EVALUATING COHESION AND COHERENCE IN THESIS INTRODUCTIONS: A THEMATIC PROGRESSION ANALYSIS OF EFL STUDENTS' TEXTS

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Abstract: This study was conducted to determine EFL students' skills in writing a thesis introduction. Five student dipilih berdasarkan level keterampilan menulis di mana kelima mahasiswa ini merupakan mahasiswa terbaik. The analysis method used is thematic progression. The student texts were analyzed for each paragraph, then counted how many sentences applied the Constant Theme Pattern, Linear Theme Pattern, Split Theme Pattern, and Derived Theme Pattern. The findings indicated that from the total 194 sentences being analysed, seventy-six employed this pattern to connect ideas. Another aspect of connecting ideas is the cohesive devices used. The higher application of definite articles, pronouns and word repetition is evident. Students majorly drew definite articles and demonstrative pronouns (e.g. this, that) which then makes it adaptable for readers to follow their idea development in a paragraph. Regarding the coherence, students in this study significantly relied on the theme of sentences to be the source of their idea development. Despite the clarity and coherence being well managed in students' writing, the link between ideas can still be diversed by employing other patterns. Moreover, some rhemes contain new information that need further elaboration as the text grows. Students have applied the rules of thematic progression, although there are several sentences that do not comply with the principles of cohesion and coherence. Guidance and feedback from the lecturer is really needed so that writing skills are maintained, especially in writing the introduction to the thesis.

INTRODUCTION

Higher level education has significant differences with upper secondary education. Students are no longer required to study many subjects at this stage but can choose to study a field of knowledge they prefer more broadly and in-depth. Higher-level education also has more challenging difficulties, such as the increasing amount of reading material and the intensity of the assignments students must complete. Especially in learning English, students are expected to be able to master four skills, namely listening, reading, speaking, and writing. Speaking and writing skills are often referred to as fundamental productive skills. Writing skills are considered the most challenging. As described that Writing is a complex process because it is a skill to produce symbols and signs for our thoughts (Cer, 2019).

Writing skills are obtained through a learning process or self-study. This skill is considered difficult because developing it to an accurate and proficient writing level takes a long time. Even for those who have a talent for writing. The biggest challenge is for EFL students because

they have to adapt to the grammar and writing style (Perumal & Ajit, 2020). One of the study indicated students believed that writing is essential skill for their study and their future career. They also reveal that the students need to improve most of their writing skills (organizing their texts, developing their grammar, develop the content and style of their texts and others. (Albashir Jamoom, 2021).

As explained that the process involves planning, drafting, revising, editing, and producing the final version. Students at the university level are required to complete many writing activities, such as writing lecture notes, reports, and essays and writing research results into a thesis. Producing a scientific paper is a graduation requirement at the end of the study period. Many students still need help compiling research into a good and structured scientific paper. This activity is generally known as academic writing.

Academic writing is the process of writing documents (theses, abstracts, articles) by considering special requirements such as argumentation, the use of metalanguage and certain discursive markers, as well as the formal characteristics of scientific writing (Muhammadolimovna, 2023). Meanwhile Scientific writing is essential for students to express their idea and to report their research. The ability to write scientific articles is a skill that must be trained for students (Sari et al., 2021).

Writing difficulties are encountered when developing and compiling ideas and writing these ideas into information that readers can understand (Saragih & Septiani, 2017). Students must also consider word choices, punctuation, spelling, grammar, to be able to access relevant references, paraphrase, and evaluate this information and ideas in their own words. Due to its high level of difficulty and complexity, students' linguistic attainment and knowledge can be estimated from their writing results (Fitriati & Yonata, 2017). Writing is more than just connecting sentences; it should be presented in a neat and connected flow. Most of the time, students only focus on getting the meaning and ideas across and pay little attention to cohesion and coherence.

One of the challenges for EFL students in academic writing is where English was used as a medium. Some of them encounter problems in writing aspects including content, organization, vocabulary, grammar, and mechanics. Including lack of writing practice, writing dislike, writing anxiety, negative writing perception, low writing motivation, insufficient time given in writing test, and also inadequate teaching writing process taught by their lecturers. Indeed, the teaching writing improvement that involved EFL students and lecturers should be well-integrated (Toba et al., 2019). The study concludes that the use of the guidelines should be accompanied by meaningful support through explicit instruction and sufficient practice over time (Yahia & Egbert, 2023). For example, learning models such as Blended Learning can also improve writing skills. Research conducted on Iranian intermediate-level EFL students through enhanced collaborative essay writing exercises with Edmodo was considered positive. One way is through learning together from pre-writing, such as generating and organizing ideas to editing, revision and correction (Hosseinpour et al., 2019).

An important part of writing quality text is text cohesion and coherence. These two indicators reflect the student's skill level in writing, including writing the introduction to the thesis. As explained that cohesion is the relationship between meanings to achieve the goal of textual coherence(Mozaffari, 2017). Cohesive mechanisms in a text are very important. At the semantic level of a discourse, the relationship between meanings constitutes cohesion. To achieve the goal of textual coherence, cohesive mechanisms in a text are critical important (CHEN Ying & WU Huan-di, 2021) while coherence shows how the sentences in the text are arranged which usually follow certain structure, and cohesion shows how they are connected to each other (Farida & Rosyidi, 2019). Coherence in writing is needed to create a communicative text that can direct readers toward understanding (Fitriati & Yonata, 2017). This study aims to analyze students' skills in writing introductory texts according to the rules of cohesion and coherence. Cohesion & Coherence

As explained, cohesion is the relationship between meanings constitutes cohesion. To achieve the goal of textual coherence, cohesive mechanisms in a text are critical important (CHEN Ying & WU Huan-di, 2021) and coherence shows how the sentences in the text are arranged which usually follow certain structure, and cohesion shows how they are connected to each other (Farida & Rosyidi, 2019). The term cohesion is explained as logical flow and connection in a written text and is achieved through the use of devices to link sentences (Arifin & Farida, 2020). Meanwhile, coherence refers to the unity or togetherness of the text as a

whole and is achieved through the effective grouping and arrangement of ideas in a logical order (P. P. Putra & Astari, 2022).

The use of cohesion and coherence features is very important so that readers can understand the content of the text. Several studies that have been conducted previously show that the quality of an academic text is largely determined by the level of skill in organizing cohesion and coherence when arranging ideas (E. D. Putra et al., 2022). A study conducted in Iran regarding the performance of cohesion and coherence in intermediate EFL learners showed that students had neither some aspects of cohesive and coherent writing, nor had enough support, practice and feedback on their written text in terms of cohesion and coherence. Some pedagogical implications of this study would be applicable to language learners' writing in terms of these two mentioned variables. Moreover, the results were expected to aid in setting the writing sections of classes for improvement of language learners' written texts, particularly in terms of cohesion and coherence (Mohseni, 2019). Then the Analysis of Cohesion and Coherence in the Background of Thesis Written by English Education Study Program Students of IAIN Bengkulu in the September 2020 Period indicated how various cohesion and coherence devices are used to write good texts. Students can build grammatical cohesion which consists of reference as much as 53%, substitution 6%, and conjunction 35%. Unfortunately, the ellipsis is not found in the background of the thesis. While lexical cohesion consists of reiteration as much as 4% and 2%. In addition, students build coherence as much as 57% at consistent pronouns, 38% at transition signals, 3% at repeating key nouns, and 2% at logical order (P. P. Putra & Astari, 2022).

In EFL contexts, academic writing has been long found to be challenging aspecially in cohesion and coherence. Despite writing being viewed as a way of expressing learners' ideas, academic writing requires developing and organizing the ideas to be unified and easily followed, known as cohesive and coherent. Students in tertiary education face several difficulties when creating an academic essay. As stated in the study about gathered students' perceptions and identified linguistic knowledge, i.e., grammar, syntax, and semantics, as the problem mostly encountered. This is followed by academic vocabulary mastery and the ability to structure essays from sentence level to paragraph level. Thus, composing a coherent writing product would be demanding for students (Bulqiyah et al., 2021).

The other explantion devices described that cohesive devices are tools to produce communicative and effective texts; therefore, learners should be well-equipped. The study about the fifth-semester students' argumentative texts and accounted for the cohesive devices that they utilized. Regarding reference, the use of definite articles appeared to be the highest, followed by demonstrative pronouns. For conjunctions, students use additive conjunctions more than other types of conjunctions. In the lexical cohesive category, repetition dominates students' writing. Meanwhile, the least used cohesive devices used were ellipsis and substitution (Albana et al., 2020). Several factors could cause a need for various cohesive devices utilized in learners' writing. One of them is the L1 transfer. Study that collected two writing corpora by L1-Chinese and L1-English university students. It was shown that despite some similarities, L1-Chinese learners displayed several unique features in their cohesion density, the distribution of cohesive devices, and the distance of cohesive ties. The cohesion density was significantly lower than the L1-English students' writing. The underuse of lexical cohesion and demonstrative reference also characterized the writing by L1-Chinese students .

Language proficiency is another factor that plays a role in learners' ability to utilize appropriate, cohesive devices. The distributions of lexical cohesive devices across learners with different proficiency levels were explored by Vo (2019). She concluded that the frequency of word types increased as the proficiency levels increased. Similarly, higher proficiency learners produce a wider range of word families than lower proficiency ones. In the Indonesian context, (Emilia et al., 2018) accumulated lexical cohesion from students of different proficiency levels. Low- and middle-achiever students attempted to maintain logical connectedness using additive and causative conjunctions. The difference between the two groups is that the use of first-person pronouns, which was argued would bring a sense of subjectivity in an academic text, appeared to be lower in the middle achiever group. Meanwhile, for the high achiever, the lexical cohesive devices have developed into a wider range, including temporal connectives and more use of referential items compared to the previous two groups.

In Emilia, Habibi, and Bangga's (2018) study, the method of theme progression that Indonesian

students wholly employed is the zig-zag and the theme reiteration patterns. These two patterns are common, as in a zig-zag pattern, where new information is introduced based on the previous information in the preceding clauses. In contrast, using a reiteration pattern suggests students' intention to keep using a similar topical theme. The multiple-theme pattern is one thematic progression only found in the high achiever category. Such a method signals students' ability to plan their writings; therefore, they can present different pieces of information (rhemes), and each of these might be taken up as the theme in subsequent sentences .

Thematization is the term used in language to describe the organizing of both new and existing information and explained how a text is organized well (Priangan et al., 2020). This has to do with where information is placed within a clause. Unfamiliar information is usually placed linearly to the right of the start of a clause, while familiar information is usually placed at the beginning or given from the text or context. The terms "theme" and "rheme," respectively, refer to the two sections. Rheme is typically employed to comment on the theme, even if the theme typically serves as the text's anchor or draws attention to a (sub)topic. The text then advances in a process known as thematic development because these themes and rhemes connect to the themes and rhemes of succeeding phrases. The clause message presents a sort of framework for interpreting the remainder of the message and is chosen by the speaker or author as a starting point. Put another way; the theme is the first thing that comes up at the start of a clause and serves as a cue to the reader or listener about the message the writer or speaker intends to deliver. The theme serves as the functional topic on which the message is hung. It is carried out by the first position in the sentence, the orientation of the elements that make up the specific context for the clause as a message, and the initial objective of the clause as a message. A sentence's subject and theme are not the same thing. Nominal groups, verbal groups, adverbial groups, prepositional phrases, and dependent clauses can all be used to realize themes (Syharizal et al., 2018).

Rheme, in the meantime, is the new information from the remainder of the clause. Rheme can retrieve previously unavailable information, therefore allowing for both forward and backward movement (Syharizal et al., 2018). Rheme typically offers new viewpoints. New information is knowledge that the author believes

the reader is unaware of, yet for the reader to follow the text's growth, an argument must be made. Predicate and rheme are not the same thing. Another way to describe rheme is as a text's impermanent objective. The link between the theme and rheme determines how the text develops its information. A text can become coherent and cohesive through the relationship between theme and rheme. Throughout the text, some themes are repeated for each clause or that are picked up from a previous clause.

There are four types of thematic progression: constant theme pattern, linear theme pattern, split rheme pattern, and derived theme pattern. A constant theme pattern is when a particular theme is repeated in the following clause, which indicates that each clause keeps the same focus throughout the paragraph. Linear rheme pattern happens when one rheme clause is repeated as the next theme at the beginning of the next clause. Meanwhile, a rheme in a split rheme pattern may contain one or more pieces of information that are then picked up as a theme in one or more of the following clauses. Lastly, a derived theme pattern refers to a clause with one general idea from which all the rhemes are derived but are necessarily identical as described (Syharizal et al., 2018).
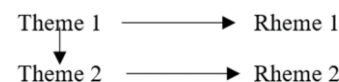

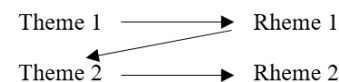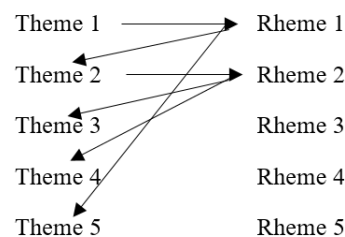Figure 1. *Constant theme pattern*

Figure 2. *Linear theme pattern*

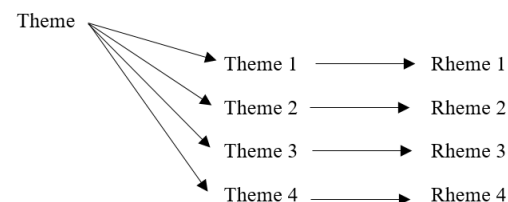Figure 3. *Split rheme pattern*

Figure 4. *Derived theme pattern*

METHOD

Researchers used descriptive qualitative methods to analyze students' cohesion and coherence in writing based on thematic progression theory. Students' writing was examined by looking at the theme-rheme progression. In this research, five students' writings were selected. Selecting more than five writings would be too much since each piece of writing would consist of 6-8 paragraphs. Researchers selected the 'background' section of the thesis from final-year students of the English Education Study Program. The determination of these five texts is based on the quality of student writing. These five texts were chosen because they are of a good level for students. After obtaining students' writing, researchers close-read the texts, broke down the texts into clauses, organized the clauses into tables, identified the theme and rheme, and classified the thematic progression.

RESULTS AND DISCUSSION

The recapitulation of thematic progression patterns found in the five text samples of students' thesis background can be seen in Table 1 below:

Table 1. *Patterns of thematic progression in students' background of their final thesis*

Text	Paragraph	Constant Theme Pattern	Linear Theme Pattern	Split Theme Pattern	Derived Theme Pattern	Total Sentence
Text 1 (Students' Error in Pronouncing English Words)	1			5		6
	2				1	4
	3		3	3		7
	4		2			3
Text 2 (Students' Experience of English Speaking through Outdoor Learning Activities)	1	2	2			5
	2	4	1			6
	3		4			5
	4		4			5
	5	2	1			4
	6				1	5
	7	1	3			5
Text 3 (Stereotypes of Black Women in "Hidden Figures" Movie)	1	3	1			5
	2	8	1			10
	3	3	1			5
	4	6	1			8
	5	9	1			11
	6	4	1			6
	7	3	1			5
	8	4	1			6
	9	6	1			8
	10	4	1			6
Text 4 (Students' Speaking Obstacles)	1	3	3			7
	2		4			5
	3		3			4
	4		2	2		5
Text 5 (The Use of Jigsaw Collaborative Learning Method in Improving Student's Reading Comprehension)	1	4				6
	2				1	8
	3	1				2
	4	7	1			9
	5		3	1		5
	6	2				3
	7				1	8
	8		1			2
	9		3	1		5
TOTAL		76	50	12	4	194

From the analysis, it was found that students mainly employed Constant Theme Pattern to structure their sentences and keep their paragraphs coherent. The second most used thematic progression pattern found was the Linear Theme Pattern. Split Theme Pattern and Derived Theme Pattern followed the two least preferred arrangements in students' thesis background

writing. Some instances are reported from each identified pattern to demonstrate how students engaged in thematic progression patterns.

Constant theme pattern
An example of a Constant Theme Pattern found in students' background writing is taken from Text 3 with the topic stereotypes of Black Women in "Hidden Figures" movie specifically from Paragraph 1. This paragraph has four sentences, and the division of each theme and rheme from each sentence is outlined in Table 2 below.

Table 2. *Sample of constant theme pattern from text 3, paragraph 1*

Theme	Rheme
Literature	has become a part of human life. It is a written work that is considered a work of art, especially novels, plays, and poems (Oxford, 2011). A literary work provides knowledge in the form of information.
It	has provided much entertainment and the greatest inspiration.
It	is presented through language to describe facts about a person, place, or event
It	also tells us about the way of life in society, such as customs, rules, and attitudes.

In text 3, paragraph 1, the theme "Literature" appeared in the first sentence and was maintained across the whole paragraph to be the theme in the following three sentences. The student used the pronoun "It" as the subject of the three sentences still referred to as "Literature". The thematic progression of the first paragraph of text 3 using the Constant Theme Pattern is illustrated in Figure 1 below.

Figure 5. *Thematic progression of constant theme pattern from text 3 paragraph 1*

Paragraph 3 in text 1 has four sentences with three patterns of thematic progression used. All three patterns were identified as Constant Theme Patterns, as the themes from the three supporting sentences followed the same theme in the first sentence. This pattern was employed by the theme "Literature," which was first introduced in the first sentence and repeated in the following sentences. The repeated theme was varied by the pronoun "It," which still refers to "Literature." Then, the rhemes in all sentences emerged as additional information to clarify the main theme, "Literature."
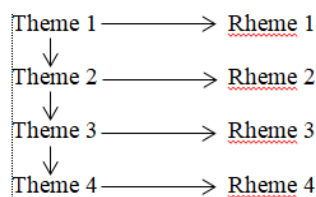
Linear theme pattern
An excerpt of the Linear Theme Pattern is presented in Table 3. This sample is taken from Text 4, Paragraph 2, under the topic of students' speaking obstacles, which consists of five sentences with all the sentences connected with the linear theme method.

Table 3. *Sample of linear theme pattern from text 4, paragraph 2*

Theme	Rheme
It	is difficult to speak English because students must master several elements, such as pronunciation, grammar, comprehension, fluency, and vocabulary
Most English language students	excel at writing, listening, and reading but struggle with speaking
Richard and Renandya (2002)	said that foreign language learners find it particularly challenging to speak a language because reasonable oral communication demands appropriate language use in social situations
In addition to verbal communication, diverse interactions	entail paralinguistic speech components, including pitch, stress, and intonation
Having good speaking skill	is the primary purpose of most people who learn a language.

The themes in the second paragraph of Text 4 were more varied compared to the previous example. This is because, in this sample, the student took the theme from the last sentence as the theme for the next one. In the second sentence, the theme "most English language

students" is rooted in the rheme in the first paragraph, mentioning "students" and "elements" they need to master. The next sentence's theme reflects the sources "Richard and Renandya (2022)" to elaborate on the theme in the second sentence, which was about English skills. The author continued the paragraph by explaining the rhyme in the third sentence, "oral communication," and writing an additional point, "diverse communication," which becomes the theme in the fourth sentence. In the last sentence, the same pattern remained as the theme "Having good speaking skills" stemmed from the rheme "speech components" in the precedent sentence. This theme progression manner is called a Linear Theme Pattern and is illustrated in Figure 2 below.
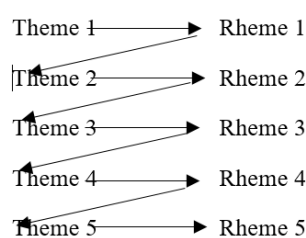

Figure 6. *Thematic progression of linear theme pattern from text 4 paragraph 2*

In Paragraph 2 from Text 4, the author consistently used the Linear Theme Pattern as the thematic progression method to connect ideas. It can be observed that the themes from all supporting sentences are derived from the theme of the sentence preceding each of them. The paragraph's main idea is introduced in the theme of the first sentence by mentioning "several elements" and why "it is difficult to speak English." This theme is captured in the next sentence, followed by the "struggle to speak." This routine is sustained until the end of the paragraph; thus, this paragraph is identified as using a linear theme pattern for all the sentence connectors.

Split theme pattern
Split theme patterns also emerged in students' background writing for their thesis, although it is mainly combined with other thematic progression patterns. One of the data found in the background mattered in students' errors in pronouncing English words. An extract to show the use of the Split Theme Pattern is brought from Text 1, Paragraph 3, and presented in Table 4 below.

Table 4. *Sample of combination between linear theme pattern and split theme pattern from text 1, paragraph 3*

Theme	Rheme
One of the most important parts that must be considered in communicating using a foreign language	is pronunciation.
However, pronouncing English sounds	is not easy.
Indonesian English learners may have problem to pronounce English words,	although they get an English subject at their school.
They	don't have a good pronunciation.
They	do not (know) how to pronounce every English word exactly.
This problem	is caused by the fact that most of the English sounds do not exist in Indonesian.
In addition, students' mother tongue	also affects their English pronunciation.

The above paragraph employed a combination of Linear Theme Patterns and Split Theme Patterns. After the first sentence, the themes in the following two sentences stemmed from the rhemes in their preceding sentences. This model is categorized as the Linear Theme Pattern. Later in the paragraph, the themes in sentences four and five were developed from the theme in sentence three. Similarly, the theme from sentence five became the theme in sentences six and seven. The two patterns in Paragraph 3 of Text 1 are displayed in Figure 7 below.
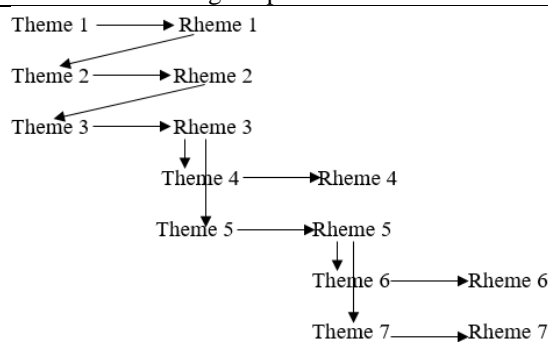

Figure 7. *Thematic progression of linear theme pattern and split theme pattern from text 1 paragraph 3*

Focusing on the instances of Split Theme Pattern, the analysis is directed from sentence 3 onward. The rheme "they" in sentence 3 referring to Indonesian English Learners is further developed in the next two sentences' themes. Sentences 4 and 5 have the same subject "they" tracked back to "they" in rheme 3. Subsequently, rheme 5, "do not (know) how to pronounce every English word exactly," has become the root for themes 6, "This problem," and 7, "students' mother tongue".

Derived theme pattern

Derived Theme Pattern is apparent in some students' background writing as they expand their paragraphs around the same main idea mentioned in the first sentence. As an example, a paragraph from Text 2 is described below.

Table 5. *Sample of derived theme pattern from text 2, paragraph 6*

Theme	Rheme
The purpose of outdoor learning activities	is not only to make students happy to follow subjects but can also be motivating, more interesting, and easy to understand, giving and receiving information or material
Outdoor learning	can avoid boredom because students are happy and interested in following the material
Outdoor learning	gives students hands-on experience by using natural media
This method	can motivate students to practice the learning process of speaking English
Outdoor learning	helps students develop their English speaking skills and can help them choose topics easily when they want to practice with their partner, friends, and others

The sixth paragraph from Text 2 preserved its themes mainly about "outdoor learning". Although this theme performing as a subject in the following sentences has been varied, it still retains the same meaning as the theme in the first sentence. The subjects are varied into several phrases, such as "The purpose of outdoor learning activities" and "This method," denoting the same main idea, "outdoor learning." This coherence maintenance is commonly known as the Derived Theme Pattern, which is shown in Figure 8 below.

Figure 8. *Thematic progression of derived theme pattern from text 2, paragraph 6*

In this instance, all themes in all sentences revolve around the same main idea: "outdoor learning". This main idea is conserved as all five sentences have the same subject and are further elaborated in each of their rhemes. Since the first sentence, the student has stated one benefit of outdoor learning. The following sentences progress with the same aim as they added more positive values towards outdoor learning. Hence, this paragraph is classified as a Derived Theme Pattern due to the holding of the same idea.

From the analysis of five students' thesis specifically in the background section, it is shown that Constant Theme Pattern is the most used thematic progression. From the total 194 sentences being analysed, seventy-six employed this pattern to connect ideas. This pattern is convenient to utilize due to its clarity of theme being arisen. In this pattern, the subject of each sentence derives from the same idea in the first sentence; hence, the paragraph becomes more easily understood. Additionally, unfamiliar topics can also be minimized and can mitigate problems of coherence in students' writing. It has been revealed in many studies that academic writing in tertiary education posed its own challenges, and one of the major challenges is coherence (Saragih & Septiani, 2017). Due to this difficulty, students should pay careful attention in maintaining the connection within their writing. Coherence is central in academic writing as it allows readers to easily comprehend the text (Fitriati & Yonata, 2017). For these reasons, the clearer the connection between ideas, the easier the understanding to be drawn from a text. To achieve the goal of textual coherence, cohesive mechanisms in a text are critical important (CHEN Ying & WU Huan-di, 2021) while coherence shows how the sentences in the text are arranged which usually follow certain structure, and cohesion shows how they are connected to each other (Farida & Rosyidi, 2019).
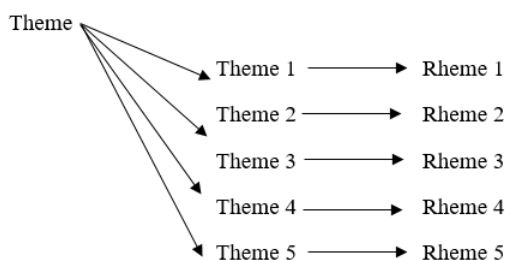
Another important aspect of connecting ideas is the cohesive devices used. In this study, the higher application of definite articles, pronouns

and word repetition is evident. To show reference directly to the previous idea mentioned, students majorly drew definite articles and demonstrative pronouns (e.g. this, that) which then makes it adaptable for readers to follow their idea development in a paragraph. Word repetition is also quite prominent in this study as most themes are still found whereas most themes still exploit the exact same words taken from the precedent theme. This finding corresponds with what (Albana et al., 2020) study where definite articles and demonstrative pronouns appeared to be the highest use to show reference. Similarly, substitution is found to be the least detected cohesive device signalling limited lexical resources as the repetition dominates instead.

In terms of interconnectedness between sentences, conjunctions also play an notable role. Students predominantly used additive conjunctions, such as *in addition to*, to relate one sentence to the next. Such high application of additive conjunctions is in line with what (Albana et al., 2020) have noted that additive conjunctions are frequently used in EFL learners' writing. Another rationale for this finding can be taken from (Emilia et al., 2018) discovery that low- and middle-achiever students tend to manage logical relation in their writing by using additive conjunctions. Such phenomenon is previously explained the consequent to small range of word families mastered when learners are still in the lower category. In this case, Indonesian EFL learners can be classified into low to middle proficiency level as limited variation appears in their writing work especially to make their writing more cohesive.

Regarding the coherence, students in this study significantly relied on the theme of sentences to be the source of their idea development. Although the rheme is also potential to be developed and will not disturb the clarity of their writing, theme appeared to be more favorable. Apart from the great use of Constant Theme Pattern, students also selected Derived Theme Pattern in paragraphs with more numbers of sentences (6-8 sentences). These two manners are usual to introduce new information from the familiar idea in the subject instead of retrieving information in the object. Syharizal, Fitrian, and Anggraeni (2018) identified rheme as the new viewpoint that the reader may be unaware of, yet still need to be developed in along with the paragraph progressing. Despite the clarity and coherence being well managed in students' writing, the link between ideas can still be diversed by employing other patterns. Moreover, some rhemes contain new information that need further elaboration as the text grows.

CONCLUSION

Academic writing requires a high level of skill. Apart from the arrangement of ideas which must meet the criteria of coherence, the writer also requires the unity of text. Therefore, in writing texts, a student is expected to maintain the linearity of ideas by always paying attention to aspects of cohesion and coherence. The use of theme and rheme methods in composing text is an effort to maintain the unity of the text. The analysis show that the students have applied the rules of thematic progression, although there are several sentences that do not comply with the principles of cohesion and coherence. Even though students have written by following the rules, guidance and feedback from the lecturer is really needed so that writing skills are maintained, especially in writing the introduction to the thesis.

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