Type of themes and thematic progression patterns in low achiever's descriptive writings

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ABSTRACT

The Low Achiever's writing is frequently categorized as the low coherent text due to the quality of their writings based on the rubric used at school. Hence, the focus in this study is to analyze the Types of Theme and Thematic Progression patterns found in Low Achiever's Descriptive Writings with descriptive-qualitative research design. The objective is to observe the coherency quality of low achiever's based on the analysis of Theme and Thematic Progression. The steps are selecting two low achiever's descriptive texts based on the school's rubric, dividing them to clauses, analyzing both the Theme and the Thematic progression, then providing the results of the analysis. The result shows that all types of Themes and Thematic Progressions are found in both writings. The Unmarked Topical Theme and Constant Theme Patterns are most frequently used. The conclusion is that Low Achiever's Descriptive Writings cannot be considered as a low-coherent text based on School's rubric only, Theme and Thematic Progression analysis is suggested to be conducted for extra observation and evaluation despite of the easy and common themes many constant types used to start the clauses in both of their writings.

Keywords: descriptive text, low achiever's writings systemic functional linguistics, theme, and thematic progression

INTRODUCTION

Writing is one of four skills to master, in which a lot of people find difficulty in making their writing coherent due to the lack of textual understanding. There are four academic writings that are required to write academic essays namely argumentation, discussion, explanation, and descriptive genre texts (Carstens in Nagao, 2019). In more particular case, writing something specific like a Descriptive writing is one of which is indeed important and difficult to put into realization because it consists of the identification structure which introduce about the phenomenon and the description structure to describe the phenomenon using the correct words to be understood by the reader. Moreover, the more writing practices and activities the better opportunity that the EFL learners to practice using their writing skills to produce a coherence text with established linguistic knowledge (Murakoshi in Nagao, 2019). Due to that, the one that may be described as good writing is supposedly the one that has the highest achievement based on the writing rubric used in schools. A good writing is when the writer can make their writing coherent and make sense. It can be seen from the relationship between the Theme and Rheme in each clause and how the thematic choices are made by the writer (Bloor et al., 2004:84). Hence, the research is to acknowledge how the one considered as low achiever's writing produces a coherent text.

Systemic functional Linguistic (SFL) which mainly developed by M.A.K Halliday contains several approaches that analyze the grammar as the set of rules specified in the possible grammatical structure of a language (Sujatna, 2013: 1) which serves distinctive approach to the traditional grammar. SFL exemplifies language in its social contexts and distinguishes the three social functions of languages namely to enact the social relationship, to represent the experience with others, and to organize both the enactment and experience as a meaningful text known as The'Metafunctions' (Halliday and Matthiessen in Forey et al., 2017). The major functions of a language itself express the simultaneous meanings which

are stated essential in place as humans need them to function in social life, namely ideational, interpersonal, and textual meanings (Halliday in Nguyen, 2012). When discussing the three metafunctions points out that 'the textual function has an enabling function with respect to the other two; it is only in combination with textual meanings that ideational and interpersonal meanings are actualized' (Halliday,1978: 113).

There have been numbers of previous research in analyzing Descriptive Writing using Thematic Progressions. Thematic Progression in Students' Descriptive Texts that focusses on finding out types of thematic progression pattern used by students in writing descriptive text and to know the dominant thematic progression used in students' writing descriptive text. Thematic Progression in Students' Descriptive Texts which focuses to identify types of thematic progression in students' descriptive text and the levels of coherence in students' descriptive text. There is also a study Thematic Progression in Descriptive and Recount Texts Written by Nursing Students which focuses on the most frequent thematic progression used and the differences between Thematic Progression used in descriptive and recount text. However, that research did not have elementary students as the data, particularly analyzing the low achiever's descriptive writing produced by elementary students. The last one, there is a similar study with similar approach concerning the Thematic Progression in Narrative Texts of Indonesian EFL Learners which resulted in the types of Themes and Thematic Progression occurred in Low, Middle, and High Achiever's writings which aligns to the that analyzes Thematic progression based on the Theme system of Systemic Functional Linguistic is one way to evaluate the students 'writing skill (Halliday & Matthiessen, 2004).

The textual metafunction in Potradinata (2018) projected how the sequence of clauses is organized by the speaker to present the coherence or unity part of the message implied by using Theme and Rheme. The Theme is the first essential part of the clause while the Rheme labels the remaining. According to Sujatna (2013:13) Theme and Rheme play an important role in understanding how the information in clauses are conveyed. A writer will put the theme first and then direct the reader toward what is going to be communicated. The other clause, known as Rheme, is functioned to tell the reader something about the theme. Therefore, it can be summarized that Theme and Rheme structure is the "basic form of the organization of the clause as message" as the interaction between them conveys how the information in a text develops. The theme can be divided into a number of categories: ideational or topical, textual, and interpersonal. Along with Gerot and Wignell (1994:104), a clause can have any, all or none of these categories present.

In general, Thematic Progressions concern how the texts develop their ideas that they present. In a more specific way, thematic progressions concern and in more particular part where Themes come from and how do they relate to the other Themes and Rheme of the text (Jing, 2015). Despite of the well-known term of Thematic Progression used in mostly private and international schools in Indonesia, the awareness of writing organisation based on Thematic progression seems to attract less attention from both teachers and students due to the lack of exploration from both teacher and students for probable insufficient information, notwithstanding its benefits in enhancing particularly writing skill development in one language (Huda in Yunita, 2018). Meanwhile, Thematic Progression is argued to provide the benefit in giving a clue to choice and organization of information in a text (Yang Yan in Pramudita, 2020). There are four suggested Thematic Progression patterns (Bloor et al., 2004) namely Constant, Linear, Split theme, and Derived themes. These patterns perform the framework in which Thematic Progressions are analyzed in this research.

Therefore, the purpose of this current research is to describe and analyze the use of Theme and Thematic Progression that occurs only in the low achiever's Descriptive writings produced by two sixth-grade students. The low achievement in English learner, especially seen in their writing, cannot be separated with their reading achievement as reading skill is always taught at schools. Therefore, when reading and writing skills are directly proportional, the low achiever's writing is caused by their lack of reading understanding (Kurniawati & Widyantoro, 2016). This paper hopefully can contribute to acknowledge how coherent the low achiever's writing can be despite of their evaluation based on the writing rubric standard used in schools and that language teachers may also be able to analyze their students not only based on rubric, but also uses SFL approach specified in Theme and Thematic Progressions.

METHOD

This study uses a qualitative with descriptive research method to analyze and describe the types of Thematic progression in low achiever's writings of student's descriptive writings, which as Denzin

and Lincoln (2005:3) reasoned, is achieved when "qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them". A qualitative data produces a reliable view of the social setting which suggests that "categories/representations produced through research are socially and historically located and subject to change" (Dunne et al., 2005: 50).

This study also applies a qualitative descriptive method to present the data analysis. Whereas to analyze the Thematic progression, this study applies the theory from Bloor et al., (2004). The data of the study were taken from collection of students five paragraphs descriptive writings of the sixth-grade of International Elementary School in Kota Baru Parahyangan, the data chosen is two low achiever's descriptive writings which were intentionally selected based on school's writing rubric score.

The step in analyzing the data: first, the two low achiever's writing data were chosen based on the school rubric. Moreover, they are divided into clauses identifying the theme-rheme position which after that is useful to describe and analyze the type of Themes and Thematic Progression that occur in each clause within each paragraph of the descriptive text. The next step is both of the writings are categorized into their generic descriptive structure, first and fifth into identification structure and the second to forth into description structure. Furthermore, the clauses are categorized based on the four types of thematic progression. The last one is to display the result of the analysis.

RESULTS AND DISCUSSION
Results
There are two Low Achiever's (LA) Descriptive Writing purposively chosen to be analyzed in this study. To analyze, each paragraph is divided into two structures, the identification and the description structure. This section is to answer the research question about the type of Themes and Thematic Progression occur in both writings. The result will be divided into three parts, the identification structure of Type of Themes, The Description Structure of Type of Themes, and The Thematic Progression of both writings.

The Identification Structure of Type of Themes
There are two descriptive writings with the Low Achievement with a 5-paragraph writing with different number of clauses in each text. Text LA 1, the text produced by a girl, consists of five paragraphs, first paragraph has nine clauses, second paragraph has eighteen clauses, third paragraph has three clauses, fourth and fifth paragraph have five clauses each. There are total of 40 clauses in identification structure of Text LA 1. Text LA 2, the text produced by a boy, also consists of five paragraphs, first and second paragraph have six clauses each, third paragraph has nine clauses, fourth paragraph has fourteen clauses, and fifth paragraph has seven clauses. Below is the table of the identification structure. There are 42 clauses altogether in the identification structure of Text LA 2.

Table 1. Identification Structure of Types of Themes of Low Achiever

Types of Themes		Text LA 1		Text LA 2		Total	
		F	%	F	%		%
Topical	Marked	1	4.76	2	12.5	3	8.10
	Unmarked	13	61.91	12	75	25	67.57
Interpersonal		2	9.52	0	0	2	5.41
Textual		5	23.81	2	12.5	7	18.92
Total		21	100	16	100	37	100

Table 1 displays the occurrences those three types of Themes namely Topical, Textual, and Interpersonal are used in Low Achiever's descriptive texts. As shown in Table 1, the Topical Theme is the most frequent Theme found 14 times in both texts in its identification structure. The Topical Theme is divided into Marked and Unmarked Theme. The dominant use of Unmarked Themes occurs in both texts being used 25 times or equals to 67.57%. Meanwhile, Marked Themes occurs 3 times or equals to 8.10% in both Texts. Marked Themes which are represented by using nouns/pronoun are rarely used in identification structure in both paragraph 1 and 5 in each text. The second one used more often is the Textual Theme that occurs 7 times or equals to 18.92%. The least occurred type of Theme is the Interpersonal Theme that occurs 2 times or equals to 5.41%.

Based on the result shown, it is shown that both of the texts have the same two types of Themes namely Unmarked Topical Theme and Textual Theme used most frequent. The information above

indicates that the Low Achiever's students tend to use the simple and common Theme yet is still able to provide some Marked Topical Theme to begin their clause. The occurrence of the Textual Theme in the Low Achiever's descriptive texts shows that both of the students were able use variations of word connectors between clauses in the identification structure. The following is the example of types of Theme analysis of identification structure in low achiever's writing.

Topical Theme

The first type of Theme that occurs the most in both of the texts is the Topical Theme which are used 28 times in the identification structure in paragraph 1 and 5. The linguistic elements appeared in Topical Themes are the first participant, first circumstantial adjunct, or main verb in a clause (Halliday & Matthiessen in Leong, 2022). The Topical Theme in identification structure indicates that the Low Achiever's writing is able to use some different kind of nominal group as the Head. There are 67.57 % unmarked and 8.10 % marked theme occurred in both of identification writings. The examples are given below.

Unmarked Topical Theme

Most of the unmarked topical theme that occurred are the noun and pronoun nominal group that can be seen in Figure 1.

Data	Theme	Rheme
Data 5 (Text LA1 P1 C5)	Becoming a hero S-Nominal group Unmarked-topical	just not mean
Data 41 (Text LA 2 P1 C1)	Deadpool and Colleseus Subj-Nominal Group Topical-unmarked	aren't the only heroes in the world.

Figure 1. Unmarked Topical Theme

From the examples given, aside of the comment pronoun that appeared in both writings, the students used different kind of nominal group such as "becoming a hero" that is found in data 5 and "Deadpool and Colleseus" that is found in data 41 to start their clause. It indicates that the students are able to use different kind of nominal group to start their clause even if the Unmarked Topical Theme is categorized as the common pattern to use.

Marked Topical Theme

In Marked topical theme, the theme that appear mostly is the complement of subject and the prepositional phrase that occurred in the beginning of the clause that can be seen in Figure 2.

Data	Theme	Rheme		
Data 40 (LA 1 P5 C5)	Because of them, Complement Marked Topical	our world Theme Theme	is even better. Rheme
Data 83 (LA 2 P5 C8)	Because of my dad Complement Marked- topical	my family Subj-pronoun Topical-unmarked Theme	is peaceful. Rheme

Figure 2. Marked Topical Theme

There are two examples given as examples of Marked Topical Theme in the identification structure of the low achiever's writing. The first one is found in Data 40 in paragraph 5 clause 5 "Because of them". The complement in that clause adds information about "our world". Therefore, if we change the order, the clause will become "Our world, because of the them, is even better". The second one is also similar to the first one, found in Data LA 83 paragraph 5 in clause 8 "Because of my dad". The complement in that clause adds information about "my family". Therefore, if we change the order, the clause will become "My family, because of my dad, is peaceful. Based on the examples given, it can be seen that the students are still able to use some Marked Topical Theme to begin their clause although

only a few. This result also aligns with the definition of Marked Theme by both Halliday (1994) and Gerot & Wignell (1994), which is uncommon to use.

Interpersonal Theme

Moreover, the Interpersonal Theme has zero occurrence in text LA 1 and has two occurrences in text LA 2 in the identification structure. The linguistic elements appeared in Interpersonal Themes in a clause are vocatives, modal adjuncts, finite operators, or WH-question words/phrases that are usually found in an interrogative statement. (Halliday & Matthiessen in Leong, 2022). Interpersonal Theme is mostly found in spoken writing which is stated that Interpersonal Theme is commonly appeared in the conversation. (Eggins in Rahayu, 2020). The following is the example of types of Interpersonal Theme analysis of identification in low achievement writing.

Data	Theme		Rheme
Data 1 (LA 1 P1 C1)	Do Finite Interpersonal	you Subj-pronoun Unmarked-topical	ever think
Data 4 (LA1 P1 C4)	congratulations, Vocatives Interpersonal	you Subj-Pronoun Topical-unmarked	already become a hero.

Figure 3. Interpersonal Theme

There are two examples of the use of Interpersonal Theme, the first one is found in Data 1 "Do" and the second one is found in Data 4. The first interpersonal theme "Do" has the function to be the Finite that precedes the Subject Pronoun "you" in the clause. This clause is also categorized as Theme in the Interrogative. The second interpersonal theme "congratulations" has the function as vocatives as the notion is used either when a speaker or writer addresses someone or some people by using a name or familiar address term or the term of either affection or an insult. Therefore "congratulations "is categorized as the term of affection which commonly occurs in the spoken English language.

Textual Theme

Lastly, the third type of Theme, Textual Theme, are used 5 times in Text LA 1 and 2 times in Text LA 2 in the identification structure in paragraph 1 and 5. The linguistic elements appeared in Textual Themes are continuatives, conjunction or conjunctive adjuncts, and also Wh-relatives that is found in a clause. (Halliday & Matthiessen in Leong, 2022).

The Textual Theme in identification structure indicates that the Low Achiever's writing is also able to use complex clauses and to connect clauses to create coherency in the identification structure. The following is the example of types of Textual Theme analysis of identification structure in low achiever's writing.

Data	Theme		Rheme
Data 38 (LA 1 P5 C3)	Neverthless,	my sister helpfulness, kindness, and determination	inspire others to do the right things, challenge themselves, and be ready for those in need.
	Conj.Adjunct Textual	S-nominal group (complex) Unmarked-Topical	
Data 36 (LA 2 P5 C1)	As Conj-Str Textual	I Subj-pronoun Topical-unmarked	said,

Figure 4. Textual Theme

Description Structure of Low Achiever in Students' Descriptive Writings

The two Low Achiever's descriptive writings consist of 5-paragraph writing with different number of clauses in each text. In this structure, paragraph 2,3, and 4 that are analysed of both writings. The limitation in this part is to analyse the readable texts only.

In Text LA 1, the second paragraph has 19 clauses, the third paragraph has 3 readable clauses and the fourth paragraph has 5 readable clauses. In Text LA B, the second paragraph has 6 clauses, the third paragraph has 9 clauses, and the fourth paragraph has 14 clauses. The detail is shown in the tables below.

Table 2. Types of Theme of Descriptive Structure of Low Achiever

Types of Theme		Text LA 1		Text LA 2		Total	
		F	%	F	%	F	%
Topical	Marked	4	11.43	2	4.55	6	7.60
	Unmarked	22	62.86	24	54.54	46	58.23
Interpersonal		0	0	0	0	0	0
Textual		9	25.71	18	40.91	27	34.17
Total		35	100	44	100	79	100

Based on Table 2, it can be seen that together there are 79 themes that are used in clauses analysed of paragraph 2 3, and 4 with the total of 55 clauses both texts, LA G and LA B. There are occurrences of three types of Themes pattern, and Unmarked Topical Theme is mostly used which occurs 46 times or equals to 58.23%. The second type that occurs is Textual Theme which occurs 27 times or equals to 34.17%. The last one that occurs in both texts is the Marked Topical Theme which occurs 6 times or equals to 7.60%. The following is the example of types of Theme analysis of descriptive structure in low achievement writing

Topical Theme

The first and the most used type of Theme that occurs in both of the texts is the Topical Theme which are used 52 times both Unmarked and Marked. The Topical Theme in the description structure indicates that the low achiever's writing is able to use some different kind of nominal group as the Head. The following are the example of analysis of identification structure in low achiever's writing in both Unmarked and Marked Topical Theme.

Data	Theme					Rheme			
Data 24 LA 1 P2 C15 Clause Complex	Another thing	that	my sister show helpfulness			is	when	Her friend	want to have a violin lesson
	Subj-noun	Conj-Str	Subj-Nominal Group			Rheme	Conj-Str	Subj-noun	Rheme
	Unmarked-topical	Textual	Unmarked-topical				Textual	Unmarked-topical	
	Theme	Theme					Theme		
		Rheme							
Data 33 LA 1 P4 C3 Clause Complex	Another example	my sister		show determination	was		when	my sister	
	Theme	Subj-noun					Conj-Str	Subj-noun	
		Unmarked-Topical					Textual	Unmarked-Topical	
		Theme		Rheme	Theme				
		Rheme							
						Rheme			
Data 53 LA 2 P3 C1 Clause Complex	Another trait	that	my dad	has	is intelligence.				
	Nominal Group	Conj-str	Nominal Group						
		Textual	Unmarked Topical						
	Theme		Rheme						

Figure 5. Unmarked Topical Theme

There are three examples obtained from both Text 1 and 2. Based on the shown figure 5, they are the complex clauses appeared in Low Achiever's descriptive writings. Aside from the simple nominal

found in identification structure, there can also be found clause complexes in the descriptive structure. The first example found in Data 24 "another thing that my sister show helpfulness" is the complex nominal group Unmarked Topical Theme. The second one is found in Data 33 "Another example my sister show determination "i categorized into clause as Theme in a Clause Complex according to Gerot and Wignell (1994:109). The theme in the second clause is the dependent clause which according to Gerot and Wignell, if the dependent clause comes first, then it is the Theme for the whole Clause Complex. Without the independent clause, the dependent clause cannot stand alone and the meaning is not complete. The third one is found in Data 53 "Another trait that my dad has" which is also categorized as the Theme in a Clause Complex due to the type of clause, dependent clause, that is located in the beginning of the clause complex. The three examples have similarity in which uses the same pattern and begins the clause with "another example (that)". The occurrence of these clause complexes indicate that the low achievers' writers do not only know how to produce the simple theme, but also the complex one to begin their clauses.

Data	Theme		Rheme	
Data 12 (LA 1 P2 C3)	One day	I	need to make a props for drama in school.	
	Complement Marked Topical	Subj-Pronoun Topical-unmarked Theme	Rheme	
Data 34 (LA 1 C4 P4)	Without my sister, Adverbial group Marked -Topical	my dog's hand Subj-Noun Unmarked-Topical Theme	will be bleeding Rheme	
Data 48 (LA 2 P2 C2)	because Conj-Str Textual	in bad times Prepositional phrase Marked-topical	he Nominal Group: Pronoun as Head Topical-unmarked Theme	cheered me up. Rheme
Data 70 (LA 2 P4 C9)	of course complement Marked Topical	he Subj-pronoun Topical-unmarked Theme	'll be mad. Rheme	

Figure 6. Marked Topical Theme

There are four different examples of Marked Topical Theme obtained from the Text LA B. The first one is found in Data 12 "One day" as a complement of the clause. When the order is changed, the clause will become "I, one day, need to make a props for drama in school". The second one is found in Data 34 "Without my sister,". This theme functions as adverbial group. When the order is changed, the clause will become "my dog's hands, without my sister, will be bleeding". The third is found in Data 48 "in bad times" that serves as prepositional phrase in that clause. If the order is changed, the clause will become "because he cheered me up in bad times". The last example of Marked Topical Theme is found on Data 70 "of course" that serves as a complement in that clause. If the order is changed, the clause will become "He of course will be mad". From the four given examples, the three clauses immediately start with the marked theme, however there is one occurrence that textual theme comes first before the marked theme, which is uncommon.

Textual Theme

The second type of theme occurs the most in both of the texts is the Textual Theme which are used 27 times in the description structure in paragraph 2,3 and 4. The Textual Theme in identification structure indicates that the low achiever's writing is also able to use complex clauses and to connect clauses to create coherency. The following is the example of types of Textual Theme analysis of identification structure in low achiever's writings.

Data		Theme		Rheme
Data 63 (LA 2 P4 C2)	since Conj-Str Textual	his job Subj-noun Topical-unmarked		is not to stressful.
Data 66 (LA 2 P4 C5)	when Conj-Str Textual	I Subj-pronoun Topical-unmarked		do something awful
Data 69 (LA 2 P4 C8)	so Conj-Str Textual	if Conj-Str Topical-unmarked	I Subj-pronoun	do something super awful
Data 73 (LA 2 P4 C12)	which Conj-Str Textual			was 3 hrs

Figure 7. Conjunction

From the four examples from texts LA 1 and LA 2, it is shown that conjunction structural are located in the first or second part of the clause, as the first one is found in Data 63 "since" located in the beginning of the clause preceding the nominal group. The second one is found in Data 66 "when" as part of WH-word functions as word relator. The third one is found in Data 69"so" and "if", both conjunction structural are used preceding the subject pronoun "I". The fourth one is found in Data LA B paragraph 4 clause 2 "since". The last one is found in Data 73 "which" that also has the function as the relator although the Unmarked Topical Theme does not occur in that clause. This conjunction structural as stated by Gerot and Wignell (1994) have less freedom to move in a clause and usually is placed either in the first or second part of the clause before the subject in the clause.

Data		Theme		Rheme		
Data 26 (LA 1 P2 C17)	All in all Conj-adjunct Textual	her helpfuness Subj-noun Unmarked Topical		really helps other people.		
Data 28 (LA 1 P3 C1)	Another, Conj-adjunct Textual	valuable qualities Subj-noun Unmarked Topical		that Conj-Str Textual	heroes Subj-noun Unmarked Topical Theme	possess Rheme
Data 52 (LA 2 P2 C6)	Yet Conj.adjunct Textual	he Subj-pronoun Topical-unmarked		likes to give me more privillages, with joy.		
Data 57 (LA 2 P3 C5)	Also Conj.adj Textual	he Subj-pronoun Topical-unmarked		often help me to do my homework.		
Data 67 (LA 2 P4 C6)	but Conj-Str Textual	instead Conj.adjunct Topical-unmarked	he Subj-pronoun	corrects me,.		

Figure 8. Conjunctive adjunct

There are five examples of Conjunctive Adjunct of Textual Theme found in both of the texts. The first one is found in Data 26 "All in all". The second one is found in Data 28 "Another". The third one is found in Data LA 52 "yet". The fourth is found on Data LA 57 "Also", The last one is found in Data 67 "instead". These examples are categorized as conjunctive adjunct based on Gerot and Wignell (1994) definition in which they can be placed either in the beginning, middle, or in the end of a clause.

Types of Thematic Progression in Low Achiever's Descriptive Writings

As mentioned previously, there are two texts analyzed for observing the occurrence of Thematic Progression, Text 1 consists of five paragraph, first paragraph has nine clauses, second paragraph has eighteen clauses, third paragraph has three clauses, fourth and fifth paragraph have five clauses each. Text 2 also consists of five paragraphs, first and second paragraph have six clauses each, third paragraph has nine clauses, fourth paragraph has fourteen clauses, and fifth paragraph has seven clauses. Nevertheless, the clauses without Thematic progression are excluded from this analysis. The example of analysis is shown below.

Table 3. Thematic Progression in Text LA 1

Types of Thematic progression	Text LA 1						
	1	2	3	4	5	Total	%
Constant	6	8	1	0	1	16	55.17
Linear	2	3	0	2	0	7	24.14
Split Rheme	0	2	0	0	0	2	6.90
Derived	0	1	0	0	3	4	13.79
Total	8	14	1	2	4	29	100

Based on seen in Table 3, the information of Types of Thematic Progression that is found in LA 1 text which is considered in Low Achiever category. From table 4.1, it can be seen that there are 29 Thematic Progressions found in 5-paragraph text contains 40 clauses analyzed with the occurrence of four of the patterns. The pattern that is mostly used in both of Low Achiever's texts is Constant pattern which occurs 16 times or equals to 55.17%. The second pattern mostly used is Linear which occurs 7 times or equals to 25.14%. The third one is Derived pattern which occurs 4 times or equals to 13.79%. The last one that is used is Split Rheme pattern which occurs 2 times or equals to 6.90%. It can be seen that P2 (Paragraph 2) is the paragraph where the thematic progression is mostly used that contains 14 thematic progressions of four of the patterns.

Table 4. Thematic Progression in Text LA 2

Types of Thematic progression	Text LA 2						
	1	2	3	4	5	Total	%
Constant	1	4	5	7	4	21	67.74
Linear	2	1	1	3	0	7	22.58
Split Rheme	0	0	0	0	0	0	0
Derived	0	0	1	2	0	3	9.68
Total	3	5	7	12	4	31	100

Table 4 shows the information of Types of Thematic Progression that is found in LA 2 text which is considered in Low Achiever category. From table 4, it can be seen that there are 31 Thematic Progression found in 5-paragraph text contains of 43 clauses analyzed with the occurrence of three of the patterns. The pattern that is mostly used in this research is Constant pattern which occurs 21 times or equals to 67.74%. The second mostly used pattern is Linear pattern which occurs 7 times or equals to 22.58%. The last one is Derived pattern which occurs 3 times or equals to 9.68. There is no occurrence of Split Rheme pattern in text LA 2. It can be seen that P4 is the paragraph where the thematic progression is mostly used that contains 12 thematic progressions of three patterns. Below is the total Thematic Progression of both Low Achiever Descriptive Writing.

Constant Theme Pattern

There are 9 clauses that can be found in Text LA 1 paragraph 1. Most of the type of Thematic Progression that appeared in this paragraph is the Constant Theme. The Thematic Progression's pattern is shown below.

Data	P1	Theme	T	Rheme	R	Type
1	C1	Do you	T1	ever think	R1	
2	C2	that you	T1	want to be a hero?	R2	constant
3	C3	If you	T1	say yes,	R3	constant
4	C4	congratulations, you	T1	already become a hero.	R4	constant
5	C5	Becoming a hero	T2	just not mean	R5	linear
6	C6	you	T1	…… to have a superpowers,	R6	constant
7	C7	you	T1	just need to have a character.	R7	constant
8	C8	However, a hero	T2	can be a ordinary person just like you and I.	R8	constant
9	C9	My sister, Laurencia, example	T3	possess .... qualities, such as helpfulness, kindness, and determination.	R9	linear

Figure 9. Constant Theme Pattern

There are 9 clauses found from the text in Figure 9, there. There are two patterns found, Constant pattern is used more frequently and then the Linear pattern. The Constant pattern is repeatedly employed in 6 times which the writing is consistently focused to put as Theme regarding to the Rheme followed. In Text LA 1 paragraph 1, "You" is the predominant Themes which appears 5 times in clause 1,2,3,4,6, and 7 as it is the means of being constant. Constant Theme pattern occurs where the topic of the paragraph is introduced as the Theme of the first clause (Bloor et al., 2004). The Theme of the present clause also becomes the Theme for the following clause. It informs the reader that the given information acts as the Theme through the clauses, whereas the Rheme informs the new information that is not discussed further. This pattern is commonly found in short passages of biographical information in some narrative text focusing on a person's behaviour and frequently found in textbooks, descriptions, or factual texts focusing on particular thing or concept.

In this paragraph the writer focuses on "You" as the theme that begins with a rhetorical question to the reader before mentioning the example of hero T3 in clause 9 that will be described in the description structure. Hence, this text is considered coherent as the theme in the identification structure is mostly constant with extra linear pattern although it is rhetorical. This type of Thematic Progression is also easy to use.

Linear Theme Pattern

There are 6 clauses that can be found in Text LA 2 paragraph 1. There are four themes that have thematic progression that appear in 6 clauses, they are, "Heroes", "in this story, and "He". The Thematic Progression's pattern is shown below.

Data	P1	Theme	T	Rheme	R	Type
41	C1	Deadpool and Colleseus	T1	aren't the only heroes in the world.	R1	linear
42	C2	Heroes	T2	can be regular everyday people	R2	
43	C3	we	T3	meet.	R3	constant
44	C4	They	T2	can be old people and young people to.	R4	
45	C5	In this story	T4	My Dad is my Hero.	R5	linear
46	C6	He	T5	posess universal qualities, such as joyfulness, intelligence, and patience.	R6	

Figure 10. Linear Theme Pattern

It can be seen from figure 10 above that there are five themes that have thematic progression that appear in six clauses, they are "Deadpool and Colleseus", "Heroes", "in this story, and "He". The four main themes here are linear. The Linear Theme Pattern shows that the idea of the text is introduced in the Rheme position of each clause or the Rheme can become the Theme of the next clause. In other words, the Rheme of one clause is taken up as the Theme of the subsequent clause. This pattern is also named as the zigzag pattern by Eggins (2004) as the element introduced in the Rheme in clause 1 is taken up to become the Theme of clause 2 and the Rheme of clause 2 becomes the Theme of clause 3 based on the illustration of Bloor et al. (2004)

From the data 41- 46 in text LA 2 P1, there are 6 clauses. In this paragraph, the researcher found two patterns, Linear pattern is used more frequent, and then the Constant pattern. The Linear pattern appear in C2 and C6. The Linear pattern appears in C2 is "Heroes" which is obtained from the previous Rheme, R1 that becomes the Theme in the next clause. Another Linear pattern that appears in C6 "He"

is taken up from the previous Rheme, R5 "My dad". Therefore, in this paragraph the theme" He" is the linear theme from the theme "Heroes".

Split Rheme Theme Pattern

In Text LA 1 paragraph 2, the research found four of the thematic progression appeared despite of the poor information shown by the blank due to the unreadable part of text. There are 18 clauses in this paragraph with 12 different themes. The Thematic Progression's pattern is shown below.

Data	P2	Theme	T	Rheme	R	Type
10	C1	Helpfulness,	T1	is the aesies to do,	R1	
11	C2	but you.	T2	need to do it rightly	R2	
12	C3	One day	T3	I need to make a props for drama in school.	R3	
13	C4	I	T4	ask my sister, my mom, and my dad, to help me to make the prop.	R4	linear
14	C5	We	T5	started to make the prop.	R5	Split from T4 +R4
18	C9	my sister	T8	was sleepy,	R9	constant
19	C10	she	T8	still doing to make the prop.	R10	constant
20	C11	When I	T4	wake up in the morning,	R11	constant
21	C12	I	T4	see the prop,	R12	constant
22	C13	I	T4	was amazed	R13	constant
23	C14	that my sister, my mom, and my dad	T7	can make a such masterpiece.	R14	constant
24	C15	Another thing that my sister show helpfulness	T9	Is when her friend want to have a violin lesson	R15	constant
25	C16	but her friend	T10	don't have a violin.	R16	linear
26	C17	My sister and her friend	T11	tried to help her by .... their money to buy my sister friend a violin.	R17	Split from T8+R15
27	C18	All in all her helpfuness	T12	really helps other people.	R18	Derived from T10

Figure 11. Split Rheme Theme Pattern

From the data 10-26 in text LA 1 P2, there are 17 clauses. In this paragraph, the researcher found four of the patterns, however, only the Split Rheme theme pattern that is described in this part. The Split Rheme Pattern in this paragraph appears in C5 and C17.

The Split Rheme pattern can be combined and demonstrated in the organization of the text which has a complex text structure. This pattern is also the combination of both Constant and Linear Theme patterns. This pattern is shown in the clause if the Rheme of a clause has two or more constituents which is taken in turns as the Theme of a subsequent clause.

In clause 5, the theme is "we" that comes the combination of T4 "I" and R4 "my sister, mom, and dad". Another one is also found in T7 "my sister, my mom and my dad" in clause 8 also comes from Rheme 4. This part of the text can still be considered as coherent since the phenomenon "helpfulness" that is being introduced in Clause 1 is given some examples in people that the writer's noticed, her sister, mom, and dad, and her sister in particular. While the Theme 11 "My sister and her friend" in C17 is found from the combination between R15 "her friend" and Theme 8 "My sister" in C9.

Derived Theme Pattern

In Text LA 1 paragraph 5, the research found two of the thematic progression appeared. There are 5 clauses in this paragraph with 2 different themes. The pattern of thematic progression for text LA 1 is shown below.

Data	P5	Theme	T	Rheme	R	Type
36	C1	Heroes like my sister	T1	are not as remarkable as heroes	R1	
37	C2	(heroes) that	T2	has a superpowers.	R2	Linear
38	C3	Neverthless, my sister helpfulness, kindness, and determination	T3	inspire others to do the right things, challenge themselves, and be ready for those in need.	R3	Derived from T1
39	C4	Heroes like Flash or Spiderman	T4	are our best example to promote justice, peace, love, and understanding.	R4	Derived from T2
40	C5	Because of them,	T5	our world is even better.	R5	Derived from T1+T4

Figure 12. Derived Theme Pattern

From the text in figure 12, it can be seen three themes that are used in the Derived Theme pattern, "my sister helpfulness, kindness, and determination" in C3, " Heroes like Flash or Spiderman" in C4, and "Because of them," in C5. The Derived Theme Pattern in this paragraph appears in C3, C4. And C5. The Theme "my sister helpfulness, kindness, and determination" in C3 is a derived theme from T1 "Heroes like my sister" in the first clause. The quality given in C3 is the given based on the writer's point of view of her sister. Then, the Theme "Heroes like Flash or Spiderman" in C4 is derived from T2 "(heroes) that" in C2 that is part of Linear pattern taken up from the R1 in the previous clause. The last one, theme "Because of them," in C5 is derived from T1" Heroes like my sister" and T4" Heroes like Flash or Spiderman". The word "them" here deploy the meaning of both types of heroes, those like Flash or Spiderman and the person like the writer's sister.

This text is also coherent regarding to focus on one theme. The Derived Theme pattern describes expressions in Theme position which are cohesively linked in meaning, but not necessarily in form, to a topic which has been stated earlier in the text (Bloor et al., 2004). This structure then becomes the way to introduce new information which can be used as a Theme of the subsequent clauses. Thus, the Theme of a clause is not shown explicitly in the Theme- Rheme form, yet it shows the connection in meaning to the Theme or Rheme of the previous clause.

CONCLUSION

Based on the discussion, it can be concluded that in both low achiever's Descriptive Writings, 3 types of themes and 4 types of thematic progression occurred. With most frequent type of theme is Unmarked Topical Theme, it indicates that both of the writings start the clause using the common way, the subject in nominal group namely general noun, pronoun, and group complex. Not only that, the students were also able to insert the marked in some cases using adverbial groups, complement, and prepositional phrase in terms of showing the time or adding information.

In both writings, the low achiever's writers also produce simple clauses in the identification structure of paragraph 1 and 5, yet they are able to produce the complex clauses in their descriptive structure in paragraph 2,3, and 4. This analysis show extra values that the school's rubric do not apply when analyzing their writings. This also indicates that the students were able to describe the phenomenon to the deeper level in the descriptive structure by describing the examples by giving more detailed information regarding to the quality and the characteristics shown by the person they mentioned as their hero in the identification structure.

Based on the analyzed data related to the thematic progression, the finding of this current research signifies that the sixth-grade lower achiever's students were able to develop and organize their idea in four ways in form of thematic progression. Both of the writing also showed that although they were categorized in the low achiever's one, their writing could maintain to stay with the topic provided. The patterns that is mostly used is the constant theme pattern because it is easy to for the writer to use by just repeating the current theme to the next clause.

Therefore, based on the objective to conclude the focus in analyzing the occurrence of Theme and Thematic patterns, it is shown that both low achiever's descriptive writings cannot be justified only by the rubric provided by the school, yet the educator is suggested to also analyze how coherent their texts are using Theme and Thematic Progression analysis. Hence the analysis conducted also meets the objective in observing the coherency quality of low achiever's writings in which the occurrence of four different type of Thematic Progression are used, the Constant and Linear patterns are mostly found in the identification structure, while the Split Rheme and Derived Theme patterns are mostly used in the descriptive structure.

Based on both Theme and Thematic Progression analysis conducted in two low achiever's writings, it can be concluded that the low achiever's writers tend to use simple theme and thematic progression patterns in the identification structure and use the more complex theme and thematic progression patterns in the descriptive structure as they give extra explanation toward the topic or phenomenon they introduced. In addition, this research finding is hopefully useful for other researchers or educators to analyse the development of writing and text coherency analysis for EFL learners for improving the quality of the students' writings which also hopefully can increase the students' interest to learn more.

ACKNOWLEDGMENTS

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