Thematic Progression Used on Journal of Teaching of English (JTE) at English Department of Halu Oleo University

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ABSTRACT
This study examines thematic progression in the introduction of articles in Journal of Teaching of English (JTE) which aims to determine and describe the types of thematic progression used in the introduction section of scientific articles in Journal of Teaching of English (JTE). This study uses qualitative descriptive as a research design. The data of this study were from six introduction sections of students' articles divided into three research areas: teaching, linguistics, and literature. After collecting the data, the data were analyzed based on the framework of Bloor and Bloor (2004). The results show that three of the six analyzed introduction articles did not use four types of thematic progression. The teaching article written by Prawidya et al. did not use the derived theme pattern, and the teaching article written by Padi et al. and the linguistics article written by Era et al. did not use the split rheme pattern. Moreover, based on the three research fields shows that there were 94 thematic progression patterns found in the two literature articles, followed by the two linguistics articles with 72 thematic progression patterns and the two teaching articles with 67 thematic progression patterns. Besides, based on the types of thematic progression found, the most dominant used type in this study is the constant theme pattern with 134 found, followed by 63 linear theme patterns, 22 split rheme patterns, and 14 derived theme patterns.

Keywords:
thematic progression, theme and rheme, introduction of article.

1. Introduction

The four skills of speaking, listening, reading, and writing must all be acquired in order to learn English. The four skills are interrelated, which of the four skills, writing is the most difficult skill. Mastering writing skill takes various kinds of effort and practice because writing skill is not obtained scientifically (Langan, 2008). Amperawaty and Warsono (2019) state that writing is more challenging than other skills since writing is a record of ideas that can be edited and revised. Indeed, an understanding of good writing skills is needed because writing is an action to communicate with others to express ideas, expressions, and thoughts or opinions indirectly, and the messages must be written clearly and comprehensively.

For second language learners, writing is very difficult to master because it is a complicated skill requiring more time and effort (Rijlaarsdam et al., 2005). It is because in writing a text, students have difficulty in developing their ideas, compiling these ideas so as to form coherent sentences, and translating them into the target language. In addition, Rahmatang et al. (2021) also argue that writing skill needs more attention from teachers and students because writing is a difficult skill to apply. A writer must
follow various rules and principles to produce good writing in English. Similarly, Wardaningsih et al., (2021) state “In writing English, it is not easy to write well, but to write a final project, both cohesion and coherence are needed to make easy the reader and to give a meaning of the writing.”. They added that understanding writing coherently and cohesively is important to make a better paper or final project. It means that students are required to do good writing so that the writing results are classified as "readable text". When writing texts, students not only pay attention to the grammatical rules, such as the use of tenses, spelling, word choice, punctuation, etc. but also how the ideas that have been obtained previously can be made into good writing.

Talking about the readable text, this relates to the ideas developed in making a piece of writing, which is an important thing to pay attention to. The development of ideas is one of the important things in writing because it is part of one of the crucial aspects of writing, namely the content aspect. Content is the process of planning, composing, and editing information to ensure the text is clear and understandable (Jacobs et al. in Shanorra et al., 2021). The content relates to a person's writing skills, including how the issue is presented, how the ideas are developed, and how relevant they are. The content, which is the core of a piece of writing, needs to be well organized and written so that the written information becomes a single unit that is easy to understand. Bailey in Linda et al. (2017) argues that good content is made up of cohesive and coherent information that makes the text understandable.

In the aspect of content, it cannot be separated from the problem of how to develop ideas so that they become a coherent paragraph. Therefore, Paltridge (2006) said that thematic progression is one way to develop the ideas obtained to create a coherent text. Thematic progression is a part of Systematic Functional Linguistics (SFL), which aims to make a text coherent and have structured grammar. Thematic progression is one way to organize ideas obtained through themes and rhemes so that it can build a focused and comprehensive flow of information. The theme, according to Halliday and Matthiessen (2014), is known as the element that acts as the message's starting point, locating and orienting the clause within its context. Meanwhile, rhyme is an element that acts as complementary information from the theme to be developed (Halliday and Matthiessen, 2014). In conclusion, a sentence is composed of a theme that is placed first and accompanied by a rhyme as a message structure that is placed after the theme.

Indeed, in writing academic writing texts, students of English Education Department of Halu Oleo University still have difficulties developing ideas for writing. It is based on the results after interviewing one of the writing lecturers and one of the JTE (Journal of Teaching of English) reviewers stated that students were still weak in building arguments in writing, especially in writing theses and journals. He added that students often write in one paragraph that there is more than one main idea which causes the paragraphs in an article to be incoherent. In making an article, it is necessary to pay attention to the relationship between sentences and between paragraphs to produce a coherent text. As Rahmawati and Kurniawan (2015) state that the unity and connectivity of separate sentences that are related to one another indicate a well-structured text. Therefore, in making a coherent writing, it can be done through the use of thematic progressions related to themes and rhemes. These two
important elements, if both of them are used properly, make cohesion and coherence of the text (Eggins, 2004: 324).

Based on the previous explanation, the researcher is interested in analyzing the introduction section of scientific articles in the Journal of Teaching of English (JTE) at English Department of Halu Oleo University because the researcher wants to find the thematic progression pattern used and how the thematic progression patterns are used so that they are able to make a text coherent. This study chose a scientific article because it is a summary of the research that has been carried out, and the introduction section also chose as the object of research because that section contains the background of why the research was carried out, a description of the problems to be studied, gaps in the research, and relevant theories about the research, so this section must be well written to attract the reader's attention (Shah, 2015).

Several studies related to thematic progression have been carried out. First, Yunita (2018) conducted a research entitled "Thematic Progression in Students' Recount Text". The aim of this study is to analyze the embodiment of thematic progression patterns used in students' recount text. Three types of thematic progression were identified in this study, they are theme repetition pattern (76.03%), zig-zag pattern (19.84%), and multiple theme pattern (4.13%). Second, Lifah et al. (2020) analyzed the thematic development pattern in Thesis Abstracts by Undergraduate English Education Students. The study demonstrates that the abstract thesis exhibits thematic patterns such as Constant Theme Progression (CTP), Simple Linear Progression (SLP), and Split Rheme Progression (SRP), with Constant Theme Progression (CTP) being the most applied pattern. Based on the description of several studies that have been carried out previously, there has been no detailed investigation of thematic progression in the introduction journal; therefore, this research will take the introduction journal as the object of research which aims to find out the types of thematic progression used and how the thematic progression is realized so that students are able to organize the ideas they get to produce a piece of writing.

2. Methods

This research used qualitative research design and employed a content analysis method since the students' introduction of scientific articles were qualitatively analyzed to find out the types of thematic progression used. In this study, the researcher took data from scientific articles in the Journal of Teaching of English (JTE) Vol. 7 No. 1 and Vol. 7 No. 2 in which the researcher took six introduction of articles, two of which were taken from each of the three research fields: teaching, linguistics, and literature. After collecting the data, the researcher analyzed it using the (Bloor and Bloor (2004) framework. In analyzing the data, the researcher did several steps:

1. The researcher separated the sentences in a paragraph in the introduction journal into clauses.
2. The researcher identified the theme and rheme of the clauses after separating the sentences into clauses.
3. The researcher identified thematic progressions and classified them into thematic progression forms.
4. The researcher described the use of thematic progression found.
5. The researcher made conclusions about the results that had been found.

3. Result

Table 1. The Frequency of Thematic Progression Used

<table>
<thead>
<tr>
<th>No.</th>
<th>Articles</th>
<th>Types of Thematic Progression</th>
<th>Frequency Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Constant Theme Pattern</td>
<td>Linear Theme Pattern</td>
</tr>
<tr>
<td>1</td>
<td>Article of teaching written by Prawidya et al.</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Article of teaching written by Padi et al.</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total (A)</td>
<td>42</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Article of linguistics written by Era et al.</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Article of linguistics written by Virisi et al.</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Total (B)</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>Article of literature written by Sitohang et al.</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Article of literature written by Ningsi et al.</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Total (C)</td>
<td>52</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total (A+B+C)</td>
<td>134</td>
<td>63</td>
</tr>
</tbody>
</table>

Based on table 4.1 above, it can be seen that of the six introduction articles analyzed, it was found that only three of the six introduction articles applied the four types of thematic progression based on the framework of Bloor and Bloor (2004). The article of teaching written by Prawidya et al. did not apply the derived theme pattern, the article of teaching written by Padi et al. and the article of linguistics written by Era et al. did not apply the split rheme pattern. Table 4.1 also reveals that of the four types of thematic progression identified, the constant theme pattern is the most dominant type and is used 134 times, followed by the linear theme pattern (used 63 times), the split rheme pattern (used 22 times), and the derived theme pattern (used 14 times). This thematic progression shows that students write introduction of articles using
various thematic progressions, which makes it easier for them to develop ideas so that the resulting text is varied.

4. Discussion

Based on the findings that have been described previously, the researcher found that in writing introduction of scientific articles, students applied thematic progression which aims to develop the ideas that have been obtained. As Eggins (2004) states that thematic progression is one way of developing ideas in writing by using theme and rheme. This study aims to determine the thematic progressions used and the most common thematic progressions used by students in writing journal introductions based on the Bloor and Bloor (2004) framework. Out of the four types, the researcher found that only three scientific articles apply the four types of thematic progression. The three scientific articles are the linguistics article written by Virisi et al., the literature articles written by Sitohang et al. and Ningsi et al. use four types of thematic progression: constant theme pattern, linear theme pattern, split rheme pattern, and derived theme pattern in writing the introduction section of scientific article. Furthermore, three other scientific articles, the teaching article written by Prawidya et al. did not apply the derived theme pattern, and the teaching article written by Padi et al. as well as a linguistics article written by Era et al. did not apply the split rheme pattern. Besides, based on the results that have been obtained, from the six articles originating from the three research fields studied, the thematic progression used from the three research fields is varied so that it helps develop ideas in an essay to do coherent writing. There were 94 thematic progressions found in the two literature articles, followed by the two linguistics articles with 72 thematic progression patterns and the two teaching articles with 67 thematic progression patterns. The difference in the number of uses of thematic progression from these three research fields can be seen from the length or not of the introduction of article. If the introduction of an article consists of many paragraphs, then many thematic progressions will be used. In addition, the constant theme pattern is the most commonly used type among the four. It is evident from the findings as many as 134 constant theme patterns were found, followed by 63 linear theme patterns, 22 split rheme patterns, and 14 derived theme patterns.

The types of thematic progression found in each introduction section of scientific articles will be explained in the following points:

4.1 Constant Theme Pattern

Constant theme pattern is a pattern in which the theme in the previous clause is taken to be the theme for the following clause. This study uses a constant theme pattern 134 times, making it the most used type. It is because the students repeated the previous theme until the last clauses or skipped one clause or two clauses, then they repeated the same theme in which the students can use pronouns to indicate the same theme as the previous theme clause.

Here is the example of constant theme pattern:

“... Nunan (1991) in Saputri et al., (2020) states that speaking becomes the most significant skill to be learned by the students because this skill is grouped as
productive skill. ...” (taken from the first paragraph in the introduction section of
teaching article written by Prawidya et al.)

<table>
<thead>
<tr>
<th>Clause</th>
<th>Theme (T)</th>
<th>Rheme (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nunan (1991) in Saputri et al., (2020) states that speaking becomes the most significant skill to be learned by the students</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>because this skill is grouped as productive skill.</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, it was found that there was a theme development in
the first clause, namely "speaking", which was taken to be the theme for the next
clause. This can be seen in the theme of the second clause is “this skill” which refers
to the previous theme clause, namely “speaking”.

The finding also shows that constant theme pattern is the most dominant used.
It means that students are able to use constant theme pattern by repeating the theme
in the previous clause. They repeated the previous theme until the last clauses or
skipped one clause or two clauses, then they repeated the same theme. In other words,
this type is simple type because in developing the idea of a topic, students only need
to repeat the previous theme clause to become the next theme clause or by using
pronouns to indicate the same theme as the previous theme clause. As Eggins (2004)
states that by using this type, students' writing can become more focused because it
only explains one topic. Bloor and Bloor (2004) also explain that the use of this type is
generally often found in the description of factual information that focuses on certain
things or concepts. This means that this type is suitable for use in explaining a research
topic in the introduction of an article.

4.2 Linear Theme Pattern

Linear theme pattern is a pattern in which the rheme of a clause is used as the
theme of the next clause. In this study, 63 linear theme patterns are found in the
introduction of scientific articles. This linear theme pattern develops the information
in the previous rheme to be used as a theme in the next clause.

Here is the example of linear theme pattern:
“The researchers have founded many unique elements of Muna language, and
Muna language still has unique and interesting elements of language which needed
to continue studying. ...” (taken from the second paragraph in the introduction section
of linguistics article written by Era et al.)

<table>
<thead>
<tr>
<th>Clause</th>
<th>Theme (T)</th>
<th>Rheme (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The researchers have founded many unique elements of Muna language,</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>and Muna language still has unique and interesting elements of language</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, the first rheme clause is taken to be the second theme
clause. It means that rheme in the first clause is developed into the theme in the second
clause. In this case, the first rheme clause, namely "Muna language" is used as the
theme for the second clause, namely "Muna language".

The finding shows that linear theme pattern is the second dominant type used
by students. It means that students are able to take the previous rheme of clause to
be used as a theme in the next clause. The use of linear theme pattern develops the
information contained in the previous rheme to be used as a theme in the next clause.
Butt (2000) in Arono (2018) states that using this type can provide focus and advance topics which can make their writings have a consistent flow of information and provide a logical relationship from the information contained in an article.

4.3 Split Rheme Pattern

Split rheme pattern is a pattern in which the rheme of a clause consisting of 2 or more parts will be the theme of the following clause. In other words, the rheme of the clause is split into two or more themes. In this study, 22 split rheme patterns are found in the introduction of scientific articles. The use of this type means that students have expressed their focus on the rheme of a clause and then described it sequentially as a theme in the following clause.

Here is the example of split rheme pattern:

"... Marxist theory refers to the social classes on the idea that modern society has only two classes of people: the bourgeoisie and the proletariat. The bourgeoisie are the owners of the means of production: the factories, businesses, and equipment needed to produce wealth. The proletariats are the workers. ..." (taken from the fifth paragraph in the introduction section of literature article written by Ningsi et al.)

<table>
<thead>
<tr>
<th>Clause</th>
<th>Theme (T)</th>
<th>Rheme (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marxist theory</td>
<td>refers to the social classes on the idea that modern society has only two classes of people: the bourgeoisie and the proletariat.</td>
</tr>
<tr>
<td>2</td>
<td>The bourgeoisie</td>
<td>are the owners of the means of production: the factories, businesses, and equipment needed to produce wealth.</td>
</tr>
<tr>
<td>3</td>
<td>The proletariats</td>
<td>are the workers.</td>
</tr>
</tbody>
</table>

Based on the data above, it can be seen that the first rheme clause can be divided into two parts to become the theme of the next clause, namely "the bourgeoisie" and "the proletariat". The two parts of the rheme are information that will be the theme of the second and third clauses. As seen in the data above, the second theme clause, "the bourgeoisie" refers to one of the elements of the first rheme clause. Likewise in the second theme clause, "the proletariat" also refers to one of the elements of the first rheme clause.

The finding also shows that the split rheme pattern is used by students in writing the introductory section of scientific articles, although in small numbers. This shows that the use of this type is quite difficult to apply by students because students need to develop more ideas in accordance with the rheme of a clause to be developed. As Yani et al. (2019) state that by using split rheme pattern, the writers should make the rheme of the clause contained some informations that would be elaborated in the next clauses. It happened in some paragraphs when the writers wanted to inform about the previous study of the research.

4.4 Derived Theme Pattern

Derived theme pattern is a pattern in which there is a general theme of a clause then the general theme is derived into several themes in the following clause. In other words, the theme in the next clause is different but still refers to a general theme discussed earlier. In this study, 14 derived theme patterns are found in the introduction of analyzed journals. Most students do not try to write their ideas with this pattern. It is because the theme brought by the first clause is not that related well unless the readers can relate it by itself as they have acknowledged the idea before.
short, the use of this type is intended to develop ideas further by using different themes but still referring to one general theme.

Here is the example of derived theme pattern:

“Regional language is one of Indonesian’s diversity, it is unique and true identity of all Indonesian in national or international sight. Sailan (2014) said that Muna language is a local language of Muna Regency or Munanese and some areas beyond Muna Regency also use Muna language. ...” (taken from the first paragraph in the introduction section of linguistics article written by Era et al.)

<table>
<thead>
<tr>
<th>Clause</th>
<th>Theme (T)</th>
<th>Rheme (R)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regional</td>
<td>is one of Indonesian’s diversity,</td>
</tr>
<tr>
<td></td>
<td>language</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>it</td>
<td>is unique and true identity of all</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indonesian in national or international sight</td>
</tr>
<tr>
<td>3</td>
<td>Sailan (2014) said</td>
<td>is a local language of Muna Regency</td>
</tr>
<tr>
<td></td>
<td>that Muna language</td>
<td>or Munanese</td>
</tr>
<tr>
<td>4</td>
<td>and some areas</td>
<td>also use Muna language.</td>
</tr>
<tr>
<td></td>
<td>beyond Muna Regency</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, there is a theme development by using derived theme pattern which can be seen from the table above namely from T1 to T3. This means that the theme in the first clause is a general theme that is used as a reference for writing other information. In this case, "regional language" contained in the first clause is a general theme and "Muna language" is a derivative theme which is still related to "regional language", namely Muna language is an example of a regional language.

The finding shows that students are able to use the derived theme pattern even though in small quantities, namely only 14 times which makes this pattern the least used pattern. This indicates that this pattern is a pattern that is difficult to apply by students because this pattern uses a general theme to serve as a topic in developing the next clauses. In other words, this pattern is related to semantics because it refers to a general pattern even though it is explained implicitly. This finding almost in line with Muroda et al. (2018) who state that this pattern highlights the one general theme from which other themes are derived. They also suggest that this type is needed to be applied and taught to the students in order to make their writing does not look not monotonous because through this pattern, the students can help the way they write in coherent and cohesion.

5. Conclusion

Based on the results of study and discussion that have been discussed in the previous chapter, it can be concluded that from the six introduction of scientific articles, it was found that three introduction articles used four types of thematic progression, namely constant theme pattern, linear theme pattern, split rhyme pattern, and derived theme patterns. The three introduction of articles are the linguistics article written by Virisi et al., the literature articles written by Sitohang et al. and Ningsi et al. use all four types of thematic progression. Meanwhile, the three other scientific articles, the teaching article written by Prawidya et al. did not apply the derived theme pattern, and the teaching article written by Padi et al. as well as a linguistics article
written by Era et al. did not apply the split rheme pattern. Moreover, based on the three fields shows that there were 94 thematic progressions found in the two literature articles, followed by the two linguistics articles with 72 thematic progression patterns and the two teaching articles with 67 thematic progression patterns. Besides, based on the types of thematic progression found, the most dominant used type in this study is the constant theme pattern with 134 constant theme patterns, followed by 63 linear theme patterns, 22 split rheme patterns, and 14 derived theme patterns.

**References**


