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THE ANALYSIS OF THEMATIC PROGRESSION IN SELECTED EFL LEARNER'S NARRATIVE TEXT AT IAIN SYEKH NURJATI CIREBON 2013

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *SyekhNurjati* State Islamic Institute Cirebon in Partial Fulfillment of The Requirements of Undergraduate Degree

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2017

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ABSTRACT

Nur Auliya Rahmawati. 14121320253. "The Analysis of Thematic Progression in Selected EFL Learner's Narrative Text at IAIN Syekh Nurjati 2013"

Writing is generally recognized as a difficult task for EFL learners (especially in the discourse level) and it could be fixed by analyzing the thematic progression patterns in their writing. These different patterns of thematic progression would be used in different text types, such as narrative.

The purpose of the study is to analyze the thematic progression patterns in selected EFL learner's narrative text. This study is based on Danes and Eggins theory (in Paltridge, 2006:148). This study focuses on how the using of thematic progression patterns in three EFL learner's narrative text and what the type of thematic progression most commonly used in three EFL learner's narrative text.

The method of this study was qualitative approach. The respondent of data is taken from three EFL learner's narrative text entitled "The Little Red Riding Hood and The Big-white-wolf by #R1", "Another The Little Red Riding Hood Story by #R2" and "Little Red Riding Hood And Ticks by #R3" when they were in second semester of English Language Teaching Department of IAIN Syekh Nurjati. The validity data in this research are credibility, dependibility, and transferability. This study employed discourse analysis or document analysis as the technique of collecting and it used to analyze how the using of three thematic progression patterns and what type of thematic progression most commonly used in EFL learner's narrative text.

The result shows that the constant theme and the zig-zag theme pattern always exists on the orientation, complication and resolution stage. On the other hand, multiple theme pattern only found on the orientation and complication stage but rarely found on the resolution stage. Furthermore, this study exposes that the constant theme pattern is the type of thematic progression pattern that most commonly used in narrative text (52%), than zig-zag theme patterns (36%) and multiple theme patterns (12%). Thus, the thematic progression is really important for structuring of information and keep the text coherent (Eggins, 1994 :303-305). Furthermore, the thematic progression pattern that most commonly used in EFL learner's narrative text especially fable is constant theme pattern and these patterns would be found in another types of narrative text such as myth, legend, and fairy. Therefore, EFL learner should aware on the discourse level of writing especially the using of thematic progression.

Key words: Thematic Progression, Theme-Rheme, Narrative Text

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RATIFICATION

This thesis entitled "***The Analysis of Thematic Progression in Selected EFL Learner's Narrative Text at IAIN Syekh Nurjati Cirebon 2013***" written by Nur Auliya Rahmawati, student number register 14121320253 has been examined on February 20th, 2017. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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TABLE OF CONTENT

COVER .....
TITLE i
ABSTRACT ii
APROVAL iii
OFFICIAL NOTE iv
THE LETTER OF AUTHENTICITY v
RATIFICATION vi
AUTHOBIOGRAPHY vii
DEDICATION viii
PREFACE ix
TABLE OF CONTENT x
LIST OF TABLE xi
LIST OF FIGURE..... xix
LIST OF CHART xxv
LIST OF APPENDICES xxvi

CHAPTER I INTRODUCTION..... 1
1.1 The Research Background 1
1.2 The Identification of the Problem 4
1.3 The Limitation of the Research..... 4
1.4 The Formulation of the Problem 5
1.5 The Questions of the Research..... 5
1.6 The Aims of the Research 5
1.7 The Significance of the Research..... 5
1.8 Theoretical Foundation 6
1.8.1 Systemic Functional Lingusistics..... 6
1.8.2 Thematic Progression..... 11
1.8.3 Narrative Text 17

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1.9 Previous Study 19
1.10 Research Methodology..... 20
1.10.1 The Objective of the Research 20
1.10.2 Research Setting..... 20
1.10.3 Source of Data..... 21
1.10.4 Research Design..... 21
1.11 Research System 22
1.11.1 Steps of the Research 22
1.11.2 The Instruments of the Research..... 22
1.12 Research Time Line 24

CHAPTER II THE USING OF THREE THEMATIC PROGRESSION PATTERNS IN EFL LEARNER'S NARRATIVE TEXT..... 25
2.1 Research Finding..... 25
2.1.1 The Constant Theme Pattern..... 25
2.1.2 The Zig-zag Theme Pattern..... 71
2.1.3 The Multiple Theme Pattern 98
2.2 Research Discussion..... 114

CHAPTER III THE TYPE OF THEMATIC PROGRESSION PATTERN MOST COMMONLY USED IN EFL LEARNER'S NARRATIVE TEXT..... 125
3.1 Research Finding..... 125
3.1.1 The Type of Thematic Progression Pattern Most Commonly Used in Each Text..... 126
3.1.1.1 The Type of Thematic Progression Pattern Most Commonly Used in Text 1..... 126
3.1.1.2 The Type of Thematic Progression Pattern Most Commonly Used in Text 2..... 135

3.1.1.3 The Type of Thematic Progression Pattern
Most Commonly Used in Text 3 139
3.1.2 The Type of Thematic Progression Pattern
Most Commonly Used in Text 3 142
3.2 Research Discussion 143

CHAPTER IV CONCLUSION AND SUGGESTION 146
4.1 Conclusion 146
4.2 Suggestion 147
BIBLIOGRAPHY 148
APPENDICES .....

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LIST OF TABLE

Table Page

Table 1.8.1 Theme reiteration/ constant theme (based on Corrnbleet and Carter 2001: 3) 10
Table 1.8.2 Theme and rheme: A zig-zag / linear theme pattern (based on Knapp and Watkins 2005: 55) 12
Table 1.8.3 Theme and rheme: A multiple / split theme pattern (based on Nesbitt et al 1990: 21) 14
Table 2.1.1 The constant theme pattern on the text 1 24
Table 2.1.2 The constant theme pattern on the text 1 25
Table 2.1.3 The constant theme pattern on the text 1 26
Table 2.1.4 The constant theme pattern on the text 1 27
Table 2.1.5 The constant theme pattern on the text 1 27
Table 2.1.6 The constant theme pattern on the text 1 28
Table 2.1.7 The constant theme pattern on the text 1 29
Table 2.1.8 The constant theme pattern on the text 1 29
Table 2.1.9 The constant theme pattern on the text 1 30
Table 2.1.10 The constant theme pattern on the text 1 30
Table 2.1.11 The constant theme pattern on the text 1 31
Table 2.1.12 The constant theme pattern on the text 1 31
Table 2.1.13 The constant theme pattern on the text 1 32
Table 2.1.14 The constant theme pattern on the text 1 33
Table 2.1.15 The constant theme pattern on the text 1 33
Table 2.1.16 The constant theme pattern on the text 1 34
Table 2.1.17 The constant theme pattern on the text 1 34
Table 2.1.18 The constant theme pattern on the text 1 35
Table 2.1.19 The constant theme pattern on the text 1 36
Table 2.1.20 The constant theme pattern on the text 1 36

Table 2.1.21 The constant theme pattern on the text 1 37
Table 2.1.22 The constant theme pattern on the text 1 38
Table 2.1.23 The constant theme pattern on the text 1 38
Table 2.1.24 The constant theme pattern on the text 1 39
Table 2.1.25 The constant theme pattern on the text 1 40
Table 2.1.26 The constant theme pattern on the text 1 40
Table 2.1.27 The constant theme pattern on the text 1 41
Table 2.1.28 The constant theme pattern on the text 1 42
Table 2.1.29 The constant theme pattern on the text 1 42
Table 2.1.30 The constant theme pattern on the text 1 43
Table 2.1.31 The constant theme pattern on the text 1 44
Table 2.1.32 The constant theme pattern on the text 1 44
Table 2.1.33 The constant theme pattern on the text 1 45
Table 2.1.34 The constant theme pattern on the text 2 46
Table 2.1.35 The constant theme pattern on the text 2 46
Table 2.1.36 The constant theme pattern on the text 2 47
Table 2.1.37 The constant theme pattern on the text 2 48
Table 2.1.38 The constant theme pattern on the text 2 48
Table 2.1.40 The constant theme pattern on the text 2 49
Table 2.1.41 The constant theme pattern on the text 2 50
Table 2.1.42 The constant theme pattern on the text 2 51
Table 2.1.43 The constant theme pattern on the text 2 51
Table 2.1.44 The constant theme pattern on the text 2 52
Table 2.1.45 The constant theme pattern on the text 2 53
Table 2.1.46 The constant theme pattern on the text 2 53
Table 2.1.47 The constant theme pattern on the text 2 54
Table 2.1.48 The constant theme pattern on the text 2 55
Table 2.1.49 The constant theme pattern on the text 2 55
Table 2.1.50 The constant theme pattern on the text 2 56
Table 2.1.51 The constant theme pattern on the text 2 57
Table 2.1.52 The constant theme pattern on the text 2 57

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Table 2.1.53 The constant theme pattern on the text 2 58
Table 2.1.54 The constant theme pattern on the text 2 59
Table 2.1.55 The constant theme pattern on the text 2 59
Table 2.1.56 The constant theme pattern on the text 2 60
Table 2.1.57 The constant theme pattern on the text 2 60
Table 2.1.58 The constant theme pattern on the text 2 61
Table 2.1.59 The constant theme pattern on the text 2 62
Table 2.1.60 The constant theme pattern on the text 2 62
Table 2.1.61 The constant theme pattern on the text 2 63
Table 2.1.62 The constant theme pattern on the text 2 64
Table 2.1.63 The constant theme pattern on the text 2 64
Table 2.1.64 The constant theme pattern on the text 2 65
Table 2.1.65 The constant theme pattern on the text 2 65
Table 2.1.66 The constant theme pattern on the text 3 66
Table 2.1.67 The constant theme pattern on the text 3 67
Table 2.1.68 The constant theme pattern on the text 3 68
Table 2.1.69 The constant theme pattern on the text 3 68
Table 2.1.70 The constant theme pattern on the text 3 69
Table 2.1.71 The constant theme pattern on the text 3 70
Table 2.2.1 The zig-zag theme pattern on the text 1..... 71
Table 2.2.2 The zig-zag theme pattern on the text 1..... 71
Table 2.2.3 The zig-zag theme pattern on the text 1..... 72
Table 2.2.4 The zig-zag theme pattern on the text 1..... 72
Table 2.2.5 The zig-zag theme pattern on the text 1..... 73
Table 2.2.6 The zig-zag theme pattern on the text 1..... 74
Table 2.2.7 The zig-zag theme pattern on the text 1..... 74
Table 2.2.8 The zig-zag theme pattern on the text 1..... 75
Table 2.2.9 The zig-zag theme pattern on the text 1..... 75
Table 2.2.10 The zig-zag theme pattern on the text 1..... 76
Table 2.2.11 The zig-zag theme pattern on the text 1..... 76
Table 2.2.12 The zig-zag theme pattern on the text 1..... 77

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Table 2.2.13 The zig-zag theme pattern on the text 1..... 77
Table 2.2.14 The zig-zag theme pattern on the text 1..... 78
Table 2.2.15 The zig-zag theme pattern on the text 1..... 78
Table 2.2.16 The zig-zag theme pattern on the text 1..... 79
Table 2.2.17 The zig-zag theme pattern on the text 1..... 79
Table 2.2.18 The zig-zag theme pattern on the text 1..... 80
Table 2.2.19 The zig-zag theme pattern on the text 1..... 80
Table 2.2.20 The zig-zag theme pattern on the text 1..... 81
Table 2.2.21 The zig-zag theme pattern on the text 2..... 81
Table 2.2.22 The zig-zag theme pattern on the text 2..... 82
Table 2.2.23 The zig-zag theme pattern on the text 2..... 82
Table 2.2.24 The zig-zag theme pattern on the text 2..... 83
Table 2.2.25 The zig-zag theme pattern on the text 2..... 83
Table 2.2.26 The zig-zag theme pattern on the text 2..... 84
Table 2.2.27 The zig-zag theme pattern on the text 2..... 84
Table 2.2.28 The zig-zag theme pattern on the text 2..... 85
Table 2.2.29 The zig-zag theme pattern on the text 2..... 86
Table 2.2.30 The zig-zag theme pattern on the text 2..... 86
Table 2.2.31 The zig-zag theme pattern on the text 2..... 87
Table 2.2.32 The zig-zag theme pattern on the text 2..... 87
Table 2.2.33 The zig-zag theme pattern on the text 2..... 88
Table 2.2.34 The zig-zag theme pattern on the text 2..... 88
Table 2.2.35 The zig-zag theme pattern on the text 2..... 89
Table 2.2.36 The zig-zag theme pattern on the text 2..... 89
Table 2.2.37 The zig-zag theme pattern on the text 2..... 90
Table 2.2.38 The zig-zag theme pattern on the text 2..... 90
Table 2.2.39 The zig-zag theme pattern on the text 2..... 91
Table 2.2.40 The zig-zag theme pattern on the text 2..... 91
Table 2.2.41 The zig-zag theme pattern on the text 2..... 92
Table 2.2.42 The zig-zag theme pattern on the text 2..... 92
Table 2.2.43 The zig-zag theme pattern on the text 2..... 93

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Table 2.2.44 The zig-zag theme pattern on the text 3..... 93
Table 2.2.45 The zig-zag theme pattern on the text 3..... 94
Table 2.2.46 The zig-zag theme pattern on the text 3..... 94
Table 2.2.47 The zig-zag theme pattern on the text 3..... 95
Table 2.2.48 The zig-zag theme pattern on the text 3..... 96
Table 2.2.49 The zig-zag theme pattern on the text 3..... 96
Table 2.3.1 The multiple theme pattern on the text 1 97
Table 2.3.2 The multiple theme pattern on the text 1 98
Table 2.3.3 The multiple theme pattern on the text 1 99
Table 2.3.4 The multiple theme pattern on the text 1 99
Table 2.3.5 The multiple theme pattern on the text 1 100
Table 2.3.6 The multiple theme pattern on the text 1 101
Table 2.3.7 The multiple theme pattern on the text 1 102
Table 2.3.8 The multiple theme pattern on the text 1 103
Table 2.3.9 The multiple theme pattern on the text 1 104
Table 2.3.10 The multiple theme pattern on the text 1 105
Table 2.3.11 The multiple theme pattern on the text 2 105
Table 2.3.12 The multiple theme pattern on the text 2 106
Table 2.3.13 The multiple theme pattern on the text 2 107
Table 2.3.14 The multiple theme pattern on the text 2 108
Table 2.3.15 The multiple theme pattern on the text 2 109
Table 2.3.16 The multiple theme pattern on the text 3 111
Table 2.3.17 The multiple theme pattern on the text 3 111
Table 3.1 The using of thematic progression pattern on #T1, #T2, and #T3 124
Table 3.1.1.1 The constant theme pattern on the orientation stage of text 1 126
Table 3.1.1.2 The constant theme pattern on the complication stage of text 1 127
Table 3.1.1.3 The constant theme pattern on the resolution stage of text 1 128

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Table 3.1.1.4 The zig-zag theme
pattern on the orientation stage of text 1 129
Table 3.1.1.5 The zig-zag theme
pattern on the complication stage of text 1 130
Table 3.1.1.6 The multiple theme
pattern on the orientation stage of text 1 130
Table 3.1.1.7 The multiple theme
pattern on the complication stage of text 1 131
Table 3.1.1.8 The multiple theme
pattern on the resolution stage of text 1 132
Table 3.1.1.9 The constant theme
pattern on the orientation stage of text 2 134
Table 3.1.1.10 The zig-zag theme
pattern on the orientation stage of text 2 135
Table 3.1.1.11 The multiple theme
pattern on the text 2 (#T2) 136
Table 3.1.1.12 The constant theme
pattern on the text 3 (#T3) 138
Table 3.1.1.13 The zig-zag theme
pattern on the text 3 (#T3) 139
Table 3.1.1.14 The multiple theme / split rheme
pattern on the text 3 (#T3) 140

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LIST OF FIGURE

Figure 1.9.1 Thematic Progression: Theme reiteration / constant theme 11
Figure 1.9.2 Thematic Prgression: Zig-zag / linear theme 12
Figure 1.9.3 Thematic progression: Multiple theme / split theme 15
Figure 2.1.1 The constant theme pattern on the text 1 25
Figure 2.1.2 The constant theme pattern on the text 1 25
Figure 2.1.3 The constant theme pattern on the text 1 26
Figure 2.1.4 The constant theme pattern on the text 1 27
Figure 2.1.5 The constant theme pattern on the text 1 28
Figure 2.1.6 The constant theme pattern on the text 1 28
Figure 2.1.7 The constant theme pattern on the text 1 29
Figure 2.1.8 The constant theme pattern on the text 1 29
Figure 2.1.9 The constant theme pattern on the text 1 30
Figure 2.1.10 The constant theme pattern on the text 1 30
Figure 2.1.11 The constant theme pattern on the text 1 31
Figure 2.1.12 The constant theme pattern on the text 1 32
Figure 2.1.13 The constant theme pattern on the text 1 32
Figure 2.1.14 The constant theme pattern on the text 1 33
Figure 2.1.15 The constant theme pattern on the text 1 34
Figure 2.1.16 The constant theme pattern on the text 1 34
Figure 2.1.17 The constant theme pattern on the text 1 35
Figure 2.1.18 The constant theme pattern on the text 1 35
Figure 2.1.19 The constant theme pattern on the text 1 36
Figure 2.1.20 The constant theme pattern on the text 1 36
Figure 2.1.21 The constant theme pattern on the text 1 37
Figure 2.1.22 The constant theme pattern on the text 1 38
Figure 2.1.23 The constant theme pattern on the text 1 39

Figure 2.1.24 The constant theme pattern on the text 1 39
Figure 2.1.25 The constant theme pattern on the text 1 40
Figure 2.1.26 The constant theme pattern on the text 1 41
Figure 2.1.27 The constant theme pattern on the text 1 41
Figure 2.1.28 The constant theme pattern on the text 1 42
Figure 2.1.29 The constant theme pattern on the text 1 43
Figure 2.1.30 The constant theme pattern on the text 1 43
Figure 2.1.31 The constant theme pattern on the text 1 44
Figure 2.1.32 The constant theme pattern on the text 1 45
Figure 2.1.33 The constant theme pattern on the text 1 45
Figure 2.1.34 The constant theme pattern on the text 2 46
Figure 2.1.35 The constant theme pattern on the text 2 47
Figure 2.1.36 The constant theme pattern on the text 2 47
Figure 2.1.37 The constant theme pattern on the text 2 48
Figure 2.1.38 The constant theme pattern on the text 2 48
Figure 2.1.39 The constant theme pattern on the text 2 49
Figure 2.1.41 The constant theme pattern on the text 2 50
Figure 2.1.42 The constant theme pattern on the text 2 51
Figure 2.1.43 The constant theme pattern on the text 2 52
Figure 2.1.44 The constant theme pattern on the text 2 52
Figure 2.1.45 The constant theme pattern on the text 2 53
Figure 2.1.46 The constant theme pattern on the text 2 54
Figure 2.1.47 The constant theme pattern on the text 2 54
Figure 2.1.48 The constant theme pattern on the text 2 55
Figure 2.1.49 The constant theme pattern on the text 2 56
Figure 2.1.50 The constant theme pattern on the text 2 56
Figure 2.1.51 The constant theme pattern on the text 2 57
Figure 2.1.52 The constant theme pattern on the text 2 58
Figure 2.1.53 The constant theme pattern on the text 2 58
Figure 2.1.54 The constant theme pattern on the text 2 59
Figure 2.1.55 The constant theme pattern on the text 2 59

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Figure 2.1.56 The constant theme pattern on the text 2 60
Figure 2.1.57 The constant theme pattern on the text 2 61
Figure 2.1.58 The constant theme pattern on the text 2 61
Figure 2.1.59 The constant theme pattern on the text 2 62
Figure 2.1.60 The constant theme pattern on the text 2 62
Figure 2.1.61 The constant theme pattern on the text 2 63
Figure 2.1.62 The constant theme pattern on the text 2 64
Figure 2.1.63 The constant theme pattern on the text 2 64
Figure 2.1.64 The constant theme pattern on the text 2 65
Figure 2.1.65 The constant theme pattern on the text 2 66
Figure 2.1.66 The constant theme pattern on the text 3 67
Figure 2.1.67 The constant theme pattern on the text 3 67
Figure 2.1.68 The constant theme pattern on the text 3 68
Figure 2.1.69 The constant theme pattern on the text 3 69
Figure 2.1.70 The constant theme pattern on the text 3 69
Figure 2.1.71 The constant theme pattern on the text 3 70
Figure 2.2.1 The zig-zag theme pattern on the text 1 71
Figure 2.2.2 The zig-zag theme pattern on the text 1 72
Figure 2.2.3 The zig-zag theme pattern on the text 1 72
Figure 2.2.4 The zig-zag theme pattern on the text 1 73
Figure 2.2.5 The zig-zag theme pattern on the text 1 73
Figure 2.2.6 The zig-zag theme pattern on the text 1 74
Figure 2.2.8 The zig-zag theme pattern on the text 1 75
Figure 2.2.9 The zig-zag theme pattern on the text 1 75
Figure 2.2.10 The zig-zag theme pattern on the text 1 76
Figure 2.2.11 The zig-zag theme pattern on the text 1 76
Figure 2.2.12 The zig-zag theme pattern on the text 1 77
Figure 2.2.13 The zig-zag theme pattern on the text 1 77
Figure 2.2.14 The zig-zag theme pattern on the text 1 78
Figure 2.2.15 The zig-zag theme pattern on the text 1 78
Figure 2.2.16 The zig-zag theme pattern on the text 1 79

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Figure 2.2.17 The zig-zag theme pattern on the text 1 79
Figure 2.2.18 The zig-zag theme pattern on the text 1 80
Figure 2.2.19 The zig-zag theme pattern on the text 1 80
Figure 2.2.20 The zig-zag theme pattern on the text 1 81
Figure 2.2.21 The zig-zag theme pattern on the text 2 81
Figure 2.2.22 The zig-zag theme pattern on the text 2 82
Figure 2.2.23 The zig-zag theme pattern on the text 2 83
Figure 2.2.24 The zig-zag theme pattern on the text 2 83
Figure 2.2.25 The zig-zag theme pattern on the text 2 84
Figure 2.2.26 The zig-zag theme pattern on the text 2..... 84
Figure 2.2.27 The zig-zag theme pattern on the text 2 85
Figure 2.2.28 The zig-zag theme pattern on the text 2 85
Figure 2.2.29 The zig-zag theme pattern on the text 2 86
Figure 2.2.30 The zig-zag theme pattern on the text 2 86
Figure 2.2.31 The zig-zag theme pattern on the text 2 87
Figure 2.2.32 The zig-zag theme pattern on the text 2 87
Figure 2.2.33 The zig-zag theme pattern on the text 2 88
Figure 2.2.34 The zig-zag theme pattern on the text 2 88
Figure 2.2.35 The zig-zag theme pattern on the text 2 89
Figure 2.2.36 The zig-zag theme pattern on the text 2 89
Figure 2.2.37 The zig-zag theme pattern on the text 2 90
Figure 2.2.38 The zig-zag theme pattern on the text 2 90
Figure 2.2.39 The zig-zag theme pattern on the text 2 91
Figure 2.2.40 The zig-zag theme pattern on the text 2 91
Figure 2.2.41 The zig-zag theme pattern on the text 2 92
Figure 2.2.42 The zig-zag theme pattern on the text 2 92
Figure 2.2.43 The zig-zag theme pattern on the text 2 93
Figure 2.2.44 The zig-zag theme pattern on the text 3 93
Figure 2.2.45 The zig-zag theme pattern on the text 3 94
Figure 2.2.46 The zig-zag theme pattern on the text 3 95
Figure 2.2.47 The zig-zag theme pattern on the text 3..... 95

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Figure 2.2.48 The zig-zag theme pattern on the text 3 96
Figure 2.2.49 The zig-zag theme pattern on the text 3 96
Figure 2.3.1 The multiple theme pattern on the text 1 97
Figure 2.3.2 The multiple theme pattern on the text 1 98
Figure 2.3.3 The multiple theme pattern on the text 1 99
Figure 2.3.4 The multiple theme pattern on the text 1 100
Figure 2.3.5 The multiple theme pattern on the text 1 100
Figure 2.3.6 The multiple theme pattern on the text 1 101
Figure 2.3.7 The multiple theme pattern on the text 1 102
Figure 2.3.8 The multiple theme pattern on the text 1 103
Figure 2.3.9 The multiple theme pattern on the text 1 104
Figure 2.3.10 The multiple theme pattern on the text 1 105
Figure 2.3.11 The multiple theme pattern on the text 2 106
Figure 2.3.12 The multiple theme pattern on the text 2 107
Figure 2.3.13 The multiple theme pattern on the text 2 108
Figure 2.3.14 The multiple theme pattern on the text 2 109
Figure 2.3.15 The multiple theme pattern on the text 2 110
Figure 2.3.16 The multiple theme pattern on the text 3 111
Figure 2.3.17 The multiple theme pattern on the text 3 112
Figure 3.1.1.1 The constant theme pattern on the orientation stage of text 1 126
Figure 3.1.1.2 The constant theme pattern on the complication stage of text 1 127
Figure 3.1.1.3 The constant theme pattern on the resolution stage of text 1 128
Figure 3.1.1.4 The zig-zag theme pattern on the orientation stage of text 1 129
Figure 3.1.1.5 The zig-zag theme pattern on the complication stage of text 1 130
Figure 3.1.1.6 The multiple theme pattern on the orientation stage of text 1 130

Figure 3.1.1.7 The multiple theme
pattern on the complication stage of text 1 131
Figure 3.1.1.8 The multiple theme
pattern on the resolution stage of text 1 132
Figure 3.1.1.9 The constant theme
pattern on the orientation stage of text 2 134
Figure 3.1.1.10 The zig-zag theme
pattern on the orientation stage of text 2 135
Figure 3.1.1.11 The multiple theme
pattern on the text 2 (#T2) 136
Figure 3.1.1.12 The constant theme
pattern on the text 3 (#T3) 138
Figure 3.1.1.13 The zig-zag theme
pattern on the text 3 (#T3) 139
Figure 3.1.1.14 The multiple theme / split rheme
pattern on the text 3 (#T3) 140

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LIST OF CHART

Chart 3.1 The using of thematic progression pattern on #T1, #T2, and #T3..... 126
Chart 3.1.1 Thematic Progression Patterns on The First Text (#T1) 134
Chart 3.1.2 Thematic Progression Patterns on The Second Text (#T2) 138
Chart 3.1.3 Thematic Progression Patterns on The Third Text (#T3) 142
Chart 3.1.4 Thematic Progression Patterns on Whole Text (#T1, #T2, #T3)..... 143

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LIST OF APPENDICES

Coding Data

Appendix 1 Interview

Appendix 2

Text 1

Text 2

Text 3

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CHAPTER 1
INTRODUCTION

1.1 The Research Background

Writing is generally recognized as a difficult task for EFL learners. Some of EFL learners feel confused when they are asked to write. One of the problems of writing both in and outside academic setting is the structuring of information by the writer. They are worried about grammar, sentence structure, conjunction, punctuation, spelling, and so forth. However, writing is a developmental process and it is learnt, not taught (Hayland, 2000 :19).

The researcher found the data through reading from EFL learners narrative texts when the researcher conducted discourse analysis class in seventh grade semester (October 2015) of English Language Teacher Department of IAIN Syekh Nurjati Cirebon. The article was written by some students when they were in second grade semester of writing two (July 2013) in English Language Teacher Department of IAIN Syekh Nurjati Cirebon that there were so many way how they were producing ideas and organizing the text systematically.

As the beginning data, the researcher found that some students are difficult to write when they are asked to write a new text. When the lecturer asked them to make a new essay about narrative and the topic is about the little red riding hood, they were really confused to make it. It shows that in the first year of campus (especially in the first and second semester), they are really lack in writing.

In addition, some students are also difficult in developing and organizing their idea systematically. Even though they used some thematic progression patterns in their text, they did not know what thematic progression is. In other word, they used some thematic progression patterns while they organizing the text, for example they used simple linear progression pattern (linear theme / zig-zag theme pattern), constant continuous theme pattern (constant theme / theme reiteration pattern), and multiple themes pattern (split rheme pattern). The using of some thematic progression pattern was found in every single text that made by second grade semester students of English Language Teacher Department of IAIN Syekh Nurjati Cirebon.

On the other hand, the researcher found some students who only focus on the clause level, such as incorrect use of tenses, misuse of pronoun and vocabulary. They are still lack in discourse level such as reference, collocation, conjunction, subtitution, elipsis, cohesion, and thematic progression. They did not aware about these. The researcher found that the text has a good coherence but there is still unrelationship in several clauses, for example: *He gaped out his mouth widely*. *Suddenly, the grandmother came out from wolf's mouth* (*cited in the fourth paragraph of third text entitled "The Little Red Riding Hood and Ticks"*). So, these clauses did not have a good relationship.

Furthermore, the researcher found some students are still lack in grammatical features of narrative text such as how to use past tense and present tense. They are difficult to determine when or where they use past tense or present tense in narrative text, for example when they used present tense in the direct speech: *She said, "I wanted you to bring the meatball today"* (*cited in the second paragraph of third text entitled "The Little Red Riding Hood and Ticks"*). They only used past tense in direct speech. So, They are difficult to determine when or where they use past tense or present tense in narrative text.

Thematic progression or method of development of text refers to the way in which the theme of a clause may pick up, repeat, a meaning from preceding theme or rheme (Paltridge, 2006:148). Thematic progression can be seen from the pattern of theme and rheme used in their writing. Theme usually anchors a text, or highlights a (sub) topic and rheme is conventionally used to comment on the theme. These themes and rhemes then form links with the themes and rhemes of subsequent clauses to allow the text and to move forward that what is known as thematic progression. Paltridge (2006:148) divide thematic progression into three patterns: (1) Simple Linear Progression (Linear Theme / Zig-zag Theme), (2) Constant Continuous Theme (Constant Theme / Theme Reiteration), and (3) Theme Progression with Derived Themes (Split rheme). On the other hand, according to Hawes (2015: 95) there are some patterns of thematic progression such as: (1) Constant Progression; (2) Simple Linear Progression; (3) Derived Progression; (4) Constant Gap Progression; (5) Consant Type Progression; (6) Constant Rheme Progression; (7) Constant Theme + Constant Rheme; (8)

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Exclamative Break; (9) Annex Break; and (10) Interrogative Break as an Offencive Weapon. Furthermore, the thematic progression gives significant contribution to keep the text coherent. However, maintaining the cohesion in writing is one of the problem that faced by the students when they are asked to write.

Grammatically, cohesion refers to the devices available to help link information in writing and help the text flow and hold together (Knapp & Watkins, 2005: 47). There are three key devices of cohesion: ellipsis, conjunctions and pronouns. Ellipsis is the omission of a word or structural part of a sentence or clause (Knapp & Watkins, 2005: 50). A conjunction is a class of words that either coordinates words or clauses of equal status (Knapp & Watkins, 2005: 49). Pronouns refer to something that has been named (or is about to be named) and has already been written about (Knapp & Watkins, 2005: 61). In fact, cohesion is extremely needed when writing something. It is also the key term that distinguish writing from speaking. In speaking, the speaker does not have to keep cohesion in their speech, as he/she is allowed to have more than one topic to be discussed within a single conversation.

Actually, writing is one important skills that is needed by students who study in university. As it is obviously seen, nowadays many foreign language students still focus on the clause level, such as incorrect use of tenses, misuse of pronoun and conjunction, and so forth. As a matter of fact, it is not as essential as the students' errors found in the discourse level; such as lack in cohesion of writing. One of the ways that can be used to give correction is by analyzing the thematic progression in their writing. These different patterns of thematic progression would be used in different text types, such as narrative.

Narrative is one of the text types that agrees with one of the patterns of thematic progression. Knapp and Watkins (2005:220) strengthened about the narrative: (1) Narrative is one of the most commonly read. (2) It is a genre that students pick up and write naturally. (3) Narrative does not have, for example: a singular generic purpose. (4) Narrative has a powerful social role and also a powerful medium for changing social opinions and attitudes. (5) It is a macro genre that it can easily accommodate one or more of the other genres and still

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remain dominant. Therefore, this study focuses on the application of applying the patterns of thematic progression as the way to improve cohesion of the students' narrative writing. Therefore, this study will identify the kind of Thematic Progression that is commonly used in EFL learner's narrative texts and also how thematic progression variations in EFL learner's narrative texts.

1.2 The Identification of the Problem

From the description above, the writer would identify the problems that focus on thematic progression and cohesion in narrative text. Thus, the writer would be focus on the field of the research in writing skills and discourse level. The are some problems that can be described:

a. Some students are difficult to write when they are asked to write a new text.
b. Some students are also difficult in developing and organizing their idea systematically, even though they used some thematic progression patterns in their text.
c. Some students only focus on the clause level, such as incorrect use of tenses, misuse of pronoun and vocabulary. They are still lack in discourse level such as reference, collocation, conjunction, subtitution, elipsis, cohesion, and thematic progression
d. Some students are still lack in grammatical features of narrative text such as how to use past tense and present tense. They are difficult to determine when or where they use past tense or present tense in narrative text.

1.3 **The Limitation of the Research**

This study focuses on how the using of three thematic progression patterns in EFL learner's narrative texts and what kinds of Thematic Progression that is commonly used in EFL learner's narrative texts. In general, this study explored how Thematic Progression variations in EFL learner's narrative texts. This study employ three texts from EFL learner's narrative text entitled "Little Red Riding Hood And Ticks by Miss N", "Another The Little Red Riding Hood Story by Miss M" and "The Little Red Riding Hood and The Big-white-wolf by Mr. S"

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when they were in second semester of English Language Teaching Department of IAIN Syekh Nurjati. This study focuses on the field of the research in writing skills and discourse level especially in Thematic Progression. This study will not explore another discourse level such as reference, collocation, conjunction, subtitution and elipsis. This study also will not investigate Thematic Progression in other texts such Argumentative, Exposition, Descriptive, and so forth.

1.4 The Formulation of the Problem

In the background of the study, it is prominent that the title of this research is "The Analysis of Thematic Progression in Selected EFL Learner's Narrative Text". So, the formulation of the problem in this research is how the analysis of thematic progression in selected EFL learner's narrative text?

1.5 The Questions of the Research

The areas of investigation on this study are formulated by the research questions:

1.5.1 How are the using of three thematic progression patterns in EFL learner's narrative texts?

1.5.2 What type of thematic progression pattern is the most commonly used in EFL learner's narrative texts?

1.6 The Aims of the Research

The aims of the study are mentioned below:

1.6.1 To describe how the using of three thematic progression patterns in EFL learner's narrative texts.

1.6.2 To identify what type of thematic progression pattern that is the most commonly used in EFL learner's narrative texts.

1.7 The Significance of the Research

This study focuses on thematic progression patterns in EFL learner's narrative text. The use of this research is to know how the using of three thematic

progression patterns in EFL learner's narrative texts and what kinds of thematic progression pattern that is commonly used in EFL learner's narrative texts. At the end, this research has significance of the study which is devided into theoretically and practically. Every single research has the benefits impact to improving people's knowledge. Here are the significance of the research:

1.7.1 Theoretically

The result of this study will provide the clear idea of what and how the using of thematic progression is.

1.7.2 Practically

1.7.2.1 For lecturers

The lecturers could teach the student what thematic progression is and how to use / analyze it in order to keep their discourse level in writing while they are asked to make a text.

1.7.2.2 For students

The students could understand what thematic progression is and how to use it in order to keep their discourse level in writing while they are asked to make a text.

1.7.2.3 For researchers

For the researcher who eager to investigate more about thematc progression pattern, this study could be the bridge to explore more thematic progression in another text such descriptive, report, spoof, etc .

1.8 Theoretical Foundations

1.8.1 Sistemic Functional Linguistics (SFL)

One of the most important claims of SFL is that language is a resource for making three types of meaning or '***metafunctions***' at a time:

1. Language is used to organize, understand and express our perceptions of the world. This function is called the ***ideational function***. In analysing this function we would be asking ourselves how is the social world represented? Who is presented as responsible for actions in important events (e.g. wars)? How are beliefs and ideologies encoded in language?
2. Language is also used to enable us to communicate with other people, to take on roles (e.g. expert – lay person, parent – child, teacher – student)

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and to express and understand feelings, attitudes and judgements. This is called the ***interpersonal function***. Questions we might ask here are what kind of relationship is expressed between speakers or between readers and text, for example, between universities and students in student prospectuses? Is the discourse formal or informal?

3. Finally, language is used to create coherent and cohesive texts, both spoken and written. This ***textual function*** concerns how bits of information are foregrounded or backgrounded, taken as given or presented as new, chosen as 'topic' or 'theme'. What interests us here is not just what aspects of information are foregrounded or backgrounded but also why this happens (e.g. the foregrounding of a business model for Higher Education).

These three metafunctions of language are realized in three more or less independent systems at the sentence or clause level:

1. The system of ***Transitivity***, involving 'processes' (= verbs), 'participants' (= nouns) and 'circumstances' (= prepositional phrases) relates to the ideational metafunction.
2. The system of ***Mood***, involving types of clause structure (declarative, interrogative), degrees of certainty or obligation, use of tags, attitudinal words, politeness markers, etc.) relates to interpersonal meaning.
3. The system of ***Theme***, involving patterns of foregrounding of certain elements in texts, relates to textual meaning. Together, these three systems represent the meaning potential of a language, from which the language user makes contextually motivated choices.

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a. Transitivity: ideational function

Table 1.1 Transitivity: process types and participants

Process type	**Participants**	**Example** (process types in italics; participants in bold)
Material	Actor (A), Goal (G) Beneficiary (B)	**She** (A) *moved* the **table**. (G) **He** (A) *gave* **me** (B) a present. (G)
Mental	Senser (Se), Phenomenon (P)	**He** (Se) *saw* **the accident**. (P)
Behavioural	Behaver (B), Phenomenon	**They** (B) *watched* **the game**. (P)
		Peter (Be) *smiled*.
Verbal	Sayer (S)	**Mary** (S) didn't *reply*.
	Sayer, Verbiage (V)	**Mary** (S) *said* **this wasn't true.** (V)
Relational: (1) Attributive	Carrier (C), Attribute (A)	**Helen** (C) *was* **clever**. (A) (not reversible: 'clever was Helen')
(2) Identifying	Token (T), Value (V)	**Oxford** (T) *is* **the best university.** (V) (reversible: 'The best university is Oxford')
Existential	Existent (E)	There *were* **many changes**. (E)

b. Modality: interpersonal function

Modality has to do with the different ways in which people can temper or qualify their messages and express attitudes and judgments of various kinds. If we employ a fairly broad notion of modality, as in Fairclough (1992: 158–62), we may include any unit of language that expresses the writer's/speaker's affinity with what s/he writes/says. Therefore modality can be said to adopt a variety of grammatical forms, such as modal verbs ('can', 'must', 'should', etc.); modal adverbs ('obviously', 'clearly', 'probably', 'possibly', 'perhaps', 'definitely', with their equivalent adjectives 'it is likely'/probable/possible that, etc.); copular verbs ('is', 'seems', 'appears') and verbs of cognition ('I think/believe/feel'). These all express the speaker's/writer's judgment regarding the relevance of the message. Modality can also express certainty and strong obligation ('high' modality: 'must', 'should', 'always', 'definitely') or uncertainty and weak obligation ('low' modality: 'could', 'maybe', 'possibly', 'sort of').

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c. Theme: textual function

The definition of Theme as given by Halliday (1985: 38) is that it is the element which serves as 'the point of departure of the message: it is that with which the clause is concerned'. Theme typically contains familiar or 'given' information, that is, information which has already appeared somewhere, or is familiar from the context. Writers choose marked Themes to add coherence and emphasis to their texts. But the choice of a marked Theme can also serve an ideological function.

d. Theme and Rheme

The study of theme and rheme is mainly derived from systemic functional linguistics that analyzes language from its main functions. Butt, D. et al (2000:5-6) say that there are three main functions of language: (i) to talk about the experiences (experiential function) and to show the logical relationship between them (logical function); (ii) to interact and/or to express a point of view (interpersonal function); and (iii) to organize our experiential, logical, and interpersonal meanings into a coherent whole (textual function). Theme and rheme are the realizations of how our experiential, logical, and interpersonal meanings are organized. Different organization of ideas in a clause influences its thematic meaning. The clauses "John climbed the mountain" and "The mountain was climbed by John", for example, show similar experiential and interpersonal meanings; that is, both show that "John" is the actor, the action process is "climb", and "mountain" is a goal; however they have different thematic meaning as they demonstrate different order of the constituents in the clause: "John" and "mountain". The example suggests that the position of the constituents contributes to different focus of the clause.

There are only two positions of constituents recognized in a clause: the first part and the last part. The first part of a clause is known as theme. Halliday (1985:39) says that theme is the starting point for the message that informs what the clause is going to be about. In addition, Martin et.al (1997:21-22) defines theme as the point of departure of clause as message which possesses the initial position in the clause. The definition suggests that the first part of the clause has

the most influential factor to the rest of the message in a clause. Putting the same word in different position of a clause influences the way the readers comprehend the message in the clause.

Meanwhile, the last part of a clause is called theme. Eggins (1994:275) says that rheme is the part of the clause in which the theme is developed. Furthermore, Martin et al (1997:21-22) categorized rheme as the elements of clause that follows the theme where the presentation moves after the point of departure. Once the theme of a clause is identified, the rheme can be easily recognized. The rheme contains the information that controls the development of the theme. Theme cannot be equated to the subject of a clause — commonly categorized as nominal groups; nor the rheme must be equated to the predicate of the clause.

Theme	Rheme
The children	are playing hide and seek in the garden
In the garden	the children are playing hide and seek
Very carefully	the man took his son to the hospital
How he did it	is his own secret

The first clause shows the subject (nominal group) functions as a theme; however, the last three clauses suggest that theme can also be constructed by prepositional phrase, adverbial phrase, or a clause. The sentences also reveal that the rheme may be in various forms. The relationship of theme and rheme can also show the progression of information in a clause. The information can be either given or new. Given information contains the information which is relatively familiar and is generally put in the first part of the clause. Therefore, a theme contains given information, i.e. information which has already been mentioned somewhere in the text (Eggins:1994). On the contrary, a rheme contains new information. The pattern of given and new information can be used to guide the readers effectively through the texts. If the writer cannot control the information progression from theme to rheme, this will make the readers difficult to understand his/her writing.

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1.8.2 **Thematic Progression**

The notions of theme and rheme are also employed in the examination of thematic progression, or method of development of textx (Fries 2002). Thematic progression refers to the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme. This is a key way in which information flow is created in a text. There a number of ways in which this may be done. These are discussed below. Danes (1974) and Eggins (1994) divide thematic progression into three patterns: simple linear progression, constant continuous theme, and theme progression with derived themes. There are three kinds of Thematic Progression:

a. Theme reiteration/ constant theme (based on Martin and Rothery 1986)
b. A zig-zag/ linear theme pattern (based on Ciegg and Wheeler 1991: 83)
c. A Multiple theme/ split rheme pattern (based on Nesbitt *et* al. 1990: 21)

a. Theme reiteration/ constant theme

One example of thematic progression is theme reiteration or constant theme. In this pattern, "Theme 1 is picked up and repeated at the beginning of next clause, signalling that each clause will have some thing to say about the theme. In table 1.8.1, there are two sets of constant theme. The thematic progression of this text is shown in figure 1.8.1

Table 1.9.1 Theme reiteration/ constant theme (based on Corrnbleet and Carter 2001: 3)

Theme	Rheme
Text	can be used for both spoken an written language
It	usually refers to a stretch, an extract or complete piece of writing or speech.
Discourse	is a much wider term.
It	can be used to refer to language in action, such as legal discourse, which has characteristic patterns of language.

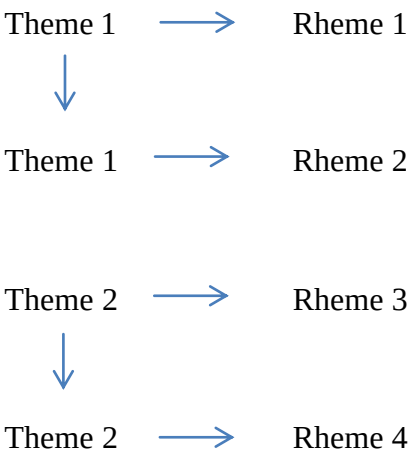

Figure 1.9.1 Thematic Progression: Theme reiteration / constant theme (based on table 1.9.1)

The pattern of constant continuous theme shows up the theme of the first clause becomes the theme of the clauses that follow. This pattern can be seen in the figure below.

Theme 1 + Rheme 1;
↓
Theme 2 (= Theme 1) + Rheme 2;
↓
Theme 3 (= Theme 1 = Theme 2) + Rheme 3;

The figure shows the dependence of the theme in the following clauses to the theme in the first clause. The text below demonstrates the example of the use of constant continuous theme progression in a text. The underlined words are themes of the clauses.

Example: Text 1

Oprah Winfrey was born in Mississippi on January 29, 1954 (1). When she was 19 years old (2), she became the first African-American news anchor on WTVF-TV in Nashville (3). She began *The Oprah Winfrey Show*, one of the most popular talk show in the United States (4). She got remarkable success in this program (5). She finally formed a company (6) and bought her own show (7).

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Th1 (Oprah Winfrey) + Rh1;

↓

Th2 (She) (=Oprah Winfrey) + Rh2;

↓

Th3 (She) (=Oprah Winfrey) + Rh3; …

b. A zig-zag/ linear theme pattern / Simple linear theme progression

Another common pattern of thematic progression is when the subject matter in the rheme of one clause is taken up in the theme of a following clause. The text analysed in Table 1.8.2 shows an example of this kind of progression. This is referred to as a zig-zag or linear pattern theme. This pattern is illustrated in Figure 1.9.2

Table 1.9.2 Theme and rheme: A zig-zag / linear theme pattern (based on Knapp and Watkins 2005: 55)

Theme	Rheme
The term "modality"	describes a range of grammatical resources used to express probability or obligation
General obligation	is used in speech, speech especially when wanting to get things done such as "You should keep your room tidy".

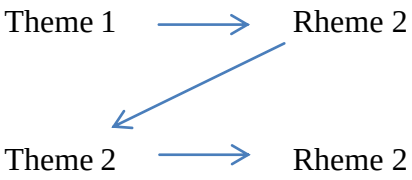

Figure 1.9.2 Thematic Prgression: Zig-zag / linear theme (based on Table 6.7)

This patterns is also called zig-zag pattern (Eggins:1994), where the rheme of the first clause becomes the theme in the second sentence; the rheme of the second sentence becomes the theme of the third clause, and so forth. This pattern can be seen in the following figures.

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Theme 1 + Rheme 1;

↓

Theme 2 (= Rheme 1) + Rheme 2;

↓

Theme 3 (= Rheme 2) + Rheme 3;

The figures clearly show that the rheme of one clause becomes the theme of the following clause. The following text is an example how this pattern works in a text. The underlined words are themes of the clauses.

Example : Text 2

Communication is a process of transmitting a *message* (1). The message can be delivered through oral or *written expression* (2). Through writing, people can communicate without limitation of distance and time (3).

Th1 (Communication) + Rh1 (a message);

↓

Th2 (The message) + Rh2 (written expression);

↓

Th3 (Writing) + Rh3;

c. Multiple theme / Split rheme pattern

Text may, equally, innclude other kinds of progression such as a "multiple-theme" or "split rheme" patterns. In "multiple theme / split rheme progression, 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.

The analysis of the text in Table 1.9.3 and the illustration of its thematic progression in Figure 1.3 include an example of "multiple theme / split rheme" progression. In this text, the two pieces of information in rheme 2 ("two alphabet" and "Chinese ideograms") are picked up in Themes 3 and 4 respectively. Also "Hiragana" and "Katakana" in Rheme 3 are picked up in Themes 5 (Hiragana), 6

and 7 (Katakana) respectively (although in the case of Theme 7 “Katakana” is elipsed). This text also includes examples of “theme reiteration / constant theme” betweeen the first two clauses and the sixth and seventh clauses and zig-zag / linear theme pattern between a number of rheme and subsequent rhemes.

Table 1.9.3 Theme and rheme: A multiple / split theme pattern (based on Nesbitt et al 1990: 21)

Theme	Rheme
When Japanese people	write their language.
They	use a combination of two separate alphabets as well as ideograms borrowed from Chinese.
The two alphabets	are called hiragana and katakana.
The Chinese ideograms	are called Kanji.
Hiragana	represents the 46 basic sounds that are made in the Japanese language.
Katakana	respresents the same sounds as Hiragana
But (Katakana)	is used mainly for words borrowed from foreign languages and for sound effects.
Kanji	are used to communicate an idea rather than a sound.

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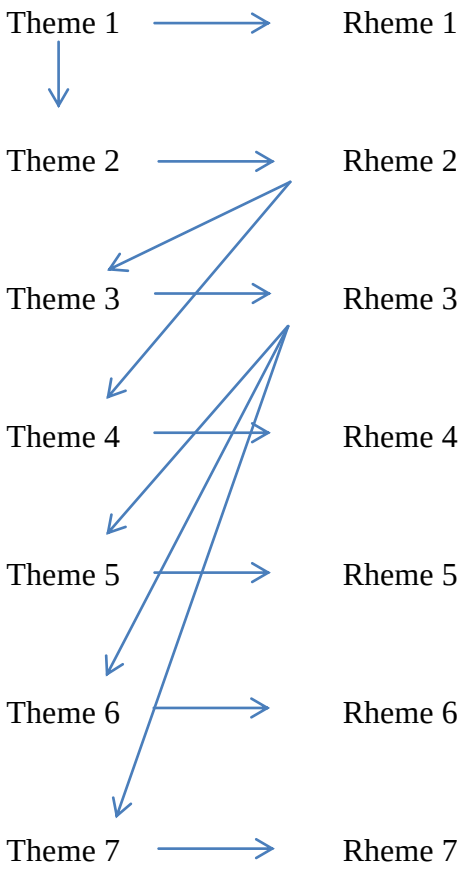
Figure 1.9.3 Thematic progression: Multiple theme / split theme (based on Table 1.9.3)



This pattern also highlights the one general theme from which other themes are derived. The following is the pattern of theme progression with derived themes.

Theme 1 + Rheme 1;

↑

[Hypertheme] → Theme 2 + Rheme 2;

↓

Theme 3 + Rheme 3; …

The figure illustrates a superior theme (hypertheme); in other words, the themes in the following sentences are smaller parts of the hypertheme. The following text shows how this pattern works in a text. The underlined words are themes of the clauses.

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Example: Text 3

Ecuador is situated on the equator in the northwest of South America (1). The economy is based on oil and agricultural products (2). More oil is produced in Ecuador than any other South American country except Venezuela (3). Bananas, coffee, and cocoa are grown there (4). The people are mostly of Indian origin (5). Several Indian languages are spoken there (6). The currency is called the Sucre (7).

Th1 (Ecuador) + Rh1;
↑
[Brief description of Ecuador] → Th2 (The economy) + Rh2;
↓
Th3 (More oil) + Rh 3;

Text 3 shows that the second theme (the economy), the third theme (More oil), the fourth theme (Bananas, coffee, and cocoa), the fifth theme (Several Indian languages), and the sixth theme (The currency) give some information concerning Ecuador. In this case, they serve as the sub-themes from the hypertheme (Brief description of Ecuador).

1.8.3 Narrative Text

Narrative text is a story with complication and tries to find the resolutions to solve the problems. An important part of narrative text is a kind of text to retell the story that past tense. The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

There are some of language features in narrative text such: (1) Using *specific participant* (king, princess, etc); (2) Using *past tense* (I went to Jakarta last week. It was very exciting); (3) Using *conjunction and time connectives* (when, and, then, after, but, etc); (4) Using *adverbs* and *adverbial phrase* (here, there, at home, in the jungle, very carefully, happily ever after, last month, at school, quickly, etc); (5) Using *action verbs* (ate, brought, slept, wrote); (6) Using *saying verbs* (said, told, promised); (7) Using *thinking verbs* (thought, felt); (8)

Using *mental verbs* (hate, like, etc); (9) and Using *Adjective noun phrase* (beautiful white skinned lady, two crazy men).

There are some kinds of narrative text such: *fable, myths, legend, and fairy tales*. A simple fable is a story about animal. Myths are stories that are believed by some people but the stories cannot be true. It was told in an ancient culture to explain a practice, belief, or natural occurrence. The legend is simple a story which relates to on how a place is formed. The Fairy tales are story which relate much which magic things.

According to Paltridge (2000:107), the generic structure or schematic structure of narrative text are orientation, complication, and resolution. Orientation is a stage for introducing the participants, place and time. Complication is a stage to tell the problems of the story and how the main characters solve them. It contains some series of events including situations, activities, or events that lead to the climax or complication. Resolution is a stage to tell the ending of the story. The complication or problem is solved here. It shows the end of the story, usually a happy ending.

Schematic structure	Text
Orientation	(Once upon a time there was a wixard)
Complication	(He did a spell on me)
Resolution	(My dad saved me from the wizard at last)

Martin and Rothery (in Paltridge 2000:107) describe narratives as commencing with an orientation stage, in which the main characters of the narrative are introduced and in which the setting of narrative is established. This is followed by a complication stage, in which a series of events are described which lead to some sort of crisis, which is followed by a resolution stage, in which the crisis is resolved. The narrative may then be completed by a coda, in which the writer expresses his or her own perspective on the story that has just been told.

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1.9 Previous studies

A number of studies have been conducted in this area. The relevant study are seems to be likely in this research. There are three studies closely related to the current study; they are Hawes (2015), Nursanti & Tou (2014), and Sharndama (2013). The previous studies focus on Thematic Progression in the writing of students and professionals, Thematic Progression variation of the great gatsby English-Bahasa Indonesia translational texts, and Thematic Structure and Progression in selected business news reports of two Nigerian newspapers.

On the relevant research, Hawes (2015) outlines advances in thematic progression theory in the hope they may be useful to teachers of writing, especially with non-native and non-European students. This paper compares the use of thematic progression in essays by students on a course leading to MA studies in journalism, media and communications with that in two leading British newspapers. It considers how assignment writing could be improved generally by teaching the rudiments of progression theory. He recommends certain variations on Daneš' progression types, as well as the use of more breaks (non-participant themes) to mark rhetorical transitions in the text.

Another relevant study, Nursanti & Tou (2014) aimed to describe the thematic progression variation of The Great Gatsby texts, describe the contextual factors that motivate the variation in question, and describe the effects of the variation on the texts as translational texts. The results show that thematic progression variation falls into the low category at average indicated by the mean score of 0.76. The most prominent variation was represented by the low category of variation. The variations were performed by adding or omitting Themes, splitting one units of thematic structure into more than one unit, downranking, not expressing and creating new clauses. The factors that motivate the variation are the different linguistic properties between English and Bahasa Indonesia and the situational contexts.

On the other hand, Sharndama (2013) investigates thematic structure and progression in business news report of selected Nigerian newspapers. The result of the analysis revealed that the themes of the clauses are mostly multiple because of the modification of the topical themes by either textual, interpersonal,

prepositional phrase or adverbials. The result of the analysis of the thematic progression pattern showed that the linear and constant themes are prevalent in business news report, though the constant theme is the predominant. These two patterns are reflective of the features of narrative writing task of which news reporting is an aspect. The analysis also revealed ruptures and breakdowns occur in the thematic progression which affects network of the themes and the flow of information.

From the relevant research above, however, less attention has been paid to explore more about thematic progression on EFL learner's narrative texts. This research does not only discuss about thematic progression for teaching writing as Hawes (2015) did, nor the thematic progression variation of The Great Gatsby texts as Nursanti & Tou (2014) did, nor thematic structure and progression in business news report as Sharndama (2013) did. Therefore, this study investigates both the type of thematic progression that is commonly used and the variation of thematic progression in EFL learner's narrative text.

1.10 Research Methodology

1.10.1 The Objective of The Research

This study focuses on thematic progression patterns and variations in EFL learner's narrative text. The use of this research is to know how the using of three kinds of thematic progression in EFL learner's narrative texts and which is kind of Thematic Progression that is commonly used in EFL learner's narrative texts.

1.10.2 Research Setting

This study would be conducted in English Langauge Teaching Department of IAIN Syekh Nurjati Cirebon. There are three reasons why the researcher chose English Langauge Teaching Department of IAIN Syekh Nurjati Cirebon as the research setting: First, the researcher is a student from English Langauge Teaching Department of IAIN Syekh Nurjati. Dawson (2009: 7) stated that "if you are a student who will not receive travel expenses or any other out of pocket expenses, you choose a location close to home, college or university". Second, the

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researcher thinks that this place is comfortable and safety enough. Dawson (2009: 8) strengthened that the researchers must never put themselves in a dangerous and uncomfortable situation. Third, the researcher will make the time and budget more efficiently because the researcher's dorm is not too far from English Langauge Teaching Department of IAIN Syekh Nurjati. In addition, Dawson (2009: 7) stated that "if you're a member of a community group on a limited budget, only work in areas within walking distance which will cut down on travel expenses. Therefore, this study will be conducted in English Langauge Teaching Department of IAIN Syekh Nurjati.

1.10.3 Source of Data

This study employed three EFL learner's narrative text from English Langauge Teaching Department of IAIN Syekh Nurjati. The researcher analized their narrative texts in order to know how the using of three thematic progressions in their narrative text and which is the kind of thematic progression that is commonly used in EFL Learner's narrative text.

1.10.4 Research Design

This study used qualitative approach to analyze how the using of three kinds of thematic progression and what the kind of thematic progression that is commonly used on EFL learner narrative text. This study employed discourse analysis as the approach in the analysis of the document that will be used as the data. Given (2008: 217) said that discourse can be understood as the study of language in describing social context through conversations or documents. In this research, the researcher takes this method for some reasons. Discourse analysis is used by researcher when the researcher want to investigate the three kinds of thematic progression and variations on EFL learner narrative text. It is clear that the researcher use discourse analysis for investigating a document. Because of the using document, so this study uses content analysis as the research design.

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1.11 Research Sytem

1.11.1 Steps of the Research

The researcher follow the steps of content analysis which is proposed by Ary, et al (2006: 458). The researcher conducted some steps:

1. Determining the phenomenon to be analyzed
2. Selecting the media which is used
3. Formulating in-deep and communally individual coding category in order to written or visual material can be analyzed
4. Deciding on the sampling which is used to get representative sample of the documents
5. Training the coders to apply the codes schema that has been developed and contribute to the reliability of the content analysis
6. Analyzing the data, the process of analyzing data is explaining the percentage, frequencies the categories of content and descriptive account.

1.11.2 The Instruments of the Research

The researcher is the main instrument or the key instrument of the study (Creswell, 2009:143). The secondary instruments was the document study. Document study is categorized in document analysis as the technique of the research and a part of content analysis (Given (2008: 230). Content analysis concentrates on word and phrase that are used in textual expression (speech transcripts are the example of document that can be analyzed by content analysis). Based on that theory, the researcher use document analysis because the researcher investigates narrative text that have been examined to the participants.

The data is taken from three EFL learner's narrative text entitled "The Little Red Riding Hood and The Big-white-wolf by #R1", "Another The Little Red Riding Hood Story by #R2" and "Little Red Riding Hood And Ticks by #R3" when they were in second semester of English Language Teaching Department of IAIN Syekh Nurjati.

1.11.2.1 Interview

This study interviewed three students (#R1, #R2, and #R3) of English Language Teaching Department of IAIN Syekh Nurjati when they were in second semester. The students are asked to make a narrative text especially fable that the topic is about the little red riding hood story with their own story. When they finished make a story, the researcher interviewed some question. The interview can be seen in appendix 1.

1.11.2.2 Study of Document

This study used documnts as the primary data that is taken from three EFL learner's narrative text entitled "The Little Red Riding Hood and The Big-white-wolf by #R1", "Another The Little Red Riding Hood Story by #R2" and "Little Red Riding Hood And Ticks by #R3" when they were in second semester of English Language Teaching Department of IAIN Syekh Nurjati.

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1.12 Research Time Line

No	Research Activities	July 2016-Feb 2017							
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
1	Writing Research Proposal and Consultation	■	■						
2	Proposal Seminar and Research Instrument			■	■				
3	Designing the Research, Conducting Research Sample, validity, and reliability of data				■	■			
4	Collecting the data					■	■	■	
5	Analyzing the data						■	■	■
6	Interpreting the findings and stating conclusions								■
7	Finishing Thesis Writing and Reporting results								■
8	Thesis Examination								■
9	Thesis Revision								■

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