

## **ABSTRACT**

**Mukarramah.** 2021. Thematic Progression in Students Recount Text. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Nani Hizriani, M.A., (II) Willy Ramadhan, S.Pd., M.S.I.

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This research was conducted to analyze the thematic progression in students recount text at the fifth grade of English Education student in Lambung Mangkurat University. Thematic progression has important role in coherence of text. The aim of this research were to find out what kind of thematic progression in students recount texts and how students organized them.

This research used descriptive qualitative method to collect and identify the data. The instruments of this research were documentary and questioned interview with the amount of participant twelve students, they were chosen as the sample of this research purposively. The data were analyzed by Eggins and Halliday theories of theme and rheme and thematic progression pattern; there three type of Thematic Progression, Constant Thematic Progression, Linear Thematic Progression and Split Rheme Progression.

The result of the document analyzed and interviewed reveal that there are two of three types from thematic progression pattern found in students recount text. The first is Linear Thematic Progression with occurrence number 48 times and the second is Constant Thematic Progression with the occurrence number 28 times and didn't find any Split Rheme Progression pattern. The total thematic progression in students recount text 76 patterns, with the most patterns applied was Linear Thematic Progression. The result also found how theme and rheme applied in students writing by decide the topic and the generic structure surely will make them easier to start the theme in clause.