CHAPTER I

INTRODUCTION

This chapter presents a general description of this research. It includes background to the study, research questions, objectives, significance to knowledge, and framework of the theories.

1.1 Background to the Study

Thematic structure is considered as a significant part in language since it is able to organize the text as a message uttered by the addressor. In this case, the addressor can arrange the text s/he is about to utter which is in accordance with her/his intention. For example, the addressor wants to say *I went to Bali two weeks ago* in which s/he chooses *I* as the starting point of her/his message and it becomes the concern of her/his utterance while *went to Bali two weeks ago* becomes the part which develops and tells the information about *I*.

According to Halliday (1994), in English, the starting point of the utterance or the element which comes first in the clause is known as theme and it tells about what the clause is going to be about. The remainder of the clause is known as rheme and it develops and tells the information about the theme. Theme and rheme are parts of a clause and they are combined in the clause to constitute a message as can be seen above.

However, the role of thematic structure is not limited only to examine the theme or rheme of a clause. It can take a larger part in which it functions to

develop the text through its organization to add cohesion to the text and it is known as thematic progression. Thematic progression refers to the method in which the theme of one clause refers to, repeats, or derives from the theme or rheme of the previous clause. This can be used to retain the cohesion of the text by using the theme of one clause as the theme of the subsequent clause. For example, *Language plays an important part in human's life. It is used as the tool to communicate* in which *Language*, the theme of the first clause, is used as the theme of the following clause through the use of pronoun *It*. Besides that, the retaining of the cohesion of the text can be conducted by placing a part or whole element of the rheme of one clause into the theme of the subsequent clause. For example, *I don't like durian. It really is smelly*, from those clauses, a part of the first clause rheme element *durian* is used as the theme of the subsequent clause through the use of pronoun *It*. Those ways, included in thematic progression, can be used to retain the cohesion in the text.

Based on Bloor and Bloor (2004), the organization of theme-rheme or known as thematic progression can be in the pattern of constant progression in which it retains the theme of one clause to be used in the theme of the following clause and it can be seen from an example given above *Language plays an important part in human's life. It is used as the tool to communicate* or in the pattern of linear progression in which the rheme of one clause is used in the theme of the subsequent clause and it also can be seen from the clauses *I don't like durian. It really is smelly*. Besides that, there are also a derived pattern in which

the theme of one clause is derived from a hyper-theme within the text and a split pattern which is the combination of the three patterns above.

There is one previous study concerning theme in a text. It is entitled *Tema dalam Kalimat Bahasa Inggris* (Dadi: 1988); the case which is analyzed in the research is the types of elements serving as the theme in English, especially the elements which occur in each type of thematic progression. The study shows the percentage of each element occurring in each type of thematic progression and shows the most frequent element occurring in each type of thematic progression. However, the study only mentions three types of thematic progression: linear progression, constant progression, and split pattern. It does not mention one other type of thematic progression which is the derived progression in which it is included in the analysis of this research. Besides that, the research of Dadi does not include the cohesion device to analyze the progression in order to see how theme-rheme of one clause is retained as the theme of the subsequent clause which becomes the focus of this research. Since there are some types of cohesion devices can be used to retain the cohesion of the text, it is necessary for us to know what kind of cohesion devices used to support and maintain the progression of the theme.

In this research, the analyzed cases are focused only on the thematic progression in an English narrative book entitled *Cuba (Places in The News)* and the cohesion devices used to retain the progression of the theme. It is important to know the types of thematic progression in various types of text since we may know further characteristic of each text, but in this research, the writer only takes

a narrative text, as a representative type of various kinds of texts, to be analyzed. As Eggins (2004, p.326) mentions that the thematic choice of narrative tends to have the zig-zag pattern or known as linear pattern, this research is also aimed at proving whether the same phenomenon also happens in *Cuba (Places in The News)* or not.

The study and phenomena above encourage the writer to conduct this research. Hence, *Thematic Progression in Gail B. Stewart's Cuba (Places in The News)* becomes the title of this research.

1.2 Research Questions

1. What types of thematic progression are applied in *Cuba (Places in The News)*?
2. What kind of cohesion devices are used to support the cohesion in the thematic progression?

1.3 Objectives

1. To describe the types of thematic progression which are applied in *Cuba (Places in The News)*
2. To find out the cohesion device used to maintain the progression of the theme

1.4 Significance to Knowledge

This research is conducted to describe the types of thematic progression applied in a narrative book entitled *Cuba (Places in The News)*, to find out the most frequent type of thematic progression, and to find out the cohesion device used to maintain the progression of the theme. Therefore, this research will give a contribution in the development of analyzing the cohesion of text through thematic progression and give further characteristic of narrative text. It is expected that this research will be useful for the readers to expand their knowledge about this topic and to help them in conducting the writing activities so that the texture aspect in their essays can be achieved.

1.5 Framework of the Theories

The theoretical of thematic structure is derived mainly from the theory of Functional Grammar. Halliday (1994) uses the terms of theme-rheme to indicate the starting point of a clause and the remainder of that clause. He states further that theme usually contains given information which has been mentioned before or is understood from the context while rheme provides new information to develop the information of the theme of the clause. Theme can be equated with the subject of the clause known as unmarked theme and when it is not equated with the subject of the clause, it is known as marked theme.

The organization of theme-rheme in a text can give a contribution to the cohesion development of the text. This can be seen from the use of the theme or rheme of the previous clause to be the theme of the subsequent clause in which

there is the progression of the theme or rheme of one clause to the following clause. This kind of matter is known as thematic progression. According to Bloor and Bloor (2004), there are four types of thematic progression. The first is the constant progression in which a theme of a clause is used as the theme of the subsequent clauses throughout the text. The second is the linear progression where the rheme of a clause is taken as the theme of the following clause. The third is the derived progression which according to Bloor and Bloor (2004), the theme of one clause is derived from the hyper-theme. The last is the split progression. There is a different argument among the scholars over this type of progression. According to Bloor and Bloor (2004), split pattern occurs when the rheme of a clause has two components in which later each of the rheme is taken as the theme of the following clauses. Meanwhile, Downing and Locke (2006) and Paltridge (2000) argue that this type of progression can be in the form of the combination of the other type of progression. Downing and Locke (2006) contend that the combination occurred the most is the constant and linear progression. In this research, both opinions are employed to analyze the split progression. The above matters are the types of thematic progression used to organize the cohesion development in the text.

Furthermore, to maintain the cohesion in the text, the cohesion devices play a significant role to perform it. According to Eggins (2004), there are three main types of cohesion; reference, conjunction and lexical cohesion. However, in this research, the conjunction is not used since it does not have a role as a topical theme in the thematic structure, but, generally, as a structural theme. To see the

progression of the theme, the role of topical theme is considered important and that part is usually filled by reference and lexical cohesion as the cohesion devices.

According to Eggins (2004), reference can be divided into three types; homophoric reference, exophoric reference and endophoric reference. Based on Brown and Yule (1983), the latter is further divided into anaphoric reference and cataphoric reference. Besides reference, Eggins (2004) argues about the lexical cohesion which is divided into two main types. The first is taxonomic lexical relations including co-hyponymy, class/sub-class, contrast, synonymy, repetition, meronymy, and co-meronymy. The second is expectancy relations or collocation. However, the expectancy relation is not used as a tool to analyze since it is considered as too general for analyzing the lexical cohesion.

Besides those tools used to analyze, the taxis in clause is also used to analyze the clauses since theme-rheme can be seen by breaking the clause complexes. The theory of taxis in clause is argued by Gerot and Wignell (1994). According to Gerot and Wignell (1994), there are two types of taxis. The first is parataxis in which the clauses have the same status, independent, and one clause follows on from another. The second is hypotaxis in which one clause is dependent upon another. In this research, the clause complexes which have taxis relationship are taken to be analyzed while the embedded clauses are not.

The grand theory of this research is put forward by Bloor and Bloor (2004); then, several other theories are used to support it: Paltridge (2000), Lipson (2004), Halliday (1994), Eggins (2004), Borjars and Burridge (1986), Brown and Yule (1983), Ventola (1991), Gerrot and Wignell (1994), and Dadi (1988).

The figure of the theoretical framework can be seen as follow:

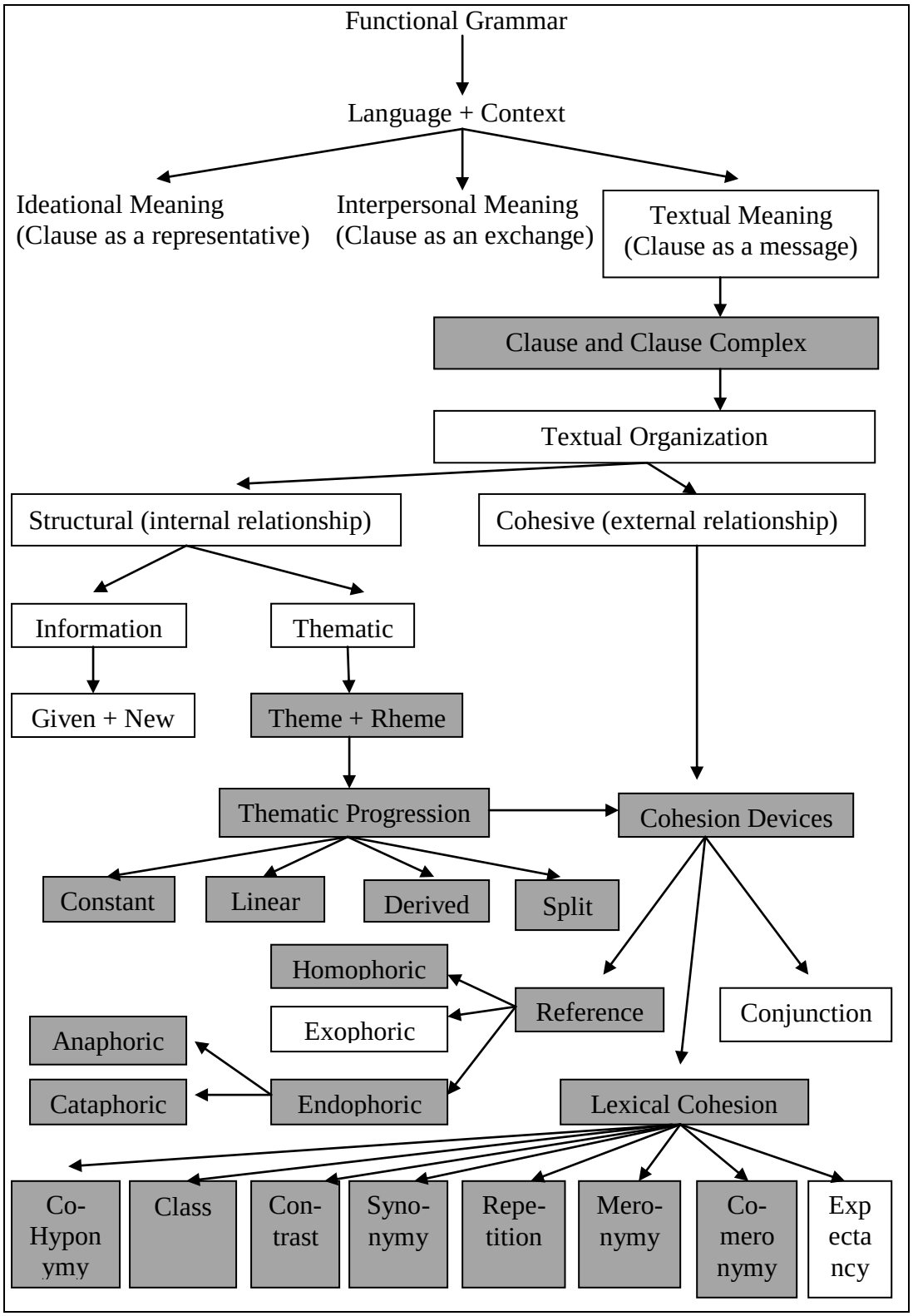


Figure 1.5.1 The Framework of Theories

Note:

: The parts that are analyzed in this research

: The parts that are unanalyzed in this research