

THEMATIC PROGRESSION IN DESCRIPTIVE AND RECOUNT TEXTS WRITTEN BY NURSING STUDENTS

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Abstract

In writing text, thematic progression (TP) has the important role because the development of idea can be seen. This study aims to answer “(1) what is the thematic progression type that mostly used in the texts written by the nursing students (2) how TP used by the nursing students (3) what are the differences between TP used in the descriptive text and recount text?”. This study belongs to discourse study, and the source of the data was the descriptive and recount texts written by nursing students. There were 50 texts, 25 descriptive texts and 25 recount texts. The finding of the research was (1) The type of TP mostly used is Re-iteration theme. (2) Most of the clauses in the texts use re-iteration theme. It means that the students always develop the previous theme. Their texts become easy to be understood but become the monotonous text. (3) In descriptive text, most of the clauses use re-iteration theme (66,4%). While in recount text, the reiteration theme is 43%, the zigzag theme is 54% and the rest is multiple theme. This research recommended for the lecturer and students to explore the students in producing the qualified spoken and written text that can fulfill the communicative competence.

Keywords: *thematic progression, discourse analysis, nursing students' texts*

1. INTRODUCTION

In 2016, EAC (Economic ASEAN Community) is realized. People in ASEAN must ready to face it. As the education and medical institution, STIKES Muhammadiyah Kudus has prepared the students by teaching medical aspects and communication aspects. One of ways to prepare the students from communication aspect is by “English subject”. English is taught for 3 SKS in first semester. It means that the students have been prepared in facing EAC.

The big total SKS for English has a purpose to make the students ready to communicate in English. It happens because the aim of teaching English is the students are able to communicate using English. The definition of communication itself can be the act of communicating with other people, for example communicate with friends, teachers, parents, etc. In communication, the students have to be able to communicate effectively and understandably. It means that when they communicate with others, they are performing language which can be understood by others. The ability of someone in

performing language is called communicative competence. Communicative competence is important for the students as Brown (2000: 246) suggested that communicative competence can make the students are able to convey the information, interpret the message and negotiate the meaning.

There are several models of communicative competence but in this study the researcher uses the communicative competence model from Celce-Murcia (2007). She describes that communicative competence can be six competences. They are linguistic competence, strategic competence, sociocultural competence, actional competence, interactional competence and discourse competence. Those all competences have contribution in communication.

Communicative competences also needed by the nursing students. The communication competences can be seen from their utterances, words, sentences, structure of sentences, interpreting the messages, etc. It means that the students can communicate using English written and spoken.

Actually, based on the form, text can be in spoken or written form. The examples of written form are letter, newspaper, magazine, etc; and the examples of oral form are speech, conversation, gossiping, etc. It is supported by Martin and Rose (2003). They suggested that text can be written between the speakers, or between writer and potential reader. They are also supported by Celce-Murcia and Olsain (2000:5). From the feature of language, they argued that text can be spoken and written language. According to them, a text belongs to spoken language if it has several characteristics of spoken language and vice versa.

However the text can belong to spoken or written language, the main point is text has to be understood easily to make the communication run well. Spoken and written languages have different characteristics, but according to Nunan (1993:9), the differences between them are not absolute. Sometimes the characteristics of written language are in the spoken language, and vice versa.

Furthermore, in communication, language has several functions. They are to achieve different social purposes, share ideas about their experience of the world, connect the idea, interact with others and create texts. In this last function, language functions to create text that are cohesive and coherent (Derewianka, 2011:3). Cohesion and coherence becomes the consideration to judge a text quality. A qualified text also should be written by the learners.

Furthermore, cohesion and coherence belong to the components of discourse competence. Discourse competence has a big contribution in communicative competence. Celce-Murcia (2007) stated that discourse competence refers to the selection, sequencing, and arrangement of utterances to create a unified text. In creating a unified text, the role of cohesion and coherence is very important because of cohesion as the formal link and coherence as the abstract one. Additionally, the way of observing the development of the idea among clauses or themes-rhemes is thematic progression. It means that the development of idea can be seen from the thematic progression used.

Thematic progression can describe how the

students develop their idea and make the text easy to be understood and interested. The students have the important role in creating a good text in thematic progression, besides cohesion and coherence.

The similar previous study has been analyzed by Alboghobeish and Sedghi (2014), and Rakhman (2013).

In the research of Alboghobeish and Sedghi (2014), they focus on how thematic progression patterns are used in the research article writers from the Arabic literature discipline. There were 20 texts as the data and they were analyzed based on the thematic progression model that proposed by McCabe (1999). In McCabe (1999), there are five types of thematic progression. They are constant pattern, linear pattern, split theme pattern, split rheme pattern and miscellaneous pattern. The similarity between this research and the current research is both of the research focuses on the thematic progression. In the other hand, there are several differences, such as from the data, and the theory used. The data of this research was the research article writers from the Arabic literature discipline, while the data of this current research was the descriptive and recount text written by nursing students. Moreover, based on the theory aspect, the theory used in the research is theory from McCabe (1999), while this research use theory from Eggins (1994).

The second previous study is from Rakhman (2013). The focus of the research is how the high school students organized the idea into expository text. She used the theory of systemic functional linguistics from Danes (1974) and Eggins (1994). The data of this research were the nine expository texts written by the high school students. The similarity and differences happens in Rakhman's research and this current research. The similarities are both of research investigate how the thematic progression used in the text, and the theory used. Both of research use theory from Eggins (1994). The different is in the data and genre. Rakhman's research used nine texts written by the high school students, while the data in this current research is the descriptive and recount text written by the nursing students.

In this study, the purpose is to answer “(1) what is the thematic progression type that mostly used in the texts written by the nursing students (2) How thematic progression used by the nursing students (3) what are the differences between thematic progression used in the descriptive text and recount text?”.

2. REVIWE RELATED LITERATURE

The quality of text also can be seen from thematic progression. In thematic progression, the development idea can be seen as the development of theme and rheme. It is supported by McCharty and Carter (1994:70-71) stated that thematic progression aims to create the coherence of a text and show the development of theme and rheme. Therefore, it is very important because the relation each themes-rhemes and the relation of each clauses can be drawn in thematic progression. In other words, by thematic progression, the sense of text can be observed.

Thematic progression is related to the about theme and rheme. As Butt et al (2000:142) defined that thematic progression is the progression of new themes. It has textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way. Thematic progression contributes to the cohesive development of a text, and produces a coherent whole text. According to Eggins (1994:303-304), there are three types of thematic progression. They are reiteration theme, zigzag theme and multiple theme.

First is re-iteration theme. In this type of theme, the pattern of thematic progression has the same theme that well organized or regularly. While the rheme of each clause gives further explanation to the same theme. This first type of thematic progression is easy to be understood and makes the reader or listener easy to find the information. In the other hand, the disadvantage of this type is this pattern could probably make a monotonous text. The figure of reiteration or constant theme can be seen below.

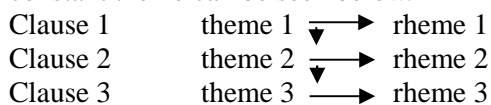


Figure 1 Re-iteration or Constant Theme

The second type is zigzag theme. In this pattern, an element that is in the previous clause becomes the theme in the current clause. The theme of a certain sentence can be the summary of most of the content of the previous sentence and it makes a new point that is a new rheme. This type can make the reader or listener curious for the next information because the text seems smoothly. Furthermore, this type is more easily to be regarded as coherent. The figure of zigzag theme can be seen below.

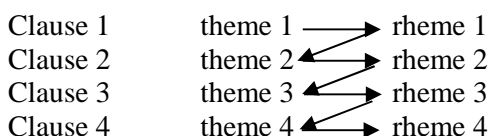


Figure 2 Zigzag Theme

The last type is multiple theme. In this pattern, the theme of one clause introduces a number of different pieces of information, each of which is then picked up and made theme in subsequent clauses. It is described by diagram below:

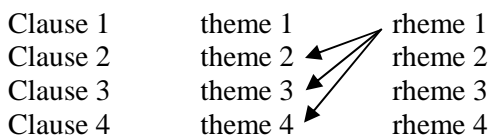


Figure 3 Multiple Theme

Text which has this pattern will have a clear layout for the reader or listener to catch what the passage is about. It happens because the next theme has been introduced in the previous rheme. In addition, it will make the information more specific and will impress readers as logical and coherent.

Concerning the definition of thematic progression above, it can be inferred that the first point of thematic progression refers to the development of theme. The second point of thematic progression refers to the development of idea in a text. Moreover, the third point refers to the contribution of it in the cohesive development of text. And the last point refers to the contribution in producing a coherent text. Therefore, those points can be synthesized that the term thematic progression refers to the

development of theme as the idea of a clause that can contribute the unity of texts in terms of cohesion and coherence.

Because of the importance of thematic progression in text, texts should have good thematic progression. Related to this current study, text written by the nursing students should have a good connection in term of thematic progression to reach the purpose of communication.

3. METHODOLOGY

The data of this study was collected from the English written text written by the diploma three of nursing students STIKES Muhammadiyah Kudus. The reason of using written text written by the students of STIKES Muhammadiyah Kudus is because the importance of thematic progression in written text. The students have to be able to create a qualified text. The quality of text can be seen from how each idea of the text connected, named thematic progression. The use of two types different genre is in order to know the how the thematic progression used in different genre. There are 25 texts of the descriptive text about medical equipment and 25 text of recount text that is about unforgettable experience. In this study, discourse analysis was used. It was chosen since the aim of this study is to know how the idea of each text connected. In analyzing the texts, interpretation becomes the important way to be a good study. As Litchman (2010:190) suggested that discourse analysis is a technique or method in research that has several interpretations. In interpreting the thematic progression, it means that the data were classified into those terms. In the thematic progression aspect, the data were classified into three types as suggested by Eggins (1994:303-304) which were reiteration theme, zigzag theme and multiple theme. Simplify, the data were compared based on those aspects. Then the analysis was done by counting the percentage of each type, comparing the result of descriptive and recount texts based on the part, then interpreting the analysis.

Since this study belongs to descriptive qualitative research, the researcher uses triangulation to make the data reliable and

valid. Bogdan and Biken (1998: 48) defined that triangulation means the use of multiple subject, multiple researchers and different data collecting techniques. They added that many source of data will be better than single source. Simplify, triangulation is needed especially for the qualitative research by the use of multiple subject, researchers or different technique in collecting the data.

Moreover, Patton (1980: 332) defined that triangulation is “a process by which the evaluator can guard against the accusation that the findings of the study are simply an artefact of a single method, single data source, or a single investigator’s bias”. Based on that explanation, it means that the data analysis will be valid if the study is done by two or more evaluator.

As the importance of triangulation, this study uses an English lecturer and an ESP lecturer. They checked the thematic progression in descriptive text, recount text and compared them. After checking, they gave comments to the researcher’s data analysis. The next step is the researcher made some correction

4. FINDING AND DISCUSSION

Based on the theory of thematic progression by Eggins (1994:303-304), there are three types of thematic progression, such as reiteration theme, zigzag theme and multiple theme. after analyzing 50 texts from two different types of genre, the type of thematic progression that mostly used in the texts is reiteration theme for descriptive text, and zigzag theme for recount text. The clear finding can be seen in the table below.

Table 1. Types of Thematic Progression in Descriptive and Recount Text

Type	Descriptive text	Recount text	Total (%)
Reiteration Theme	66,4%	43%	54,7
Zigzag theme	30,3%	54%	42,15
Multiple theme	3,3%	3%	31,15

Based on the table above, it can be seen that in descriptive text. The type of thematic progression used is reiteration theme. Reiteration theme in descriptive text reach 66,4% that used in 25 texts written by the nursing students STIKES Muhammadiyah Kudus. Then, zigzag theme got 30,3% and the last is 3,3%. The clear percentage can be seen in Figure 4.

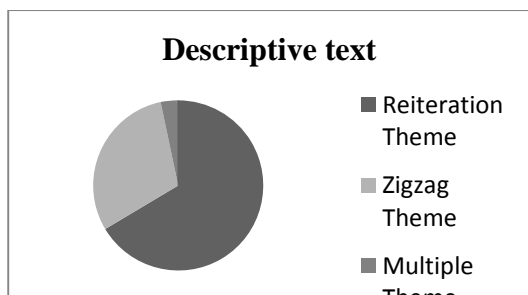


Figure 4 The Percentage of Thematic Progression in Descriptive Text

The second type of genre is recount text. In recount text, the thematic progression that mostly used is zigzag theme. The percentage of zigzag theme is 54%. The second is the reiteration theme, 43%. And the last is multiple theme, it is only 3%. The clear percentage of recount text can be seen in Figure 5.

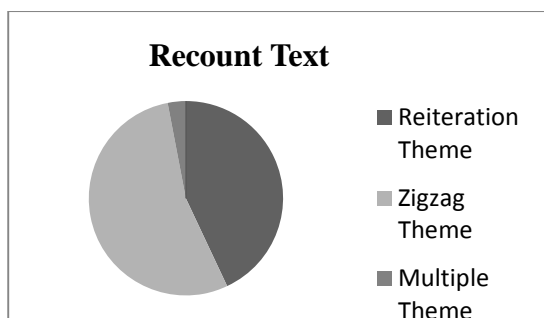


Figure 5 The Types of Thematic Progression of Recount Text

Both of texts, descriptive and recount texts, have different thematic progression that mostly used. In descriptive text, the students mostly use reiteration theme. It can be seen in the example of text below.

↓	A thermometer	→	Is a device used to measure temperature
↓	Thermometer	→	Can use several methods to know the temperature
↓	Thermometer	→	Can be mercury thermometer and digital thermometer
↓	It	→	can be used in the mouth (oral), axilla and rectal.

Figure 6 The Thematic Progression in Descriptive Text

The type of text above is descriptive above. Based on the analysis, it is clear that the thematic progression used is reiteration theme. The students use reiteration theme in descriptive text because in descriptive text, they have to describe something. They always describe the thermometer in every single phrase and sentence. Therefore, the word “thermometer” or reference word always becomes the theme. The word “thermometer” that always becomes the theme means the word “thermometer” becomes the important information that the students want to explore more.

However they are success to explain “thermometer”, but the texts seems the list of sentence. Because it is like a list of sentence, there is no relation with other sentences. The reader can read the text not in order, and it does not change the meaning of the text. Moreover, it also will make the reader feel bored.

The second text is recount text. The thematic progression that mostly used in the recount text is zigzag theme. The use of thematic progression in recount text can be seen below.

Two years ago at my school, we	→	had travelling to bali
First day, we	→	started to go to tanah lot.
Tanah lot	→	has a beautiful view.
Because the view	→	is beautiful
we	→	took a picture there
Second day, we	→	had schedule to kuta beach.
There	→	were many tourists
They	→	wanted to see the sunset
In the night, we	→	went to sukawati market
There	→	were many clothes, accessories, etc

Figure 5 The Thematic Progression in Recount Text

Based on the analysis above, the text use zigzag theme and multiple theme. The use of zigzag theme is very useful to develop the text. The students develop the idea from the previous rheme to be the theme in the current clause (see figure 6). In figure 6, the rheme “had schedule to Kuta Beach”, becomes the idea for the writer to explore more. Then, the writer makes that clause to be the theme in the current theme by using word “there”. Then, the word “there” becomes the important word in that clause and the writer develop the theme again. In the last clause, the word “they” refers to “many tourist” that comes from the previous rheme.

Second day, we	→	had schedule to kuta beach.
There	→	were many tourists
They	→	wanted to see the sunset

Figure 6 The Zigzag Theme in Recount Text

The process of the development idea in clauses and related to the other sentences make

the text meaning full and has dynamic. That text can make the reader enjoy and wants to know what will happen in the next clause. Every clause in the text has the important role to develop in very single idea. Therefore the text becomes very dynamic, and not monotonous.

The multiple theme also appears in that text. The multiple theme makes the text organized well. It can be seen in figure 7. By using multiple theme, the reader can understand the text easily. It happens because the theme of multiple theme relates to the previous theme that wants to develop in the next clauses. However the development sometimes is not located in the next clause directly, but the role of multiple theme becomes the important part to make the text hang together and easy to be understood.

Two years ago at my school, we	→	had travelling to bali
First day, we	→	started to go to tanah lot.
Second day, we	→	had schedule to kuta beach.
In the night, we	→	went to sukawati market

Figure 7 The Zigzag and Multiple Theme in Recount Text

After analyzing both of texts, descriptive and recount text, it is clear that most of thematic progression used in descriptive text is reiteration theme, while in recount text is zigzag theme. The different theme used happen

because the purpose are different. In descriptive text, the purpose is the students have to describe and identify the object. Therefore, they only focus on the object. They don't develop the idea in every clause and it can be seen in figure 4. While in recount text, the thematic progression that mostly used is zigzag theme. in recount text, there are several parts of generic structure, such as orientation and event. From two parts of generic structure, the zigzag theme is mostly found in event. It happens because in event the writer needs to tell a story about their experience. Therefore the clause always relate to the previous clause. And the previous rheme becomes the idea that need to be developed and explored in the current clause.

5. CONCLUSION

Based on the analyzing the data, the finding of this current research is signify that the nursing students develop and organize their idea in three ways in form of thematic progression. However the texts come from different genre, they always develop and organize their idea. the students able to use reiteration theme, zigzag theme and multiple theme in their text to make their text easy to be understood. Moreover, the types of thematic progression that mostly used in descriptive and recount text is reiteration theme. The use of reiteration theme is very useful for the reader and writer. For the reader, the reader can understand the text easily however it seems a list of clauses. It happens because if it seems the clauses don't have relation with other clauses. If we delete one of the clause, it doesn't change the meaning of previous and next clauses.

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