Theme and Thematic Progression in a Recount Text by an Advanced Student

M. Ibnu Mustofa[1], Eri Kurniawan[2]

[1]*Universitas Pendidikan Indonesia, Indonesia. E-mail: ibnmustofa@upi.edu*
[2]*Universitas Pendidikan Indonesia, Indonesia. E-mail: eri_kurniawan@upi.edu*

ARTICLE INFO	ABSTRACT
	Recount text is included within the curriculum of English subjects in the Indonesian context, where students are expected to be well-informed and be able to compose a good recount text to express themselves. The current study aimed at analyzing the recount text written by an advanced (C1 level of English) student based on the concept of Systemic Functional Linguistics. Through a qualitative case study, the data on the text organization, language features, Theme system, and Theme progression of the text were obtained through systematic identification, calculation, and analysis. The findings show that the text fulfilled the text organization and language features of a recount text. Moreover, the types of Themes with the most occurrence were unmarked topical Themes (51,2%), followed by topical textual Themes (40%), marked topical Themes (8%), and interpersonal Themes (0,8%). Based on the Theme system, Theme reiteration occurred most frequently (88.20%), while the Zigzag Themes only represented 11,80% of the total. The dominant use of unmarked Themes demonstrates the writer's skill in keeping the focus of the readers on the central topic of the text, while the huge number of textual Themes is the implication of the student to maintain the text's cohesion and coherence.

1. Introduction

Writing is a skill taught in high schools (Handayani & Harha, 2016; Inayah &Nanda, 2016) aiming at supporting students to write correct sentences in good paragraph arrangement. However, most EFL learners believe that writing skill is very hard to master (Nguyen, 2021). It makes sense since writing requires a good mastery of several aspects: grammar, vocabulary, organization, and mechanics (Handayani &Harha, 2016). Moreover, Matsuda (2019, as cited in Nguyen, 2021) stated that to be a skillful writer, students have to learn the nature of the target language, including the role of rhetorical arrangement and language style

to establish written communication with their readers. It is further supported by Wawan & Aziza (2017) that English learners struggle to organize cohesive and critical composition through proper writing styles and well-organized ideas.

To tackle the problem, the government of Indonesia implemented a curriculum design focusing on GBA (Genre-Based Approach). The approach has been adopted in educational institutions in Indonesia since the use of the 2004 curriculum (Emilia & Hamied, 2015). It is widely reflected in genre-based learning, where students are expected to comprehend any type of text and produce them using appropriate structures. One of the genre-based texts taught at schools in Indonesia is the recount text, which facilitates the writer or speaker to inform what happened, to document events, and to evaluate its significance in some way (Butt et al., 2000). The text gives details of events personally experienced (Derewianka &Jones, 2016).

In the context of Systemic Functional Linguistics, Genre refers to the systems of social processes representing a particular culture (Martin & White, 2005). Nagao (2019) defined genre as a sort of written text that provides an understanding of the relationship between the social purpose and structure of the text, which later gives influence on writers' linguistic actions. Moreover, since each type of genre serves a different cultural purpose, the generic structure, as well as the realizational pattern of one text, is uniquely distinctive from another (Eggins, 2004). The distinctiveness of Genre structures is realized through the textual metafunction (Theme System) (Gosden, 1992). Regardless of their distinctive features, all Genre-Based Texts, including recount texts, should have the quality of coherence and cohesion. One way to create cohesion and coherence in a text is by employing proper theme and thematic progression.

Theme system is part of three metafunctions under the umbrella of Functional Grammar or Systemic Functional Linguistics (SFL), introduced by Halliday in his first work: *An Introduction to Functional Grammar* (1985). Through the Theme system, interpersonal and ideational meaning is woven together as a discourse through a channel of communication (Martin, 2020). It helps writers compose any kind of text easily digested by readers coming from various backgrounds. Furthermore, thematic progression signifies the strategies employed by writers to arrange the Themes and Rhemes in a clause to other clauses within the text (Hawes, 2015). He further added that it is very essential in information delivery as it bridges sentences and the higher level, (discourse), maintaining texts cohesive and coherent.

Text analyses on genre-based texts written by school students have been widely reported by various authors. For instance, Rakhman (2013) investigated the thematic progression of exposition texts composed by low, middle, and achieving students of a high school. The results show that while the middle and high achievers were capable of composing exposition texts consistently following the language features of argumentative writing, the low-level students were still in need of guidance to be good writers of exposition texts. Research by Yunita (2018) reported on the Theme patterns and thematic progression in the personal recount texts composed by six state vocational school students. It was revealed that Theme selection and Theme progression were consistent with the characteristics of the recount text. Moreover, all types of Themes (topical, interpersonal, and textual Themes) were employed in the texts. The researcher also suggested the teacher's success in applying Theme management in teaching, as evidenced by the students' writing products.

A more recent study by Mustika et al. (2021) analyzed how Theme and thematic progression were employed in the recount texts composed by nine senior high school students with various levels of academic performance. The study reported that the topical Theme had the most occurrence, followed by textual, and interpersonal Themes. Moreover, zig-zag and Theme reiteration were the dominant patterns occurring. The researchers recommended that the teacher applied Theme and Thematic Progression in teaching to help students improve their writing. They also encouraged further researchers to conduct Theme and Theme Progression on other types of texts as well as spoken texts with various focuses.

These studies focused on presenting information on how low, middle, and high-achieving students created a genre-based text. However, none of the research demonstrates the implication of the texts on the student's academic performance. This study attempted to fill in the gap by investigating the Theme and thematic progression of the recount text written by an advanced student with C1 Level of English and the implication it showed based on the expert's point of view. Therefore, the current study was designed to answer the following research questions:

> 1. What types of Themes and Thematic Progression were employed in an advanced student's recount text?
> 2. What were the pedagogical implications of the effective utilization of Theme and Thematic Progression on the student's writing skills?

2. Literature Review

2.1 Systemic Functional Linguistics

Systemic Functional Linguistics is developed by Michael Halliday and his colleagues, such as Ruquiya Hasan and Jim Martin. The 'functional' applied to language comes from the concept of systemic functional theory (Ewing, 2001). The term is referred to as a functional-semantic approach to language, focusing on both the way language is used in various contexts, and the mechanism of language structuring for use as a system of semiotics (Eggins, 2004). Emilia (2014) explains that in SFL, language is treated as a source for making meaning, facilitating people's interaction in particular situational and cultural contexts. Morley (2000) states that in terms of contextual dimensions, language is interpreted as fulfilling various functions, such as ideational, interpersonal, and textual. First, the ideational meaning provides the expression of human experiences of the world as the 'factual' or 'content' element of what is being said. Next, the interpersonal function is to develop social relationships, make interactions, and do something. Finally, the textual function helps organize what is being said or written into a coherent and cohesive piece of text.

2.2 Theme and Thematic Progression

Viewing language from the Textual Meta-Function (Theme System) perspective means trying to see how messages are constructed smoothly into the unfolding language event (for instance: a conversation or a newspaper article) (Thompson: 2014). Therefore, it is dealing with the way information is put together in from a clause level to a larger text (Martin 1992, as cited in Emilia, 2014).

The Theme serves as the first clause element or constituent. So, the Rheme is what comes after the Theme. Therefore, the other part of the clause is the Rheme (Thompson, 2014). The

Theme is the starting point of the message, or 'that which locates the message and guides the clause within its context' (Halliday &Matthiessen, 2014). Theme is the signification of what the writer's decision in creating the topic of the sentence; on the other hand, the Rheme carries the relevant information assigned to the Theme, in some sense furthering and developing it (Kress, 2005). While the Theme contains given information, Rheme offers new information about the Theme. Relevant to the meta-functions of language, Themes fall into three different yet related categories: Topical Theme (to deal with the topic of the sentence), Interpersonal Theme (to facilitate the personal notions of the writer), and Textual Theme (to create text's coherence and cohesion) (Emilia, 2014). Each will be discussed below.

2.3 Types of Themes Based on Textual Meta-function

2.3.1 Topical Theme

The first constituent in a clause that provides representational meaning is called a topical Theme (Martin et al., 1997). Furthermore, this type of Theme is realized in the Transitivity structure. The topical Theme comes in different forms: as a Participant (subject and object), as a Circumstance (adverb), or as a Process (verb) (Emilia, 2014). It is further stated by Emilia (2014) that Topical Themes provide information about what the topic is about. While Textual and Interpersonal Themes can be left out of a structure, Topical Themes must exist in all finite clauses (Leong, 2022). Moreover, there are two types of topical Themes: marked and unmarked. The unmarked topical Theme refers to the first topical unit of a declarative clause serving as the sentence subject (Martin et al., 1997, as cited in Emilia, 2014). On the other hand, the marked Theme refers to the Theme of a clause that has other functions than the subject (Emilia, 2014). Usually, the marked Theme functions as an adverb, serving as circumstantial details about an activity (Alyousef, 2015). The instances of Topical Theme (both marked and unmarked) are shown in the following table:

Table 1: Examples of Topical Theme (adapted from Emilia, 2014)

Participant as a Theme	Unmarked	*Qatar*	*hosts the World Cup this year.*
Circumstance as a Theme	Marked	*Next month*	*I will have a final test.*
Process as a Theme	Marked	*Listen to*	*me!*
		Topical Theme	Rheme

2.3.2 Interpersonal Theme

The use of the interpersonal Theme is for signifying the personal judgment of the writer or speaker toward the meaning (or the idea being discussed) (William, 1993, as cited in Emilia, 2014). It also functions to show what writers emphasize through their viewpoints (Droga & Feez, 2012, as cited in Emilia, 2014). The table below is the instances of interpersonal Themes:

Table 2: Examples of Interpersonal Theme (adapted from Emilia, 2014)

Unfused Finite	*Could*	*you*	*help me, please?*
Mood Adjunct	*I think / I believe*	*the war*	*will end soon.*
Comment Adjunct	*Obviously*	*it*	*is not a good idea at all.*
Vocative Adjunct	*Ardho,*	*you*	*Are my best friend!*
Polarity Adjunct	*Yes*	*it*	*is.*
	No	*it*	*is not.*
	Interpersonal Theme	Topical Theme	Rheme

As shown in the table above, interpersonal Themes come before topical Themes, and they fall into five categories. To follow Emilia (2014), the explanation of each category is as follows:

First, the unfused finite is used in the interrogative clause and is commonly realized by an auxiliary verb, such as *could, can, may, or will,* among others. The unfused finite indicates that the clause requires a response. Next, mood adjunct is realized mostly in interpersonal metaphors of modality (for instance: *I think, I believe*). Third, a comment adjunct generally comes in form of an adverb. It is to show the comment or attitude of the writer or speaker towards the message or meaning. Some examples of comment adjuncts are *frankly, obviously, and inevitably.* Forth, a vocative adjunct is used to address the listener one is communicating with. As shown in the table above, *Ardho* is the person to that the speaker is talking with. Finally, polarity has two functions: a subcategory of modal adjunct (in an ellipsed MOOD constituent) and a continuity adjunct (serving as a textual role in the clause).

2.3.3 Textual Theme

Having functions other than expressing experiential and interpersonal meaning, Textual Themes maintain cohesion by linking the clause to its context (Eggins, 1994). They are realized in coordinating and subordinating (structural conjunctions), relatives as well as conjunctive (Martin et al., 1997, as cited in Emilia, 2014). The examples of Textual Themes are shown below:

Table 3: Examples of Textual Theme (adapted from Emilia, 2014)

Coordination	*We failed several times, but we kept trying.*
Subordination	*They won because they worked hard throughout the tournament.*
Relative	*It is important to master this course, which is about Functional Grammar.*
Conjunctive	*Moreover, the story [[that he told us]] is not interesting.*

2.4 Thematic Progression

Thematic progression is addressed to the way a Theme and Rheme are organized in a text as a whole. The arrangements of Theme and Rheme fall into three classifications (reiterated Theme, zig-zag patterned Theme, and Multiple Theme pattern. Below is the elaboration of each type.

2.4.1 Theme reiteration

In Theme reiteration, the same constituent occurs consistently as Theme (Eggins, 2004). It means that the subject in clause 1 remains the subject in the following clauses. Therefore, the Themes in clauses 1, 2, and 3 provide different information about the same subject. The pattern is the following:
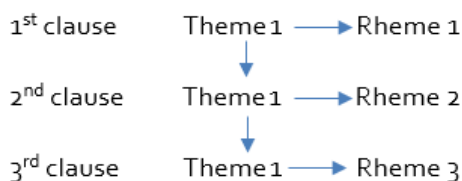

Figure 1: The Theme reiteration (Eggins, 2004: 324)

2.4.2 Zig-zag pattern (linear thematic progression)

In this pattern, a constituent performing as the Rheme in a preceding clause is promoted to be the Theme of the immediately following clause (Eggins, 2004). In other words, the new information in clause 1 (Rheme) serves as the subject of clause 2 (Theme). The pattern is illustrated below:
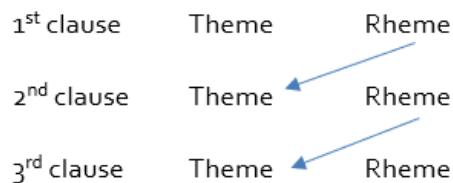

Figure 2: The zig-zag Theme pattern (Eggins, 2004: 324)

2.4.3 Multiple Theme Pattern (derived Themes)

In multiple Theme patterns, the constituent (Theme) of a clause contains two or more numbers of information (Rheme). Each of the information (Rheme) is then promoted as the Theme in the following clauses, as shown below:
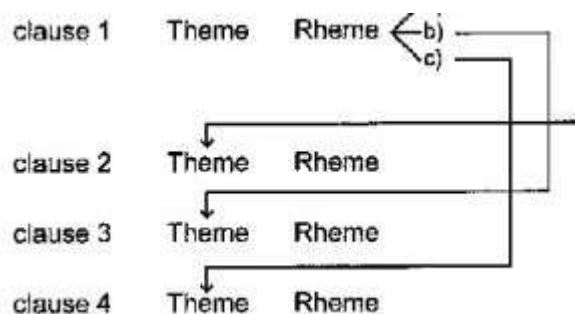

Figure 3: The multiple-Rheme pattern (Eggins, 2004)

3. Research Methodology

3.1 Research Design

As a qualitative case study, this paper aimed to investigate the central phenomenon (Creswell, 2012) rigorously and within the context of real life (Yin, 2009), which is, in this case, the student's recount text. Through the Systemic Functional Linguistics paradigm, a recount text written by an advanced student was analyzed to check the consistency in its schematic structure, linguistic features, and Theme and thematic progression. The rationales for selecting only one recount text were the following: (1) the nature of this study was a case study, which was usually focused on a single case (entity) or a small number of cases (Starman, 2013), (2) a qualitative study focused more on the depth of meaning than on the number of research subjects (Awasthy, 2019), and (3) the text selected was an ideal example of a good recount text written by an advanced learner.

3.2 Data Sources

The recount text was obtained from a university student in Bandung, Indonesia. The text was purposefully selected based on the consideration that it was written by a very well-informed and advanced student. The student was well-informed since she had been taught using the Genre-Based Approach since her early education. Moreover, she was considered to be an

advanced English language learner, with a C1 Level of English proficiency (TOEFL ITP: 670). Her level of English proficiency was also reflected in the text she composed. It fulfilled the schematic structures and linguistic features informed by the Genre-Based Approach. Therefore, the text suited the character of the research subject.

3.4 Data Analysis Procedures

In analyzing the text, the first researchers started by reading the text to obtain some information about the text organization, language features, and Theme and thematic progression. Then, the text is analyzed using the framework by Halliday and Matthiessen (2004), Eggins (2004), and Butt (2000), among others. An example of the analysis is shown below:

Table 4: Data Analysis Procedure

Back then,	*I*	*was*	*a ninth grader*
Adj: cir: time	Subject	Finite	Complement
RE-	MOOD		SIDUE
Cir: loc	Carrier	Proc: relational	Attribute
Theme: topical (marked)	Rheme		

4. Finding and Discussion

This section delivers the results as well as a discussion of the recount text analysis based on several aspects, such as the text's schematic structure, linguistic features, and Theme system: Theme and Theme progression.

4.1. The Schematic Structure and Linguistic Features of the Text

The text is categorized as recount text since its social function is to inform readers about the past event experienced by the writer. As Butt et al. (2000) delivered, the social function of a recount text is telling the experience, documenting a series of events, and providing an assessment of its significance from various perspectives. Moreover, Derewianka (2003) stated that there are four types of recounts: personal, factual, biographical, autobiographical, and historical recount. Concerning this, the text is categorized as a personal recount text, as it gives details of an incident personally experienced by the writer (Derewianka & Jones, 2016). As a genre, a recount text helps readers understand the social function of a text and its steps or stages (Doran & Martin, 2019). The identification of the text is based on the text's organization and language features. In terms of the text structure, the text consists of orientation (paragraph 1), a record of events (paragraphs 2 to 6), and re-orientation (paragraph 7). The structure of the text is shown below:

New Glasses Every Check up

Back then, I was a ninth grader when I had to wear glasses for the first time. I was sitting in class, at the back row, when I started to realize that my vision was gradually getting blurry. I, who always sat at the back row, even had to switch seats with my friend who sat at the front. So, I could see the whiteboard clearly. Upon that reason, my parents then took me to the doctor to have my eyes checked.	orientation

The result was pretty shocking as I was said to suffer from near-sightedness or myopia and had to wear a 0.75 minus lenses for the first time, which was unusual. The doctor said that I had my eyes checked too late. If only I had had my eyes checked earlier, I could prevent my eyesight getting worse. So, the doctor told me that I had to wear the glasses at all times, except when I slept and showered. At first, I was still not used to wearing them, so I only wore them during class.

Due to my big ego and stubbornness, my eyesight got even worse. It had only been a few months when I got my first glasses but then I had to change them and get new ones based on the newest prescription. I could actually just change the lenses and still use the old frame, but my parents chose to buy me a new pair as there was a discount for the second purchase. So, I changed the lenses of my old pair of glasses, and got a new pair as well. This then made me own 2 pair of glasses and because of that I always wore the glasses and only took them off when I showered or slept.

Ever since then, whenever I started feeling uncomfortable wearing the current prescribed lenses, I would feel a little terrified yet happy at the same time, knowing that if I did get a new prescription from the doctor, I would get a new pair of glasses again. As a result, until now, throughout the four years I have been wearing glasses, I already own four pairs of glasses.

I felt that all this time I bought a new frame of glasses every time I got a new prescription from the doctor was a normal and usual thing until I had a talk with my friend a few months ago. We were talking about random things until she told me that she had to go because her parents were going to buy her a new pair of glasses for her birthday gift. She was very happy as she had waited for 2 years to change her glasses because it was no longer comfortable to use. I told her to send me a picture of her wearing the new ones so I was waiting to hear from her.

After a few hours, she finally replied to my chat but with a sad expression. She said that she didn't get the new glasses because it was too expensive, her parents couldn't afford them. She would be lying if she told me she was fine with it, so she told me that she was very upset but there was nothing that she could do. All she could do was be grateful to still be able to wear the current glasses.

events

Hearing that made me realize that I haven't been grateful enough. What I have been doing was only spending my parents' money for no good. I, who didn't really need a new pair of glasses, always bought one while there were people out there who needed them more than I did. Ever since that conversation, I promised to myself that I would no longer buy unnecessary things that I don't need.

Reorientation

As shown above, the text follows the characteristics of a recount text. It, therefore, proves that the text applies the text organization of a good recount text (Anderson & Anderson, 2003). Then, in terms of the language features the text fulfils the requirement of a good recount text, such as the use of past tense, specific participants, conjunctive devices, and personal comments to evaluate the events (Anderson & Anderson, 2003; Derewianka, 1990; Gerot & Wignell, 1995). The use of the language features in the text is elaborated as the following:

The text uses the most simple past tense, as in…*I was a ninth grader.., when I started to realize, it made me realize,* and *I promised to myself…* Next, the text uses specific participants, such

as *I, my parents, the doctor,* and *my friend.* Moreover, the text employs conjunctions to make the text cohesive, as in *..when I started, ever since then,* and *until now.* Finally, in the re-orientation, the writer included a personal opinion to evaluate the events, as can be seen in *..Hearing that, it made me realize that I haven't been grateful enough.* It shows that the writer is highly skillful in employing the proper schematic arrangement and language features of a personal recount text. The following is the analysis of the text from the transitivity system

4.2. The Analysis of Theme System

Theme system regards the way information is organized in each clause, and through this, in a larger text (Martin 1992, as cited in Emilia, 2014). Textual metafunction refers to elements creating textual coherence, such as concepts of "Theme" and "Rheme," discourse markers, and sentence connectors (Tyler, 2010). It functions to weave interpersonal and ideational meaning together as a discourse concerning the information flow afforded by one channel of communication (Martin et al., 2020). Moreover, there are three types of Themes: topical, interpersonal, and textual Theme. The number of Themes occurring in the recount text is shown below:

Table 5: The number of Themes occurring in the recount

Types of Themes		Frequency	%
Topical	Marked	10	8
	Unmarked	64	51.2
Interpersonal		1	0.8
Textual		50	40
Total		125	100

The table demonstrates that the three types of Themes (topical, interpersonal, and textual) are employed in the personal recount text. The Topical Theme has the highest frequency, with 74 times (60.15%) occurrence of the total. This type of Theme falls into two categories: Marked and Unmarked. Marked Topical Theme in the recount text above represents 8% while the Unmarked one is slightly above half of the total or 51.2%. The interpersonal Theme has only 1 frequency in the text, which represents less than 1 percent of the total. Finally, the Textual Theme occurs 50 times or 40% of the total.

As for the Topical Theme, the first paragraph opens with the Marked Theme "*Back then.."* Marked Themes are employed by high-level writers and speakers to ensure the text's coherence and to emphasize their text (Eggins, 2004). Therefore, it can be inferred the reason the writer uses the Marked Theme in the opening of the text is to emphasize that the events started at a particular time in the past. Other Marked Themes are also used to foreground cause (Butt et al., 2000), and the instances from the text above are: *Upon that reason,... Due to my big ego and stubbornness.* Other than that, the use of this Theme in the text is also used to accentuate specific points of time in the flow of events (butt et al., 2000), such as *throughout the four years, every time, after a few hours,* and *ever since that conversation.*

Next, the Unmarked Theme is predominantly used (64 times or 51.2 %) to help the identification of the topic being discussed (Emilia, 2005; Emilia, 2014). This type of Theme mostly refers to the specific participant "I" as the topic or main participant (as in *when I had to.., I was.., when I started.., so I could see..).* Most occurrence of the Unmarked Topical Theme shows that the writer has successfully achieved the text's purpose since Topical Themes signal the gist of the text or tell the topic of the text (Emilia, 2014).

In contrast to Topical Theme, Interpersonal Theme has very little occurrence in the Recount text. It only occurs once in *I felt (believed) that all this time I bought a new frame of glasses every time I got a new prescription from the doctor was a normal and usual thing* (paragraph 5). The interpersonal Theme, according to William (1993, as cited in Emilia, 2014), is to foreground the writer's judgment. Since the interpersonal Theme is used more often in conversation, the small percentage of the Theme in the Recount text is considered to be normal (Eggins, 2004), since the recount text is in written language. It is in line with what Butt et al. (2000) said that the Interpersonal Theme is generally used in spoken texts to help sustain students' interaction.

As for Textual Theme, it occurs 50 times or 40%. The instances of this type of them can be seen in *when I had to wear glasses.., So, I changed the lenses..,* and *that I had my eyes checked too late.* The use of textual Theme in the text is to maintain the connectedness of the text, relating the text to the context (Eggins, 2004; Halliday, 2014; Halliday & Matthiessen, 2014). It appropriately fulfills the role of the text, which is to tell the events in chronological steps (Derewianka & Jones, 2016). Therefore, it shows that the writer is highly capable of writing a cohesive and coherent text.

4.3. Thematic progression

The number of occurrences in the thematic progression is shown below:

Table 6: The number of occurrences in thematic progression in the recount

Types of Themes	F	%
Theme Reiteration	60	88.20
Zig Zag	8	11.80
Total	68	100

Thematic progression signals the techniques used by writers to connect the Themes and Rhemes in a clause to the rest of the clauses (Hawes, 2015). Regarding this, the Theme reiteration has the most occurrences in the recount text (60 times). It helps the text focus on its social purpose: telling a personal experience. Moreover, it demonstrates the potential of the writer to comprehend and even write more demanding texts, i.e., texts requiring a more complex structure. As stated by Butt et al., (2000), the ability to appropriately employ thematic progression to control the expression of the mode has a great impact to upgrade the skills of reading and constructing more extended texts. An instance of Theme re-iteration is the following:

Orientation

1. Back then, **I** was a ninth grader
2. when **I** had to wear glasses for the first time. **(reiteration)**
3. **I** was sitting in class, at the back row, **(reiteration)**
4. when **I** started to realize **(reiteration)**
5. that my vision was gradually getting blurry.
6. **I**, who always sat at the back row, even had to switch seats with my friend who sat at the front **(reiteration)**
7. so **I** could see the whiteboard clearly. **(reiteration)**
8. **Upon that reason,** **my parents** then took **me** to the doctor to have my eyes checked.

As shown above, the Theme re-iteration is employed multiple times, focusing on the first person *I*. It indicates the ability of the writer to create a topic framework and guide the audience confidently, a characteristic of an advanced learner (McCarthy, 1991). The use of a reiterated Theme also demonstrates the awareness and competence of the writer in the handling of the textual structure of language (Kress, 2005). Finally, Theme re-iteration proves the writer's skill in ensuring the connectedness between clauses (Eggins, 1994, as cited in Emilia, 2014). By focusing on the subject *I* through re-iteration, the topical focus is strongly maintained, resulting in clarity of focus in the text (Emilia, 2014). Considering its importance, Muttaqin et al. (2020) believed that this type of text development conception should be highlighted in academic writing classes.

4.4. The further pedagogical implication of the findings

As the findings revealed, the Theme and Thematic Progression were properly utilized in the text. Therefore, several implications could be drawn:

Butt et al. (2000) explained that Theme and Thematic Progression in a text provide information on the student's writing capacity. First, the use of textual, interpersonal, and textual Themes indicates the student's writing capability to construct meanings successfully across the clauses, sentences, paragraphs, and the whole text. The effective use of Topical Theme Progressions implies the writer's ability to clearly show the reader the topic of the text and the additional information about the topic. Moreover, it implies the student's ability to provide the reader with orientation to the gist of the text and signposts to show the reader the text's direction. The use of a marked Theme indicates the student's consciousness to bring the reader's focus to particular details. However, it is also an indication of the ability to ensure coherence in a text.

Next, the findings show that the Topical Theme focused on a subject I in most of the clauses. It indicates the student's awareness that too many topical Themes cause the reader to lose the thread. It is in line with what Fitriati & Gayatri (2021) found in their review study, that among the problems found in many students' compositions are excessive theme emergence, multiple Themes, absence of theme and rheme, overuse of constant theme pattern, ineffective textual theme selection. Next, as the finding revealed, there is only one occurrence of interpersonal Themes. It means that the student understands that interpersonal Theme is more functional in spoken interaction, mainly to sustain and keep the conversation going.

Jing (2014) argued that some contributing factors to the student's use of Theme and Thematic Progression are the learners' first language, level of proficiency, disciplinary surroundings, strategies of communication, the input of the target language, and finally, the classroom instruction on Theme and Thematic Progression. Therefore, it can be implied that the writer of the text investigated in this study has a high level of English, good learning management, effective communication, and exposure to the language. Moreover, the explicit teaching by the teacher also contributes to the ability to use Theme and Thematic Progression.

5. Conclusion

The current study has shown that based on the schematic structure, the text is consistent with a recount text organization, consisting of orientation, records of events, and

reorientation. The text also follows the language features of a recount text, as evidenced by the consistent utilization of past tense, focused participants, conjunctive devices, and personal opinion to evaluate the event. It implies the student's ability to compose well-organized text by following the principles of Genre-Based texts. In terms of the Theme system, the dominant use of an unmarked topical Theme demonstrates the student's awareness of the characteristic of a recount text: informing specific participants. Then, the huge percentage of textual Theme as well as Theme reiteration indicates the student's ability to keep the text cohesive and coherent.

This study provides the implication that the student has adequate prior knowledge of the recount text's schematic structure, linguistic features as well as the concept of a textual metafunction. Furthermore, the text under this study suggests the student's ability to translate theoretical knowledge into practice. Therefore, EFL teachers are suggested to conduct explicit teaching when delivering topics on Genre-based texts to equip students with adequate theoretical knowledge. Moreover, students also need to be instructed to create a piece of Genre-based text to take the full benefits of their knowledge of Genre-based texts.

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