CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Literature

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with seven main areas which are writing, discourse analysis, coherence, cohesion, theme, rheme, and thematic progression.

1. Writing

There are some definitions of writing made by different linguist. Some are explained as follows. Writing is one of the main parts of education and it is necessary both for students and for employees of all business sectors.[1] Moreover, the present study emphasis on the process of writing has rightly heightened awareness of the complex consideration facing any writer; it is still the end product, the finished text, which bears testament to how well the writer has juggled these constraints.[2] Rumisek and Zemach state that those processes consist of pre-writing, drafting, reviewing, revising, and rewriting. Reflecting Rumisek and Zemach's statement indicates that students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them.

Thus the ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role

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[1]Natilene Bowker. "Academic Writing: A Guide to Tertiary Level Writing". (New Zealand: Massey University, 2007)

[2]Alvin Leong Ping. "Developing the Message: Thematic Progression and Student Writing". *The Journal of ASIA TEFL.* Vol. 4 No. 3, 94

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in both second and foreign language education.[3] It goes to show that writing is a skill that is required in many contexts throughout life; for instance you can write an email to a friend, reflect on what happened during the day in your personal diary or write essay for your homework.

However, according to Alvin Leong the thing means as writing is that it has to do with the notion of form itself. He means by form of it is as the typical components or segmentation of particular text type. For instance, an expository or argumentative writing text, typically contain a thesis statement of the writer's position and arguments in support of that position. While a personal narrative contains segments that are expected of that text type such as orientation, complication, evaluation, resolution, and coda. This reveals to suggest that students who are familiar with the typical segmentations of a range of text types are able to write in a way that is coherent and easy to comprehend. In term of the segmentation of text type, as cited by Harvard Education website that there are three simple concepts to keep in mind when writing a background of study in thesis as follows; engage the readers with broader themes and topics that illustrate your concepts, questions, and theory and demonstrate your knowledge and passion.[4] Thus, background of study focuses on giving the reader the relevant facts about the topic so that the readers understand the material that the researcher is writing about and how it links to the research question. It means this part provides the general context, but must direct the readers' attention to the empirical details through which the research topic and question are lived, made relevant, and important to be studied.

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[3]Sara Cushing Weigle. "Assessing Writing". (Cambridge: Cambridge University, 2002). 1
[4]http://isites.harvard.edu/fs/docs/icb.topic549684.files/Additional_information_on_BACKGROUND.pdf, accessed on Monday, 13rd March 2017)

2. Discourse Analysis

This is qualitative approach that is used to analyze written, spoken or signed language.[5] Furthermore, Stubbs defined the term discourse analysis to the linguistic analysis of naturally occurring, connected spoken or written discourse.[6]In other words, discourse analysis is the analysis of language in use.

3. Coherence

Coherence is achieved when sentences and ideas are connected and flow together smoothly and it allows the reader to move easily throughout the essay from one idea to the next, from one sentence to the next, and from one paragraph to the next.[7] Another definition of coherence is about three things.[8] The first is about the conditional (the sentences that are related to the context). Second is about the situational that the readers can identify the situation. Third is about generic which included the readers to be able to identify the types of the text, ideas that are organized in particular ways; time, space, and order of importance (general-particular, cause-effect, and comparison-contrast).

4. Cohesion

Cohesion is that the meaning of items in a text is interrelated.[9] Achieved through the use of pronouns (he, she, they, we, I), reference words (this, those, such), lexical repetition (words are repeated), and logical markers (first, second, nest, then). Additionally, cohesion means as organizational devices like headingsthat help to link sentences, paragraphs and sections coherently in

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[5]Ibid

[6]M. Stubbs. *Discourse Analysis*.(London: Blackwell, 1983)

[7]Jayetta Slawson, et al. *Coherence*. (Southeastern Writing Center, 2010), 42-45

[8]Mrs. Siti Asmiyah's PPT on Paragraph writing course of second semester student

[9]Ibid

longer, complex writing projects.[10] Furthermore, Dorchies stated there are four main components of cohesion which are relevance, order, linking words, and repetition of key words.[11] Thus, without cohesion a written work can seem choppy and may not flow well.

5. **Theme**

Theme is the theory of functional grammar which is realization of the textual metafunction of language as proposed by Halliday.[12] In the Hallidyan framework, theme and rheme form the message structure of the clause.[13]According to Martin, the theme is concerned with the organization of information within individual clauses, and through this, with the organization a larger text.[14]

Furthermore, the theme is the starting point of a message, which the sentence is about.[15] Additionally, Firbas defines theme under two concepts: (1) as the starting-point of the sentence – which is known or at least obvious in the given situation and from which the speaker proceeds, and (2) as the foundation of the sentence – something being spoken about in the sentence.[16] The first position in a clause means as textual meanings because it signposts the development of the text. Furthermore, it frequently serves to present given information which has already been mentioned somewhere in the text, or

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[10]Greg Dorchies.*Cohesion*. (www.clarkson.edu/writingcenter/docs/cohesion.pdf, accessed on Friday, 14th July 2017)
[11]Ibid
[12]Emi Emilia. *Introducing Functional Grammar.* (Bandung: Dunia Pustaka Jay, 2014), 225
[13]M.A.K Halliday & C.M.I.M Matthiessen.*An Introduction to Functional Grammar (3rded).* (London: Arnold, 2004), 64
[14]J. R. Martin. *Analysis genre: Functional Parameters. In F. Christie & J.R. Martin. (Eds). Genre and Institution.* (London: Continum), p.21
[15]M.A.K Halliday. *An Introduction to Functional Grammar (4th ed.).* Revised by C.M.I.M Matthiessen. (New York: Routledge, 2014)
[16]Liliek Soepriatmadji. "Thematic Pregression in Thesis Abstract Written By English Students of FBIB Semarang".

understood as a common knowledge from the particular context.[17] Additionally, Coffin and Hewings stated that Theme in English can be thought of as that element in a clause or larger unit of text which come first.[18] It means that the element which comes first in the clause can be called as a Theme. Since the Theme is a first part of the clause, so there is another thing followed the Theme itself. It is called as a Rheme.

6.   **Rheme**

Cummings stated that Rheme is a part of the assembly of the new information that the text offer.[19] According to Cummings's definition it indicates that Rheme is what the speaker says about and expressing something new or something unknown from the previous context. Furthermore, Wei Jing stated that Rheme is the reminder of the message in a clause in which the Theme is developed, which means the Rheme typically contains unfamiliar or new information.[20] Furthermore, rheme is as the development of theme and it is always comes after theme.[21] It indicates that Rheme is something that giving supporting idea of the theme. Hence, Table 2.1 is listed the clause-initial of theme and rheme.[22]

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[17]Duong ThuyLe – Raksangob Wijitsopon. "Using Theme-Rhemeto Analyze ESL/EFL Learners' Academic Writing".

[18]C. Coffin & A. Hewings. "IELTS as preparation for tertiary writing: distinctive interpersonal and textual strategies". In L.J. Ravelli & R. A. Ellis.Analyzing academic writing. (London: Continuum. 2004), p.136

[19]M. Cummings. *The Role of Theme and Rheme in Contrasting Methods of organization of texts. In Butcler, C. (Ed.) Dynamics of Language Use: Functional and Contrastive Perspective* (Amsterdam/Philadelphia: John Benjamins, 2003), 133

[20]Wei Jing. "Theme and Thematic Progression in English Writing Teaching". *Journal of Education and Practice*. Vol. 2, No. 21, 2015

[21]M.A.K Halliday & C.M.I.M Matthiessen. *An Introduction to Functional Grammar (3rded)*. (London: Arnold, 2004), 65

[22]Alvin Leong Ping. "Developing the Message: Thematic Progression and Student Writing". *The Journal of ASIA TEFL*. Vol. 4 No. 3, 97

Table 2.1 Concept of Theme and Rheme

Theme	Rheme
This presentation	Is very interesting
This presentation	Should be banned
This presentation	Has been going on for hours

7.   Thematic Progression

The distribution theme and rheme of the clause makes it as a helpful tool to show the theme and rheme development to the text. In each clause, the theme and the rheme can be related with the previous clauses. Thus, this inter-clausal theme-theme construction is known as the thematic progression which can be shown as the general thematic structure of the text. While, Downing says that thematic progression is connected with discourse coherence (or text connexity). Thus, the patterns of thematic progression are formed by a systematic relation between the Theme – Rheme selections and experiential selections in a text.

Furthermore, Yang Yan stated that thematic progression provides some benefits as follows.[23] First, it offers new applied information to the reform of teaching models to make the students aware of the interrelation of functional sentences becomes possible and feasible. Second, thematic progression gives directions to appropriate and efficient communication in linier manners. Third, it gives a clue to wise choice and organization of information. Forth, it provides enlightenment to the design of writing exercise. Therefore it offers a large amount of implication to inspire

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[23]YANG Yan. "On the patterns of thematic progression in the Argumentative Writing of Non-English Majors". *US-China Foreign Language.* Vol. 13, 2015

the instructor devoted to the language teaching. Thus, thematic progression patterns presented the key concepts relating to two categories of thematic progression patterns; those which enhance coherence and those which obscure it.[24] As postulated by Eggins, the thematic progressions which enhance coherence include reiteration progression pattern, zig-zag progression pattern, and multiple progressions pattern.

However, besides those three types of thematic progression pattern proposed by Eggins which have been explained, Danes propounded one more type of thematic progression pattern.[25] It is a derived theme pattern. Derived theme is a situation where the topics of each sentence are individually different; the fact is that it uses the same overriding Theme. The example of derived theme is shown below.

> _Ecuador is situated on the equator in the northwest of South America (1). The economy is based on oil and agricultural products (2). More oil is produced in Ecuador than any other South American country except Venezuela (3). Bananas, coffee, and cocoa are grown there (4). The people are mostly of Indian origin (5). Several Indian languages are spoken there (6). The currency is called the Sucre (7)._

The example above shows that the second theme (the economy), the third theme (More oil), the fourth theme (Bananas, coffee, and cocoa), the fifth theme (Several

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[24]Naomi Njobvu. "The Relationship Between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students' Writing Discourse". _Lusuka_. 2010, 11

[25]Danes, F. _Papers on functional sentence perspective._ Prague. 1974,cited in McCabe, A. M. _Theme and thematic patterns in Spanish and English history texts._ PhD Dissertation, Aston University, Birmingham, England. 1999. p. 172

Indian languages), and the sixth theme (The currency) actually give some information concerning Ecuador. Somehow, reflecting the example above, Dubois points out that those themes would appear to be totally unrelated. However, at the same time, it must be noted that Dubois suggested as reiteration theme rather than as derived theme.

Furthermore, McCabe state that the notion of derived theme can be thought of more indirect to a 'lay' reader; thus one would not be expected to find it in texts where the readers do not share the same degree of knowledge shared by writers and readers of very specialized texts.[26] Thus, writers need to infuse their texts with clearer links of meaning, thereby producing links which are closer to reiteration theme or simple linear theme rather than to derived theme. Thus, the derived theme pattern is difficult to judge because there is still a debate on whether derived theme is one type of thematic progression or not.

Bloor & Bloor stated that the thematic progression patterns which obscure coherence include brand new theme, empty rheme, and empty use of the adverbial *"there"*.[27] While Danes added the use of dummy *it*is also as one of the misusing of the thematic progression pattern.[28] Therefore, there are three types of thematic progression which obscure the coherence.

a. Thematic Progression Pattern which Enhance Coherence

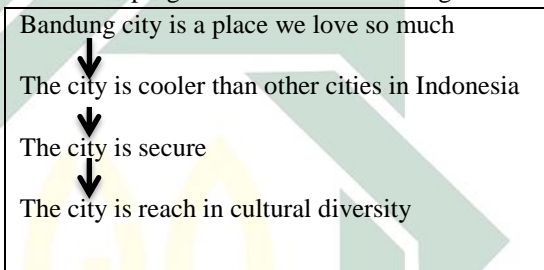Thematic progressions which enhance coherence into three types of thematic progression patterns:

[26]Ibid
[27]Nada Salih Abdul Ridha. "Theme and Rheme: Types and Problems in EFL University Students' Written Texts".*College of Education for Humanities*. University of Basra, 104-105
[28]S. Eggins. *An Introduction to Systemic Functional Linguistics*. End Edition. (London: Printer Publisher, Ltd, 2004), 303-305

1) Reiteration Thematic Progression

The reiteration TP enters to relation with a number of differences Rhemes, or the same element occurs regularly as Themes. Emilia states that the significance of using this re-iteration thematic progression is that it provides the text with clear focus. Furthermore, Emi Emilia's drawing about the concept of reiteration thematic progression can be been in figure 2.1:

Bandung city is a place we love so much

The city is cooler than other cities in Indonesia

The city is secure

The city is reach in cultural diversity

Figure 2.1 The concept of reiteration thematic progression

In light of re-iteration thematic progression, Alvin Leong Ping has other definition pattern and it is called as constant thematic progression. He draws the concept of constant thematic progression as follow:

e.g: If a person does not have a hobby, they will be bored, they will not have interest in anything, and they will not be able to cope with stress.

The pattern of the example above can be seen in the figure 2.2 below.

Theme1 →   Rheme1

Theme2 →   Rheme2

Theme3 →   Rheme3
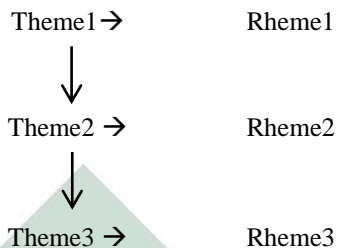
Figure 2.2 Constant pattern of thematic progression

From the example above shows that the sentences use the constant theme that mostly occurred by using theme "They". It is also reiterate in each sentences of the text. Therefore, it is called as reiteration or contrast thematic progression.
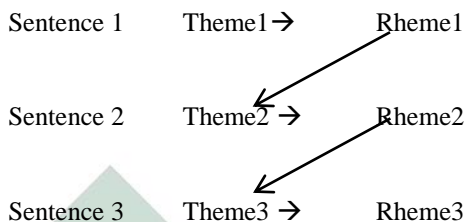
2) Zig-zag Thematic Progression

Zig-zag thematic progression is the content of the Theme of the second sentence or clause derives from the content of the previous Rheme, the content of Theme 3 derives from Rheme 2, etc.[29]In English academic writing, ther zigzag pattern of thematic development is favored and recommended.[30] The zig-zag pattern as defined by Eggins can be describe in figure 2.3 [31]:

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[29]Emi Emilia. *Introducing Functional Grammar.* (Bandung: Dunia Pustaka Jay, 2014), 241
[30]P. H. Fries. *Themes, Methods of Development, and Text. In R. Hasan & P. H. Fries. (Eds.). On Subject and Theme. A Discourse Functional Perspective* (Amsterdam: John Benjamins. B. V)
[31]Emi Emilia. *Introducing Functional Grammar.* (Bandung: Dunia Pustaka Jay, 2014), 241

Sentence 1	Theme1 →	Rheme1
Sentence 2	Theme2 →	Rheme2
Sentence 3	Theme3 →	Rheme3

Figure 2.3 The zig-zag pattern of Thematic Progression

It also can be seen in a short example of sentences as follow:

e.g: *Once upon a time there was **a man** lived in the country side.*
*
He had **three daughters**.*
*
The youngest daughter was so beautiful.*

In terms of thematic progression, Alvin Leong Ping identifies it as **simple linear thematic progression**.

e.g: *My nomination for the Most Predictable Character is __Wong Zi Cheng__.__He__ is my choice due to several reasons. __The first reason__ is he always eats quickly.*

Therefore, Leong illustrated its patterns that can be seen in figure 2.4[32]:

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[32]Alvin Leong Ping. "Developing the Message: Thematic Progression and Student Writing". *The Journal of ASIA TEFL.* Vol. 4 No. 3, 101

$$T1 \rightarrow \quad R1$$
$$\downarrow$$

$$T2 = (R1) \quad R2$$
$$\rightarrow \qquad \downarrow$$

$$T3 = (R2) \rightarrow R3$$
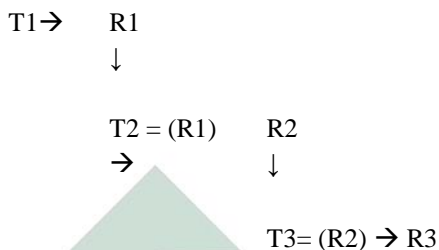
Figure 2.4 Simple linier pattern of thematic progression

Crucially, considering the characteristics of the zig-zig thematic progression pattern above is necessary to deal with the ability to write better in English as attempt to control the students' writing to be cohesive and coherence afterwards.
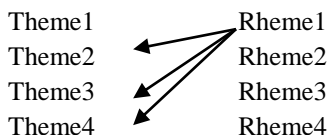
3) Multiple Thematic Progression

The Multiple TP is the Rheme of a clause has more than one component, each of which is taken in turn as Theme.

Furthermore, the multiple thematic progressions can be called as Split thematic progression which is as the expository in character as they provide a list of related information to illustrate a main point.[33] Furthermore, according to Emi Emilia that in this pattern, the theme of one clause introduces a number of different pieces of information, each of which is then picked up made Theme in subsequence clauses or rheme.[34] This pattern is described in figure 2.5:

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[33]Wei Jing. "Theme and Thematic Progression in English Writing Teaching". *Journal of Education and Practice*. Vol. 6 No. 21, 2015

[34]Emi Emilia. *Introducing Functional Grammar*. (Bandung: Dunia Pustaka Jay, 2014), 242

Theme1   Rheme1
Theme2   Rheme2
Theme3   Rheme3
Theme4   Rheme4

Figure 2.5 Multiple pattern of thematic progression[35]

The example of multiple thematic progression patterns in samples of exposition Text are as follows:

*There are a lot of **negative effects** from the use of mobile phone.*

***First,** the used of mobile phone can cause many disease and health problems.*

***Second**, mobile phone can cause infertility in man too…..*

Ultimately, by reflecting to the characteristics of multiple thematic progression patterns, the students could be able to address their writing be better time to time.

b. Thematic Progression Pattern which Obscure Coherence

Thematic progressions which obscure coherence into three types of thematic progression patterns:

1) Brand New Theme

The usage of brand new theme is taking up the new theme that does not any relation with the previous sentence. As stated by Naomi Njobvu that the brand new theme occurs in instances whereby before a given idea introduced in the initial theme of the sentence is exhaustively substantiated so that it creates a rupture in the flow of information there

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[35]Ibid

by compromising discourse coherence.[36] The example is shown in the table below:

Table 2.2 Brand New Theme

Theme	Rheme
Fertility	is affected and influenced by many factors
The women who are educated	have less time to have children

In table above indicates that the theme fertility being an initial theme. Then, a new brand theme the women who are educated has been introduced in the following sentence creating a sudden break in the logical flow of information.

2) **Empty Use of "*there*"**

Empty use of the adverbial there is applied when the word "*there*" is used without any reference to any preceding information.[37] This pattern is illustrated in table below:

Table 2.3 Empty use of "*there*"

Theme	Rheme
A morpheme	can also be defined as the simplest unit of a word
There	are many other morphemes that linguists have come up with

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[36]Naomi Njobvu. "The Relationship Between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students' Writing Discourse". *Lusuka*. 2010, 17
[37]Naomi Njobvu. "The Relationship Between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students' Writing Discourse". *Lusuka*. 2010,18

In table above indicates that the theme of the second sentence "there" is meaningless refer to the either the theme or the rheme of the previous sentence. Therefore, it does not provide to discourse coherence.

3) Use of Dummy "*it*"

The use of the dummy "*it*" occurs when the preposition of *"it"* is used with unclear reference either the theme or the rheme of the previous sentence.[38] The example can be seen in table 2.4 below:

Table 2.4 Use of Dummy "*it*"

Theme	Rheme
Fecundity	can reduce or increase levels of fertility
It	is said that a fertile woman can be fecund when she decides to use birth control methods

From the table above goes to show that the pronoun *it* used in the second sentence is empty of content because it does not refer to any specific item in the previous sentence.

B.   Review of Previous Studies

The researcher found seven similar studies related to this study. Reviewing on those previous researches, this study begins by reflecting on the study that has similar focus on thematic progression. It comes from Liliek Soepriatmdji with her thesis entitled "Thematic Progression in Thesis Abstract Written by English Students of FBIB UNISBANK Semarang". The

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[38]Naomi Njobvu. "The Relationship Between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students' Writing Discourse". *Lusuka*. 2010, 18

researcher finds that English students of FBIB could prove their experience in writing abstract with respect to the employment of thematic progression. Her research only focuses on analyzing the constant thematic progression pattern which is characterized as the most tedious pattern in developing a paragraph. However, this study is more specific in investigating all types of thematic progression toward the background study of thesis proposal.

Another past research comes from Farikha, with the title "The Effectiveness of Thematic Progression (TP) Pattern with Jingle Button (JB) Technique in Teaching Writing Narrative Text". The result shows that implementing TP-JB technique can improve the students' writing skill of narrative text. The finding of this research also reveals that the implementation of this technique also improves the students' learning motivation in joining teaching-learning activities of writing class. The good point applied in this research is that there are 98.50% of the students have good motivation after implementing of TP-JB technique. Ultimately, the research conducted by Farikah has a quiet difference between this study. Farikha's study concerns on comparative study of effectiveness using thematic progression by jingle button technique. While this study focuses on a descriptive study in investigating the thematic progression occurred in thesis proposal written by ETED of UIN Sunan Ampel Surabaya.

The research by YANG Yan, with the title, "On the Pattern of Thematic Progression in the Argumentation Writing of Non-English Majors" reveals the finding that the application of "Theme-Based Approach" in improving non-English majors' writing ability. The result shows that by implementing those theme-rheme to the experimental class has positive impact on the improvement of students' writing ability and high grades have been found. Unfortunately, this study spends long time and much energy to do the observation because it is done by giving treatment of pre-test and post-test to experimental and control class to apply those effectiveness. YANG Yan identifies the

theme-rheme to experimental class, and supporting sentence to the control class. The differences compared to this recent study shows that the research conducted by YANG Yan specifically testifies the implemented technique, while this study focuses on analyzing the thematic progression on students' thesis proposal without including some technique.

A study comes from Chun Mei, with the title, "Thematic Progression Patterns and the Texts of the Department Required English Text". This study analyzes the themes choices of Department Required English Test (DRET). The DRET is one of English Proficiency test in enrolling to high secondary school. The text is gotten from the reading passage of the text. The result of this study is the topical themes of unmarked theme type distribute the most. The difference compared to this study is this upcoming study does not analyze the theme types but it prefers to the thematic progression occur in thesis proposal.

A research from Izzatu Ni'mah with the title "Thematic Organization on News Item" focuses on the system of themes which consist of topical, interpersonal, and textual theme from the Jakarta Post website of presidential electoral campaign. The researcher found that there is no greater difference of the use of those themes done by the journalist to give the factual information to the readers. The difference is that this current study analyzed the theme types done by the journalist in general without discussing more about the thematic progression.

A study from Alvin Leong Ping analyzes theme choices of the expository text from the students of secondary education level age range of 15 and 16 years old. The result of this study is that there is a little difference in the choices of textual and interpersonal themes of good essays and weak essays. While, there is a greater use of marked themes in the good essays as compared to the weak essays. The differences compared to this recent study shows that the research conducted by Alvin

specifically on the types of themes and comparative study towards the weak and good essays.

A study from Hawes and Thomas looked at 100 essays written by Malaysian tertiary students (Eighty of the hundred essays were produced while on courses at The British Council Language Centre, Penang and twenty at the nearby Science University of Malaysia by students studying for a degree in English Language and Literature) from lower intermediate level to advanced level.[39]These essays were analyzed for the theme choices. Hawes and Thomas argued that theme can be used to give different appearance in the text. The use of marked themes in the essays also revealed significant results. Advanced writers used more marked themes (20.8% of all themes) than intermediate writers (11%).

Finally, the researcher concludes that those all previous studies considerably have similarities and differences with this study. Somehow, those literatures encourage this study as the groundwork. In case of making this study different with those previous studies, the researcher reveals that the different focus of this study is on analyzing the thematic progression occurred in student' thesis proposal background of study written by eight semester students of ETED at UIN Sunan Ampel Surabaya.

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[39] Hawes, T., & Thomas, S. "Problems of thematisation in student writing". *RELCJournal*, *28*(2). 1997. 35-55.