

CHAPTER IV

RESEARCH FINDING

This chapter presents and analyzes the data which have been collected during the research. The data were taken from students' thesis proposal examination during the even semester of academic year 2016/2017 at English Teacher Education Departments of UIN Sunan Ampel Surabaya. The researcher obtained the data through the document.

A. Research Finding

As previously stated in the chapter one, this study wants to know how the way the students maintain their writing in background of study in their thesis proposal. To know the answer, the researcher analyzes the data of thirteen students' work using thematic progression. There are several thematic progressions in students' background of study of thesis proposal. The findings of the research are dealing with the thematic progression in students' background of study of thesis proposal based on the theories explained in the chapter 2, related review literatures. The following discussion reveals into students work and the researcher's analyzing. The Table shows some parts of students' background of study in their thesis proposal, while below the table is the researcher's analyzing.

1. Students' Thematic Progressions

To write the first paragraph of background of study in thesis proposal, some students maintain the text by employing some kinds of thematic progression as stated by the expert in chapter two, review of related literature. They are reiteration, zig-zag, and multiple as the enhancing coherence. While brand new theme, empty use of "*there*", and use of the dummy "*it*" are as the obscure coherence.

Out of those thematic progression types, those patterns do not indicate that the reiteration always occurs in the

first, zig-zag comes as the second, and the multiple always as the last in the text. However, those patterns can come up interchangeably. They can take turn their part in a paragraph.

Reflecting this condition, the way students develop their text can be seen from the following explanation.

a. Student A

The written pieces of discourse of student A at this first paragraph of background of study can be seen in table 4.1 below.

Table 4.1
Theme and Rheme of Student's A work

No	Type	Theme	Rheme
1		<i>Assessment</i>	is needed to know the learning outcomes of the students
2	Reiteration	<i>Assessment</i>	is a vital process in education
3	Reiteration	Further, <i>assessment</i>	can involve testing, measuring, collecting, combining information and providing feedback
4	Reiteration	<i>Good assessment</i> design	will give the teacher clear outcomes to interpret in the form of score or feedback
5	Reiteration	Therefore, <i>good assessment</i>	will give <i>useful information</i> about students' progress

6	Zig-zag	That <i>useful information</i>	is used to decide whether the learning objective can be continued or repeated
---	---------	--------------------------------	---

In table 4.1 found that the noun “*assessment*” is not the only theme in the first sentence, but also in the second sentence. Then, the theme “*assessment*” in the second sentence also reiterate again in the theme of third sentence. Additionally, the same theme has also been used as the theme of third sentence in fourth sentence by substituting the word “*assessment*” in the word “*good assessment design*”. Further, the fifth sentence also reveals the theme “*good assessment*” as the theme “*good assessment design*” of the fourth sentence. These themes choice imply the reiteration pattern by taking up the same theme of the previous theme to the following theme to help the student achieving coherence in the text.

Then, the rheme of fifth sentence “*useful information*” has become the theme in the sixth sentence “*useful information*” too. This manifestation of theme-rheme relationship is in line with zig-zag pattern as stated in chapter two that zig-zag pattern is the theme of one sentence derives from the rheme of the previous sentence.

Reflecting the explanation above indicates that the student A applies two types of thematic progression which enhance coherence by reiteration pattern four times and once zig-zag pattern.

b. Student B

The way student B writes the first paragraph of background of study can be seen in the table 4.2 below.

Table 4.2
Theme and Rheme of Student's B work

No	Type	Theme	Rheme
1		According to Grabe, <i>reading in a second language</i>	will be different with reading in a first language especially in English
2	Reiteration	<i>It</i>	can be different because there are different <i>languages</i> among both of them
3	Zig-zag	Even, <i>the languages</i>	are different but the first language will give the connection to <i>the second language</i>
4	Zig-zag	<i>Second language</i> in Grabe's theory here	is same with the foreign language
5	Reiteration	In this research, <i>the second language</i>	means English

From the table 4.2 shows that word “*reading in second language*” which is the theme of the first sentence become the theme of second sentence. The pronoun “*it*” has been used as a substitute word for the word “*reading in second language*”. After that, the theme of the fourth sentence which is “*the second language*” has become the theme of the last sentence “*the second language*”. Thus, these two patterns are included as reiteration pattern because the theme of the

following sentence is the same theme as the preceding theme. Additionally, the reiteration theme is characterized by application of pronoun.

Furthermore, the theme of the third sentence “*languages*” reveals from the rheme of the second sentence “*languages*”. Then, the theme of fourth sentence “*the second language*” comes from the rheme of the previous sentence “*the second language*”. These two sentences are called as the zigzag pattern as their theme is coming from the rheme of the previous sentence. Thus, this text indicates containing of two reiteration patterns and two zig-zag patterns.

c. Student C

In writing one-first paragraph of the background of study, the thematic progression pattern of student C can be seen in the table 4.3 below.

Table 4.3
Theme and Rheme of Student’s C work

No	Type	Theme	Rheme
1		In teaching English, <i>students’ engagement</i>	is one of influential aspects in improving students achievement
2	Reiteration	According to Leah and Jim that <i>student’s engagement</i>	is the most important aspect and historically focused upon increasing achievement, positive behaviors, and a sense of belonging in students so they might remain in school

3	Reiteration	Indeed, <i>it</i>	is needed to increase the students' achievement because if <i>the students</i> engage the learning process they will enjoy the lesson and have spirit for studying
4	Zig-zag	Besides, <i>the students</i>	will be motivated and committed to learn when engaging the learning proces

Based on the table 4.3 shows that the theme of first sentence as the initial sentence which is “*student’s engagement*” become the theme of the second sentence. Then, the theme of the third sentence has been taken up from the theme of the preceding sentence in second sentence through substitute the word “*student’s engagement*” with the pronoun “*it*” to decrease the monotonous of the text. These sentences go to show as the reiteration pattern because it taking up the same theme as the previous sentence to the following sentence. Somehow, the rheme of the third sentence has become the theme of the last sentence. It is called zig-zag pattern. So, this text contains of two reiteration patterns and one zig-zag pattern.

d. Student D

The way student D writes the first paragraph of background of study can be seen in the table 4.4 below

Table 4.4
Theme and Rheme of Student’s D work

No	Type	Theme	Rheme
----	------	-------	-------

1		Nowadays, <i>the development of technology</i>	has been widely applied in education
2	Reiteration	With <i>the development of technology</i> in education	is possible now to study with distance learning using internet to link between <i>students and teacher or lecturers</i>
3	Zig-zag	Then, <i>they</i>	may interact with others in different locations by <i>using technology</i>
4	Zig-zag	In addition, the implementation of <i>newer technologies</i> in teaching-learning activities	can change <i>the role of teacher</i> in the instructional process
5	Zig-zag	Thus, <i>the role of teacher</i>	can be different when they use technology in their teaching-learning process
6	Reiteration	<i>Teacher</i> as the facilitator	provides some materials and gives some instruction for the students
7	Reiteration	<i>In this role, the teacher</i>	act as the advisor who monitoring students' performance and answering students'

			questions
8	Reiteration	Besides, <i>this role</i>	is very useful <i>for students and teachers</i> to get materials for teaching and learning process
9	Zig-zag	<i>Both of them</i>	can get the various materials, especially of English materials by typing the title of the materials and clicking the websites

In the table 4.4 above indicates that the way the student maintain the text is using the reiteration pattern. It can be seen that the theme of the first sentence is the same with the theme of the second sentence. It is proved by taking up the word “*the development of technology*”. And then, it happens to the theme of the fifth sentence “*the role of teacher*” that reiterate to the sixth sentence “*teacher*”. Further, the same theme has also been used as the theme of the sixth sentence in the seventh sentence “*teacher*”. And the last reiteration pattern occurred in this text is by revealing the theme of the seventh sentence “*this role*” in the theme of eight sentence “*this role*”.

Additionally, the student is also able to employ the zig-zag pattern. It is by taking up the rheme of the second sentence “*students and teacher or lecturers*”, which has been substitute by pronoun *they*, has been used as the theme in the following sentence. Then, rheme in the third sentence “*using technology*” is used to the theme of fourth sentence “*newer technology*”,

rheme in the fourth sentence “*the role of teacher*” become the theme of fifth sentence “*the role of teacher*”, and the last is that the rheme of eight sentence “*students and teacher*” which has been substitute to the theme of ninth sentence by employing the word “*both of them*”. Therefore, the student employs two kinds of thematic progression to enhance the coherence of the text.

e. **Student E**

The written pieces of discourse of student E of this first paragraph of background of study can be seen in the 4.5 table.

Table 4.5
Theme and Rheme of Student’s E work

No	Type	Theme	Rheme
1		<i>Teaching and learning a foreign language</i>	is not only about the language
2	Reiteration	<i>Teaching and learning a foreign language</i>	means learning the culture of that language too
3	Reiteration	<i>In teaching and learning English</i>	means we must learn <i>the language and the culture</i> too
4	Zig-zag	Thus, <i>language and culture</i>	are two terms that can’t be separated
5	Reiteration	Therefore, <i>they</i>	are important for teachers to be integrated during the learning process

In the table 4.5 observed that the theme of the first sentence “*teaching and learning a foreign language*” has been used as the theme of the following sentence “*teaching and learning a foreign language*”. Then, the theme of the second sentence “*teaching and learning a foreign language*” is used as the theme of the third sentence “*In teaching and learning English*”. Moreover, the theme of the fourth sentence “*the language and the culture*” has become the theme of the fifth sentence by substituting the word “*language and culture*” with the pronoun “*they*”. Thus, by reiterating the same theme of the preceding theme to the following theme is included as reiteration progression pattern. Furthermore, the student also employing the zig-zag pattern once by revealing the rheme of third sentence “*the language and the culture*” to the theme of the fourth sentence “*language and culture*”.

f. Student F

The way student F writes the first paragraph of background of study can be seen in the table 4.6 below

Table 4.6
Theme and Rheme of Student’s F work

No	Type	Theme	Rheme
1		<i>Speaking</i>	is one of the sociolinguistic in which tend to discuss about the study of the relation between society and language
2	Reiteration	In addition, <i>speaking</i>	is the subdivision of learning a language among four skills of

			English that is writing, reading, speaking, and listening
3	Reiteration	As a practical output, <i>speaking</i>	has so many influence things such as psychological, physical, systematic and attitudinal
4	Reiteration	<i>Speaking</i>	needs these practical outputs which one of them is being able to communicate
5	Brand New Theme	According to Yussou Haidara in his survey research that the EFL students in Indonesia	were analyzed that there are not just about lack of vocabulary and grammar, but having lack of motivation and never develop their confidence

The 4.6 table shows that to enhance the coherence of the text, the student maintains the text by employing the reiteration progression pattern. This pattern is found that the theme of the first sentence “*speaking*” has been selected as the theme of the second sentence “*speaking*”. The theme of the second sentence “*speaking*” is used as the theme of the third sentence “*speaking*”. Then, the theme of the third sentence “*speaking*” is selected as the theme of the fourth sentence “*speaking*”. Therefore, this condition makes the student reiterate the same theme of the previous theme to the following sentence.

Further pattern found that the theme of the fifth sentence has no relation of the previous sentence. The fifth sentence, however has introduced a new theme “*according to Yussou Haidara in his survey research that the EFL students in Indonesia*” which is different and has no relation either to the theme or the rheme of the previous sentence.

g. Student G

The written pieces of discourse of student G at this first paragraph of background of study can be seen in the 4.7 table.

Table 4.7
Theme and Rheme of Student’s G work

No	Type	Theme	Rheme
1		In the new era of globalization many kinds of <i>advancement</i>	are in this world
2	Reiteration	<i>One of the advancement</i>	is in the sector of <i>digital technology</i>
3	Zig-zag	<i>The digital technology</i>	is not only for the sector of the communication in fast progress but also in education <i>teaching learning process</i> becomes one of the sectors that have good progress in the era of digital
4	Zig-zag	In <i>teaching learning process</i>	is not needed to feel so difficult if teaching the

			students
5	Brand New Theme	Many kinds of application or media	are already created by the programmer to make the easy process when it applied something
6	Brand New Theme	We	can use easily if we want to study and applied about many things in the era of digital technology especially in teaching and learning process

Based on table 4.7 found that to enhance the coherence in the writing the student applies reiteration pattern in the text. Reiteration pattern is when the theme of the previous theme is used as the theme of the following theme. In this text found that “*many kinds of advancement*” become initial theme of the first sentence. From the theme of the first sentence, the word “*many kinds of advancement*” has been used as the theme of the second sentence “*one of advancement*”. Thus, the theme of the second sentence is a reiteration pattern from the theme of the first sentence.

Furthermore, the zig-zag pattern is also revealed in the text. This pattern found that by taking up the rheme of the second sentence which is “*digital technology*” become the theme of the third sentence “*the digital technology*”. Further, the rheme of the third sentence

“*in education teaching learning process*” is used to the theme of the fourth sentence “*in teaching and learning*”. Thus, by taking up the rheme of the previous sentence to be used as the theme of the following sentence means that it uses zig-zag pattern. Additionally, thematic progression which obscures the coherence is also found in the text. This pattern is found that the theme of the fifth sentence “*many kinds of application or media*” has no relation information either to the theme or to the rheme of the previous sentence. This condition also happens to the sixth sentence. The theme of the sixth sentence “*we*” does not refer to any information either of the theme or the rheme of the preceding sentence. Therefore, those two themes called as branding new theme which creates a rupture in the logical flow of the information in the student’s text.

h. Student H

The way student H writes the first paragraph of background of study can be seen in the table 4.8 below

Table 4.8
Theme and Rheme of Student’s H work

No	Type	Theme	Rheme
1		How	do <i>we</i> know whether we have done something right or not?
2	Zig-zag	Generally, <i>we</i>	rely on the <i>feedback</i> from other because seeing the weaknesses of the other is easier than their strengths, most

			of the people choosing the negative comment to be provided
3	Zig-zag	However, the positive or even the negative <i>feedback</i>	surely can to be our evaluation towards our works result
4	Reiteration	<i>Feedback</i> according Vibha Chawla in his research	is the most important component as it contributes significantly to behavior modification of the student teachers
5	Reiteration	While, according Hattie <i>feedback</i>	is one of the most powerful influences on learning and achievement.
6	Reiteration	<i>Feedback</i>	mustbe provided to motivate each other as advice and criticism
7	Reiteration	<i>Feedback</i>	can come from many sources, in the learning process, especially in the class, got it from teacher and classmates (Peer-feedback)
8	Reiteration	Thus, the effect of <i>feedback</i>	can be very strong and can improve the teaching-learning process

9	Reiteration	Therefore, giving <i>feedback</i>	is important for the student- teachers to be concerned
---	-------------	---	---

In table 4.8 found that the word “how” become the theme of the first sentence. The word “how” is one of WH question elements which will be functioned as theme.¹ Somehow this theme does not reiterate to the following sentence. Precisely, the rheme of the first sentence “we” is also used as the theme of the second sentence “we”. And then, the rheme of the second sentence “*feedback*” also reveals to the theme of the third sentence “*feedback*”. This kind of rheme-theme application is one of the characteristic of zig-zag pattern.

Furthermore, reiteration pattern is used by taking up the theme of third sentence “*feedback*” to be the theme in a series of sentences from the theme of fourth, fifth, sixth, seventh, eighth, and up to the ninth sentence. This kind of theme application in a number of sentences is one of the characteristics of the reiteration or constant progression pattern. This pattern has proved particularly important in conducting the flow of text.

i. Student I

The written piece of discourse of student I at this first paragraph of background of study can be seen in the 4.9 table.

Table 4.9
Theme and Rheme of Student’s I work

No	Type	Theme	Rheme
----	------	-------	-------

¹Emi Emilia. Introducing Funcional Grammar. (Bandung: PT. Dunia Pustaka Jaya. 2014), p. 235

1		Learning language	is about how its skill can be applied in real life
2	Empty Use of “ <i>there</i> ”	There	are productive skills and receptive skills as <i>target language</i>
3	Zig-zag	Applying <i>the target language</i>	has relation with the <i>productive skills</i> , while receptive skill relate to the developing of language
4	Zig-zag	<i>Productive skills</i>	are speaking and writing
5	Reiteration	<i>Productive skills</i>	are needed to be mastered by the learner in order to practice in producing the language
6	Brand New Theme	Interaction and Communication	are the goals of learning language
7	Brand New Theme	Harmer	stated the teacher should have <i>students</i> exposed, understand meaning and form and practice to facilitate students with the ‘new’ language
8	Zig-zag	Therefore, <i>the students</i>	need to practice the productive skills in order to

			master the target language
--	--	--	----------------------------

In table 4.9 found that “learning language” become the initial theme of the first sentence. Then, the theme of the second sentence “*there*” is meaningless because it does not refer to either the theme or the rheme of the initial sentence. So, it can be called as empty use of “*there*”. Then, from this table also found that the student maintains the text by zig-zag pattern. It is proved that the theme of the third sentence “*target language*” is by taking up the rheme of the second sentence “*target language*”. Further, the theme of fourth “*productive skills*” sentence is from the rheme of third sentence “*productive skills*”. In addition, the theme of the eighth sentence “*the students*” also reveals from the rheme of seventh sentence “*the students*”. After zig-zag pattern, reiteration pattern is also used by the student. This pattern is proved by taking up the theme of fourth sentence “*productive skills*” to the theme of fifth sentence “*productive skills*”. After that, the patterns of the sixth and seventh sentence are called as brand new themes which break the jump of the information. The theme of sixth sentence does not relate to either the theme or the rheme of the preceding sentence. It also happened to the seventh sentence. The theme of the seventh sentence has no any relation either to the theme or the rheme of the sixth sentence. Therefore, they called as brand new theme.

j. Student J

The written text of discourse of student J of this first paragraph of background of study can be seen in the table 4.10.

Table 4.10
Theme and Rheme of Student's J work

No	Type	Theme	Rheme
1		<i>English</i>	has the important role because it is international language
2	Reiteration	According to McKay that <i>English</i>	is used both in a global sense for <i>international communication between countries</i> as a language of wider communication within multilingual societies
3	Zig-zag	<i>Many countries</i>	are using <i>English</i> as their second language
4	Zig-zag	<i>The ability in Englis</i>	becomes one of a necessity to make one still be exist to confront the high of globalcompetiti on among the countries
5	Brand New Theme	We	cannot deny those fact moreover in globalization era

In table 4.10 found the word “*English*” becomes the initial theme of first sentence. Then this theme is also used in the theme of second sentence. This theme

choice implies reiteration pattern by taking up the same theme of the previous theme to the following theme to help the student achieving coherence in the text.

Then, the rheme of second sentence “*international communication between countries*” has become the theme in the third sentence “*many countries*”. Additionally, it happened that the rheme of third sentence “*English*” has become the theme of the fourth sentence by substituting the word “*the ability in English*”. This manifestation of theme-rheme relationship is in line with zig-zag pattern as stated in chapter two that zig-zag pattern is the theme of one sentence derives from the rheme of the previous sentence.

Furthermore, the theme of the fifth sentence “*we*” has become a brand new theme that create a sudden break in the logical flow of the information because it does not have any relation to either the theme or rheme of the previous sentence.

k. Student K

The way student K writes the first paragraph of background of study can be seen in the table 4.11 below.

Table 4.11
Theme and Rheme of Student’s K work

No	Type	Theme	Rheme
1		<i>Language</i>	is a means of thinking and transferring culture from onegeneration to another as well as from one nation to

			another
2	Reiteration	<i>It</i>	is also a means of communication among people in <i>many countries</i>
3	Zig-zag	Hence, <i>many countries</i>	emphasize teaching languages other than the native language to its citizens

The table 4.11 shows the word “*language*” is the theme of the initial theme in the first sentence. That theme is also used in the theme of the second sentence. The uses of personal reference “*it*” which is as the theme of the second sentence, does not imply a change in theme but it is used to avoid the repetition and the monotonous of the text. Thus, by repeating the theme of the previous sentence to the following sentence shows reiteration pattern.

In addition, the theme of the third sentence “*many countries*” is gotten from taking up the rheme of the previous sentence “*many countries*” in the second sentence. This theme-rheme relationship shows a zig-zag pattern.

1. Student L

The written pieces of discourse of student L at this first paragraph of background of study can be seen in the table 4.12.

Table 4.12
Theme and Rheme of Student’s L work

No	Type	Theme	Rheme
1		As the tool	has been used

		of communication, writing	by many people to deliver an idea that can be understood by the readers
2	Reiteration	Writing	is also defined as transferring ideas or opinions from oral language into written language
3	Reiteration	Through writing , the writer	can express their feelings, ideas and thoughts
4	Reiteration	Writing	also is a skill that is required in many contexts throughout life which depends on the purpose itself
5	Reiteration	Basically, writing	can be categorized into two main types in term of its style
6	Zig-zag	Those	are free writing and academic writing
7	Zig-zag	The major difference between them	is that academic writing has many of the things that personal writing has not
8	Zig-zag	One of the important things in academic writing	must be organized around a formal order or structure in

			which <i>to present ideas</i>
9	Zig-zag	To ensure <i>the ideas</i> , the texts	must additionally be supported by author citations in the literature
10	Reiteration	Therefore, to conduct <i>good ideas</i> in academic writing students	should use source text material more substantively as a means to develop a larger theme or argument

The table 4.12 shows that to enhance the coherence of the text, the reiteration progression pattern is employed by the student. This pattern is found that the theme of the first sentence has been selected as the theme of the following sentences. The theme of the first sentence “*writing*” is used as the theme of the second sentence. Then, the theme of the second sentence “*writing*” is used as the theme of the third sentence. In addition, the theme of the third sentence “*writing*” is used as the theme of the fourth sentence. Further, theme of the fourth sentence “*writing*” is also used as the theme of the fifth sentence. Additionally, reiteration pattern is also found that the theme of the tenth sentence “*good ideas*” also reiterate from the ninth sentence “*the ideas*”. Therefore, this condition makes the student reiterate the same theme of the preceding theme to the following sentences.

Furthermore, the student also reveals zig-zag pattern in this text. It can be seen that rheme “*two main topics*” of the fifth sentence has become the theme “*those*” of the sixth sentence. In addition, the rheme of

the sixth sentence “*free writing and academic writing*” has been used as the theme of the seventh sentence “*the major different between them*”. Thus, the theme of the sixth and seventh sentence apply pronoun “*those*” and “*both of them*” to relate to the rheme of the previous sentence. Those words do not merely change the theme of the sentence, but they are used as the substitute pronoun in order to avoid the monotonous of the text. In addition, the rheme of seventh sentence “*academic writing*” has also been used as the theme of the eighth sentence “*academic writing*”. The last is the rheme of the eighth sentence “*to present the ideas*” has been used as the theme of the ninth sentence “*to ensure the ideas*”.

B. Discussion

The presented data and the explanation from research findings draw the categorization of thematic progression patterns made by the students. After analyzing the data, linked to the theories in related review literature, there are two kinds of thematic progression, they are enhance coherence which is caused by reiteration, zig-zag, and multiple pattern and obscure coherence which is caused by brand new theme, the empty use of “*there*”, and the dummy use of “*it*”. The distribution of each pattern can be seen in Chart 4-1 and Chart 4-2 below.

(See appendix 3)

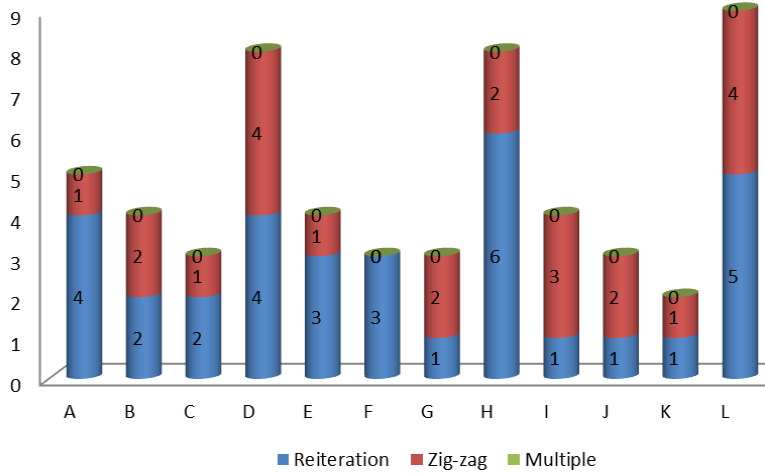


Chart 4-2 Thematic Progression Pattern which Enhance-Coherence

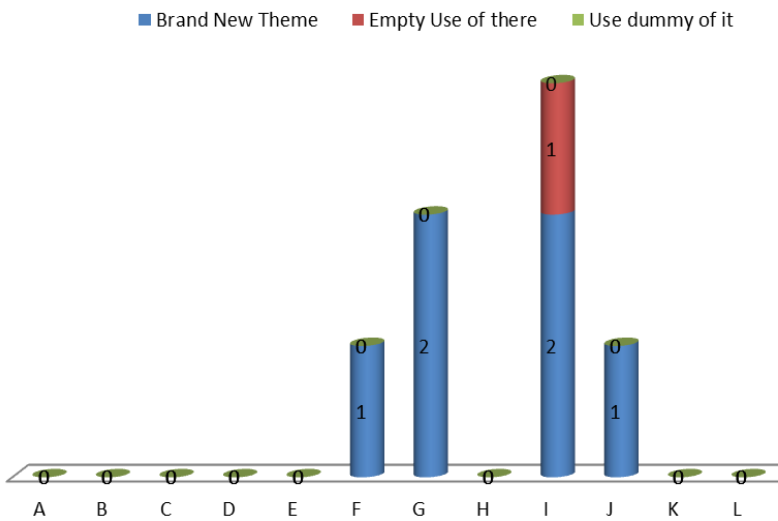


Chart 4-1 Thematic Progression Pattern which Obscure-Coherence

The presented data and the explanation from the chart 4-1 above draw the categorization of thematic progression patterns made by the students. These following tables, containing the same sentences as mentioned in the research findings, come after the explanation related to the types of thematic progression in the review of related literature. The explanation about the different of both thematic progression patterns will be discussed in this chapter

1. **Thematic Progression Pattern which Enhanced Coherence**

This section of the thesis discusses the thematic progression patterns which facilitated coherence in the first paragraph of background of study of their thesis proposal. From the findings, there are three thematic progression patterns which help the cohesion. They are reiteration, zig-zag, and multiple patterns.

Types of thematic progression pattern presented in the Chart 4-1 above exhibit that the commonest type of thematic progression pattern used in the first paragraph of background of study in students' thesis proposal is the reiteration (33), then followed by zig-zag pattern (23), and the last is multiple progression pattern (0).

a. **Reiteration Progression Pattern**

The highest thematic progressions pattern is reiteration. There are 33 reiteration patterns that reveal in students' work. One example of thematic progression pattern of reiteration category is below while the explanation is explained in the research finding.

However, **the positive or even the negative feedback** surely can to be our evaluation towards our works result. **Feedback** according Vibha Chawla in his research is the most important

component as it contributes significantly to behavior modification of the student teachers. While, according to Hattie that feedback is one of the most powerful influences on learning and achievement. **Feedback** must be provided to motivate each other as advice and criticism. **Feedback** can come from many sources, in the learning process, especially in the class, got it from teacher and classmates (Peer-feedback). Thus, **the effect of feedback** can be very strong and can improve the teaching-learning process. Therefore, **giving feedback** is important for the student-teachers to be concerned.

Based on the example above indicates that by using reiteration or constant thematic progression makes the students as the writer wants to get their readers over and over with the same word or word.²This condition is considered to be mostly preferred pattern used by the students because it is simple by repeating one theme in the previous sentence become the new theme in the upcoming sentence. Furthermore, to decrease the monotonous of the text, the students use the pronouns to indicate the same theme of the previous theme. However, using this type of thematic progression more may lead to the lack of deep explanation of the ideas introduced as the writer does not expand the information contained in the rheme.³ It is similar to Abed's statement that this pattern indicates to the technique of simple explanation and

² Hawes, T., & Thomas, S. "Rhetorical Uses of Theme in Newspaper Editorials". *World Englishes*, 15(2). 1996, p. 165.

³ Belmonte, I. A., & McCabe-Hidalgo, A. "Theme-rheme Patterns in L2 Writing". *Didactica*, 10. 1998, p. 22

description in writing strategy.⁴ It goes to show that the way the students write their first paragraph of background of study in thesis proposal is very simple. They don't need to find new theme in the next sentence. Somehow, starting a sentence with the same theme in both the initial and subsequent sentences is especially useful in helping students to communicate their ideas successfully.⁵ Therefore, this is one of the ways the students can do to make their writing coherent.

b. Zig-zag Progression Pattern

The second highest thematic progression reveals in students' work is zig-zag thematic progression pattern. There are 23 zig-zag pattern that occurred in it. One example of thematic progression pattern of zig-zag category is below while the explanation is explained in the research finding.

Basically, writing can be categorized into **two main types** in term of its style. **Those** are free writing and academic writing. **The major difference between them** is that **academic writing** has many of the things that personal writing has not. One of the important things **in academic writing** must be organized around a formal order or structure in which to present **ideas**. To ensure **the ideas**, the texts must additionally be supported by author citations in the literature.

As the example above is the example of academic text, McCabe has said that the zig-zag pattern is the

⁴Abed, A. Q. "Patterns of thematic progression in C. Dickens' A Tale of Two Cities". *Al-Adab*, 92, 2010, p. 91

⁵L. Wang. "Theme and Rheme in the Thematic Organization of Text: Implications for Teaching Academic Writing". *ASIAN EFL Journal*, 2007, Vol. 9, Issue 1, Article 9, 1-9.

basic thematic progression necessarily needed to make the text well-structured as it considered as the academic text.⁶ Relating to this condition Abed stated that an academic text has a high occurrence of cross-referential links from the theme of one sentence to the theme of the next sentence”.⁷ Thus, some students often use this pattern to their academic text in writing their background of study in thesis proposal. Somehow, this pattern is considered more difficult than reiteration pattern because it need to pick up the rheme of one sentence to be put as theme in the next sentence not directly use the same theme of the previous sentence.

c. **Multiple Progression Pattern**

This pattern is used to distinguish between themes coming from different parts of the same rheme to reassure the reader that the topic is being further developed. Based on the Chart 4.2 indicates that there is no any multiple thematic progressions occur in student’ text. Somehow, this pattern can be used in one paragraph as a variety of words referring to the same rheme. This pattern can solve the problem of unnecessary repetitions.⁸ Conversely, the fact shows that no single student even use this pattern to write their first paragraph of background of study of thesis proposal. Thus, this pattern is being suggested to be taught to the students in order that the students can make a variety in their writing pattern instead of

⁶McCabe, A. M. “Theme and thematic patterns in Spanish and English history texts”. *Unpublished PhD Dissertation*. Aston University, Birmingham, England. 1999.

⁷ Abed, A. Q. “Patterns of thematic progression in C. Dickens’ A Tale of Two Cities”. *Al-Adab*, 92, 2010, p. 80

⁸Naomi Njobvu. “The Relationship between Thematic Progression and English Discourse Coherence: An Investigation Based on some University of Zamia Students’ Writing Discourse”. *Lusuka*. 2010, 13

reiteration and zig-zag pattern. Hence, through this pattern the students can help the way they write in coherent and cohesion.

2. **Thematic Progression Pattern which Obscured Coherence**

This part discusses the thematic progression pattern which obscured coherence from the first paragraph of background of study written by the students. They include brand new theme, empty use of “*there*”, and use of dummy “*it*”.

Based on the Chart 4-2, it is found that only some students who did obscuring the coherence of the text. It is only found that by branding new theme become the commonest types (6), then followed by the empty use of “*there*” (1), and the last is that there is no dummy use of “*it*” in students’ work. These examples below have been categorized as thematic progression which obscured coherence, while the explanation is explained in the research finding.

a. **Brand new theme**

According to Bloor & Bloor cited in Arunsirot’s journal that the problem of brand new theme occurs in the work of inexperienced writers who put new information in the theme position.⁹ Thus, the theme is introduced in the text causing a lack of organizational skill in the writing. In all the brand new themes found in students work are shown in the following tables, the italicized words represents the initial themes, and the bolded words represents new themes.

⁹Sudrutai Arunsirot. “An Analysis of Textual Metafunction in Thai EFL Students’ Writing”. *Novitas-ROYAL (Research on Youth and Language)*. 2013, 7 (2), 170

1) *Speaking*, According to Yussou Haidara in his survey research that the EFL students in Indonesia

Theme	Rheme
<i>Speaking</i>	needs these practical outputs which one of them is being able to communicate
According to Yussou Haidara in his survey research that the EFL students in Indonesia	were analyzed that there are not just about lack of vocabulary and grammar, but having lack of motivation and never develop their confidence

From example 1 (found in student's F work), it is observed that *speaking* being an initial theme of example 1. However, brand new theme **according to Yussou Haidara in his survey research that the EFL students in Indonesia**, has been introduced in the following sentence which make a sudden break in the logical flow of information in the text.

2) *In teaching and learning process*, many kinds of application. we

Theme	Rheme
<i>In teaching learning process</i>	is not needed to feel so difficult if teaching the students
Many kinds of application or media	already created by the programmer to make the easy process when it applied something
We	can use easily if we want to study and applied about many

	things in the era of digital technology especially in teaching and learning process
--	---

From example 2 above (found in student's G work), it is observed that *in teaching learning process* being an initial theme of the example 2. Somehow, two brand new themes **many kinds of application** and **we** which have been introduced in the two following sentences had made a jump break from the initial theme. Both of those words have no any relation to either the theme or the rheme of the initial sentence. Therefore, those two words (**many kinds of application** and **we**) have disrupted the coherence flow of the text.

3) *Productive skill*, **Interaction and Communication**, teacher

Theme	Rheme
<i>Productive skills</i>	are needed to be mastered by the learner in order to practice in producing the language
Interaction and Communication	are the goals of learning language
Harmerstated that teacher	should have students exposed, understand meaning and form and practice to facilitate students with the 'new' language

From example 3 above (found in student's I work), it indicates that *productive skills* being an initial theme of the example 3. Conversely, two

brand new themes **interaction and Communication** and **teacher** which have been introduced in the two following sentences had made a rupture from the initial theme. Hence, those two words (**interaction and Communication** and **teacher**) have obscured the coherence of the text.

4) *The ability in English, We*

Theme	Rheme
<i>The ability in English</i>	becomes one of a necessity to make one still be exist to confront the high of globalcompetition among the countries
We	cannot deny those factmoreover in globalization era

From example 4 (found in student's J work), it shows that *the ability in English* being an initial theme of example 4. Though, brand new theme **we**, has been introduced in the following sentence. Furthermore, the theme **we** itself does not have any relation to either the theme or the rheme of the previous sentence. Therefore, it has created a sudden break in the logical flow of information in the text.

b. Empty use of “*there*”

According to Oxford Learner's Pocket Dictionary 4th Edition, the word “*there*” as the adverb has some meanings. It is used to show that something exist or happen, to indicate as a place or position, to indicate an existing or available, and to attract somebody's attention. In addition according to Nada Salih Abdul

Ridha the word “*there*” regarded as beginning of a sentence as an easy way to begin a paragraph.¹⁰ However, in this case the word “*there*” is not used as a way to begin a paragraph to show something exist or happened, but it is used in the second sentence of the paragraph that has no any relation to the preceding sentence in the first sentence of its paragraph. Therefore it can make a rupture of the flow information that happen in the text. The example below is found in student’s I work. The word *there* in the second sentence has made something exist but has no relation to the preceding sentence. Thus, it is better to make the second sentence in this text could be change to be a part of the first sentence as in “its skills are productive skills and receptive skills as target language”

Theme	Rheme
Learning language	is about how its skill can be applied in real life
There	are productive skills and receptive skills as target language

c. The use of dummy “*it*”

According to Oxford Learner’s Pocket Dictionary 4th Edition that the word “*it*” has some meanings. First, it can be a pronoun (used as subject or object of verb or after preposition). Second, it can be used to identify a person. Third, it is used when the subject or object comes at the end of a sentence. Fourth, it is used when you are talking about time, distance, or weather. Fifth,

¹⁰Nada Salih Abdul Ridha. *Theme and Rheme: Types and Problems in EFL University Students' Written Texts*. College of Education for Humanities. University of Basra, 109

it can be used to emphasize any part of sentence. However, in this case the use of dummy *it* occurs when the pronoun of *it* takes place without clear reference. Therefore, the use of this word creates break in the texts that make obscuring coherence of the text. Based on the Chart 4-2 indicates that there is no any use of dummy *it* occur in student' text. The students do not even use one of this pattern to make their text obscured from the coherence.

