

**AN UNDERGRADUATE THESIS**

**A STUDY OF THEMATIC PROGRESSION PATTERNS  
IN THE STUDENTS' WRITING SKILL OF THE TENTH GRADERS  
AT SMAN 1 PUNGGUR**

**By :  
Nela Amelia  
Student Number : 1601070035**



**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF METRO  
1442 H / 2020 M**

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**A STUDY OF THEMATIC PROGRESSION PATTERNS  
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AT SMAN 1 PUNGGUR**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

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*Assalamu'alaikum, Wr. Wb*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

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No. B-3501/IN-28-1/D/PP-00-9/12/2020

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**A STUDY OF THEMATIC PROGRESSION PATTERNS  
IN THE STUDENTS' WRITING SKILL OF THE TENTH GRADERS  
AT SMAN 1 PUNGGUR**

**ABSTRACT**

**By:  
NELA AMELIA**

The aims of this research are to analyze the most dominant type of thematic progression patterns and to observe the problems of thematic progression patterns found in the students' writing at the tenth grade of SMAN 1 Punggur.

The method of this research was qualitative research. The primary data were taken from the tenth students' writing documents. In collecting data, the researcher used documentation and observation.

The results of research show that the total of thematic progression patterns found in the students' writing are 23 items that consist of three patterns such as simple linear progression, continuous progression (constant theme) and derived theme. The most dominant type of thematic progression patterns is continuous progression (constant theme) as much 19 items (82,6%), while 3 items ( 13%) of simple linear progression and 1 item (4,4%) of derived theme. In addition, the problems of thematic progression patterns found in the students' writing included of brand new themes and empty rheme. Therefore, it can be concluded that continuous progression (constant theme) was often used in the students' writing. Then, the problems of brand new theme and empty rheme exist in the students' writing.

**Keywords:** *Qualitative, Thematic Progression Patterns, Writing Skill, The Tenth Graders*

**ANALISIS POLA PENGEMBANGAN TEMATIK  
DALAM KEMAMPUAN MENULIS PADA SISWA KELAS SEPULUH  
DI SMAN 1 PUNGGUR**

**ABSTRAK**

**Dari:  
NELA AMELIA**

Tujuan dalam penelitian ini adalah untuk menganalisis jenis pola pengembangan tematik yang paling dominan dan mengamati masalah pola pengembangan tematik yang ditemukan dalam tulisan siswa kelas sepuluh di SMAN 1 Punggur.

Metode penelitian ini adalah penelitian kualitatif. Sumber data utama diambil dari sepuluh dokumen tulisan siswa. Dalam mengumpulkan data, peneliti menggunakan dokumentasi dan observasi.

Hasil penelitian menunjukkan bahwa total pola pengembangan tematik yang ditemukan dalam tulisan siswa sebanyak 23 item yang terdiri dari 3 pola yaitu *simple linear*, *continuous progression (constant theme)*, dan *derived theme*. Jenis pola pengembangan tematik yang paling dominan adalah *continuous progression (constant theme)* sebanyak 19 item (82,6%), sedangkan 3 item (13%) *simple linear progression* dan 1 item (4,4%) *derived theme*. Selain itu, masalah pola pengembangan tematik dalam tulisan siswa mencakup masalah tema baru dan masalah rima kosong. Oleh karena itu, dapat disimpulkan bahwa pola *continuous progression (constant theme)* sering digunakan dalam tulisan. Kemudian masalah tema baru dan masalah rima kosong terdapat dalam tulisan siswa.

**Kata kunci:** *Kualitatif, Pola Pengembangan Tematik, Kemampuan Menulis, Kelas Sepuluh*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

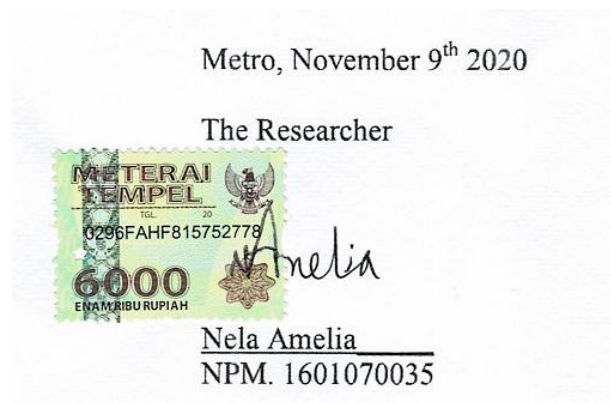
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Stated that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from bibliographies mentioned.



## ORISINALITAS PENELITIAN

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian peneliti, kecuali bagian-bagian tertentu yang dirujuk dari bibliografi yang disebutkan.

Metro, 9 November 2020

Peneliti



Nela Amelia  
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## MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ

*“Be patient, verily Allah's promise is true”. (Q.S. Ar-Rum: 60)*

## **DEDICATION PAGE**

This undergraduate thesis is especially decided to:

*Allah SWT*

*My beloved parents*

*(Mr. Darjan and Mrs. Marlia)*

*My sponsor and co-sponsor*

*(Dr. Dedi Irwansyah, M. Hum and Andianto, M. Pd)*

*My beloved family of IKABIM IAIN Metro Lampung*

*My almamater*

*(IAIN Metro Lampung)*

## ACKNOWLEDGEMENTS

Praise to be Allah SWT the Almighty and the most merciful who has given his blessings and guidance so that the researcher can complete an undergraduate thesis entitled “*A Study of Thematic Progression Patterns in the Students’ Writing Skill among the Tenth Graders of SMAN 1 Punggur*”. The researcher would like to express the gratitude to the sponsor Dr. Dedi Irwansyah, M. Hum and the co-sponsor Andianto, M. Pd who have sincerely guided the researcher to accomplish the undergraduate thesis.

Considering the limitations of knowledge, got and writing ability of the researcher, this undergraduate thesis is far from perfect. The researcher hopes that this undergraduate thesis can be useful, especially for researcher and for all those who wish to use it.

Metro, November 9<sup>th</sup> 2020

The Researcher



Nela Amelia  
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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is an international language used by people in the world. English has a very important role as a medium of communication written and spoken. The role of English is a priority in various aspects of life which includes aspects of communication, social, culture, technology, and education. English is a compulsory subject to learn in Junior High School up to Senior High School. In learning English, there are four skills that need to learn such as listening, speaking, reading and writing.

As one of the English skills, writing is language skill that should be mastered. Writing is an activity to express ideas in the form of written text as the delivery media. Writing is a productive skill that has aims to the writer expresses the feelings or thoughts to the reader. Moreover, through writing people can develop creativity, imaginative, and explore many knowledge or information from what is heard, seen, and felt.

Writing plays an important role in the communication process. Writing has many benefits. Writing can add and increase vocabulary. People can also train the ability to describe or explain something through writing. Besides that, it can also expand knowledge because it is supported by reading a lot of information about English. Therefore, people can explore words in English that have never been known before.

However, writing is not an easy language skill to master. There are many problems got by students in the process of writing English. These problems include of the limitations of vocabulary, and the low grammar mastery. Most of the students also have difficulty in developing writing idea in accordance with the right topic. The low mastery of the writing mechanism is also the cause of the low quality of writing. The problems in writing are also caused by lack of motivation in writing and low self-confidence in the writing process.

Related to the general problems in writing, the researcher had conducted a pre-survey to find out students' problems in writing on January 9<sup>th</sup>, 2020 at the tenth graders of SMAN 1 Punggur. Based on the pre-survey results, the researcher found that most of the students have problems in writing. The students have problem in limited vocabulary mastery. In addition, most of the students have inability to develop writing idea which is the ideas and sentences are not well organized. The students' problem in writing is also caused by the low grammar mastery and low interest in writing the text in English.

One of the student's problems is the inability to develop writing ideas. This is caused by the lack of mastery in the organization aspect of writing. Organization plays an important role in determining the quality of student writing and can produce a good writing.

Related to the problem in writing above, it is necessary to efforts to uncover the phenomena contained in writing. One phenomenon that appears

in writing is thematic progression patterns. Thematic progression patterns can assist in developing the ideas. Thematic progression refers to the way in the development of theme in a clause that repeated from the previous theme or rheme<sup>1</sup>. It means that the theme of the first clause or sentences is repeated as a theme in the second clause or sentence. It is possible to create information flow in among the clause in the paragraph.

Moreover, thematic progression pattern has an important role in determining the quality of writing. It can make students write in good organization. Then, thematic progression patterns can keep coherence and cohesion on a text. Besides that, thematic progression pattern can also help students to develop text even though they do not have advanced vocabulary. It will influence a content of text and it can be organized into a good organization of essay.

Based on the whole description above, it is important to have an effort to uncover the thematic progression patterns phenomenon in writing. In this case, the researcher investigated the phenomenon of thematic progression patterns in writing at the tenth graders of SMAN 1 Punggur. Therefore, the researcher conducted a qualitative research entitled “A Study of Thematic Progression Patterns in the Students’ Writing Skill at the Tenth Graders of SMAN 1 Punggur”.

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<sup>1</sup> Brian Paltridge, *Discourse Analysis, 2<sup>nd</sup> Edition* (London: Bloomsbury, 2012), 131.

## **B. Research Questions**

The researcher questions are formulated as follows:

- a. What is the most dominant type of thematic progression patterns found in the students' writing of the tenth graders at SMAN 1 Punggur?
- b. What are the problems of thematic progression patterns found in the students' writing of the tenth graders at SMAN 1 Punggur?

## **C. Objectives & Benefits of the Research**

### a. Objectives of the Research

Based on the research questions, the writer determines the objectives of the research as follows:

- a. To analyze the most dominant type of thematic progression patterns found in the students' writing of the tenth graders at SMAN 1 Punggur.
- b. To observe the problems of thematic progression patterns found in the students' writing of the tenth graders at SMAN 1 Punggur.

### b. Benefits of the Research

This research is expected to be useful for the students, teachers, and other researchers

#### a. For the Students

This research is expected to provide benefits to students by providing information regarding the use of thematic progression patterns in writing skill. In addition, the application of this research will reveal the difficulties of students in writing, especially those

related to thematic progression patterns. Therefore, by knowing the phenomenon students are more trying to improve their writing.

b. For the Teachers

This research is expected to provide benefits to teachers in the form of information about the problems students in writing, especially related to thematic progression patterns. In addition, teachers can also find out the dominant types of thematic progression patterns that are often used in writing. Therefore, by getting this information the teacher can respond and provide alternative solutions to these problems.

c. For Other Researchers

This research is also expected to provide benefits for other researchers as a reference in conducting research on thematic progression patterns in students writing skill. Through this research, other the researchers can understand the concept of thematic progression patterns in writing skill. Therefore, this research can be one of the guideline for other the writer.

#### **D. Prior Research**

This research will be done by considering some important things contained in the three prior researches. The first prior research was conducted by Syharizal, Fitriani, and Anggraeni at IKIP Siliwangi, Cimahi. The objective of the research is to know which thematic pattern of progression is widely used in the students writing. Based on the research, it shows that the thematic

progression patterns that is widely used by the students of class A2 / 2014 is the pattern of constant theme, the second pattern is linear theme, the third pattern is split theme and the last pattern is the derived theme.<sup>2</sup>

The second prior research was conducted by Dong, Shao, and Jia. The objective of the research is to analyze the theme structure and thematic progression patterns in news reports to find out the preferred theme structures and thematic progression patterns. Based on the research, it is concluded that simple theme is used more than the multiple theme. Then, the unmarked theme takes up the majority of all themes, and that the most frequently used pattern is the parallel pattern followed by the linear pattern.<sup>3</sup>

The third prior research was conducted by Al-Bazzaz and Al-Shajlawi. The objective of the research is to investigate the use of thematic progression in scientific articles written by Iraqi EFL learners. The research discusses scientific articles in two different disciplines that is medicine and engineering. Based on the results of the research, it concluded that simple linear is the most widely used, while the derived theme and split theme are used less.<sup>4</sup>

Based on the prior research above, the writer concluded that there are similarities and differences in this research. The similarity is discusses about using the thematic progression patterns. Another similarity lies in the data source used by the first prior research that is from students' writing.

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<sup>2</sup> Trisnendri Syharizal, Leilani Fitriani, and Nida Anggraeni, "Thematic Progression Analysis of Students Writing," *Jurnal Siliwangi: Seri Pendidikan*, Vol. 4 No.1 (2018): 41.

<sup>3</sup> Tian Dong, Pingping Shao, and Junju Jia, "The Study on Thematic Progression Patterns of English News," *English Linguistics Research*, Vol. 5 No.3 (2016): 15.

<sup>4</sup> Marwa Alaa' Al-Bazzaz and Aws Nasri Al-Shajlawi, "Thematic Progression in Iraqi Scientific Articles," *International Journal of Language and Linguistics*, Vol. 5 No. 2 (2018): 126.



Meanwhile, the difference in this research lies in the objectives of the research. The second prior research focuses to analyze the theme structure and thematic progression patterns in news reports. Then, the third prior research is to investigate the use of thematic progression in scientific articles written by Iraqi EFL learners of English language. Meanwhile, this research will focus to analyze thematic progression patterns in students writing.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Writing Skill

##### 1. The Definition of Writing

According to Nunan, writing is process of pouring letters into words and sentences by handwriting or typewritten.<sup>5</sup> It means that writing is a process of deliver ideas and thinking through letters in the form a written text.

Nation explains that writing is a skill that can be planned with the other language skills. The words that have been used in other skill may become used continuously in writing text.<sup>6</sup> It means that writing skill can product wraiting in the form of various text types.

Furthermore, writing is the activity of providing information from the writer to readers through ideas, opinions, and experiences that have been written.<sup>7</sup> It can be said that writing is skill to explore, to communicate, and to give the information to others or readers, so the readers can get knowledge from the text.

Based on the explanation, it is concluded that writing is complex process for conveying and delivering ideas, thoughts, opinions and

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<sup>5</sup> David Nunan, *Teaching English to Speakers of Other Language: An Introduction* (New York: Routledge, 2015), 78.

<sup>6</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009), 113.

<sup>7</sup> Luis A. Nazario, Deborah D. Borchers, and William F. Lewis, *Bridges to Better Writing* (Wadsworth: Cengage Learning, 2010), 7.

feelings in the form of written text. Writing can be learnt by everyone by much practicing and reading a lot of books to get inspiration to write.

## **2. The Process of Writing**

In writing, it has the process of writing certainly. There are four steps in writing process as follows:<sup>8</sup>

### a. Prewriting

Prewriting is a way to get ideas. In this step, students choose a topic and collect ideas to explain the topic.

### b. Organizing

The next step is organizing the ideas into a simple outline. First sentence contain the main idea and other sentence that provide more information about the topic discussed.

### c. Writing

The next step is to write a draft, using the outline as a guide. Write draft pay attention about grammar, spelling, or punctuation.

### d. Revising and Editing

The last step is revising and editing. In step of revising, the students correct what they have written. They check the whole of the content. In addition, editing focuses on making the text to fulfill the standard of written English text. It is checking the grammar, punctuation, and mechanics.

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<sup>8</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, 3<sup>th</sup> Edition (New York: Pearson Education, 2007), 16-18.

Therefore, it is concluded that the writing process is very complex because it involves the detailed planning, the intensive writing process, and the accurate revisions. Through this whole process, it is hoped that it can produce good quality writing.

### 3. The Purpose of Writing

Grenville argues that there are three purpose of writing. The purposes are as follows:<sup>9</sup>

a. To entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their creativity. It makes the readers consoled.

b. To inform

Writing to inform has purpose to tell the readers about something. The kind of informative writing can focus on objects, places, procedures and events it can be seen in newspaper, article, and instructions or procedures.

c. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the data or fact so that the readers follow writer opinions and act upon it.

Based on the explanation above, it is concluded that the purpose of writing is to express someone's idea to the reader in written form. The

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<sup>9</sup> Kate Grenville, *Writing from Start to Finish: A Six Step Guided* (Sydney: Allen and Unwin, 2001), 1.

idea of writing can be delivered in different ways depended on the author's intention. It can persuade something, give information, and entertain to the reader.

#### 4. The Characteristics of Writing

Writing in English must have the characteristics of coherence, cohesion, and unity.<sup>10</sup> The characteristics explained as follows:

##### a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to principle. The principles for ordering depend on the type of paragraph you are writing.

##### b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences.

##### c. Unity

The final characteristic of a good paragraph is unity. All the supporting sentences should relate to the topic sentence.

The qualified writing result has coherence, cohesion and unity. In other words, thematic progression pattern has grade function in determining the quality of writing results.

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<sup>10</sup> Chintia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraph and Essays, 3<sup>th</sup> Edition* (New York: Pearson Education, 2008), 18-25.

## 5. The Aspect of Writing

Writing is one of productive skill is considered difficult to learn. Aspect of writing is important to master in order to be able to produce a good writing. Westwood provide some aspects of written that should be appraised. These aspects include of mechanic, grammar, organization, and content.<sup>11</sup> The aspects explained as follows:

### a. Mechanic

Mechanics of writing include some matter as spelling, punctuation, capitalization, and handwriting. This aspect is very important because it will make readers easy to understanding the conveying ideas or other message contained in the writing.

### b. Grammar

The knowledge of basic grammar is important to understand language and it is the basic to become a successful in writing. Without knowledge of grammar, the writer cannot make the language communication which is acceptable by reader. Grammar may create a good writing quality.

### c. Organization

Organization is how ideas are presented. The writer focuses on how organize the ideas and also should present their ideas based on the order which flow from the beginning until end. It is important for a

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<sup>11</sup> Peter Westwood, *Learning and Learning Difficulties: A Handbook for Teachers* (Australia: ACER Press, 2004), 109.

paragraph to have organization to help readers follow and understand the information presented.

d. Content

The content of writing should be clear for the readers so that readers can understand the message conveyed and gain information from it. To have a good content writing, its content should be unified and completed. The content includes of relevant focus, detail, accuracy, originality; supporting evidence.

## 6. The Difficulties of Writing

In writing learning, the students will find the difficulties to write. The students do not develop and improve their writing in learning English. The students feel confused on how to make a good paragraph with their words. The students also do not know how to make a good correlation between one sentence to the next sentence or one paragraph to the next paragraph.

According to Graham & Harris in Glynn et al, difficulties of writing caused by two factors:<sup>12</sup>

- a. Lack of proficiency in produce good text, which is frequent errors in spelling, the use of upper and lower case, and punctuation.
- b. Lack of knowledge relating to the subject content of the script to be written, of the conventions and characteristics of different writing genres.

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<sup>12</sup> Ted Glynn, Janice Wearmouth, and Mere Berryman, *Supporting Students with Literacy Difficulties* (New York: Open University Press, 2005), 98.

## B. The Concept of Thematic Progression Patterns

### 1. The Definition of Thematic Progression

The initial step to define thematic progression cannot be separated from theme and rheme. Theme is the element that always positioned first in the clause. Rheme is the development of theme that always comes after theme.<sup>13</sup> The theme is functionally as the subject and rheme as predicate.

According to Paltridge, thematic progression is the way in which the theme of a clause may pick up or repeat a meaning from a previous theme or rheme.<sup>14</sup> It means that the theme of the first clause or sentences is repeated as a theme in the second or the next clause. It is possible to create information flow in among the clause in the paragraph.

Wei states that thematic progression refers to the way themes interact with each other and with rhemes in order to provide continuity and to organize the text.<sup>15</sup> It means that thematic progression concerns where themes come from and how relate to other theme and rheme of the text.

Furthermore, thematic progression refers to the ways of developing ideas that presented in a text. Thus, thematic progression concerned with how the themes and rhemes of a text are sequenced.<sup>16</sup> Thematic progression patterns can develop a text with good sequence of sentence that involves cohesion and coherent aspect in a text.

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<sup>13</sup> Halliday and Matthiessen, *An Introduction to Functional Grammar*, 4<sup>th</sup> Edition (New York: Routledge, 2014), 89.

<sup>14</sup> Brian Paltridge, *Discourse Analysis: An Introduction*, 2<sup>nd</sup> Edition (London: Bloomsbury, 2012), 131.

<sup>15</sup> Jing Wei, *Theme and Thematic Progression in Chinese College Students' English Essays* (China: Springer, 2016), 37.

<sup>16</sup> Marwa Alaa' Al-Bazzaz and Aws Nasri Al-Shajlawi, "Thematic Progression in Iraqi Scientific Articles," *International Journal of Language and Linguistics*, Vol. 5 No. 2 (2018): 126.



Based on definition above, it is concluded that thematic progression refers to the development of theme as the idea of a clause that can contribute the unity of texts in terms of cohesion and coherence. It means that thematic progression will influence a content of text and it can be organized into a good organization of essay.

## 2. The Types of Thematic Progression Patterns

There are three basic types of thematic progression, namely simple linear progression, continuous progression, and derived theme. The illustration of each type will be presented below:

### a. Simple Linear Progression

Simple linear progression is where the rheme of the previous clause becomes the theme of the next clause. The certain theme of the previous sentence can make a new point that is a new rheme. The pattern illustrated as follows:

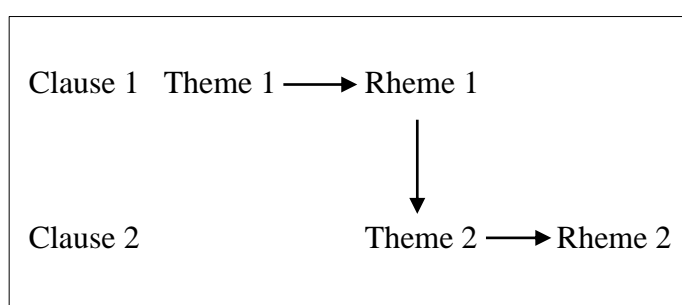


Figure 2.1 Simple Linear Progression<sup>17</sup>

<sup>17</sup> Angela Downing, *English Grammar: A University Course, 3<sup>th</sup> Edition* (New York: Routledge, 2015), 228.

Here the example of simple linear progression is as follow:

Outside my window is a big garden with many kinds of plants, and in the middle of the garden is a flower bed. The flower bed is full of roses and tulips in the spring. Roses and tulips are my favorite flowers.<sup>18</sup>

From the example above, theme 1 is “outside my window”, while “is a big garden with many kinds of plants” as rheme 1. “The middle of the garden” is theme 2 and “is a flower bed” as rheme 2 of the second clause. Then, “the flower bed” becomes the theme 3 and “is full of roses and tulips in the spring” as rheme 3 of the third clause. “Roses and tulips” become the theme 4 and “are my favorite flowers” as rheme 4 of the fourth clause.

b. Continuous Progression (Constant Theme)

Continuous progression is the use of the theme in the first clause that becomes the following theme in the next clauses. This pattern information is built in the rheme of each clause. The pattern illustrated as follows:

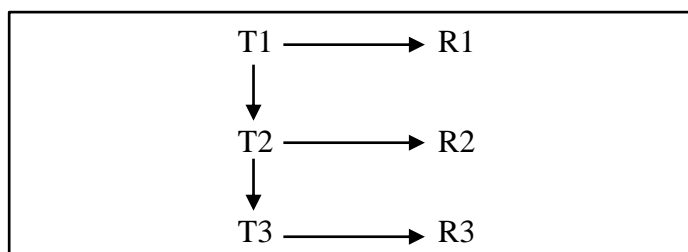


Figure 2.2 Continuous Progression (Constant Theme)<sup>19</sup>

<sup>18</sup> Risdaneva and Dahliana, “Thematic Progression in Acehese EFL Learner-Produced Texts,” *Jurnal Ilmiah DIDAKTIKA*, Vol. 20, No. 1 (2019): 5.

<sup>19</sup> Angela Downing, *English Grammar*, 228.

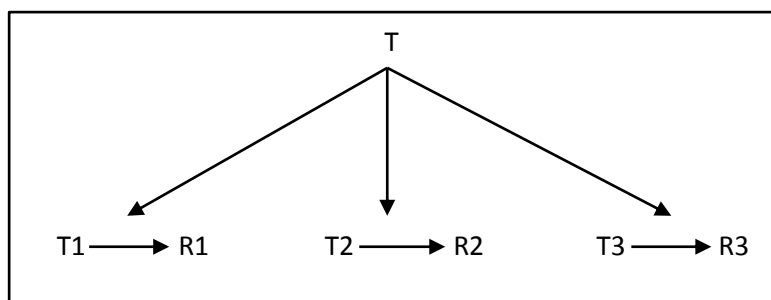
Here the example of continuous progression:

John was born in Russia and was deeply fascinated with the circus at a very early age. He loves the antics of the clowns. He receives an apprenticeship in a small circus at the age of six.<sup>20</sup>

From the example above, “John” as the first theme in the first clause. “John” who could be replaced by the corresponding pronoun “he”, then “he” became as the theme 2 and 3 of the second and third clause.

### c. Derived Themes

Derived themes where particular themes are derived from hyper theme of a paragraph or other text section. In this thematic progression type, the topics of each sentence are different, but are all derived from hyper theme or overall theme of a paragraph or text. The pattern illustrated as follows:



*Figures 2.3 Derived Themes<sup>21</sup>*

<sup>20</sup> Risdaneva and Dahliana, “Thematic Progression in Acehese EFL Learner-Produced Texts,” *Jurnal Ilmiah DIDAKTIKA*, Vol. 20, No. 1 (2019): 4.

<sup>21</sup> Farahman Farrokhi, Ansarin, and Assef Khalili, “Editing Effects on Generic Moves and Thematic Progression Patterns in Research Article,” *International Journal of Humanities Social Sciences and Education (IJHSSE)*, Vol. 3, Issue 1 (2016): 36.

Here the example of Derived Theme:

No scientific theory has an absolute and permanent value. As experimental and observational methods and tools improve, theories can be refuted, or they many metamorphose into new forms that incorporate some of the earlier ideas. Einstein himself stressed this evolutionary nature of theories in physics: “The most beautiful fate of a physical theory is to point the way to the establishment of a more inclusive theory, in which it lives as a limiting case.”<sup>22</sup>

From the example above, it shows that each theme in a clause is different from the other. The theme 1 is “scientific theory” while theme 2 is “as experimental and observational methods and tools improve”. Einstein is the theme 3. Despite the difference, the themes are all related under the same hyper theme “scientific theory”.

### 3. The Problems of Thematic Progression

In the process of developing thematic progression, the problems of inappropriately handling the flow of theme and rheme often occur among inexperienced writers. The problems are divided into three categories as follow:

#### a. The problem of brand new themes

The problem of a brand new theme means that there is new theme that provides new information, but it is not related to the previous theme or rheme. For example, the illiteracy rate is quite high in some

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<sup>22</sup> Jing Wei, *Theme and Thematic Progression in Chinese College Students' English Essays* (China: Springer, 2016), 40.

rural areas. Here theme “the illiteracy rate” is in theme position in the sentence, however this is the first mention of this information. Where this goes wrong, the communication can suddenly break down at the sentence level.

b. The problem of double rheme

The problem of the double rheme means that a sentence has two rhemes with one of the rheme not mentioned previously. For example, the educational reform had a big influence on young teachers and the students’ families paid a lot of money for their children. There are two rhemes in this clause. The first rheme is “had a big influence on young teachers”. The other rheme is “had a big influence on the students’ families”. The last rheme was not mentioned previously.

c. The problems of the empty rheme

The problem of empty rheme means that the rheme is not developed further which is failed to give new information in rheme position. For example, lack of qualified teachers is a serious problem. In the example, rheme “is a serious problem” fails to offer any information, which should be mentioned previously or it is shared by the potential readers.<sup>23</sup>

#### **4. The Role of Thematic Progression Patterns in Teaching Writing**

Thematic progression patterns play an important role in the connectivity and interrelated of texts. Good text is an effective text in

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<sup>23</sup> Lixia Wang, “Theme and Rheme in the Thematic Organization of Texts: Implication for Teaching Academic Writing,” *Asian EFL Journal*, Vol. 9, No.1 (2007): 167-168.

providing information. Wang finds out that controlling the flow of information through thematic progression useful in helping students to communicate their ideas successfully.<sup>24</sup> Thematic progression also enhances the connectivity among ideas within the text. This makes the students understand the text easily. Therefore, the knowledge of thematic progression can be applied in arrangement and relationship in a sentence of the text where the students are practicing their writing. Setting the thematic progression is very necessary to produce good writing. The student guided by the teacher in developing their idea using the patterns, so that the students can enhance the connectivity among idea within their writing.

##### **5. The Factors that Influence Thematic Progression Patterns in Writing**

There are some factors that can influence English learners' use of thematic progression. These factors include first language (L1) transfer, proficiency level, and communication strategies and target language input.<sup>25</sup> The factors could be explained as follow:

###### **a. First Language (L1) Transfer**

First language (L1) transfer has always been a focus of study when in terms of deviations from themes and the thematic progression of English learners that used. Employing the first language (L1) can make the task more manageable and may consequently have beneficial effects on the learners' writing product.

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<sup>24</sup> *Ibid.*, 171.

<sup>25</sup> Jing Wei, *Theme and Thematic Progression in Chinese College Students' English Essays* (China: Springer, 2016), 19.

b. Proficiency Level

Proficiency level has also been examined as an influencing factor in a number of studies. As the proficiency of English learners increase, their use themes become more like that native speakers'. It seems likely that proficiency has as much or more influence on theme use as linguistics background.

c. Communication Strategies and Target Language Input

Communication strategies and target language input could affect how students' decision use thematic progression as to which information should be placed in theme position in thematic choices in their English writing.

## CHAPTER III

### RESEARCH METHOD

#### A. The Types and Characteristics of Research

In this case, the researcher explored of thematic progression patterns. The researcher decided to use qualitative research to analyze the most dominant type of thematic progression patterns found in the students writing and to observe the problems of thematic progression patterns found in the students' writing skill at the tenth grade of SMAN 1 Punggur.

According to Creswell, qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribed to a social or human problem.<sup>26</sup> In other words, qualitative research means investigating and understanding process in the social problem by individual or group. It means that qualitative research focuses to investigate and understanding the problem of human or social.

Furthermore, qualitative research was aimed to describe, to learn, and to explain the phenomenon in the social. The understanding of phenomenon can be reached by exploring and describe the problem. The researcher collect the current information, identify the problem, make comparison or make evaluation, and the researcher can learn from others experience and prior research to establish decision.

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<sup>26</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5<sup>th</sup> Edition* (Los Angeles: Sage Publications, 2018), 43.



The characteristic of this research is case study. According Creswell, case study is design of inquiry in which the researcher develops in depth analysis of a case, a program, event, activity, process, or one or more individuals.<sup>27</sup> The case is limited by time and activity. The researcher collected detail information using a variety of data collection procedures over a continuous period of time. It means that the researcher collected the information constructed on data collection technique from one or more individuals. The typical case study was an intensive investigation of one individual or particular small unit, such as a school, a class, or a group.

Based on the explanation above, the purpose of this research to analyze the most dominant type of thematic progression patterns found in the students' writing and to observe the problems of thematic progression patterns found in the students' writing skill at the tenth grade of SMAN 1 Punggur

## **B. Data Resources**

In this research, the researcher divides the sources into two items. They are primary and secondary.

### **1. Primary sources**

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form. The primary sources of this research is the students' writing documents of the tenth grade at SMAN 1 Punggur that analyzed based on the phenomena of

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<sup>27</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4<sup>th</sup> Edition* (Thousand Oaks, California: Sage Publications, 2014), 43.

thematic progression patterns. The total numbers of the students in this research were 10 students.

## 2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. The secondary source is data resource that provides the data to the researcher directly. The secondary source use to support a specific thesis or argument to persuade the reader to accept certain of point of view. The secondary source in this research, the researcher would obtained by documentation, journals, and e-books that are related to the research.

### C. Data Collecting Technique

In conducting the researcher, it is extremely important to formulate the relevant technique of collecting data. The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by research design and procedures. The data collection taken from process analyzing data become theory or interpretations. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.

Qualitative writer also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis.<sup>28</sup> In this research, the researcher use document to collect the data. The researcher took documents from the result of the use of thematic

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<sup>28</sup> Donald Ary et. al., *Introduction to Research in Education, 4<sup>th</sup> Edition* (California: Wadsworth Cengage Learning, 2010), 32.

progression patterns in students' writing at the tenth grade of SMAN 1 Punggur.

In the process of collecting the data, the researcher collected the students' writing results to analyze the using and the problems of thematic progression patterns students' writing. In this research, the researcher use two techniques to collect the data. There are documentation and observation.

#### 1. Documentation

Qualitative researchers may use written documentation to gain an understanding of the phenomenon under study. In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Documentation is the documents that are required for something or that give evidence of something. The data could be public documents such as magazines, official report, and newspaper or private documents such as journal, letters, and personal notes.<sup>29</sup> Accordingly, the secondary data needs are documents as data resource in the form of documentation. In this research, the researcher got the data from the students' writing result at the tenth grade of SMAN 1 Punggur.

#### 2. Observation

Observation is useful technique for collecting data. The process of finding or obtaining information must be real, objectively and accountable. In this research, the researcher observed tenth of students'

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<sup>29</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4<sup>th</sup> Edition* (Thousand Oaks, California: Sage Publications, 2014), 239.

writing results at the tenth grade of SMAN 1 Punggur. The researcher focused to analyze the most dominant type and the problems of thematic progression patterns.

#### **D. Data Analysis Technique**

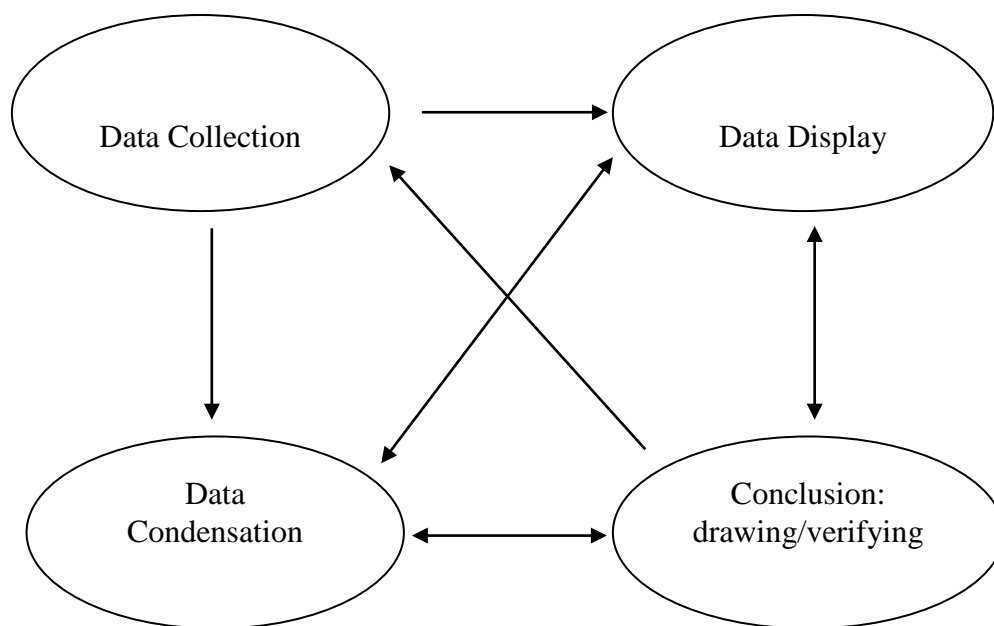
The important part in research is analyzing data because the result becomes a conclusion from all of the research. Analysis of data means process of organizing the data in order to obtain character facts or meanings from the research. It involves breaking down existing complex factors into simple parts and putting the part together in new arrangements for the purpose of interpretation.

Qualitative data generally take the form of words (descriptions, observations, impressions, and recordings). The researcher must organize and categorize data so that can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher apply Miles and Huberman model to analyze the data.<sup>30</sup> The componets of this analysis model are pictured by this figure.

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<sup>30</sup> Miles, Huberman, and Saldana, *Qualitative Data Analysis: A Methods Sourcebook, 3<sup>th</sup> Edition* (Thousand Oaks, California: Sage Publications, Inc., 2014), 33.



*Figure 3.1 Components of Data Analysis: Interactive Model*

Data analysis by Miles and Huberman model conducts the following steps:<sup>31</sup>

1) Data collection

Data collection is a very important part of research because it is one of the main phases to obtain all important data. The data collection will be used to answer or achieve research objectives. In this case, the researcher collects the data from the primary source and secondary source. Primary sources especially in the form of student' writing related to topics in English writing.

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<sup>31</sup> *Ibid.*, 31-32.

## 2) Data Condensation

The first step in analyzing qualitative data involves data condensation. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes, interview transcripts, documents, and other empirical materials. In data condensation, the data has to be organized and meaningfully reduced. Therefore, the data that had been reduced would give the broad overview which could help the researcher to collect the further data.

## 3) Data Display

The second step is data display. A display is an organized, compressed of information that allows conclusion drawing and action. The data can be displayed in the form of table, graphs, figures, or charts. The display should be able to describe the content entire the data.

## 4) Drawing and Verifying Conclusions

The last step of qualitative data analysis is drawing and verifying conclusion. Conclusions drawing involve stepping back to consider what the analyzed data mean to assess implication for the questions at hand. Verification refers to the process which is able to explain the answer of research question and research objectives.

## **E. Research Approach**

In this research, the researcher applied case study by John W. Creswell. Case study is design of inquiry in which the researcher develops in depth analysis of a case, a program, event, activity, process, or one or more individuals.<sup>32</sup> Actually, case study has been associated with qualitative methods of analysis. The researcher choose case study because the researcher wanted to analyze the most dominant type and the problems of thematic progression patterns found in students' writing skill at the tenth grade of SMAN 1 Punggur.

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<sup>32</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4<sup>th</sup> Edition (Thousand Oaks, California: Sage Publications, 2014), 43.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Research Setting

SMA N 1 Punggur is the only public senior high school in Punggur. SMA N 1 Punggur has vision and mission. The vision of SMA N 1 Punggur is God-fearing, knowledgeable and virtuous. Furthermore, SMA N 1 Punggur has several missions, namely: forming students who fear god, receive learning activities that are innovative, fun and creative, forming students who have knowledge and skills, and preparing students to continue in the next education level.

SMA N 1 Punggur is located on Nunggal Rejo Street, Punggur, Central Lampung. SMA N 1 Punggur was established on March 17, 2003 based on the decision of the head of Education, Tourism, Art, and Culture department of Central Lampung Regency, number: 420/003/0/D.8/2003.

SMA N 1 Punggur has important infrastructure to support teaching and learning activities for students and teachers. The infrastructure is owned such as classrooms, laboratories, library, teacher rooms, counseling room, administration room, multimedia room, mosque, sport field, auditorium and many others.



## B. Results

In this research was conducted at the tenth grade of SMA N 1 Punggur. This research aimed to analyze thematic progression patterns found in the students' writing. The data of this research were taken from 10 students' writing results by English teacher.

### 1. The Most Dominant Type of Thematic Progression Patterns Found in the Students' Writing

Based on the research results, the researcher found several types of thematic progression patterns in the students writing. It can be identified as follows:

**Table 4.1**

Types of Thematic Progression Patterns Found in the Students' Writing

No.	Name	Types of Thematic Progression Patterns			Total
		Simple Linear Progression	Continuous Progression	Derived Themes	
1.	ALT	-	3	-	3
2.	ERS	-	1	-	1
3.	ZA	1	3	-	4
4.	MA	-	1	-	1
5.	LO	1	2	-	3
6.	FA	-	1	-	1
7.	LKS	-	3	-	3
8.	PR	-	2	-	2

9.	ACF	1	1	-	2
10.	RA	-	2	1	3
Frequency		3	19	1	23
Percentage		13%	82,6%	4,4%	100%

The data above show that there were some types of thematic progression patterns found in the students' writing. The types consist of three types, namely simple linear progression, continuous progression, and derived themes. Furthermore, the researcher gave the more explanation related to the data as follows:

a. Simple Linear Progression

Simple linear progression means that the rheme of the previous clause become the theme of the next clause. Simple linear progressions found in the students' writing were 3 items. The explanation as follows:

1) The First Pattern

“The first and largest museum in Lampung is museum Lampung.

T1

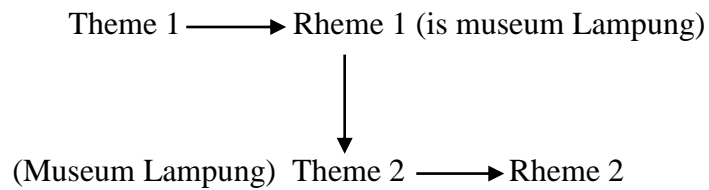
R2

Museum Lampung is located in Bandar Lampung city”.

T2

R2

The following is a chart of simple linear progression in the first pattern above:



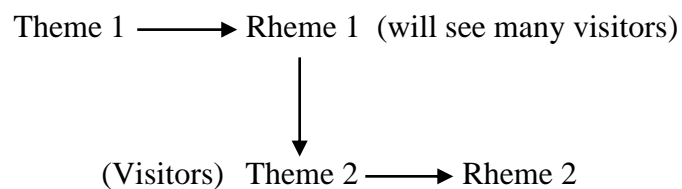
In the first pattern, it shows that the pattern of simple linear progression. In the first clause, the theme is “the first and largest museum in Lampung”, while the rheme is “is museum Lampung”. Then, the rheme in the first clause “Museum Lampung” becomes the theme in second clause “Museum Lampung”.

## 2) The Second Pattern

“At Klara beach, we will see many visitors with various activities they do. Visitors usually walk around the beach, play the sand and relax in a small hut near the beach”.

$$\begin{array}{ccc}
 \text{R1} & \text{T1} & \text{R1} \\
 \text{they do.} & \text{Visitors} & \text{usually walk around the beach, play the sand and} \\
 & \text{T2} & \text{R2} \\
 & \text{relax in a small hut near the beach”} &
 \end{array}$$

The following is a chart of simple linear progression in the second pattern above:



In the second pattern, it shows that the pattern of simple linear progression. In the first clause, the theme is “we”, while the rheme is “will see many visitors with various activities they do”. Then,

the rheme in the first clause becomes the theme in second clause  
“visitors”.

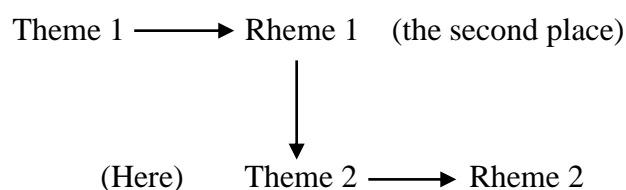
### 3) The Third Pattern (ACF)

“Not long, we arrived at the second place. Here there are some  
people who have finished snorkeling”.

R1    T1                    R1                    T2

R2

The following is a chart of simple linear progression in the  
third pattern above:



In the third pattern, it shows that the pattern of simple linear  
progression. In the first clause, the theme is “we”, while the rheme  
is “arrived at the second place”. Then, the rheme in the first clause  
“arrived at the second place” becomes the theme in second clause  
“here”. The word “here” refers to “second place”.

#### b. Continuous Progression

Continuous progression means that the theme of the previous  
clause becomes the theme of the next clause. The patterns of  
continuous progression found in the students’ writing were 24 items.  
The explanation as follows:





the Soekarno era of fierce nationalism. The top of the National Monument is freedom square.  
 T2  
 R2

The following is a chart of continuous progression in the third pattern above:

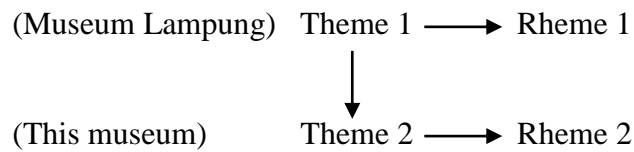
(The National Monument) Theme 1 → Rheme 1  
 ↓  
 (The top of National Monument) Theme 2 → Rheme 2

In the third pattern, it shows that “The National Monument” as theme and “is one of the monument built during the Soekarno era of fierce nationalism” as rheme in first clause. Then, the theme in first clause “The National Monument” becomes the theme in second clause “The top of National Monument”.

#### 4) The Fourth Pattern

“Museum Lampung is located in Bandar Lampung city. This museum is the pride of the people of Lampung besides the siger tower.”  
 T1 R1  
 T2 R2

The following is a chart of continuous progression in the fourth pattern above:



In the fourth pattern, it shows that “Museum Lampung” as the theme and “is located in Bandar Lampung city” as the rheme in first clause. Then, the theme in first clause “Museum Lampung” becomes the theme in second clause “this museum”.

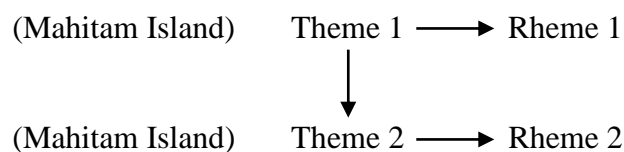
#### 5) The Fifth Pattern

“Mahitam Island is one of the tourist destinations in Pesawaran  
regency. Mahitam Island offers white sand and the clarity of the  
water that makes visitors fascinated by it”.

T1
R1

T2
R2

The following is a chart of continuous progression in the fifth pattern above:

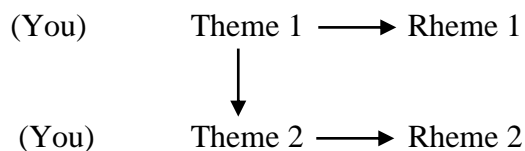


In the fifth pattern, it shows that “Mahitam Island” as theme and “is one of the tourist destinations in Pesawaran regency” as rheme in the first clause. Then, the theme in first clause “Mahitam Island” becomes the theme in second clause “Mahitam Island”.





The following is a chart of continuous progression in the seventh pattern above:



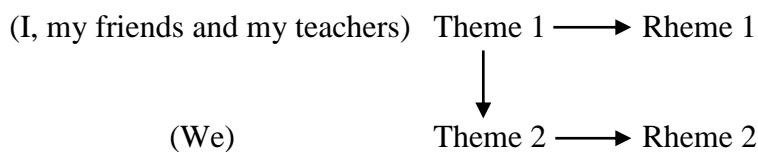
In the seventh pattern, it shows that “you” as the theme and “will see the beautiful stretch of white sand complete with rows of coconut tree” as the rheme in first clause. Then, the theme in first clause “you” becomes the theme in second clause “you”.

#### 8) The Eight Pattern

“At the end of 2019, I, my friends and my teachers went on  
vacation to Pahawang Island. We went by bus”.

R1	T1	
R1	T2	R2

The following is a chart of continuous progression in the eight pattern above:

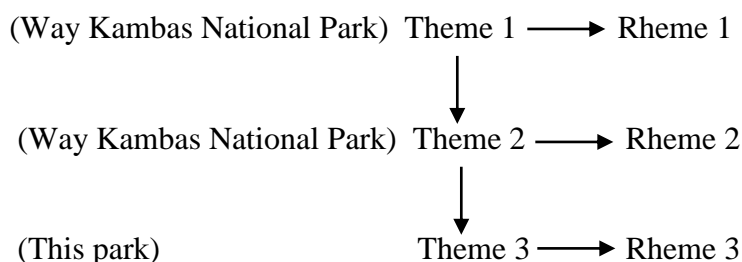


In the eight pattern, it shows that “I, my friends and my teachers” as the theme and “went on vacation to Pahawang Island” as the rheme in first clause. Then, the theme in first clause “I, my friends and my teachers” becomes the theme in second clause “we”.

## 9) The Ninth Pattern

“Way Kambas National Park is a national park for elephant  
sanctuary located in Labuhan Ratu sub district, east Lampung.  
Way Kambas National Park is the first school for elephant in  
Indonesia. This park has trained for about 300 elephants which  
have been deployed to all over the country”.

The following is a chart of continuous progression in the ninth pattern above:



In the ninth pattern, it shows that “Way Kambas National Park” as theme and “a national park for elephant sanctuary located in Labuhan Ratu sub district, east Lampung” as the rheme in first clause. Then, the theme in first clause “Way Kambas National Park” becomes the theme in second clause “Way Kambas National Park” and theme in second clause becomes the theme in third clause “this park”.

c. Derived Themes

Derived themes is where the topic of each sentence different, but overall derived from hyper theme. The pattern of derived themes found in the students' writing was 1 item. The explanation as follows:

1) The First Pattern

“In Way Kambas national park, there are some endangered animals

T1

such as Sumatran Rhinos, Sumateran elephant, Sumateran tiger,

R1

Mentok Rimba and Buaya sept. There are also some plants which

T2

are mostly found there, such as Api-api, Pidada, Nipah, and Pandan.

R2

On the marshy coast of Way Kambas national park is often found

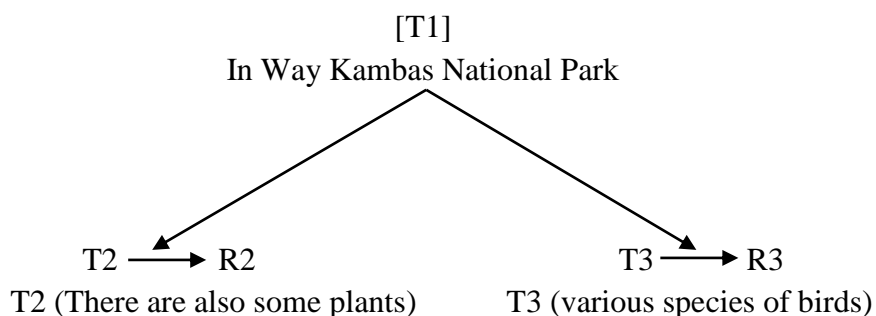
T3

various species of birds such as Lesser Adjustant, Pheasant Blue,

R3

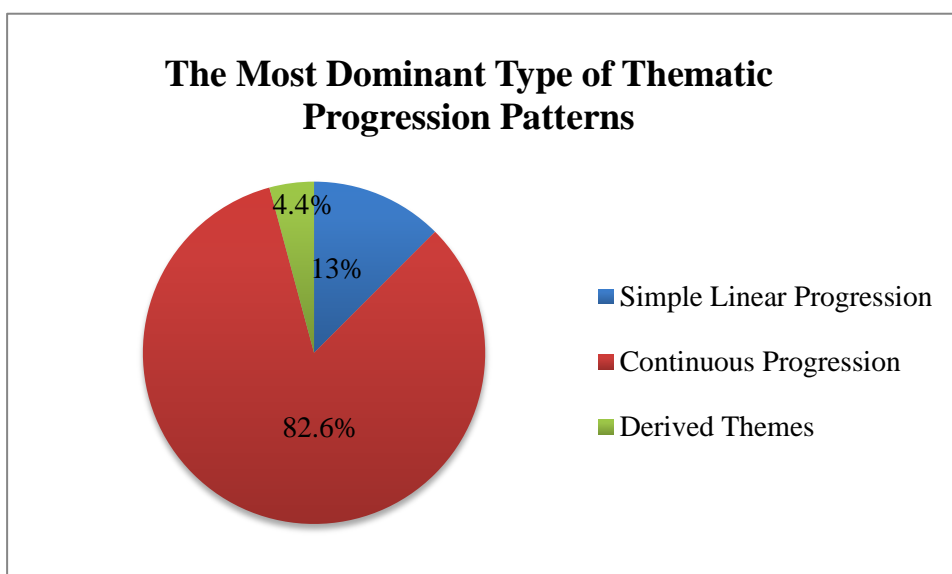
Kuau Raja, Papending Timur and some other birds.

The following is a chart of derived themes in the first pattern above:



In the first pattern, it shows that theme in each clause is different. In the first clause the theme is “in Way Kambas national park”, in the second clause the theme is “there are also some plants” and in the third clause the theme is “various species of birds”. In spite of theme is different, but every theme refers to “Way Kambas national park”.

From the results above, the most dominant type of thematic progression pattern found in the students’ writing is illustrated in chart below:



**Figure 4.1** *The Most Dominant Type of Thematic Progression Patterns*

From the charts above, it shows that there were some of thematic progression patterns found in the students’ writing. There were 3 items or 13% of simple linear progression. Then, 19 items or 82,6% of continuous progressions. The last is only 1 item or 4,4% of derived theme. Therefore,

it can be concluded that the most dominant type of thematic progression patterns found in the students' writing is continuous progression.

## 2. The Problems of Thematic Progression Patterns Found in the Students' Writing

Based on the research results, the researcher found several problems of thematic progression patterns in the students' writing. It can be identified is as follows:

**Table 4.2**

The Problems of Thematic Progression Patterns in the Students' Writing

No.	Name	The Problems of Thematic Progression Patterns	Sentences Found in the Students' Writing
1.	FA	Brand New Theme	The view of the sea spilt by sand arises is indeed an amazing phenomenon. Visitors usually wait for this moment to capture the moment with their loves ones.
2.	ALT	Brand New Theme	The facilities on this beach are also complete. There are playgrounds, lodging and public toilets are also widely available. For visitors can rent a hut to take shelter while enjoying beautiful Sari Ringgung beach.
3.	MA	Brand New Theme	The 137 meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a half for meditations.

4.	LKS	Brand New Theme	The facilities on Sari Ringgung beach can be said to be adequate. Food and drinks can be ordered at several huts that sell food and drinks.
5.	ZA	Empty Rheme	Klara beach is a very beautiful beach. The location of Klara beach is on Way Ratay street, Padang Cermin, Pesawaran regency.
6.	ACF	Empty Rheme	Pahawang island is located in Punduh Pidada sub-district, Pesawaran district, South Lampung. Pahawang island is a beautiful place.
7.	FA	Empty Rheme	Mahitam Island Lampung managed to steal the attention of the people of Lampung with its beauty. This is supported by travelers who always share beauty through social media after visiting this island.

The data above show that there were two kinds of problems of thematic progression patterns found in the students' writing. Those problems are brand new theme and empty rheme. Furthermore, the researcher gave the more explanation related to the data as follows:

a. The Problem of Brand New Themes

The problem of brand new theme means that there is new theme that provides new information, but it is not related to the previous theme or rheme. There were some problems of brand new themes found in the students' writing. The explanation as follows:

## 1) The First Problem

<u>“The view of the sea spilt by sand arises</u>	<u>is indeed an amazing</u>
T1	R1
<u>phenomenon. Visitors usually wait for this moment to capture</u>	
T2	R2
<u>the moment with their loves ones”.</u>	

In the first problem, it shows that the theme of first clause is “the view of the sea split by sand arises” and the rheme is “indeed an amazing phenomenon”. However, in the second clause appearance of brand new theme “visitors” which is unrelated to the previous theme or rheme.

## 2) The Second Problem

<u>“The facilities on this beach are also complete. There are</u>	
T1	R1
<u>playgrounds, lodging and public toilets are also widely</u>	
T2	R2
<u>available. For visitors can rent a hut to take shelter while</u>	
T3	R3
<u>enjoying beautiful Sari Ringgung beach”.</u>	

In the second problem, it shows that the theme of first clause is “the facilities on this beach” and it is repeated as the theme in second clause “there are playgrounds, lodging and public toilets”. However, in the third clause appearance of brand new theme “for visitors” which is unrelated to the previous theme or rheme.



## 3) The Third Problem

“The 137 meter tall marble obelisk is topped with a flame

T1

R1

coated with 35 kg of gold. The base houses a historical

T2

museum and a half for meditations”.

R2

In the third problem, it shows that the theme of first clause is “the 137 meter tall marble obelisk” and the rheme is “is topped. However, in the second clause there is brand new theme “the base houses” which is unrelated to the previous theme or rheme.

## 4) The Fourth Problem

“The facilities on Sari Ringgung beach can be said to be adequate.

T1

R1

Food and drinks can be ordered at several huts that sell food and

T2

R2

drinks”.

In the fourth problem, it shows that the theme of first clause is “the facilities on Sari Ringgung beach”. However, in the second clause there is brand new theme “food and drinks” which is unrelated to the previous theme or rheme.

## b. The Problem of Empty Rheme

The problem of empty rheme means that the rheme is not developed further which will provide new information. There were

some problems of empty rhemes found in the students' writing. The explanation as follows:

1) The First Problem

“Klara beach is a very beautiful beach. The location of Klara beach  
T1                          R1    T2
is on Way Ratai Street, Padang Cermin, Pesawaran regency.  
R2

In the first problem, it shows that the occurrence of empty rheme in the first clause. The rheme in the first clause is “is a very beautiful beach”. This rheme is empty because it does not provide any further information. It is not explained more information how actually the beautiful beach is. Consequently, it leaves empty information for the readers.

2) The Second Problem

“Pahawang Island is located in Punduh pidada sub-district,  
T1    R1
Pesawaran District, South Lampung. Pahawang Island is a  
T2
beautiful place”.  
R2

In the second problem, it shows that the occurrence of empty rheme in the second clause. The rheme in the second clause is “is a beautiful place”. This rheme is empty because it does not provide

any further information. It is not explained more information how actually the beautiful place is.

### 3) The Third Problem

“Mahitam Island Lampung managed to steal the attention of the  
T1
R1
people of Lampung with its beauty. This is supported by travelers  
T2
who always share beauty through social media after visiting this  
R2
island”.

In the third problem, it shows that the occurrence of empty rheme in first clause. The rheme in first clause is “managed to steal the attention of the people of Lampung with its beauty”. This rheme is empty because “with its beauty” does not provide any further information. It is not explained more information about the beauty of Mahitam Island Lampung.

## C. Discussion

### 1. The Most Dominant Type of Thematic Progression Patterns Found in the Students’ Writing

In this research the researcher did observation of thematic progression patterns in the students’ writing skill at the tenth grade of SMAN 1 Punggur. Based on the research result, the researcher found some thematic progression patterns in the students’ writing. Those

thematic progression patterns were divided into three types, namely simple linear progression, continuous progression, and derived themes.

The totals of thematic progression patterns found in the students' writing were 24 items. There were 3 items or 13% of simple linear progression, 19 items or 82,6% of continuous progression, and 1 item or 4,4% of derived theme. By conducting this research, it knows that continuous progression is the most dominant type of thematic progression patterns found in the students' writing.

## **2. The Problems of Thematic Progression Patterns Found in the Students' Writing**

Based on the research result, it showed that there were two kinds of problems thematic progression patterns found in the students' writing. Those problems were brand new themes and empty rheme. It can be explained as follows:

### **a. The Problem of Brand New Themes**

Based on the research result, the researcher found 5 items of the problem of brand new themes in the students' writing.

Example of the students' problem:

“The view of the sea spilt by sand arises is indeed an amazing  
T1 R1  
phenomenon. Visitors usually wait for this moment to capture  
T2 R2  
the moment with their loves ones”.

In the example, it shows that the theme of first clause is “the view of the sea split by sand arises” and the rheme is “in indeed an amazing phenomenon”. However, in second clause appearance of brand new theme “visitors” which is unrelated to the previous theme or rheme

b. The Problem of Empty Rheme

Based on the research result, the researcher found some items of the problem of empty rheme in the students’ writing.

Example of the students’ problem:

“Klara beach is a very beautiful beach. The location of Klara

T1

R1

T2

Beach is on Way Ratai Street, Padang Cermin, Pesawaran

R2

regency”.

In the example, it shows that the occurrence of empty rheme in first clause. The rheme in the first clause is “is a very beautiful beach”. This rheme is empty because it does not provide any further information. It is not explained more information how actually the “beautiful beach” is. Consequently, it leaves empty information for the readers.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

In this chapter, the researcher concluded the results of research related the most dominant type of thematic progression patterns and the problems of thematic progression patterns in the students' writing at the tenth grade of SMA N 1 Punggur.

The first result of research is the most dominant type of thematic progression patterns. The researcher found that the most dominant type of thematic progression patterns in the students' writing is continuous progression or constant theme. There were 19 items of continuous progression with the percentage 82,6% .

Furthermore, the second result of research is the problems of thematic progression patterns. The researcher found that there were two kinds of problems of thematic progression patterns in the students' writing. Those problems were the problem of brand new theme and the problem of empty rheme.

#### **B. Suggestion**

Considering the objectives, benefits, research results and discussion of this research, the researcher provide some suggestion is as follows:

1. For the Students

The students are suggested to lots of practice writing English text with attention to the use of thematic progression patterns correctly. It is really important to produce a good writing.

2. For the Teachers

The teachers should to help and provide alternative ways for students in writing English text, so the students can develop the ability and quality of their writing.

3. For Other Researchers

The other researchers who want to conduct similar research related to thematic progression patterns should be able to use the appropriate method.

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# **APPENDICES**

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Kelas : X IPA 2

## Museum Lampung

The first and largest museum in Lampung is Museum Lampung. Museum Lampung is located in Bandar Lampung city. This museum is the pride of the people of Lampung besides the Siger tower.

Museum Lampung is one of the historical tourist sites as facilities of education, research and recreation. In the museum courtyard there is an ancient cannon from the colonial era which is one of the icons of Museum Lampung. Apart from cannon, replica of traditional Lampung house and land clearing iron ball also stand in the museum courtyard. Inside the museum display many historical objects such as ancient manuscript, ceramic objects, ancient human fossil and many others.

No 13 Oktober 2020

Date: Tugas.

Descriptive text.

## Monas National Monument.

The National monument, or "monas" as it is popularly called, is one of the monument built during the Soekarno era of fierce nationalism. The top of the national monument (monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the proclamation of independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 3<sup>rd</sup> kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history.

This imposing obelisk is Jakarta's most famous and mark. Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle



## Mahitam Island

Mahitam Island or Mahitam Beach is one of the tourist destinations in Pesawaran Regency. Mahitam Island Lampung offers White Sand and the clarity of Sea Water that makes visitors fascinated by it. In addition, here there is also raised sand and a lighthouse which is very interesting to visit.

Mahitam Island Lampung managed to steal the attention of the people of Lampung with its beauty. This is supported by travelers who always share beauty through social media after visiting this island, so that many Lampung people are also curious about the beauty of Mahitam Island in Lampung.

The view of the sea split by sand arises is indeed an amazing phenomenon. Visitors usually wait for this moment to capture the moment with their loved ones.

5 OKTOBER 2020

Date: SELARA

- | Part Of Text  | Main Idea   |
|---------------|---|
| • Paragraph 1 | : Klara beach is a very beautiful beach.  |
| • Paragraph 2 | : At klara beach many visitors with various activities they do.                               |
| • Paragraph 3 | : The air on the beach is not too hot and the breeze makes visitors comfortable on the beach. |

Text

### Klara Beach

Klara beach is a very beautiful beach. The location of klara beach is on Way Katay street, Padang Cermin, Pasawaran regency, Lampung. Klara beach is a favorite beach for Lampung residents, especially Bandar Lampung city because it is not too far away, only a distance of 30 minutes. Klara beach has a large pier with a gatebo that is large enough to enjoy the clear sea.

At klara beach, we will see many visitors with various activities they do. Visitors usually walks around the beach. play with the sand and relax in a small hut near the beach. The facilities on klara beach can be said to be adequate. Food and drinks can be ordered at several



Nama: Putri Pahnawati Kelas: X IPA 2

## Sari Ringgung Beach

### Paragraph 1

Sari Ringgung beach is one of the favorite tourist objects in Lampung. Sari Ringgung is located in Pesawaran. Sari Ringgung beach has a distance about 30 minutes from Bandar Lampung.

### Paragraph 2

Sari Ringgung beach is beautiful beach and become a favorite destination for people of Bandar Lampung and outside the city who want to holiday. In Sari Ringgung beach, such as pasir ~~timbul~~ timbul, al-amirah floating mosque, water sport, tegal island, puncak Indah Sari Ringgung. Sari Ringgung beach also has attractive facilities for visitors with shooting views, with green hills. This beach provides facilities including activities: ~~canoeing~~ canoeing, banana boat, speed boat, snorkeling, spilled water barrels, mild sea, water boom. There is also a volleyball court, swings, and waterfront slides.

## Way Kambas National Park

Way Kambas National Park is a national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub-district, East Lampung, Indonesia. Way Kambas National Park, established in 1985, is the first school for elephant in Indonesia. In the beginning of its establishment, Way Kambas National Park was named the elephant training center / Pusat latihan gajah (PLG) but the last few years this name was changed into elephant conservation center / Pusat konservasi gajah (PKG) which is expected to become a center for elephant conservation in taming, training, breeding and conserving elephants. Until now, this PKG has trained for about 300 elephants which have been deployed to all over the country.

In Way Kambas National Park, there are some endangered animals such as Sumatran Rhinos, Sumatran elephant, Sumatran tiger, Mentok Rimba, and buaya septi. There are also some plants which are mostly found there such as api-api, Pidada, Nipah, and pandan. On the marshy coasts of Way Kambas National Park is often found various species of birds, such as lesser adjutant, Pheasant blue, Kuau raja, pepeandang timur and some other birds.



Part of text	main idea
• Paragraph 1	= Sari ringgung beach is a very beautiful beach.
• Paragraph 2.	= At Sari ringgung beach many visitors with various activities they do.
• Paragraph 3.	= The air on the beach is not too hot and the breeze makes visitors comfortable on the beach.

Text.

### Sari ringgung beach

Sari ringgung beach is a very very beautiful beach. The location of Sari ringgung is on way ratol, ~~subdada~~, Pesawaran regency Lampung Province. Sari ringgung is a favorite beach for Lampung resident, especially bandar Lampung City because it is not too far away, only a distance of 30 minutes. Sari ringgung beach has a large pier with a gazebo that is large enough to enjoy the clear sea.

At Sari ringgung beach, we will see many visitors with various activities they do. Visitors usually walk around the beach play with the sand and relax in a small hut near the beach. The facilities on Sari ringgung beach can be said to be adequate. Food and drinks can be ordered at several huts that sell food and drinks. There are toilets, bathrooms and a prayer room available. Parking space is also spacious and there are guards.

Almas Laila Fatin  
X ipa 2



In early 2020, my family and i decided to take a vacation at sariringgung beach

I Will try to describe sari Ringgung beach

Sariringgung beach is located in pesawaran district, Lampung province.sari Ringgung beach has a distance of 14km from the city center of bandar Lampung. This beach is a favorite place for residents of bandar Lampung to vacation and enjoy the beauty of the beach

Sariringgung bach has a floating mosque in the middle of the beach.this beach also has sand touris that arises,namely sand that occurs natunally in the middle of the sea.to be able to see these functions, visitors muat first board a boat.

Sari Ringgung has various water games such as banana boat, kano, and also sports facilities such as beach volleyball and futsal.the facilities on this beach are also complete. There are Playground,lodging and public toilets are also widely available.for visitor, can rent a hut to take shelter while enjoying be beautiful sari Ringgung beach|

Nama:Adelia Charla Floriani

Kelas:X IPA 2

### Pahawang Island



Parts Of Text	Purpose	Main idea
Paragraph 1	Introduces/identify the object to be described.	Pahawang Island is a beautiful place.
Paragraph 2	Supports certain aspect of the object by giving the supporting details of the aspect	Trip was quite far, finally we arrived at the port of Ketapang.
Paragraph 3	Supports certain aspect of the object by giving the supporting details of the aspect	Not long after we arrived at the second place.
Paragraph 4	Supports certain aspect of the object by giving the supporting details of the aspect	After being satisfied with the snorkeling activity.
Paragraph 5	Supports certain aspect of the object by giving the supporting details of the aspect	It was getting late, then we boarded the ship back to the port of Ketapang.

At the end of 2019 holidays, I, my friends and my teacher teachers went on vacation to Pahawang Island. We went by bus. Pahawang Island is located in Punduh Pidada sub-district, Pesawaran district, South Lampung. Pahawang Island is a beautiful place.

Trip was quite far. Finally we arrived at the port of Ketapang. There were many fishing boats ready to take us to Pahawang Island. After about 1 hour we boarded the boat we finally arrived at Pahawang Besar Island. There we stopped briefly to rest. While having lunch and also praying. On the Big Pahawang Island there are several houses, and the white sand is also clean. There are many trees make the air cool. There we took photos while playing in the water. After that we took our snorkeling equipment and returned to the boat.

Not long after we arrived at the second place. Here there are some people who have finished doing snorkeling. Here there are also people selling snacks on the boat. Then we immediately put on buoys and snorkeling equipment and immediately plunged into the water to do snorkeling. There are lots of fish swimming. The water that is blue and clear makes swimming fish very clear.

After being satisfied with the snorkeling activity, then we boarded the boat to go to the third place, namely Pahawang Kecil Island. It turned out that the water there was not deep so many were playing water, collecting shells and starfish, and some taking pictures. There were also mangrove trees and chairs that are used as seats and a place to take photos.



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		I	II		
	01/07/2020	✓		Chapter one please revise accordingly	Nela Amelia
	08/07/2020	✓		Chapter I-III A@@ for proposal Seminar	Nela Amelia

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		I	II		
	8/20 6		✓	Revisi Chapter I Add some sources Make a good intro Mengem	Anelia
	26/20 6		✓	Revisi Chapter II Revisi Ready to finish Amf.	Anelia

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KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nela Amelia  
NPM : 1601070035

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	4/20			Revise the instrument	Amelia
	9			Use what is	
	14/5 <sup>20</sup>			Advised to get Suggestion Related the instrument	Amelia
	15/20 10			See page 10	Amelia

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Andianto, M.Pd.**  
NIP. 19871102 201503 1 004



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nela Amelia  
NPM : 1601070035

Jurusan : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	27/11/2020			Chapter IV presentation: A. Research setting 3-4 paragraphs B. Results 1. The most dominant type... - Data display - interpretation 2. The Problems of thematic... - Data display - interpretation c. Discussion.	Amelia
	07/12/2020			Acad for Muningsyah	Amelia

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Dr. Dedi Irwansyah, M.Hum**  
NIP. 19791223 200604 1 001





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Nela Amelia

Jurusan : TBI

NPM : 1601070035

Semester : IX

No	Hari/ Tanggal	Pembimbing		Hal yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	16/22			Review chapter 15	Anelia
	25/11			Review all. Mulu also Ask & Meet 1st Advisor to get some suggestion	Anelia
	7/20 12/10			Ask Munoprosah	Anelia

Mengetahui,  
Ketua Jurusan TBI

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Dosen Pembimbing II

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Nomor : B-2399/In.28.1/J/TL.00/8/2020  
Lampiran : -  
Perihal : **BIMBINGAN SKRIPSI**

Metro, 28 Agustus 2020

Kepada Yth.,

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Andianto, M.Pd (Pembimbing II)

Di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama : NELA AMELIA  
NPM : 1601070035  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : TBI  
Judul : A STUDY OF THEMATIC PROGRESSION PATTERNS IN THE STUDENTS' WRITING SKILL AMONG THE TENTH GARDERS OF SMAN 1 PUNGGUR

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

*Wassalamu'alaikum Wr. Wb*





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT TUGAS**

Nomor: B-2721/In.28/D.1/TL.01/10/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

Nama : **Nela Amelia**  
NPM : 1601070035  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di **SMAN 1 PUNGGUR**, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A STUDY OF THEMATIC PROGRESSION PATTERNS IN THE STUDENTS' WRITING SKILL AMONG THE TENTH GRADERS OF SMAN 1 PUNGGUR".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

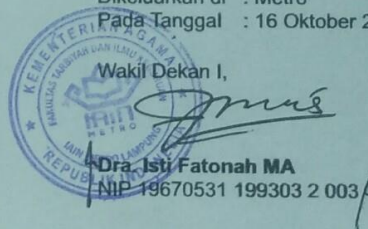
Dikeluarkan di : Metro

Pada Tanggal : 16 Oktober 2020

Wakil Dekan I,

**Dra. Isti Fatonah MA**

NIP. 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-2722/In.28/D.1/TL.00/10/2020  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMAN 1 PUNGGUR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-2721/In.28/D.1/TL.01/10/2020, tanggal 16 Oktober 2020 atas nama saudara:

Nama : **Nela Amelia**  
NPM : 1601070035  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 1 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A STUDY OF THEMATIC PROGRESSION PATTERNS IN THE STUDENTS' WRITING SKILL AMONG THE TENTH GRADERS OF SMAN 1 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Oktober 2020  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-896/In.28/S/U.1/OT.01/11/2020**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : NELA AMELIA  
NPM : 1601070035  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1601070035.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nela Amelia


NPM : 1601070035

Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : *Schools Under Surveillance*

Metro,  
Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

### SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nela Amelia

NPM : 1601070035

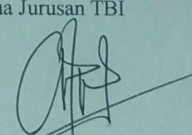
Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2016

Telah menyerahkan buku berjudul : *Schools Under Surveillance*

Metro,

Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

## The Instrument Blueprint

### Observation Sheet

The Most Dominant Type of Thematic Progression Patterns Found in the Students' Writing

No.	Name	Types of Thematic Progression Patterns			Total
		Simple Linear Progression	Continuous Progression	Derived Themes	
1.	ALT	-	3	-	3
2.	ERS	-	1	-	1
3.	ZA	1	3	-	4
4.	MA	-	1	-	1
5.	LO	1	2	-	3
6.	FA	-	1	-	1
7.	LKS	-	3	-	3
8.	PR	-	2	-	2
9.	ACF	1	1	-	2
10.	RA	-	2	1	3
Frequency		3	19	1	23
Percentage		13%	82,6%	4,4%	100%

## The Instrument Blueprint

### Observation Sheet

The Problems of Thematic Progression Patterns Found in the Students' Writing

No.	Name	The Problems of Thematic Progression Patterns	Sentences Found in the Students' Writing
1.	FA	Brand New Theme	The view of the sea spilt by sand arises is indeed an amazing phenomenon. <i>Visitors</i> usually wait for this moment to capture the moment with their loves ones.
2.	ALT	Brand New Theme	The facilities on this beach are also complete. There are playgrounds, lodging and public toilets are also widely available. <i>For visitors</i> can rent a hut to take shelter while enjoying beautiful Sari Ringgung beach.
3.	MA	Brand New Theme	The 137 meter tall marble obelisk is topped with a flame coated with 35 kg of gold. <i>The base houses</i> a historical museum and a half for meditations.
4.	LKS	Brand New Theme	The facilities on Sari Ringgung beach can be said to be adequate. <i>Food and drinks</i> can be ordered at several huts that sell food and drinks.
5.	ZA	Empty Rheme	Klara beach is a <i>very beautiful beach</i> . The location of Klara beach is on Way Ratay street, Padang Cermin, Pesawaran regency.



6.	ACF	Empty Rheme	Pahawang island is located in Punduh Pidada sub-district, Pesawaran district, South Lampung. Pahawang island is <i>a beautiful place</i> .
7.	FA	Empty Rheme	Mahitam Island Lampung managed to steal the attention of the people of Lampung with <i>its beauty</i> . This is supported by travelers who always share beauty through social media after visiting this island.

## **CURRICULUM VITAE**



Nela Amelia was born on November 13<sup>th</sup> 1998 in Nunggal Rejo, Central Lampung. She comes from an unpretentious family. She is the first child of Mr. Darjan and Mrs. Marlia. She has one younger brother.

She took her elementary school at SDN 2 Asto Mulyo (2004-20010). Then, she continued to junior high school at SMPN 1 Punggur (2010-2013). Having passed from Senior High School, she continued at SMAN 1 Punggur (2013-2016). In 2016, she registered as a S1 student of English Education Department at State Islamic Institute of Metro. She likes to write poetry and read book. She has been the author of some anthology books; there are Karunia Tanpa Batas, Merayakan Pagebluk, Goresan Cinta, Impian (Jilid 6), Menguak Kenangan and Lembaran Asa Untuk Masa Depan.