The Realization of Thematic Progression in the Students' Final Project Proposal (A Case Study in UIN Walisongo Semarang in Academic Year 2019/2020)

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Abstract ---The use of thematic progression seems important to be applied for among the students' writing projects to maximize the script's organization. This research reported how the realization of thematic progression model to achieve both cohesion and coherence. This study was qualitatively designed to inform these three models of thematic progression as the units of the analysis: 1) constant theme; 2) linier theme, and 3) multiple theme which they were realized in single text of students' projects. The data analysis was taken from 20 manuscripts of the English students in UIN Walisongo in Academic Year 2019/2020. The findings then showed that the most realization of thematic progression in the students' final project proposal was constant theme, it occurred 248 times, linier theme was 183 times, and multiple theme was only 57 occurrences. Those occurrences represented that the text was well-organized to realize the concept of coherence and cohesion.

Keywords: cohesion and coherence, writing proficiency, and thematic progression

I. INTRODUCTION

A good publication for acquiring an academic degree is institutionally essential for among students of university. Therefore, according to Azizah & Budiman (2017) they are personally demanded as one of prerequisites to accomplish the scientific manuscript where it represents the legal document to achieve the academic tittle. However, a number of students are not conscious enough to execute it; they are unfortunately minimum in organizing the standard papers.

Whereas the systematic publication needs several important points where the students must be engaged with those items, yet these preceding substances are not consistently included: this is such cohesion and coherence. Both of those devices are as a significant occurrence in gaining a meaningful organization, i.e., a syntactic structure in a single text is functionally needed to declare something written to the public readers (Rahnemoon et al. 2017). Thus, the use of either cohesive devices or coherence devices in the written reports is linguistically prominent for standing as the grammatical system. This corpus according to Yasuda (2019) additionally enables to develop linguistic proficiency.

In accordance with this case, writing proficiency seems essential to be highlighted as this is base of creating an understandable publication. This thought is basically stated by Sharp (2016, as cited in Azizah & Budiman, 2017) that written product is determined as the development of process. Besides, a written progression is scientifically called as the process of thinking as this notion allows people to recall what they themselves know, remember, or acknowledge (Brown, 2001). In addition to writing's development, Tardy (2010) argues that a process for organizing an academic paper basically needs to construct the students' idea to explore certain points of view.

In line with the writing competence, the students have to be affianced with some practical process to familiarize with numerous concepts of developing an idea in written texts. A theory which is proposed by Danes (1974), it names as thematic progression where this model is able to maintain the coherence of the text. Similarly, Eggins (2004) reasons that the realization of thematic models in the single paragraph of the text procedurally can service to the cohesion's development. Also, Chen (2019) contributes to expansion of texts' information to achieve the notion of both cohesion and coherence. Furthermore, the implementation of this theory simply aims to form a well-organized manuscript where it could be symbolized through the units of linked clauses in some paragraphs (Lestari et al, 2019). Besides, some taxonomies of thematic progression according to McCarthy (1991) Eggins (2004) and Halliday & Matthiessen (2014) are Re-iteration theme, Linier theme, and multiple theme. These models of thematic development employ both units of systemic grammar: theme and rheme whereby both theme and rheme are the essential spot of information (Trung & Hoa, 2018).

To deliver an authentic report, the researcher reviewed both scientific journal's papers to strengthen the concept of this study, they were simultaneously reported how the models of thematic

progression used as the main analysis to help the learners write their ideas clause by clause. First publication came from Fatmawati et al. (2019) where this study focused on the analysis on the story of "The black cat" by means of the pattern of thematic progression. They referred to the theory that was proposed by Halliday (1994), and the findings qualitatively showed that constant theme was the most applicable in this analysis that employed in this story.

In addition to second sample of previous research was the paper which published in 2019, and it was composed by Lestari et al. this paper aimed to assess as well as to report how these three models of thematic progression were written by undergraduate students. This qualitative methodology was gathered 10 students' paper as the main data of the analysis. The researcher summed up that constant or reiteration theme was the most dominant that applied by the students to enhance the quality of the writing.

Both of those scientific reports were essentially reviewed to give detail information how these models of theory are to the communal. Based on this schema of cases in term of writing publication, the researcher purposed to analyze as well as to report the consistency of practice by using the models of thematic progression. in their papers. Consequently, the researcher then initiates to accommodate their curiosity in the use of thematic development through the virtual mentoring where this paper.

II. THEORETICAL REVIEW

2.1 Cohesion and coherence

The conception of cohesion services an essential point in constructing the idea because of its roles. This grammatical system links the surrounding units in the sentences whereby those earlier units must be interconnected each other (Rahma & Swasono, 2017). Also, this linguistic schema is the vital part of making sense how language actually occurs (Hasan & Halliday, 1976 as cited in Rahma & Swasono, 2017).

In addition, this linguistic technique enables to internally organize the points of grammatical units in a single text to be meaningfully because this model acts as the semantic link (Afrianto, 2017; Emilia et al. 2018; Tamunobelema, 2018; Afzal et al. 2019). Besides, Halliday & Hasan (1976) classify the units of cohesive devices into four major components: they are reference, conjunction, ellipsis, and substitution.

Those four classifications play a functional systematic in organizing the texts to be understandable among the readers. The cohesion's notion simply according to Jonhson (2017 as cited in Trisnaningrum et al. 2019) signifies the connection among written idea by realizing the four major of cohesion units. Therefore, the employment of this device to signal the construction of the thought is essentially compulsory.

Yet, a single text cannot be separated with the scope of coherence, the text consequently joins with the other textual elements to symbolize the unit of text. Therefore, neither cohesion nor coherence independently work one another, the text textually needs a supporting element to bear usefulness of the idea. Trisnaningrum et al. (2019) declare that both cohesion and coherence in the text is factually important factors to influence the unity. Some ideas among scholars and linguist related to the notion of coherence are spread out, Halliday & Hasan (1976) argue the use of cohesion enables to qualify the term of coherence in the text. On the other hands, Gramley & Patzold (1992) claim that coherence units affect to the realization of cohesion. This case indeed bears some ideas to gain the objective term, yet all mentioned perceptions above are true. Coherence in one situation is claimed to be able to influence cohesion, and vice versa.

2.2 Writing proficiency

An academic writing takes a significant place in the level of academic circles in where it requires the maximum range of writing competence. As this aptitude seems substantial as the vital role of teaching and learning in universities' grade (Lilis & Scott, 2007). Thus, the realization of writing product is currently challenging among academic students as they have to occupy in structuring the ideas, selecting the appropriate lexical term to build the consistency of the ideas, or organizing the grammatical units to equally meaningful.

Indeed, the practice of both grammatical and lexical units influence to build the accuracy of the idea within the text yet gaining cohesion and coherence are purposefully vital. Since not only cohesion but also coherence is signified as the core significance in discourse field, using both of them are obligatory in composing writing (Hindawi & Krooz, 2017). Additionally, Rofi'I et al. (2014) convey that the expression of written idea as one of the tools of communication expresses the successful communication.

The term of writing in academic publication specifically refers to the spot to explore as well as enhance the idea or the knowledge in among institution communities, or this term is called as "Chat rooms" (Nolan & Rocco, 2009). Similarly, Casanave & Vandrick (2008) construe that the institutional publication is representative of academic security.

Then, this competence is knowingly prerequisite to publish the academic journals or papers for the educated students as long as the standard requirement is definitely involved.

2.3 Thematic progression

The segment of enacting intra-clauses is the base of texts' development in which these models are frequently employed to achieve discourse quality (Dong et al. 2016). In detail, this thematic

development is viewed as realizing the conception of textual meaning where the theme and rheme as the point of analysis (Fatmawati et al., 2019).

Some studies declare that this model which is named as the thematic progression by among linguist: Danes (1976), Eggins (2004), Halliday & Mattheissen (2004), and Halliday & Mattheissen (2014) where this pattern is able to notify the consistency of cohesion and coherence in the texts. This idea of text's development according to Paltridge (2006:148) "The way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme". He then theorizes that this kind of thematic structure is called as thematic progression as it functions to create the flow information within the texts.

Related to students' writing, the sample of thematization is very functional in assisting them, in writing, to communicate (Halliday & Mattheissen, 2014). Likewise, in educational context in term of conveying the messages, Hutchin (1978, as cited in Yunita, 2018) argues that this prototype is useful to organize new information in the texts. Similarly, Emilia (2014) adds it is used to enhance the longer expository texts.

In field of the thematic choices, Eggins (2004) taxonomies this thematic progression where it is structurally applied to give further enhancement of the idea within the message into three minor units: they are as follows:

a. Constant or reiteration pattern

According to Eggins (2014) theme reiteration or constant pattern is applied to guide the readers focusing on the track of topics in the first clause. The sample is taken from the fatmawati's instance: it is as follows:
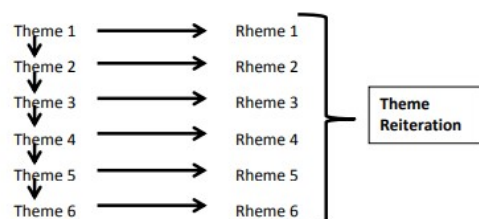

Figure 1. The Sample Of Constant Theme

b. Zig-Zag Or Linier Pattern

To renew the topic clause, this sample is very functional as this model introduces a new theme which has been discussed in preceding rheme, i.e., the information of rheme is being promoted in theme of new clause (Eggins, 2004). This units enable to achieve the conception of cohesion. The instance of this pattern is adopted from the paper of Fatmawati (2019), this is as follows:
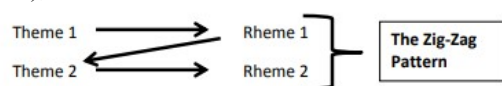

Figure 2. The Sample Of Linier Theme

c. Multiple Or Derived Pattern

In longer expository texts, this model is systematically suitable because of its function. This pattern functions to familiarize a number of varieties information to different clauses, and this model keeps the existence of coherence texts (Eggins, 2004). The instance is as follows:
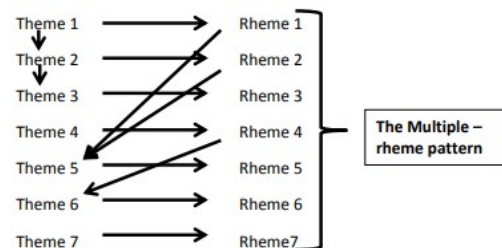

Figure 3. The Sample Of Multiple Theme

Those three elements of thematic development are simultaneously involved in the clausal message to bear the notion of cohesion and coherence. Also, this model of manuscripts' organization is capable of guiding the students to establish the academic papers.

III. METHODS

This research is qualitatively designed to be reported as this study aimed to give detail description toward the implementation of thematic models for among university students in academic the academic publication. According to Creswell (2004), a qualitative design is used to give detail description related to certain phenomenon through the procedure of analysis and interpretation.

The researcher in this study purposed to give a specific of virtual mentoring to 20 college students of eighth semester in majoring English Education Department in UIN Walisongo in Academic Years 2019/2020 with two cycles of schedules: 1) The orientation of academic publication and 2) virtual practice and self-construction of the paper.

After the students were trained in how formulating the formal papers, they were then personally engaged with the self-simulation to compose these academic projects by using of the models of thematic progression. The researcher then assessed and analyzed those collected papers to gain the total occurrences of thematic progression in a single document.

IV. RESULT AND DISCUSSION

There were 20 students' papers where they had been reviewed and analyzed in term of models' thematization. The following finding represented how many occurrences for each unit in the students' papers. The figure was as follows:
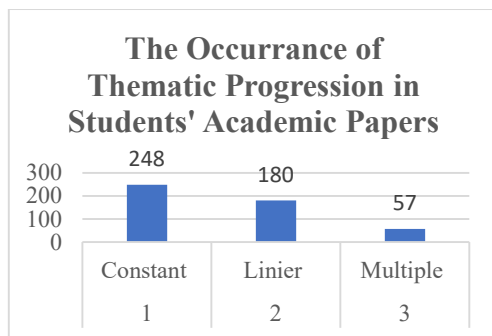
The Occurrance of Thematic Progression in Students' Academic Papers

(Bar chart)
- Constant 1: 248
- Linier 2: 180
- Multiple 3: 57

(Y-axis: 0, 100, 200, 300)

Figure 4. The occurrence of thematic progression in students' academic papers

The diagram above displayed that constant theme was the highest occurrence that applied in the students' paper while linier patter was occurred 180 times, and the last model of thematic style was namely multiple pattern which it was only 57 times. Those existences were simultaneously applied to organize the ideas within the texts. Besides, the use of reiteration theme was many because it was simple to be occupied to make the readers payed attention to the first theme and the rest. The linier model was medium in this analysis as this function figured out inconsistency of thematization's lines whereas the multiple pattern was not increasingly employed in extending students' ideas as this point signified the widest occurrences of the clauses.

Numerous samples of constant pattern ware mentioned below to give a further description in how this mode played to develop the message. These representative instances were taken from the students' papers, they were as follows:

The first document of student's paper, the researcher in this manuscript found that the realization of the constant model was realized in several paragraphs: 12 times such this one of following instance in clause 6,7, and 8:

THEME	RHEME
The letter	is one of the ways... one (person, agency, or organization)
If a letter from one party to another one	contains information concerning... the agency concerned
It	is called an official letter

The second text, the researcher then found in manuscript 2 16 times that had already occurred in clause 1 & 2. The sample was below:

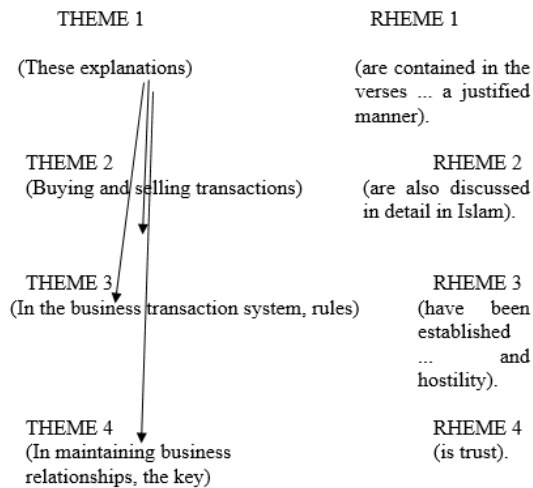| THEME 1	RHEME 1
As globalization continues	its unstopped and international transactions continue to rapidly rise, increasing other cultures is need
In this situation, understanding of is much needed intercultural communication and cross-cultural communication is	

Both of those samples were symbolized constant's instance where they were applied. Text 1 of the analysis, some repetition phrases were used to declare the stressed point of the clause which aimed to attract the readers stayed on that topics. The author utilized "the letter, it, and a letter" as the theme of clause information. While the text 2, the cohesion building was occurred in clause 1 and 2 whereby the clause 2 was expanded to give detail information of clause 1.

Yet, in next model of thematic technique showed the sample of it as it was found as follows:

THEME	RHEME
English	becomes lingua franca in international business communication... within a company.
Business communication	can be spoken or written

This sample was happened in clause 1 & 2 in document 1 where the term in rheme 1 was being repeated in new theme in subsequent clause. The phrase of "business communication" was linearly promoted in clause 2. This definitely enabled to introduce the conception of cohesion as this development was used to declare a newly information in succeeding message.

The sample of how this model of multiple theme occurred in clause 14, 15, and 16 were 3 times in this document, the researcher displayed the following table for text 1:

THEME 1

(These explanations)

RHEME 1

(are contained in the verses … a justified manner).

THEME 2
(Buying and selling transactions)

RHEME 2
(are also discussed in detail in Islam).

THEME 3
(In the business transaction system, rules)

RHEME 3
(have been established … and hostility).

THEME 4
(In maintaining business relationships, the key)

RHEME 4
(is trust).

This third model of clausal development in this case serviced indeed to explore the ideas into several of subsequent clauses, and this mode systematically supported the realization of cohesion and coherence as one point of the clause one was enhanced into a number of supporting clauses.

V. CONCLUSION

In accordance with findings and discussion in the field of students' documents, the researcher in this part could sum up that those manuscripts are generally increased in employing the units of thematic progression. The data of the analysis were 20 documents which they had been composed by college students of UIN Walisongo.

The researcher then drawn in term of thematic system that the most dominant sample was constant theme 248 occurrences, while the second occurrence was linier pattern theme with 180 times, and multiple theme was only 57 times. These occurrences of the thematic models in those documents signified that the students seemed conscious in organizing the ideas within the clauses of the texts.

The students toward these realizations of thematic several models in their academic papers quantitatively referred to the use of constant theme rather than both linier and derived theme because of its ease. However, it helped them to attract public readers to keep the stressed topics of each clause as well as the model of constant theme was easy to be shared because the author was only asked to maintain the highlighted points in the first clause. Therefore, this conception of texts' development was effectively useful in academic purposes to be continuously applied in teaching writing class.

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