Themes and Thematic Progression ELT Forum-JET Journal Articles

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Article Info

Abstract

This research aims to identify the types of Themes and Thematic Progressions in the daily posts raised by the ELT Forum-JET UNNES, to analyze Constant theme patterns, Zig-zag patterns, and Multi-Theme patterns that create Themes and Thematic Progressions. It is used in the daily posts raised by the UNNES ELT-JET Forum, To describe the methods and consistency used in improving reading in the daily posts by the UNNES ELT-JET Forum. In analyzing the development of reading in daily posts, researchers only focus on the introductory paragraph because most people describe general topics in that section, which is where the essence of the daily post will explain in that section. It is a descriptive qualitative design. Researchers analyzed thematic growth to investigate the thematic progress type in student daily posting reading, describe the realization of thematic progress in student daily reading writing, and determine the alibi of using thematic growth in student reading writing. Sources of information are from reading research proposals made by students majoring in English at specific academies. This research will focus on assessing students' daily posts published in the ELT Forum-JET (Unnes Journal of English Teaching).

The subjects of this research were 3 S1 students at Semarang State University. They majored in learning English. Based on research results is about thematic growth in daily posts. As determined by Eggins, themes, and poems are classified into three types; KTP, SLP, and DTP. Researchers did not explain the classification of themes and rhemes in this research because the main point is the development of themes. Based on the results of the information that the researchers collected, the students' method of compiling themes and rhymes in their journal posts is as follows. Most of their writings are Fair and Poor levels. There is no consistency in just one thematic development. There are no readings that do not have a thematic development pattern. The author arranges themes and rhemes in his journal posts found through several interview questions described above. The participants of this research were three students who had already graduated. Based on the results of the information that the researchers collected, the students' method of compiling themes and rhymes in their journal posts is as follows. Most of their writings are Fair and Poor levels. There is no consistency in just one thematic development. There are no readings that do not have a pattern of thematic development.

INTRODUCTION

Students in the English education program presented to write newspaper articles using English as the target language. Journal articles submitted as a condition for completing a bachelor's degree. Therefore, this type of scientific writing is no stranger to the Department of English Education students. They know the research proposal writing methodology from the first year, and their goals will improve their writing skills. A good thesis is written according to the content and system of the educational institution (university) and produced from a good proposal. It is according to the content and the educational institution (university) system. The problem is not all students can give suggestions the way they want due to constant confusion.

In addition, students expect to know how to write good texts for academic articles, such as journal articles. It's not easy for them if they do not concern with topic developments. When they decide how to develop their text, they need to connect their ideas and think about how they write their journal articles so their writing is coherent and of high quality. According to Sutopo (2014), students must know what a text is and how it is classified and explained in terms of genre, plot organization, and style. Teachers or lecturers must encourage their students to master and understand and produce texts. They make their students understand the topic and theme first, then the pattern of developing the theme.

The rest are called Rheme. Compiling the theme and rhyme of the text should use thematic development. According to (Yunita, 2018, p.140), there are three stages in thematic development:

1. Continuous topic pattern is a static text type that works better as a descriptive or narrative text. In other words, one or more paragraphs only focus on explaining or describing an idea. The way to describe this idea is usually by using references.
2. The Zig-zag pattern or Simple Linear Theme Progression (SLP) that theme derived from the Rhema element in the previous phrase.
3. Multiple Themes or DTP (Derived Theme Progress) patterns are common in longer texts, containing one or more elements in a sentence and then divided into themes.

Several researchers in different genres have carried out studies on topic development, such as Murshid Saleh/ EEJ 9 (4) (2019) 558 - 564 560 argumentative texts (Yang, 2015). In addition, several researchers have conducted thematic development research, especially in writing instruction, such as B. (Farikah, 2012; Jing, 2015 Nurdianingsih & Purnama, 2017). Then there are also previous investigations from various fields, such as news (Hawes, 2010), discourse (Shi, 2013), translation (Jalilifar, 2009), and children's books (Guijarro & Zamorano, 2009). The thematic development aims to show the relationship of sentences with other sentences: "The appearance of the subject indicates that the given subject sentence will be the main link between the sentence and the text." (Yunita, p. 2018). As explained above, thematic development involves both theme and rheme. The theme in Muslimin's quote from Introduction to Functional Grammar (Muslimin, 2020) is what the speaker chooses as the starting point of the message, and the theme is the rest message. Therefore, using these materials, the research proposal message is conveyed sequentially. It makes it easier for the reader to understand the proposal's contents.

The purpose of topic development is to create a well-structured text. It means the unity and connection between individual sentences that are interrelated with others. Therefore, this study mainly examines the topic development patterns of journal articles, especially the background of research papers written by English students at the University of Lampung. Using the topic development theory put forward by Eggins to investigate how their ideas are structured and the report is made in writing. View thematic developments and check how articles in student magazines fit into language specifics according to thematic progress.

METHOD

This study uses a qualitative descriptive design. In this study, researchers analyzed the thematic developments in the text of students' Journal articles. The researcher analyzed thematic developments to investigate the types of thematic developments in student journal article texts, described the realization of thematic developments

in student journal article texts, and determined the reasons for using thematic developments in student article texts. this research focused on evaluating student journal articles published in the elt forum-jet (unnes journal of english teaching). the subjects of this study were 3 undergraduate students at semarang state university. they majored in english education. this study uses external reviewers or investigators, including participants and observers. using various sources, individuals, and data types helps ensure that the research is accurate. data will also be collected from several experts as the subject of this study to assess the text value.

RESULTS AND DISCUSSION

The results of the most widely used topic development model are texts written by fifth-semester students at the University of Semarang. Eggins supports the identified and evaluated thematic development models. The researchers found different thematic trends in articles in student magazines. There are several steps that researchers use to collect data, as outlined below:

1. **Findings of Theme Types and Thematic Progression.**

a) Identify thematic development models

After compiling material for the twelve student newspaper articles, the texts were divided according to the grades of middle-grade students, taking into account the scores given by the lecturers. There are three levels, and each consists of four texts. Journal articles written by students related to the development of themes and themes and themes identified based on (Eggins, 2004), namely. H. Themes, textual themes, and interpersonal themes.

b) Describe and code the thematic development model

The researcher arranged all the students' narrative texts into sentences and then identified them as subjects T and R. The researcher found different themes in the students' narrative texts. The texts identified are related to (Eggins, 2004). The CTP code is for continuous thematic development, SLP is for the simple linear establishment, and DTP is for multiple thematic developments. In the twelfth line, the researcher analyzed and found two developmental theme pattern types in the students' journal articles. They are 13 CTPs (Constant

Thematic Progression) and 8 SLP (Simple Linear Progression). There is no DTP (Multiple Thematic Progression) in their text. The results are in the table below:

Table 1. The Number of Appearances of Thematic Developmental Patterns in Student Recount Texts

NO	Student's name	Patterns of Thematic Development		
		CTP	SLP	DTP
1.	HE	4	4	0
2.	DJ	5	3	0
3.	IY	3	2	0
Total		11	9	0
		20		

As shown in the table above, these are 20 theme development models and two of the three theme development model types used in student narrative texts. From the results above, the topic type most used in journal articles is SLP or Simple Linear Progress with nine models.

c) Rewrite and classify

The researcher rewrote some of the identified thematic development patterns coded in the Thematic Development Pattern Classification Checklist below.

The first was from student IA, whose paper was "Cohesion and Consistency in Final Abstracts of Student Work."

Table 2. Thematic Progression Pattern Categorization Checklist

Identified Clause		Patterns of Thematic Development		
Theme	Theme	CTP	SLP	DTP
Write	Ability is very crucial for everyone, especially students		-	-
That	How to connect			
However	For some reason, it's not easy to master to write an article.			
Fact	Writing an abstract is no different from writing any other text type.			
they need	To learn the use of cohesive devices			
They	Connectors, definite articles, personal pronouns, and demonstrative pronouns		-	.

Meanwhile, coherence	When the sequence of supporting sentences is according to principles, sentences are structured so that the readers can easily understand your idea.
As part of	In the final project, the abstract must be cohesively and coherent.

D) Suggestion

After identifying and classifying all the thematic development data above, the researcher became familiar with the identifying expressions coded and characterized above based on the three thematic development models proposed by (Eggins, 2004) for Teachers of the English Department of UNNES, an expert in his field agreed to identify almost all thematic development models.

2. Findings The techniques and consistency are applied in developing texts in journal articles.

Based on the results of the interviews, researchers got a different answer but had the same goal the consistency story in the text is crucial.

Did you like that each movement has a theme of continuous development? Can you explain?

This section aims to identify students' thoughts about the consistency of using thematic development patterns in sentences. "I think constant patterns can make sentences or paragraphs easier, especially for beginners. However, I also argue that the theme and rheme are fixed throughout the text because there is no variation in tenses. The reader will get bored.

"I like it because it provides clear information and coordinates cohesion and coherence."

Table 3. Thematic Progression Consistency

NO.	Thematic Progression Types	Number of events
1.	Repetition pattern	11
2.	Zig-zag pattern	9
3	Multiple Theme Patterns	-
4.	Blank Progression Pattern	-
Total		20

From the table above, the tendency of the thematic development of articles in student magazines shows that students use zigzag patterns in their sentences. There are 11 out of 20 expressions

of this type, after which the repeat pattern is the second dominant pattern they use. There are nine such chapters out of 20. The last type used by students is the Multiple Topic Pattern. This kind of expression only exists - up to 20. The table shows that students are very calm about using the zigzag pattern. The most used pattern type by students. The same goes for repeating patterns because they use different types. Unfortunately, the multi-theme templates that are displayed are also few compared to the previous templates

In addition, because of the consistency of the text, the student's text was identified by the researcher and consulted with the supervising teacher. As a result, the researcher uses the consistency parameter from (Eggins, 2004) mentioned in Chapter 3.

Table 4. Student parameter coherence

NO	Student's name	Coherence Level
1.	HE	Fair
2.	DJ	Fair
3.	IY	Less

As presented in the table above, most students have an adequate level. It means two types of thematic development patterns and thematic development types that are constant or change from one type to another in each paragraph. The level is less meaningful if a new theme is in the middle of a line. There are no good or bad levels here.

Discussion

Based on the research questions of this research, namely the thematic development of journal articles. According to Eggins (2004) three types of themes and rhymes; CTP, SLP, and DTP. The researcher did not explain the classification of themes and rhemes in this study because the main thing was the development of the theme. However, researchers have also researched this topic.

In principle, Eggins's (2004) thematic development model classification are three models. The patterns are continuous thematic progressions and linear thematic progressions. The last is rhythmic thematic progressions. Based on the analysis of the document, two types of formulas are commonly used by students. These patterns are continuous thematic progression (repeat pattern) and linear thematic progression (zigzag pattern).

The most common thematic development model used is the linear thematic development of 48 events. It was also shown (Amalia, 2016) in her research "Thematic Progress in Writing Descriptive and Narrative Text by Student Nursing." that the thematic observations most used in student journal articles were linear thematic by a total share of 54%. As (Eggins, 2004) notes, linear thematic progression, or the more commonly known zigzag pattern, is generally in written texts. This pattern is the dominant pattern seen in every student newspaper article. There are more than half of the students. Namely, eight students started the writing with a linear thematic development.

To find out how the writer arranges the themes and rhymes in his journal articles is found in several interview questions explained above. Three doctoral students participated in this study. Based on the results of the material collected by the researcher, students arrange themes and rhymes in their journal articles as follows.

The first is choosing a topic when writing a journal article. The course students must know what topic they are writing on, whether the theme is self-determined or given by the lecturer. Familiar themes will definitely make it easier for students to start and write a text. Well, this study analyzed the articles in magazines. Because the type of text is a magazine article, ie. retelling what happened in the past, the lecturer determines this topic, according to the researcher.

The second is knowledge of the general structure of journal articles. Some students realize that knowing the generic fabric of journal articles will also help them with text structure. As explained in Chapter 2 about the generic context and characteristics of language the general structure determines the participants, place, time, and description of what happens in the story. Regarding language features, students use the past tense according to the narrative text and also follow some of the language features mentioned in Chapter 2. In this section, students must use participants or places in the description of the story. Thus they started the subject. Most topics concern participants, places, or events. Then they can provide information about Rhema. Some students also agreed that good thematic development contributes to text coherence. If no thematic developments are found in the text, Eggins (2004) classifies the text as low-level text. In addition, the researcher measured the students' level of coherence in their journal articles based on the Eggins Coherence Table presented above. Most of their writings are divided into reasonable and unsatisfactory levels, only one is less consistent in thematic development, and no text does not show a pattern of thematic development. However, some students agree that a consistent pattern of one type of thematic development is good, but some think that only using one pattern of thematic development in all texts is boring. For some reason, it had nothing to do with what Eggins said, other than him specifically talking about a theme, otherwise the kind of theme would be boring if it never changed.

CONCLUSION

The research findings reveal that all types of themes are present in journal articles developed by the ELT Forum-JET UNNES. Based on the research questions in this study, namely regarding thematic developments in journal articles. As determined by (Eggins, 2004) that themes and rhymes are classified into three types; CTP, SLP, and DTP. The researcher did not explain the classification of themes and rhymes in this study, because the main point in this study was the thematic development. However, researchers also researched this topic. How the author organizes the themes and rhymes in his journal articles is found through several interview questions as described above. The participants of this study were 3 students who had graduated. Based on the results of the data that researchers collected,

Most of their writings are categorized into Adequate and Insufficient levels, there is no consistency in just one thematic development and there is no text that does not have a pattern of thematic development. However, some students agree that the consistency of one type of pattern of thematic development is good, but some students also think that if all texts only use one pattern of thematic development it will be boring. For some reason, it has a little bit to do with what Eggins said, except he stated about themes specifically if the types of themes would be boring if they were never varied.

SUGGESTION

Referring to the implications and limitations as well as the results of this study, there are some suggestions as follows:

1. For English writing teachers, can incorporate Themes and thematic progressions into their writing instruction to help students write more coherently and cohesively, especially in journal article writing test preparation classes. This was also suggested by (Schleppegrell, 2004), (Wang, 2007), and (Wei, 2014) who stated that teachers should incorporate this instruction into their writing courses to help students organize their writing well.

2. For future researchers who wish to investigate the same field in their future research, they can investigate themes and thematic choices in different types of text. This can provide new perspectives on thematic structures in various genres. They may also consider other factors that determine writing ability such as learning experience, thematic developmental instruction, academic background, rhetorical style, thematic instruction, etc.

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