THEMATIC PROGRESSION OF STUDENTS' WRITING DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL

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Abstract

This research is aimed to investigate the thematic progression pattern in students' writing descriptive text in junior high school, especially to find kind of patterns and which one is dominant. This study conducted at one class of seventh grade junior high school in Karawang. This study employs a qualitative research design. This study uses the theory of thematic progression developed by Eggins (2004) as framework to analyze the data. The data of this research are six students' writing descriptive text that obtained from writing task. The findings in this research there are three patterns of thematic progression. Reiteration theme showed that students tend to make focus to the point and create a coherence text. Zigzag theme showed that students have succeeded in developing the cohesion of the text. And multiple themes showed that students have to able to develop a lot of information from a rheme as themes. In conclusions, reiteration theme is dominant pattern in students' descriptive texts, then the second is zigzag theme and the third is multiple themes.
Keywords: *Thematic Progression, Reiteration Theme, Zigzag Theme, Multiple Themes*

INTRODUCTION

The students have to know how to write a good text that expect to reader obtain whole information in the text by understanding theme and rheme on thematic progression to make the coherence text. Theme and rheme are contribute to create relationship between clause, to focus and flow of information in the text. Halliday

stated a massage structure in English is comprised of a theme plus a rheme. Theme for Halliday is the point of departure that with which the clause is concerned and rheme is the reminder of message. Theme must be at the beginning of the text, paragraph, or clause and then followed by rheme. Halliday (1994:37)

Theme and rheme have relationship to develop information in the text. The connection between theme and rheme can create coherency and cohesiveness of a text. It can be found in the text that some themes picked up from previous clause or themes that repeated for each clause. Pattern of theme and rheme which is united and how information flow in a text called thematic progression (Paltridge, 2006:148). According to Martin and Rother in Paltridge (2000:140) there are three patterns in thematic progression such as reiteration theme, zig-zag theme, and multiple theme. Reiteration theme is where from previous theme is picked up and repeated at the beginning of the next clause. Zig-zag theme is where the rheme of the clause is taken up in the theme of the next clause. These patterns may also be combine into multiple rheme patterns.

The research of thematic progression analysis system has been done by Gunawan & Aziza (2017) by the tittle Theme and Thematic Pogression of Undergraduate Thesis : Investigating Meaning Making in Academic Writing. They analyzed theme system and thematic progression of an undergraduate students' thesis of Jabal Ghafur University in Aceh Indonesia. The finding of analysis are in term of the theme system, it is found that three types of theme are employed in the thesis, i.e. the topical themes, interpersonal themes, and textual themes. From the analysis of the thematic progression pattern, it is found that the three types of thematic progression pattern used in the thesis are the theme reiteration pattern which is more dominant than other patterns such as zig-zag pattern, and the multiple theme pattern.

Another the research of theme and thematic progression in writing has been done by Jing (2015) and Wardhani (2013) by the title Thematic Progression Analysis of "Snow White and The Seven Dwarfs" in the Animated Film 1937. She analyzed 10% of 60 scenes in film. The finding of research are found the thematic progression patterns in "Snow White and The Seven Dwarfs" only two patterns are reiteration pattern and zig-zag pattern. The reseacher found the pattern that is mostly used in "Snow White and The Seven Dwarfs" is reiteration pattern, then second pattern is zig-zag pattern, and the last is multiple pattern, but in this research the researcher didn't found multiple pattern.

Based on mentioned previous researches, it is clearly understood that theme and rhyme widely discussed at the transcription and the script. To fulfill practical/contextual void, this present study emphasizes on how theme and rhyme are analyzed at students' descriptive writing text.

A Feez (2002: 4) states that in creating text is required choices the words that used and how it can be put together. According Feez (2002: 85-86), the families of text type are: 1) Exchange consist of simple exchange; complex or problematic exchange; and casual conversation, 2) Forms consist of simple formatted texts; and complex formatted text, 3) Procedures consist of instructions; procedures; and protocols, 4) Information texts consist of descriptions; explanations; reports; and directives, 5) Story texts

consist of narratives and recounts, 6) Persuasive texts consist of opinion texts; expositions; and discussions.

As descriptive text is demanded at the 2013 curriculum, it is essential to analyze theme and rheme on students' descriptive task. According to Gerot and Wignell (1994:208), descriptive text is a text type we use when we want to tell how somethings look, smells, feels, acts, tastes, sounds, etc. Means, it provides details about characteristics of people, places, and things. The details are help the reader understood and to imagine the object.

One of phenomenon that you can find one of junior high school in Karawang in learners' writing is how students aware of information and idea should flow in a coherence text and also how the pattern or thematical progression of their writing. Therefore the researcher interested in rsearching thematic progression of students' writing descriptive text Progression Analysis of "Snow White and The Seven Dwarfs" in the Animated Film 1937. She analyzed 10% of 60 scenes in film. The finding of research are found the thematic progression patterns in "Snow White and The Seven Dwarfs" only two patterns are reiteration pattern and zig-zag pattern. The reseacher found the pattern that is mostly used in "Snow White and The Seven Dwarfs" is reiteration pattern, then second pattern is zig-zag pattern, and the last is multiple pattern, but in this research the researcher didn't found multiple pattern.

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LITERATURE REVIEW
Theme and Rheme
Theme and Rheme

According Gerot and Wignell (1994:103), theme as the element which come first in the clause,and the rest of the clause its called rheme. Relationship between theme and rheme is contribute to the texture of a text. According to Halliday (1985:38), theme is the element which serves as the point of departure of the message. It also introduces information prominance into the clause.

Theme	Rheme
Jack	*went up to the hill*
However, cries	*are discomforting*
I think they	*take a pint or whatever it is*
Well at least she	*Didn't get blown up, Simon.*

Topical Theme

According to Martinet al. (1997), topical theme can be recognized as the first element in the clause which expresses kinds of representational meaning that attaches a transitivity role such as actor, behavior, senser, carrier, or circumstance.

Theme	Rheme
Topical	**Rheme**
Jack	*Went up the hill*
However, cries	*Are discomforting*

Interpersonal Theme

Interpersonal is mean interaction between writers and readers. Interpersonal theme is composed of vocative, modal and mood-making elements (Halliday, 2000). A vocative is an item used to address someone; it may appear in any position of the clause and is thematic if it appears before topical theme.

Theme		Rheme
Interpersonal	**Topical**	**Rheme**
Can	*You*	*Take my bag for me?*
I think	*They*	*Take a pint or whatever it is*

Textual Theme

Textual theme is used to arrange information in a certain order. The structural elements of textual theme are conjunctive adjunct and continuity adjunct which occurs at the beginning of the clause.

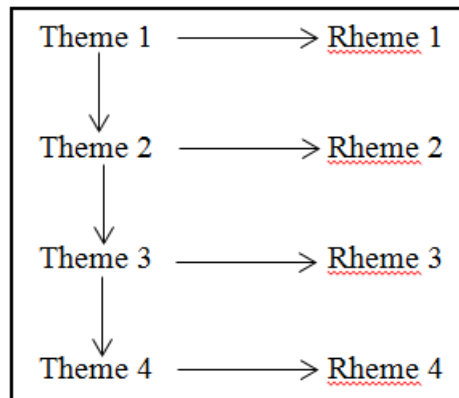| Theme		Rheme
Textual	**Topical**	**Rheme**
Oh	*They*	*Give you a cup of tea*
Well at least	*She*	*Didn't get blown up, Simon.*

Thematic Progression

The flow of information in a sentence from theme to rheme is crucial in achieving communicative effectiveness in a message. The exchange of successive information between theme and rheme are pairings in a text is called Thematic Progression (Eggins, 1994). Thematic progression contributes to the cohesive development of a text. In a cohesive text the distribution of given and new information needs to follow certain patterns. There are several main types of thematic progression, which depends on different text types.

According to Eggins (2004: 324-326), there are three patterns of thematic progression. Below is the explanation of thematic progression patterns:

Theme Reiteration

This pattern simply takes and repeats the previous theme to be used next theme. It is one basic way to keep a passage focus (cohesive). Below is the pattern of theme reiteration:


Zig-zag Theme

In this pattern, an element which is introduced in the rheme in previous clause gets promoted to become the Theme of the next clause. Below is the pattern of zig-zag theme:
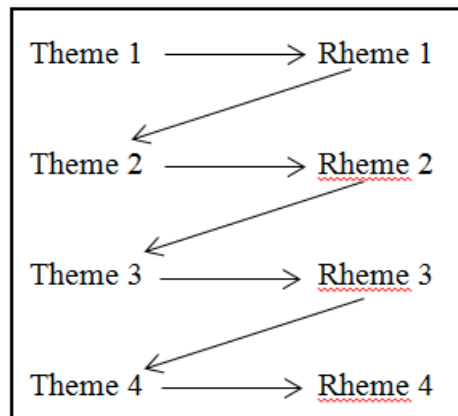
Multiple Themes

In this pattern, the theme of one clause introduces a lot of different pieces of information, each of information is picked up and made theme in following clauses. Below is the pattern of multiple rheme
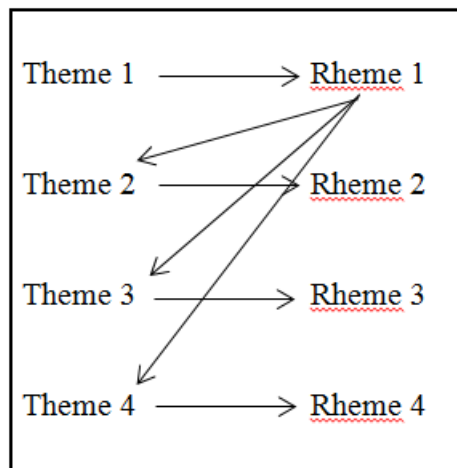
RESEARCH METHOD

This study aims at analyzing theme-rheme on students' writing task. It is line with Ary, Jacobs and Sorensen (2010), qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural setting. Phenomenon of the thematic progression of students' writing task in seventh grade on junior high school will discuss in this research.

Participant of this research is one class of seventh grade in junior high school in Karawang. In a class consists of 26 students; 13 students are female and 13 students are male. The researcher choose seventh grade because the descriptive text are learned in seventh grade of junior high school and English learning is intensively studied in junior high school. In this research, there are six students' writing descriptive texts that will be analyzed. The researcher use documentation technique to completing the data. In addition, the researcher will take students' descriptive text, and some picture of the teacher and students who are conducting activities in the classroom. In collecting data, the researcher takes students' writing descriptive text from their writing scores. The researcher will use the data analysis method of Braun and Clark (2013).

FINDINGS AND DISCUSSION

Findings

The finding in table 1 show that the three pattern of thematic progression, i.e. reiteration theme, zigzag theme and multiple themes.

Theme Pattern	Number of theme						Total Freq	Perc (%)
	Text1	Text2	Text 3	Text 4	Text 5	Text 6		
Reiteration Theme	3	6	6	11	-	6	32	78
Zigzag Theme	3	1	1	-	1	-	6	15
Multiple Themes	-	-	-	-	3	-	3	7

Reiteration Theme

Reiteration themes are dominant occurred at students' descriptive writing text. It can be traced from the data analyze descriptive writing product. It means beside reiteration is the simple one pattern; reiteration is forceful way to make focus to the point of their text so it will create an order information in a coherence text.

Zigzag Theme

Beside the reiteration theme pattern, zigzag patterns are also employed by the students' writing descriptive text. This pattern is a logical means of creating cohesion in the text by building on newly introduced information. Its mean students have succeeded in developing the cohesion of the texts through the introduction of the new information by shifting a rheme to become a theme of the subsequent clause.

Multiple Themes

The third pattern in students' writing is multiple theme patterns. Multiple themes are a lot of information in the clause and each information is picked up to become the themes in following clause, this pattern may be depicted as $T1=R1$, $T2=R1$, $T3=R1$, etc. By applying this pattern, it means that students have expressed their focus at the rheme of one clause, and then describe it consecutively as theme in the subsequent clause.

Discussions

Thematic Progression in Students' Writing Descriptive Text

The researcher gets the point that all pattern of thematic progression are appears in students' text. It means students' are able to write coherently by organize the information using thematic progression. Theme and rheme organization or thematic progression is the most significant factor in the development of the texts (Halliday and Matthiessen, 2004). Focusing the students' writing on the thematic progression will be very useful in helping students communicate their ideas successfully (Wang, 2010). It same with Jing (2015) conducted an instructional package in theme / thematic progression that aimed at building students' meta-cognition. Hawes (2015), thematic progression is a key factor in structuring of information because it acts as a bridge between sentence level and discourse level, coordinating cohesion and coherence. Additionally, Yunita (2018) that investigated thematic progression in students' recount text found thematic progression support the character of the recount text written by students.

The Dominant Thematic Progression in Students' Writing Descriptive Text

Keep from the table 4.7, the research gets the result data thematic progression mostly dominant in the students' writing descriptive text. Reiteration themes found 32 times or 78 %; Zigzag themes found 6 times or 15%, and Multiple themes found 3 times or 7% of the total. The result in this section, reiteration theme mostly found in students' writing descriptive texts 32 times or 78%; it is means students more often to using reiteration theme in writing descriptive text because as the descriptive text need maintaining the focus to describe the object. It is line with Eggins (2004), statement that the theme reiteration patterns are used to emphasize the focus of the topic.

Beside the reiteration theme, another theme which occurs in students' descriptive text is zigzag theme. Zigzag theme happened 6 times or 15%, it is implied the students succeeded in developing the cohesion of the text through the introduction of new information by promote rheme to become theme in the subsequent clause. This gives the text a sense of cumulative which may be absent in the repeated thematic progression (Eggins: 2004).

On the other hand, the rare pattern found is multiple themes. This pattern occurs 3 times or 7 % and found only in one text. By applied this pattern, student express their focus at the rheme of one clause and then students describe becomes some themes for the next subsequent clause. Multiple themes were considered the challenging one since student needs to create some new themes from the previous rheme. This signal that achieving students have been able to develop both the macro and hyper-themes in their texts (Emilia: 2014).

CONCLUSION

The conclusion of this study, the researcher found there patterns of thematic progression in students' writing descriptive text that most students generally used reiteration theme and zigzag theme pattern. In the specific identification, there are five students who frequently applied reiteration theme. On the other hand, one student which applied multiple themes. To sum up, reiteration theme was dominant used pattern in students' writing descriptive text since this pattern is simple one and not challenging.

This study was presented on the thematic progression analysis in previous chapter. The students had developed their ideas and organized the text in the thematic progression patterns. Ignore of some minor weakness such as grammatical error, miss spelling, and others that need further enhancement, the students seem to be able to apply thematic progression patterns in their descriptive text to make into coherence text. Based the analyzed the data using theory thematic progression, students was able to apply all the thematic progression patterns in their text; reiteration theme, zigzag theme; and multiple theme.

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