



Theme-Rheme Organization of Background Section in Research Proposal Introduction

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Abstract

This study aimed to investigate what thematic development pattern frequently applied on students' proposal year 2019 seen from three levels of achievement: low, middle, and high. Qualitative research as a method by implementing content analysis. The data of the study were 6 students' proposal from low, middle, and high level of achievement. The steps in analyzing the data are first: taking texts written by the students, second: reading the texts and segmenting each text into clauses, third: identifying theme and rheme of each clause of the students' texts, fourth: identifying thematic development pattern of the students' texts by using thematic development pattern proposed by Danes (1974), fifth: consulting the identified thematic development pattern to the experts, and sixth: calculating the amount of the occurrence of each thematic development pattern. The result shows that Constan Theme Progression (CTP) became the most applied pattern on high achievers' text with the total number of occurrences 7 (63%). Constan Theme Progression (CTP) also became the most applied pattern on middle achievers' text with the total number of occurrences 5 (55%) as well as on low achievers' text, Constant Theme Progression became (CTP) the most applied pattern with the total number of occurrences 6 (50%). In conclusion, the students at University of Sultan Ageng Tirtayasa academic year 2019 who learn English as a foreign language mostly applied Constant Theme Progression in their research proposal.

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INTRODUCTION

There are four language skills that students have to master in learning English. There are speaking, reading, writing and listening. Among those four skills, writing is a basic skill that is essential for academic success and basic requirements in civilian life (Perin, 2007). It shows that writing ability is very important for students. writing skills are

important for continuing studies to a higher level or as requirements when entering the workforce.

Seems parallel with how important writing is in language learning, the more important the more students find it difficult to learn. The students still have difficulties in English writing because it requires the work of inventing ideas, thinking about how to express

the ideas and organizing them into sentences or paragraphs (Erinna, 2016).

The students who have contracted the research proposal have already received an academic writing course in fifth semester but the students still find it difficult when they are required to make a research proposal in sixth semester. As the students writing experience, while the class did the task to write a research proposal in background section, the lecture of the class said that most of the result of writing is not cohesive and coherent. So the writer assumes that make a text with perfectly cohesive is still difficult. Furthermore Guo and Wang (2005) conduct research about students' writing which shows that one of the major problems is the lack of cohesiveness in the flow of ideas through a composition.

The lack of cohesion will decrease the quality of students' writing. says in his journal that Cohesiveness can be an indication of the quality of the text. If the cohesive ties between the paragraphs are good, the writing will be more easily understood by the reader, Suwandi (2015). Unfortunately, there are still many students who pay less attention to the cohesiveness in their writing.

To analyze the abilities and difficulties of students in making cohesive writing, one method that can be used by analyzed Theme and Rheme. Wei Jing (2013) cites from Halliday and Cumming that Theme is the starting point of a message which the clause is about. Theme is followed by Rheme, which is part of the assembly of the new information that the text offers. The interaction of both

constructs how the information in a text develops.

Unfortunately the students do not understand enough what kind of information to place in the theme position and how to continually pick up the information which is already in the text and repeat it in some way become aware of what the key concepts are and how the key concepts are being developed (Hyland, 2004).

The students do not even know what Theme- Rheme and its organization pattern is so that they write without involving the understanding of those terms. They are not even really sure about any patterns they apply when they are writing any kinds of text since they just write whatever ideas come to their minds (Adawaiyah, 2017).

Several studies on analysis of Theme- Rheme organization have been carried out. Erinna (2016) has conducted research to measure the cohesion and coherence of an article using the Thematic Development approach that focuses on Theme and Rheme. The results shows that the Theme Rheme analysis can make the cohesiveness of writing bet

Yunita (2017) maintains that the Theme choice and Thematic progression support the character of the Recount texts written by the students. The Topical Theme represents the students' ability to deliver what the text is about, the Interpersonal Theme helps students to present their personal attitude, and the Textual Theme promotes the logical

relationship between clauses in order to build text cohesion and coherence.

White (2015) who conducts research about correlation between Theme progression and subject grades find that there is a positive correlation between total use of orienting Themes and subject grades, none of the categories of orienting Theme (textual, interpersonal, experiential) correlate alone with subject grades.

The previous research become a guide for the researcher to do this research. The similarity between this current research with those researches is in the part analysis of Thematic Development that focuses on Theme and Rheme. New thing appears in this current research is in the part of the research object. In this research, the researcher used introduction background section of students' proposal research paper on seventh semester base on thesis value in English Department at university of Sultan Ageng Tirtayasa, 2019 academic years as an object.

Based on the background above, the research aims to analyze the theme-rheme organization of the background section in research proposal introduction made by the students at the English education program, University of Sultan Ageng Tirtayasa".

METHOD

To answer the research question, this study employs qualitative research by implementing content analysis as its research design. Qualitative research is primarily exploratory research. According to Creswell

(2009:4) qualitative research is a method for investigating and understanding the meaning individuals or groups ascribe to a social or human issue. It used to gain an understanding of underlying reasons, opinions, and motivations.

To gain the detailed information about an activity and a process, the researcher use case study as research design. Creswell (2003:15) stated that common characteristics to several qualitative methods:

- a. Research is often conduct in the field, allowing direct interaction with the people being studied in their context.
- b. Researchers collect data themselves by examining documents
- c. Multiple sources of data are preferred over a single source; this requires the researcher to review all data, make sense of it and organize it into categories or themes that cut across all sources.
- d. Researchers often build their patterns, categories and themes from the bottom up (inductive analysis).
- e. The focus is on learning the meaning participants hold rather than the meaning brought in by the researcher.
- f. The research is often an emergent, shifting process in response to the field.
- g. The qualitative researcher interprets what is seen, heard and understood. This must be seen in light of the researcher's background, history, context and prior understanding.

- h. The researcher tries to develop a complex picture of the problem or issue by reporting multiple perspectives and identifying multiple factors.

RESULT

The identification of Thematic Development Pattern come from three levels of students' achievement; high, middle, and low achievers' which is there were four texts of each level. After collecting the students' research proposal, the researcher segmented each text into clauses and identified the clauses in terms of theme-rheme, as the basis of identifying Thematic Development Pattern. After that, the researcher identified each clause by underlining them and coding identified themes with T and identified rhemes with R. After conducting the steps in analyzing thematic development pattern mostly applied on research proposal written by the students of university Sultan Ageng Tirtayasa in 2019 using the framework of thematic development pattern proposed by Danes (1974), all the data summarized in the table as follows:

No.	Thematic Development Pattern	Number of Occurrence	Percentage
1.	Low Achievers' Text		
	Simple Linear Progression	2	17 %
	Constant Theme Progression	6	50%
	Split Rheme Progression	2	17 %
	Derived-Hyper Theme Progression	2	17%
	Total	12	
2.	Middle Achievers' Text		
	Simple Linear Progression	0	0%
	Constant Theme Progression	5	55%
	Split Rheme Progression	3	33%
	Derived-Hyper Theme Progression	1	11%
	Total	9	
3.	High Achievers' Text		
	Simple Linear Progression	4	26%
	Constant Theme Progression	7	63%
	Split Rheme Progression	0	0%
	Derived Hyper-Theme	0	0%
	Total	11	
Total		32	

DISCUSSION

Based on the findings in table above, there are 21 thematic development pattern from the four thematic development pattern proposed by Danes (1974) that could be found by the resercher on students' proposal seen from three level of achievement (low, middle, and high). On low achievers' texts, Constant Theme Progression becomes the first mostly applied pattern, with the total number of occurrences 6 (50%) and on middle achievers' texts, the same things happened because becomes the first mostly applied pattern is Constant Theme Progression with the total number of occurrences 5 (55%%). Meanwhile on high achievers' texts, Constant Theme Progression becomes the first mostly applied pattern, with the total number of occurrences 7 (63%).

CONCLUSION

Based on the research, the students tend to like offering a repeating information to give a clear explanation rather than to attain the cohesion in the text by applying Constant Theme Progression which was mostly applied pattern on the 6 students' proposal with the total number of occurrences 18 (56.25%). Although with the few numbers of occurrences, the students tend to apply Split Rheme Progression and Derived-Hyper Theme Progression which are considered difficult and rare to apply. It indicates that the students have been able to plan the various ways or method in organizing their ideas in writing an academic writing especially in their proposal.

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