

**AN ANALYSIS OF THEME-RHEME ORGANIZATION ON
ACADEMIC ESSAY WRITTEN BY THE FIFTH SEMESTER
STUDENTS OF UIN RADEN FATAH PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)**

by

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Di

Palembang

Assalamu'alaikum Wr.Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“AN ANALYSIS OF THEME-RHEME ORGANIZATION ON ACADEMIC ESSAY WRITTEN BY THE FIFTH SEMESTER STUDENTS OF UIN RADEN FATAH PALEMBANG”** ditulis oleh saudara **Robi'ah Adawiyah** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah surat ini dibuat untuk digunakan semestinya. Atas perhatiannya terima kasih.

Wassalamu'alaikum Wr.Wb.

Palembang, Maret 2017

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DEDICATION

From the deepest heart and soul, I dedicate this thesis to:

- Allah SWT. the Lord of the world, the Greatest of the greats who has given blessing, mercy and patience in finishing this thesis.
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Motto:

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ... (٦)

“And whoever strives, only strives for [the benefit of] himself...” (QS. 29:6)

STATEMENT PAGE

I hereby,

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state that

1. All the data information, interpretations, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my degree that I have received through this thesis.

Palembang, Maret 2017
The Writer,

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The writer,

RA

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
ABSTRACT	iv
LIST OF TABLES	v
LIST OF FIGURE	vi
LIST OF APPENDICES	vii
LIST OF DOCUMENTATIONS	vii

I. INTRODUCTION

1.1. Background	1
1.2. Problem(s) of the Study	6
1.3. Objective(s) of the Study	7
1.4. Limitation of the study	7
1.5. Significance of the Study	7

II. LITERATURE REVIEW

2.1. Analysis Research	9
2.2. Systemic Functional Linguistics	10
2.3. Concept of Theme and Rheme	12
2.4. Concept of Thematic Development.....	17
2.5. Concept of Academic Essay.....	23
2.6. Previous Related Study	31

III. METHODS AND PROCEDURES

3.1. Method of Research	34
3.2. Operational Definitions	34
3.3. Participant.....	35
3.4. Data Collection.....	36
3.5. Validity.....	36
3.5.1 Instrument Validity	37

3.5.2	Analysis Validity	37
3.6.	Data Analysis	38
3.6.1	Identification of Thematic Development Pattern	38

IV. FINDINGS AND INTERPRETATIONS

4.1.	Findings	41
4.1.1.	Identification of Thematic Development Pattern	41
4.1.2.	Description of Thematic Development Pattern	42
4.1.3.	Calculating of Thematic Development Pattern	42
4.1.4.	Explanation of Thematic Development Pattern	44
4.2.	Discussion	63
4.3.	Interpretations.....	65

V. CONCLUSIONS AND SUGGESTIONS

5.1	Conclusions	71
5.2	Suggestions	71

REFFERENCES

APPENDICES

LIST OF TABLES

Table 1 : Conjunctive Adjunct	17
Table 2 : Thematic Development Pattern Categorization Checklist	39
Table 3 : The Number of Occurrence of Thematic Development Pattern Table.....	40
Table 4 : The Number of Occurrence of Thematic Development Pattern.....	43
Table 5 : The Number of Occurrence of Thematic Development Pattern on Low Achievers' Texts	45
Table 6 : The Number of Occurrence of Thematic Development Pattern on Middle Achievers' Texts.....	51
Table 7 : The Number of Occurrence of Thematic Development Pattern on High Achievers' Texts	58
Table 8 : Summary of Research Findings	64

LIST OF FIGURES

Figure 1 : Thematic Development Analysis.....	18
Figure 2 : Simple Linear Progression Pattern	19
Figure 3 : Constant Theme Progression	20
Figure 4 : Split Rheme Progression	21
Figure 5 : Multiple Theme Progression	22
Figure 6 : The Distribution of Thematic Development Pattern Percentage	43
Figure 7 : The Distribution of Theme-Rheme Organization on Low Achievers' Text.....	50
Figure 8 : The Distribution of Theme-Rheme Organization on Middle Achievers' Texts.....	57
Figure 9 : The Distribution of Theme-Rheme Organization on High Achievers' Text.....	63

LIST OF APPENDICES

APPENDIX 1	Sheet of Writing Test
APPENDIX 2	Framework of Thematic Development Pattern
APPENDIX 3	Instrument Validation
APPENDIX 4	Students' Academic Essay
APPENDIX 5	Result of Thematic Development Pattern Found
APPENDIX 6	Analysis Validation
APPENDIX 7	Documentation

ABSTRACT

This study aimed to investigate which thematic development pattern mostly applied on students' academic essay seen from three levels of achievement: low, middle, and high. Descriptive qualitative method was used as the method of this study. The data of the study were twelve students' academic essays from low, middle, and high level of achievement. The steps in analyzing the data are first: taking texts written by the students, second: reading the texts and segmenting each text into clauses, third: identifying theme and rheme of each clause of the students' texts, fourth: identifying thematic development pattern of the students' texts by using thematic development pattern proposed by Danes (1974), fifth: consulting the identified thematic development pattern to the experts, and sixth: calculating the amount of the occurrence of each thematic development pattern. The result shows that Simple Linear Progression (SLP) became the most applied pattern on high achievers' text with the total number of occurrence 23 (54.76%). Simple Linear Progression (SLP) also became the most applied pattern on middle achievers' text with the total number of occurrence 21 (53.84%) while on low achievers' text, Constant Theme Progression became the most applied pattern with the total number of occurrence 22 (46.80%).

Keywords: *Theme-rheme, thematic development pattern, academic essay.*

CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problem of the study; (3) objective of the study; (4) limitation of the study; and (5) significance of the study.

1.1 Background

English may not be the most spoken language in the world, but it is the official language in a large number of countries. Some countries have been using English in everyday life. Some other countries make English as the main language which is important to be learnt. English has even become the dominant business language. Research from all over the world shows that cross-border business communication is most often conducted in English. The Economist article (2014) noted that more and more global companies have adopted English as their main language. It is just because in this globalized world, it is undeniable that English has been playing an important role in many sectors of life.

As a developing country, Indonesia still uses English as a foreign language. It still becomes a language which is taught and encouraged at school. Lauder (2008) stated that the use of English in Indonesia has developed in the context of post-colonial educational competency building, and more recently the need to support development – in particular its role in state education. Any language has its own system which is different from one another, so does English. As a foreign language, the system of English is different from Indonesia language.

Therefore, English is considered difficult to be learnt. But somehow, knowing that English is very important, learning even mastering it is a must.

Speaking, reading, writing, and listening are the four skills which are needed to master English. Among these four skills, writing is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and global economy (Graham & Perin, 2007). In the field of education, such as academic writing assignments requires students to master the knowledge of good writing. Evaluation judgments of the different fields of learning are mainly based upon writing (Muslim, 2014). Students who are skilled in writing can get better grades than those who are not. Otherwise, almost college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams (Huy, 2015). Moreover, for the purpose of employment, people who have good achievement in writing are more needed in many job markets. Therefore, being master in writing plays a pivotal role in achieving success (Marzban & Sarjami, 2014).

However, students still face many problems in writing. As Seyabi and Tuzlukova (2014) investigated that five main types of writing problems are deciding how to start an essay/paragraph; not knowing how to write a correct English sentence; putting the ideas together in a coherent way; choosing the right vocabulary to express ideas and not having enough ideas about the topics that the teachers ask to write about. Among those five problems, maintaining the coherence becomes the main problem faced by the students when they are asked

to write. Coherence (Halliday & Matthiessen, 2004, p. 309) is the internal (resource) for structuring the clause as a message, including the notions of Theme and information.

Whereas, writing without coherence can inhibit a reader's ability to understand the ideas and main points of the writing. Coherence allows the reader to move easily throughout the writing from one idea to the next, from one sentence to the next, and from one paragraph to the next (Sherman, Slawson, Whitton, & Wiemelt, 2011). Without maintaining the coherence, students only focus almost entirely on the word and sentence levels rather than the level of the whole discourse, that is, textual coherence (Lee, 1998). Even though in fact, the thematic organization of the text is closely connected with discourse coherence or text connection (Ren, Cao, Gao, & Li, 2009). Because of this problem, students nowadays have very little interest in writing which is so important to fulfill the education requirements (Muslim, 2014). Writing even becomes serious problem that students face when they need to graduate from University. They stuck on the problem of writing thesis. So that lack of publication of students' thesis or writing usually happens in certain university.

Writing an academic essay is one of the educational requirements. Moreover, it is one of the most common assignments the students will be asked to write in the university. Besides, in many important fields, students are required to write an essay such as when applying for a job or scholarship. Although, in fact, writing an essay is not easy for students because it allows students to demonstrate an in-depth knowledge of a topic based on research and reading (Effective

Learning Services, 2009). Writing academic essay involves learning to think critically, that is, to identify issues that allow the students to explore the question (analyze), consider the question from a range of different perspectives (critique), and construct an academically credible argument (evaluate) (Australian National University, 2013). The essay is written in paragraphs and has a structure that includes introduction, body and conclusion.

In order to assess the students' ability and difficulty in writing, analyzing the way the students organize Theme-Rheme and also the interaction of Theme and Rheme on their writing is one of the best ways. Theme is the starting point of a message which the clause is about (Halliday & Matthiessen, 2014, p. 89). And theme is followed by Rheme, which is part of the assembly of the new information that the text offers (Cummings, 2003, p. 133). The interaction of Theme and Rheme governs how the information in a text develops. Not (1996) says that Thematic Development is necessary for the construction of an optimally coherent and grammatically cohesive structured text.

The study of Thematic Development is rooted in work on Systemic Functional Linguistics (SFL) conducted originally by Prague School linguists such as Danes (1974) and Firbas (1992) and adapted for English by the British linguist Halliday (Halliday & Matthiessen, 2014). Danes (1974) who puts forward the concepts of Thematic Development pattern for the first time states that the organization of information in texts is determined by the development in the sequence of utterance of themes and their corresponding rhemes. Danes (1974) divided the development of theme-rheme into four main types, including Simple

Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression (Paltridge, 2006).

Studies have illustrated the usefulness of Theme and its Thematic Development as a tool to characterize EFL/ESL writing as successful or less successful in terms of coherence (Jing, 2014). Besides, EFL/ESL students are yet to learn what kind of information to place in the Theme position and how to continually pick up the information which is already in the text and repeat it in some way become aware of what the key concepts are and how the key concepts are being developed (Hyland, 2004).

Based on the informal interview with the fifth semester students of UIN Raden Fatah Palembang, most of the students do not even know what Theme-Rheme and its organization pattern is, so that they write without involving the understanding of those terms. They were not even really sure about any patterns they apply when they are writing any kinds of text since they just write whatever ideas come to their mind.

Different as what Rakhman (2013) found when examining the paragraph writing of nine high school students at SMA Kartika Candra 3 Bandung exposition texts from low, middle, and high level of achievement, she revealed that the applications of Thematic Development Patterns to scientific texts have been carried out. The students organized their ideas in three ways of Thematic Development, including Simple Linear, Constant Theme, and the Multiple Theme or Derived Theme. Marfuaty's study (2015) about analyzing Thematic Development on the opinion section texts of The Jakarta Post also found that the

texts used all the four Thematic Development Pattern which are Simple Linear, Constant Theme, and Multiple Theme or Split Rheme. While Soepriatmadji (2009) who examined Thematic Development in Thesis Abstracts Written by English Students of FBIB Unisbank Semarang found that the result of which indicates the Split Rheme (77%) is realized in the abstracts and Derived Theme (23%) is also noticed.

Although most of the students of UIN Raden Fatah Palembang have not known what Theme-Rheme and its organization is, academic essay writing that the students write must have Theme-Rheme and also the pattern that is applied to connect these two terms. Which Thematic Development Pattern is mostly applied, no one knows for sure. In addition, by analyzing Thematic Development on the students' writing, it can show the ability of students in organizing their ideas and making their sentences coherent (Wang, 2007). By using theory of Thematic Development Pattern by Danes (1974) as the framework, the study was intended to find out Thematic Development Pattern mostly applied on students' academic essay writing.

1.2 Problem of the Study

Based on the general background of the study above, this study aimed at answering this question: Which thematic development pattern is mostly applied on students' academic essay seen from three levels of achievement; low, middle, and high?

1.3 Objective of the Study

The objective of the study was to find out which thematic development pattern is mostly applied on students' academic essay seen from three levels of achievement; low, middle, and high.

1.4 Limitation of the Study

This study focuses on analyzing the organization pattern of Theme-Rheme on the fifth semester students' academic essay writing. The framework of the development pattern of Theme-Rheme proposed by Danes (1974) was used in order to analyze the development pattern of Theme-Rheme the students applied. The analysis of the organization of Theme-Rheme focuses on academic essay written by twelve fifth semester students of UIN Raden Fatah Palembang seen from three levels of achievement; low, middle, and high.

1.5 Significance of the Study

It is expected that this study will give some information to the development of language teaching and learning, especially understanding of Theme-Rheme and their organization pattern. Therefore, the study hopefully can be beneficial for lecturers, especially those who teach writing courses, to know the concept of Theme-Rheme and its organization pattern as the important elements of writing that can influence the students' success or failure in organizing their ideas and maintaining the coherence while writing academic essay. Knowing about how important Theme-Rheme and its organization pattern is, the students themselves would also know how to make good academic essay writing with

well-organized ideas and coherence by applying the term of Theme-Rheme and its organization pattern.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) analysis research; (2) systemic functional linguistics; (3) concept of theme-rheme; (4) concept of thematic development; (5) concept of academic essay; and (6) previous related studies.

2.1 Analysis Research

Analysis research is related to qualitative research. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding. It always involves what H. F. Wolcott calls “mind-work” where researchers always engage their own intellectual capacities to make sense of qualitative data (Hatch 2002, p. 148). The method of analysis research relies on linguistic rather than numerical data, and employs meaning-based rather than statistical forms of data analysis (Elliot & Timulak, 2005).

In analysis research, the researcher requires to explore the possible ways of constructing data within a setting and to select methods that will combine to ensure that the data will be sufficiently rich, complex, and contextual to address the question and support the required analysis (Richards, 2006).

Here are the common characteristics to several qualitative methods (Creswell 2009, p. 175):

1. Research is often conducted in the field, allowing direct interaction with the people being studied in their context.
2. Researchers collect data themselves by examining documents, observing behavior or interviewing participants.
3. Multiple sources of data are preferred over a single source; this requires the researcher to review all data, make sense of it and organize it into categories or themes that cut across all sources.
4. Researchers often build their patterns, categories and themes from the bottom up (inductive analysis).
5. The focus is on learning the meaning participants hold rather than the meaning brought in by the researcher.
6. The research is often an emergent, shifting process in response to the field.
7. The qualitative researcher interprets what is seen, heard and understood. This must be seen in light of the researcher's background, history, context and prior understanding.
8. The researcher tries to develop a complex picture of the problem or issue by reporting multiple perspectives and identifying multiple factors involved.

2.2 Systemic Functional Linguistics

Systemic Functional Grammar or Linguistics, first introduced by Michael Halliday and Matthiessen (2004), refers to a new approach to the study of grammar that is radically different from the traditional view in which language is

a set of rules for specifying grammatical structures. Systemic functional linguistics (SFL) is a text-based theory of language. The key questions and applications of the theory revolve not around the syntax of sentences, but around the functions of texts in context (Bartles, 2005, p. 236).

Bawarshi and Reiff (2010, p. 29) define “Functional” as the work that language does within particular context, and “Systemic” as the structure or organization of language so that it can be used to get things done within those context. It means that Systemic Functional Linguistics theorizes the organization of the language used systemically based on particular context in order to create meaning then linguistics evolved it. It also can be concluded that Systemic Functional Linguistics focuses on language and context.

Context is classified as one of the central concerns, because it is integral to the overall process of making meaning (Almurashi, 2016, p. 72). Context has been classified into context of culture, context of situation and co-text (or the linguistic environment of an utterance) (Bloor & Bloor, 2013, p. 15). Aspects of the context of situation relates intimately to the language used to create text (Halliday & Matthiessen, 2004). Halliday and Matthiessen (2004) then account the relationship between text and context, which is called register. Register is, traditionally in systemic grammar, studied in terms of three parameters which are field of discourse, tenor of discourse and mode of discourse.

Register is realized directly by the semantic plane of the language used by human which classified in Systemic Functional Linguistics into three broad categories known as metafunctions (Bloor & Bloor, 2013, p.13). There are three

kinds of metafunctions, Experiential meanings (clause as representation), Interpersonal (Ideational) meanings (clause as exchange), and Textual meanings (clause as message) (Eggins, 2004, p. 213). Textual metafunction concerns on how language works to form the coherent and cohesive text (Christie and Derewianka, 2008). The realization of textual metafunctions can be illustrated through the construction of text in building up sequences of discourse, organizing the discursive flow, and creating cohesion and continuity as it moves along. (Halliday & Matthiessen, 2014, p. 30-31).

2.3 Concept of Theme and Rheme

According to Halliday, the study of theme and rheme is mainly derived from systemic functional linguistics that analyzes language from its main function. Theme and Rheme are two terms which characterize the way in which information is spread or distributed in a sentence (Wang, 2007). Theme (Halliday & Matthiessen, 2014, p. 83) is given information serving as “the point of departure” of a message. The given information is the information which has already been mentioned somewhere in the text, or it is shared or mutual knowledge from the immediate context. While, Rheme is the remainder of the message in a clause in which Theme is developed, that is to say, rheme typically contains unfamiliar or new information (Abed, n.d.). New information is knowledge that a writer assumes the reader does not know, but needs to have in order to follow the progression of the argument (Yang, 2008).

Theme and Rheme act as the building bricks of cohesion intra-causally. But their role in Thematic Progression which fans out across whole texts and

indicates where topics begin and end, also point up a text's underlying organization, thereby giving them a vital place in coherence.

The boundary between Theme and Rheme is simple: theme is the first element occurring in a clause; the remainder clause is rheme. The examples of Theme and Rheme are in the table below.

Theme	Rheme
Lion	beats the unicorn all round the town.
All round the town	the lion beat the unicorn.
However, the unicorn	still did not want to bow to the lion.
Would the unicorn	give in to the lion.
When the lion got to the battle field	the unicorn was ready for the battle

From the above division of themes and rhemes in the sentences, it is possible to see that theme is not equated with the subject of a sentence; nor is rheme equated with the predicate.

Based on its type, Theme can be classified into topical, interpersonal, and textual. The explanation about Theme is presented in the following section.

1) **Topical Theme**

Topical Theme is Theme of a clause ends with the first constituent that is either participant, circumstance or process (Halliday & Matthiessen, 2014, p. 105). This type of theme is presented by a nominal group (e.g., everyone), a prepositional phrase (e.g., with ships continually at sea), or an

adverbial group (e.g., by the middle of 15th century), as it can be seen in the example below.

The Duke	has given my aunt that teapot
Very carefully	she put him back on his feet again
On Friday night	I go backwards to the bed
Theme	Rheme

According to the example above, the first clause has nominal group “*The duke*”. Since it is placed in the beginning of the clause, it is considered as Theme in the clause. The second clause has adverbial group “*Very carefully*” in its initial position. The last clause has prepositional phrase indicating time “*On Friday night*” in its initial position.

Halliday and Matthiessen (2004) added that topical Themes are divided into two subtypes: simple and multiple Themes. Simple Theme always has a topical element. Here is an example of simple Theme:

She	was so kind to her four cats
Topical Theme	Rheme

While multiple Theme may have the interpersonal and textual Theme in addition to topical Theme. Here is an example.

And,	the servant	Was waiting for the cats
Textual	Topical	Rheme

The two types of Theme appear in one clause. Each type has its own realizations in the clause. Textual Theme is realized by conjunction “*And*” and Topical Theme is realized by the nominal group “*the servant*”.

The other categorization of Topical Theme made by Halliday and Matthiessen (2004) is marked and unmarked theme. When an element that occupies the theme position of the clause conflates with grammatical subject, this theme is called unmarked theme. For example:

The goat	went to juggle
Theme	Rheme

But in marked theme, an element other than the subject occupies the theme position, so a condition is created for the appearance of marked theme. For example:

In the morning,	the goat went to jungle to find the wolf.
Theme	Rheme

2) **Interpersonal Theme**

According to Paltridge (2006), interpersonal Theme refers to an item that comes before Rheme which indicates the relation between participants in the text, or the position or point of view that is being taken in the clause. This may include the finite in interrogative clauses where it

precedes the subject, vocative (personal name used to address), and mood adjuncts (surprisingly, in my opinion, unfortunately) (Halliday & Matthiessen, 1994). As illustrated on the example below.

Mary,	we decided	to wait until next week.
Probably,	She	can make me better
Could	The team	have beaten the grand finalists?
Interpersonal Theme	Topical Theme	Rheme

According to the example above, the first clause the theme “Mary” indicates vocative. The second clause the theme “*Probably*” indicates mood adjuncts. The last clause, the theme “*Could*” indicates interrogative.

3) Textual Theme

Halliday and Matthiessen (2004) stated that Textual Theme is a theme that includes any combination of Continuative (yes, no, well, oh, now), Conjunctions (and, because, who), Conjunctive Adjunct (for instance, in addition, likewise). Conjunctive adjuncts are allowed to move freely in a clause whereas conjunctions are constrained in the beginning (Giroux, 1997). Moreover, Conjunctives, on the other hand, relate the clause to the preceding text by providing a logical between messages. The examples are well, right, OK, now, anyway, of course. The example of Textual Theme is presented below.

Well,	on the other hand,	we	could wait
Continuative	Conjunctive	Topical	Rheme
Theme			

Halliday and Matthiessen (2004) identify the examples of Conjunctive Adjunct in table below.

Table 1
Conjunctive Adjunct

	Types	Meaning	Examples
I	appositive corrective dismissive summative verificativ	‘i.e., e.g.’ ‘rather’ ‘in any case’ ‘in short’ ‘actually’	that is, in other word, for instance or rather, at least, to be precise in any case, anyway, leaving that aside briefly, to sum up, in conclusion actually, in fact, as a matter of fact
II	Additive adversative variative	‘and’ ‘but’ ‘instead’	also, moreover, in addition, besides on the other hand, however, conversely instead, alternatively
III	Temporal comparative causal conditional concessive respective	‘then’ ‘likewise’ ‘so’ ‘(if ...) then’ ‘yet’ ‘as to that’	meanwhile, before that, later on, next soon, finally likewise, in the same way therefore, for this reason, as a result, with this in mind in that case, under the circumstances, otherwise nevertheless, despite that in this respect, as far as that’s concerned

(Source: Halliday and Matthiessen, 20014, 108)

2.4 Concept of Thematic Development

Many texts are signposted by placing elements from rheme of one clause into the theme of the following clause, or by repeating meanings from the theme of one clause in the theme of subsequent clauses. This kind of text development is

called thematic progression or thematic development. Thematic development refers to the way theme of a clause is developed (Rustipa, 2010).

Eggins (1994) defines Thematic Progression or Thematic Development is the exchange of information between successive Theme and Rheme pairings in a text. Eggins adds that Thematic Progression or Thematic Development contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion.

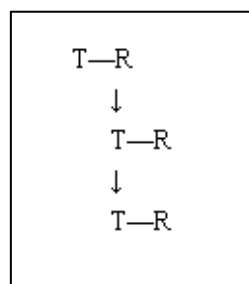


Figure 1. Thematic Development Analysis
(Butt et al, 2000, p. 143)

In systemic functional linguistics, Thematic Progression or Thematic Development is the elaboration of mode of the discourse which functions to accommodate the ideational meaning and interpersonal meaning. This may mean that the construal of the outer or inner world of experience, and the way it may be negotiated are accommodated in either spoken or written discourse which begins with a theme (topic), from which point a speaker or writer starts to convey his or her message and ends in a rheme (Soepriatmadji, 2009).

There are several main types of Thematic Progression or Thematic Development, which depends on different text types. This study divides Thematic Progression or Thematic Development based on Danes (1974) classification

which is Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression (Paltridge, 2006).

1) Simple Linear Progression

A paragraph is defined using Simple Linear Progression when the subject matter in the Rheme of the previous clause is taken up in the Theme of a following clause, as illustrated below.

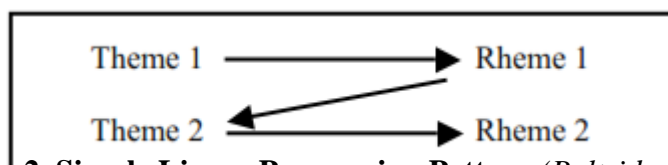


Figure 2. Simple Linear Progression Pattern (Paltridge, 2006)

Here is an example of Simple Linear Progression.

Pattern	Theme	Rheme
Simple linear progression	Discourse analysis	is very important in the teaching of summary.
	In summary, pupils	can apply the knowledge of theme, topic and title from the passage.
	By using theme, the pupils	can give a title to the text.

From the above example, it will be observed that in the first clause,

Discourse analysis is the point of departure or as Halliday and Matthiessen (2014) claims, “the starting point of a message which the clause is about” while *is very important in teaching of summary* is the rheme. From the rheme of the first clause, the word ‘*summary*’ has been used as the theme of the second clause and part of the rheme for the second clause which is ‘*theme*’ provides the themes for the third sentence.

This kind of Pattern offers new information in order to attain the cohesion in the text and this gives the text “a sense of cumulative

development” which may not present in the Constant Theme Progression (Eggins, 2004).

2) Constant Theme Progression

A paragraph is defined as using Constant Theme Progression when a Theme is picked up and repeated at the beginning of each clause as illustrated below.

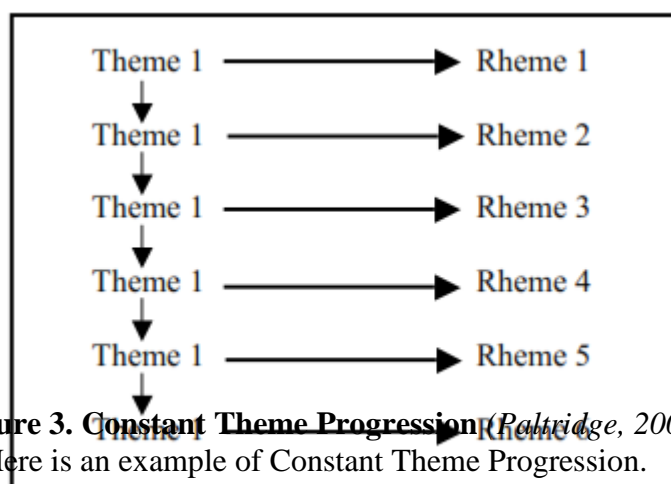


Figure 3. Constant Theme Progression (Paltridge, 2006)
Here is an example of Constant Theme Progression.

Pattern	Theme	Rheme
Constant progression	Atalanta	is able to stand amongst men and challenge them.
	She	is able to do all other things that men can do.
	She	had to set conditions for men who were interested in her.

From the above example, it will be observed that the pattern takes the same element ‘*Atalanta*’ as the point of departure for all the clauses and the rheme for each clause provides further information and explanation about the theme. The use of personal reference ‘*she*’ does not imply a change in theme. This is used to avoid repetition. This patterns is easy to comprehend though the over use of the same theme may perhaps render

the text monotonous. As Eggins (2004) suggests that in order to make the text has a clear focus, repetition of the theme is an effective way.

3) Split Rheme Progression

A paragraph is defined as using Split Rheme Progression when a Rheme may include a number of different pieces of information, each of which may be taken up as the Theme in a number of subsequent clauses as illustrated below.

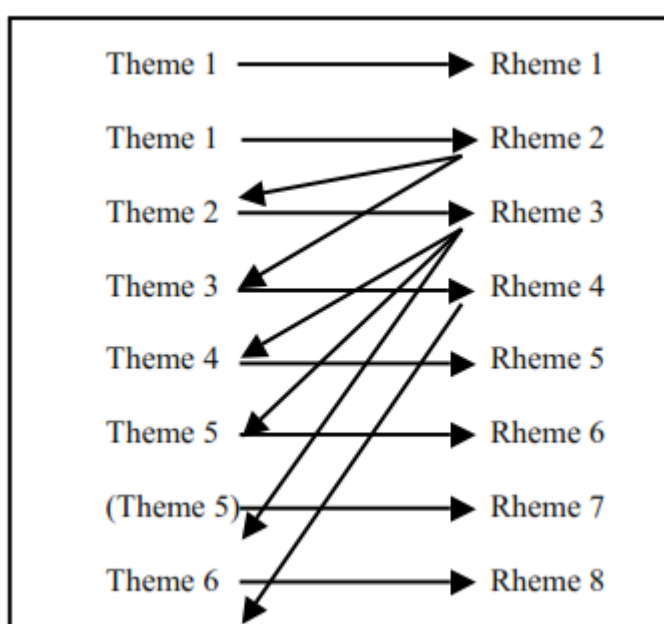


Figure 4. Split Rheme Progression (Paltridge, 2006)

Here is an example of Split Rheme Progression.

Pattern	Theme	Rheme
Split progression pattern	The study	predominantly deals with <i>cohesion and coherence</i>
	Cohesion	is the study that looks at the texture of discourse in relation to reference, substitution, conjunctions, comparatives and other similar variable applicable in the study.
	Coherence	deals with meaning in a unified text or conversation.

From the above example, it will be observed that the rheme has been split into two items namely *cohesion* and *coherence*. Each of these items is the theme of the subsequent clauses. In this case, *cohesion* has constituted the theme of the second clause coherence has become the theme of the third clause. This pattern improves the flow of information as new information in the rheme of the first sentence becomes given information in the theme of the sentence that follows. The subsequent theme therefore becomes given information as diagrammatically in Figure 4 above.

This Pattern indicates that the method of development of the text is clearly “planned” and thus shows the writer’s investigation strategy conducted prior to the writing activity (Emilia, 2010).

4) **Derived-Hyper Theme Progression**

A paragraph is defined using Derived-Hyper Theme Progression when particular themes from the subsequent clauses are derived from a Hyper-theme or the same overriding theme. Derived-Hyper Theme Progression illustrated below.

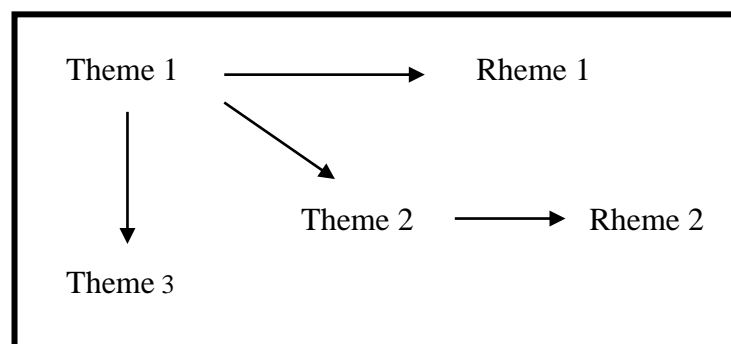


Figure 5. Derived-Hyper Theme Progression

Here is an example of Derived-Hyper Theme Progression

Pattern	Theme	Rheme
Derived Hyper-thematic progression	Many researchers on writing	Conducted different investigations on ESL writing process.
	Spack (1984) and Zamel (1983)	studying ESL writers corroborated Hayes and flower's finding about the writing process for their populations.
	Raimes (1987:459-460)	compared ESL students' composing processes with other researcher's findings on L2 basic writers, and concluded that the two groups of students had much in common.
	Both Krapels (this volume) and Friedlaner (this volume)	continue the discussion of ESL writing process research.

From the above example, it shows that each theme in a clause is different from the other. In clause one, the theme is *many researcher on writing* while in clause two the theme is *Spack and Zane*. *Raimes* is the theme of clause three and in clause four the theme is both *Krapels and Friedlianer*. Despite this difference, the themes are all related under the same hyper theme, *researchers on writing*. This pattern uses a variety of words referring to the same hyper theme, thus solving the problem of unnecessary repetitions.

2.5 Concept of Academic Essay

Essays are instruments of communication. Essay is a tool that communicates the writer's ideas and should reflect the writer's interest in the topic. Essay should be a structured treatment of a particular topic, presented in a standard form and in a readable, fluent and logical manner (Schwerin, 2007). The criteria for a good essay is sound structure, equally weighted paragraphs that

demonstrate the writer is in control of the material, good content, good grammar and punctuation and all backed up by referencing (Cardiff Center for Lifelong Learning, n.d.).

Here are the main parts of an academic essay (Department of History Latin and Political Science Langara College, 2012):

1. Title Page

A title page should include the essay's title (capitalized and centered 2 inches from the top of the page), student's name with student number below it (not capitalized, 1 inch below the title), and the course and instructor's name with the date below it (not capitalized, 1 inch from the bottom of the page).

When preparing to write an essay, it is essential to identify the main requirements of the title. A writer must be clear about what areas the teacher wants him to cover. These will then determine the organization of the essay (Bailey, 2006). For example:

“The state should play no part in the organization of industry – discuss”

Here the key word is “discuss”. Discussing involves examining the benefits and drawbacks of something.

2. Introduction

The introduction has three goals, they are: a) to introduce the topic of the essay; b) to present thesis (which is to say the particular approach or

argument the essay will make); and c) to tell the reader how the essay will be structured.

Here are the steps of making an introduction:

- a. The writer may choose to introduce the topic by providing some brief background information or context, a brief story, or a surprising fact or statistic that engages the reader's attention and suggests the significance of the topic.
- b. Once the writer has focused the reader's attention, present the thesis or argument of the essay. Depending on the complexity of thesis this may consist of one or more sentences. Remember: a thesis statement is not the same as your topic (i.e. something the writer want to talk about). A thesis, in contrast, is an argument, generally reduced down to one or more sentences.
- c. The writer should end the introduction by giving the readers a preview of the main points the writer will make to substantiate the claims made in his thesis.

3. Body

In the body of the essay the writer will present the evidence and analysis that will substantiate his thesis. It is essential that the body of the essay be developed in a logical and orderly fashion following the preview that the writer presented in the introduction. The overall goal of this section is to develop analysis and defend an argument.

This logically ordered body of the essay will consist of a series of paragraphs. Each paragraph should develop one central theme that helps the writer further argument. Introduce this theme in a topic sentence; expand on the theme through the use of evidence or examples; and analyze the evidence to show how it contributes to the specific point the writer is making in the paragraph and to the thesis as a whole. Paragraphs should consist of several sentences rather than one, long sentence.

There are several things should be focused on in organizing the body of the essay (Bailey, 2006):

- a. The structure of the body depends on the length of the essay and the subject of study.
- b. Inside the body, ideas need to be presented in the most logical fashion, linked together to form a coherent argument.
- c. Longer essays may include the following sections:
 - 1) Literature review – a summary of the main authorities on the topic.
 - 2) Experimental set-up – a technical description of the organization of an experiment.
 - 3) Methods – how the research was carried out.
 - 4) Findings/results – what was discovered by the research/experiment.
 - 5) Case study – a description of an example of the topic being researched.

6) Discussion – an examination of the issues and the writer's verdict.

d. Certain phrases can be used to mark the beginning of new paragraphs, or the introduction of new topics.

- 1) To introduce a new paragraph/topic:
- 2) The main/chief factor/issue is . . .
- 3) Turning to the subject of . . .
- 4) Moving on to the question of . . .
- 5) Another important area is . . .
- 6) should also be examined

To add information inside a paragraph:

- a) Firstly, . . . The first point . . . In the first place .
- b) Secondly, . . . Next, . . . Then, . . .
- c) In addition . . . Moreover . . .
- d) Finally, . . . Lastly, . . .

4. Conclusion

The conclusion is designed to bring together essay main points and to reassert or emphasize the strength of the thesis or argument. A conclusion is more than a summary, in that it is important to indicate why there is merit to the thesis or argument – what has been shown as a result of the investigation or exploration of the topic.

These are the three planning process in writing an academic essay (Bailey,

2011):

1) Analyzing essay titles

Titles contain key words that tell the writer what to do. Note that titles often have two (or more) parts. For example:

“What is meant by a demand curve and why would we expect it to slope downwards?”

In this case ‘what’ is asking for a description and ‘why’ is asking for a reason or explanation.

2) Brainstorming

It is often helpful to start thinking about a topic by writing any ideas the writer has, in any order. Here’s an example of a title:

“How and why has the market for international tourism segmented since the middle of the twentieth century? What are the economic and social forces that have driven this process?”

After looking at the title below, the writer might collect the following points:

- International tourism – segmentation of market

How and why:

- Package holidays made foreign holidays popular
- Internet allows travelers to plan own holidays

- In 60s jet aircraft permit faster travel – long and short haul holidays
- In 90s budget airlines lower costs – short breaks
- Economic and political forces:
 - Rising disposable incomes permit more spending on travels
 - Developing countries see tourism as route to growth
 - Older, retired people spend more on travel

3) Outlining

An outline should help the writer to answer the question as effective as possible. Care at this stage will save wasted effort later. The more detail the writer includes in the outline, the easier the writing process will be. Note that, it is usually better to write the main body first, then the introduction and last the conclusion. Therefore the writer may prefer to outline just the main body at this stage.

There is no fixed pattern for an outline; different methods appeal to different students. For example, with the title below:

“Describe the typical social, cultural and environmental impacts experienced by tourist destinations in developing countries.”

a. The outline might be a list:

1) Social impacts

- increase in variety of jobs available
- price inflation
- new range of business opportunities

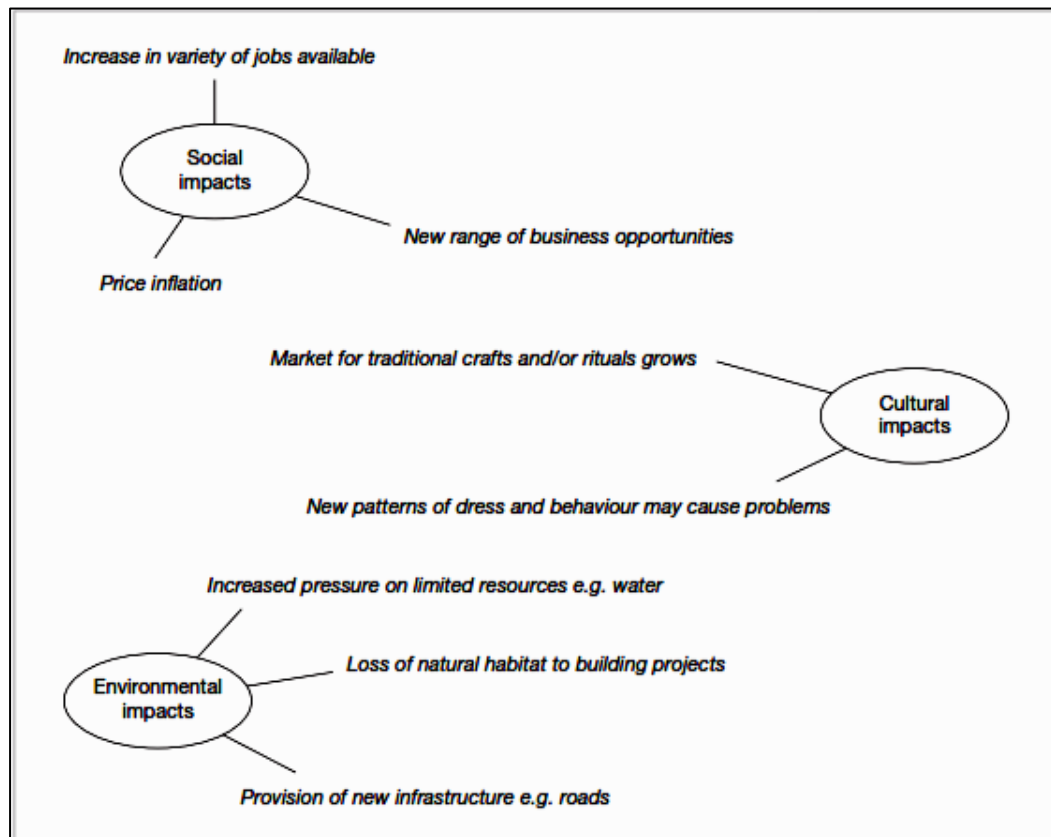
2) Cultural impacts

- new patterns of dress and behavior may cause problems
- market for traditional crafts and/or rituals grows

3) Environmental impacts

- increased pressure on limited resources, e.g. water
- loss of natural habitat to building projects
- provision of new infrastructure, e.g. roads.

b. An alternative is a mind map



2.6 Previous Related Studies

The writer finds out some previous studies which are related to the writer's present study. First, "Thematic Progression in Thesis Abstracts Written by English Students of FBIB Unisbank Semarang" written by Soepriatmadji (2009). This study found that English students of FBIB could display their ability in developing their abstracts using the split rheme TP pattern and theme-derived TP pattern. The similarities between this studies and writer's study are: First, both studies focus on Thematic Progression Patterns in students' composition. Second, the object of this study is English foreign learner. Third, this study used Thematic Progression Pattern or Thematic Development Pattern proposed by Danes (1974)

in order to analyze the students' texts. While, the difference between this study and the writer's study can be seen from the kind of the text researched, this study used the students' abstract but the writer's study used students' academic essay writing.

Second, "An Analysis of Thematic Progression in High School Students' Exposition Texts" written by Rakhman (2013). Her study found that the students organize their ideas in three ways of Thematic Progression or Theme-Rheme Development Pattern, including the Zig-zag Pattern or Simple Linear Theme Progression (SLP), the Re-iteration Pattern or Constant Theme Progression (CTP), Split Rheme Progression (SRP), and Derived-Hyper Theme Progression (DTP). The similarities between this studies and writer's study are: First, both studies focuses on Thematic Progression Patterns in students' composition. Second, the object of the study is English foreign learner. Third, the study uses Thematic Progression Pattern proposed by Danes (1974) in order to analyze students' texts. The difference between this study and writer's study can be seen from the kind of text researched, this study used the students' exposition texts but the writer's study used students' academic essay writing.

Third, "An analysis of thematic progression patterns: Opinion section texts of The Jakarta Post" written by Marfuaty (2015). She found that; First, the most dominant theme type is topical theme (202 in total) as can be found in five texts. Following the position of topical theme is textual theme (49) in the second place and interpersonal theme (25) in the last position. The findings of her study also reported that the highest occurrence of Thematic Development pattern is simple

linear progression (57 in total). Following simple linear progression, constant theme (with a frequency of 44) falls in the second place, rheme reiteration (38) in the third place, zig-zag pattern (17) in the fourth place, split rheme (3) in the fifth place, and split theme (1) in the last place. While, derived theme does not feature at all in any of the texts analyzed.

The similarities between this studies and writer's study is both studies focuses on Them-Rheme Development Pattern on students' composition. There are several differences between this study and writer's study. Those are, first: the object of this study is opinion section texts of The Jakarta Post while the object of this study is English foreign learner. Second, this study used Thematic Development Pattern proposed by Halliday and Matthiessen (2004) while the writer's study used Thematic Development Pattern proposed by Danes (1974) in order to analyze the texts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses (1) method of research; 2) operational definitions; (3) participants; (4) data collection; (5) validity; and (6) data analysis.

3.1 Method of Research

In conducting this study, descriptive qualitative method was used. According to Burns and Grove (2003, p. 201), descriptive qualitative method is designed to provide a picture of a situation as it naturally happens. It may be used to justify current practice and make judgment and also to develop theories.

In this study, descriptive qualitative method used to analyze a picture of Thematic Development Pattern which is mostly applied on academic essay written by the fifth semester students of UIN Raden Fatah Palembang.

The procedure was that, the first is taking academic essay written by the fifth semester students of UIN Raden Fatah Palembang. The second is reading the students' academic essay. The third is segmenting each text into clauses. The forth is identifying Theme and Rheme in each clause. The last is identifying the development of Theme-Rheme in order to determine the pattern mostly applied.

3.2 Operational Definition

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided. *Analysis research* is kind of research by which the process of sense and meaning are made of data gathered and by which the emergent knowledge is applied. In this

research, Thematic Development Pattern on students academic essay writing will be analyzed.

Thematic Development is the way of organizing clause or sentence in the text through the development of Theme and Rheme to form a coherence text. In this research, Thematic Development Pattern that will be used is Thematic Development Pattern proposed by Danes (1974) which are Simple Theme Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression.

Academic Essay Writing is the process of breaking down ideas and using deductive reasoning, formal voice and third person point-of-view. It is about what the writer thinks and what evidence has contributed to that thinking. In this research, students' academic essay writing will be analyzed from the side of Thematic Development Pattern students applied.

3.3 Participant

In this study, students' academic essay was analyzed, so a group of students who have already taken all the writing courses (Writing I, Writing II, Writing III, and writing IV), which is the fifth semester students is the best possible participant to choose because they are considered able to write many kinds of texts or genres.

In addition, this study is related to qualitative study, only small number of student was chosen. As DePaulo (2000) suggested, ten participants could appropriate since in qualitative design the quality of the samples is more important than the number of the samples. So, twelve of the fifth semester

students of UIN Raden Fatah Palembang were chosen from four classes (PBI A, PBI B, PBI C, and PBI D) as the participant of this study in order to have the representative from each class.

Besides, since this study categorized the students' academic essay into three levels of achievement, which is low, middle, and high achievers, three students were chosen from each class based on their level of achievement on writing courses. One student is as the representative of low achievers, one student is as the representative of middle achievers, and one student is as the representative of high achievers. The determination of those three levels of achievement was seen from the students' writing scores from writing 1 to writing 4. The students who got dominant A on their writing 1 to 4 were categorized as high achievers; the students who got dominant B on their writing 1 to 4 were categorized as middle achievers; and the students who got dominant C on their writing 1 to 4 were categorized as low achievers.

3.4 Data Collection

In collecting the data, a written test was used. In this research, the students were asked to write academic essay at least 350 words based on the topic given; *The Benefits of Mastering English in Globalization Era*, within forty minutes. The written test was conducted once.

3.5 Validity

Validity is the degree to which all of the confirmation points to the intended interpretation of test scores for the proposed idea (Creswell, 2012, p. 159). In a qualitative research, validity is a term too often avoided, because it is

mistakenly seen as an indicator of attitudes to analysis or to interpretation that do not fit with qualitative methods (Richards, 2006). Nonetheless, the validity had been conducted in this study in order to know whether the instrument and the data analyzed were valid or not. The validity in this study used instrument validity and analysis validity.

3.5.1 Instrument Validity

Before the written test was administered, the writer firstly considered the validity of the instrument. In this research, the writer made the use of content validity by having expert judgment. The experts were people who understand to this field. In this study, they were three lecturers in English Education Study Program of Islamic State University Raden Fatah Palembang. At last, the appropriateness of the instrument was obtained.

3.5.2 Analysis Validity

After the data was analyzed, the data was validated in order to know the accuracy. The data was communicated to the experts using communication validation (Krippendorff, 1990 cited in Mayring, 2014), whether the data was coded in the exact category or not. The experts were people who understand to this field. In this study, they were two lecturers in English Education Study Program of Islamic State University Raden Fatah Palembang. After conducting the validity, those two experts agreed that the writer coded the data in the exact category.

3.6 Data Analysis

After academic essay written by the students were submitted, the researcher segmented each text into clauses and identified the clauses in terms of Theme-Rheme, as the basis of identifying Thematic Development Pattern.

To analyze the texts, the researcher applied the following steps:

1. Identifying Theme and Rheme in each clause.
2. Underlining and coding identified Theme with T and identified Rheme with R.
3. Analyzing the organization between Theme-Rheme in order to determine Thematic Development Pattern Proposed by Danes (1974).

3.6.1 Identification of Thematic Development Pattern

After identifying Theme and Rheme, the development of those two terms was identified based on Danes (1974) in order to determine which Pattern is mostly applied.

To identify Thematic Development Pattern, the following step was applied:

- a. Identifying the organization of Theme and Rheme of one clause to another clause.
- b. Underlining and coding identified clause which categorized as Simple Linear Progression with SLP, Constant Theme Progression with CTP, Split Rheme Progression with SRP and Derived-Hyper Theme Progression with DTP.

- c. Rewriting and categorizing identified Thematic Development Pattern that has been coded, into Thematic Development Pattern Categorization Checklist below.

Table 2
Thematic Development Pattern
Categorization Checklist

Identified Clauses	SLP	CTP	SRP	DTP

- d. Consulting the identified clauses that have been coded and categorized based on four thematic development patterns proposed by Danes (1974) to the two lecturers of English Education Study Program of UIN Raden Fatah Palembang who are experts on their fields to agree on the identification of almost all Thematic Development Pattern.
- e. Calculating the amount of the occurrence of each Thematic Development Pattern on the table below in order to determine which pattern is mostly applied.

Table 3
The Number of Occurrence of Thematic Development Pattern

No.	Thematic Development Pattern	Number of Occurrence				
		High Achievers	Middle Achievers	Low Achievers	Total	%
1.	Simple Theme Progression					
2.	Constant Theme Progression					
3.	Split Rheme Progression					
4.	Derived-Hyper Theme Progression					
	Total					

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses: (1) research findings; and (2) discussion of the findings.

4.1 Findings

The findings represent thematic development pattern mostly applied on academic essay written by the fifth semester students of UIN Raden Fatah Palembang. There were total 12 academic essays that the researcher got from the subject. In analyzing thematic development pattern mostly applied on students' academic essay, the researcher used thematic development pattern proposed by Danes (1974) as the framework.

4.1.1 Identification of Thematic Development Pattern

The identification of Thematic Development Pattern comes from three levels of students' achievement; high, middle, and low achievers' which is there were four texts of each level. After collecting the students' academic essay, the researcher segmented each text into clauses and identified the clauses in terms of theme-rheme, as the basis of identifying Thematic Development Pattern. After that, the researcher identified each clause which was identified as theme and rheme by underlining them and coding identified themes with T and identified rhemes with R.

After identifying theme-rheme, the development between theme-rheme was identified based on Danes (1974) in order to determine which thematic development pattern is mostly applied by underlining and coding identified clauses which categorized as Simple Linear Progression with SLP, Constant Theme Progression with CTP, Split Rheme Progression with SRP and Derived-Hyper Theme Progression with DTP. The result of identification found that there were 64 Simple Linear Progression (SLP), 52 Constant Theme Progression (CTP), 5 Derived-Hyper Theme Progression (DTP), and 7 Split Rheme Progression (SRP) on students' academic essay.

4.1.2 Description of Thematic Development Pattern

In the description part, the researcher rewrote the identified clauses on the table. By doing this step, the identified clauses which identified as the four Thematic Development Pattern can be seen clearly. After that, the researcher categorized the identified clauses which Thematic Development Pattern they are, by giving a check mark (✓) on each Thematic Development Pattern column.

4.1.3 Calculating of Thematic Development Pattern

After the data was identified and categorized into the table, the data then was calculated. The aim of calculating the data was to know the amount of the occurrence of each Thematic Development Pattern in order to determine which pattern is mostly applied on students' academic essay and also to answer the research question of this research. The number of occurrence of each Thematic Development Pattern and the percentage is displayed as follows:

Table 4
The Number of Occurrence of Thematic Development Pattern

No.	Thematic Development Pattern	Total	%
1.	Simple Theme Progression	64	50%
2.	Constant Theme Progression	52	40.62%
3.	Split Rheme Progression	7	5.46%
4.	Derived-Hyper Theme Progression	5	3.90%
	Total	128	

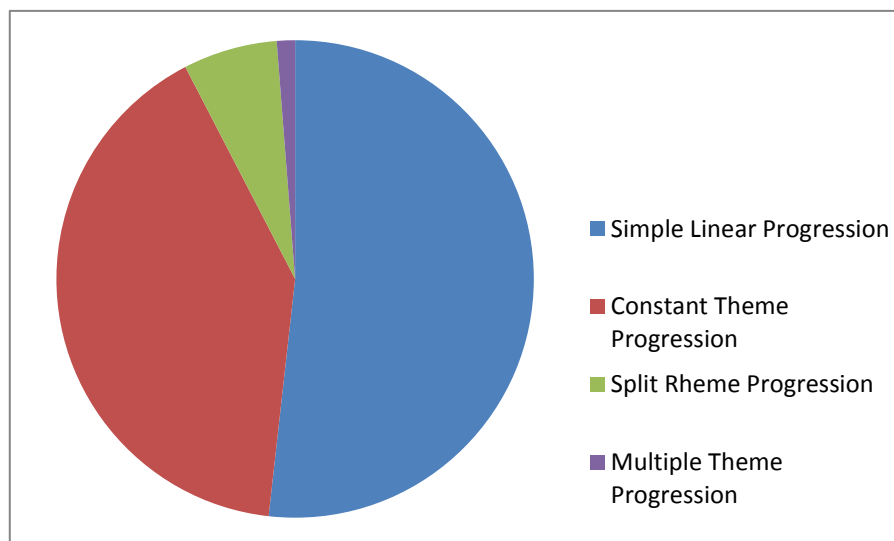


Figure 6. The Distribution of Thematic Development Pattern Percentage

1. Simple Linear Progression (SLP) = $64 \times 100 / 128 = 50\%$
2. Constant Theme Progression (CTP) = $52 \times 100 / 128 = 40.62\%$
3. Split Rheme Progression (SRP) = $7 \times 100 / 128 = 5.46\%$
4. Derived-Hyper Theme Progression (DTP) = $5 \times 100 / 128 = 3.90\%$

As seen on the table above, all the four Thematic Development Pattern were found applied on students academic essay. There are total 128 Thematic

Development Pattern on 12 academic essay that could be found by the researcher from the fifth semester students of UIN Raden Fatah Palembang. From the result of calculating, Simple Linear Progression (SLP) becomes the first mostly applied pattern on students' academic essay with the total number of occurrence 64 (50%). Constant Theme Progression becomes the second mostly applied pattern on students' academic essay with the total number of occurrence 52 (40.62%). Split Rheme Progression becomes the third mostly applied pattern on students' academic essay with the total number of occurrence 7 (5.46%). And the last mostly applied pattern on students' academic essay is Derived-Hyper Theme Progression with the total number of occurrence 5 (3.90%). The analysis of Thematic Development Pattern on the students' academic essay will be elaborated further below.

4.1.4 Explanation of Thematic Development Pattern

Since Thematic Development Pattern used in this study is Thematic Development Pattern proposed by Danes (1974), so there were only four patterns identified on students' academic essay, which is, Simple Linear Progression (SLP), Constant Theme Progression (CTP), Split Rheme Progression (SRP), and Derived-Hyper Theme Progression (DTP). In addition, as mentioned before, the identification of Thematic Development Pattern comes from three levels of students' achievement; high, middle, and low achievers'. So the explanation of Thematic Development Pattern or Theme-Rheme Organization from those three levels achievement texts will be elaborated below:

a. Theme-Rheme Organization on Low Achievers' Text

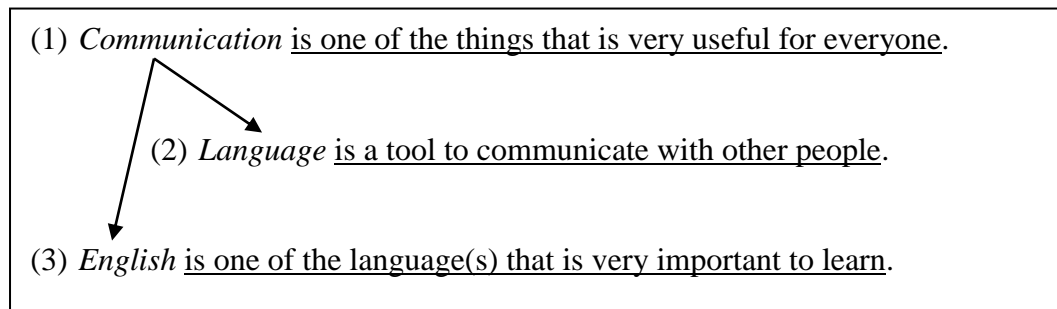
On low achievers' text, the researcher found that the number of occurrence of Constant Theme Progression is the first mostly applied pattern on students' academic essay with the total number of occurrence 22 (46.80%). While Simple Linear Pattern becomes the second mostly applied pattern with the total number of occurrence 20 (42.55%) followed by Split Rheme Progression with the total number of occurrence 2 (4.25%) and Derived-Hyper Theme Progression with the total number of occurrence 3 (6.38%). The distribution of Thematic Development Pattern on Low Achievers' Text is displayed on the table below:

Table 5
The Number of Occurrence of Thematic Development Pattern
on Low Achievers' Texts

No.	Thematic Development Pattern	Number of Occurrence				Total	%
		Low Achievers					
		Text 1	Text 2	Text 3	Text 4		
1.	Simple Linear Progression	6	6	4	4	20	42.55
2.	Constant Theme Progression	5	11	4	2	22	46.80
3.	Split Rheme Progression	0	1	1	0	2	4.25
4.	Derived-Hyper Theme Progression	2	0	1	0	3	6.38
	Total	13	18	10	6	47	

As seen on the table above, the number of occurrence of Thematic Development Pattern on each text is different. On text 1, the number of occurrence of Simple Linear Progression is higher than Constant Theme Progression with the total number of occurrence 6 (46.15%) for Simple Linear Progression and 5 (38.46%) for Constant Theme Progression. Simple Linear

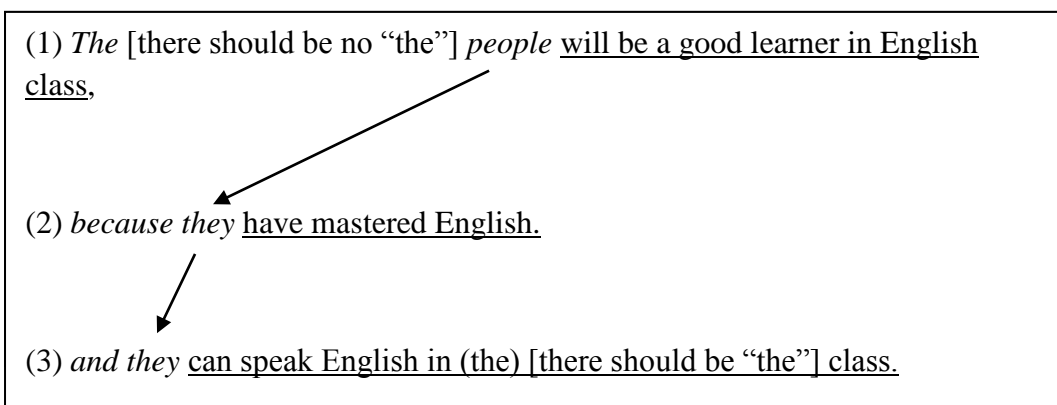
Progression becomes the first mostly applied pattern on text 1 because the total number of occurrence of Derived-Hyper Theme Progression is the lowest, with the total number of occurrence 2 (15.38%). The example of Multiple Rheme Progression on text 1 can be seen as follows:



As seen on the example above, theme is marked by *italic* word(s) while rheme is marked by underlined word(s). While the red word(s) marks suitable/correct grammar. The example above is defined as the example of Derived-Hyper Theme Progression because particular themes of the following clauses are derived from a hyper-theme or the same overriding theme of the first clause. Like the example above that shows theme [language] of clause (2) and theme [English] of clause (3) refers to the hyper-theme [communication] of clause (1). While Split Rheme Progression was not applied at all on text 1.

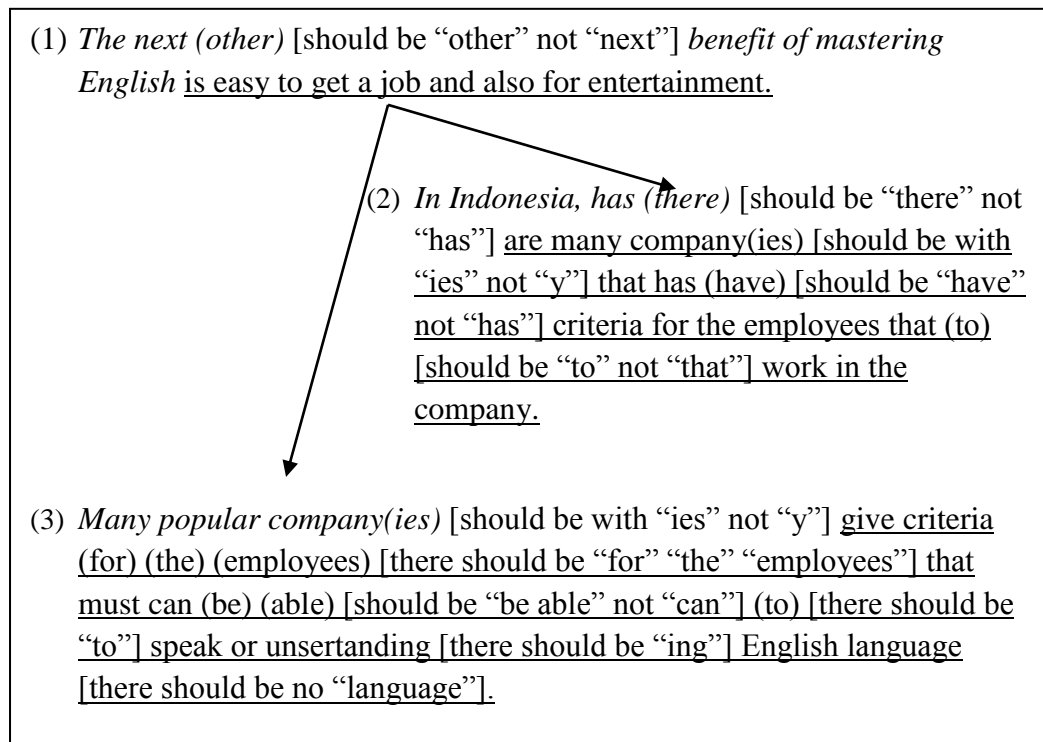
On text 2, the result that was found was inconsistent with Fries' study (1995) which found that Constant Theme Progression occurs less than Simple Linear Progression in argumentative texts. On text 2, it was found that the number of occurrence of Constant Theme Progression is higher than Simple Linear Progression with the total number of occurrence 11 (61.11%) for Constant Theme

Progression and 6 (33.33%) for Simple Linear Progression. The example of Constant Theme Progression on text 2 can be seen as follows:



The example above is defined as the example of Constant Theme Progression because theme of the first clause is picked up and repeated as theme of each following clauses. Like the example above which shows theme [people] of clause (1) remains theme [they] of clause (2) as the reference of “people” also theme [they] of clause (3). In addition, what was found on text 2 is different as what found on text 1. On text 1, Split Rheme Progression was not applied, but on text 2 Derived-Hyper Theme Progression was not applied. While, the number of occurrence of Split Rheme Progression applied on text 2 is 1 (5.55%).

On text 3, the number of occurrence of Simple Linear Progression and Constant Theme Progression is the same, with the total number of occurrence 4 (40%). The number of occurrence of Split Rheme Progression and Derived-Hyper Theme Progression is also the same, with the total number of occurrence 1 (10%). The example of Split Rheme Progression on text 3 can be seen as follows:

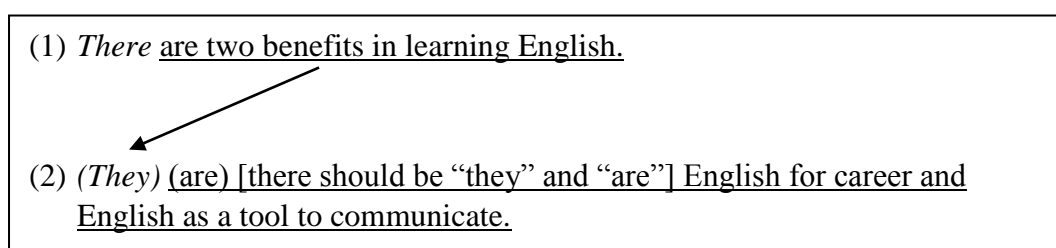


The example above is defined as the example of Split Rheme Progression because theme of the following clauses is split from rheme of the first clause. Like the example above which shows theme [there] of clause (2) and theme [many popular companies] of clause (3) is the split of rheme element [job] of clause (1).

In short, all the four Thematic Development Pattern were applied on text 3, even though the number of occurrence of Thematic Development Pattern is consider lower than the number of occurence of Thematic Development Pattern applied on other texts.

On text 4, the number of occurrence of Simple Linear Progression seen as the first mostly applied pattern among other patterns, with the total number of

occurrence 5 (83.33%). The example of Simple Linear Progression on text 4 can be seen as follows:



The example above is defined as the example of Simple Linear Progression because the subject matter in rheme of the previous clause is taken up in theme of the following clauses. Like the example above which shows rheme element [benefits] of clause (1) provides theme [they] of clause (2). Theme "they" refers to rheme "benefits in learning English".

While, the second mostly applied pattern is Constant Theme Progression, with the total number of occurrence 2 (33.33%). While Split Rheme Progression and Derived-Hyper Theme Progression were not applied at all since the structure of the sentences on text 4 can be considered simple. In short, there are only two Thematic Development Pattern were applied on text 4 which is Simple Linear Pattern and Constant Theme Progression.

In conclusion, this low achievers' texts employ all the four Thematic Development Pattern which is Simple Linear Progression (SLP), Constant Theme Progression (CTP), Split Rheme Progression (SRP), and Derived-Hyper Theme Progression (DTP), even though there are two texts (text 1 and text 2) which employ only three Thematic Development Pattern. Text 1 employs Simple Linear

Progression (SLP), Constant Theme Progression (CTP), and Derived-Hyper Theme Progression (DTP). While text 2 employs Simple Linear Progression (SLP), Constant Theme Progression (CTP), and Split Rheme Progression (SRP). Text 3 even only employs two Thematic Development Pattern which is Simple Linear Progression (SLP) and Constant Theme Progression (CTP).

Moreover, on this level of students' achievement the text, the number of occurrence of Constant Theme Progression (CTP) is the highest among other patterns which also seen on text 2. In overall result, Simple Linear Progression (SLP) occurs 20 times, Constant Theme Progression (CTP) occurs 21 times, Split Rheme Progression (SRP) occurs 2 times, and Derived-Hyper Theme Progression (DTP) occurs 3 times. The distribution of Thematic Development Pattern on Low Achievers' Text is displayed in figured as follows:

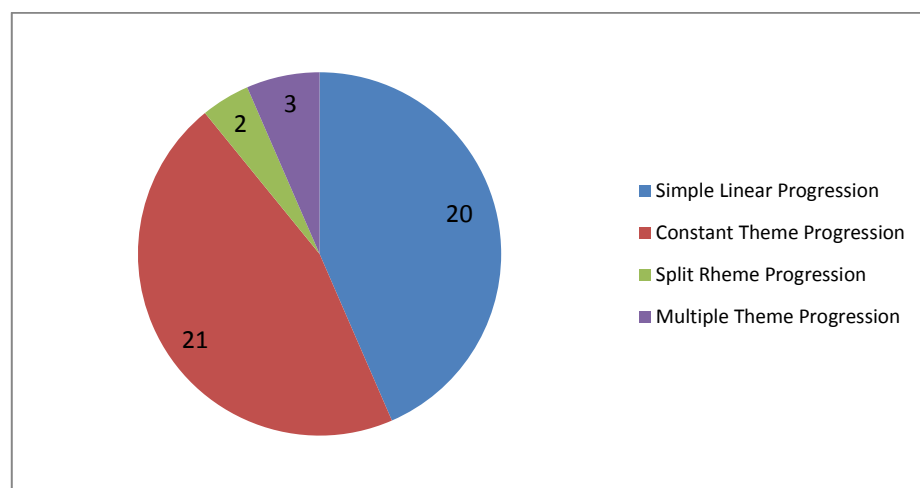


Figure 7. The Distribution of Theme-Rheme Organization on Low Achievers' Text

b. Theme-Rheme Organization on Middle Achievers' Text

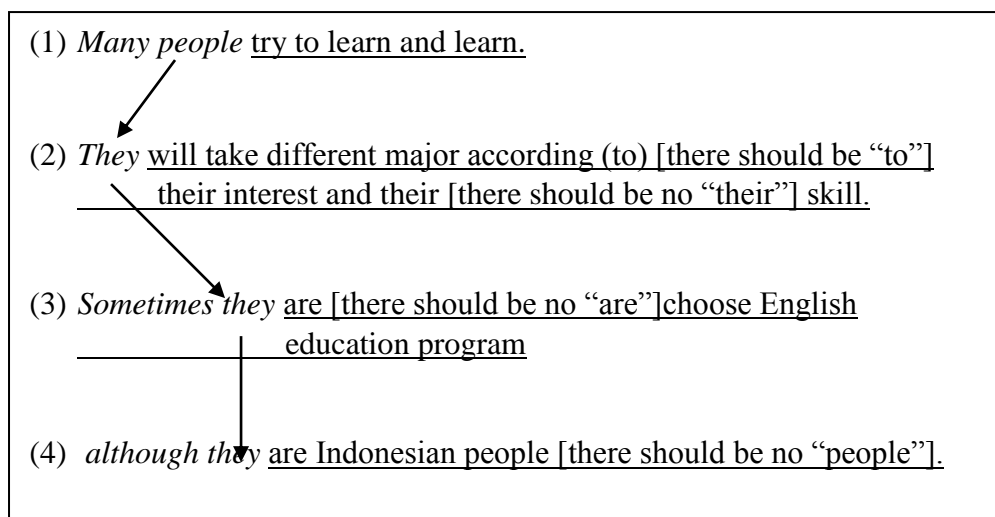
On middle achievers' text, the researcher found that the number of occurrence of Simple Linear Progression is the highest among other patterns on

students' academic essay with the total number of occurrence 21 (55.26%). This result is consistent with Fries' study (1995) which found that Simple Linear Progression (SLP) occurs more often than Constant Theme Progression (CTP) in argumentative texts. So, on this students' level of achievement text, Constant Theme Pattern becomes the second mostly applied pattern with the total number of occurrence 14 (36.84%) followed by Split Rheme Progression with the total number of occurrence 4 (10.52%) while Derived-Hyper Theme Progression was not applied at all. The distribution of Thematic Development Pattern on Middle Achievers' Text is displayed on the table below:

Table 6
The Number of Occurrence of Thematic Development Pattern
on Middle Achievers' Texts

No.	Thematic Development Pattern	Number of Occurrence				Total
		Middle Achievers				
		Text 1	Text 2	Text 3	Text 4	
1.	Simple Linear Progression	4	4	6	7	21
2.	Constant Theme Progression	6	0	5	3	14
3.	Split Rheme Progression	0	3	0	1	4
4.	Derived-Hyper Theme Progression	0	0	0	0	0
	Total	10	7	11	11	38

As seen on the table above, the number of occurrence of Thematic Development Pattern on each text is different. On text 1, the number of occurrence of Simple Linear Progression is lower than Constant Theme Progression with the total number of occurrence 4 (40%) for Simple Linear Progression and 6 (60%) for Constant Theme Progression. The example of Constant Theme Progression on text 1 can be seen as follows:



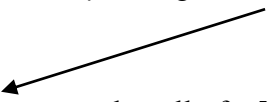
As seen on the example above, theme is marked by *italic* word(s) while rheme is marked by underlined word(s). And the red word(s) marks suitable/correct grammar. The example above is defined as the example of Constant Theme Progression because theme of the first clause is picked up and repeated as theme of each following clauses. Like the example above which shows theme [many people] of clause (1) remains theme [they] of clause (2) as the reference of “people” also theme [they] of clause (3) and theme [they] of clause (4). On text 1, Constant Theme Progression becomes the first mostly applied pattern because Split Rheme Progression and Derived-Hyper Theme Progression were not applied at all.

In short, there are only two Thematic Development Pattern were applied on this text which is Simple Linear Progression and Constant Theme Progression.

On text 2, the result shows that the number of occurrence of Simple Linear Progression is the first mostly applied pattern on students’ academic text, with the total number of occurrence 4 (57.14%).

The example of Simple Linear Progression on text 2 can be seen as follows:

- (1) Secondly is English as a primary lesson.

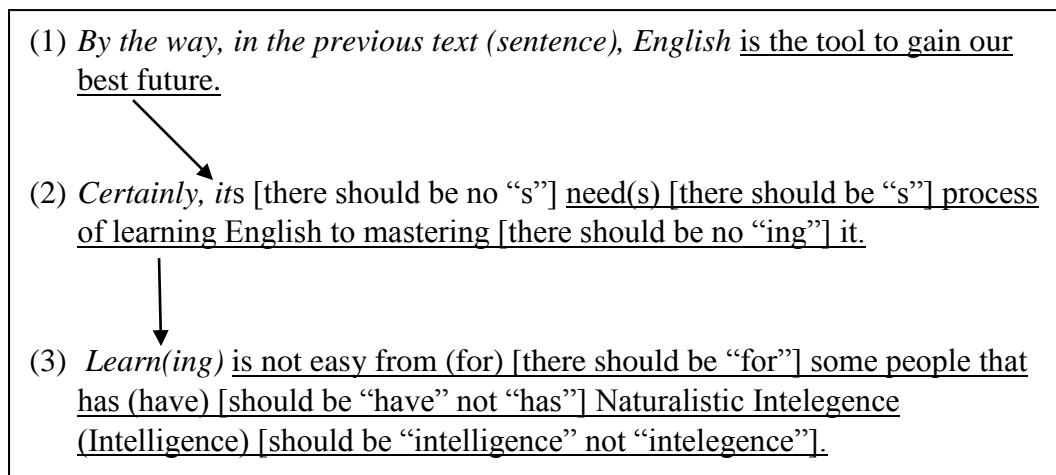
(2) It means that all of a [there should be “the”] education [there should be no “education”] (the) institution such as elementary school, junior high school and senior high school (use) English is (as) a primary lesson.
- 

The example above is defined as the example of Simple Linear Progression because the subject matter in rheme of the previous clause is taken up in theme of the following clauses. Like the example above which shows rheme element [English as a primary lesson] of clause (1) provides theme [it] of clause (2).

The second mostly applied pattern is Split Rheme Progression with the total number of occurrence 3 (42.85%). This result is different as what found on text 1 that Split Rheme Progression was not applied at all, while on text 2 the number of occurrence of Split Rheme Progression can be considered high. In addition, Constant Theme Progression and Derived-Hyper Theme Progression were not applied at all on this level of students' achievement texts. In short, there are only two Thematic Development Pattern were applied on this text which is Simple Linear Progression and Split Rheme Progression.

On text 3, the result is different as what found on text 1 and text 2. On this text, the number of occurrence of Simple Linear Progression is the highest among other patterns, with the total number of occurrence 6 (54.54%).

The example of Simple Linear Progression on text 3 can be seen as follows:



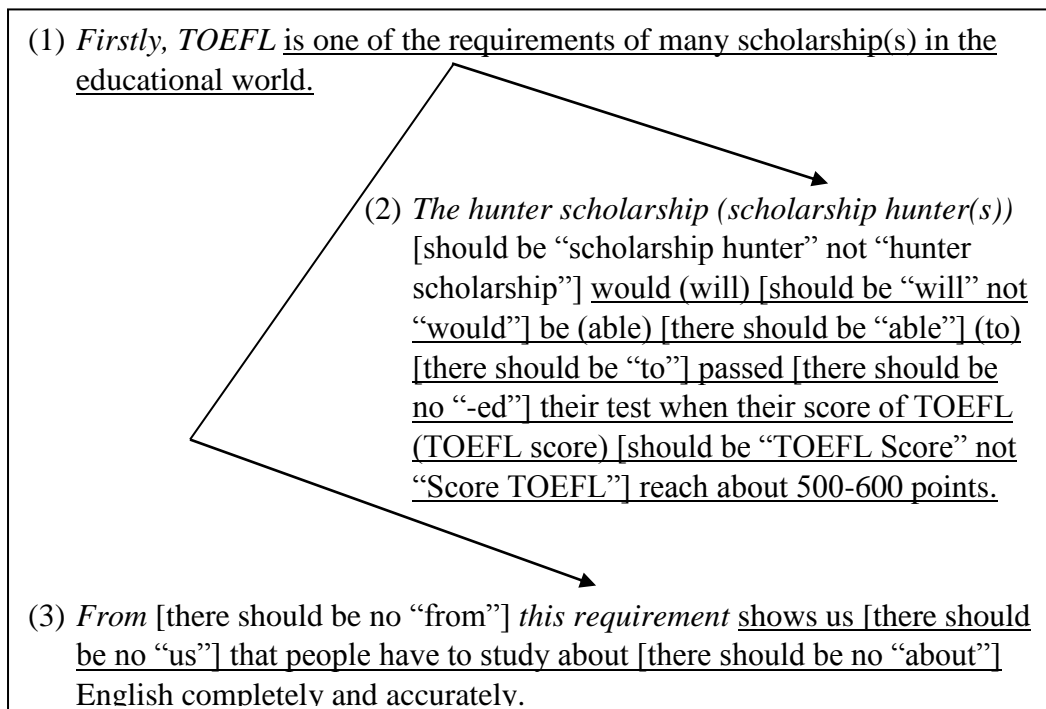
The example above is defined as the example of Simple Linear Progression because the subject matter in rheme of the previous clause is taken up in theme of the following clauses. Like the example above which shows rheme element [best future] of clause (1) provides theme [it] of clause (2). And rheme element [learning English] of clause (2) provides theme [learning] of clause (3).

While on text 1, Constant Theme Progression is the highest one. On text 3, Constant Theme Progression becomes the second mostly applied pattern on students' academic essay, with the total number of occurrence 5 (45.45%). There was the similarity found on text 3 with text 1 which seen from Split Rheme Progression and Derived-Hyper Theme Progression which were not applied on this level of students' achievement text.

On text 4, the same as what found on text 2 and text 3, the result found on this text shows that Simple Linear Progression is the first mostly applied pattern, with the total number of occurrence 7 (63.63%). Followed by Constant Theme Progression as the second mostly applied pattern, with the total number of occurrence 3 (27.27%) and Split Rheme Progression as the third mostly applied

pattern, with the total number of occurrence 1 (9.09%). The example of Split

Rheme Progression on text 4 can be seen as follows:



The example above is defined as the example of Split Rheme Progression because theme of the following clauses is split from rheme of the first clause. Like the example above which shows theme [scholarship hunter] of clause (2) and theme [this requirement] of clause (3) is the split of rheme element [one of the requirements] of clause (1).

While as what found on other three texts (text 1, text 2, and text 3), Derived-Hyper Theme Progression was also not found on text 4.

In conclusion, this middle achievers' texts employ not all the four Thematic Development Pattern but only three of them which is Simple Linear Progression (SLP), Constant Theme Progression (CTP), and Split Rheme Progression (SRP). While Derived-Hyper Theme Progression (DTP) was not

applied at all. There are two texts (text 1 and text 3) which employ only two Thematic Development Pattern. Text 1 and text 3 employs Simple Linear Progression (SLP) and Constant Theme Progression (CTP) only. Even text 1 does not employ Constant Theme Progression (CTP). It only employs Simple Linear Progression (SLP) and Split Rheme Progression (SRP). Text 4 becomes the only text which employs three Thematic Development Pattern which is Simple Linear Progression (SLP) and Constant Theme Progression (CTP) and Split Rheme Progression (SRP).

Moreover, different as what found on low achievers' text, on this level of students' achievement text, the number of occurrence of Simple Linear Progression (SLP) is the highest among other patterns which also seen on text 2, text 3, and text 4. In overall result, Simple Linear Progression (SLP) occurs 21 times, Constant Theme Progression (CTP) occurs 14 times, Split Rheme Progression (SRP) occurs 4 times, and Derived-Hyper Theme Progression (DTP) does not occur at all. The distribution of Thematic Development Pattern on Middle Achievers' Text is displayed in figured as follows:

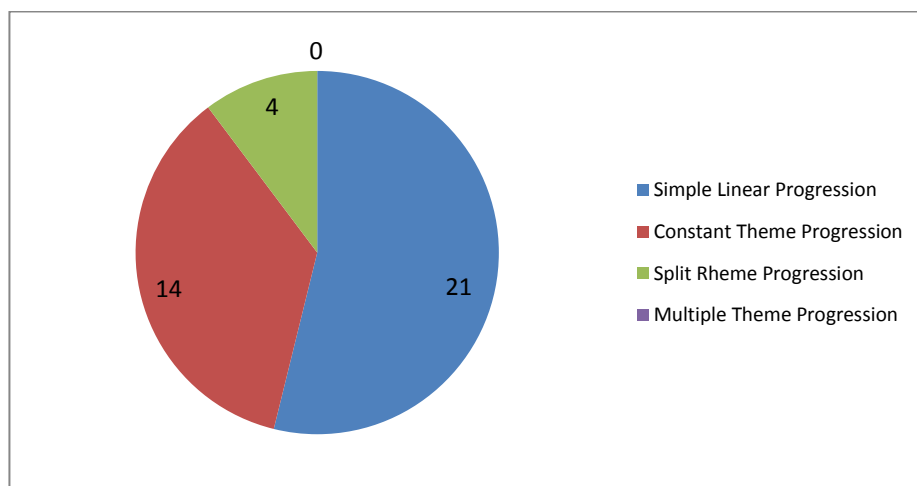


Figure 8. The Distribution of Theme-Rheme Organization on Middle Achievers' Texts

c. Theme-Rheme Organization on High Achievers' Text

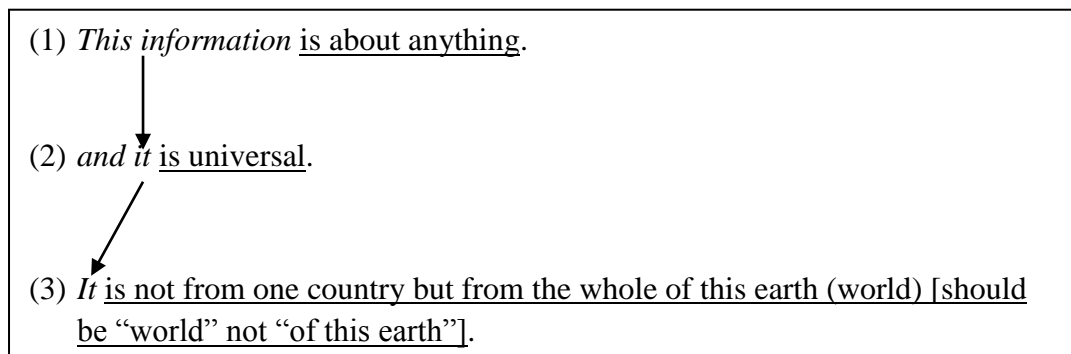
On high achievers' text, the researcher also found that the number of occurrence of Simple Linear Progression is the highest among other patterns on students' academic essay with the total number of occurrence 23 (54.76%). This result is consistent with Fries' study (1995) which found that Simple Linear Progression (SLP) occurs more often than Constant Theme Progression (CTP) in argumentative texts. So, on this students' level of achievement text, Constant Theme Pattern becomes the second mostly applied pattern with the total number of occurrence 16 (38.09%) followed by Derived-Hyper Theme Progression with the total number of occurrence 2 (4.76%) and Split Rheme Progression with the total number of occurrence 1 (2.38%). The distribution of Thematic Development Pattern on Middle Achievers' Text is displayed on the table below:

Table 7
The Number of Occurrence of Thematic Development Pattern
on High Achievers' Texts

No.	Thematic Development Pattern	Number of Occurrence				Total
		High Achievers				
		Text 1	Text 2	Text 3	Text 4	
1.	Simple Linear Progression	6	8	5	4	23
2.	Constant Theme Progression	7	1	5	3	16
3.	Split Rheme Progression	0	0	0	1	1
4.	Derived Hyper-Theme	1	1	1	0	2
	Total	14	10	11	8	42

As seen on the table above, the number of occurrence of Thematic Development Pattern on each text is different. On text 1, the number of occurrence of Simple Linear Progression is lower than Constant Theme Progression with the total number of occurrence 6 (42.85%) for Simple Linear Progression and 7 (50%) for Constant Theme Progression. It means Constant Theme Progression becomes the first mostly applied pattern on text 1 because Split Rheme Progression and Derived-Hyper Theme Progression were not applied at all.

The example of Constant Theme Progression on text 1 can be seen as follows:

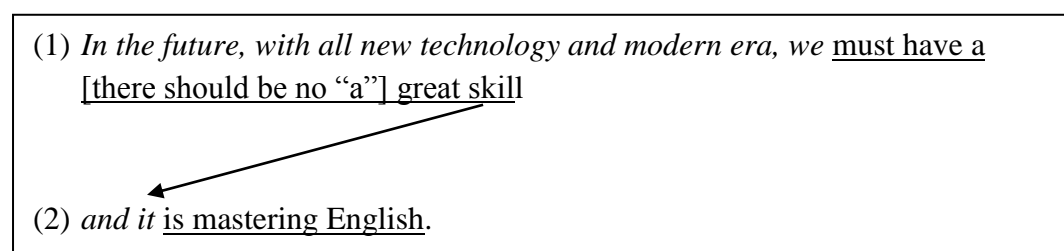


As seen on the example above, theme is marked by *italic* word(s) while rheme is marked by underlined word(s). And the red word(s) marks suitable/correct grammar. The example above is defined as the example of Constant Theme Progression because theme of the first clause is picked up and repeated as theme of each following clause. Like the example above which shows theme [this information] of clause (1) remains theme [it] of clause (2) as the reference of “information” and also theme [it] of clause (3). On text 1, Constant Theme Progression becomes the first mostly applied pattern because Split Rheme Progression and Derived-Hyper Theme Progression were not applied at all.

In short, there are only two Thematic Development Pattern were applied on this text which is Simple Linear Progression and Constant Theme Progression.

On text 2, the result shows that the number of occurrence of Simple Linear Progression is the highest among other patterns on students’ academic essay text, with the total number of occurrence 8 (80%).

The example of Simple Linear Progression on text 2 can be seen as follows:

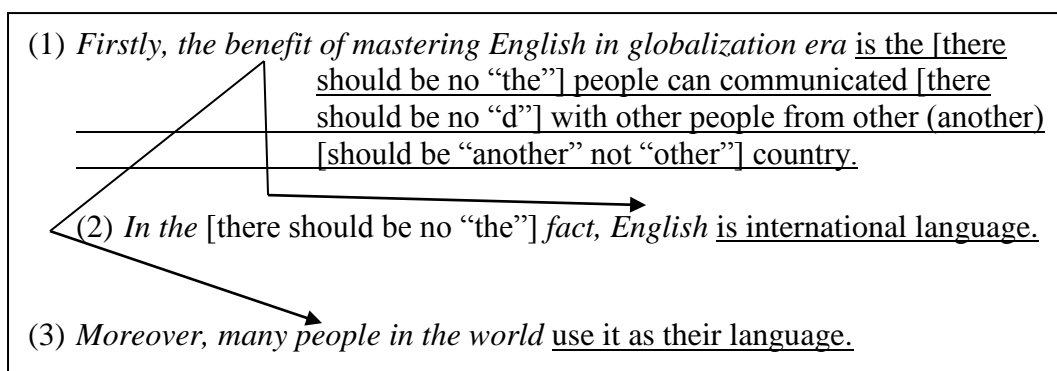


The example above is defined as the example of Simple Linear Progression because the subject matter in rheme of the previous clause is taken up

in theme of the following clauses. Like the example above which shows rheme element [great skill] of clause (1) provides theme [it] of clause (2).

On this text, the number of occurrence of Constat Theme Progression and Derived-Hyper Theme Progression is the same with the total number of occurrence is 1 (10%). While Split Rheme Progression was not applied at all. In short, there are only three Thematic Development Pattern were applied on this text which is Simple Linear Progression, Constant Theme Progression and Derived-Hyper Theme Progression.

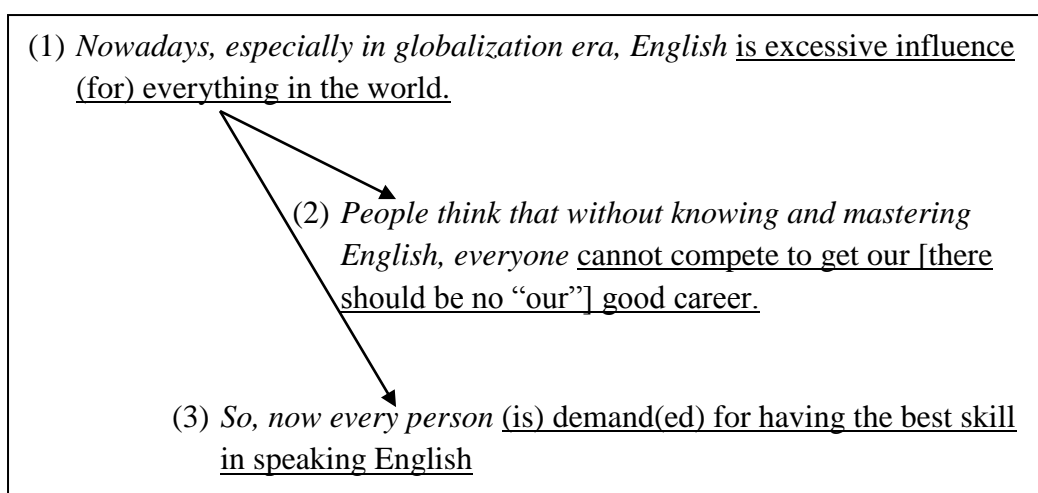
On text 3, the result is different as what found on text 1 and text 2. On this text, the number of occurrence of Simple Linear Progression and Constant Theme Progression is the same, with the total number of occurrence 5 (45.45%). However, the same as what found on those two previous texts, on this text Split Rheme Progression was not found. It was not applied at all. While the number of the occurrence of Derived-Hyper Theme Progression is 1 (9.09%). The example of Derived-Hyper Theme Progression on text 1 can be seen as follows:



The example above is defined as the example of Derived-Hyper Theme Progression because particular themes of the following clauses are derived from a hyper-theme or the same overriding theme of the first clause. Like the example

above that shows theme [English] of clause (2) and theme [many people] of clause (3) refers to the hyper-theme [the benefit of mastering English] of clause (1). In short, there are only three Thematic Development Pattern were applied on on text 3 which is Simple Linear Progression, Constant Theme Progression and Derived-Hyper Theme Progression.

On text 4, the same as what found on text 2, the result found on this text shows that Simple Linear Progression is the first mostly applied pattern, with the total number of occurrence 4 (50%). Followed by Constant Theme Progression as the second mostly applied pattern, with the total number of occurrence 3 (37.50%). But different as what found on the three previous texts, which is Split Rheme Progression was not applied, on text 4, Split Rheme Progression was applied, with the total number of occurrence 1 (12.50%) and Derived-Hyper Theme Progression was not applied. The example of Split Rheme Progression on text 4 can be seen as follows:



The example above is defined as the example of Split Rheme Progression because theme of the following clauses is split from rheme of the first clause. Like

the example above which shows theme [people] of clause (2) and theme [every person] of clause (3) is the split of rheme element [everything] of clause (1). In short, there are only three Thematic Development Pattern were applied on text 3 which is Simple Linear Progression, Constant Theme Progression and Split Rheme Progression.

In conclusion, this high achievers' texts employ all the four Thematic Development Pattern which is Simple Linear Progression (SLP), Constant Theme Progression (CTP), and Split Rheme Progression (SRP), and Derived-Hyper Theme Progression. All the four texts on high achievers' texts employ three Thematic Development Pattern. Text 1, text 2, and text 3 employ Simple Linear Progression (SLP), Constant Theme Progression (CTP), and Derived-Hyper Theme Progression, while text 4 employ Simple Linear Progression (SLP), Constant Theme Progression (CTP), and Split Rheme Progression (SRP). Text 4 becomes the only text which employs Split Rheme Progression (SRP).

Moreover, the same as what found on middle achievers' text, on this level of students' achievement text, the number of occurrence of Simple Linear Progression (SLP) is the highest among other patterns which also seen on text 2 and text 4. In overall result, Simple Linear Progression (SLP) occurs 23 times, Constant Theme Progression (CTP) occurs 16 times, Split Rheme Progression (SRP) occurs 1 times, and Derived-Hyper Theme Progression (DTP) 2 times. The distribution of Thematic Development Pattern on High Achievers' Text is displayed in figured as follows:

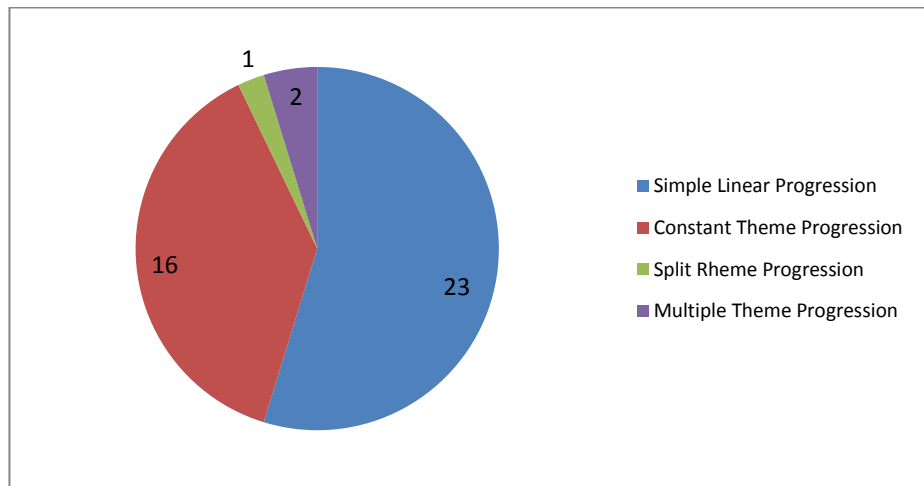


Figure 9. The Distribution of Theme-Rheme Organization on High Achievers' Text

4.2 Discussions

The discussion discusses the summarizing of the data in the finding and interpretation related to the findings.

After conducting the steps in analyzing thematic development pattern mostly applied on academic essay written by the fifth semester students of UIN Raden Fatah Palembang using the framework of thematic development pattern proposed by Danes (1974), all the data summarized in the table as follows:

Table 8
Summary of Research Findings

No.	Thematic Development Pattern	Number of Occurrence	Percentage
1.	Low Achievers' Text		
	Simple Linear Progression	20	42.55%
	Constant Theme Progression	22	46.80%
	Split Rheme Progression	2	4.25%
	Derived-Hyper Theme Progression	3	6.38%
	Total	47	
2.	Middle Achievers' Text		
	Simple Linear Progression	21	53.84%
	Constant Theme Progression	14	35.89%
	Split Rheme Progression	4	10.25%
	Derived-Hyper Theme Progression	0	0
	Total	39	
3.	High Achievers' Text		
	Simple Linear Progression	23	54.76%
	Constant Theme Progression	16	38.09%
	Split Rheme Progression	1	2.38%
	Derived-Hyper Theme Progression	2	4.76%
	Total	42	
Total		128	

As seen in table above (table 10), there are 128 thematic development pattern from the four thematic development pattern proposed by Danes (1974) that could be found by the resercher on students' academic essay seen from three level of achievement (low, middle, and high).

On low achievers' texts, Constant Theme Progression becomes the first mostly applied pattern, with the total number of occurrence 22 (46.80%). The second mostly applied pattern is Simple Linear Pattern, with the total number of occurrence 20 (42.55%), followed by Derived-Hyper Theme Progression on the third, with the total number of occurrence 3 (6.38%) and the last is Split Rheme Progression, with the total number of occurrence 2 (4.25%).

On middle achievers' texts, Simple Linear Progression becomes the first mostly applied pattern, with the total number of occurrence 21 (53.84%). The second mostly applied pattern is Constant Theme Progression, with the total number of occurrence 14 (35.89%), followed by Split Rheme Progression on the third, with the total number of occurrence 4 (10.25%) and the last is Derived-Hyper Theme Progression, with the total number of occurrence 0 (0%).

On high achievers' texts, Constant Theme Progression becomes the first mostly applied pattern, with the total number of occurrence 23 (54.76%). The second mostly applied pattern is Simple Linear Progression, with the total number of occurrence 16 (38.09%), followed by Derived-Hyper Theme Progression on the third, with the total number of occurrence 2 (4.76%) and the last is Split Rheme Progression, with the total number of occurrence 1 (2.38%).

4.3 Interpretations

Interpretations are presented as the way to discover the ideas related to the findings, previous study, and correlated theories. The finding shows that the fifth semester students of English Education Study Program UIN Raden Fatah Palembang applied all the four Thematic Development Pattern proposed by Danes

(1974), which is Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived-Hyper Theme Progression.

From the finding, it was found that Simple Linear Progression became the most applied Thematic Development Pattern in this research with the total number of occurrence 64 (50%). It is the same as what found in Marfuaty's study (2015) that show Simple Linear Progression became the most applied Thematic Development Pattern. This may caused by the genre or kind of text analyzed on the study. As Nwogu and Bloor (1991) state that Simple Linear Progression tends to be found in explanation and argumentation in organizing and developing information in the text because it can give an impact to the development of information in argumentation where arguments are arranged in a meaningful way to achieve its purpose.

Nevertheless, most of the study, such as Sopriatmadji (2009) and Rakhman (2013) who found that Constant Theme Progression became the most applied pattern. It is because Simple Linear Progression is considered more difficult than Constant Theme Progression since the subject matter in the rheme of one clause is taken up as the theme of the following clause (Rustipa, 2010).

Although Simple Linear Progression is considered the most applied Thematic Development Pattern in total of all the twelve students' academic essay, the total number of occurrence of this pattern is not always the highest on each students' level of text; low, middle, and high. As what found on students' low achievers' texts, Simple Linear Progression became the second highest pattern applied with the total number of occurrence 20 (42.55%). While Constant Theme

Progression became the first, with the total number of occurrence 22 (46.80%). It is dominant pattern to occur in low achievers (Rakhman, 2013) because this pattern is considered as the easiest pattern among other patterns. Using this pattern, the students do not need to find new theme. The first theme is picked up and repeated in the beginning of the next clause (Rustipa, 2010).

While on middle and high achievers' texts, it was found that Simple Linear Progression seemed frequently to occur. For example, "First, in future prospect, English could (can) bring people (1) who can *speaking* (speak) English well *to* have better future (2). It is because they can get knowledge wider than people who cannot *speak English* (3)." In the second clause, theme is applied in word "*who*" derived from rheme element "*people*" in the first clause. In addition, in the third clause, theme is applied in word "*it*" derived from rheme element "*better future*" in the second clause. It indicates that the students are able to make logical relation and elaboration in the text (Eggins, 2004).

Next, the result of the findings show that Constant Theme Progression became the second mostly applied pattern in total of the twelve students academic texts with the total number of occurrence 52 (40.62%). On the other research, such as found in Abed (n.d.), Rustipa (2010), and Rakhman (2013) show that Constant Theme Progression became the most applied pattern among other patterns. This difference happened caused by the difference genre or kind of text which has different structure and difficulty. While, according to Fries (1995) Constant Theme Progression occurs mostly in narrative texts, which has simple structure and is defined easy. For the university student who has learnt many

kinds of texts, writing an academic essay by applying Constant Theme Progression can be considered easy and boring. As Eggins (2004) states that this pattern is boring to read or listen to, and also indicates “a text which is going nowhere”. Soepriatmadji (2009) added that it is characterized as the most tedious pattern in developing a paragraph. It is also considered as the easiest pattern to apply. Therefore, it became the first mostly applied pattern on low achievers’ texts, as mentioned before.

However by using Constant Theme Progression, the students can make their text a clear focus (Eggins, 2004). This is in line with Butt et al. (2000) who states that when the students write a text with effective progression of topical Themes, it can indicate that the student successfully gives the reader a clear orientation to what the text is about and where the information has come from and where it is going. For example, “*Nowadays, English* is very important for people (1). *It* is the international language (2).” “*English*” in the first clause of Thesis element is considered as Theme that serves to identify the field under discussion which focuses on English. The reference “*it*” in the second clause refers to “*English*” in the preceding clause constructing Constant Theme Progression where the same elements occur regularly as Theme (Eggins, 2004).

Next, the result of the findings show that Split Rheme Progression is the third mostly applied pattern in total of twelve students’ academic texts, with the total number of occurrence 7 (5.46%). This pattern is common in longer expository texts and is considered the most difficult one for the students because they need to create new themes by taking up from the rhemes (Rustipa, 2010).

Nwogu and Bloor (1991) also found that Split Rheme Progression is less frequent in English text in general, and this may be due to the corpus is limited. However, this pattern became mostly applied pattern on Soepriatmadji's research (2010) who did her research on students' thesis abstracts. Her research shows that 77% Split Rheme Progression was applied.

Even though the total number of occurrence of Split Rheme Progression in this research is not high as the two previous patterns, it still indicates that the students could display their ability in developing their ideas on their academic essay in several ways. For example, "There are many country used English as a second *language* and foreign language (1). Second language is a (language) (which) (is) use(d) (by) (certain) country in (their) *live* (life) *to used English* (2). Foreign language is a (language) (which) (is) used(d) (by) (certain) country only in education, *or in news* or etc (3)." The word "*There are many country*" has a function as Theme of the clause since it is in the initial position of the clause. This clause has a Rheme element "*second language and foreign language*" which becomes the general notion that introduces a number of pieces of information which explained more in the next clause(s).

The last, the result of the findings show that Derived-Hyper Theme Progression is the most rarely apply pattern in total of the twelve students' academic essay, with the total number 5 (3.90%). The same thing was also found on other research that show Derived-Hyper Theme Progression occurs rarely. It is found frequently in expository texts (Rakhman, 2013). However, with this few number of occurrence of Derived-Hyper Theme Progression in this research, it

still can be indicated that the students have clearly planned their method of development in their texts (Eggins, 2004). It also assumes of the reader a great deal of background knowledge. (McCabe, 1999).

Hawes (2010) state that Derived-Hyper Theme Progression is the indirect style of the academic who does not like to be too obvious. For example, “*Nowadays, everything in this world* is running fast (1). *Every aspect of life* is full of competition (2). Just people who has (have) enough ability can *through* (pass) it (3).” Theme “*every aspect of live*” of the second clause and theme element “*people*” of the third clause refers to the hyper-theme element “*everything*” of first the clause.

From all discussions above, it can be summarized that the fifth semester students of UIN Raden Fatah who learn English as a foreign language tend to apply Simple Linear Progression rather than Constant Theme Progression because they tend to like offering a new information in order to attain the cohesion in the text rather than repeating the same information. In addition, although with the few number of occurrence, the students tend to apply Split Rheme Progression and Derived-Hyper Theme Progression which are considered difficult and rare to apply. It indicates that some of the students have been able to plan the various ways or method in organizing their ideas in writing an academic essay.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses: (1) conclusions' and (2) suggestions.

5.1 Conclusions

After conducting the research, doing the analysis, and presenting the results, the researcher could draw a conclusion. The conclusion is although there were many grammatical errors found on the students' academic essay, the students seemed to be able to make logical relation and elaboration in organizing or developing their academic essay by applying Simple Linear Progression which was mostly applied pattern on the twelve students' academic essay with the total number of occurrence 64 (50%). However, Simple Linear Progression does not always become the most applied pattern. On low achievers' text, Constant Theme Progression becomes the most applied pattern, with the total number of occurrence 22 (46.80%). While on middle achievers' texts and high achievers' texts, Simple Linear Progression still becomes the most applied pattern, with the total number of occurrence 21 (53.84%) on middle achievers' texts and 23 (54.76%) on high achievers' texts.

5.2 Suggestions

Based on the research findings, discussion, and the conclusion of research result, the researcher would like to propose some suggestions particularly regarding to teaching writing and doing analysis research about Theme-Rheme organization or Thematic Development Pattern.

First, it is suggested that the lecturers especially those who teach writing courses should remind the students that a paragraph is started with a topic sentence which has a topic and controlling ideas. The topic is the Theme while the controlling ideas are the Rheme. The controlling ideas in the Rheme should be taken up as the themes in the following clauses. The lecturers also should know the concept of Theme-Rheme and its organization pattern as the important elements of writing that can influence the students' success or failure in organizing their ideas and maintaining the coherence while writing academic essay. So, the students can have good control in writing any kinds or genre of text.

Second, it is suggested that the students should improve their understanding about the concept of Theme-Rheme and its organization pattern, so by applying those concepts, the students will be able to organize ideas and maintain the coherence in writing academic essay well and more easily. The students also should improve their grammar skill in order to have good writing which is easy to be understood by the readers.

The last, it is suggested that the future researchers can conduct similar research with more data and theoretical basis. It is also suggested to analyze theme-rheme organization that is applied on other kinds or genres of text in order to find out the similarity or difference which may appear.

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