CHAPTER III

RESEARCH OBJECT AND METHOD

This chapter concerns about the object of this research and the method applied in conducting this research.

3.1 Research Object

The object of this research is the thematic progression of English taken from a book entitled *Cuba (Places in The News)* by Gail B. Stewart.

The book was chosen as the source of the data since the writer found a number of data concerning the types of thematic progression, especially that of split and derived progression, which were analyzed and discussed in this research. Besides, the book also showed other phenomena in which it contained more split pattern having the combination of the other types of thematic progression rather than the standard pattern proposed by Bloor and Bloor and Ventola and also more than the linear progression which is considered commonly found in a narrative text.

3.2 Research Method

The applied method in this research is analytic descriptive. Ratna (2007: 53) points out that analytic descriptive method is conducted by analyzing and describing the facts of the research data. This method is used as the writer analyzes the progression of the theme-rheme of one clause to the following

clauses and also analyzes the cohesion devices employed to maintain that progression and then it is followed by describing the types of thematic progression and the cohesion devices used.

3.2.1 Data Collection

In collecting the data to be analyzed, there were some steps conducted by the writer. Firstly, the writer read the book to know the information it reveals. Secondly, the data in the book were collected by selecting those which were considered representative to be discussed based on the number of clauses in the paragraph. If the paragraph contained of one clause only, then it would not be taken as the data since the analysis could not be conducted because the analysis of the progression in a paragraph needs some clauses to measure the progression of the theme. Besides, the data containing spoken text in it would not be taken as the data to analyze since this analysis is focused only on written text. Thirdly, the data in the book were identified by determining the theme-rheme of the clause and if there were clause complexes, then the clauses were broken down, using the taxis in clauses, to find its theme and rheme. After the identification of theme-rheme was conducted, the thematic progression occurring in the paragraph was identified. After that, the classification of the paragraph into the types of thematic progressions was performed. The last thing conducted was interpreting the data by analyzing and describing it.

3.2.2 Data Analysis

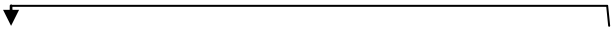
The thematic progression of the data was analyzed and described. Here, the data were analyzed by using the theory of Bloor and Bloor (2004) regarding thematic progression. There are four types of thematic progressions according to Bloor and Bloor (2004). They are simple linear progression, constant progression, derived progression, and split progression. The data were analyzed to find out whether they were included in simple linear, constant, split or derived progression towards the thematic structure (theme-rheme) progression in the data by using the theory of functional grammar by Halliday (1994), Eggins (2004), and Gerot and Wignell (1994). To conduct that, the clauses of the paragraph were broken down to determine the theme-rheme of each clause. Besides, the cohesion of the data was also analyzed by using theory from Eggins (2004).

In the following part, there is an example of the analyzed data to give the prior idea of the analysis.

Data

Silva and his family were stunned at first. Gradually their disbelief at the government's action turned to anger. (p.5)

Analysis:



Silva and his family were stunned at first. Gradually **their** disbelief at the

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government's action turned to anger.

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The first clause *Silva and his family were stunned at first* has *Silva and his family* acting as its topical theme. The rest of the clause *were stunned at first* is its rheme.

In the second clause *Gradually their disbelief at the government's action turned to anger*, the theme of the clause is included in the multiple theme since there are two types of theme there. The first theme is *Gradually* which is the interpersonal theme, modal adjunct. The second theme *their disbelief at the government's action* serves as the topical theme. The rest of the clause *turned to anger* is the rheme of the clause. This data shows that an element of the topical theme of this clause *their* refers back to the topical theme of the previous clause *Silva and his family*. Thus, the progression is the constant pattern shown by the line above (→).

From the analysis above, the thematic progression occurred can be seen as follow:

Clause 1 to 2 : Constant progression

The pattern of the thematic progression throughout the paragraph is the constant progression since a part of the topical theme of the second clause *their* refers anaphorically to the theme of the first clause *Silva and his family*. Hence, the cohesion of the text is gained through the anaphoric reference.