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# Analysis Type of Theme in the Introduction Sections of English Study Program Students Research Proposals Mahasaraswati Denpasar

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**Abstract-**The study concentrates mainly on the various themes and rheme styles used in the introduction section of students' research proposals for the English study program at Mahasaraswati Denpasar. The study's objective is to look at the variety of themes and rhemes used in introduction paragraphs. The study used a qualitative method with a descriptive design to analyze the data. The information was taken from five research proposals from students who are studying English. Halliday's (1994, 2004) theory was applied to the data in order to analyze the theme and rheme. In five introduction sections of research proposals for English study programs, the most prevalent type appeared 36 times. In contrast, the introduction section of students' research proposals for English study programs contains five instances of the topical theme "participant." Additionally, the table provides a summary of textual.

**Keywords:** Theme, Rheme, Introduction Section

## I. INTRODUCTION

Some English as a Foreign Language (EFL) learners from economically disadvantaged nations, like Indonesia, nonetheless find it difficult to write coherently in English. Research by Bamberg (1984) cited in Rakhman (2013) shows that students of English as a foreign language tend to write at the word and sentence levels, ignoring textual coherence, the overarching discourse level. The absence of original thinking among the student body is to blame. The topic at hand is completely foreign to them. After that, they don't know how to organize their thoughts properly. The writing process terrifies them since it demands not only a solid command of the language but also the capacity to organize thoughts in a logical and

cohesive fashion. Establishing coherence, fluidity, and expanded concepts of writing are considered to be the most challenging components of writing, according to Nunan (1999).

According to Brown (2000), academic writing is a crucial part of higher education, particularly for students taking research-focused courses. One of the core components of academic writing that needs students to properly express their research ideas and proposals is drafting research proposals. An organized and brief synopsis of the study topic, aims, methods, and anticipated results can be found in a well-written research proposal. Nonetheless, students frequently struggle to arrange and communicate their ideas in a logical manner in their research papers. To create a constructed writing text,

educators must expand on the fundamental theme progression pattern. According to Halliday (2004), students can effectively convey their ideas to readers in well-structured paragraphs by using theme development as a writing approach. One of the most important factors in authors' capacity to develop their thoughts is the presence of thematic progression in writing. Two parts make up thematic progression. The two components are combined into a single phrase in the linguistic technique known as the theme and rheme the Halliday (2004). Thematic progression, or the way ideas are organized and developed in a text, is one of the important factors that influences the coherence and clarity of research projects. A crucial and well-researched component of academic writing is thematic progression. It is essential for arranging thoughts logically and coherently so that readers can understand the writer's flow of thinking. Various theme devices, including topical, literary, and interpersonal theme devices, are used in thematic development. However, limited research has been conducted on the use of thematic progression in research proposals, particularly among Mahasaraswati students.

Mahasaraswati Denpasar University is a well-known higher education school in Indonesia, noted for its academic brilliance and research-oriented programs. Students from numerous fields attend the college, and research proposals are an important element of their academic writing requirements. Despite their academic excellence, Mahasaraswati students struggle to organize and deliver their research proposals clearly. Their study suggestions aren't as clear and coherent as they could be since they don't employ theme progression enough. Academic writing quality is significantly affected by thematic development. Little is known about how students at Mahasaraswati University employ topic progression in their research projects. This study aims to examine the usage of theme progression in the introductory sections of research proposals written by students at Mahasaraswati. One particular aim of the research is to identify the various types of theme development used in the introductory sections. With a focus on the subject and rheme of introductions, thematic data analysis employed Halliday's (2004) theory in relation to Eginns's (2004) theory of thematic

progression pattern.

Dorman (2019) adds that every time a research settles on a subject or theme, the writing often follows the third supporting detail and the conclusion statement from the topics phase. In addition, one linguist claims that the rheme is the part of the message that follows the theme and adds depth to it in a phrase or sentence. According to Halliday (2004). Without a cohesive theme, the text will grow haphazardly into unconnected messages, which is impossible for writing or debate (Fareed et al., 2016). Because of their mutual effects, the rheme and the theme are, effectively, one and the same. Therefore, in the discipline of linguistics, the ideal construction of a coherent and grammatically cohesive ordered text may be evaluated using the theme-rheme organization or thematic progression, which is a systematic functional linguistics technique. "Eginns" in 2004. The literary component is clearly separate from theme progression.

A number of academics have been monitoring this matter. The study used three publications to compare and contrast different methods for analyzing theme progression in the data. In their analysis of Barack Obama's campaign speech, Ayomi and Sujana (2016) first addressed the topic of theme development. The goal of the research is to analyze the different patterns of theme progression and theme rheme that may be identified in the spoken text. A descriptive design and a qualitative approach were employed to examine the data in the study. The information was taken from the text of Prime Minister Boris Johnson's speech. To assess the data, we employed the Thematic Progression Pattern and the Theme Analysis, which are based on the theories of Rheme and Paltridge (2006) and Halliday (2004), respectively. According to the research, out of all the thematic progression patterns, the most common one is the reiterated or constant theme pattern, followed closely by the circumstantial adjunct as topical theme. Thirdly, Fatmawati, Sivar, and Yusuf wrote the paper in question (2019). Text from the short tale "The Black Cat" was used to extract the information. The research was based on information found in Edgar Allan Poe's *The Black Cat and Other Stories*. Based on Halliday's (1994) theory of Systemic Functional Linguistics and Textual Function, the short story "The Black Cat" was analyzed. While analyzing it, keep in mind that there are three distinct patterns of theme development: zigzag, theme reiteration, and

multiple-rheme. The results showed that out of all the patterns realized in "The Black Cat" short story, the most common one is the multiple-rheme pattern (32 occurrences, or 74% of the total), followed by theme reiteration (7 occurrences, or 16.3% of the total), and last but not least is the zigzag pattern (four occurrences, or 9.3% of the total). One difference between this research with the one by Fatmawati is that the former focuses on written works, while the latter examines short tales. The same subject "thematic progression" is being examined in both the paper and this research. Pasaribu and Panggabean (2019) collaborated on the third article. The third essay examines how students' narrative writing develops thematically. The purpose of this study is to identify the many ways that students' narrative writing develops its themes and rheme. The study is based on Halliday's Systemic Functional Grammar's (SFG) textual function. The study's source of data were five fictional narrative stories written by third-semester English Department students at University of HKBP Nommensen Medan's Faculty of Language and Arts. The research reveals that the majority of the stories fit into a non-linear zigzag pattern. This shows that the students' writing processes were inconsistent, and they require instruction on how to write narrative prose. Alluding to the three papers collectively as the study's literature review, they provide an outline and comparison of methods for analyzing the theme development.

To examine the progression of themes, the research relied on Halliday's (2004) idea of three types of themes: topical, textual, and interpersonal. A topical theme might be anything from a person to a procedure to an event. Nominal groups most often actualize the participant-type of topical theme, which is often articulated using a pronoun, especially the forms I, We, You, It, That, and other nominal forms. A verb must be the first word of any sentence in which process is the central idea. As a topical theme, a subject that depicts a time or place is situation, which uses adverbs or prepositional phrases to do so. A literary theme can be any combination of structural, continuative, and conjunctive, in that order. What does the word "interpersonal" mean? It could mean obviousness, regularity, or likelihood. In other contexts, it might mean to predict, express an opinion about, acknowledge, convince, beg, or

assume.

Research on topic progression is crucial for analyzing this study since it teaches students how to construct paragraphs that are both logical and well-organized, which in turn improves their writing abilities. The purpose of this research is to provide students with a better grasp of theme development and to encourage more research in this area.

## II. METHODS

This research aims to explore this type of theme and rhyme based on theory proposed by Halliday (2004). The data for this study were taken from the introduction to student research proposals in the English curriculum. This study analyzed five student proposals from the English curriculum. To analyze the data, the study used qualitative method with descriptive design Mile et al., (2014). The analysis is presented in tables and explaining by descriptions.

**Table 01. Data Source**

Writer	Title	Published
Wayan Diah Ari Kurnia	Errors in the Use of Conditional Sentences Made by Seventh Semesters of English Program Students of STIBA Saraswati Denpasar	2019
Ngurah Handy Kumala	Analysis Of Verbal and Visual Sign on Mobile Phone Advertisements	2018
Kolo	The Analysis of Grammatical Errors Made by Staffs of Made's Bali Adventure Tour and Travel	2014
Anida	An Analysis of Illocutionary Act in The Duff Movie	2019
Sucitrawati	An Analysis of Pronunciation Error Made by First Grade Students of Tourism Department at SMK Negeri 5 Denpasar	2020

Data were evaluated using Halliday's (2004) theory for theme and rheme analysis. The first step before data analysis is reading. The data is then analyzed for the type of theme and rheme by note taking.

### III. RESULT AND DISCUSSION

After data analysis, the study identified themes and rhemes in five introduction sections of research proposals submitted by Maharaswati students. The results of several types of themes and rhemes are dealt with in this

section. Participant as topical, process as topical, and case supplement as topical are three types of topical topics explored by the research. Literary and interpersonal themes are the two themes and measures found in the introduction.

This study showed the results of the type of topic found by the participants as topical theme. While topical situation describes adverbs of time is the most common situation we found. Detailed explanations of all results are as follows. The detailed explanation of the result set is as follows:

**Table 02. Finding**

Research	Topical			Textual
	Participants	Circumstances	Process	
Introduction 1	2 (40%)	10 (28%)	1 (100%)	3 (20%)
Introduction 2	-	5 (14%)	-	1 (6,66%)
Introduction 3	2 (40%)	9 (25%)	-	5 (33,33%)
Introduction 4	-	7 (20%)	-	3 (20%)
Introduction 5	1 (20%)	5 (14%)	-	3 (20%)
total	5 (100%)	36 (100%)	1 (100%)	15 (100%)

This table lists the instances in which the three categories of themes topical, textual, and interpersonal are utilized in the introduction part of study proposals submitted by Maharaswati students. The Topical Theme is separated into three categories, as stated in the table. The most frequent form, identified 36 times in five introduction sections of Maharaswati students' research projects, is the circumstance adjunct as Topical Theme. In contrast, the opening portion of the study proposals written by Maharaswati students mentions the topic of participants five times.

The lowest data in the topical theme is the process topical theme, only once in the five introduction sections that have been analyzed. Here this study found that the students of the English study program rarely use verbs at the beginning of sentences. An outline of Textual Theme is also provided in the table. The outcomes from the 15 times that the textual theme occurred are presented in the table. "And" is the first sentence's textual theme,

which is then followed by the topical theme "You" and the rheme. In this study, no interpersonal motif was discovered.

#### 3.1 Topical Theme

When a clause's element appears in the first place of a clause, it is referred to as a topical theme. The most important part of the theme is a topical theme. Everything up to the subject will be included in the theme. A circumstantial adjunct can materialize a current subject.

#### 3.2 Participant as Topical Theme

According to Halliday (2004), topical topics are often expressed as pronouns, especially the pronouns I, We, You, It, That and other nominal forms. The most typical type of topic is the participant topic, which is carried out by a nominal group. An essential element of a topic is a topical subject, which can be in the form of a participant, a procedure, or a contextual supplement.

**Table 03. Participant as Topical Theme**

Participant as Topical Theme	Rheme
They	Can communicate their feelings

They	Must know and understand the English language itself in order to make easier to communicate with the people
The staff	Sometimes use elements from Balinese or Bahasa Indonesia

The results of the participants are displayed as a topical theme in the table above. In the introductions portion of student research proposals for the English study program, five participant results were discovered as relevant topics. The results of the topical theme are presented in the first sentence. The first phrase has the topical theme "they," and the rheme is placed after the sentence. "They" serves as the topical theme in the second sentence, which shares the same subject theme as the first. According to the results of the participant as topical theme search in the data above. The third sentence has participant as topical theme is "The staff", it is categories as a personal participant and continue with the rheme "sometimes use elements from Balinese or Bahasa Indonesia". there are five sentences that fit this description.

### 3.3 Circumstantial Adjunct as Topical Theme

A theme meant to portray a period or place is the context of a topical issue, according to Halliday (2004). A current event can serve as an adverb (time adverb, location adverb) or a prepositional phrase in context.

**Table 04. Circumstantial Adjunct as Topical Theme**

Circumstantial Adjunct as Topical Theme	Rheme
In Indonesia	English is a foreign language
Kuta	Is one of the tourist district in South Bali
In 2020	No tourists come to Bali

The findings of the circumstantial adjunct are shown in the table above as the introduction's main topic. The primary purpose

of a circumstantial adjunct is to specify the moment or location. Numerous sentences that fall within the categories of circumstantial adjunct and topical subject may be found in the introductions section. As the sentence's main topic, "in Indonesia" is used. "Kuta" is the topical theme and circumstantial adjunct of the second. The third sentence as circumise adjunct of topical theme is "In 2020" it is using adverb of time and continue with the rheme. Due to the subject matter in the table using the adverb of location, the sentences in the above table are designated and summarized as circumstantial adjuncts.

### 3.4 Process as Topical Theme

According to Halliday (2004), the process as a topical theme is a theme within a sentence that starts with a verb at the beginning of the sentence.

**Table 05. Process As Topical Theme**

Process As Topical Theme	Rheme
Using English	Is the simplest method for talking to individuals from different nations regarding politics, economics, social issues, and technology, among other things

You can see which sentences dealt with process as a main idea in the table. The thematic theme was the use of the verb in the beginning. "Using English" as a rheme and topical matter is the simplest approach to converse with individuals from different nations on many facets of human existence, including technology, economics, society, and politics. The process topical subject has the least data of the five evaluated introductory parts, appearing

just once. Here, the research showed that ESL students seldom used verbs as initial phrases in their sentences.

### 3.5 Textual Theme

Complement for conjunction and complement for continuity are the two main ways in which a text's subject is structured. The first is the usage of the word "continuous complement" in spoken language. This seems to imply that the speaker is building on the ideas put out by the prior speaker. A conjunctive adjunct is a connection that also functions as the theme. After reading this, you should have no trouble seeing how closely related the topic and rheme are. The theme, which encompasses twenty subjects, is addressed in the phrase. Simultaneously, rheme is useful for bolstering the idea with proof or reasoning. Because the author does not know enough about the subject, the information in the text will be confusing to the readers. According to the results, the description provided above may be used to assess various types of themes. They are the themes of human relationships, literature, and current events.

**Table 06. Textual Theme**

Textual Theme	Topical Theme	Rheme
And	They	Can communicate their feelings,
Because of that	They	Must know and understand the English language itself in order to make easier to communicate with the people
Therefore	Using English	Is the simplest method for talking to individuals from different nations regarding politics, economics, social issues,

and  
technology,  
among other  
things

The provided table offers a comprehensive summary of the Textual Theme. The table showcases the outcomes derived from the analysis of Textual Theme. In the first sentence, the text topic is preceded by the word "And", followed by the subsequent occurrence of the topical "them", and continued with rheme. The second sentence the textual theme is "because of that" as a conjunction that represented to connected the sentence and follow by topical theme "they" which is categories as participant as topical theme and continue with rheme "must know and understand the English language itself in order to make easier to communicate with the people".

In the beginning of the third sentence as a textual theme is "therefore". it becoming as a conjunction to connected with the sentence before and continue by topical theme "using English" as a process topical theme because it is continued by verb in beginning of the topical theme and continue with rheme "is the easiest way to communicate with people from other countries about various aspects of human life such as technology, economics, social and politics. Results according to the results in the introduction to students of the English learning program, there are 15 results on text topics, 15 sentences in the table are classified as text topics because they are in sentences, using conjunctions at the beginning of sentences. sentence, then continue with a topical topic, theme and rheme.

### 3.6 Interpersonal Theme

The theme element takes precedence at the clause's outset. Constituents serving as interpersonal themes encompass unfused finite structures (interrogative structures), mood adjuncts (adjectives), vocative adjuncts (personal names used prior to the topical theme), polarity adjuncts (not followed by a topical theme), and comment adjuncts (identified by assessing the mood structure of the clause, which includes adverbial expressions of attitude).

## IV. CONCLUSION

The purpose of this research is to catalog the themes and rheme utilized by students at

Mahasaraswati University in their research proposal introductions. The major purpose of the research is to analyze the introduction's subject and rheme. according to the main purpose of the research. The first of the speech's many topics and rheme is the participant as topical theme. This type has five sentences. In the second category, "circumstantial adjunct as topical theme," 36 sentences were discovered. Third, our research identified a process topical theme, which is the subject of the process itself. A literary topic, the fourth sort of sentence, consists of fifteen phrases. Last but not least, the researcher failed to locate the interpersonal topic and rhyming type. Finding the ridiculous word in a phrase is a common goal of this institution's uncommon but crucial study.

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