THEMATIC PROGRESSION ANALYSIS ON STUDENTS' ANALYTICAL EXPOSITION TEXTS

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Abstract: *This study aims to investigate how university students organize their ideas in Exposition texts, particularly Analytical Exposition texts, and to what extent their Analytical Exposition texts are consistent with argumentative language features in terms of Thematic Progression, based on the framework of Systemic Functional Linguistics. The data were taken from nine Analytical Exposition texts of university students at low, moderate, and high levels of achievement. The result shows that the students organize their ideas in three ways of Thematic Progression namely Constant Theme Theme Progression (CTP) or Re-iteration pattern, Simple Linear Theme Progression (SLP) or Zig-Zag pattern, and Derived Theme Progression (DTP) or Multiple Theme pattern. In terms of Thematic Progression consistency, some texts from middle and high achievers are consistent with the argumentative language features, since they employed SLP than CTP and DTP. However, some students still need more guidance to improve the quality of their writings.*

PENDAHULUAN

Generally, there are four skills that students have to be mastered in learning English, they are reading, listening, speaking, and writing. Among those skills, writing is considered to be the most complicated skill because in writing the writer should be able to combine and express his or her opinions in well written-forms. (Anggraini & Rahmaniah, 2022). Meanwhile, Rakhman (2013) also stated that writing is generally recognized as a difficult task by ESL and EFL students. In fact, to write properly, students must meet a number of requirements. Therefore, maintaining the coherence of their text is another requirement that the students must master.

Nonetheless, maintaining the coherence in students' writing becomes the main problem faced by students when they are asked to write. Research has found that in ESL/EFL students' writing, the students focus almost entirely on the word and sentence levels rather than the level of the whole discourse, that is, textual coherence (Bamberg, 1984; Ferris and Hedgecock 1998 as cited in Rakhman, 2007). Still in Rakhman (2007) Priyatmojo (2007) confirms that grammar is not the only thing that has to be accounted to make the sentences coherent. In other words, grammatical sentences alone will not ensure that the text itself makes sense.

In brief, to see how much they have improved in writing can be done by analyzing the

Thematic Progression on their writing since it can be seen from the used Theme and Rheme pattern in their writing. Danes (1974) as cited in Mustika, Nurdin, & Sakina, (2021) states that organization of information in texts is determined by the progression in the ordering of utterance themes and their Rhemes.

Thus, this study aims to reveal how the students organize their ideas in their exposition texts seen from Thematic Progression, and to explore the extent to which the students' Exposition texts are consistent with the argumentative language features in terms of Thematic Progression.

Theme-Rheme Organization, Thematic Progression, And Thematic Progression Consistency

According to Wang (2007) as cited in Fatmawati Amelia, Miranty Delsa, (2022) Theme and Rheme are two terms which characterise the way in which information is spread or distributed in a sentence. Theme can be identified as the element which comes first. Theme is then realised by what is placed in initial position within the clause and this initial position gives the Theme a 'special status' within the clause. Based on Gerot and Wignel (1994) as cited in Dashela (2021) theme is broadly speaking, what the clause is going to be about. In the meantime, according to Halliday (1994) in Dashela (2021), theme is "the point of departure; it is that with which the clause is concerned" Meanwhile, The rest of the clause is called as the rheme. In other word, theme represents the idea represented by the constituent at the starting point of the clause and rheme represent the rest of message.

Regarding the Theme type, Theme can be single and multiple Theme. Multiple Theme can consist of topical, interpersonal, or textual Theme. The ilustration of Theme-Rheme analysis is depicted in table 1:

Eggins (1994) as cited in Mustika et al., (2021) asserts that Thematic Progression is the information exchange between Theme and Rheme pairings in a text. It contributes to develop the cohesiveness and strengthen the coherence and cohesiveness of a text (Emilia, Habibi, & Bangga, 2018). Furthermore, Eggins (2004) and Danes (1974) cited in Purba, Ginting, & Haswani, (2019) introduced the three patterns of Thematic Progression as the following three TP patterns as follows:

1. Re-iteration, known as a constant thematic progression (CTP), it occurs when a topical theme connected to the one in certain clauses.
2. Zigzag pattern or Simple Linear Thematic Progression (SLP), which has a Theme derived from an element in the Rheme of the preceding clause.
3. Multiple-Theme pattern or Derived Theme Progression (DTP), which mostly occurs in the longer text, has one or some elements in a clause which are then distributed in Themes of the following clauses.

Table 1. Multiple Themes, Adopted from Gerot and Wignell, 1994:108

But,	Mary,	Surely	We	Can wait until next week
Conj.	Vocative	Modal	Topical	
Textual	Interpersonal		Topical	
Theme				**Rheme**

In line with the previous statement, Danes mentions the fourth pattern of Thematic Progression (TP) namely Split Rheme Progression (SRP), which Eggins classifies it as Multiple Theme Pattern. The example of TP analysis is ilustrated below.

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1. <u>Now</u>, **in big cities**, teens already know the name of the dangerous drugs.
2. **They** don't just know drugs,
3. <u>But</u> **they** use it too.

The occurence of the TP is calculated to see which pattern appears most frequently in the text in determining TP Consistency. Because in longer Exposition text, DTP usually occurs and SLP is dominant, these two phenomena are used as the basic parameter for Thematic Progression to determine whether or not student texts are consistent with argumentative language features. (See Fries, 1995; Nwogu and Bloor, 1991).

Thematic Progression And Thematic Progression Consistency In Students' Exposition Texts

The result of the study reveals three patterns of Thematic Progression among others SLP, CTP, and DTP, which are used by the students to organize their ideas in their texts in almost of every level of achievement.

The first text analyzed is from a low achiever's text which only employs CTP and SLP in organizing her ideas (e.g. 1):
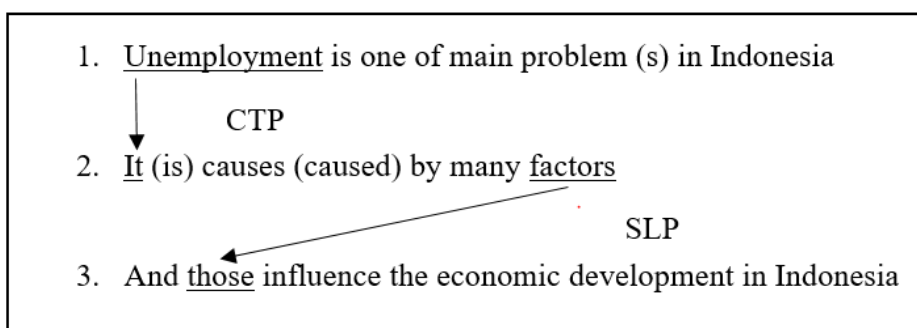
Unemployment in the first clause of Thesis element is regarded as an unmarked topical Theme that serves to identify the field under discussion (Emilia, 2005) which focuses on unemployment. The reference *it* in the second clause refers to *Unemployment* in the preceding clause constructing CTP "where the same element occur regularly as Theme". Eggins (2004) in Hati Puji Lestari, Mujiyanto, & Saleh, (2019). In the third clause, an unmarked topical Theme is also applied in word *those* derived from Rheme *factors* in the second clause constructing SLP. This pattern indicates that the students have been able to make a logical relation and elaboration in their texts.

In the analysis of texts by middle and high achievers, it is found that they have more complex and multifaceted design in their texts. First, the number of clauses employed by the students is more than the low achievers. Second, it is found that the students do not only employ CTP and SLP, but also employ DTP which indicates that the texts are really "well planned" particularly in the method of developing the idea available in their texts (Eggins, 2004:305; Emilia, 2010:124) (E.g.2):
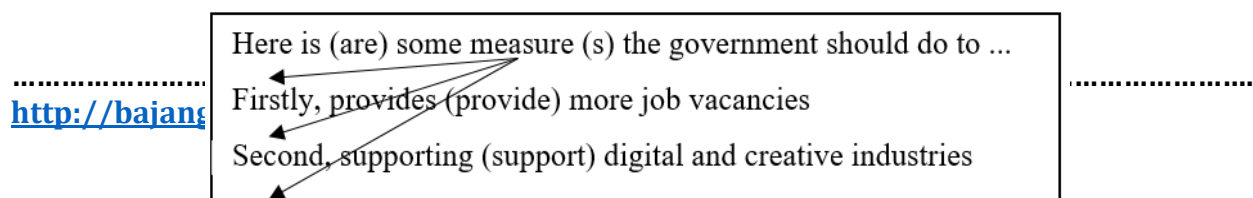
In accordance with Danes (1974) states that this kind of thematic pattern is found when some elements exist in a Theme or as Hyper-Theme of paragraph. From the text above, the word '*Here'* has a function as an unmarked topical Theme of the clause since it is in the initial position of the clause. This clause has a Rheme '*are some measures the government should do to*' which becomes the general notion that introduces a number of different pieces of information, that is, three different arguments in relation to some measures the government should do to overcome employment problem.

Concerning the TP Consistency, it is analysed by displaying the trend of TP in students' exposition texts as presented in Table 2 below.

The trend shows that CTP is the most frequent pattern that occurs in the students' exposition texts. The second dominant pattern is SLP, and the third is DTP. As it has been discussed before, basically in writing and developing an argumentative text, SLP will be frequently used more than CTP. It is because SLP can give an impact to the development of information in argumentation where arguments are arranged in a meaningful way to achieve its purpose (Nwogu and Bloor, 1991). Meanwhile, it is different from SLP, DTP is often found in expository texts.

Nevertheless, the table shows that CTP gets the most dominant occurence in the students' texts, which occurs mostly in narrative texts (Fries, 1995). Yet, in detailed analysis, it can be concluded that the students'texts are consistent with argumentative language features in terms of Thematic Progression, since there are four students from middle and high level of achievement that employ SLP more than CTP in their texts.

Table 2. Thematic Progression Trends

No	Thematic Progression Type	Number of Occurence			Total
		High Achievers	Middle Achievers	Low Achievers	
1	Simple Linear Progression or Zig-zag Pattern	22	12	7	41
2	Constant Theme Progression or Re-iteration Pattern	26	21	24	71
3	Derived Theme Progression or Multiplw Theme Pattern	11	7	3	21
	Total	59	40	34	

CONLUSION

Judged from Thematic Progression, the findings of this study signify that the students have organized their ideas in three ways of TP patterns. In fact, the students seemed to be able to utilize CTP, SLP, and DTP in their texts to make their texts coherent, in spite of some errors and shortcomings such as grammatical errors, sentence structure errors, and the compliance of linguistic features that still need further improvement. It was found that most students generally used constant CTP and SLP in their texts. In close analysis, it seemed that middle and high achiever students preffered to use SLP and DTP in their texts, which indicate that their texts were consistent with argumentative language features, in terms of Thematic Progression. Yet, for low achievers, it is found that the use of CTP is more dominant than the use of SLP and DTP in their texts.

RECOMENDATION

Based on the research findings, discussion, and conclussion, it is recommended that students and teachers develop the text organization by implementing the TP pattern in the process of writing, in order to lead the students to have a good control of writing, especially in managing their information in their texts to achieve the goal effectively. Additionally, teachers must work harder to teach low achievers how to elaborate on the arguments. The teacher should ask the students to read more about the topic so that they have better knowledge of the issue in order for them to be able to elaborate their arguments. Additionally, as a textual resource, the teacher can also put more emphasis on teaching pronouns, references, conjunctives, and conjunctions that can enhance the coherence in students' texts. Moreover, the effectiveness of the teaching strategies can also be evaluated from the result of TP analysis.

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