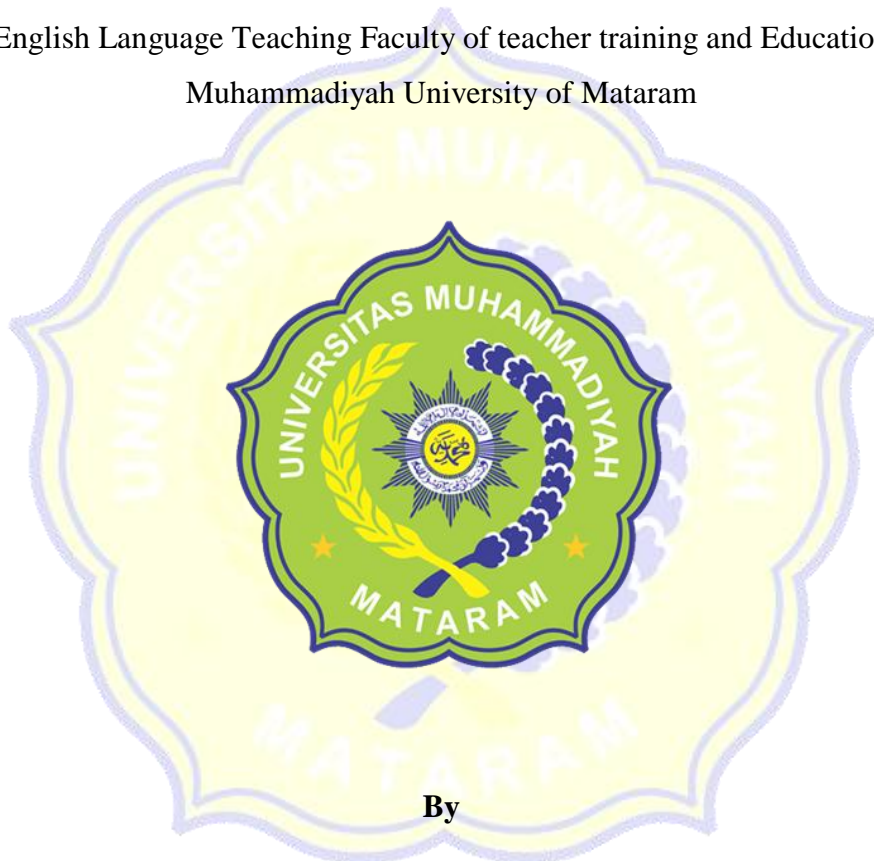


A THESIS

**“AN ANALYSIS OF THEMATIC PROGRESSION ON STUDENTS
WRITING RECOUNT TEXT AT THE FOURTH SEMESTER OF THE
ENGLISH DEPARTMENT UNIVERSITY OF MUHAMMADIYAH
MATARAM IN ACADEMIC YEAR 2022”**

Presented as a Partial Fulfillment of the Requirement for the bachelor’s degree in
English Language Teaching Faculty of teacher training and Education
Muhammadiyah University of Mataram



By

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NIM. 118120028

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM**

2022

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**“AN ANALYSIS OF THEMATIC PROGRESSION ON STUDENTS
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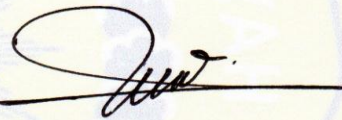
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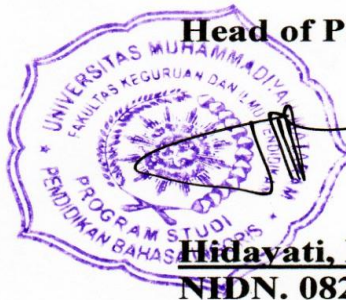


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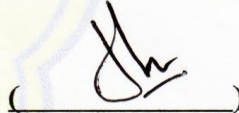

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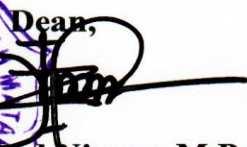
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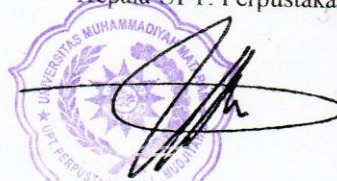


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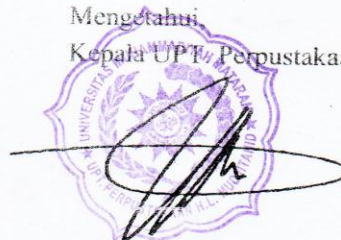
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MOTTO

“If someone works hard at something for ten thousand hours. I believe that they would at least fill up what they wanted to achieve”

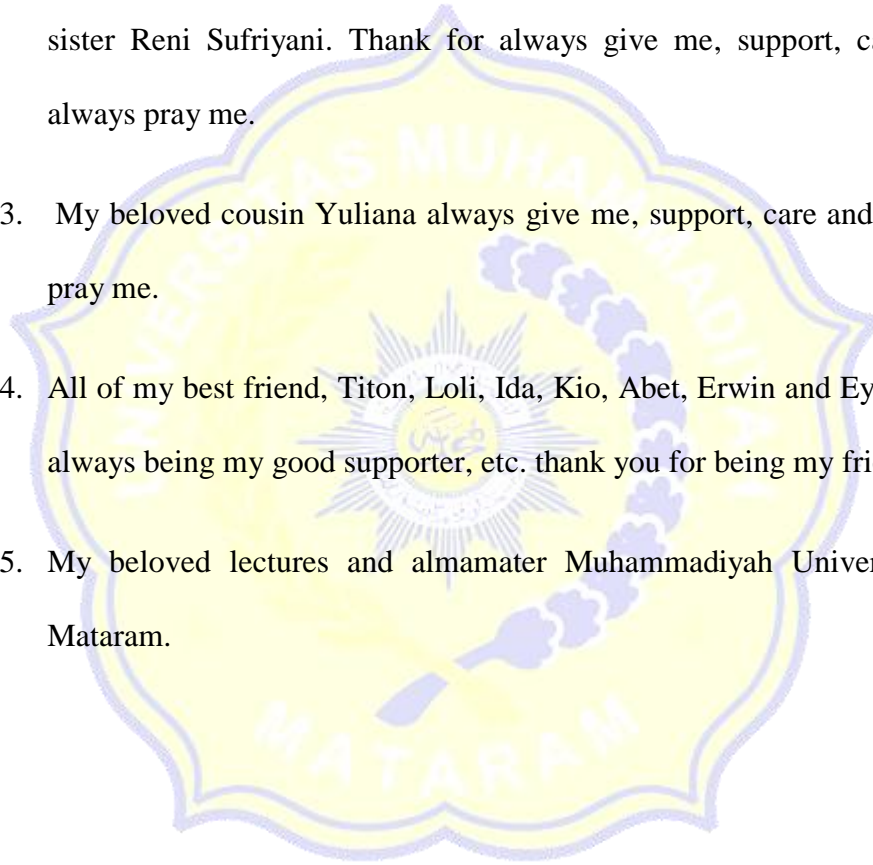
-Kim Jongin-



DEDICATION

This thesis is dedicated to:

1. My beloved parents M. Yusuf and Nuraini. Thanks for your always give love, support, finance, encouragement, and prayer for me in all day.
2. My beloved sisters, my second sister Nia Rahmadani, and my youngest sister Reni Sufriyani. Thank for always give me, support, care and always pray me.
3. My beloved cousin Yuliana always give me, support, care and always pray me.
4. All of my best friend, Titon, Loli, Ida, Kio, Abet, Erwin and Eyon who always being my good supporter, etc. thank you for being my friend.
5. My beloved lectures and almamater Muhammadiyah University of Mataram.



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ACKNOWLEDGEMENT

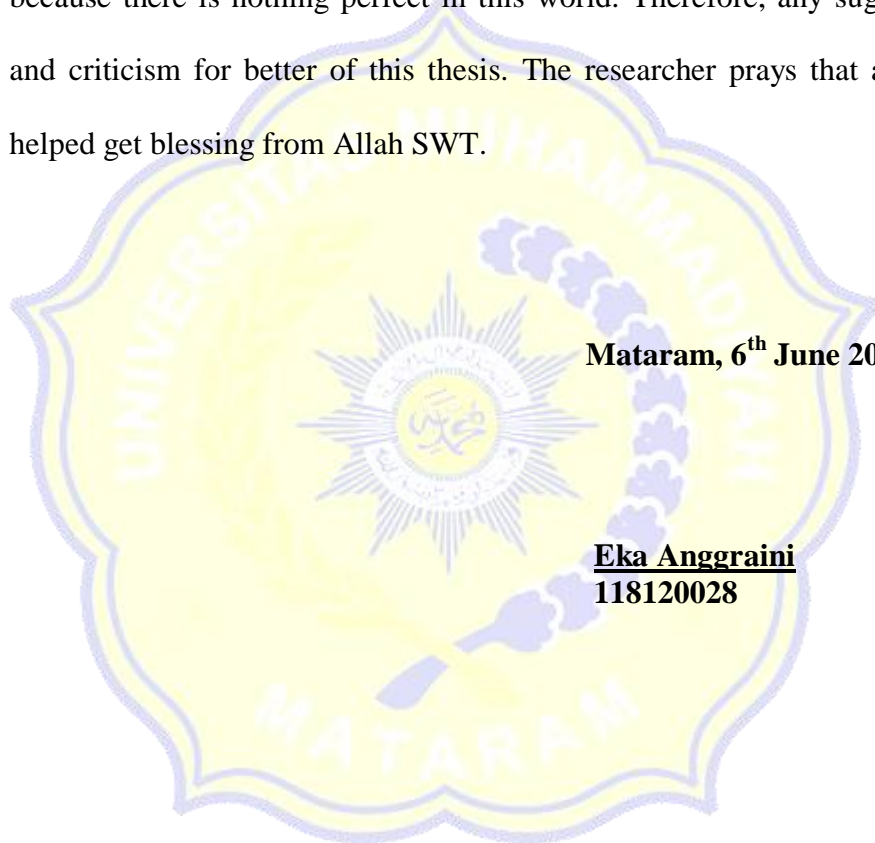
Alhamdulillah, the researcher would like to praise to Allah SWT, who has given the researcher health, bless and chance during the writing this thesis proposal. Shalawat dan salam to the prophet Muhammadiyah S.A.W who has brought us from the darkness to the brightness.

In this great occasion, the researcher would like to thanks to all of those who gave the researcher help, guidance and advice in composing this thesis. Therefore, the researcher would like to extend the appreciation to all of them, especially to:

1. Drs. H. Arsyad Abd. Gani, M. Pd., as the Rector of Muhammadiyah University of Mataram
2. Dr. Muhammad Nizaar, M. Pd.Si., as the Dean of Faculty of Teacher Training and Education.
3. Hidayati, M. Hum., as the head of English Education Program.
4. Dr. Ilham, M, Pd., as the first consultant and Rima Rahmaniah, M. Pd as the second consultant for the encouragement and advice for the completion of this thesis.
5. All the lectures in the English Education Program from valuable knowledge and guidance during the year of my study.
6. My beloved parents. Thanks for your always give love, support, finance, encouragement, and prayer for me in all day.

7. My beloved sisters, thank for always give me, support, care and always pray me.
8. My beloved cousin and my best friends always give me, support, care and always pray me.

Finally, the researcher realize that this thesis is a far from perfect because there is nothing perfect in this world. Therefore, any suggestion and criticism for better of this thesis. The researcher prays that all who helped get blessing from Allah SWT.



Mataram, 6th June 2022

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Eka Anggraini. 2022 **AN ANALYSIS OF THEMATIC PROGRESSION ON STUDENTS WRITING RECOUNT TEXT** (A Case of the Fourth Semester Students of the English Department, University of Muhammadiyah Mataram in the Academic Year 2022). Thesis. Mataram: Muhammadiyah University of Mataram

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ABSTRAK

This research is aimed to analyze the thematic progression pattern in students' writing recount text in fourth semester students of the English department, University of Muhammadiyah Mataram in the academic year 2022. This study conducted at one class of fourth semester students of the English department, university of Muhammadiyah mataram in the academic year 2022. This study employs a qualitative research design. This study uses the theory of thematic progression developed by (Egins, 2004) as framework to analyze the data. The data were obtained through documentation and questionnaire. The result in this research revealed that the students developed their ideas in different ways. Most of students preferred to develop their ideas by employing two types of thematic progression in a paragraph such as reiteration and zigzag. Furthermore, the result of questionnaire showed that most of the students gave positive responses toward the using of thematic progression in writing. Based on the explanation above, it could be concluded that thematic progression generated meaningful progress in developing students' writing.

Keywords: Thematic Progression, Recount text, Writing

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pola progresi tematik pada teks recount penulisan mahasiswa semester IV jurusan Bahasa Inggris Universitas Muhammadiyah Mataram tahun ajaran 2022. Penelitian ini dilakukan pada salah satu kelas mahasiswa semester empat jurusan Bahasa Inggris, universitas muhammadiyah mataram tahun ajaran 2022. Penelitian ini menggunakan desain penelitian kualitatif. Penelitian ini menggunakan teori perkembangan tematik yang dikembangkan oleh (Eggins, 2004) sebagai kerangka kerja untuk menganalisis data. Data diperoleh melalui dokumentasi dan kuesioner. Hasil dalam penelitian ini mengungkapkan bahwa siswa mengembangkan ide-ide mereka dengan cara yang berbeda. Sebagian besar siswa lebih suka mengembangkan ide-ide mereka dengan menggunakan dua jenis perkembangan tematik dalam paragraf seperti pengulangan dan zigzag. Selanjutnya, hasil angket menunjukkan bahwa sebagian besar siswa memberikan tanggapan positif terhadap penggunaan progresi tematik dalam menulis. Berdasarkan penjelasan di atas, dapat disimpulkan bahwa perkembangan tematik menghasilkan kemajuan yang berarti dalam mengembangkan tulisan siswa.

Kata kunci: Progresi Tematik, Teks Recount, Menulis

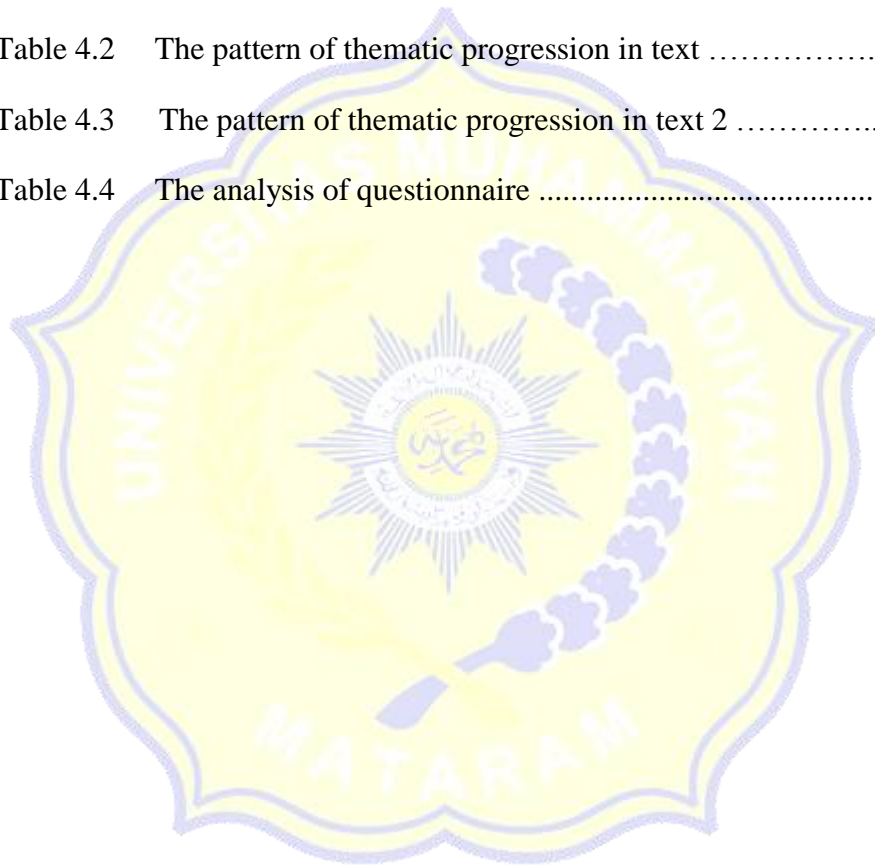
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CHAPTER I

INTRODUCTION

This chapter covers the study's introduction, which includes the study's background, research questions, aims, significance, scope, and limitations, as well as a glossary of essential terms.

1.1 Background of the study

The four abilities that students must master to acquire English are reading, listening, speaking, and writing. Writing is regarded as the most difficult basic talent since it requires the writer to synthesize and convey his or her thoughts in clear written forms. To produce a quality composition, they must pay close attention to a number of factors. The coherence of a piece of writing is a crucial component (Wang, 2007). Due to (Halliday, Coherence is "the internal for constructing the phrase as communication," according to Halliday (1994:309).

For a message to be effectively communicated, the information in a phrase must flow from theme to rheme. Thematic Progression (Eggs, 1994) is the sequential information exchange between theme and rheme pairs in a text. There are three patterns in thematic progression, including reiteration theme, zig-zag theme, and multiple themes, according to Martin and Rother in Paltridge (2000:140). The preceding theme is picked up and repeated at the start of the following sentence in a repetition theme. When the theme of one clause is carried over into the next, this is known as a zigzag theme. These patterns can be combined to create various

rheme patterns. The succession of a text's themes aids in its coherent development. The distribution of previously known information and new information in a text must follow specific patterns. According to Halliday, an English message structure consists of a topic and a rheme. For Halliday, the theme is the starting point that the sentence is concerned with, and the rheme is a reminder of the message. The theme must come first in the text, paragraph, or clause, followed by the rheme. Halliday (1994, p. 37) The relationship between the theme and rheme helps the text's information to evolve. A sentence can become coherent and cohesive by having a relationship between theme and rheme. It is clear from the text that some ideas were carried over from one sentence to the next or were repeated for each one. The students must be able to write well, with the expectation that the reader will comprehend the theme and rheme on thematic progression to create a narrative that is coherent. Theme and rheme help the text's emphasis, information flow, and creation of relationships between clauses.

The advantage of giving students greater control over the composition and development of their texts, using thematic historical analysis applied to the English learning process. In addition, other researchers are also encouraged to examine other texts and analyze related devices beyond thematic processes. In addition, several studies have shown that students have problems or difficulties in organizing ideas and arguments in a coherent and critical way, using appropriate writing style, and expressing their thoughts clearly in English. For example, (Harriman, 2011) conducted a study on the writing problems faced by most

students at a private university in Aceh. The results show that most college students have trouble producing coherent texts. More specifically, the problems found in student texts were using older themes, newer themes, or contextual themes that did not form a progression. Dalsky and Tajino (2007) found that students struggled to articulate their ideas in English using appropriate writing style. Furthermore, findings from Bitchener and Baturkmen`s (2006) show that students had problems and difficulties in structuring their texts in a coherent and critical way. The order of subjects can explain how students develop ideas and make the text understandable and interesting. In addition to cohesion and coherence, students play an important role in producing good texts in subject order. Because most students do not know what the order of topics and their compositional patterns are and write without an understanding of these terms, and students still find them difficult to understand, researchers I made the order of the topics the subject of my research. Organize your message by paragraphs they don't even know what patterns to use when writing lyrics. As a result, students were unable to write paragraphs coherently.

Despite the similarities to previous studies above, there are still differences. Regarding data, theory used, and methods used. The data for this study are reaggregated texts by students of the Department of English at Muhammadiyah University of Mataram. Considering the above issues, the order of thematic recount texts is often mentioned only for high schools or vocational schools in Indonesia. In other words, fewer recent studies have attempted to progress themes in higher education. On the issue of needs analysis in theme

progression, z et al., 2018; z et al., 2018; Putri et al., 2017. Rahman et al., 2017. Safitri and Bari, 2017; Syharizal et al., 2018. Utomo et al., 2020; Unita, 2018; Linda, 2013). Examples (Farikah, 2013) An outcome study conducted showed that the application of TP-CL can streamline teaching and learning activities in writing classes. Furthermore, the introduction of subject progression patterns has been proven to improve students' writing ability. After that, most prior research is conducted in qualitative research. For this reason, researchers want to target higher education, especially university and vocational school students. Among Indonesian universities, students from Muhammadiyah University of Mataram are selected by researchers for research. The reason for choosing these students is that the university has a major related to all English matters, the Department of English. The method used in this study differs from previous studies.

Based on the above statement and previous research, the researcher conducted a study entitled “An Analysis of Thematic Progression on Students Writing Recount Text at the Fourth Semester of the English Department University of Muhammadiyah Mataram in Academic Year 2022”

1.2 Research Question

Based on the background of the research and the reasons for choosing the topic, this research seeks to answer the following questions.

- 1) How do the students develop ideas in their writing?
- 2) How do the students see the development of the theme?

1.3 Objectives of the Study

The objectives of the research based on the above research question are to:

- 1) To analyze how the students develop ideas in their writing.
- 2) To explore their capability in producing writing through thematic progression.

1.4 Significance of the Study

Research Significance the results of this research are expected to contribute to English teaching and learning in the following ways.

- 1) Theoretically, this study aims to find out the types of theme progression patterns that students most frequently use in their retelling texts, and to examine the coherence of students' retelling texts in relation to theme progression. . We hope that the results of this research will be useful for the development of our education and research. Improving the knowledge and comprehension of 10 students and creating recounted texts can improve the quality of our teaching.
- 2) Practically, especially for English Institute students as future teachers, the results of this study can be used as a basis for finding the types of theme progression patterns that students use most frequently in retelling texts. It provides knowledge and also examines the coherence of student retelling texts from thematic levels.

1.5 Scope and Limitations of Study

The main scope of this study is based on the experience of the students, in particular topic use, thematic progression (topic repetition/constant topic pattern), 2022 University of Muhammadiyah Mataram English Department 4th semester students).

1.6 Definition of key terms

1) Thematic progression

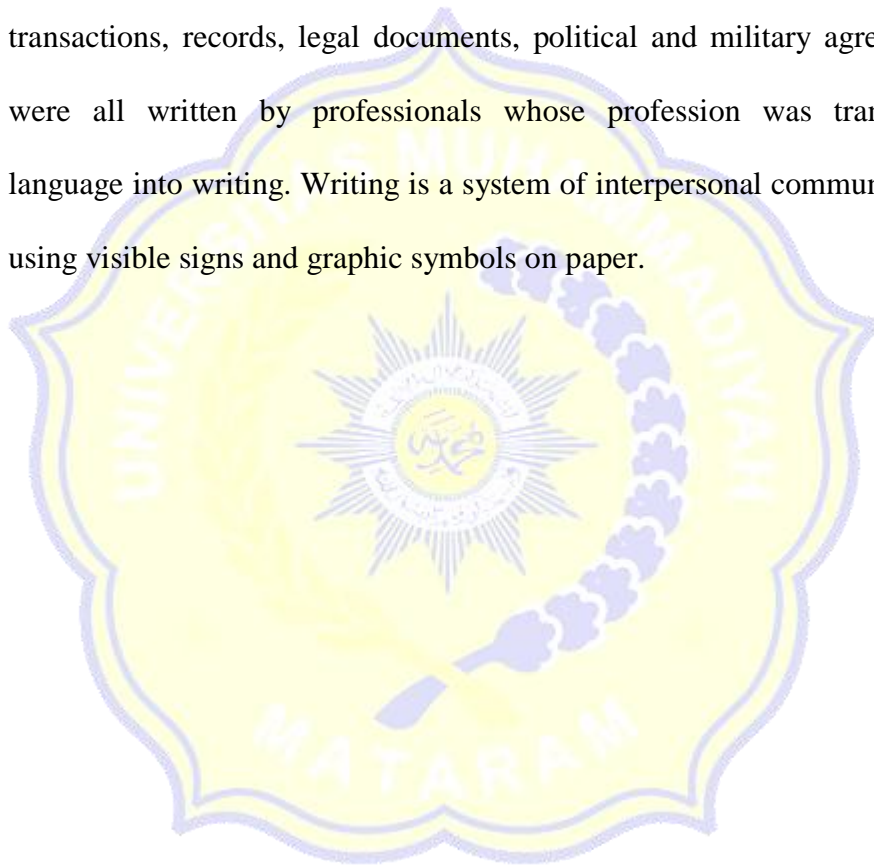
The thematic progression should know how to develop topics within the text. It can be defined as a method of identifying, analyzing, and reporting patterns (themes) within texts or phrases (Braun & Clark, 2006). In particular, researchers argued that subject progression is a method that can be used to analyze research subjects. Besides analyzing the topic, it can also be used as a tool to observe the ability of respondents to develop their ideas in text or sources.

2) Recount Text

Recount Text is a genre of text applied to the school curriculum. Student life that learns from life experience is familiar. Anderson (2003) states that retelling is speaking or writing taking place in a past situation. According to Derewianka (2004), retelling texts are texts that chronologically retell past events and experiences based on a sequence of events. The purpose of this text is to inform and entertain the reader.

3) Writing

Writing is her one of the four English language skills students are expected to master, along with listening, speaking and reading. These skills are divided into two main skills: receptive skills and production skills. According to Brown (2004:218), writing was a skill possessed only by scribes and scholars in educational and religious institutions. Business transactions, records, legal documents, political and military agreements were all written by professionals whose profession was translating language into writing. Writing is a system of interpersonal communication using visible signs and graphic symbols on paper.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of his three sub-chapters. They are a review of prior research, a review of theoretical research, and a theoretical framework.

2.1 Previous Studies

There are several researchers who have done this his study in a similar field.

The first study was conducted by Mustika (2020) and was entitled 'Themes and Theme Progression in Students' Recount Texts', in which students were asked to recount in his texts as seen from themes and theme progression I examined how I organized my thoughts and tried to make sense of it. Topic and theme progress. As a result, in terms of topic types, there are three types of topics that students use in their retelling texts: themes, texts, and interpersonal topics, with topical topics being the most common topics in texts. was shown. In terms of thematic progression, there were two dominant patterns of hers that students used to organize ideas in repeated texts. This includes theme repeats and zigzag patterns.

A second study was conducted by Noviyanti (2015) and is entitled 'Thematic progression in student recounted texts. We found that all student texts at all levels understood the main purpose and schematic structure of the retelling text. Furthermore, in terms of consistency in thematic progression, the repeating pattern is most used, followed by the zigzag pattern. The results show that all students' texts at all levels understood the main purpose and schematic structure

of the retelling text. Moreover, in terms of thematic progression coherence, the repetitive pattern is the most common occurrence of thematic progression pattern, followed by the zigzag pattern. On the other hand, the absence of multiple theme patterns in a student's review text indicates that the text is disorganized and inconsistent. Based on the results, it is recommended that teachers pay more attention to the benefits of using subject progression analysis applied to the English learning process, giving students better control over text organization and development. Increase.

A third study, conducted by Bahri and Irfina (2017), was entitled Subject Progression in Student Recount Texts. One of her objectives in this study is to examine the consistency of 4th grade review texts. I found the texts produced by the students to be inconsistent. There are many clauses that are not related to each other. Students often introduce some new themes at the beginning of a sentence, independent of other sentences.

Fourth, Wang (2007) has a study titled Thematic Organization of Text: Implications for Teaching Academic Writing. It addresses topic-to-topic relationships at the discourse level to improve the cohesion of scholarly texts. The results show that by analyzing the text's topic rhema, students can learn to do the same analysis in their own writing, improving the cohesion of their work.

The fifth, Yunita (2017), conducts research entitled "Themes and Theme Progressions in Student Recollection Texts." The purpose of this study is to examine the themes and thematic progression patterns of the retelling texts of the

students at Bandung State College. The results show that the order of topics and themes supports the features of retelling texts written by students. Students can improve their concentration by repeating the same elements of the topic through repetition patterns. The zigzag pattern allows students to manage given information while building internode relationships. In addition, Students can use multiple patterns to create text according to pre-planned.

A sixth study was conducted by Belmonte and McCabe (1998) entitled “Theme in L2 Writing – Theme Patterns”. We seek to prove that theme progression is very useful as a teaching tool for teachers to assess L2 writing at the discourse level. The results confirmed that theme progression can be a valuable tool for teachers. This allows students to focus on the text layer.

His seventh study was published by Syahrizal et al. (2018) The title is “Thematic Process Analysis of Student Writing”. A subject sequence widely used by students in class A2/2014 turned out to be a constant subject pattern. The second is the Linear Theme pattern, the third is the Shared Theme pattern, and the last is the Derived Theme pattern.

The eighth study was conducted by Johannes Jefria Gultom (2019) and is entitled ‘Thematic Progression in Student Writing Recount Texts’. The research reveals the reality students face when writing recounted texts. The results of this study show that Unmarked Simple Theme is the most prevalent type of student writing recounted texts. It also shows that the students’ retelling texts were largely unfolding in certain thematic patterns. This indicates that students struggle

to develop themes based on the type of theme progression. This leads to an inability to understand the content of the story.

The eighth study, which is closely related to this study, mainly examined the progress of the topic as students wrote the recounted texts. All these studies were based on the analytical framework of Halliday's subject system. In addition to the similarities and differences with previous studies described above, there are also differences. B. With respect to data, theory used, and methods used. The data for this study are reaggregated texts by students of the Department of English at Muhammadiyah Mataram University. Considering the above issues, the thematic order of texts in recount is often mentioned only for secondary or vocational schools in Indonesia. In other words, fewer recent studies have attempted to progress themes in higher education. Regarding the topic of needs analysis in theme progression, there is a simultaneous increase in the number of studies on the topic of needs analysis, such as: For this reason, researchers want to target higher education, especially university and vocational school students. Among Indonesian universities, students from Muhammadiyah University of Mataram are selected by researchers for research. The reason we chose these students is that the university has a major related to all English matters, namely the Department of English. The method used in this study differs from previous studies.

2.2 The Concept of Writing

2.2.1 Definition of Writing

The ability to write English texts plays an important role for students in the process of learning a language when the ability itself is considered a difficult subject for many students. This is supported by (Harmer, 2004) stating that writing is an essential skill along with other English skills such as reading, speaking and listening. (Younes & Albalawi, 2015) further state that writing English texts is considered a difficult subject for most language learners with English as a foreign or second language. Therefore, for most English foreign language learners, his skills in writing English with conditions that require a solution to the difficulty of writing English sentences can be considered very difficult.

There are several definitions of writing according to experts. According to (Pertiwi, Ngadiso, & Drajati, 2018), in writing English texts, the students should understand clearly about the ways on how to create, build, express, and organize clear ideas into sentences and paragraphs. Also, to construct a robust paragraph, the students should strongly be encouraged to require adequate knowledge about creating and organizing the ideas into the meaningful language which aim to help the students express and manage the flow of ideas in an effective paragraph to the readers. According to Brown (2004:218), Writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Business transactions, records, legal documents, political, and military agreements

all were written by specialists whose vocation it was to render language into the written word. Writing is a system for interpersonal communication using visible sign or graphic symbols written on paper. According to Brown (2007:396)

Writing is primarily for the display of students' knowledge. Nunan (2003: 88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. This shows that writers are encouraged to present their thoughts and organize them in a suitable structure. Moreover, the writing represents the author's conception of understanding the subject matter as it is presented to the public. It requires the synthesis of systematically written ideas. Another definition of writing was provided by Richards and Renandya (2002:309). They wrote that the written language is complex at the sentence level. According to her, a sentence consists of many elements. These include content, organization, originality, style, fluency, accuracy, and use of appropriate rhetorical expressions.

Not only does writing go through many stages, but there are also specific conventions related to grammar, vocabulary, letters, words, and text formation, expressed in handwriting, spelling, layout, and punctuation (Harmer, 2007:323). Nunan (2006: 98) defines writing as a combination of process and outcome. Writing requires both process and product. In other words, writing is a process that leads to writing that readers can understand. Meyers (2005:2) says that writing is the route to product language and what you do naturally when you speak. Writing is verbal communication with others. Writing is also an act, a

process of discovering ideas, organizing them, putting them down on paper, and reshaping and modifying them.

2.2.2 The Purpose of Writing

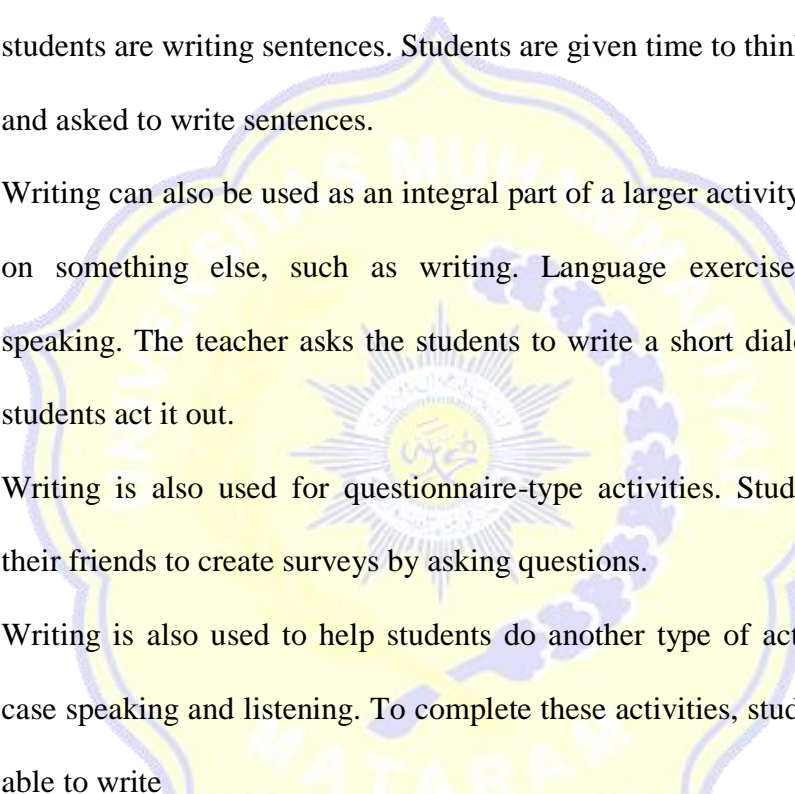
Writing is a language skill that has made an important contribution to human work. There are many records of recent activity that can be read today and in the future. Some important characteristics of the writing activity that people usually do include Teachers write something important on the blackboard, students write notes following the teacher's instructions, and many people applying for jobs in the office write in English. Also, Purwanti (2013:3) is interested in gaining popularity, making others happy, expressing criticism, influencing a thinking reader, making money, or sharing experiences with readers. We are referring to the purpose for which we are writing. In practice, the categories are best defined by the purpose and target audience for which the document will be used. These two factors not only influence presentation skills and the need for clarity, but also determine the linguistic characteristics, style and form of the text. According to Louisiana (2014:10), the purpose of writing is simply why you write. Successful writers always think about why they are writing before writing a document. Authors may not have a clear idea of their purpose, so communication may be redundant or unclear. By clarifying the main purpose of writing, authors can express their thoughts more clearly. Regarding academic purposes, Byrne in Dyan (2010:22) states that writing has five educational purposes.

- a) Introduce and practice writing styles to accommodate different learning styles and needs.
- b) The written assignment helps provide concrete evidence that the learner is making progress in the language.
- c) Exposure to a foreign language through multiple mediums appears to be more effective than relying solely on one medium, especially if the skills are well integrated.
- d) Writing adds variety to class activities and serves as a break from oral work.
- e) Examples Both formal and informal tests often require writing.

2.2.3 The Importance of Writing

Writing is one of the most important skills that students should master. Writing is also a necessary part of our education, livelihood, and functional foundation in our society. By learning to write, students gain knowledge about how to write effectively, how to express ideas, and how to share their thoughts with others through writing. Harmer (2004: 31-33) says that learning to write is important. These can be recognized by:

- a) Writing is often less time bound than conversation. This means that students spend more time thinking in writing activities than speaking activities. This allows students to choose appropriate words to use to express their thoughts. It also gives you more time to review grammar patterns.

- 
- b) Writing encourages students to focus on precise usage because they are thinking as they write. Solving problems that come to mind while writing can cause good development. B. Writing has always helped me integrate the language I learned. Teachers use their writing skills to note recently learned grammar in the learning process.
 - c) Writing often helps prepare students for other activities, especially when students are writing sentences. Students are given time to think about ideas and asked to write sentences.
 - d) Writing can also be used as an integral part of a larger activity that focuses on something else, such as writing. Language exercises, acting or speaking. The teacher asks the students to write a short dialogue and the students act it out.
 - e) Writing is also used for questionnaire-type activities. Students can ask their friends to create surveys by asking questions.
 - f) Writing is also used to help students do another type of activity, in this case speaking and listening. To complete these activities, students must be able to write

2.2.4 Process Of Writing

Learning English, especially writing, is a process that requires more concentration than any other skill. It can be said that the ability includes many skills that create writing elements. The writing process flow is as follows: Conceived, designed, revised and edited by Richards and Renandya (2002:315). Harmer (2004:4) states that he has three main points in the planning process that

students need to consider. First, students should establish a purpose for writing. Next, students need to think about how they speak. Finally, students have to deal with content. Writing is one of the English skills that requires steps or processes. Simply put, the image above shows the rules of the burning process. It can be extended when initial plans, drafts and final versions are completed. The result of the burning process is a burning product that can be found in the final version.

a) Planning (pre-writing)

According to Richard & Renandya (2002:316), pre-writing is the learning process that gives students the spirit of writing. Teachers should therefore provide motivation to inspire students to create sentences. In this case, the researchers also pointed out many factors involved in the formulation. Items can be enlarged. Brainstorming in groups, clustering, fast open-ended writing, and Who-questions. These prescriptive elements were defined to motivate students to create topics they want to write about. Of these elements, the W question was the most important. The function of this element was to allow the student to ask some questions and allow the teacher to check their understanding.

B) Draft

The draft was the process after the pre-letter was completed. This point focused on gathering some ideas about the topic the student wants to write about. Richard and Renandya (2002:317) point out that the drafting process is specialized for students to focus on writing fluency. Moreover, it is grammatically correct or complete. Most important was the author's

ability to present his audience with good writing. Authors, on the other hand, should consider whether to choose a writing genre (narrative, expository, or argumentative). An introduction to writing can be an opening statement, a short summary, a provocative question, or a general statement that arouses the reader's interest. , analogies, purpose of statements, etc.

b) Respond

A way to praise a student's work is to respond to an assignment. English teachers specifically teach writing, so after the students have drafted, the teacher should provide the answers. Suggestions and corrections may be what students need. Experts Richards and Renandya (2002:317) pointed out that the importance of response is for teachers to verbally or verbally communicate prompt responses or drafts from students. From the above description, we can conclude that this should be done through responses so that the student knows if the draft is already clear before the teacher corrects the student's work.

c) Revision

Lince (2005:107), edited by Nunan, states that the role of revision is to help students make their written work attractive and understandable to the reader. Feedback should provide suggestions to encourage student improvement. Another scholar, Richards & Renandya (2002:317), found that when students review texts after being criticized by their teachers, it is reinforced. The teacher had to check whether the text contained the

meaning conveyed to the reader. The fixes were not only about language errors, but about the overall content and idea organization.

d) Edit

There are many elements to the rules of the writing process. After the teacher corrects the student's work, the next element is editing. His Linse (2005:109) of scholars, edited by Nunan, states that students need to know how to structure written texts in the canonical tradition of aspects of mechanics. In this case, correcting one's own mistake is a dilemma from the teacher's point of view. The word "dilemma" may come from cases where teachers need to be more considerate of their students' work. Richards & Renandya (2002:318) explain that at this stage students are busy cleaning up their own writing while preparing the final draft for the teacher's evaluation. Elements include syntax, mechanics, phrasing, sentence structure, and accuracy. They also add a statement that formal editing takes place without interfering with the free flow of ideas during the design and revision of that application.

e) Evaluation

One of the final steps in the writing process is the evaluation of the student's work. The teacher gave the students comments so that they could understand what mistakes they made. According to Richards & Renandya (2002:319), assessment of student writing can be analytical or holistic, based on specific aspects of writing ability and based on an overall interpretation of efficiency. . Although the above features are effective,

student surveys should reveal improvements. Teachers therefore had to consider many factors for their assessment, as explained in the paragraph above. It's about editing.

G) Post-lighting

Post-lighting is the final phase of the lighting process. Richards & Renandya (2002:319) state that post-writing includes publishing, sharing, reading aloud, transforming text for stage performance, or displaying text on a board. This final step was used to recognize the student's work. These items in this step can be used as motivations to write so that students have no reason not to write.

2.2.5 Types of Writing

According to Brown (2004:220), "There are four categories of written performance that capture the range of written work." Each category was similar to the categories defined for the other three skills. But these categories, as always, reflect their uniqueness. Opposite of skill area.

- a) Imitation This category includes the ability to correctly spell and recognize phoneme-grapheme correspondences in the English spelling system. This is the level where learners attempt to master the mechanics of writing.
- b) Intense (Controlled) While meaning and context are somewhat important in determining accuracy and relevance, most test items focus on form and are fairly tightly controlled by test design.

- c) Responsive, where the assessment task required learners to appear in a limited level of discourse, link sentences into single paragraphs, and create logically coherent sequences of two or three paragraphs. There is. Tasks correspond to educational specifications, catalogs of standards, structures, and other specifications. Types of writing include brief stories and descriptions, brief reports, lab reports, summaries, brief responses to readings, and interpretation of charts and graphs.
- d) Comprehensive writing means successfully managing all processes and strategies of writing for any purpose, ranging from essays, term papers, reports of large research projects and even dissertations.

2.2.6 Definition of Theme and Rheme

According to Experts, Topic has many definitions. Eggins (2004:298) states that the subject “is the element that serves as the starting point for the message.” According to Emilia (2014:225), a subject is a grammatical system that organizes sentences in a way that helps build an environment. Furthermore, an important aspect is the question of “how speakers structure their messages so that they fit smoothly into unfolding linguistic events” (Thompson, 2014, p. 117). According to Johnstone (2002:99), people seem to process information by first identifying what is being discussed and then paying attention to what is being said about it. Therefore, the reader or listener should be provided with information about what is being discussed and the purpose of the discussion. According to Halliday

(2014), the first part that serves as the starting point of the message and conveys the content of the sentence is called the subject line. Bat etc. (2001), the subject is the speaker's starting point or signpost, and the rheme is the temporary destination. This means that the topic is related to what the speaker is discussing, while the rheme is new information or reasons to support the topic. In other words, Lema topics can make writing more effective and comprehensible. In text, the subject can be realized as a noun group,

Rheme, on the other hand, is the development of a theme that describes the purpose of the theme. According to Halliday (2014), the subject is the part of the clause in which the subject is expanded. Furthermore, Eggins (2004: 298) states that the theme is the part of the sentence that develops. Apart from that, according to Partridge (2006:146), prosody is what the clause says about the subject. Rehm comes as the rest of the message after the subject of Clause Wang (2007). About thematic structure, Halliday and Matthiessen (2014) identify her three types of thematic structure: thematic or ideological, interpersonal, and textual.

a) Thematic or ideological

The present subject is the first element of a sentence composed of noun groups, noun group complexes, adverb groups, prepositional phrases, or embedded sentences.

b) Interpersonal relationships

Interpersonal themes are themes that occur before the current theme. Indicates the relationship between participants in the text, or their position or point of view within the text.

c) Textual Themes

Textual themes serve to structure texts by showing their coherence and developing connections with other sentences realized through continuations, structural conjunctions and conjunctive particles. .

2.2.7 Text and Text Type Definitions

Text is the written record of a communication event. The Event itself may include spoken words (e.g., sermons, casual conversations, grocery stores) or written words (e.g., poems, newspapers, advertisements, billboards, grocery lists, novels). A text is made up of sentences that combine to form a meaningful whole that conveys a complete message. ”. Additionally, Mark and Kathy Anderson (2003) state: A special purpose is the text type. A text type is a class of texts that share certain structural and functional elements and have developed conventionalized patterns at high levels of use. Mario Klarer (1991:1) said that the word text is related to ‘textile’ and can be translated as ‘substance’ in the same way that individual threads form a fabric, so that words and sentences are Form a meaningful and coherent text. According to Klarer, this means that the text is coherent to the reader and the language is perceived as meaningful, which is discourse. Discourse connects language, the people who produce it, and the contexts in which it is used. They present information and ideas that aim to show, inform, or persuade an audience (Anderson and Kathy, 2003).

1. Narration Text

Narration Text is text that tells a story or experience to a reader.

Based on Mark Anderson & Kathy Anderson (2003:88), a narrative is text

that tells a story while entertaining an audience. The social function of this text is to entertain and entertain the reader. They also found that the grammatical features of stories are nouns that identify characters and places in the story, adjectives that describe characters and settings precisely, verbs that indicate actions that occur in the story, and verbs that connect events. It is said that indicate when they occurred. Then the structure used is:

- a. Orientation
- b. Reorientation
- c. Resolution
- d. Reorientation

2. Procedural Text

Procedural Text is text that indicates the flow of a sequence. Its social function is to explain how something works perfectly throughout the series. Instructions are commonly referred to as statement text. Anderson (2003) therefore states that a procedure is a piece of text that describes how to do something. The purpose of the procedure text type is to describe how to do something. Examples of instructions include recipes, instructions, and operating instructions. This text structure consists of three things:

- a. Target
- b. Materials or Ingredients

c. Steps

3. Instructions

Instructions are considered the simplest and easiest form of writing, especially for beginners, compared to narration, recalculations, or procedures (Anderson,

2003). Therefore, the author must know exactly what he or she wants to describe, observe the subject matter carefully to capture essential details, and avoid ambiguity to give the reader a clear picture. Wardiman and others Al. (2008). As for structure, there are only two in this text:

a. identification number

b. descriptive

4. Recount Text

Recount Text is a genre of text applied to the school curriculum. Student life that learns from life experience is familiar. Anderson (2003) states that retelling is speaking or writing taking place in a past situation. According to Derewianka (2004), retelling texts are texts that chronologically retell past events and experiences based on a sequence of events. The purpose of this text is to inform and entertain the reader.

There are many types of retelling texts, including personal narration, factual narration, biographical narration, autobiographical narration, and historical narration. First, a personal story is a text that

describes the author's personal experiences. Second, factual accounts are accounts of events that happened. B. Police Reports, Accident Reports, or Structured Searches. Third, a biographical narrative is the life journey of a person told in a story using a third narrator such as 'she', 'he' or 'she'. Fourth, autobiographical is the life journey of the author being told. Finally, historical narratives tell of past events that have historical value. From these statements above, we can conclude that retelling is one of the genres of texts in which the reader retells past events and experiences. The purpose of retelling is to entertain and inform the reader. Is to provide Storytelling includes personal narratives (personal experiences), factual narratives (reports), biographical narratives (celebrity life journeys), autobiographical narratives (writers life journeys), and historical There are various types, such as historical stories (historical value). In the past. Based on Knapp and Watkins (2005), the general structure of reaggregated text consists of two things:

a. Orientation

Is also known as an introduction to the text. In this part the reader receives information about the text. You can use his five questions on WH (who, where, when, what, how) as information for readers. They give you all the information. Who is involved in the text, where, when, and what events and experiences the text had?

b. Process This is more complicated than the orientation as all the information and activities are explained here.

A past state in which the order of occurrence of events is based on chronological order. Reaggregated texts, therefore, have important linguistic features that help readers get the point across. According to Derewianka (2004), the linguistic features of reaggregated texts include four categories. They are:

1. Written in the past tense. The structure of the text uses the past tense, which speaks of past events and experiences. B. “I went” and “visited”.
2. Proper nouns. “I”, “she”, “individual names (Jason, Lizka)”, etc., indicate the people involved in the text.
3. Descriptive language. By making sure to ask his five questions about WH (who, where, when, what, how), we can provide readers with more information such as: “Place (beach and Bali)”, “Time (before noon and weekend)”, “Who (friends, parents, teachers)”, “Event/Experience (holiday)”.
4. Word of order. “First”, “Second”, “Third”, and so on.

2.2.8 Definition of Thematic Progression

Thematic progression is part of a theory developed by Halliday (2014) in systematic functional linguistics. Thematic progression should know how the topic develops in the text. It is defined as a method of identifying, analyzing, and reporting patterns (subjects) within text or phrases (Braun & Clark, 2006). According to Paltridge (2006:148), thematic progression is a method by which the subject of a sentence can be extracted or repeated from the meaning of the

preceding subject or rhema. Thematic progressions usually analyze written text. Thematic progression is a way to see how the text expands on the ideas it presents (Emilia, 2014). Furthermore, thematic gradients ensured text cohesion and consistency (Eggins, 2004, p.324). Besides analyzing the topic, it can also be used as a tool to observe the ability of respondents to develop their ideas in text or sources. The development of the idea has resulted in a coherent text aimed at providing information that is easy for the reader to understand.

Thematic structure is one of a variety of clause structures that “give a message to the clause” (Halliday, 1994, p. 37; Halliday & Matthiessen, 2004). The thematic structure of a sentence is divided into two parts (subject and rhema) (Li, 2011) or in some cases he is divided into three parts (subject – transition zone – rhema). Theme and prosodic composition are important aspects in determining whether a text is cohesively structured. Needless to say, text cohesion, which derives in part from subject and rhema composition, influences text comprehension (Salmani Nodoushan, 2007). Subject order, classification is appropriate for the context of the data. The three main methods are repeating patterns, zigzag patterns, and multi-theme patterns. They differ from his McCabe theory, which suggests his four methods of theme progression. They are simple linear patterns, constant patterns, derived hyper thematic patterns, and shared patterns. Moreover, all of the above methods of theme progression have the same goal of creating coherent writing. Thematic progression refers to the way in which a moving subject picks up or repeats meaning from a preceding subject or rheum

(Paltridge, 2000:140). According to Martin and Rothery, cited in Paltridge (2000:141), he has three types of thematic development patterns.

1. Reiteration Patterns / Constant Thematic Patterns

Egins (2004) refers to the first type as repeating patterns, while other linguists refer to it as constant thematic patterns (Danes, 1974; Bloor & Bloor, 1995; McCabe, 1999). They serve a similar function as an easy way to develop ideas. It represents only one element of the theme, which is the iteration of the theme before it became the current theme. There is also information on the same subject throughout Röhms. This pattern is one that makes the message of the text clear enough for the reader to understand. Otherwise, the drawback of this pattern is monotonous text.

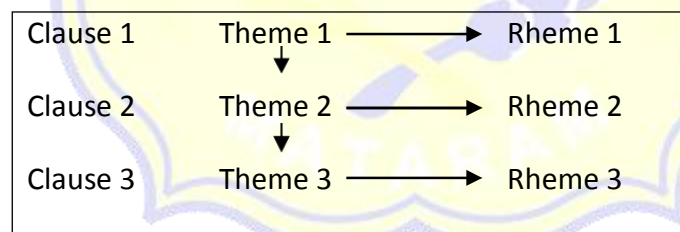


Figure 2.1 Re-iteration pattern/Constant theme pattern

Example:

Cl. 1	<u>Most students today already</u>	have plan ...
Cl. 2	<u>They</u>	know ...
Cl. 3	<u>They</u>	are going to doctors

This example shows a constant theme pattern where the theme of Sentence 1 is repeated. Most students already use the personal pronoun Sie as the theme for sentence 2. Then in sentence 3 the same subject is repeated with the personal pronoun Sie. This pattern allows authors or speakers to pay special attention to specific topics or participants. This pattern of theme progression is therefore common in expository or narrative texts (Bloor & Bloor, 2004: 88).

2. Zigzag Pattern/Linear Theme Pattern

Egins (2004) refers to the second type as the zigzag pattern, while other linguists refer to it as the linear theme pattern (Bloor & Bloor, 1995; Danes 1974). Its function is to show how clauses are linked. The previous rhema becomes the current theme. The advantage of this pattern is that it is easy to use, as the writer can easily introduce new information into the text. It is also considered consistent text.

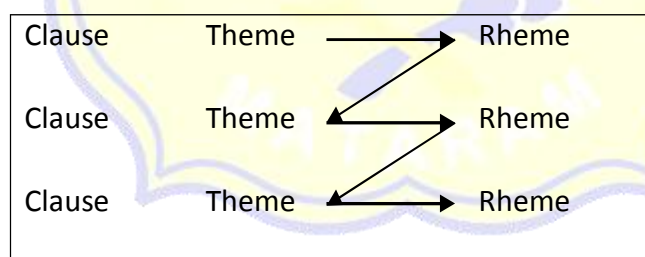
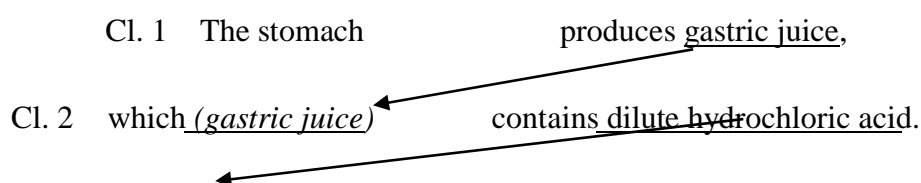


Figure 2.2 Zig-zag pattern/linear theme pattern.

Example:



Cl. 3 The acid

kills most of bacteria in the food.

This example shows a linear subject pattern, or zigzag pattern. In this pattern, the gastric juice rhema from sentence 1 becomes the subject of sentence 2 in the form of the relative pronoun which. Section 3 Rhema of Dilute Hydrochloric Acid will then be the subject of Section 3 The Acid. This pattern is fundamentally different from the Constant His Topic Pattern, where the author or speaker is more focused on the topic or participant. In this pattern, the speaker and writer develop what he or she has introduced into the rhema, which allows him or her to develop further ideas. Increase

3. Multiple patterns/split rhyme patterns.

Eggins (2004) refers to the third type as a plural pattern, while other linguists refer to it as a split prosodic pattern (Danes, 1974; Bloor & Bloor, 1995; McCabe, 1999). The function of the topic element is to extract information from the initial rhema.

This pattern provides a clear layout for the reader to grasp the message of the text and provides specific general information.

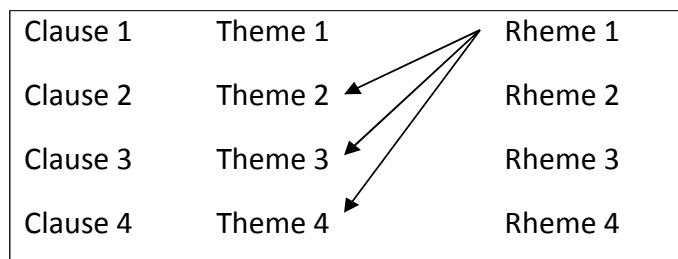
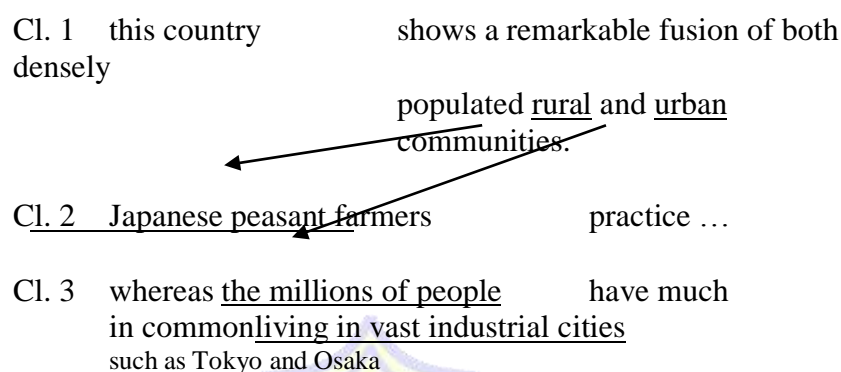


Figure 2.3 Multiple pattern/split rhyme pattern.

Example:



This example shows a split rhyme pattern where Clause 1 contains two main points of rhyme for rural and urban communities. These points are chosen as the subject of Article 2, smallholder farmers in Japan, and Article 3, the millions of people living in huge industrial cities like Tokyo and Osaka. In contrast to Eggins (2004), there is now another pattern, written in subject order. This is called the derived hyper theme pattern. A derived hyperopic pattern in which each topic in the current phrase derives from a hyperopic or the same parent topic. This pattern is common in academic texts where the author discusses a topic and is backed up by various expert opinions on that topic (Danes, 1974; McCabe, 1999).

However, in this study the researchers used the theory proposed by his Eggin (2004). Classification is well suited to the context of the data and thus consists of his three main methods of subject progression. The three main methods are repeating patterns, zigzag patterns, and multi-theme patterns. They differ from his McCabe theory, which suggests his four methods of theme progression. They are simple linear patterns, constant patterns, derived hyper

thematic patterns, and shared patterns. Moreover, all of the above methods of theme progression have the same goal of creating coherent writing. This researcher argued that subject progression is a method that can be used to analyze research subjects. Besides analyzing the topic, it can also be used as a tool to observe the respondent's ability to develop their ideas in text or source. Halliday, quoted in Eggins (2004:3), states that language is structured to produce three main types of meaning simultaneously. This semantic complexity that allows empirical, interpersonal, and textual meanings to be grouped into linguistic units arises because language is a symbolic system, a conventionalized coding system organized as alternatives.

2.2.9 Systematic functional

Is divided into her three simultaneous strands of structural organization, each simultaneously realizing a strand of meaning. These strands are called transitivity, mood, and theme. Each of these strands implements the contextual features of field (transitivity), tenor (mood), and mode (theme) (Paltridge, 2000:116). A transitive system encodes the ideal content of a text, the content and ideas expressed through the text. This content is typically expressed through patterns of processes, participants, and situations. Sentence mood systems encode the relationships between participants in an interaction, as well as the speaker's or writer's attitudes and commentary. The tuning system also includes modality choices such as: B. Expressions of Probabilities, Customs, and Obligations. Finally, the subject is the starting point of the message. It also introduces

information highlighting in clauses. The subject is often described as the content of the clause. The rest of the sentence is called rhema.

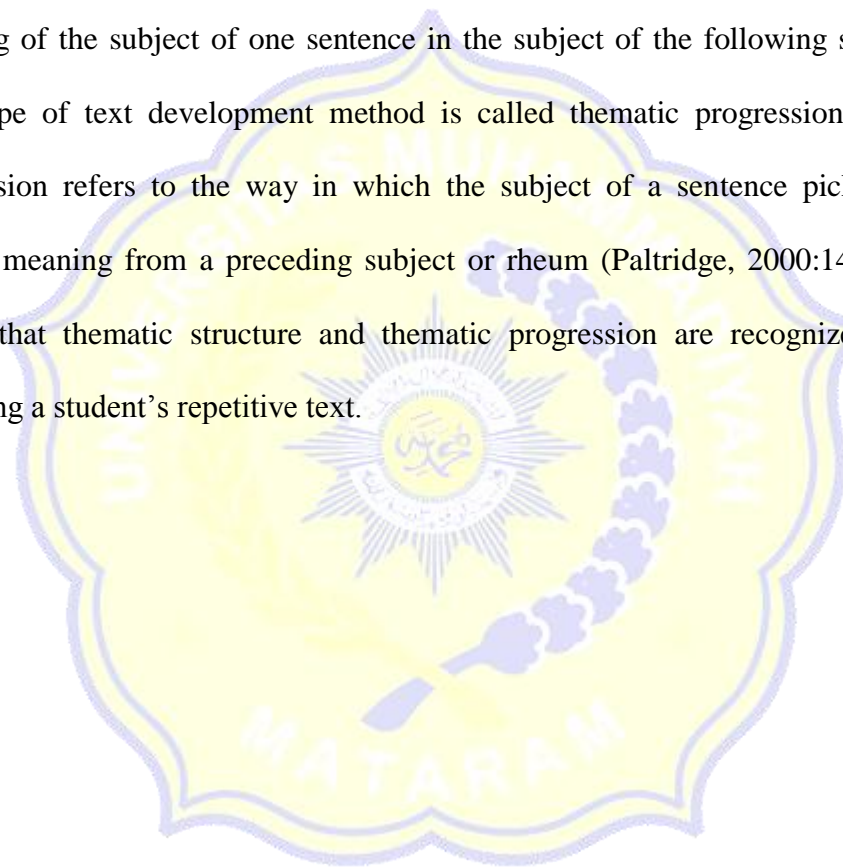
2.2.10 Textual Meta functions

The textual meta function is the third and final strand of the meaning of a sentence and, as quoted in Eggins (2004:298), is the relevance or effective meta function by Halliday. Is described as This is the level of organization of clauses that allows clauses to be packaged in an effective way given their purpose and context. The semantic strands of the text provide the sentence to organize its constituents differently to achieve different ends without adding new realities or altering the interpersonal dimension of the sentence. Deal with the possibilities. The meta function of the text divides the sentence into her two main parts, the subject, and the rheum. His Halliday definition of a subject, cited in Eggins (2004:299), is that it is an element that serves as a starting point for a message. Topics usually contain familiar or “given” information. Information already mentioned elsewhere in the text or known from context.

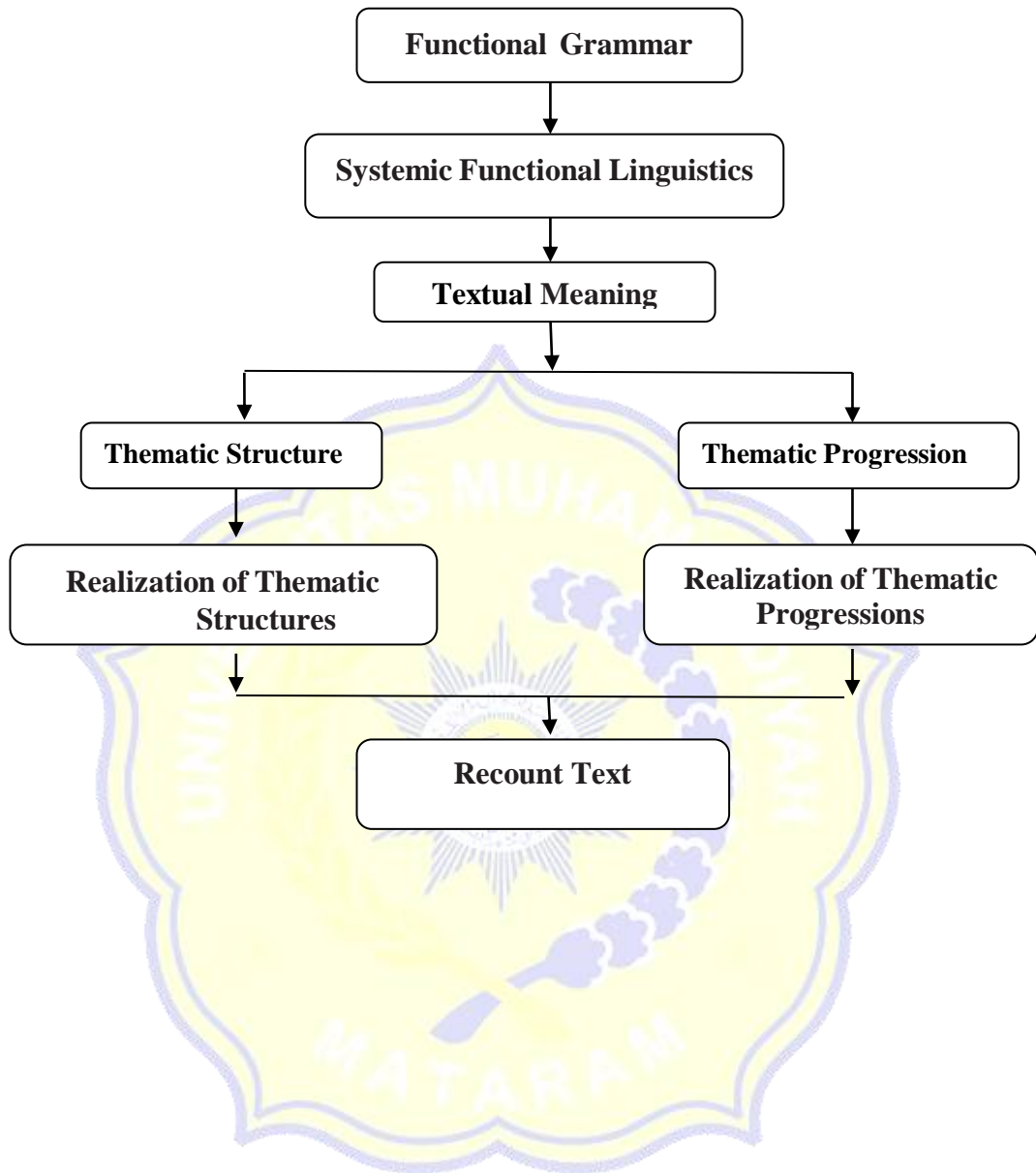
2.3 Theoretical Framework

In this section, the researchers provide a theoretical framework in accordance with the title of the study titled ‘Thematic Progression on Student.s Writing Recount Text’. Based on the title above, researcher use written discourse analysis designed to find meaning realizations. Researchers examine which types of theme progression patterns students use primarily in retelling texts, and examine the coherence of students’ retelling texts from thematic sequences.

Textual meta functions divide sentences into only two main parts: subject and rheum. Halliday's definition of subject, cited in Eggins (2004:299), is that it is an element that serves as the starting point for a message. Eggins (2004: 300), on the other hand, states that rhyme is the part of the sentence in which the theme develops. Bat etc. (2000:142) Many texts are characterized by inserting elements from rheumatism in one sentence into the subject of the next, or by repeating the meaning of the subject of one sentence in the subject of the following sentence. This type of text development method is called thematic progression. Theme progression refers to the way in which the subject of a sentence picks up or repeats meaning from a preceding subject or rheum (Paltridge, 2000:140). This means that thematic structure and thematic progression are recognized when analyzing a student's repetitive text.



The theoretical framework is visualized below:



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes survey design, survey locations, sources and types of data collection methods, survey tools, and data analysis methods.

3.1 Research Design

The research design is a framework that assists researchers in their research, providing an overview and details of each research step from inquiry to research question to data analysis. Thompson, (2009) Qualitative research is a research technique that uses descriptive data in which Of her Words written or spoken by humans or across can be observed. Consistent with Ary, Jacobs and Sorensen (2010) propose that qualitative research focuses on understanding social phenomena from the perspective of humans participating in the natural environment. Researchers use qualitative research to determine thematic progress of students in writing recap texts. When collecting data, the researcher uses her Egging's coherence parameters (2004).

3.2 Research Location

This study will be conducted among students in the 4th semester of the English Department of the Muhammadiyah Mataram Academic Year 2021/2022 University. JL.K.H Ahmad Dahlan No.1, Page Sangan, Mataram, West Nusa Tenggara.

3.3 Data Sources and Types

This research uses a qualitative research design. This study uses thematic progression theory developed by (Eggins, 2004) as a framework for analyzing the data. Data for this study are her 13 students writing recomputed texts obtained from a writing task. The study was conducted with 4th semester students of the Faculty of English at Muhammadiyah University of Mataram for the 2022 academic year.

3.4 Data Collection Method

According to Raco (2010:180), the origin and purpose of the study are clear, and the data source, i.e., the informant or participant, has been identified and given permission to provide the required information. Is collected. Researchers need to collect data to obtain the materials they need to answer their research questions. According to Prastowo (2011:204), the type of data used in this study is qualitative data. Furthermore, this research is descriptive and qualitative and can be done through questionnaires. Researcher used different types of data collection documents for students in the fourth semester of an English class at Muhammadiyah Mataram University.

1. Documentation

According to Creswell (2018), allowing researchers to store participants' speeches and words provides written evidence of data that participants have paid attention to, reducing the time and cost of transcription. (p. 264). Researchers asked students for data for

sampling. Researchers also need student documents, which are retabulated texts, to identify the data. The required pattern is in the form of a recalculated text writing test using topics specified by the researcher. This test is intended to identify data. After the data were collected, the researchers identified topics and theme-progression phrases in student recollection texts based on Eggins (2004) and categorized the data into tractable. The analysis was performed according to the following procedures.

- a. Identification of researcher identified themes and rheumatoid constructs in student retelling texts.
- b. Underlining and Codes, Researcher underlined and coded phrases to identify repetitive patterns, zigzag patterns, and phrases that fall into multiple patterns.
- c. Rewriting and Classification, Researcher rewrote some of the identified thematic developmental patterns coded in the following checklist for classifying thematic developmental patterns.
- d. Advice, Researcher have coded and categorized identified verses based on his three thematic development patterns proposed by Eggins

(2004) in his English Department at Muhammadiyah Mataram University in academic year 2022. An expert in the field agrees, having consulted four fourth-semester students. Almost all about identifying thematic patterns in development.

e. Calculation, Researcher calculated the frequency of occurrence of each theme development pattern in the table below to determine which patterns were most frequently applied.

2. Questionnaire

A questionnaire was used to learn the students' responses to her Perceptions of implementing thematic progressions in written recounts. The questionnaire consisted of 10 statements about their ability to produce sentences through subject progression. Questionnaires were distributed after student letters were collected. This study used a narrow questionnaire based on Dornyei & Csizer (2006) and Eggins (2004). In this study, we analyzed questionnaires to learn student responses to perceptions of implementing theme progressions in written recounts. The questionnaire was used to measure students' cognitive levels using the Likert scale, a scale that reflects cognition about objects.

Table 3.2

The examples of questionnaire

NO	STATEMENT	SA	A	N	SD	D	Total
1.	Applying thematic progression in recount text						
2.	Types of Topic Progressions are useful for developing sentences						
3.	Theme Progressions help develop ideas in sentences						
4.	Thematic progression helps you in developing your ideas in writing						
5.	Before you learn Topic Progressions, you already know develop Ideas in sentences develop a way to						
6.	Thematic progression is effective in providing a coherent text						
7.	Increased interest in income while writing						
8.	Using multiple is easier in writing						
9.	Using reiteration is easier in writing						
10.	Using zigzag is easier in writing						

3.5 Data Analysis Method

1. Document analysis

Document analysis is a form of qualitative research in which researchers interpret documents to give voice and meaning to the topic being assessed (Bowen, 2009). Document analysis is therefore a systematic procedure for reviewing or evaluating documents, both printed and electronic. Bowen explains that analyzing documents is like analyzing transcripts of focus groups or interviews, as he incorporates coding content into topics. To obtain the data, researchers used document analysis to analyze the texts written by the students. It was intended to examine and explain specific documents written by students. This means that all texts written by students have been analyzed. These written texts were then explained vividly. However, the results of document analysis are presented explicitly by the researcher.

Before the researcher analyzed the data, they categorized the developing ideas based on each clause. If so, identify each section of the student's writing to indicate the types of topics and phrases that the student uses frequently. For example: B. Repeat pattern, zigzag pattern, multi pattern. Data processing takes place in several stages.

1. Identifying

In this step, researchers identified the type of theme progression for each sentence in the text, indicating common theme progressions in student writing. So, based on the experts, there were several types of thematic progressions. In

this study, researchers used the type of theme progression proposed by Her Eggins (2004). She states that there are three types of thematic progressions. Repetitive/linear themes, zigzag themes, multiple themes.

2. Classification

In this step, the researcher arranges each section into a table. 2. Questionnaire In this study, we analyzed questionnaires to examine student responses to perceptions of implementing thematic progressions in written recounts. The questionnaire was used to measure students' cognitive levels using the Likert scale, a scale that reflects cognition about objects. A Likert scale (also known as a symmetric scale) for student response. Likert scale response categories are strongly agreed, agree, neither agree, disagree, and strongly disagree. Each student's score is evaluated as follows:

2. Questionnaire

In this research, the questionnaire was analyzed to know students' responses toward their perception of the implementation of thematic progression in their writing recount. The questionnaire was used to measure the degrees of students' perception by using Likert scale which was a scale that gave the perception toward the object. Likert scale also known as symmetric scale that shows the students' responses. The categories of Likert scale response are "Strongly Agreed", "Agree", "Neutral", "Disagree", and "Strongly Disagree". The score of each student would be marked as follows:

Table 3.3
Likert Scale score

Choice's	Answers	Score
SA	Strongly Agree	5
A	Agree	4
N	Neutral	3
D	Disagree	2
SD	StronglyDisagree	1

(Sugiyono, 2012, p.94)

The formula to analyze the questionnaire as follow:

$$\text{The range of scale (RS)} = n \frac{(m-1)}{m}$$

Notes:

RS = the range of scale.

n = the total of participants

m = the total of alternative answer of each item

Based on the explanation above, the range of scale for the participant in this research are $RS = 13 \frac{5-1}{5} = 10,5$

Therefore, the range of scale for participant can be seen as follow:

Table 3.4
The range scale of Likert

No	The range of Scale	Explanation
1.	13-23,4	Strongly Disagree
2.	23,5-33,6	Disagree
3.	33,7-43,8	Neutral
4.	43,9-53,0	Agree
5.	53,1-63,2	Strongly Agree

To calculate the percentages rating of Likert scale by formulating them as follow:

the total score/highest score x 100%. In this matter, the highest and lowest score

for each item of participant are:

The highest score = $5 \times 13 = 65$

The lowest score $1 \times 13 = 13$

