

THEMATIC PROGRESSION IN THESIS ABSTRACTS IN THREE RELATED SCIENCE DISCIPLINES: LINGUISTICS, LITERATURE, AND LANGUAGE TEACHING

Arono

Bengkulu University

E-mails: arono@unib.ac.id; dank_aron@yahoo.com

Abstract: Current publication demands not only on academics, but also for students as candidates of professional staff, one of them is through a thesis. Theses which have been published in book form will later be compiled into a research article and published in journals, both online and printed. One of the important parts of the research article is the abstract. However, not all abstracts written by the students are in accordance with the right abstract systematically in a related field of science. In fact, abstracts are the main and important part in the description of the contents of a scientific work so that the readers become interested in continuing his reading. In addition, the writing of Indonesian abstracts is the basis for determining the writing in English. One of the tools for determining whether or not an abstract is a language tool is by using a systematic thematic progression pattern. This article aims to describe the thematic progression patterns with language tools in thesis abstracts from three related fields of science, namely linguistics, literature, and language teaching. This research method uses descriptive analysis with content analysis (Gay, 2009 and Arikunto, 2006:82; Ary at al, 2010). The data of this research was abstract in language teaching, linguistic, and literature 2017 with 10 abstracts each of them and totally 30 abstracts. The data was collected by using documentation on student's thesis in 2017. The data was analyzed by using identification, coding, tabulation, interpretation, and conclusion. This thematic progression model using the Eggins 2004 models will be chosen as a theoretical analytical framework. The result of this research showed that thematic progression in the literature field was more variable, then followed by language teaching and linguistics fields, while from 4 types of thematic progression, types of continuous pattern was more dominant (48%), zig zag pattern (30%), multiple pattern (16%), and tp with derived pattern (6%). It means that based on three fields showed that language teaching is more coherence in thematic progression since limited variation, then, followed by linguistic and literature fields. It can be concluded that type of thematic progression saw that type of continuous pattern was more dominant. It means that abstract written in this theses was good enough.

Keywords: *Abstract Thesis; Thematic Progression, Discipline Variation, Genre*

As a professional graduate, students are now required to publish their scientific work from a national and an international journals. The publication can be followed by students during lectures or at the completion of studies. For example, when completing the study, students are required to publish their research articles from the thesis they wrote. However, the tendency of students is less prepared to compile a thesis with its output later into a research article to be published. As for one important part of the thesis, it is an abstract part (Arsyad and Arono, 2018). Abstracts written by students are generally written in Indonesian language and then translated into English language. That means that the Indonesian language must first be good to make it easier and more correctly translated in English.

Abstract is one of the most important parts in a journal article because the determining abstract is continued or does not read the article as well as the abstract in a thesis. Abstract is an entry point for readers of the article, a measuring instrument for the quality of articles to be published in a journal and determinants of papers accepted or rejected at a seminar or conference. Although abstracts are usually written most recently, abstracts are the first part that is read by the reader after the title in academic writing, such as articles, theses, research reports etc to be read by the reader after the title. The abstract is located after the title and if the author does not write it correctly, interestingly and precisely, the reader may not continue reading the article after reading the abstract (Belcher, 2009).

Thematic progression (TP) as a theory was first propounded by Danies in 1974, who argue that 'the paragraph is a content unit delimited by its boundaries and its inner coherence'. Thematic progression is theme rheme development employed in the text to organize the ideas through the

Theme which is employed in the clauses (Butt et al, 2001: 134). Thus, how thematic elements succeed each other can be observed through its development pattern. Furthermore, thematic progression is an important aspect to trace the global flow of information throughout the text. In addition, Eggins (2004:326) divided them into three patterns are Theme reiteration, Zigzag pattern, and Multiple Rheme patterns.

In thereiteration pattern, the same element appears repeatedly and is used frequently as a starting point of message in the sentences, but is rarely used to develop the Rheme. However, the Theme reiteration is used to create a strong topical focus (Eggins, 2004). The Zigzag pattern ties a text with a sense of continuous development because new information in the preceding clause becomes the starting point of the following clause (Eggins, 2004; Emilia, 2005; Christie and Dreyfus, 2007). The third pattern is multiple - Rheme pattern. This pattern occurs when the Theme of one clause introduces a number of different pieces of information then the different pieces of information are written as the Theme in following clause in sequence paragraph in the text (Eggins, 2004: 325). The multiple Rheme pattern can be used to organize a paragraph, but this pattern can also occur across paragraphs.

Additionally, Danes in 1974 divided thematic progression into four main patterns: first, zig zag theme contains two or more sentences in which each rheme becomes the theme in next sentence. Second, constant theme which he also referred to as theme reiteration. In this, (theme reiteration or constant theme) pattern is picked up and repeated at the beginning of next clause, signaling that each clause will have something to say about the theme. Thus, it consists of two or more sentences with the same theme. Third is multiple (split) pattern. It has a certain rheme which is divided or split into two or more parts, each of which is developed separately as the theme of the following sentences. The last is TP with derived T's which is "hypertheme" develops individually different theme of each. The four thematic progressions are the focus of this research. In order to describe each model of thematic progression of abstract in the field of teaching language, literature, and linguistics, the researcher uses corpus thesis abstracts that already exist in 2017

Method

This research is a descriptive research with content analysis approach. Descriptive research is a method to collect data in the group of people, an object, a set of conditions and other in order to answer questions concerning the current status of the subject of the study (Gay, 2009 and Arikunto, 2006: 82) . The content analysis is a reserach method applied to written or visual materials for the purpose of identifying specified characteristics of material (Ary at al, 2010). The data of this research is abstract in the field of teaching language, linguistics, and literature in 2017 with each of the 10 abstracts, so all the abstracts made as corpus in this study amounted to 30 abstracts. Of the 30 abtsrak, there were 56 thematic progressions analyzed. Data collection techniques uses documentation in the 2017 student thesis by grouping them into three disciplines, namely the field of teaching language, linguistics, and literature. The data analysis techniques in this study, namely identification, coding, tabulation, interpretation, and conclusion.

Finding

The rhetorical moves of the abstracts were analyzed divided into five moves, nomely introduction, purpose, methodology, result, and conclusion. The result of the abstract analysis was in the below.

Table 1. Thematic Progression of Abstracts

Types of Thematic Progression	Frequency			Frequency Total	Percentage
	Linguistics	Literature	Language Teaching		
Continous (Reiteration) Pattern	9	10	8	27	48%
Zig Zag (Simple Linear) Pattern	4	7	6	17	30%
Multiple (Split) Pattern	6	2	1	9	16%

Tp with Derived (T's) Pattern	1	2	0	3	6%
Total	15	21	20	56	100%

Based on table 1 above it can be observed that from 30 abstracts in the fields of linguistics, literature, and language teaching, there are 56 types of thematics progression. Of the three allied fields of science, the dominant field “literature” of thematic progression was followed by the fields of language teaching and linguistics, whereas from the four types of thematic progression, the types of continuous patterns were more dominant (48%), zig zag patterns (30%), multiple pattern (16%), and tp with derived pattern (6%). It means based on the three fields of science shows that the field of language teaching is considered more coherent in thematic progression because there are not many types, then followed by the fields of linguistics and literature. Based on the type of thematics progression shows that types continuous patterns are more dominant in this field It means the abstract written in this thesis is good enough. Good enough here because there is also one abstract that there are several types of thematics progression. The types of thematics progression can be seen from the description below.

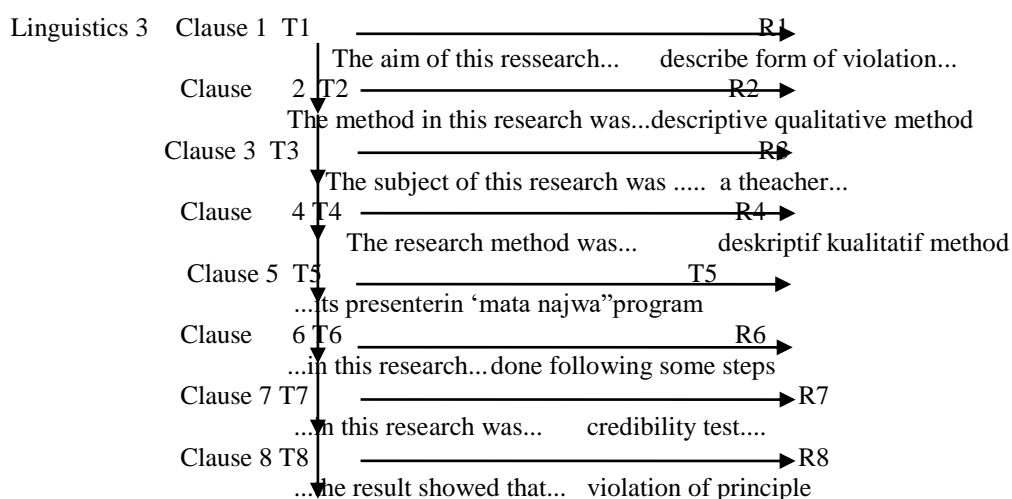


Figure 1. Types Continuous Pattern

The chart above is a form of abstract development in the form of types continuos pattern. Types of continuous patterns are seen in the development in each clause or sentence in an abstract linguistic field above. Researcher wants to express this research as a topical there and function as a subject. In addition to the words of this study, the researcher also uses the word bookmark which refers to this research. Types of continuos pattern can be seen in repetition at the beginning of each clause or sentence that is presented.

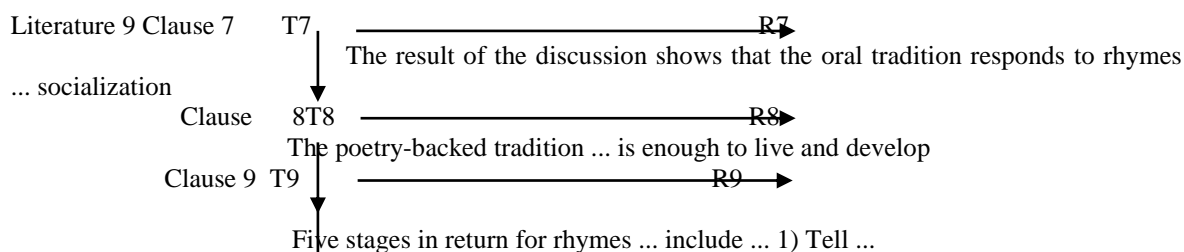


Figure 2. Types Continuous Pattern

Types of continuos pattern can also be seen in the abstract development in 9. Types of continuos pattern can be seen in the development markers in each clause in the beginning, namely the results of oral tradition research with rhymes in return so that the following clause refers to the tradition of rhying. Pantun reciprocal tradition as a topical theme as well as a subject in the

development of extracts presented by the author. It can be stated that types of continuous pattern in its development occur at the first stage, namely problems, objectives, and methods. The second stage of abstracting occurs in the research results.

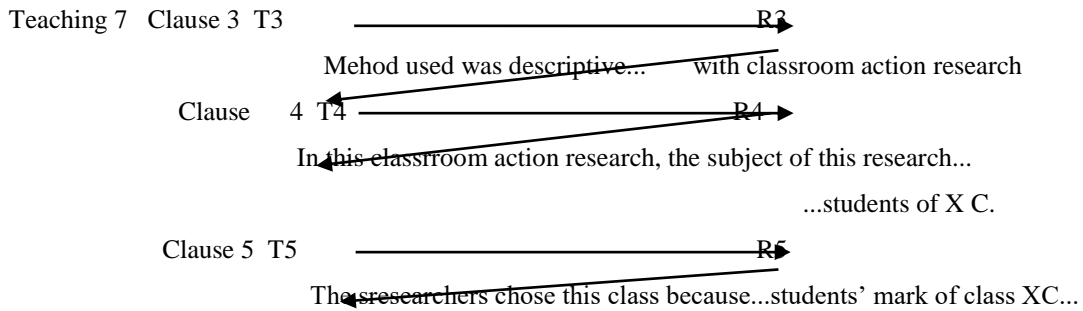


Figure 3. Zig Zag(Simple Linear) Pattern

Abstract on teaching 7 one of the abstract development types of zig zag pattern. This can be seen from the theme rheme (R3) as a subject in the blocking on the clause or next sentence. The marker as a theme rheme, namely class action research (R3), student (R4), and value (R5). The development of this paragraph is more dominant in developing part of the research results.

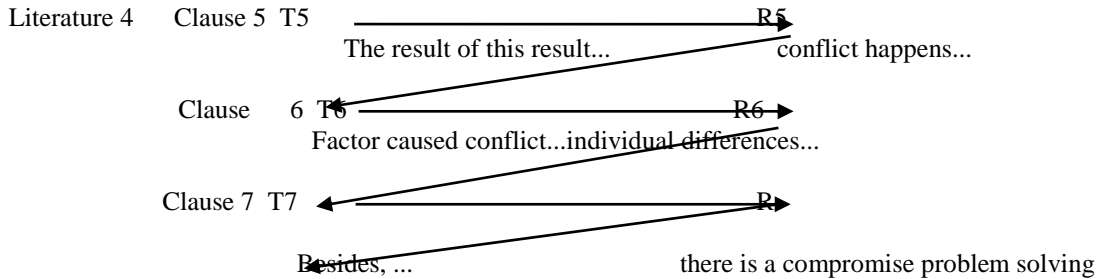


Figure 4. Zig Zag(Simple Linear) Pattern

Abstract development in Literature 4 is also a form of zig zag pattern development. This abstract development also occurs in the research results section. The theme rheme is seen in R5, which is the conflict that occurs. Conflicts that occur as themes (T6) on clause 6. Theme rheme R6, namely individual differences. Individual differences in clause 7 as topical themes by using pointer pronouns, that. That refers to R6, namely individual differences..

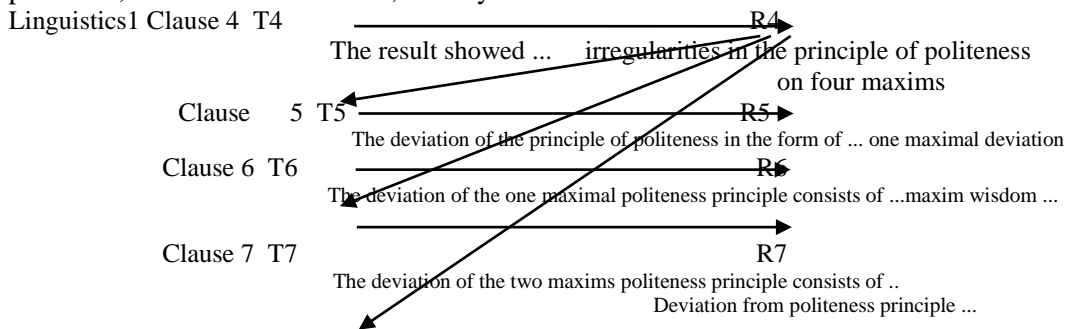


Figure 5. Multiple (Split) Pattern

Figure 5 above is one of the multiple pattern type paragraph developments. The developone of the multiple pattern type paragraph developments. The development of this type is more dominant in the stages of research results. The results of the research on the rheme theme (R4) are developed into the topical theme in the next clause. We can observe this in the rheme theme developed on the topical themes T5, T6, and T7. Clausa 4 in T4 is presented in detail in the results of his research, namely the deviation of politeness maxim consists

of four maxims including. These details are found in the development of the theme Rheme (R4). The theme rheme details are developed into several topical themes on T5, T6, and T7.

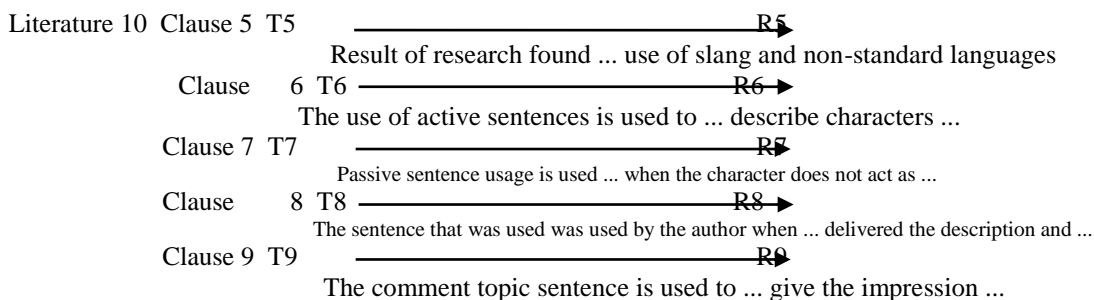


Figure 6. Tp with Derived (T's) Pattern

Abstract developments in the type tp with driven pattern are found in the abstract of the literature field 10. This type of development is seen in each development or intersentence does not support each other's development. It is as if the development of a clause or sentence occurs by itself or is incoherently referred to in its abstract development. The natural thing is because in each abstract stage also has different stages between clauses or between sentences. We can observe this at clause 5 as the topic topic (T5) of the results of his research on the use of slang and non-standard languages (R5). The explanation of the next sentence in T6 has explained active sentences as topical themes that have not been explained in the previous sentence or clause. The same thing on T7 about passive sentences as the topical theme and the characters act as rheme themes. The same thing happened to T8 and T9. The development of abstract interclause stands alone as if there were no relations at all. However, this type of abstract development is little or about 6% or just 3 abstracts.

Discussion

The thematic progression of the three fields, namely literature was the dominant field of types of thematic progression, then followed by the fields of language teaching and linguistics, whereas of the four types of thematic progression, the types of continuous patterns are more dominant (48%), zig zag patterns (30%), multiple pattern (16%), and tp with derived pattern (6%). It means based on the three fields shows that the field of language teaching is considered more coherent in thematic progression because there are not many types, then followed by the fields of linguistics and literature. Based on the type of thematics progression shows that types continuous progression are more dominant in this field of science. It means the abstract written in this thesis is good enough. However, when viewed based on the conditions suggested by Eggins (2004) a coherent parameter of a paragraph is fair if the type of thematic progression is inconstant to change on type to the other type each paragraph. Abstracts of these three fields are classified into the level of coherence, namely faire. This condition is caused by abstract in its abstract development consisting of several stages.

This repetition theme uses thematic progression that repeatedly uses the same theme in the clause. The repetition words indicate that the researcher is trying to give the focus in his writing to be clear with the topic being discussed. However, this strategy prevents the development of topics in the text. The researchers repeat times using topical elements without the same sign. If the same topical elements are often used, it means that researchers cannot develop ideas. Eggins (2004) says that, the text will not be developed and this makes the information in the text below developed if the word Repetition words always appear. Some researchers use their abstract pronouns or personal references because they don't want to make their abstracts like monotonous repetitions. Using different elements or combinations with other elements indicates that students avoid "monotonous repetition" (Eggins, 2004).

The use of this zig zag pattern model becomes dominant after types continuous pattern suitable to simple linear pattern is the basic pattern of thematic progression. Using simple linear patterns in this abstract can be shown that researchers can build new themes based on rheme in the previous clause. Researchers recognize the function of this pattern and has an effort to develop new

information there. Rheme patterns in Zig Zag are developed and become themes in the next clause. Butt (2000) also states that this theme can provide focus and move the topic forward. Furthermore, the use of zigzag patterns to maintain and develop information in writing. So, it is important for researchers to use zigzag patterns in their academic research or writing because this is the way that their writing has a consistent flow of information and to provide a logical relationship between their writing. By implementing the Zig Zag pattern, the researchers demonstrate the ability to build new information introduced in Themes originating from Rheme before (Eggins, 2004).

Multiple or split can be found in thesis abstracts, but only a few researchers use this theme. The derivative theme is never applied in the abstract. It happens because this theme is difficult to assess. no. TP with Derived (T's) Pattern is the least and least used in this study because the author does not develop ideas but writes based on the stages in paragraph development.

After knowing the results of this study as stated earlier in this study and because it is related to several previous theories and studies, this study has some similarities with other studies. The types of themes that are usually used are topical themes. The most common thematic progression are simple linear patterns (zig-zag) (Marfuaty, 2015) especially in paragraph development, while in a general and dominant abstract model, types are continuous patterns. Despite having similarities, this study has several differences in the quality of its coherence. In this study, almost all samples had reasonable abstract quality, whereas in other studies students at the university had a lack of coherence. In addition, Marfuaty (2015) in his research who had conducted coherence analysis in Jakarta Pos, the results of his research were all samples had a fairly good abstract quality.

In addition, this study certainly has the positive and negative sides or weaknesses and strengths. The strength or positive side of this research is that this research has focused on analyzing abstracts. Thus, readers know the abstract quality of coherence in thesis abstracts. Instead, there are some limitations in doing this research. First, researchers only use one inter-rater because of the limited time to validate the data. Second, the percentage corpus calculation of the data used, researchers only make 10% of the sample to represent all the percentages that have been determined.

The types of themes in the abstract of these three field disciplines can be categorized as topical themes, textual themes, and themes. Topical themes are the dominant type of theme applied to abstracts written by students. Topical themes can describe clear focus in sentences. Thus, the reader knows the main focus of the sentence, the main sentence as the subject in the sentence. This helps the reader know the subject of each sentence. Emilia (2005: 187) also says that the theme provides a clear focus in the clause. In addition, topical themes for showing that nominal group or nominalization that functions as a subject and fills the slot of participants, processes, or circumstances (Halliday and Mathiessen, 2004: 74). Furthermore, the second dominant theme used in abstract parts is textual themes. In this study, researchers used the "it" and "this" conjunctions to connect one sentence to another, but appeared in one clause. The first sentence is as a dependent clause and the other as an independent clause. Researchers, who use textual themes, can say that they have good coherence because they can connect one sentence to another correctly. Martin (1997) states when textual themes are mostly appears in the initial clause, it means that they provide the function of connecting from the previous element to the following elements. Providing a textual theme in the starting position suggests that the researcher has the awareness that appears to provide a connection between the previous and subsequent clauses so that the information between clauses seems more coherent. This is stated by Butt et al, (2000) that textual themes are well-marked relationships between messages because it is also possible to tell the purpose of a text by examining its textual themes.

Conclusion

The conclusion of this study is the thematic progression of the three fields of knowledge, namely the literature field which types of thematic progression is dominant and then followed by the fields of language teaching and linguistics, whereas from the four types of thematic progression, the types of continuous patterns are more dominant (48%), zig zag pattern (30%), multiple pattern (16%), and tp with derived pattern (6%). It means based on the three fields shows that the field of

language teaching is considered more coherent in thematic progression because there are not many types, then followed by the fields of linguistics and literature. Based on the type of thematic progression shows that types continuous patterns are more dominant in this field of science. It means that the abstract written in this thesis is good enough.

References

- Arikunto, S. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Ary, Jacobs & Seronsen. 2010. *Introduction to Research in Education*. Canada: Matrix production.
- Arsyad, Safnil. 2014. "The Discourse Structure and Linguistic Feature of Research Article Abstracts in English by Indonesian Academics". *ASIAN ESP Journal*, Vol.10, issue2, pp: 191-224.
- Arsyad, Safnil dan Arono. 2018. *Memahami dan Menulis Abstrak Artikel Jurnal: Panduan Praktis bagi Mahasiswa dan Dosen*. Jakarta: Halaman Moeka.
- Belcher, Wendy Laura. 2009. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. California: SAGE Publication, Inc.
- Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. 2000. *Using Functional Grammar: An Explorer's Guide*. Sydney: Southwood Press.
- Butt, D. G., Lukin, A. et al. 2004. *Grammar—The First Covert Operation of War*. *Discourse Society*, 15: 267-290.
- Christie, F., & Dreyfus, S. 2007. Letting the Secret Out: Successful Writing in Secondary English. *Australian Journal of Language and Literacy*, 30(3), 235-247.
- Danes, Frantisek. 1974. Functional Sentence Perspective and The Organization of The Text. In Danes, Frantisek (ed.), *Papers on Functional Sentence Perspective*. Prague: Academia, 106-128.
- Eggins, S. 2004. *An Introduction to Systemic Functional Linguistics*. London: Continuum International Publishing Group.
- Emilia, E. 2005. A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia. Unpublished Dissertation in Department of Language, Literacy and Arts Education Faculty of Education. Melbourne: The University of Melbourne.
- Gay, L.R. 2009. *Educational research: Competencies for Analysis and Application*. New Jersey: Pearson Education.
- Halliday, M. and Mathiessen, M.I.M. 2004. *Introduction to Functional Grammar* (3rd ed). Oxford: Oxford University Press.
- Marfuat, A, Fitria and Wahyudi, Ribut. 2015. An Analysis of Thematic Progression Patterns: Opinion Section Texts of The Jakarta Post. *International Journal of Language Studies* 9(3), pp 109-130.
- Martin, JR, MIM Christian, Painter Clare. 1997. *Working with Functional Grammar*. New York: Arnold.