

CHAPTER II

THEORITICAL FRAMEWORK

2.1 Nature of Writing

There are four basic skills of the English language learning, i.e. listening, speaking, reading, and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the news items, than later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is an important skill to be mastered in learning English as a foreign language. According to Bello(1997) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only means of communication where students can share their views and thought, it is actually a pre request to master other language skill.

Nunan (1985) state that writing is cleary komplek process, and competense of writing is fluently accepted as being the last language skill to be accurate. Before the students begin to write, they should master the language units as to make the

coherence paragraph. This knowledge will be useful for students and important to make the students understand easily about the explicit idea of writing.

Furthermore, Tarigan (2001: 7-8) suggested that a good writing was that:a) the researcher knows what to deliver in written form. b) the writer knows how to construct senteces structure based on his/her opinion, and c) the writer knowshow to express his/her selft in a good manner, that was how to express his/her opinion in harmonious language style. A good writing will make the readers easy to understand it. A good reader always looks for materials with high content quality. Thus, it is cleary that emotional correlation between the researcher and the reader.

Raimes (1983) states that there are eight writing components that should be considered by a researcher in order to produce a good writing. The components are:

1. Grammar rules of verb, agreement, pronouns
2. Mechanics : handwriting, spelling, punctuation
3. Organization, paragraph, topic and support: cohesion and unity
4. Word choice: vocabulary and idiom
5. Purpose: reason for writing
6. Audience: reader(s)
7. The researcher's purpose : getting ideas' getting started, writing drafts, and revising
8. Content: relevance, clarity, originality, and logic.

2.1.1 Aspect of writing

In writing, aspect include the use of vocabulary, structure of he sentence, spelling and punctuation. Aspect of writing is important to master in order to be able to produce a good writing. Writing is one of productive skill is considered difficult to learn, expecially writing in foreign language.

According to Hughes(1989:91:93) there five aspects of making a good writing, they are:

1 Grammar

The knowledge of basic grammar is essensial for an understanding of language and it is the basic to become a successful in writing. Witouth knowledge of grammar, the writer cannot make the language communication which is acceptable for a great variety of reader from different situation and background. Grammar may create a good writing quality.

2 Vocabulary

A good writing is made of word that suit with it subject and its expected audiencies, so they can explore more deeply about what ideas they want in express properly.

3 Mechanics

Mechanic include some matter as spelling, punctuation and capitalitation, spelling is importance in order to make a meaningful writing. A cofusion of meaning may occur with misspelling. The meaning will change if a word is misspeling and the whole meaning of writing maybe touched by a change. Punctuation is a command for the reader to raise his voice or drop his voice of

drop his speed and he is going to stop. If the writer misses to put punctuation mark, the meaning will change.

4 Fluency

The ability of the students in arranging the sentence smoothly and easily beside that, a paragraph is said to have fluency when the choice of structure and vocabulary consistently, and it does star little sense of easy communication

5 Form (organization)

It is important for a paragraph to have form (organization), which means that all of the sentence only have one main idea. It is concluded that every supporting sentence must directly explain or prove the main idea. Which is stated In the topic sentence. If sentences in the paragraph will not have a good form (organization).

From explanations above, it can be conclude that the writing skill of mechanical convention sensitively to appropriate diction, and the ability to handle large rhetorical functional including paragraphing, unity, organization, and adaption the representation to the topic and audience.

2.1.2 Purpose of Writing

State University of New York stated categorizes that the purpose of writing into four categories, namely: to express oneself, to provide information, to persuade, and to create a literary

1 To express oneself

Its main purpose is to make connections to others and to contribute to human thought and culture and to establish and deepen human contact.

2 To provide information

The researcher generally explains type of writing is clear, accurate, organized, through and above all fair.

To persuade

3 The researchers goal is change the minds of the readers or at least to get the readers to question their position on a debate and consider the researchers point of view.

4 To Create a Literary

A form of writing that is not a composition style of writing, but with the purpose to enterain more than inform.

Based on the explanation above, the researcher concludes that there are four purposes of writing that should be known by the researcher. Relate to University of New York categories it, they are: (a) to express oneself (b) to provide information (c) to persuade (d) to create literary. So, which one we use for our needs, it depends on us. Writing gives much information there.

2.1.3 Process of Writing

Writing of not an easy work. It takes time to study and practice to develop this skill. When you first write someting, you have already been thinking about what to say and how to ay it. But you are not putting word into sentences and

sentences and sentences into paragraph because you must keep the purpose think the fact, you must select the word which are relevant with the topic.

Then after you finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied expresses exactly what you want to say. Therefore, writing is never one steps actions, it is process that has several steps.

Harmer (2004: 4-6) said something about the process of writing and the stages a writer goes through so as to produce a piece of writing. He suggests four main element: planning, the writer has to think about the three issues (purpose, audience and content structure) drafting is the first version of a piece of writing, editing (reflection and revision), and finally the final version.

2.2 Definitions of Thematic Progression

The flow of information in a sentence from theme to rheme is crucial in achieving communicative effectiveness in a message. Thematic progression contributes to the cohesive development of a text, that is to say, in a cohesive text the distribution. The exchange of information between successive theme and rheme pairings in a text is called thematic progression (Egins, 1994:45) of given and new information needs to follow certain patterns.

However the Thematic Progression of an academic text is different. Egins (ibid.:68) made the point that the thematic progression of an academic text needs to have a high incidence of cross-referential links from the rheme of one clause to the theme of the next clause, as the academic texts present complex

arguments in which each successive ideas is an expansion of an idea in the previous sentence.

Theme and Rheme are two terms which characterize the way in which information is spread or distributed in a sentence (Wang, 2007). Theme is the element of the clause structure which serves as the point of departure of the message; it is with which the clause is concerned (Halliday, 1994:38). The Theme provides the environment for the remainder of the message; which is known as the rheme, in theme-rheme organization (ibid) that becomes the most significant factor of the development of the text (Halliday and Matthiessen, 2004). In relation to theme type, theme can be single or multiple themes. Multiple themes can consist of topical, interpersonal, or textual theme.

The exchange of information between theme and rheme pairings in a text is called Thematic Progression (TP) (Egins, 1994, as cited in Wang, 2007). Egins (2004) states that thematic progression contributes to the cohesive development of a text and it can strengthen the text's coherence and cohesion (Emilia, 2005). Moreover, Egins (2004) and Danes (1974) name three patterns of TP as follows:

1. Re-iteration pattern or Constant Thematic Progression (CTP, whi to the one in the following clause.
2. Zig-zag pattern or Simple Linear Thematic progression (SLP, which has a theme that derives from an element in the rheme of the preceding clause

3. Multiple-Theme pattern or Derived Theme Progression (DTP), which mostly occurs in the longer text, has one or some elements in a clause which are then distributed in Themes of the following clauses.

The theoretical of thematic progression is derived mainly from the theory of Functional Grammar. Halliday (1994) uses the terms of theme-rheme to indicate the starting point of a clause and the remainder of that clause. He started further that theme usually contains given information which has been mentioned before or is understood from the context while rheme provides new information to develop the information of the theme of the clause. Theme can be equated with the subject of the clause known as unmarked theme and when it is not equated with the subject of the clause, it is known as marked theme. The organization of theme-rheme in a text can give a contribution to the cohesion development of the text. This can be seen from the use of the theme or rheme of the previous clause to be the theme of the subsequent clause in which there is the progression of the theme or rheme of one clause to the following clause.

This kind of matter is known as thematic progression. According to Bloor and Bloor (2004), there are four types of thematic progression. The first is the constant progression in which a theme of a clause is used as the theme of the subsequent clauses throughout the text. The second is the linear progression where the rheme of a clause is taken as the theme of the following clause. The third is the derived progression which according to Bloor and Bloor (2004), the theme of one clause is derived from the hyper-theme. The last is the split progression. There is a different argument among the scholars over this type of progression.

According to Bloor and Bloor (2004), split pattern occurs when the rheme of a clause has two components in which later each of the rheme is taken as the theme of the following clauses. Meanwhile, Downing and Locke (2006) and Paltridge (2000) argue that this type of progression can be in the form of the combination of the other type of progression. Downing and Locke (2006) contend that the combination occurred the most is the constant and linear progression. In this research, both opinions are employed to analyze the split progression. The above matters are the types of thematic progression used to organize the cohesion development in the text.

Furthermore, to maintain the cohesion in the text, the cohesion devices play a significant role to perform it. According to Eggins (2004), there are three main types of cohesion; reference, conjunction and lexical cohesion. However, in this research, the conjunction is not used since it does not have a role as a topical theme in the thematic structure, but, generally, as a structural theme. To see the progression of the theme, the role of topical theme is considered important and that part is usually filled by reference and lexical cohesion as the cohesion devices. According to Eggins (2004), reference can be divided into three types; homophoric reference, exophoric reference and endophoric reference. Based on Brown and Yule (1983), the latter is further divided into anaphoric reference and cataphoric reference.

Besides reference, Eggins (2004) argues about the lexical cohesion which is divided into two main types. The first is taxonomic lexical relations including co-hyponymy, class/sub-class, contrast, synonymy, repetition, meronymy, and co-

meronymy. The second is expectancy relations or collocation. However, the expectancy relation is not used as a tool to analyze since it is considered as too general for analyzing the lexical cohesion. Besides those tools used to analyze, the taxis in clause is also used to analyze the clauses since theme-rheme can be seen by breaking the clause complexes. The theory of taxis in clause is argued by Gerot and Wignell (1994). According to Gerot and Wignell (1994), there are two types of taxis. The first is parataxis in which the clauses have the same status, independent, and one clause follows on from another. The second is hypotaxis in which one clause is dependent upon another. In this research, the clause complexes which have taxis relationship are taken to be analyzed while the embedded clauses are not.

As a promotional genre, the main purpose is to persuade. Hence, for it to achieve its purpose, it must be readable. Reability depends on the knowledge of theme and thematic progression (Butt et al, 2000). If the advertorials do not apply the theme and thematic progression appropriately, it will fail to bring readers along with its flow of information. This lack of reability results in the failure of the advertorials in achieving its purpose of persuading. Hence, the presence of advertorials will be fulfill.

The use of theme in a text may also contribute to a specific purpose. A comparative study between an editorial and a news report found that both text show a high occurrence of Topical themes, while Interpersonal themes is found higher in editorial than in news report. This is expected as editorials tend to be more opinionated where as news reports are more objective. However, Textual

theme occurs more frequently in the news report than in the editorial. It is revealed that the Textual theme is used in the news report not only for the purpose of cohesion, but also as a means to indirectly insert the researcher's views (McCabe & Heilman, 2007).

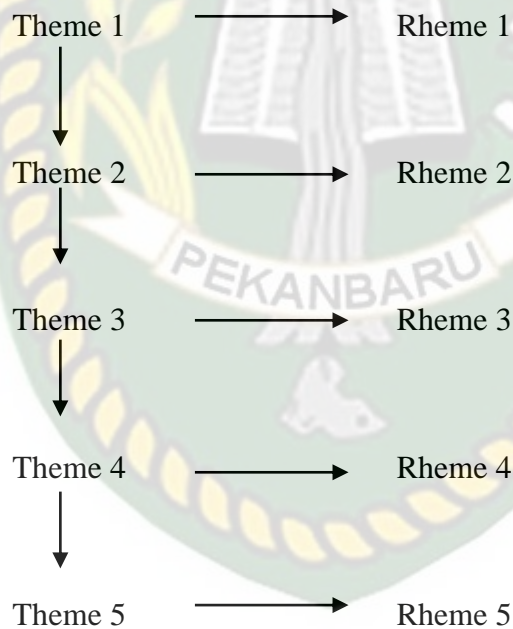
In the Theme-Rheme relationship, the theme sometimes presents the "given" information and "provides the environment" for rheme. Rheme, on the other hand, is the rest of the message once the theme has been identified, helps develop the theme and usually holds "new" information (Eggins, 1994; Halliday, 2004; Daniello, 2012). According to Patpong (2009), the theme-rheme relationship offers the speaker or researcher with approaches in order to facilitate the listener or reader in understanding the text organization and method of development.

2.3 Kinds of Thematic Progression

Thematic progression refers to the way in which the Theme of a clause may pick up or repeat, a meaning from a preceding Theme and Rheme. According to Martin and Rother in Paltridge (2000:140), there are three kinds of thematic development patterns, they are:

2.3.1 Re-iteration/ Constant Theme pattern

This pattern shows that the first theme is picked up and repeated in the beginning of the next clause. This is the example of this pattern:



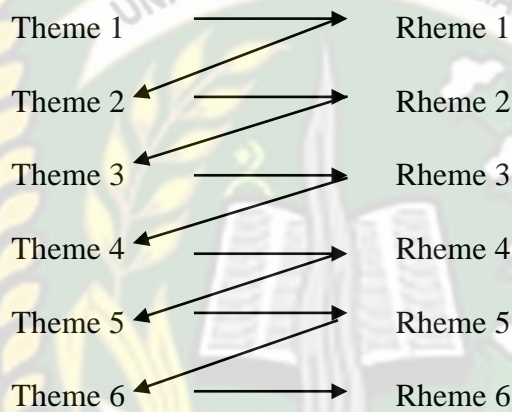
The example of a paragraph that employs reiteration/constant pattern can be seen below:

Oprah Winfrey was born in on January 29, 1954. When *she* was 19 years old, *she* became the first African-American news anchor on WTVF-TV in Nashville. *She* began The Oprah Winfrey Show, one of the most popular talk

show in the United States. *She* got remarkable success in this program. *She* finally formed a company and bought her own show.

2.3.2 Zig-zag/ linear theme pattern

It is a pattern when the subject matter in the Rheme of one clause is taken up in the theme of the following clause. The example of zig-zag pattern can be seen below:



The example of a paragraph that employs this pattern is:

A handphone is communication device *which* is used for communicate with other people. *Handphone* has many series, *they* are Nokia, Sonny Ericson, Samsung, Motorola, etc. *Almost people in this world* have handphone. *Handphone* makes people more simple to talk to each other. *You* can bring handphone to anywhere you go, *so you* don't need to find the telephone store *if you* want to call someone *when you* are not in your home. *Beside the advantage*, people like the shape, the colour and the features. *So, handphone* is an important thing for people

The theme and rheme of text can be seen on table:

Table 2.1 Theme and Rheme of the Text

No.	Tema (Theme)	Rima (Rheme)
1	A handphone	is communication device
2	Which	is used for communicate with other people.
3	Handphone	has many series
4	They	are Nokia, SoonyErricson, Samsung, Motorola, etc.
5	Almost people in this world	Have handphone.
6	Handphone	makes people more simple to talk to each other.
7	You	can bring handphone to anywhere you go,
8	So You	don't need to find the telephone store
9	If you	want to calling someone
10	When you	are not in your home.
11	Beside the advantage, people	like the shape, the colour and the features.
12	So, handphones	is an important thing for people now.

Table 1 show that in developing the paragraph, the text used two kinds of Thematic progression patterns, they are constant theme pattern, and zig-zag theme pattern. From 12 clauses in this paragraph, there are 7 clauses developed using

constant theme pattern, 2 clauses developed using zig-zag theme pattern, but there are 3 clauses that are not connected each other. It happens in clause 4 to 5 (They/hand phone to people in the world), 6 to 7 (hand phone to you), and 10 to 11 (people to handphone) .

2.3.3 Multiple theme/ split rheme pattern

In this pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses. The example of multiple theme pattern can be seen below:



The example of a paragraph that employs this pattern is:

There are many kinds of music. *Music* can be classified depending on the genres. *Basically, there* are four types of music genres: rock, pop, *RnB*, and Classic. *Rock* (modern popular music with a strong beat, played on electric guitars) may be divided into pop rock, alternative rock, and slow rock. *Pop* is a modern popular music with a strong rhythm, and it can be sub-divided into pop rock, and alternative pop. *RnB* is a popular music *which* is played at club party. *It* can be classified into hip hop and rap. *Classic* is a slow sad music. *It* can be divided into jazz and blues.

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Tabel 2.2 Theme and Rheme of the Text

No.	Tema (Theme)	Rema (Rheme)
1	There	are many kinds of music
2	Music	can be classified depending on the genres.
3	Basically, there	are four types of music genres: rock, pop, RnB, and Classic.
4	Rock (modern popular music with a strong beat, played on electric guitars)	may be divided into pop rock, alternative rock, and slow rock.
5	Pop	is a modern popular music with a strong rhythm
6	and it	can be sub-divided into pop rock, and alternative pop
7	RnB	is a popular music
8	Which	is played at club party
9	It	can be classified into hip hop and rap.
10	Classic	is a slow sad music
11	It	can be divided into jazz and blues.

Table 2 shows that in developing the paragraph, the text used three kinds of Thematic progression patterns, they are constant theme pattern, zig-zag theme

pattern, and multiple rheme pattern. From 11 clauses written in this paragraph, there are no clauses that are not related to each other.

2.4 Past Study

There are several researcher about thematic progresion. It is Natalia V. Alekseyenko (2013), by the title “ *a corpus-based study of theme and thematic progression in English and russian non-translate text and in russian translate text*, the connector Nominal Reference is used to denote Themes realized by a noun that relate to a previous Theme or Rheme expressed by a pronoun or noun in the dirrect speech. The category Nominal Reference was also used if the given Theme was expressed by a noun and used in direct speech and related to another noun or pronoun in the text. Statistically significant differences in this category were found in the Russian target text vs. Comparable Russian corpora (12% vs 0.1%) and English source text vs, Comparable Russian corpora (13% vs 0.1%). These result suggest that direct speech was not used as often in the comparable Russian corpus as it was in the English source text and Russian targhet text corpora. This conclusion is supported by equally low presentages of usage of another category associated with dirrect speech- Pronominal Reference :1.1% in the 1 English source text corpus. 1.1% in the 1 Russian target text corpus, and 0.1% in the comparable Russian corpus. Pronominal Reference market a Theme expressed by a pronoun in the dirrect speech and relating it to a previous Theme or Rheme realized by a noun and pronoun. The category Pronominal Reference was also assigned to a connector if the given pronoun in the thematic position

referred to a noun or another pronoun used in the previous context in the direct speech. It should be noted, however, that significant differences were not found in the usage of Pronominal Reference among the three corpora.

Applications of types of thematic progression to scientific texts have been carried out by Dubois (1987), and Nwogu and Bloor (1991) where both studies were based on naturally occurring data. While both found thematic progression Types 1 (Constant Theme Progression) and 2 (Simple Linear Progression) to be frequent, their findings differ with regard to the manifestation of Type 3 (Split Theme Progression). Nwogu and Bloor (1991) found Derived Themes represented in their research article data but not in their more popular medical texts. Dubois (1987), on the other hand, found one single instance of this type while working with biomedical research texts

And then, from another research by Asri Nur Rachman (2012) in her study entitled “*An Analysis of Thematic Progression in High School Students, Exposition Texts.*” The findings of this study signify that, seen from Thematic progression, the students have organized their ideas in three ways of TP patterns. Despite some minor weaknesses such as grammatical errors and the compliance of linguistic features that still need further improvement, the students seemed to be able to apply CTS, SLP, and DTP in their texts to make their texts coherent. It was also found that most students generally applied Constant CTP and SLP. In the specific identification, SLP and DTP seemed frequently to occur in middle and high achievers, which indicate that their texts were consistent with argumentative language features, in term of Thematic Progression. Moreover, CTP, on the other

hand, is dominant in low achievers. Based on the research findings, discussion, and conclusion, it is suggested that the students and teachers develop the text organization of the text by applying TP pattern in the process of writing, so that it can lead the students to have a good control of writing, especially in managing their information in their texts to achieve the goal effectively.

The last research by Azri (2009). The title is “*An Analysis of Thematic Progression of English Essay Writing on Third Semester Students at English Study Program of FKIP Islamic University of Riau*” there are 207 students that consist of A-H class. He chose 21 students of class C. The objective of his research is to know students organize their ideas in Essay Writing on Thematic Progression Pattern, that was strongly related with his research they study about writing. In this research he analyzed the students' writing based on three patterns of Thematic Progression: Re-iteration, constant Thematic Progression, zigzag pattern, multiple pattern. After analyzing the data, he concluded his research as follows: based on the analysis above, he can conclude that the thematic progression that is often used by the students in developing a paragraph in English is a constant pattern. Multiple Pattern is rarely used by students. Constant pattern is often used by taking the theme of a sentence and used by students because this pattern is very easy to apply. Zigzag pattern type of thematic progression is not good to apply in a text because the texts look very monotonous and not varied. The thematic progression pattern improves coherence of the paragraph of the English Language Students.