# Thematic Progression Analysis in Different Gender and Major by Students of 12th Grade in Writing Review Text

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**Abstract**

The present research was conducted to analyze the thematic progression in students' writing review text at grade 12 at SMA N 12 Medan. Therefore, this research was led to analyze the kinds of thematic progression used by the students in writing review text and to find out how thematic progression was realized in students writing review text. Descriptive Qualitative was applying in this research. This research conducted for twelve grade of science and social class, male and females students' consist of (5 males + 5 females students from Science class) and ( 5 males + 5 females students from social class). The result shows the researcher found that both in social and science class, all of the thematic progression are found in the passage which written by them. The first the researcher found the Reiteration Theme or Constant theme in almost every passage that written by the students and it is same if the researcher compared it by Male and Female class. It means that the students in social and science class even male and female trying to keep their passage is coherence each other. Then also find Zig Zag theme, almost every student already able to build an information but still has a cohesion with another sentence. The last the researcher also found the multiple rheme pattern. It shows that the students able to build a lot of information from the first rheme.

**Keywords**: *review text; thematic progression; writing,*

## Introduction

Writing needs a lot of effort, it is one of parts from four main skills in English that one should master besides reading, listening, and speaking. The students need to have the ability to write a good text. In addition, the readers obtain the whole information from the text. Writing is not only in the written form In the paper, It is the clearest possible use of language to convey complicated ideas. All subject areas view writing as a crucial learning tool. "This is because writing is a productive skill

that is a complex, challenging, and difficult process as writers are expected to produce written products that are syntactically accurate, semantically acceptable, and culturally appropriate."(Ahmad Ghulamuddin et al., 2021). It is still hard for EFL students to arrange and create words from a blank paper to become something that has meaning and caught the readers.

Since writing is one of the most necessary skills for EFL students especially, furthermore it has a few problems in the process to produce writing as a good product. A number of them like a problem with grammar. Writing and grammar cannot be separated from each other because grammatical rules are one of the aspects that learners should consider before they write something. Grammar mastery is very important in writing skills, it can help students to produce good sentences (Royani & Sadiah, 2019). In order to produce good writing in English, one should not only be able to arrange words into grammatical sentences in the perspective of the existence of subject, verb, object, and adverb in each sentence. According to Swan (1998:19) cited in (Royani & Sadiah, 2019) "grammar is the rule that says how words are changed to show different meanings, and they combine into sentences". It means grammar is a way of forming a different meaning of words used to construct a sentence in writing. Writing requires hard thinking for formulating ideas into a word, words into sentences, and sentences into a paragraph at the same time with good grammar.

The other aspect that needs to build good writing is Coherence, Cohesion, and Unity. Good quality writing should fulfill the requirements of coherence and cohesion. Coherence shows how the sentences in the text are arranged which additionally follow certain structures, and cohesion shows how they are connected to each other. "An essay without coherence can inhibit the ability of a reader to comprehend the essay's ideas and main points. Coherence allows the reader to move from one idea to another, from one sentence to the next, and from one paragraph to the next, efficiently throughout the essay" (RahmtAllah, 2020). Nevertheless, even if they have learned about lexical and grammatical strategies, most students find it extremely challenging to write in English with consistency and cohesion. As a result, it is unquestionably essential for implementing the Theme-Rheme theory in undergraduate English writing. Theme-Rheme theory places a new emphasis on attaining a cohesive structure and coherent content in the discourse and is a major idea of the textual metafunction in systematic functional grammar.

Furthermore, (Rahman, 2018) stated that The existence of writing in the world, especially in modern society plays an important role though it was a difficult skill to develop. Through writing, people can communicate with one another over long distances. It has also preserved the ideas of many great people, especially for science in the past. Student's result in writing a paragraph form here refers to the structure pattern, diction, and the other elements, that are going to be discussed more through the analysis of discourse conversation. Discourse is defined as a meaning that is realized in the sentence. The sentence is many units of language or linguistics form that are functional in content. This means that a discussion on discourse is related

to the sentence, as we know discourse studies is an approach to the analysis of written, vocal, or sign language. A few researchers have shown the problem which shown in writing, there is so much research related to analyzing themes and rheme in a whole kind of text, such as descriptive texts, recount texts, and discussion texts. Not only analyzing the kind of text researchers have also done by analyzing speech, but the writer also finds analyzing theme and rheme by comparing the male and female reporters. while the other also did it by analyzing books and newspaper.

There are so many ways to find out the kinds of themes and rheme in students, since this research is need to find the thematic progression, from all the results of the research above the researcher rarely did it by analyzing students writing by comparing the student's based on their major and their gender. The writer thinks that it is also important to find out if there are any differences in the wiring quality based on the thematic progression produced by the students who come from social and science class and comparing male and female students. Since there are many kinds of text in English that the writer can apply, if the other researcher has done it by using descriptive text, recount text, discussion text, etc. so far the writer still not discover the research by using review text. At this point from all the kinds of text, the researcher will apply review text as the topic in Senior High School in the second Semester. from its names we are able to portray what things that will be criticized in this kind of text. As a teacher, the researcher feels curious about students' perception of something which can they mold through it.

The communicative purpose of this text is to critique the events or arts works for the reader or listener, such as movies, shows, books, and others. As a teacher, the researcher feels so interested in students' ability to give evaluation or rating to something, especially for the current hot topic which happens, or something which going "viral" that is usually used to influence so many people including students. By using review text the researcher will analyze the students' ability in writing review text based on Systematic Functional Grammar which develops by Hallyday. In Halliday"s functional grammar, a clause can be divided into Theme and Rheme. (Rahman, 2018) stated that "Theme/Rheme structure is the basic form of the organization of the clause as message, Theme and rheme are two terms that indicate the way in which message is conveyed in sentences. (Ismail & Kardina, 2021) state that "theme is given information serving as "the information the point of departure" of a message". Theme represents "This is what I am talking about", while Rheme is "This is what I am talking about it". The interaction of Theme and Rheme governs how the information in a text develops. Theme and rheme are necessary for the construction of an optically coherent and grammatically cohesive structured text.

Student's nowadays difficult to organize their thought in written form if they don't have a topic that they think is interesting and related to popular culture. In this digital era, especially the use of social media gives a big impact on most people all around the world, including students. There are so many students in this era who obtain the influence of popular culture which make them get the influence, like the

western wave, and the Hallyu wave, this is one of the impacts of social media, it is so handy to get access to information about their favorite. So, in this case, the researcher feels interested in making research related to students writing skills in the review text. This kind of text is capable to stimulate the students able to give their idea because it is related to the things which the students' like. The types of thematic progression that students used in their review writing assignment. This study uses the theory of thematic progression developed by Eggins 2004 in the book written by (Klein et al., 1978 : 324) as framework to analyze the data. Based on the phenomenon above, So the researcher is interested to conduct the research entitled "Thematic Progression in student's Review Text Writing; Different Gender and Major Analysis"

**Method**

This research used conducted by applying Descriptive Qualitative research. Ary (2010: 420) in Rahayu 2018 stated that Qualitative research investigated the quality of relationship, activities, situation, and materials. It focused on understanding the context and attempts to explain the intentionality of behaviors. Qualitative inquiry is a generic term for an array of educational research approaches, such as ethnography, naturalistic inquiry, narrative research case studies, interpretive research, fieldwork, field studies, and participant observation. These approaches used different methodologies, but certain features are typical of qualitative research. In qualitative research, the natural environment serves as a direct source of data, and the writer herself served as the primary instrument. The use of descriptive qualitative research is preferred when examining and comprehending social phenomena. Explain that "Descriptive indicates that the data collected are in the form of words rather than numbers" according to Bogdan & Biklen (1982: 26). Descriptive qualitative research simply explains what is occurring and what the data demonstrates (Nazir, 2003:55). In order to assess the data as fully and richly as possible in the form in which they were recorded and transcribed, descriptive qualitative research used quotations from the data to support its written findings. The data of this study would be the sentences which taken from student's writing in review text at 12 Grade at SMA Negeri 12 Medan. The source of this data would be the sentences which taken from 10 students of science class and 10 students from social class in review text at 12 Grade in SMA Negeri 12 Medan. To collect the data, the researcher used the following steps: Teach the students about review text, Ask the students to make an example of review text, Divided the text based in Social and Science class, and the paragraph would be divided to the form of clause. After collecting the data, the researcher would analyze the data with using qualitative method. The steps were as follow: 1) After the researcher got all the Review Text written by the students; Then, 2) The researcher determined theme and rheme from each sentence; 3) After that, the researcher draw the pattern that build by the review text which written by the students; 4) Explain the pattern and determined are there the three thematic progression patterns found in the students writing review text. or is there any new pattern found by the researcher and make

the conclusion.

**Findings and Discussion**

This chapter provided an analysis of thematic progression in students' writing review text. It provided the result of students in writing review text. The finding of analysis was discussed further as an attempt to answer the research question that have been proposed in the first chapter. This study used the theory of thematic progression developed by Eggins 2004.

*Table 1. Review Text in Writing Review Text From XII Science ( IPA)*

| Name of Students |
| --- |
| M.S.A (Male) |
| Randy (male) |
| M.F (male) |
| An (male) |
| RH (male) |
| NN (Female) |
| DS (Female) |
| LP (female) |
| EP (Female) |
| DR (Female) |

*Table 2. Name of Students in Writing Review Text from XII Social ( IPS)*

| Name of Students' |
| --- |
| MDA (male) |
| NT (male) |
| MIA (male) |
| MR (male) |
| MZA (male) |
| HA (Female) |
| MH (Female) |
| EP (Female) |
| IS (Female) |
| SC (Female) |

There are 20 data that the researcher got to analyze thematic progression in students writing review text at grade 12 at SMAN 11 Medan. After analyzing the all the data the researcher found that both in social and science class all of the thematic progression is found in the passage which written by them. The first the researcher found the Reiteration Theme or Constant theme in almost every passage that written by the students and it is same if the researcher compared it by Male and Female class.

It means that the students in social and science class even male and female trying to keep their passage is coherence each other. Then also find Zig Zag theme, the researcher already made it clear in data analysis that almost every student already able to build an information but still has a cohesion with another sentence. The last the researcher also found the multiple rheme pattern. Exactly to build this pattern by writing is quite difficult, because we have to give a lot of information regarding to the topic that we talk about. While the researcher found it in students writing product, it shows that the ability a few students to produce a good writing is already come. Why a few? because there are also the students who still difficult to links the sentence. It was proven by the new pattern which not consist to the pattern that explain by Eggins namely Reiteration theme, Zig Zag theme and Multiple Rheme. When the passage divided into theme and rheme then the pattern is formed and shows another pattern that build the passage. Nevertheless, the writer also found the new pattern from almost the passage, so the writer called it with "Repeated theme" because most of the pattern showed that sometimes theme in first sentences becomes a theme again in the fifth, six, seven and so on. So even the topic is already appeared in the theme before but mostly the students repeated the same theme in other sentences that going far from the theme before. If the writer should give the name for this pattern, so the writer decided to called it as repeated theme.

**Conclusion**

Based on data analysis and finding in chapter IV, the researcher found that 3 kinds of thematic progression is found in students writing review text. Namely, Reiteration Theme, Zig Zag Theme and Multiple Theme. As the result for science class and social class and based on male and female students, the researcher found the thematic progression used by the students mostly is Reiteration Theme, by looking back to the data mostly in every paragraph which written by the students who comes from social and science class, the pattern which formed based on thematic progression pattern explain by Eggins most of it shoeing the existence of Reiteration theme or constant theme. This is the simplest pattern, because the students only need to talk about one topic from each paragraph. Reiteration theme showed that students tend to make focus to the point and create a coherence text and It means that the students tend to make the text focus by repeating the same element as Themes. Zigzag theme also found in students in social and science class even male and female students, that proven from the pattern formed by their writing review text. showed that students have succeeded in developing the cohesion of the text. And multiple themes showed that students have to able to develop a lot of information from a rheme as themes. And by using review text as media to get students attention to write a text, the researcher found they are able to use multiple rheme, because they talked about what they like so much. Even we as an adult feels so interesting to talk something that we like so much. It is proven that all of the topic that used by the students is about game, film, K-pop, drama and so on. Based on the researcher background, explain that nowadays the ability of students in writing is still lack but if they asked to tell about what the trending event, what they like so

much I think we as a teacher able to get their attention. So, from the data analysis three of the pattern are found in social and science class and also by male and female students. As the teacher researcher believes that if we teach the students with let them know how important to make a good paragraph and explain about coherence, cohesion and unity, the researcher believes the students will face an improvement in their writing.

Nevertheless, not all the students able to build a good text, even in this study all of them successful to produce all of type thematic progression but there are also a few of them still difficult to make the text is coherence, it is proven by the pattern which show that the theme even not related to the another theme. So, it becomes the teacher task to reduce the students mistake in writing ability. And the last researcher hope that it will be becomes a good resource to support the teacher to make an innovation to improve student's ability in writing text in every kinds of texts. The last the researcher hopes it can help other researchers to get more references related to thematic progression in senior high school.

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