

CHAPTER I

INTRODUCTION

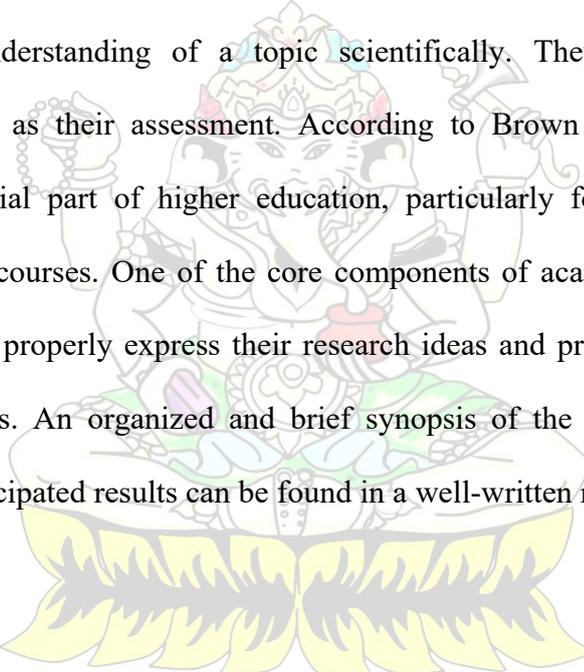
1.1 Background of the Study

As EFL learners, some students in impoverished countries, such as Indonesia, still struggle with English writing skills, particularly keeping coherence in writing. According to Bamberg (1984, as referenced in Rakhman, 2013), research has indicated that in EFL students' writing, students focus nearly solely on the word and sentence levels rather than the overall discourse level, which is textual coherence. This is due to students' lack of creative ideas. They have no genuine knowledge of the subject being discussed. They then fail to appropriately structure their ideas. They are afraid of the writing process since it takes a good grasp of the language as well as the ability to put ideas together coherently and logically. According to Nunan (1999), the most difficult aspects of writing are likely to be establishing coherence, fluency, and extended ideas of writing.

Additionally, according to Dorman (2019), the writing usually follows the topic sentence, supporting detail, colourful vocabulary and the conclusion sentence from the topics of clause whenever this study decides on the intended topic or theme. Furthermore, according to one linguist, the rheme serves as the remaining portion of the message that is sent in a clause or sentence that elaborates on the new and relevant details from the theme itself (Halliday 2004). Since topic is the central idea of all writing elements, there can be no writing or discussion of the text without a theme, and the text would expand irregularly into

unrelated messages (Fareed et al., 2016). In other words, the rheme and theme are inextricably linked since they affect each other. As a result, theme-rheme organization or thematic progression is a systemic functional linguistics method that can be employed in assessing the building of an ideally coherent and grammatically cohesive organized text in the linguistic field (Eggins, 2004). It is clear that thematic evolution cannot be separated from the writing aspect.

Writing in a higher level of education is often conducted by the students to perform their understanding of a topic scientifically. They often make an academic writing as their assessment. According to Brown (2000), academic writing is a crucial part of higher education, particularly for students taking research-focused courses. One of the core components of academic writing that needs students to properly express their research ideas and proposals is drafting research proposals. An organized and brief synopsis of the study topic, aims, methods, and anticipated results can be found in a well-written research proposal.



UNMAS DENPASAR

Nonetheless, students frequently struggle to arrange and communicate their ideas in a logical manner in their research papers. To create a constructed writing text, educators must expand on the fundamental theme progression pattern. According to Haliday (2004), students can effectively convey their ideas to readers in well-structured paragraphs by using theme development as a writing approach. The existence of thematic progression in writing contributes more to the writers' ability to develop their ideas. Thematic progression is made up of two components. The two components are combined into a single phrase in the linguistic technique known as the theme and rheme (Haliday, 2004). Thematic progression, or the way ideas are organized and developed in a text, is one of the important factors that influences the coherence and clarity of research projects. A crucial and well-researched component of academic writing is thematic progression. It is essential for arranging thoughts logically and coherently so that readers can understand the writer's flow of thinking. Various theme devices, including topical, literary, and interpersonal theme devices, are used in thematic development. However, limited research has been conducted on the use of thematic progression in research proposals, particularly among Mahasaraswati students.

Mahasaraswati Denpasar University is a well-known higher education school in Indonesia, noted for its academic brilliance and research-oriented programs. Students from numerous fields attend the college, and research proposals are an important element of their academic writing requirements. Apart from their academic excellence, English study program students have their own

writing style to organize and convey their research proposals clearly and coherently. One of the key causes of this difficulty is an insufficient use of thematic progression, which impairs the clarity and coherence of their research proposals. Thematic progression has been found to have a major influence on academic writing quality. The use of topic progression in research proposals, particularly among Mahasaraswati students, has been the subject of little research, nonetheless. Thus, the purpose of this study is to look into how thematic progression is used in the introduction parts of research proposals that students at Mahasaraswati write. The study's specific goal is to pinpoint the different kinds of thematic development that are employed in the introduction parts. With a focus on the subject and rhyme of introductions, thematic data analysis employed Halliday's (2004) theory in relation to Eginns's (2004) theory of thematic progression pattern.

Example:

Table 1.1 Type of Theme

Participant as Topical Theme	Rheme
They	can communicate their feelings.
They	must know and understand the English language itself in order to make easier to communicate with the people.

Constant theme pattern is a clause sentence in which the usage of a pronoun or conjunction at the beginning of the sentence becomes the theme of the sentence, and the theme of the sentence is repeated in the following sentence (Eggins, 2004). to become the current topic. In rheme, it also gives information on the same subject. This model is one of many that allows the reader to clearly understand the message of the text. The disadvantage of this template, on the other hand, is that it generates monotonous text.

This study is important to be analyze because topic progression is a study that aims to help students write a coherent and well-organized paragraph, by learning thematic progression it allows students to good writing skills. This study is intended to inspire this study and help students increase a deeper understanding of thematic progression.

1.2 Problems of the Study

The problems of this study can be stated as follows.

1. What are types of themes found in the introduction section of English study program students research proposals?
2. What are the types of Thematic Progression Patterns found in the introduction section of English study program students research proposals?

1.3 Objectives of the Study

The objectives of the study are to find the answer of the problem that have been mentioned before, and these objectives can be listed as follows:

1. To identify the types of themes found in introduction section of English study program students research proposals
2. To classify the types of thematic progression patterns found in introduction section of English study program students research proposals

1.4 Limitation of Study

To limitation of the study as narrow as possible. This study focuses on the significance of types of themes used in the introduction section of English study program research proposals which used theory proposed by Halliday (2004) and it is restricted to defining the different kinds of thematic progression pattern found in the introduction sections that use theory proposed by Eggins (2004). In order to make it simple to understand. Especially, the focus of this study is the suitable words from a sentences structure.

1.5 Significances of the Study

Theoretical significance and practical significance are relevant is separated into two categories in the study.

1.5.1 Theoretical Significance

Based on the objectives of the study above, this study contributes to understanding what types of thematic are used in the introduction section. This study hopes that readers can understand the types and patterns used in the introduction sections.

1.5.2 Practical Significance

Practically, this study is expected to provide insight and understanding of the type of thematic progression and pattern of thematic progression in the introduction sections through systemic functional linguistic analysis. This study

can also be a source for other academics who wish to conduct research on English, particularly systemic functional linguistic analysis.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1 Review of Related Literature

In this study, some literature reviews have been included as references. This study draws on two thesis and three articles that are relevant to the thesis.

First, in relation to this study, it might be of interest to consider the thesis of Nadilla (2020), entitled "Analyzing Thematic Developments In Students's Written Narratives". She presented that her study was conducted to analyze the thematic developments in the written narratives of UIN Ar-Raniry students. She used Eggins's (2004) theory. Her study was conducted to analyze how students develop ideas in their writing and explore their writing abilities through thematic progression. Her study was conducted on all students in the 2015 school year. The total number of students was 225 students and 22 students were purposively selected as the sample of her study. She mentioned that there are three types of thematic progression: recurring/linear themes, zigzag themes, multiple themes. Data were collected through documents and questionnaires. The result of her study is that most students prefer to develop their ideas using two types of thematic progression in a paragraph, such as repetition and zigzag.

The second thesis related to this study is the thesis of Yolanda (2019), in her thesis titled "A Study on Thematic Progression Model in Jakarta Post Headlines News". The data is in the form of sentences and clauses and has three headings as

sources. Her study used qualitative research. This thesis focused on analyzing the types of topics in the topic progression based on Eggins' (2004) theory while the analysis of the types of topic progression is based on the theory of Halliday and Mcharty (2004). The press makes great contributions to the people. People can get information about domestic or international events every day because the news and information are updated and accurate. Jakarta Post is an English-language newspaper in Indonesia. This newspaper is owned by PT Bima Media Tenggara and is headquartered in the capital Jakarta. Her study used three types of thematic progression, which are: repeat, zigzag and divide. The results of this search found 41 elements for the repeating theme pattern, for the zigzag pattern, 19 elements, and for the split pattern, 40 elements.

The third that related to this study is the article by Ganie (2019), in this article titled "Thematic Progression Patterns of the Short Story "The Black Cat". It discussed to describe the realization of the thematic development in the short story "Le Chat Noir". Her study was conducted as part of a qualitative descriptive study. Her study got the data from the short story "The Black Cat". The data source for her study was The Black Cat and Other Stories Book, written by Edgar Allan Poe. SFL. She used Halliday's (1994) concept to analyze the thematic development in the short story "The Black Cat" considered with textual function. Analyzing progression by topic, there are three types of progression by topic theme repetition, zigzag patterns, and polyrhyme patterns. It was captured using documentary techniques. The results show that the multi-rhyme pattern is

performed the most with 32 times (74%), repeating the second theme is performed 7 times (16.3%), and the zigzag pattern is performed 4 times (9, 3%).

The fourth study was conducted by Dashela (2021), in this article titled “Analyzing Themes and Rhymes in the Short Story Sleeping Beauty Using A System Function Approach”. This article discusses theme and rhyme in short story texts as an approach using functional grammar. Her study used qualitative research. The data is taken from the short story Sleeping Beauty by Charles Perrault. This article uses the theory of Halliday (2004). The data were analyzed using several theories based on functional English grammar. Halliday argues that “grammatical structure is explained by reference to meaning”. Based on this observation, when learning functional grammar, people are not only interested in structure but also in meaning. As a result, she found 45 theme and rhyme data, and after analyzing the text, there were two types of themes (topic theme and text theme) that could mostly be found, while theme interpersonal n cannot be found in the data. In addition, the thematic components in the text topic category are conjunctions, conjunctions, structures, continuations, and conjunctions. Meanwhile, for hot topic, the topic components are the same topic and the hot topic is marked (topic-like adverb) in order to know the interrelated themes and development of the text.

The fifth review related to this study was an article from Apsari (2019) titled “Thematic Progression in Student’s Descriptive Text” This study aims to find out types of thematic progression pattern used by students in writing descriptive text and to know the dominant thematic progression used in students’ writing

descriptive text. Her study employed a descriptive-qualitative research design. The respondents of the research were eleven grade students of SMKN 1 Cimahi. The data collection was documentation. The source of the data was descriptive texts written by students of Instrumentasi Otomatisasi Process-D. There were nine texts written by the respondents. The collected data was analyzed by using the theory from Bloor & Bloor (2013) as the theoretical to analyze the data. The result of her study found that students used three types of Thematic Progression in students' writing descriptive text, they are Constant Theme, Linear Theme, Split Rheme. Furthermore, Constant Theme is the most frequent themes used in students' writing descriptive text.

All the previous studies above help and contribute to this study understanding of theme and thematic progression pattern from introduction section of English study program students research proposals Mahasaraswati Denpasar University. From the review above, it is clear that this study has differences and similarities. This study employs a theory of thematic progression structure. It draws upon the theory of themes proposed by Halliday (2004) and the thematic progression pattern theory developed by Eggins (2004). A notable distinction between this study and the previous studies can be observed in the manner in which this study selected the data source to examine the evolution of writing styles (across multiple years) from 2018 to 2022. This study is primarily concerned with the paragraph in the introduction section, which provides an overview of the background to the study.

2.2 Concept

This section presents the terms that refer to the title and defines terms that are relevant to the study: Thematic Progression, Introduction sections, Students research proposals, Mahasaraswati Denpasar University, Academic Writing

2.2.1 Thematic Progression

The concepts of theme and rheme are also used to investigate thematic progression (Egins 2004) and text creation methods (Fries 2002). Thematic progression describes how a clause's theme may pick up or repeat a meaning from a preceding theme or rheme. This is an important aspect of creating information flow in a text. This can be accomplished in a variety of ways. These are described further below.

2.2.2 Introduction Section

Y.Joshi (2018) Setting the tone and providing background knowledge is something that should be done in the introduction. This section could be used to describe the research problem that was considered or the research question that was posed. It will also include the solution to the problem or the answer to the question, as well as a quick summary of any other techniques or solutions that have been tried previously in the main body of the paper. According to Jason (2023) The introduction is an important and challenging part of any research paper as it establishes a writing style, the quality of a research, and a credibility as a scholar. It is the first chance to make a good impression on the readers. The

introduction gives the reader background and context to convey the importance of your research. It should begin by broadly introducing a topic, then narrowing to be focused research question or hypothesis.

2.2.3 Students Research Proposal

A student's research proposal is a well-organized document that outlines the subject of the study and details how you want to look into a certain question. It usually offers a thorough examination of the ideas that back up the hypothesis, which is an anticipated response to this question. It can also demonstrate the approaches that will be employed, along with the useful procedures for carrying out the research process. In addition to introducing the topic to readers, a research proposal may also cover the main goals of the study and how it could advance knowledge in an academic discipline (Gitlin 2019). Writing a research report is of course an important step in the scientific process, as it places the research study in the public domain for consideration and confirmation. researchers generally find the process easier once they have completed one or two studies. The key to successful writing is following the guidelines developed by journal editors, or the style developed by each company or business. The same basic five-part format is used for all reports. Ethical considerations in conducting research should not be ignored. Almost every study has the potential to affect the subject in some way, either psychologically, or physically. Researchers working with human subjects must be especially careful to ensure that all precautions are taken to reduce the

potential for harm to the subjects. This includes careful study planning as well as subject debriefing after project completion

2.2.4 Mahasaraswati Denpasar University

Mahasaraswati University Denpasar, also known as Unmas Denpasar, is one of the private universities in Bali and is managed by the Denpasar Central Saraswati People's College Foundation. Unmas Denpasar started with the establishment of the Saraswati Teachers' Training and Education Institute (IKIP) on December 8 1963 with registered status Number: 134/B/Swt/P/65; on December 2, 1965, consisting of the departments of History/Anthropology and English. The political situation at that time with the eruption of G.30 S/PKI meant that IKIP Saraswati was inactive in 1965 until 1979. On August 23 1979 IKIP Saraswati was reactivated and developed by opening the Faculty of Literature and Arts with the title Indonesian Language and Literature. The Teaching Faculty of Exact Sciences consists of the Department of Mathematics and Life Sciences as well as the Faculty of Education with the Department of Guidance and Counseling (BP) and the Department of General Education (PU) with registered status. Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia, IKIP Saraswati was re-established with registered status No: 039/0/1981, dated 22 January 1981, which has a Teaching Faculty with the Department of Indonesian Language and Literature, Department of Biology, Department of History/Anthropology, Department of Mathematics, and the

English Department as well as the Guidance and Counseling (BP) and General Education (PU) Departments of the Teacher Training Faculty.

With the issuance of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 691/0/1982 dated March 6 1982, the Saraswati Foreign Language Academy (ABA) was merged and merged into Mahasaraswati Denpasar University, so that Mahasaraswati Denpasar University at that time had: Teaching Faculty and Educational Sciences, Agriculture, Law, Faculty of Economics, Faculty of Engineering with a major in Civil Engineering were officially registered on 2 November 1982 with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0358/0/1982. (unmas.ac.id)

2.2.5 Academic Writing

Writing is defined as an important part in learning English. Beside spoken, there are many activities which are associated with writing, such as people entail writing in applying job, scholarship, assignment. According to Wilson (2002), writing plays role as important elements in our daily life, such as ideas, thought, opinions, feeling express in written form. Writing is taught from earlier level up to university. Mugableh and Khreisat (2018) say that writing is also well-known that the information which is received through listening and reading channels are reproduced through writing. In this sense, writing is a productive skill like speaking, but the representation is made through letters instead of sounds. It means that knowledge is embodied as writing is received from listening and reading. From the definition above, it could be stated that writing is one of skills

which are related to peoples' activities. People represent their ideas, thought, information, and knowledge through writing instead of sounds. It is not only writing as the important skill in English. There are four skills, which are writing, reading, speaking, and listening.

In learning English, students are familiar to the four skills that should be mastered by students. According to Klimova (2013), writing has a unique position in language teaching since its acquisition a practice and knowledge on other three language skills, such as listening, reading, and speaking. Students who lack of foundation with the three skills; speaking, reading, listening, it ensures that writing is complicated to be mastered by students because they should provide clear information in their writing. Hence, students should take a long time to practice in order to increase the ability of writing so that the readers could understand what is delivered.

Harmer (2007) explains that writing is a complicated process, which is the student should pass various stages in it. There are two approaches in practicing writing skill. First, it concerns on the objective and result of its writing. Second, it focuses on the process of writing. Therefore, there are some processes of the writing; drafting, reviewing, re-drafting, and drafting. Oshima and Hogue (1991) suggest that it is better to use second approach to practice writing skill. However, the teacher directly pays attention to stages through. From the definition above, it could be stated that writing is complicated skill which is learned through several stages. Therefore, there are four stages should be through. They are; drafting, reviewing, re-drafting, and producing a finished version of their work.

Before beginning the writing activity, it is better to understand the purpose of writing itself. The purpose of writing consists of the meaning which conveys to the target reader. Whitaker (2009) describes that the general purposes of writing are to persuade, analyze/synthesize, and inform the readers. Harcourt (2012) says that writers choose specific writing forms to communicate their intended meaning. To choose effectively, it is supposed to target their purpose and audience before beginning the writing. There are several basic purposes in writing conveyed the meaning (Diestch, 2003).

First is persuasive purpose. It attempts that the argumentation on the writing could change the readers' thought about your topic. So that readers are able to apply it in social life. Second is information purpose. It gives statement and information to your topic based on supporting evidence and facts, such as report text. Third is explanation purpose. It tells how, what, why the topic does. Last is narrative purpose. It is a narrative or tells a story. The story could be a fictional story or personal narrative. It consists of three parts which are beginning, middle, and ending. Based on the explanation above it could be stated that the primary purpose of writing is to communicate their thought on writing. Their thought can be conveyed in specific writing form which is selected by writers.

2.3 Theories

To support this study, certain theories will assist in the analysis of this study. There's a theory from Halliday and Enggins. Halliday (2004) asserts that

there are successive lines of meaning, starting from the line that introduces the proposition. Only two constitutive positions are recognized in a clause: first part and last part. The first part of the clause is called the subject. The second position in a clause is the rheme. This is the final part of the article. Eggins (2004) says that rhyme is the part of the clause in which the theme is developed.

2.3.1 Theme and Rheme

Experts assert that the topic has multiple meanings. The topic is defined by Gerot and Wignell (1995) as the topic of discussion. Rheme links to the conversation. Teich (1999) goes on to say that a topic is an element of a phrase that provides a specific interpretive context. The topic also indicates the goal and starting point of the message. Rhetoric is the development of a subject to make its meaning clear. Halliday (2004) defines the topic as the first element that establishes the commencement of the message and makes clear the purpose of the sentence. The sentence's phrase is the part that develops the subject. When it serves new or unidentified objectives. The sentence's phrase is the part that develops the subject. Where it serves novel or previously unknown functions. The phrase is the sentence portion that develops the topic. Where it reveals new or previously unknown facts about the issue. As a result, theme and rhyme are often distinguished from one another. A sentence's theme also states the subject and is reinforced by new, specific information known as rheme. This is similar to Butt et al. (2001, cited in Rustipa, 2016), who state that the rheme acts as the speaker's temporary aim and the topic serves as the speaker's starting point or signpost. This shows that the terminology is about new information or the reasons behind the

issue's argument, whereas the topic is about what the speaker will discuss. To put it another way, topical rhymes can boost writing effectiveness and readability. The text's theme can be achieved by nominalizations, prepositional phrases, adverbial groups, or noun groups. In sentences, it occurs first, followed by the rheme, which is an explanation. According to Halliday (2004), the subject types are textual, interpersonal, topical, and multitopic.

2.3.2 Types of Themes:

The theme is divided into three types, Those are:

2.3.2.1 Topical Theme

It is described as topical when the clause element appears in the first position in the clause. Thematic topics are a mandatory part of the subject. As (Halliday, 2004) stated, the subject will include everything, even the topic. A topical theme can be achieved by situational additions.

1. Participant as Topical Theme

According to Halliday (2004), the most prevalent sort of theme is a participant realized by a nominal group, and the topical theme is frequently in the form of a pronoun, specifically the pronouns I, We, You, It, That, and other nominal forms.

2. Circumstantial Adjunct as Topical Theme

For Halliday (2004), the context of a news topic is one that serves to represent time or place. The situation as a current topic is a topic used as an adverb phrase (adverb of time, adverb of place) or preposition.

3. Process as Topical Theme

Halliday (2004) considers the topical topic to be the subject of a sentence whose beginning begins with a verb.

2.3.2.2 Interpersonal Theme

The subject appears first at the start of the clause. Incongruent ends (interrogative structures), mood complements (adjectives), and vocative complements (personal names used first) are examples of elements that serve as interpersonal themes. It will not be followed by a topical issue), the polar complement (it will not be followed by a topical topic), and the remark complement (decided by examining the mood structure of the clause, including adverbial indications of attitude).

2.3.2.3 Textual Theme

The textual theme, according to Halliday (2004), is any combination of structural, conjunctive, and continuative conjunctions, in that order. One of the few discourse signalers, yes, no, well, oh, and now, continuatives indicate the start of a new action, such as a response in a dialogue or a shift to the following point if the speaker is continuing.

2.3.3 Thematic Progression

The concepts of theme and rheme are also utilized in the analysis of thematic progression, or the process by which texts are developed (Eggins 2004). Fries (2002). The term "thematic progression" describes how a phrase's theme may recur or take up a theme or rheme's meaning from a previous sentence. This is a crucial step in the creation of textual information flow. There are several methods available for completing this. They are talked about below. It can be inferred that thematic progression is an analytical strategy for the studied subject. It can be used to assess how well the response advances concepts from the text or source in addition to subject analysis. In order for the text to be cohesive, the evolution of ideas must provide easily comprehended information to the reader. This necessitates the development of specific models that can control the spread of ideas. Furthermore, Eggins (2004) claims that topic development improves the coherence and cohesiveness of a document. Eggins (2004) proposes three basic topic progression models for analysis. The Multiple Theme/Split Rhyme Pattern, the Zigzag/Linear Theme Pattern, and the Repetitive/Constant Theme Pattern are the three patterns. These are some techniques for organizing ideas in writing. They fall into three primary categories, which are as follows:

2.3.3.1 Re-Iteration Pattern/Constant Theme Pattern

The first type is referred to as a recurrent pattern by Eggins (2004), whereas other linguists refer to it as a set thematic pattern (Danes, 1974; Bloor & Bloor,

1995; McCabe, 1999). They provide a similar purpose as a quick approach to generate ideas. It indicates a single theme element that is a repeat of the previous theme in order to become the current theme. In rheme, it also gives information on the same subject. This model is one of many that allows the readers to clearly understand the message of the text. The disadvantage of this template, on the other hand, is that it generates monotonous text.

2.3.3.2 Zig-zag pattern /linear theme pattern

Some linguists refer to the second form as the linear thematic pattern (Bloor & Bloor, 1995; Danes, 1974), although Eggins (2004) calls it the zigzag pattern. Its purpose is to illustrate the relationships between clauses. The subject from earlier becomes the subject for now. This template has the benefit of being simple to use, making it simpler for this study to incorporate fresh content into the text. It views it as a coherent text as well.

2.3.3.3 Multiple pattern/split rheme pattern

According to some linguists (Danes, 1974; Bloor & Bloor, 1995; McCabe, 1999), the rheme division pattern is what Eggins (2004) refers to as the third category in terms of numerous patterns. The thematic element's purpose is to construct comprehensive information. In this process, expressionists and cognitivists are the two categories that Faigley (1986) distinguishes. In this pattern a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses.