



The Analysis of Thematic Progression on Students' Recount Texts

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Abstract. The purpose of this study is to find out which types of thematic progression patterns students use the most in their recount texts and to evaluate the coherence of natural science students' recount texts as viewed through their thematic progression at SMA N 1 Buluspesantren in the Academic Year 2020/2021. A written discourse analysis was performed to determine how meanings are realized in this study. The study's purpose was to have 44 students from SMA N 1 Buluspesantren recount natural science books to tenth grade pupils in the academic year 2020/2021. In this study, the researcher served as both the data collector and the instrument. The researcher was in charge of planning, data collection, data analysis, and data reporting for the study. The researcher used data analysis techniques after gathering the information. Among these were the preparation of the research instrument and the administration of examinations to the pupils. From June 2021, the test was given only once, and the data was collected in written form, as well as reading and assessing students' writing. The researcher presented the study's findings. The varieties of theme progression recount tales created by SMA N 1 tenth grade students in the Academic Year 2020/2021 were 400 reiteration (71.81 %), zig zag 18 (3.23 %), and multiple 9 or 1.61 % of the population. In addition, all of the students' essays were well-written, and their articles were pertinent to the issues they discussed.

Keywords: Recount texts, Thematic progression

1. Introduction

Apart from hearing, speaking, and reading, students are expected to master writing as one of the four talents in English. These abilities are divided into two categories: receptive and productive abilities [1]. Writing is both a method and a finished product. The process is the act of gathering ideas and working with them until they are refined and clear to the reader [2]. Learning to write, from the teacher's perspective, is teaching students to write as many paragraphs as feasible. The teacher just presents a few subjects to the students, who are then instructed to produce a piece that is relevant to the issue. They don't have adequate resources to help them turn their ideas into a written document. Because the pupils' focus is on the products of writing rather than the process of writing, their work is disorganized. The method of teaching writing described above is ineffective. A teacher can only see the end result of a piece of writing, not the process. The element that acts as a beginning point for the message, according to Halliday's definition as cited in [3] is the element that talks about a clause is going to be about. The theme in this case is usually familiar or "given" information. Meanwhile, [3] definition of rheme is the part of the clause in which the theme is developed. As a result, the rheme frequently includes unfamiliar or "new" information. Students must be able to produce a text based on genre as part of their writing ability. "A genre can be benifed as a culturally specific text-type which arises from employing language (written and spoken) to (help) accomplish something," [4] noted. They also believed that genre is culturally distinctive, with specific objectives, stages, and linguistic characteristics linked with it. For language teachers to assist students in composing writings, they must have a strong understanding of genre. Narrative, recount, report, process, discussion, explanation, exposition, spoof, anecdote, news item, description, and others are some of the genres that are taught in school. A recount text is a piece of writing that recounts someone's prior experience. Students must be able to write recount texts and convey the text's content using social function, generic structure, and lexicogrammatic elements. [4] the social function of recount text,

according to the author, is to retell events in order to inform or entertain. Recount text has three basic structures: orientation, which sets the scene and introduces the characters; events, which describe what happened and in what order; and reorientation, which summarizes what transpired (optimal-closure of events). Specific participants, material processes, time and place circumstances, past tense, and temporal sequence are all important lexicogrammatic elements. Students should use theme development patterns in their writing to create a cohesive paragraph. According to [5] "Thematic progression relates to how a clause's theme may pick up, or repeat, a meaning from a previous theme or rheme." Reiteration or constant theme patterns, zig zag or linear theme patterns, and multiple theme or split theme patterns are the three types of thematic progression patterns. The researcher's goal in this study is to discover what kinds of theme development patterns students use most frequently in their recount writing. In addition, the researcher attempts to assess the coherence of the students' recount writings in terms of their subject progression. The aforementioned rationale motivates the researcher to investigate whether or not there is a thematic progression in student writing. The researcher opted to conduct research into students' theme progression in recount text writing. As a result, I'm having two problems figuring out what kinds of theme progression patterns are most common in students' recount texts. Thematic evolution of the students' recount texts and their coherence.

2. Literature Review

A. Recount Text

1. Recount Text Definition

A recount text, according to [6], is a text that relates the account of what happened. The story's goal is to in some manner portray the significance of a series/sequence of events. It contains comments of attitude and feeling that the author frequently writes in response to occurrences.

The following items are included in the text:

- a) Details regarding "who," "where," and "when";
- b) An account of what happened, usually in chronological sequence;
- c) Personal notes or evaluative remarks scattered across the timeline of events; and
- d) A reorientation that brings the chain of events to a close.

A recall text is a piece of writing that describes in depth one aspect of an experience. An introduction, a chronological series of events, a personal remark on the occurrences, and a reorientation that "rounds off" the sequence of events comprise a recount text. You'll identify words and phrases in the text that are used to begin, connect one sentence to the next, and conclude your essay. These words and phrases: first, then, after[6].

According to [7]., recount text is written down to make a report about an experience of a set of related occurrences. A recount is a story intended to inform or entertain people about a specific event. Recount Text is a text function that is used to describe an event that occurred in the past. A recount's objective is to convey "what transpired." A recount text has a social function. The goal of a social function is to repeat an event for the purpose of informing or entertaining the audience.

Every text serves a certain purpose. "A recount is the process of reconstructing past events in the order in which they occurred," says the author writes Hook in [8]. It entails recounting what occurred as well as interpreting or judging the event in some way." A social recount is used to record a set of events and assess their significance in some way.

As a result, a recount text is a text that has been written to describe a series of past events. Its purpose is to educate or entertain the viewers.

2. Types of Recount Text

According to Derewianka in [9], there are three different sorts of recount text:

a) Personal Narrative

A personal recount, such as an oral story or a journal entry, is a retelling of an event in which the writer or speaker was present. Personal reports can be written in the first person pronouns (I, us), with personal reactions to the events included at the end. To provide interest or hilarity, details are commonly used.

b) Recount of Facts

A factual recount, for example, can be used to capture the details of an incident: a scientific experiment, a police investigation, a news item, or a historical event. Personal feelings are unlikely to be mentioned, and time, place, and manner may need to be stated precisely. Factual recounts use third-person pronouns (he, she, it), details are usually chosen to help the reader reconstruct the activity or incident accurately, the ending sometimes describes the activity's outcome (e.g. in a science experiment), and personal feelings are unlikely to be mentioned (e.g. at 2.35 p.m., between Jo and I).

c) Imaginative Recount

Imaginative recounting entails taking on a fictional role and recounting events in detail. Personal reactions may be suitable to include in an imaginative recollection written in the first person.

3. Recount Text's Generic Structure

According to [10], recount text has the following basic structures:

a) Orientation

Orientation describes who was engaged in the tale, as well as when, where, and why it occurred. Orientation introduces the attendees and establishes the atmosphere.

b) Record of events

The story's record explains what happens in the story. In most cases, events take place in a chronological order.

c) Re-orientation

The story comes to a close with re-orientation. It's a purely optional part. It is at the conclusion that the events are summarized.

4. The Grammatical Patterns of Recount Text

According to [6], among the recount text's grammatical patterns are:

a) Using nouns and pronouns to refer to the people or things involved;

b) The use of the past tense to place events in the context of the writer's period;

c) The events are sequenced using conjunctions and time connectives;

d) The use of adverbs and adverbial phrases to express location and time; and

e) Adjectives are used to describe nouns.

B. Thematic Progression

If the theme serves as a point of departure for a speaker or writer, each rheme serves as a temporary destination, according to [11]. The focus of the message that the writer or speaker deems exciting or essential is frequently found in the rheme. While the first phrase or sentence complex in a book is likely to have all new meanings, subsequent clause theme selections should not be startling. They should be connected to concepts we've already seen in the theme or rheme of a sentence not long ago. Many writings utilize signposting to ensure that readers and addresses are following the text's flow by introducing aspects from one clause's rheme into the theme of the next, or by repeating meanings from one clause's theme in the theme of successive phrases. A text development approach known as thematic progression is a form of text development strategy.

Thematic progression shows how the theme of a sentence may borrow or repeat the meaning of a prior theme or rheme[5]According to Martin and Rothery, as cited in Paltridge, there are three sorts of thematic development patterns. The list is as follows:

1) Theme Reiteration/Theme Pattern Consistency

As illustrated in this pattern, the first theme is picked up and repeated at the start of the next clause. The following is an example of the pattern:

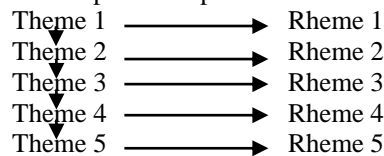


Figure 1: Thematic progression: Theme reiteration/constant theme (based on *Butt et al.* 2001:140)

2) A Linier/Zig-zag Theme Pattern

When the subject matter of one sentence's rheme is repeated in the theme of the next phrase, it's called a pattern.The following are some zig-zag pattern examples:

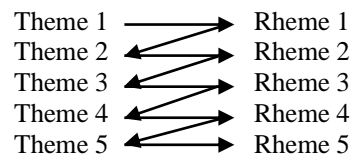


Figure 2: Theme and Rheme: A zig-zag/linier theme pattern (based Butt *et al.* 2001:141)

3) Multiple Theme/Split Rheme Pattern

A rheme can contain a variety of different pieces of information in this pattern, each of which can be used as the topic in one or more subsequent sentences. Here's an example of a pattern with many themes:

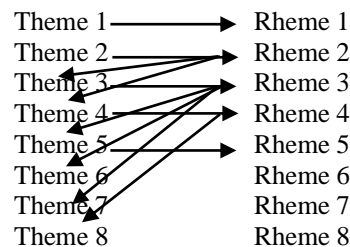


Figure 3: Thematic progression: A Multiple theme/split rheme pattern (based on Butt *et al.* 2001:143)

3. Method

This was a written discourse analysis that looked at how the message was conveyed. The study is qualitative because the researcher utilizes words to explain the outcome.The recount texts of natural science students in the tenth grade at SMA Negeri 1 Buluspesantren in the academic year 2020/2021 were the subject of the study.While analyzing the data, the researcher went over all of the students' recall texts. The researcher should be able to understand each of the students' memory papers. After that, the researcher divided the students' texts into clauses. The researcher then looked

at the recount paragraphs written by the pupils. To begin, the clauses were examined in terms of thematic frameworks to find the point of departure for each clause. Second, the researcher examined the students' recount texts using thematic progression patterns to see which types of thematic progression patterns they used the most and to see how coherent their recount texts were based on their thematic progression patterns.

The researcher determined the theme progression patterns of each of the students' recall texts after examining them, and arranged them in the following table:

Thematic Progression Pattern	The Students' Writing			
	S1	S2	S3	S4
Reiteration				
Zig-zag				
Multiple				
Total of Clauses				

3. Result and Discussion

3.1 Result

The data for this study comes from 44 students' recount texts. The writings are organized into paragraphs covering a variety of topics. The students were given the option of choosing their own theme, such as a remarkable experience, an astonishing event, an incredible vacation, and so on. In this section, the research examines the thematic progression patterns of each student's writing in order to establish the types of thematic progression patterns that students most typically employ in their writing. The table below shows the number of students' writings as well as the order in which they were written.

1) Patterns of Thematic Progression in Students' Recount Texts Written by Natural Science and Coherence.

Students' Writing	Thematic Progression Pattern			
	Reiteration	Zig-zag	Multiple	Total of Clauses
S1	14	-	-	14
S2	7	-	-	14
S3	7	-	1	11
S4	8	-	-	12
S5	13	-	-	16
S6	5	-	2	11
S7	15	1	-	16
S8	12	-	-	15
S9	9	1	-	13
S10	13	-	2	20
S11	7	-	-	11
S12	6	-	-	6
S13	5	-	2	14
S14	7	3	-	10
S15	8	1	-	14

S16	11	-	-	14
S17	11	1	-	13
S18	6	1	-	7
S19	6	-	-	6
S20	8	-	-	8
S21	4	1	-	14
S22	3	-	-	9
S23	4	-	2	9
S24	10	1	-	15
S25	11	-	-	15
S26	11	-	-	13
S27	8	2	-	13
S28	9	-	-	9
S29	10	-	-	15
S30	8	-	-	13
S31	9	2	-	15
S32	9	1	-	15
S33	12	-	-	20
S34	9	1	-	10
S35	3	-	-	7
S36	10	-	-	10
S37	24	-	-	24
S38	13	-	-	13
S39	16	-	-	14
S40	7	-	-	11
S41	5	-	-	9
S42	5	1	-	14
S43	13	-	-	13
S44	9	1	-	10
Total	400	18	9	557
%	71.81%	3.23%	1.61%	100%

Reiteration/constant topic patterns, as seen in the table above, are the most common thematic development pattern observed in students' writing (400 or 71.81%). Students' compositions in this context commonly incorporate pronouns like I, we, it, there, and they. Students believe that beginning a sentence with the theme of one phrase and ending it with the theme of the next makes it easier for them. The next motif is the zig zag theme pattern (18 or 3.23 %). Students attempt to construct their paragraph by incorporating the subject matter from one sentence's rheme into the next clause's theme. The final design is a multi-theme design(9 or 1.61 %).

3.2 Discussion

The researcher recognizes thematic progression and divides it into three (3) types based on [5]classification. The zigzag or linier theme pattern, multiple theme or split theme pattern, and reiteration or continuous pattern are the three.

1. The text is taken from S7

Theme		Rheme
Theme 1 Last Wednesday, I	→	Rheme 1 Came late to my school
Theme 2 Because I	→	Rheme 2 plays until 2.00 am in the right.
Theme 3 Because that I	→	Rheme 3 wake up late.
Theme 4 I	→	Rheme 4 get up about 6.30 am and the class will begin at 7.00 am
Theme 5 I	→	Rheme 5 can go to the bathroom for a bath
Theme 6 I	→	Rheme 6 After taking a bath, I normally ate breakfast.
Theme 7 but in that day I,	→	Rheme 7 did not do that.
Theme 8 I	→	Rheme 8 always went to school by my motorcycle.
Theme 9 But in that day I	→	Rheme 9 not sure where I put the key.
Theme 10 So, I	→	Rheme 10 took public transportation to school.
Theme 11 It	→	Rheme 11 took me a little longer.
Theme 12 I	→	Rheme 12 Around 7.15 a.m., arrived at school
Theme 13 I	→	Rheme 13 can to my class
Theme 14 but I	→	Rheme 14 my teacher had taken a position in front of the class to provide a lesson.
Theme 15 I	→	Rheme 15 arrived in class, my teacher was furious with me.
Theme 16 because I	→	Rheme 16 came late.

The coherence in text S7

Each clause in text S7 exhibited coherence as evidenced by the usage of thematic organization. The text S7 follows a consistent thematic progression. Based on the research above, it is obvious that the thematic progression used is the reiteration theme. It's triggered by the early clause's use of series of events and pronoun repetition. Personal references, for

example, are repeated from topic 1 through theme 10. In the text, *I* is a personal reference. This repetition may also be found in themes 12 through 16, where there is a link between the usage of repetition of words. Aside from that, the zig-zag theme is only used in one clause. This appears as a result of the use of rheme 10 to begin theme 11. Because of the repetition concept, zig-zag thematic progression is used. In this case, the concept being discussed is *it*.

2. The text is taken from S14

Theme		Rheme
Theme 1 One month ago I	→	Rheme 1 went my cousin to grandma's house.
Theme 2 My grandmother's house	←	Rheme 2 is in the mountains.
Theme 3 So,(mountains)	←	Rheme 3 our path goes up and down.
Theme 4 When I	→	Rheme 4 got there
Theme 5 I	→	Rheme 5 was very tired,
Theme 6 because it	→	Rheme 6 was difficult to pass the vehicle.
Theme 7 We	→	Rheme 7 have to walk.
Theme 8 We	→	Rheme 8 were there long enough by the time.
Theme 9 It	←	Rheme 9 was getting late,
Theme 10 We	→	Rheme 10 immediately came to go home.

The coherence in the text 14

The use of theme progression in text 14 demonstrates its consistency. Both zig-zag, multiple, and reiteration thematic progressions are incorporated throughout the text. In rheme 3 to theme 4, rheme 2 to theme 3, and rheme 8 to theme 9, zig-zag thematic development was employed since the clauses are developed in the next sentence. A lot of aspects influence the multiple thematic progression of rheme 2, and the thematic progression used is multiple progression. The development of rheme 2 is on theme 6 as seen in the text. The usage of demonstrative references is one of the causes, according to the investigation (in theme 6). The usage of reiteration is observed in the text's evolution. The usage of reiteration may be found in themes 4 to 5, where the text's personal reference is *I*, and in themes 7 to 8, when the text's personal reference is *we*.

3. The text is taken from S6

Theme		Rheme
Theme 1 Five months ago I	→	Rheme 1 went to CurugKedondong.
Theme 2 I	→	Rheme 2 went there with my two aunts and my brother's cousin.
Theme 3 CurugKedondong	→	Rheme 3 is located in Karanggayam, kebumen.
Theme 4 There	→	Rheme 4 is very bad and full of potholes.
Theme 5 But, after arrived we	→	Rheme 5 well be shown by beautiful natural scenery.
Theme 6 Entrance ticket	→	Rheme 6 is only Rp 5000.
Theme 7 And we	→	Rheme 7 can enjoyed natural scenery such as water falls, suspension bridges, trees, etc.
Theme 8 After	→	Rheme 8 satisfied exploring,
Theme 9 We	→	Rheme 9 finally went home.
Theme 10 It	→	Rheme 10 was a long adventure
Theme 11 But it	→	Rheme 11 Was fun.

The coherence in text S6

Thematic progression of paragraph S6 is erratic. Based on the study above, it is obvious that the thematic development employed is both reiteration theme and multiple theme. Thematic progression is generated by the usage of reiteration, which is caused by the repetition of the pronoun in the first phrase (theme 1 to theme 2 and theme 10 to theme 11). There is, on the other hand, a numerous thematic evolution. Theme 3 is where rheme 1 is formed, while theme 10 is where rheme 7 is developed. The usage of personal reference is the tenth topic, and it alludes to the idea of natural scenery in the curugkedondong.

2) Thematic Progression and the Coherence of the Students' Recount Texts

He capacity to write a coherent paragraph is a critical writing skill that students must master. This ability is valued highly in their academics, as well as while writing in both their home and other languages. Students should use thematic progression pattern in their writing, just as they do in background studies to construct a logical paragraph. Thematic progression is the

process through which a clause's theme picks up or repeats a meaning from a previous theme or rheme.

The three types of thematic progression patterns include reiteration or constant theme patterns, zig zag or linier theme patterns, and multiple theme or split theme patterns. It can be assumed that all of the students' papers are coherent and related to the topics they selected. Furthermore, repetitions might be a sign of coherence. It plays a crucial function in theme development. The reiteration thematic progression is formed in this example by pupils' usage of repetition. The students' writing text in their recount text already had a decent level of consistency. On the other hand, even though not all of the students used it in the correct location, the students already employed repeated important nouns and consistent pronouns in their recount narrative. The discussion section contains examples of topic progression patterns discovered in student writing.

5. Conclusion

The purpose of this research is to find out which types of thematic progression patterns students utilize most frequently in their recount texts and to evaluate the thematic coherence of natural science students' recount texts.

Based on the data analysis and outcomes, the following conclusions can be drawn: All of the students used a variety of patterns in their recall texts. Their preferred patterns were reiteration (constant), zig-zag (linier), and other theme patterns. Reiteration, on the other hand, was the most popular method of communication (400 or 71.81 %). It might be claimed that making it easy for students by repeating the theme of one phrase into the next at the beginning of the clause. Because of this structure, readers were able to rapidly access information in the text. The second most popular theme was the zig-zag pattern (183.23 %). The majority of the zig-zag patterns were found in relative clauses, which were used to replace the subject. This pattern indicated that the pupils were striving to introduce new content by promoting the rheme of the prior phrase as the theme for the following clause. Multiple themes emerged as the third tendency in the students' recall texts (9 or 1.61 %). Students attempted to follow this pattern by selecting a rheme that could contain a variety of distinct pieces of information, each of which could be used as the theme in multiple subsequent lines. Writing a well-structured paragraph is a crucial skill for pupils to master. Students sought to follow this pattern by selecting a rheme that could carry a variety of information types, each of which could be used as the topic in multiple lines. The ability to write a well-structured paragraph is an important skill for students to learn. It is fair to say that all of the students' papers are well-written and relevant to the topics they selected. Additionally, repetitions may indicate coherence. It is quite important in the development of a subject. The use of repetition by the students creates the reiteration theme progression in this example. The usage of a series of occurrences and pronoun repetition in the early phrase creates it. All students employ the personal references I and we in the text. In their recount text, the kids' writing text was already quite consistent. Students, on the other hand, used repeated essential nouns and consistent pronouns in their recount tale, even though not all of them did so in the precise spot.

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