THEMATIC PROGRESSION FOUND IN STUDENTS' THESIS BACKGROUNDS AT STKIP PGRI SUMATERA BARAT

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A R T I C L E   I N F O

A B S T R A C T

This study is aimed at finding out paragraph coherence. It is descriptive content analysis. Thirteen thesis backgrounds were chosen purposively based on the supervisors' recommendation. Data were analyzed by coding, specify ing, and comparing. Then, the results indicate that every paragraph uses various thematic progression patterns. The patterns include CT, ZT, MS, CR, CP, DT, MP, LC, CL, and EP. The pattern determines the coherence level of the paragraph.

INTRODUCTION

Writing a thesis is not easy for many students, though it is one of the requirements should be fulfilled by students before finishing their study from a college or university. They cannot finish their study on time because of having difficulty in accomplishing their thesis. It happens because they need mental activity and cognitive competence to produce the thesis (Fadda, 2012).

In thesis, the most important part is introduction. It is like a face in human body which can attract people's attention. The stronger the reason the writer can argue to show the importance of the topic, the most attractive the topic becomes. Introduction explains the reason for doing a research so that it should be clear, focused and concise (Bavdekar, 2015). However, based on researchers' pre-observation to some students' theses, they found thattheir most obvious problem was writing thesis background. The students made some errors such as writing coherent and cohesive paragraphs. According to Briesmaster *et.al* (2017), coherence is very

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essential to make writing consistent and understandable relation of every idea in a text helps readers understand the idea of the paragraph easily. In addition, cohesion element also affects the quality of writing, by using transition signals such as *then, therefore, furthermore,* and so on (Karadeniz, 2017).

However, this study is just focused on investigating the paragraph coherence viewed fromthematic progression patterns. As stated by Amperawaty *et.al* (2019), thematic progression can be used as a device of coherence. Thematic progression is the way in which a theme of a clause repeats the meaning of the previous theme or rheme to connect theme and rheme. It also functions as a device of coherence (Hawes, 2015; Nurdianingsih, 2017; Muroda *et.al*, 2018; Amperawaty *et.al.*, 2019). It has some patterns such as constant theme, zigzag or linear theme, multiple theme or split rheme, constant rheme, crossed pattern, derived themes, mixed pattern, linear-constant progression, constant-linear progression, and elliptic progression (Paltridge, 2012; Jun, 2014; Abed, 2016). Furthermore, the pattern determines the level of coherence (Marfuaty, 2016). Therefore, to find out whether the background paragraphs in the documents were coherent, researchers investigated the patterns of thematic progression and the levels of coherence.

METHODS

The design of this research was qualitative content analysis. Then, the sampling technique was purposive sampling. Documents were selected based on recommendation from students' advisors, the research approach used, and the accessibility of data. Thus, thirteen documents from seven Study Programs (English education, Indonesian language and literature education, guidance and counseling education, biology education, geography education, sociology education, and historical education) were chosen to analyze. The number of paragraphs initially 161 paragraphs, but after researchers sorted the paragraphs, they only analyzed 140 paragraphs for determining thematic progression pattern because some of them did not contain the paragraph components. There are 21 paragraphs which were omitted because the paragraphs did not contain paragraph components. They are paragraph 5 (p5) and p6 in document 1(d1), p5 in d2, p14 in d4, p2 p5 p16 p17 in d5, p7 p8 in d6, p8 in d7, p1 in d8, p7 and p29 in d9, p6 in d11, p6 in d12, and then p7 p8 p9 p10 p11 in d13.

Then, data were gathered by collecting documents and observing the content. Documents were collected by getting e-thesis open accessed from ICT staff. The theses chosen were recommended by supervisors and the backgrounds were screenshot. They were observed by reading sentence to sentence in each paragraph and using observation guide.

Furthermore, they were analyzed to find out the pattern of thematic progressions and the level of coherence. To determine the thematic progression patterns, firstly researchers coded the theme (s) and rheme (s) of each clause and their relation found in each paragraph of thesis background. The next analyses were specifying the theme category (include ideational or topical, interpersonal, and textual themes) (Salih *et.al.*, 2014) and rheme of a sentence. Furthermore, the relation between the theme and rheme were analyzed by comparing the connection of meaning. Moreover, the level of coherence was found out by comparing the pattern (Astuti *et.al.*, 2010; Hall, 2015; Marfuaty, 2016. After finding out the thematic progression patterns, researchers analyzed the level of coherence as the following table.

No.	Coherence Level	Explanation
1.	Good	If type of thematic progression is constant in one type of each paragraph
2.	Fair	If type of thematic progression is inconstant or change from one type to the others type
3.	Less	If new theme(s) created in middle of paragraph
4.	Poor	If nothing thematic progression used

Table 1.Level of Coherence by Eggins (in Astuti *et.al.*, 2010; Marfuaty*et.al.*, 2016; Yuned, 2016; Jumatriadi, 2016)

Related to the above table, the paragraph can be said as good level is when the paragraph uses constant pattern. Then, if the paragraph used inconstant pattern or change from one type to another type of pattern, it means that the level of the paragraph is fair. The third level is less level. Less level of paragraph can be determined if in the paragraph, there is not only use one theme or topic but the theme is change to another theme in the middle of the paragraph. Lastly, if there is nothing thematic progression pattern used, so the paragraph can be categorized as poor level.
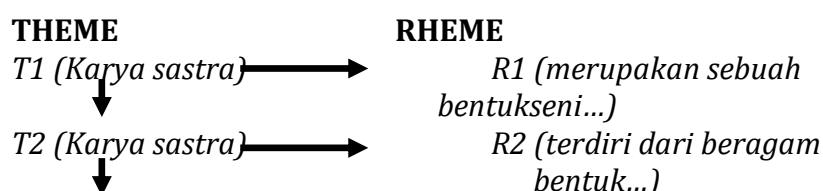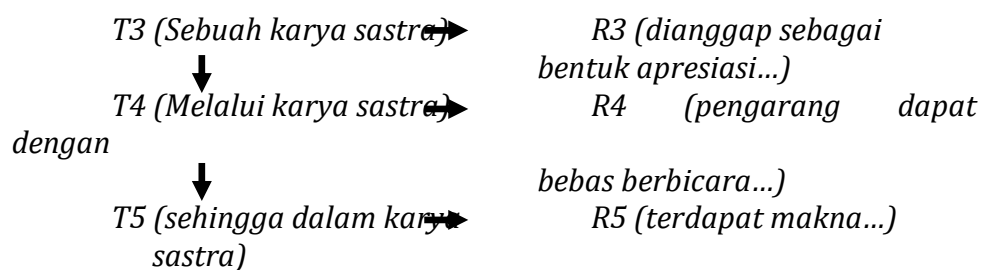
FINDINGS AND DISCUSSION
Findings

As stated before, this research asked about patterns of thematic progression and the level of paragraph coherence of the students' thesis background. Thematic progression is determined by determining the theme and rheme and their connection. From 13 documents which consist of 140 paragraphs, ten patterns were used by participants. They are constant theme (*CT*), zigzag or linear theme pattern (*ZL*), multiple theme or split rheme (*MS*), constant rheme (*CR*), crossed pattern (*CP*), derived themes (*DT*), mixed pattern (*MP*), linear-constant progression (*LC*), constant-linear progression (*CL*), and elliptic progression (*EP*). Each pattern is analyzed below.

Constant Theme Pattern (CT)

As stated above, constant theme can be determined by repeated theme in a paragraph. On the other hand, the rheme can be various, but related to the theme. The use of this pattern was found in 47 paragraphs. 2 are found in document 1(d1), 3 in d2, 5 in d3, 4 in d4, 4 in d5, 3 in d6, 3 in d7, 3 in d8, 6 in d9, 5 in d10, 4 in d11, 3 in d 12, and 2 in d13. The sample can be seen below.
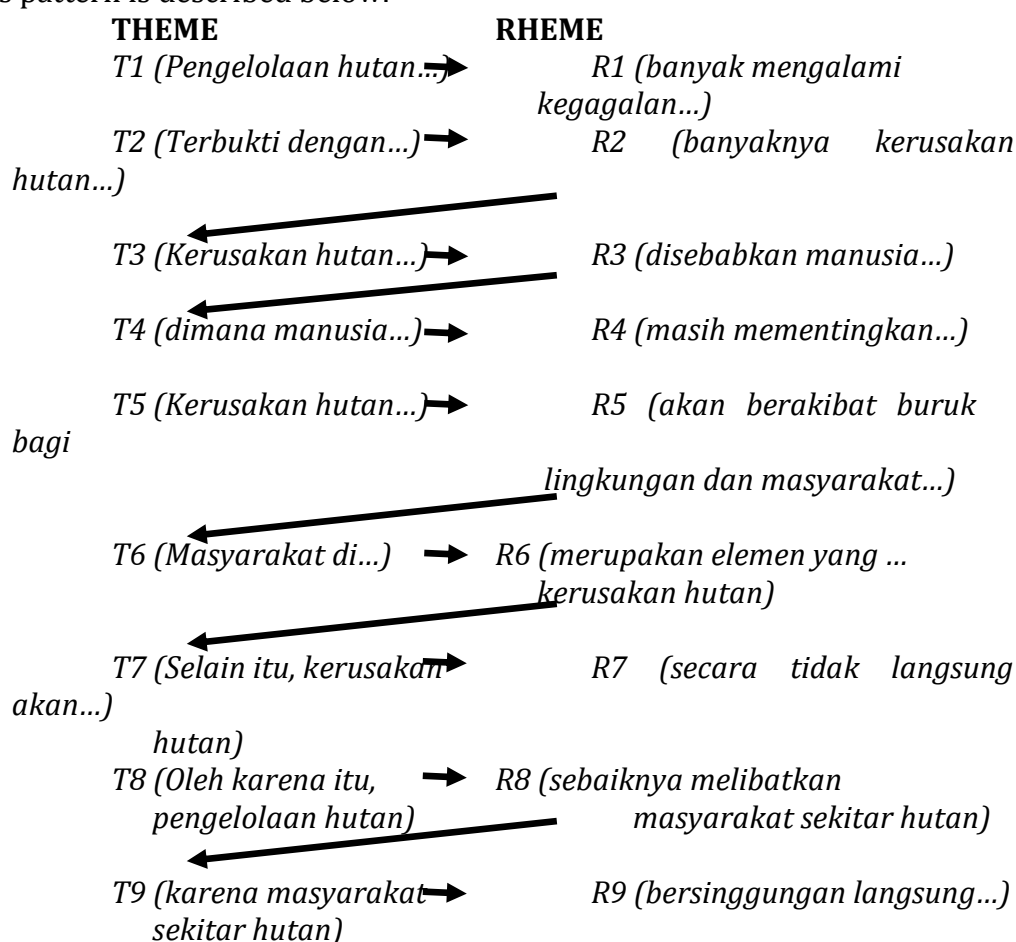
THEME   RHEME

T1 (Karya sastra) ⟶   R1 (merupakan sebuah bentukseni…)

T2 (Karya sastra) ⟶   R2 (terdiri dari beragam bentuk…)

T3 (Sebuah karya sastra) ➤   R3 (dianggap sebagai bentuk apresiasi…)

T4 (Melalui karya sastra) ➤   R4 (pengarang dapat

dengan

                                          bebas berbicara…)

T5 (sehingga dalam karya ➤   R5 (terdapat makna…)
sastra)

(Document 3 paragraph 3)

Every theme in the above datum is similar, namely '*Karya sastra*' (literary work). Such a theme is called ideational theme or topical theme which is unmarked because the theme functions as subject. The fifth theme states '*sehingga dalam karya sastra*' (so, in literary work) has textual theme and ideational or topical theme which is marked because it functions as adverb. The word '*Sehingga*' (so) is textual and '*dalam karya sastra*'(in literary work) is used as marked topical theme. The level of coherence in the paragraph above was good.

Zigzag or Linear Theme Pattern (ZL)

Zigzag pattern is when the rheme of the clause is being the theme of the next clause and its repeated in each clause. There 64 paragraphs were found in using zigzag pattern. The pattern was found 2 in document 1 (d1), 2 in d2, 3 in d3, 3 in d4, 8 in d5, 7 in d6, 3 in d7, 1 in d8, 17 in d9, 5 in d10, 6 in d11, 6 in d12, and 2 in d13. The sample of this pattern is described below.
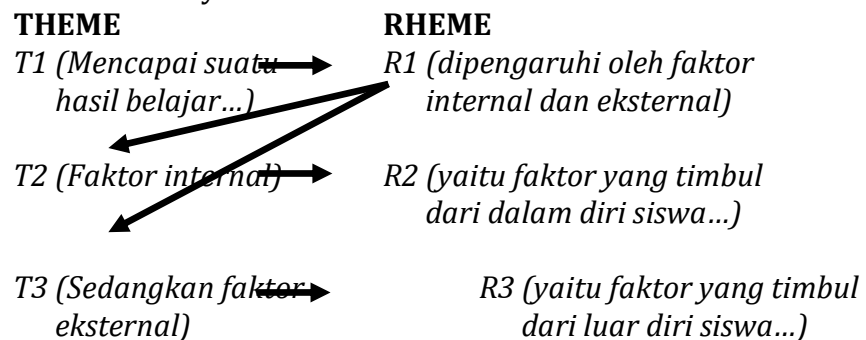
THEME	RHEME
T1 (Pengelolaan hutan…) ➤	R1 (banyak mengalami kegagalan…)
T2 (Terbukti dengan…) ➤ hutan…)	R2 (banyaknya kerusakan
T3 (Kerusakan hutan…) ➤	R3 (disebabkan manusia…)
T4 (dimana manusia…) ➤	R4 (masih mementingkan…)
T5 (Kerusakan hutan…) ➤ bagi	R5 (akan berakibat buruk
	lingkungan dan masyarakat…)
T6 (Masyarakat di…) ➤	R6 (merupakan elemen yang … kerusakan hutan)
T7 (Selain itu, kerusakan ➤ akan…) hutan)	R7 (secara tidak langsung
T8 (Oleh karena itu, ➤ pengelolaan hutan)	R8 (sebaiknya melibatkan masyarakat sekitar hutan)
T9 (karena masyarakat ➤ sekitar hutan)	R9 (bersinggungan langsung…)

The above themes have relationship to each other. The '*Pengelolan hutan*' (forest management) is the first theme functioning as subject. So it is categorized as unmarked theme in ideational or topical theme. The first theme is accompanied by rheme 1 is '*banyak mengalami kegagalan*'(has a lot of failure). Then, theme 2 '*terbukti dengan*'(was proved by) also talks about the rheme 1. '*Banyaknya kerusakan hutan*'(a lot of deforestation) following rheme 1 is as the rheme of the second theme. In the third clause, the word '*kerusakan hutan*' (deforestation) is being the theme which the type of theme is ideational or topical theme. Because, Its categorized as a subject or unmarked theme. Because of rheme 2 is repeated as the theme in theme 3, it means that the writer or student uses zigzag or linear theme pattern. Next, '*manusia*'(human) in rheme 3 is as the theme in theme 4. The statement in theme 4 is '*dimana manusia*' (where humans) and rheme 4 is '*masih mementingkan...*'(still attach importance). The word '*dimana*' (where) is as textual theme (conjunction) and '*manusia*'(human) is as ideational or topical theme. From theme 5, theme 6, theme 7, theme 8, and theme 9, the progression of the clause is also zigzag. Then, fair level is the result from the analysis above.

Multiple Theme or Split Rheme Pattern (MS)

Multiple theme or split rheme pattern is when a rheme is stated more than one part. It means that, if the theme has a rheme with several parts. So, each part will be the theme in the next clauses or sentences. Multiple themes that found in this research are only seven. It found 1 in d2, 1 in d4, 1 in d7, 2 in d9, 1 in d10, 1 in d13. See the sample of theme rheme analysis below.

THEME	RHEME
T1 (Mencapai suatu hasil belajar...)	R1 (dipengaruhi oleh faktor internal dan eksternal)
T2 (Faktor internal)	R2 (yaitu faktor yang timbul dari dalam diri siswa...)
T3 (Sedangkan faktor eksternal)	R3 (yaitu faktor yang timbul dari luar diri siswa...)

The rheme in the first clause is '*dipengaruhi oleh faktor internal dan faktor eksternal*' (influenced by internal factors and external factors). They are parts of the first clause. The first part '*faktor internal*' (internal factors) in the next clause is as the theme 2 and '*sedangkan faktor eksternal*' (while external factors) which is the second part is as the theme 3. Because of each of parts are as the theme in the next clauses and have their own rhemes, so the pattern of thematic progression that used by the writer or student is multiple themes or split rheme pattern. The statement '*Mencapai suatu hasil belajar yang optimal dari proses pembelajaran seorang siswa*' (achieve an optimal learning outcome from the learning process of a student) in theme 1 is categorized as ideational or topical theme. Because, that statement is as a subject or unmarked theme. The rheme 1 is '*dipengaruhi oleh faktor internal dan faktor*

eksternal' (influenced by internal factors and external factors) which has explained in the theme rheme analysis above. After that, '*faktor internal*' (internal factors) is the theme 1. '*Faktor internal*' (internal factors) is categorized as ideational or topical theme. Because, the word '*faktor internal*' (internal factors) is as a subject. It is different with the theme 3 of the first clause. The theme 3 is '*sedangkan faktor eksternal*' (while external factor) which have two types of theme. The types are textual theme and ideational or topical theme. The textual theme is '*sedangkan*' (while). '*Sedangkan*'(while) is as conjunction. Then, '*faktor eksternal*' (external factors) is as ideational or topical theme. Related to the explanation before, the parts of the rheme which is as the theme in the next clause, it can be said the writer or student used multiple theme or split rheme pattern in his paragraph. The level of coherence of this paragraph analysis was in fair level.

Constant Rheme (CR)

Beside of constant theme, constant rheme pattern is also found in student background of the problem. Constant rheme means that the rheme of first clause will be the rheme or as the rheme in the next clause. It was found amount to 32 from every student background. It found 1 in d2, 1 in d3, 4 in d4, 2 in d5, 4 in d6, 2 in d7, 2 in d8, 7 in d9, 3 in d10, 1 in d11, 2 in d12, 3 in d13. Here is the sample of this pattern.
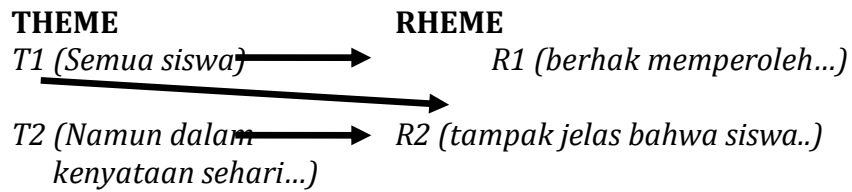
THEME		RHEME
T1 (Selama ini) *ada berapa*	→	*R1 (belum diketahui pasti jenis jamur yang terdapat di perkebunan sawit.)*
T2 (Berdasarkan latar belakang diatas maka penulis) *Jenis*	→	*R2 (telah melakukan penelitian tentang Jenis- jamur Makro Di Perkebunan kelapa Sawit …)*

(Document 8 paragraph 9)

The analysis from student datum above has two sentences. In the first sentence, the theme 1 is '*selama ini*'(all this time). The word 'selama ini' is categorized as ideational theme. Then, the rheme of theme 1 is '*belum diketahui pasti jenis jamur yang terdapat di perkebunan sawit*'(it is not certain howmany types of mushroom are found in oil palm plantations). After that, the theme 2 is '*berdasarkan latar belakang diatas maka penulis*'(based on background of the problem above so that the researcher) is identified as ideational theme and textual theme. The ideational theme is '*berdasarkan latar belakang diatas*' and the textual theme is '*maka*'(so that). The words after the theme were as the rheme 2. Related to this analysis, the pattern found was constant rheme and the level of coherence was in good level.

Crossed Pattern (CP)

The special feature of crossed pattern is the rheme from the last sentence is theme of the sentence before. Crossed pattern that found by the researchers was only

four. It was found 1 in d4, 1 in d9, 1 in d10, and 1 in d13. In the following below is the sample of this pattern.
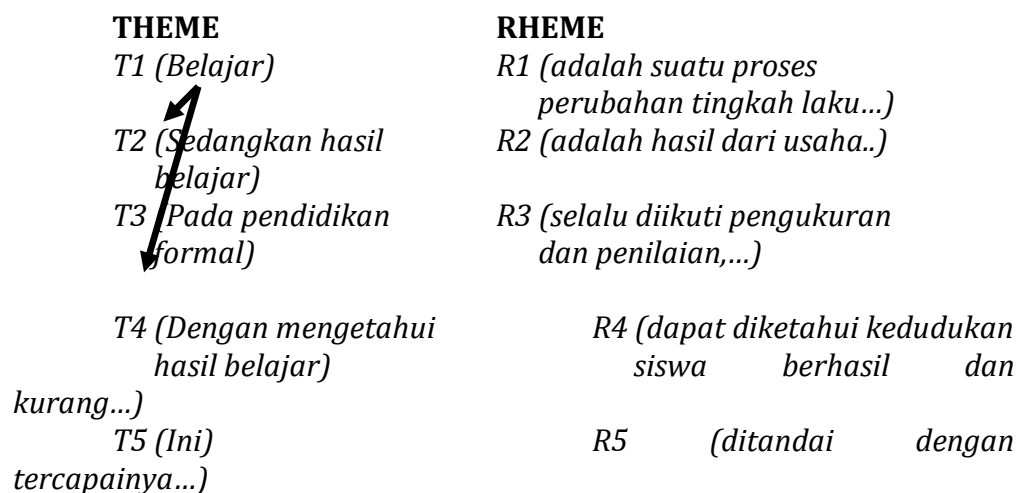
THEME	RHEME
T1 (Semua siswa)	R1 (berhak memperoleh…)
T2 (Namun dalam kenyataan sehari…)	R2 (tampak jelas bahwa siswa..)

(Document 13 paragraph 3)

From the datum above, '*siswa*'(students) is as the theme in the first clause or in T1. Then, '*siswa*'(students) is also stated as the rheme of the second clause or in R2. Because of this, the pattern that used by the writer or student is crossed pattern. On the other hand, the type of theme in theme 1 is ideational or topical theme. Because, '*semua siswa*'(every students) is categorized as a subject or unmarked theme of the clause. Then, in theme 2 has two types of theme. The themes are textual theme and ideational theme. The textual theme is '*namun*'(however). Because of the word '*namun*'(however) is functioned as conjunctive. After that, the ideational theme is '*dalam kenyataan sehari-hari*'(in everyday reality) which it is as subject or unmarked theme. In addition, the datum above is categorized as fair level.

Derived Themes (DT)

Derived theme is when all sentences before can be said as hypertheme, then the next themes in sentences here came from hypertheme. Derived themes that found based on researchers analysis was only one. The one derived theme above is found in the thirteenth background document. The sample of this pattern is in the following below.

THEME	RHEME
T1 (Belajar)	R1 (adalah suatu proses perubahan tingkah laku…)
T2 (Sedangkan hasil belajar)	R2 (adalah hasil dari usaha..)
T3 (Pada pendidikan formal)	R3 (selalu diikuti pengukuran dan penilaian,…)
T4 (Dengan mengetahui hasil belajar) kurang…)	R4 (dapat diketahui kedudukan siswa berhasil dan
T5 (Ini) tercapainya…)	R5 (ditandai dengan

(Document 13 paragraph 4)

In the shape of pattern above, there are five clauses that identified. Theme 1, theme 2, and theme 3 are different themes. Theme 1 is '*belajar*'(learning), theme 2 is about '*hasil belajar*'(learning outcomes), and theme 3 is about '*pendidikan formal*'(formal education). Theme 2 and theme 3 come from theme 1 or the first theme and it is related with theme 1. Theme 1 in the datum above can be called as hypertheme. Hypertheme means that every theme which is come after the first theme

has relationship with the first theme. After that, theme 4 and theme 5 are not a derived theme. Because, theme 4 and theme 5 just explain about the themes before. For more explanation, theme type of theme 1 '*belajar*'(learning) is as ideational or topical theme. Theme 2 '*sedangkan*'(while) is as textual theme (conjunction) and '*hasil belajar*'(learning outcomes) is as ideational or topical theme. After that, theme 3, theme 4, and theme 5 are also as ideational or topical theme. Because, they are as the subject or unmarked theme. The level of coherence of the datum above was fair.

Mixed Pattern (MP)

Mixed pattern is to conclude the unknown pattern in the sentences. For example is when the paragraph does not have any patterns of thematic progression, mixed pattern can be used. Mixed pattern was found only one mixed pattern. It found in document 4 paragraph 12. Here is the sample of this pattern.

THEME   **RHEME**
T1(*Dermawan Wibisono* ⟶ *R1(lahir   di*
Semarang...)

T2(*Novel karyanya yang telah* ⟶ *R2(...)*
   diterbitkan Sang Juara: Misteri..)
T3(*Dia*)   ⟶   *R3(sedang*
menunggu

                                           penerbitran   lentera
jiwa...)

(Document 4 paragraph 12)

The datum above has three clauses. Theme 1 is 'Dermawan Wibisono'. 'Dermawan Wibisono' is as ideational theme, because it functioned as unmarked theme or as subject of the clause. Then, the rheme of theme 1 is '*lahir di Semarang*'(born in Semarang). After that, '*novel karyanya yang telah diterbitkan Sang Juara: Misteri*'(his novel which has published *Sang Juara: Misteri*) is as theme 2. Based on researchers analysis, this theme did not have any rheme. It caused of the sentence just stating that words only without verb or object. But, theme 3 is also has the rheme. Theme 3 is '*dia*'(he) which is categorized as ideational theme and the rheme is '*sedang menunggu penerbitan lentera jiwa*'(is waiting for lentera jiwa). All of the theme above did not have relation each other. The pattern was not found also. So, the datum above was categorized as mixed pattern. It appropriates with the definition of mixed pattern is when the paragraph does not have any thematic progression pattern and does not have clear topic. Thus, the above datum categorized as poor level.

Linear-Constant Progression (LC)

Linear-constant progression refers to when the starting point is linear then come to constant. There are ten documents that used this pattern. 3 was found in d1, 1 in d2, 1 in d3, 4 in d4, 1 in d5, 2 in d6, 1 in d7, 1 in d8, 3 in d9, and 1 in d11. Thus, the total of linear-constant progression pattern that found in every background is 18 patterns. See the sample of this pattern below.

THEME	RHEME
T1 (Masalah kemanusiaan dalam sebuah…)	R1 (adalah masalah sosial…)
T2 (Masalah sosial)	R2 (berkaitan dengan…)
T3 (Masalah sosial)	R3 (berupa kesenjangan…)
T4 (Kenyataan alam)	R4 (dapat berupa …)
T5 (Sedangkan kenyataan budaya)	R5 (antara lain…)

(Document 4 paragraph 4)

Related to the datum above, there are stated '*masalah sosial*'(social problem) in the position as the rheme of the first clause or rheme 1. Then, the word '*masalah sosial*'(social problem) is as the theme in second clause or theme 2. Type of the theme is ideational theme, because '*masalah sosial*'(social problem) is categorized as ideational or topical theme which is as the subject or unmarked theme of the clause. After that, '*masalah sosial*'(social problem) is also repeated again as the theme in the theme 2 and theme 3. The types of the theme above are also as ideational or topical theme. On the other hand, the word '*kenyataan*'(reality) in the fourth clause or theme 4 is also repeated in the fifth clause or theme 5. The word '*kenyataan alam*' (natural reality) in theme 4 is as ideational or topical theme (subject or unmarked theme) and theme 5 '*sedangkan kenyataan budaya*'(while cultural reality) is as textual and ideational or topical theme. The textual theme is '*sedangkan*'(while) and ideational or topical theme is '*kenyataan budaya*'(cultural reality). Because of the first and the second clause are linear then constant with the third clause and fourth and fifth clause are also identified as constant theme, so that the datum above categorized as linear constant progression pattern and the level of coherence was fair level.

Constant-Linear Progression (CL)

Constant-linear progression defined as when the starting point is constant then moved to linear. Constant-linear progression pattern found is amount to 8. This pattern found 1 in d1, 1 in d2, 1 in d3, 1 in d5, 1 in d6, 2 in d8, and 1 in d10. Here is the sample of this pattern.
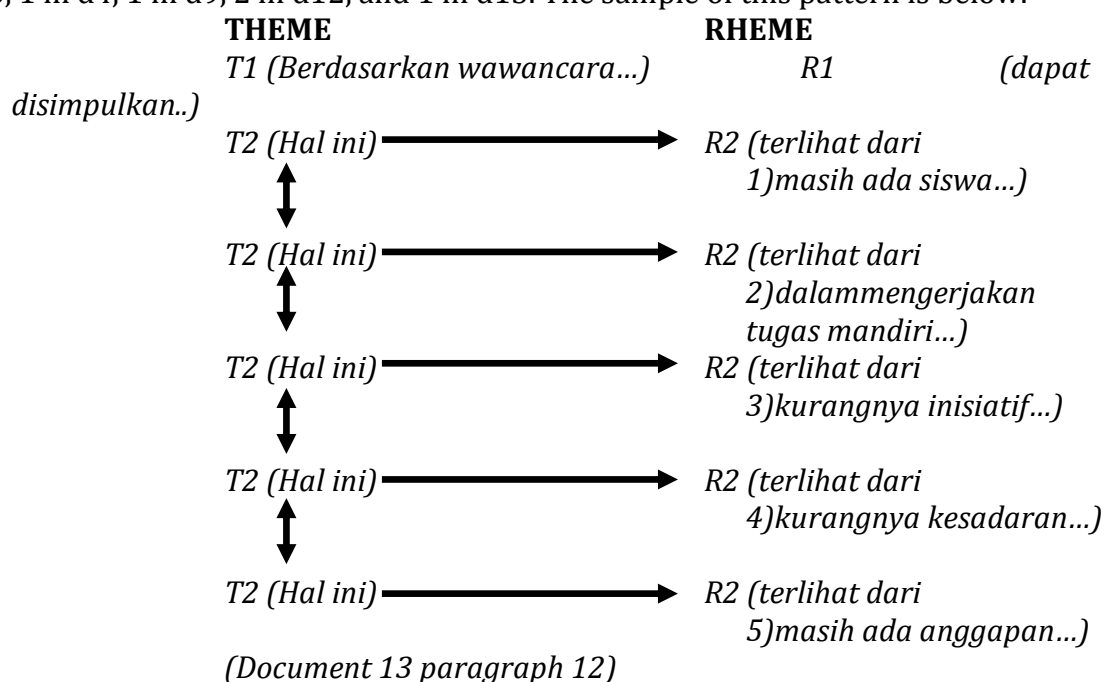
THEME	RHEME
T1 (Jamur yang sudah di ketahui hingga saat ini)	R1 ($\pm$ 69.000 spesies…)
T2 (Menurut Rifai (1995) dalam Gandjar (2006), di Indonesia)	R2 (terdapat$\pm$200.000 jenis jamur…)
T3 (Dapat dipastikan Indonesia)	R3 (memiliki keanekaragaman Jamur makro…)

T4 (Selain itu, peranan ⟶   R4 (tidaklah kecil)
    Jamur makro…)

T5 (Sementara kita) ⟶ R5 (dihadapkan dengan
                                        cepatnya laju…)

T6 (Oleh karena itu,) ⟶ R6 (perlu dilakukan
                                       penelitian…)

(Document 8 paragraph 5)

There are six themes that have been bold in datum above. The constant themes are theme two and theme three. In theme one, the theme type is ideational or topical theme. Because, it categorized as a subject of the clause. Theme type of theme 2 is interpersonal theme and ideational or topical theme as a subject. Interpersonal theme in theme 2 is '*menurut Rifai (1995) dalam Gandjar (2006)*'(according to Rifai (1995) in Gandjar (2006)). It caused by the writer stated the assumption of another statement by stating '*menurut*'(according to). Then, ideational or topical theme in theme 2 is '*di Indonesia*'(in Indonesia). The words '*di Indonesia*'(in Indonesia) is categorized as unmarked topical theme as adverbial. Because, '*Indonesia*'(Indonesia) is a place or location. After that, '*Indonesia*'(Indonesia) is also repeated as a theme in theme 3. So that, the pattern which is caused by theme 2 and theme 3 is constant theme. But then, in rheme 3, the writer or student stated about '*jamur makro*'(macro mushrooms). '*Jamur makro*'(macro mushrooms) is also repeated as a theme in the next clause especially in theme 4. It means that it comes to linear one. Because of the pattern begins from constant, then come to linear, so in the sample of paragraph above, the pattern which is used by the student is constant-linear progression and categorized as fair coherence level.

Elliptic Progression (EP)

Elliptic progression means that when two ended arrow (⟷) is as an elliptic connecting relationship. Elliptic progression is found amount to 7 patterns. It found 2 in d3, 1 in d4, 1 in d9, 2 in d12, and 1 in d13. The sample of this pattern is below.

THEME   **RHEME**

T1 (Berdasarkan wawancara…)   R1   (dapat
disimpulkan..)

T2 (Hal ini) ⟶ R2 (terlihat dari
                                     1)masih ada siswa…)
⇕

T2 (Hal ini) ⟶ R2 (terlihat dari
                                     2)dalammengerjakan
                                     tugas mandiri…)
⇕

T2 (Hal ini) ⟶ R2 (terlihat dari
                                     3)kurangnya inisiatif…)
⇕

T2 (Hal ini) ⟶ R2 (terlihat dari
                                     4)kurangnya kesadaran…)
⇕

T2 (Hal ini) ⟶ R2 (terlihat dari
                                     5)masih ada anggapan…)

(Document 13 paragraph 12)

The word '*hal ini*'(this) is the theme in the second clause. Type of the theme is ideational theme. It causes of '*hal ini*'(this) is as the subject. After that, '*terlihat dari*'(seen from) is ideantified as the rheme. Even though the second point till the fifth point do not has their clear theme in the paragraph above. But, in contextual, the theme is still '*hal ini*'(this). Based on this situation, type of thematic progression pattern is categorized as elliptic progression and the result of coherence level is fair.

Beside of thematic progression pattern analysis, to answer the second research question, the researchers determined the level of paragraph coherence by seeing what pattern that found in each paragraph and how the theme of each clause. See the table in the following below:

Table 2
Coherence Level/ Document

Number of Paragraphs	Location of Coherence Level		
	Good	Fair	Poor
8	p3,p4,p7, p8	-	p5, p6
5	p2	p1, p3, p4	p5
9	p2,p3,p6,p7,p8,p9	p1	-
14	p1,p3,p4,p5,p6,p8	p2 ,p7, p9 ,p10 ,p11 ,p	p12, p14

Number of Paragraphs	Location of Coherence Level		
	Good	Fair	Poor
		13	
17	p1,p4, p6,p7,p8,p9,p10,p12,p13,p14,p15	p3	p2,p5,p16,p17
13	p3,p5,p9,p12	p1,p4,p6,p10,p11,p13	p7,p8
8	p2,p5,p6,p7	p1,p3,p4	p8
9	p2,p3,p4,p5,p6,p8,p9	p7	p1
35	p1,p2,p3,p4,p6,p8,p9,p10,p11,p12,p13,p14,p15,p17,p18,p19,p20,p21,p22,p23,p26,p27,p28,p30,p31,p32,p34	p16,p24,p33,p3	p7,p29

Number of Paragraphs	Location of Coherence Level		
	Good	Fair	Poor
		5	
10	p1,p2,p5,p7,p9	p3,p4,p6,p8,p10	-
13	p1, p2,p3,p4,p5,p7,p8,p9,p10,p11,p12,p13	-	p6
7	p2,p5	p1,p4	p6
13	p2,p3,p4,p5,p12,p13	p1,p6	p7,p8,p9,p10,p11
161	95	34	22

*Note: p=paragraph

From the table above, there are four levels of coherence. The levels are good, fair, less and poor. The highest level found was in good level. Because, the finding of good level was in 95 paragraphs. Then, the second highest level was in fair level which is found amount to in 34 paragraphs. Beside of it, less level found in 10 paragraphs. It caused of several paragraphs have new topic or theme that discussed. Lastly, the number of poor level was 22 paragraphs from 161 paragraphs. Poor level was found because of several students make the paragraphs with nothing any types of thematic progression pattern. They did not make complete paragraph also.

In conclusion, from analyzing 161 paragraphs of students' thesis backgrounds, the most commonly pattern which is found is zigzag or linear theme pattern. It found amount to 65 patterns. Beside of it, poor level only found in 1 paragraph from 140 paragraphs. It found in paragraph 12 (p12) of document 4 (d4). But, from 161 paragraphs, there are 21 poor level also which is unanalyzed the pattern of thematic progression but categorized as poor level. The paragraphs are paragraph 5 (p5) and p6 in document 1(d1), p5 in d2, p14 in d4, p2 p5 p16 p17 in d5, p7 p8 in d6, p8 in d7, p1 in d8, p7 and p29 in d9, p6 in d11, p6 in d12, and then p7 p8 p9 p10 p11 in d13.

Discussion

Based on the finding that has been presented by the researchers above, the researchers found that zigzag or linear theme pattern is the most commonly pattern which found. Zigzag or linear theme pattern found amount to in 64 paragraphs. This finding is same with Priangan *et.al* (2020) and Fitriati *et.al* (2017). In Priangan, zigzag or linear theme pattern found with the total 94 in five argumentative essays. The argumentative essay that he analyzed is only 5 texts. From the text, he states that the student is easily to develop the sentence of the text because of zigzag or linear theme pattern is only develop the theme by the previous sentence. Meanwhile in Fitriati, this pattern is also the most commonly found in three argumentative texts which the type argumentative text is analytical exposition text. She says that the generic structure of the text is right. Then the sentence has clear topic which introduced it from general to the specific one.

In Jun (2014), the finding is constant theme pattern is the highest percentage found in listening comprehension text, whereas in researchers study, constant theme pattern is highest in second position. Constant theme pattern which found is amount to 46 in two texts while in researchers study was 47. But, the data of researchers study was thirteen data.

The level of coherence was also varies. As researchers found in this research, the level of coherence of students background is in good level position. And this has different with Marfuaty (2016). In his study, the highest level found was in dair level. It found in five Jakarta Post texts. From five texts above, the most patterns that found is constant theme pattern. If we compare with researchers study, constant theme pattern is the second highest pattern that found from students background document. After that, in her research, ideational or topical theme pattern is the most commonly theme type that found. This is same with researchers study. The researchers were also found many ideational or topical themes in every background document.

Other results were also found in Astuti *et.al* (2010). The coherence level in their studies was found in less level position. In Astuti is also found 36 paragraphs in less level from seven background documents. Meanwhile, in another level is lowest. The lowest level is in the poor position which the number is amount one paragraph

and good level is eight. Then fair level is 10 paragraphs. It proved that the background that her analyzed is not good coherent. It found in the thesis background of students in education faculty of Muria Kudus University. On the other hand, in its background, the highest type theme that found is ideational or topical theme which the result is similar with researchers analysis.

Furthermore, Mafuroh *et.al* (2019) is also analyzed about thematic progression and the level of coherence in analytical exposition text. Total of the text is 19 texts. The thematic progression that mostly found in its text is theme reiteration or constant theme pattern. Because of theme reiteration is included as the easier way in developing the ideas. Although the most theme pattern that found is constant, she states that the level of coherence in his study is less level. It causes of her study found several thesis statements which is not complete in the first of paragraph and the student is not really developing their ideas in another ways. In this study, ideational theme or topical theme is the highest theme which found. It makes this researcher results finding more strong and believable.

In addition, in Nugraha (2017), the researchers found that there are a little different of category of theme especially in ideational or topical theme and textual theme. If in English journal, the ideational can be said as topical theme and its name is stating together. But, in Indonesian journal, the writer or the researcher only state '*tema topikal*' or '*topical theme*'. Beside of it, if in English study or journal, textual theme have several components such as continuative, structural or conjunction, and conjunctive and the components of ideational or topical theme are prepositional phrase, adverbial, nominal group, and so on. But, in Indonesian journal, the prepositional phrase can be state as textual theme. For example, '*Pada penelitian ini, peneliti akan menganalisis teks deskriptif*'. When the sentence above in English study, the word '*Pada penelitian ini*' can be categorized as topical theme as a prepositional phrase, while in Indonesian study, it can be categorized as '*textual theme*'. Although this researchers research is about coherence which determined by the thematic progression pattern, but, knowing the differences between theme and rheme are very essential. Because, to know the pattern, we have to understand the theme and rheme first. Then, related to the differences between theme in English and theme in Indonesian, it does not really influence the thematic progression pattern.CONCLUSIONS AND SUGGESTIONS

The result of this research showed that the thematic progression pattern which is commonly used by the students are zigzag or linear theme pattern and then is constant theme pattern. This is evidenced from the researchers' analysis that the zigzag pattern was found amount to 65 patterns from 140 paragraphs while constant theme pattern was found in 47 paragraphs. Beside of it, the lowest pattern which is used by the students is derived themes pattern and mixed pattern. It has found only in one paragraph.

Furthermore, the level of coherence of student' thesis background was almost in good level which is found in 95 paragraphs. The researcher concludes that the students can make their thesis backgrounds as well. On the other hand, coherence has very important role in writing paragraph also. Because, it makes the paragraph has an idea which are clear and understandable. Then, the understanding of theme rheme is very important first. It causes of the pattern of thematic progression pattern will not find, if the theme and rheme analysis are not clear. After that, the role of thematic progression pattern is also needed in the coherence of writing, especially in paragraph. It causes of in thematic progression have several patterns. The patterns

are constant theme pattern, zigzag or linear theme pattern, multiple themes, and so on. Each of the patterns is different. It depends on how the writer develops their idea from sentence to the next sentences. Developing ideas by those patterns can make the paragraphs have good connectedness. When the paragraph has good connectedness or relationship, the reader will be more interested to read about the paragraph because they know what the topic is.

In addition, this research has a little different with another study. Because, the researchers described the finding more detail such as stating the theme rheme analysis, stating the explanation of pattern analysis, and also stating what paragraph in each level of coherence. But, the researchers did not state the percentage of each finding like another study because of different research questions also. In this case, the researchers suggest the lecturers of academic writing to teach about thematic progression pattern for the students. It aims to make the students easier in making a paragraph with connectedness ideas. Then, researchers suggest another researcher to use this pattern in writing, so that their written will be understandable easily by the readers.

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