

BAB IV

FINDING AND DISCUSSION

This chapter presents and discusses the result of the research based on the data that collected from document of students recount text and interview through WhatsApp messenger. The findings of this research are design to answer the research question about thematic progression pattern in students recount text. The subject of this research is students from English Education Department in Lambung Mangkurat University Banjarmasin.

A. Findings

In this part, the researcher would like present the data of students Thematic Progression in recount text that completed through Document data and online interview through WhatsApp. There were twelve students recount text that selected to be identified in this research following with the online interview with them contains 10 questions interview that the due collected about one week.

1. The Findings of Thematic Progression Pattern that Mostly Applied

The findings of thematic progression pattern that mostly applied recount text written by the fifth semester students of Lambung Mangkurat University Banjarmasin. Thematic progression pattern was identified and scored supported on Eggins (2004). The researcher found various types of thematic progression in students recount text. There were some steps the researcher used in conducting the data as show below.

a) Identification of Thematic Progression Pattern

After collecting twelve students recount texts data, the researcher divided the texts based on students scored in Intermediate class by following table score that the lecturer gave. There were three levels and each level consists of four texts. The recount text that students write were about '*My Experience*' and the Theme and Rheme was identified based on Eggins (2004) there are *Topical Theme*, *Textual Theme* and *Interpersonal Theme*.

b) Underlining and coding of Thematic Progression Pattern

The researcher classified all students recount texts into clauses then identified them to 'T' as Theme and 'R' as Rheme, The researcher found various type of theme in students recount text, all of the type of theme that the researcher mention above was found in students recount texts.

After that, the texts identified to type of thematic progression pattern based on Eggins (2004) as mention in chapter two they were coded as CTP for *Constant Thematic Progression*, SLP for *Simple Linear Progression*, and the last SRP for *Split Rheme Progression*. In twelve texts that the researcher analyzed, the researcher found out two types of Thematic Progression Pattern in students recount text. They are 28 CTP (*Constant Thematic Progression*) and 48 SLP (*Simple Linear Progression*) and didn't find SRP (*Split Rheme Progression*) in their text. The findings were described in the table below.

Table 4.1

Number of occurrence Thematic Progression Pattern in Students
Recount Text

No	Students' Name	Thematic Progression Pattern		
		CTP	SLP	SRP
1.	AM	2	2	0
2.	AM	6	5	0
3.	C	1	8	0
4.	DAZ	2	4	0
5.	EODS	5	4	0
6.	KA	2	3	0
7.	MH	1	5	0
8.	M	1	4	0
9.	NFM	0	2	0
10.	PN	2	3	0
11.	SMW	1	4	0
12.	YHA	5	4	0
Total		28	48	0
		76		

As show in the table above, the total of Thematic Progression Pattern was 76 and there were two of three types from Thematic

Progression Pattern were applied in students recount text. From the result above, it show that the type of thematic progression that mostly applied by the fifth semester students was SLP or Simple Linear Progression with the total 48 pattern.

c) Rewriting and categorizing

The researcher was rewriting some the identified Thematic Development Pattern that has been coded, into Thematic Development Pattern Categorization Checklist below.

The first was from students named PN with the text on the title *“Holidays to My Mothers’ Hometown”*

Table 4.2				
Thematic Progression Pattern Categorization Checklist				
Identified Clauses		Thematic Progression Pattern		
Theme	Rheme	CTP	SLP	SRP
I	was seventeen years old	✓	-	-
When I	went to my mother’s hometown			
Now I am	nineteen years old			

The second text was from students named KA with the text on the title *“My Terrifying Swimming Experience”*

Table 4.3				
Thematic Development Pattern Categorization Checklist				
Identified Clauses		Thematic Progression Pattern		
Theme	Rheme	CTP	SLP	SRP
When I	was a child	✓	-	-
I	learned to swim in the river in front of my grandmothers' house			
I	enjoy swimming			
When I	Moved to Banjarmasin 10 years ago			
I	Hardly ever swam again			

The third text was from students named AM with the text on the title “*Unforgettable Day*”

Table 4.4
Thematic Development Pattern Categorization Checklist

Identified Clauses		Thematic Progression Pattern		
Theme	Rheme	CTP	SLP	SRP
My cousin and I	Went close to the beach	✓	-	-
We	took many pictures because the scenery was very beautiful			
We	play the sand together			

Three tables above showed that Thematic Progression in Students Recount Text with Constant Thematic Progression pattern, like mention in chapter two that each clause has the same themes but different rhemes. In the table 4.4 figured that the words “*My cousin and I*” as the theme which is part of *Topical Theme* and following the rheme “*went close to the beach*” as the explanation what the writer and her cousin did. Then the second theme is the word “*we*” that refer to *the writer and her cousin*, that’s mean following this theme is the same with the first theme. For the last clause, the theme words also “*We*” which is the same with the two previous theme. So, that the sign of Constant Thematic Progression which has the same theme.

Furthermore, for more thematic progression categorize in students recount were show below.

The fourth text was from students named MH with the text on the title *“My Trip in Central Lombok”*

Table 4.5				
Thematic Development Pattern Categorization Checklist				
Identified Clauses		Thematic Progression Pattern		
Theme	Rheme	CTP	SLP	SRP
At first	I was quite annoyed because the road was bumpy and	-	✓	-
There	was a lot of dust along the road			
it	turned out that they were building the Mandalika MotoGP circuit			
Which	was planned to be completed in 2022			

The fifth text was from students named M with the text on the title *“Dance Competition Experience in Banjarmasin”*

Table 4.6
Thematic Development Pattern Categorization Checklist

Identified Clauses		Thematic Progression Pattern		
Theme	Rheme	CTP	SLP	SRP
We	had only 2 weeks to practice the dance choreography by mixing modern dance and K-Pop dance cover	-	✓	-
It was not easy	at first because we should remix the dance, cohesive teamwork, and the limit of time to practice.			
But overall	it was fun for us to practice day after day until it reached D-Day			

The last was from students named C with recount text under the title 'Bromo Mountain'

Table 4.7

Thematic Development Pattern Categorization Checklist				
Identified Clauses		Thematic Progression Pattern		
Theme	Rheme	CTP	SLP	SRP
Two years ago	I visited Bromo Mountain with my friends in course	-	✓	-
It was	my first time I climbed.			

As showed in table 4 up to table 6 above, those are some Simple Linear Progression Pattern that the researcher found in student recount text. Simple Linear Progression also known as Zig-zag patterns, which is rheme in the previous clause was taken up for theme in the following clause.

In the table 4.7 showed that the words “*two years ago*” or beginning words always becomes the theme, the word “*two years ago*” also refer to *topical theme* that explain *time*. Then following with the words “*I visited Bromo Mountain with my friends in course*” as rheme the information and the explanation of what happened in ‘two years ago’. Then the second clause is beginning with words “*it was*” that as the second theme and the words “*it was*” here refer to the previous words in the first clause “*I visited*

Bromo Mountain with my friends in course” and this was the sign of Simple Linear Progression which the theme was taken up from the previous clause.

d) Consulting

After identified and categorized all thematic progression data above, the researcher consulted the identified clauses that have been coded and categorized above based on three thematic development patterns proposed by Eggins (2004) to the lecturer advisor of English Education Department of UIN Antasari Banjarmasin who are experts on fields to agree on the identification of almost all Thematic Development Pattern.

2. The findings of How Students Organize Theme and Rheme

The findings of how students organized theme and rheme found by data collected based on interviews. There were twelve students that became repondents in this research and following by ten questions interview. Some questions and how students respond that kind of related to the purpose of writing presented below.

- a. What the first thing would you do if you have to make a recount text?

The question were asked to know about what will student going to do when they have to write a recount text. The students respond to this question as mention below.

“The thing that I usually do when writing a recount text is.

First, choosing what topic should I use. Second, made a simple mid mapping of information about my topic. Last is made it in order so that I can make a good recount text”

“I am going to brainstorm the ideas first, then make a list of it”

“The first thing that I do when I try to make a recount text is to prepare what topic that I'm going to use”

Based on the answers above, before write a recount texts students need to prepare what kind of topic that will be write down into the text. Also, since recount text is text that retell about what happened in the past. The writer needs to tell the story sequenced, from the time, place, or activities. That w as good that students make a list first like stated above.

- b. What would you do if the topic of recount text not familiar to you?

The fifth questions purposed students opinion and what they going to do if the topic is not familiar to them. For this case, students gave several suggestions.

“First, I will analyze the topic and find if there is any relatable context from the topic that I have experienced by myself. If there is not any, then I will do research about the topic and I will probably write a recount text based on other people’s experience”

“I will try reading some texts about it or at least similar topic in order to help me gather the ideas”

Most of students stated that if they found unfamiliar topic, they would like to do more research and read some reference texts.

- c. Do you know what theme and rheme before? Could you explain it!

Furthermore, the sixth questions were asked more specific part in this research. Theme and rheme is like the key from the main part of this research. Some students stated they knew well and some state they didn’t know very well.

“Yes, theme is a central idea that the text is talking about, and rheme is part of the theme itself that delivering new information in order to explain the theme more”

“I do. So, the theme is the subject of a talk, a piece of writing, a person's thoughts, or an exhibition; a topic. And the rheme is the part of a clause that gives information about the theme”

- d. According to you, do you face any problem when arrange the sentence in your recount text?

In the seventh question, students were asked about their writing of recount text that the one being identified in this research. Whether they got any problem when creating the texts.

“For arranging the sentences I don't find it hard actually.

Because before I write the recount text, I know exactly where the story goes up. And the lecture also explained it clearly”

“Yes, I do face problems when arranging sentences in writing a recount text. Finding the diction to correctly visualize what I have in my mind is the hardest thing to do. Meanwhile, I also find choosing the first word of the sentence in order to form a coherent paragraph is quite hard”

There were two type answer here, students that admitted in creating recount text fines and student who found some problems like choosing the correct words, how to begin the sentences, have no idea about the topic or grammatically related.

- e. In your opinion, is a coherence sentence in a paragraph important? Could you explain it?

In the eight questions, the researcher would like to know students opinion how impact the coherence in paragraph.

“It is important because it helps the flow of ideas from one sentence to another sentence and it helps the writing became

smooth and logical. Without cohesion, the reader will not understand the main points that you are trying to make”

“Yes, it is. Without coherence paragraph, the reader maybe found the paragraph hard to understand”

“Yes, it is obvious that sentences in a paragraph need to be coherent in order to make our writing deliver the topic well and help readers to grasp on what we are trying to tell”

Based on the findings interview, the researcher got various answer but has the same intention that told coherence in text is important.

- f. In your opinion, is a constant thematic progression pattern in each sentence is good? Could you explain it?

This part was intended to know students thought about the consistency in using thematic progression pattern in sentences.

“In my opinion, the constant pattern might make the sentence or the paragraph become easier to understand, especially for a beginner learner. However, I also think that if the theme and rheme is constant for the whole text, readers might find it boring because there is no variation in the sentence’s form”

“I think it's good, because to give clear information and it's coordinating cohesion and coherence”

Furthermore, for the coherence of text in students recount texts that has the researcher identified and consulted to the teacher advisor. The researcher used the parameter of coherence by Eggins (2004) as mentioned in chapter 3, the findings is demonstrate below

Table 4.8		
Students parameter coherence		
No	Students' Name	Level of Coherence
1.	AM	Fair
2.	AM	Fair
3.	C	Less
4.	DAZ	Fair
5.	EODS	Fair
6.	KA	Fair
7.	MH	Less
8.	M	Less
9.	NFM	Fair
10.	PN	Fair
11.	SMW	Less
12.	YHA	Fair

As presented in the table above, students mostly have the *fair level* that's mean there are two type of thematic progression pattern and the type of thematic progression is constant or change from one type to others type each

paragraph. While the *less level* means that if found new themes created in the middle of paragraph. There were no *good and poor levels* here.

B. Discussion

This part discuss about the research findings discussions. Based on the research questions in this study, which was about thematic progression in students recount text. As determined by Eggins that theme and rheme classified into three types; topical theme, textual theme, and interpersonal theme. The researcher didn't explain the classification about theme and rheme in this research, because the main point in this research is the thematic progression. However, the researcher did a research too towards this topic.

Basically, the classification of thematic progression pattern by Eggins also divided into three patterns. The patterns are Constant Thematic Progression, Linear Thematic Progression and the last is Rheme Thematic Progression. Based on the findings of document analysis, there were two type pattern that frequently used by students. The patterns are Constant Thematic Progression (Reiteration Pattern) and Linear Thematic Progression (Zig-zag Pattern).

For the most thematic progression pattern that students used was Linear Thematic Progression with the number of occurrence 48 times. It was also proved by Amalia (2016) in her research on the title "Thematic Progression in Descriptive and Recount Texts Written by Nursing Students" that the finding of the most thematic progression that used in students recount

text was Linear Thematic Progression with the number of percentage 54%. As stated by Eggins (2004) the Linear Thematic Progression or more familiar with Zig-zag pattern is the common pattern in written text. This pattern was the dominant pattern that comes up every students recount texts. More than half students, which were 8 students begun the text with Linear Thematic Progression. Students were begun the sentences by theme and then the next two or three clause theme referred to the previous rheme of the clause as showed in the table findings of Thematic Progression Pattern part Simple Linear Progression.

For the second mostly used patterns by students were Constants Thematic Progression with the number of occurrence 28 times. As Eggins (2004) stated that this pattern was the basic way to keep the focus of texts. The repetition of the same theme in every clause made the clause understandable causes the text gave a clear focus only to one theme. Also, by using this pattern made easier for students themselves in creating and organizing the word. The repeated and consistency used in students recount texts as presented in table 4.4 that the first theme was explained about the participant from the texts and following by rheme. Then the next two themes in following clauses were still referring to the same participant.

Moreover, for the finding of how students organized theme and rheme in their recount text were found out by some question interview as explained above. The participants of this research were twelve students in the fifth semester and were taken intermediate writing class. Based on the result of

data that the researcher gathered, the way how students organized the theme and rheme in their recount text were in following.

The first was choosing the topic in creating the recount text surely students need to know what the topic that they going to write whether they decided the topic by their own or by lecturer order. Having the familiar topic definitely made students easier in beginning and arranging the text. Well, in recount texts that analyzed in this research the lecturer of intermediate writing class Mrs. Rizky Amelia M.Pd gave them the topic about *Experience*. Since the type of text was recount text that means retelling something that happened in the past, the researcher thought that's the reason why the lecturer gave that topic.

The second knowing the generic structures of recount texts. Some students realized by knowing the generic structure of recount text will help them in arranging the text too. As explain in chapter 2 about generic structure and language features, in generic structure decide about describing the participant, place, time and what happened in the story. While for language feature students were used past tense as suit in the recount text and also following several language features as mention in chapter 2. In this part, students surely use the participant or place in describing the story. Here, how they begun the theme. Most of theme is about participants, place, or events. Then, for the rheme they could give the information theme related.

Some students also agree that a good thematic progression affect to the coherence of text. If there is no find thematic progression in a text, the

texts will be categorized poor level based on Eggins. For additional purposes, the researcher measures student coherence level in their recount texts regarding Eggins' table of coherence as presented above. Mostly their writing is categorized into Fair and Less level, there is no consistency in one thematic progression only and there is no text that didn't have thematic progression pattern. However, some students agree with the consistency of one kind of thematic progression pattern is good, but some students also give opinion that if all the texts use only one thematic progression pattern it will be boring. Somehow, it is a little bit related to what Eggins stated, the difference is he is stated about theme specifically, if the type of theme will be boring if they never varied.