



Theme and Thematic Progression Analysis of Pre-Service Teachers' Recount Text

Syifa Hajar Latifa ¹, Eri Kurniawan ²

Universitas Pendidikan Indonesia ¹²

syifahajar@upi.edu, eri_kurniawan@upi.edu

Abstract:

This study investigates patterns of the theme and thematic progression in a recount text by a pre-service teacher in Indonesia. This study employs a descriptive-qualitative case study research design. The data were obtained from six pre-service teachers' texts. This study uses the theory of the Theme system developed by Halliday (2014) and the theory of Thematic progression proposed by Eggins (2004) as the framework to analyze the data. The findings revealed that pre-service teachers employed various approaches to building interest and depth in their work, such as coherence using sufficient textual themes and theme progressions. The theme system includes the topical, interpersonal, and textual themes delivered to make the text cohesive and coherent. Furthermore, the Zigzag pattern showed that the teacher maintained a clear focus, successfully established a logical connection, and provided elaboration in their writing. Although it needs several improvements on the higher-level theme, the teacher employed various approaches to building interest and depth in her work. The findings of this study suggest that pre-service teachers need to work on a higher level of English writing for academic and professional writing competence. Finally, it has implications for future studies that could extend this study in investigating argumentative texts written by teachers to improve the higher level of English writing and professional competence.

Keywords: *recount text, theme system, thematic progression, systemic functional linguistics*

1. INTRODUCTION

Writing is considered one of the critical English skills in teaching and learning (Dhanapal & Agab, 2023). It is used in every profession, including education (Rao, 2019). Writing allows students to organize their thoughts into good sentences and present their knowledge (Siregar et al., 2022) to achieve the curriculum purpose, which promotes students into critical thinkers through writing skills (Kemdikbudristek, 2022). Consequently, writing is not simple work that can be completed in a predetermined time because it

requires significant practice and support from teachers. Therefore, in this case, the English writing skill must first be well-mastered by teachers, including pre-service teachers.

Linking to the above statement, pre-teachers, who are preparing for the teaching profession, must possess professional competence, as suggested by the Ministry of Education (Mendiknas, 2007). Professional competence relates to mastering the teaching materials in the school curriculum, teaching methodologies, and applying scientific concepts in everyday life (Annisa et al., 2022). Teachers' professional competence is required to meet the English language curriculum purpose proposed by the Ministry of Education (Kemdikbudristek, 2022).

In Indonesia, the curriculum introduces a genre-based approach to English teaching methodology. Text types such as descriptive, recount, narrative, procedure, report, discussion, explanation, and exposition are used as teaching materials to improve students' English writing skills. The curriculum expects teachers to provide students with fluid learning where they can implement text types in daily life. By adapting the text types to their school and home environments, they can learn and practice English in real life (life skills), which is relevant to Halliday's principle that understanding a language means understanding how people use the language in context and how it is structured for use in daily life (Halliday & Matthiessen, 2014).

As a result, pre-service teachers must be competent in using some text types as teaching materials provided in the school so that students understand how texts work to make meaning to write effectively (Eggins, 2004). One of the text types is Recount text. Derewianka (2013) argues that recount text is the text that recounts an event or occurrence in the past in the sequence in which it occurred. The organizational structure of recount texts includes an orientation section that gives background information, a record of events section that reveals chronological steps, and a comment section that conveys a response from the writer. The main objective of writing is to convey messages with a good coherence that supports one point at a time in sequence order.

One relevant research was undertaken by Hidayati (2018) that reveals teachers need to ensure they have the bare essentials of the language needed to carry out the work. Secondly, teachers should remember that students learning to write need assistance or direction during the learning process. However, the struggles to write a good text continue because the capacity to produce good writing pieces does not arise from innate talents; instead, it has to be learned and experienced through intense teaching and learning methods, making it one of the most challenging and most difficult English skills to achieve (Phuong, 2022).

Based on previous research, it was reported that many EFL teachers struggle to teach writing (Thuy, 2009). Some teachers need help developing their writing skills due to their limited time. Thus, following the curriculum demands takes time (Sulisworo et al., 2017). Another research conducted by Dewi (2016) revealed that pre-service teachers needed to challenge an exposition text to be more relevant and coherent.

The prior findings above imply that to encounter writing difficulties, teachers must have the professional competence to teach effectively. Sufficient research has been conducted on the analysis of students' recount texts. However, in prior studies, little research has been done on analyzing teachers' recount texts. This research will fill the gap by analyzing recount texts written by pre-service teachers since they are enrolled in a program provided by the government to prepare graduates to become teachers to master national teacher competencies.

Thus, the researchers developed one research question based on the gap as stated above:

1. How do pre-service teachers develop the recount texts regarding theme and theme progression?
2. Which thematic progression is mainly recommended for pre-service teachers to master for their professional writing competence?

2. LITERATURE REVIEW

2.1 Systemic Functional Linguistic

SFL is built on early theories from influential theorists, such as Bronislaw Malinowski, who developed a theory of the centrality of the context of the situation (Korta, 2007), Halliday's teacher, J.R. Firth (Halliday, 1961), language educators, and sociologists, Basil Bernstein (Jerome & Hasley, 1979), influenced M.A.K. Halliday to develop Systemic Functional Linguistics in the 1960s (Fontaine, 2013) in the United Kingdom and later in Australia (Almurashi, 2016). M.A.K Halliday focused on language as a resource to make meaning (semiotics), how people use language, and how language is structured to make meaning. In addition, Halliday and Hasan (1989) argue that every text is a purposeful language in that both oral and written language can convey social meaning in the real world and a particular context.

The basic principles of SFL highlighted are; first, language is a social semiotic (Halliday, 1978). Semiotics is the study of signs. It has to do with the interpretation of meanings. Signs, symbols, and sounds are used to convey a message. It is concerned with the ways we represent ourselves by communicating verbally or non-verbally (Saussure, 1960) to make meaning in social context because humans interact, and language cannot be separated from society, according to Halliday (1978).

The second principle is language as a resource for making meaning rather than as a system of rules (Halliday & Martin, 1993). Christie and Unsworth (2000) argue that SFL talks about language in terms of meaning options, like singular/plural, past/present/future tense, and positive/negative polarity. This set of options is called a system, where the word "systemic" comes from.

The third principle, SFL, concerns texts rather than sentences (Halliday & Martin, 1993) and should involve a whole text (Christie & Unsworth, 2000). This principle is used to understand the meaning and the value of texts, either written or spoken, as we use language to achieve a purpose (Egins, 2004). As Halliday implied in McCabe (2022), teachers need to be aware of the need to provide solutions to problems encountered by learners; to try to develop some coherent concept of a language; how it works; how it was learned; and so on. This is to improve the overall quality of language teaching.

As language is used daily to achieve a purpose, this idea is realized in the three metafunctions of language (Egins, 2004). Language is seen as a reflection to interpret the view of the world. It is also concerned with content and the relationship between ideas, and this is the ideational metafunction. Moreover, we see language as action, and it refers to how humans interact with one another through words. This is called interpersonal metafunction. Apart from it, we also see language as the construction of text. It refers to how we use language to organize the content of the text itself by incorporating various structures, which is called the textual metafunction. According to Emilia (2010) and Bavali (2008), these three metafunctions are realized in the lexicogrammatical patterns.

2.2 Theme and Thematic Progression

This research is focused on the analysis of textual metafunction. Textual metafunction is realized in the Theme system as proposed by Halliday (Emilia, 2014). According to the definition provided by Halliday and Matthiessen (2014), the Theme is the component that acts as the message's point of departure and the element that locates and orients the sentence within its context. The grammatical system organizes the clause in such a way that it helps construct the environment (Emilia, 2014). Theme can be found at the beginning of the clause, and the rest of the text is called the Rheme. A simple clause begins with a realization of the Theme, followed by the realization of the Rheme (Bloor & Bloor, 1995). According to Downing (2001), thematic progression analysis can be used in various educational contexts, particularly teachers' texts. Related to the metafunctions of language, the Theme system can be divided into 3 categories; Topic Theme, Interpersonal Theme, and Textual Theme.

The first is the topical theme which is realized through the structure of transitivity as participant, circumstance, and process. Hasan and Fries argued that (1995) by using a topical subject, the author of

the text can draw attention to some aspects of the issue they are discussing and build their portrayal from there. Hence, we anticipate how the author intends the reader to interpret a specific circumstance, especially in terms of what frame of reference the writer's choice of Topical Subject reflects. For example;

Table 1 Topical Theme Example (Emilia, 2014)

Topical theme	Rheme
Smoking (Participant) Unmarked	is dangerous for our health
Yesterday (Circumstances) Marked	I went to Bandung
Come (Process) Marked	to the class on time!

The topical theme in the text demonstrates that the author can communicate what the text is about and indicate where the information originates and where it is headed (Butt et al., 2003). An unmarked Theme is one in which the first subject element of a declarative clause is the Subject of the clause, including the Subject "it" (Martin et al., 1997); in other words, the Subject of the clause. If the Theme does not relate to the Subject, it is called a designated Theme. This agrees with what Butt et al. said about themes: "marked Themes are the resource speakers and writers use to foreground, for example, manner, condition, or reason." (2003). It makes it possible to turn generic classes into the Theme without making the actors or subjects of the clause themselves.

Second, the Interpersonal Theme is the realization of the Mood system proposed by Halliday (Emilia, 2014). It is used to convey the writer's argument regarding the significance of the text, according to Humprey (Emilia, 2014). It uses unfused finite, comment adjunct, mood adjunct, polarity adjunct, and vocative adjunct. For example;

Table 2 Interpersonal Theme Example (Emilia, 2014)

Interpersonal Theme			
Unfused finite	Can	we	have dinner now?
Mood Adj	I think	math	is important
Comment Adj	Obviously	family planning	is useful
Vocative Adj	Sandra,	you	should read the SFL book
Polarity Adj	Yes/No		
	Interpersonal theme	Topical theme	Rheme

Before the topical Theme, writers could put a comment adverbial (also known as a comment adjunct) like "obviously" or a mood adjunct like "I believe." Both of these options are viable. The Interpersonal Topic aims to highlight the speaker's position by focusing on the type of interaction. As an illustration, the phrase "comment adjunct" does not necessarily appear at the beginning of a sentence. When placed at the beginning of a clause, it reveals the writer's perspective on the subject matter of the scenario and calls attention to that perspective. (Humphrey & Droga, 2003).

Third, the Textual Theme is the realization of the Textual Metafunction suggested by (Emilia, 2014). The elements do not express any interpersonal or experiential meaning but do essential, cohesive work to relate the clause to its context. In addition, it accomplishes the purpose of elucidating the connecting function in the most precise possible manner (Martin et al., 1997).

Table 3 Textual Theme Example (Emilia, 2014)

I think family planning is essential:	
<u>First</u> ,	for the mother, a family planning program will prevent an unexpected pregnancy.
<u>Second</u> ,	for children, a family planning program decreases baby mortality risk....
<u>Third</u> ,	for the father, the family planning program will minimize the father's responsibilities....
<u>Finally</u> ,	family planning program has a good advantage for national development.

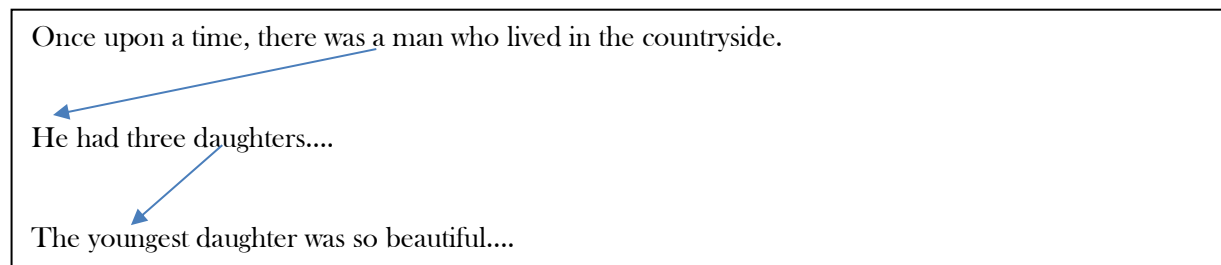
The underlined above are textual Themes that explain how the text will unfold. Furthermore, textual Themes can function as a conjunction. For example, and, but, first, second, third, fourth, lastly, because, which, besides, etc. This allows relevance to the context to be grounded through conjunctive, according to Hewings in (Emilia, 2014).

2.3 Thematic Progression

Thematic progression is a structural device that can evaluate writing cohesion. It is determined by the progression that occurs in the order of utterance themes and the rhemes that correspond to them (Downing, 2001). There are 3 patterns of Thematic progression; the Zig-Zag pattern, the Theme Re-iteration pattern, and the Multiple Theme pattern.

First, in the Zig-Zag pattern, an element is introduced in the Rheme in a clause to become the Theme of the following clause (Eggins, 2004), as in the example below;

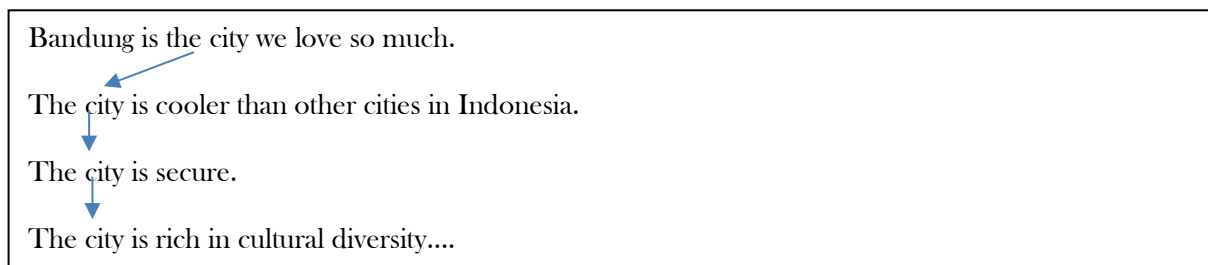
Figure 1 Zigzag Pattern Example (Emilia, 2014)



The Zig-Zag pattern aims to accomplish cohesion by building on newly introduced information. This provides the text with "a sense of cumulative development" that may be lacking in the repeated themes (Eggins, 2004).

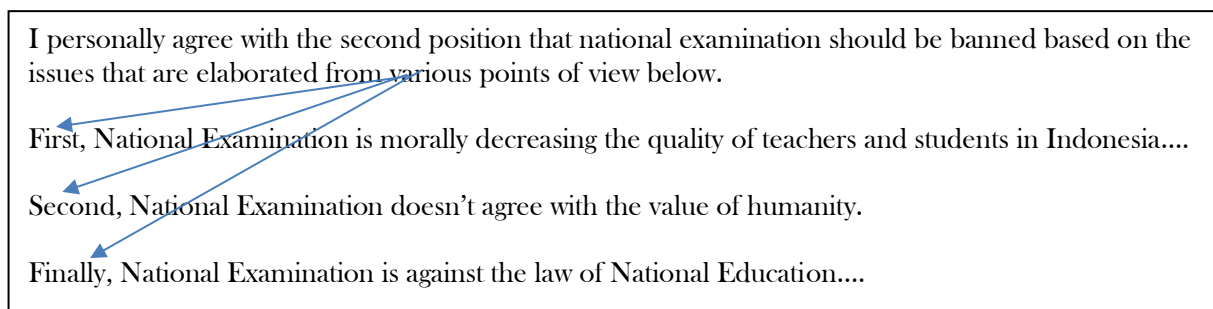
Second, the Re-iteration pattern indicates that each of the following clauses will have something to say about the Theme by picking up and repeating one Theme at the opening of each of the following clauses. This is done by picking up and repeating one Theme. In addition to this, it helps maintain the discussion on the topic. (Emilia, 2014), as illustrated below;

Figure 2 Re-iteration Pattern Example (Emilia, 2014)



Third, in the Multiple patterns, the Theme of one clause introduces several different pieces of information, each of which is then picked up and made a theme in subsequent clauses (Eggin, 2004), as illustrated below;

Figure 3 Multiple Theme Pattern (Emilia, 2014)



The Theme of one clause introduces several different pieces of information in the form of arguments, each of which is then picked up and made a Theme in subsequent clauses. The introductory part allows the reader to predict how the text will read. This pattern provides the underlying organizing principle for a text, with both the Zig-Zag and Re-iteration strategies being used for elaborating each of the central thematic points (Eggin, 2004).

3. RESEARCH METHODOLOGY

3.1 Research Design

This research employed a qualitative-descriptive approach and a case study methodology. Descriptive research is conducted on individuals, groups, institutions, methods, and materials to analyze, classify, and interpret the entities and events that constitute their fields or areas of inquiry (Creswell, 2006). Hence, this research has similar characteristics based on two reasons. First, this research tried to analyze and interpret pre-service teachers' capacity in writing a recount text. Second, this research is conducted on individuals consisting of six pre-service teachers. A case study allows the researchers to conduct the research with few participants (Emilia, 2005). This analysis aimed to determine the pre-service teachers' capacity in writing a recount text organization using systemic functional linguistics analysis.

3.2 Data Sources

The participants of this study were six pre-service teachers from Bandung, Indonesia, who are studying to earn a teaching credential and enter the teaching profession. The source of the data was six recount texts written by pre-service teachers. This study's data provision analyzed the theme and thematic progression.

3.3 Data Analysis Procedures

In this particular research, the data were analyzed using an inductive approach. The steps of identifying, categorizing, and understanding data are included in the inductive analysis (McMillan, 1992). The data analysis from this research is conducted in four stages: first, recount texts were separated into the theme and the rheme clauses. Second, the researcher classified the theme and rheme clauses: as topical, interpersonal, and textual themes. Third, the researcher classified the thematic progression of each text to see how the text was elaborated based on the works of Halliday and Matthiessen (2014) and Eggins (2004), particularly Theme and Theme Progression. The last step will be the conclusion of the findings.

4. FINDINGS AND DISCUSSION

This study analyzes how a teacher organizes ideas in a recount text from the theme and thematic progression perspective. The findings regarding schematic structure, linguistic features, and theme and theme progression will be discussed in response to the research question.

4.1. Theme and Theme Progression

4.1.1. Thematic Structures

In the interest of space, the summary results of the Theme that ushered in the text can be seen in the table below.

Table 4 Summary Findings of Thematic Structures

Recount Texts	Topical (Unmarked: 131) (Marked: 21)		Interpersonal		Textual		SUM	
	∑	%	∑	%	∑	%	∑	%
Text 1	33	12	6	2	30	11	69	24
Text 2	23	8	3	1	9	3	35	12
Text 3	16	6	9	3	5	2	30	11
Text 4	16	6	11	4	12	4	39	14
Text 5	53	18	14	5	27	9	94	33
Text 6	11	4	3	1	2	1	16	6
SUM	152	54	46	16	85	30	283	100

According to Table 4, three different types of themes may be found in the recount texts written by pre-service teachers. These themes are the topical theme, the interpersonal theme, and the textual theme. Topical themes mostly dominate the occupation of the texts. They are responsible for 54% of all recurring themes. In contrast to the topical themes, the interpersonal ones appear the least frequently throughout the texts. They are only responsible for 16% of all recurring themes. In addition, the employment of textual themes is significantly more common than the use of interpersonal themes. They make up thirty percent of the overall total proportion.

4.1.1.1. Topical Theme

According to the information presented in Table 4, the topical theme is the one that occurs most frequently in comparison to the other themes. According to the data presented in the table, topical themes are mentioned 152 times, which accounts for 54% of the total. The findings demonstrate that pre-service teachers can correctly position the text's elements (the Subject, Predicate, and Object). They demonstrated mastery of organizing the knowledge when they used those aspects correctly. According to Eggins (2004), many topical themes in the text may indicate that the writers effectively orient the readers to what their text is about. This case demonstrates, among other things, that the teachers concentrate on generalized participants and that the topical themes realize the participants.

In this particular case, topical themes can be broken down into two distinct patterns of theme choice, which are referred to as marked and unmarked. The unmarked topical theme is used the most frequently in overall recount texts, accounting for 86% of all occurrences. The Unmarked theme appears in the form of a pronoun (for example, "I," "you," "we," "he," "she," "it," or "they"), a nominal group complex (for example, "Jack and Lily"), or an embedded sentence (for example, "What Jack and Lily do") (Mustika et al., 2021). Some of these examples can be seen in the clauses:

Table 5 Example of Unmarked Theme from Teachers' Text

Unmarked Theme
We landed at I Gusti Ngurahray Airport around 02 PM after a 2-hour flight.
I proposed handling Pesantren Ramadhan this year in Masjid Al Muhajirin.
I was required to look sophisticated with makeup that was always set up.
We left the shops at about 4 o'clock in the afternoon.

The concept of markedness is illustrated in writing by the fact that the unmarked theme is far more prevalent than the marked theme. According to Butt et al. (2003), writers typically concentrate their attention initially on unmarked language patterns, which refers to the conventional method of organizing the meaning contained within a given clause. Furthermore, Halliday (2014) also mentioned that the unmarked theme is an element that occupies the point of departure position or starting point of the clause and conflates with the grammatical subject. Thus, it is seen that most of the theme is written as the first pronoun, and there are marked sentences that put more emphasis on parts of the clause.

On the other hand, the marked topical theme accounts for a negligible portion of the whole, taking up 14%. The marked theme takes the shape of an adverbial group (*today, suddenly, rather distractedly*) or a prepositional phrase (*at night, in the corner, without much hope*), both of which serve the purpose of adjunct in the clause and complement of the clause, respectively (for example, *His crown*) (Mustika et al., 2021). Some of these examples can be seen below:

Table 6 Example of Marked Theme from Teachers' Text

Marked Theme
Today was a very long day for me.
Suddenly , the horse ran to us.
After taking a nap at the hotel , we went to Kuta Beach.

In this regard, the goal of the marked themes shown in the pre-service teachers' recount texts is to make certain portions of a clause stand out or depart from the regular pattern when doing so is what the text has to do to order to accomplish its purpose. For instance, according to Martin (1997), the presence of marked themes in a text—both as single constituents and as longer units—may be recognized as a manner of introducing a new topic or fresh beginning in the text and as a way to scaffold the discontinuity in the text. This is because marked themes can exist independently or as part of a larger unit.

4.1.1.2. Interpersonal Theme

The interpersonal theme (16%) does not stand out more than the topical theme (54%). Based on the findings, pre-service teachers tried to communicate the type of interaction and the point of view of individuals interacting using interpersonal themes. It is helpful to place interpersonal themes in the texts to bring the writers' standpoint to the forefront. In this case, the teachers insert the elements of

interpersonal themes in their writing. Some of them are mood adjuncts and comment adjuncts. Mood Adjuncts are related to the meaning constructed by the mood system, such as modality, temporality, and intensity (Mustika et al., 2021). For example, mood adjuncts and comment adjuncts as the interpersonal theme are found in the clauses:

Table 7 Example of Interpersonal Theme from Teachers' Text

Mood Adjuncts	Comment Adjuncts
I regret not listening to my grandmother's advice to become a teacher.	Surely , everyone wants to choose a job that has a respectable position in society and is well-paid.
Sadly , I was stuck in a complicated life choice.	Unfortunately , I fell, and the horse stopped running and looked at me.

Although mood adjuncts can also serve as the theme, their default place is adjacent to the finite component of the composition. It is not required that mood adjuncts be used at the beginning of every clause while being used. Nevertheless, as Humprey and Droga (2003) point out, using mood adjuncts at the beginning of a phrase as a theme draws attention to the author's attitude toward the subject matter of the clause.

The purpose of portraying pre-service teachers' points of view in the text is served by including interpersonal themes. According to Derewianka and Jones (2013), writers need to be able to communicate their points of view and make remarks throughout the text. The minimal incidence of interpersonal themes is consistent with the nature of the academic text, which avoids excessive interaction between speakers or writers and the views they are adopting. However, in this type of text, it is necessary to express the writer's point of view since the schematic structure of a recount text requires the writer to point out their comments. Butt et al. (2003) state that interpersonal themes frequently appear in spoken texts to maintain their interaction. Based on that statement, teachers should prioritize acquiring the skills to manage interpersonal themes in a recount text.

In addition, the limited percentage of the interpersonal theme indicates that the writer expressed few attitudes and judgments, including the reality of the issue. The interpersonal theme emphasizes the writer's voice to indicate a subjective opinion, considered appropriate for a recount text (Knapp & Watkins, 2005).

4.1.1.3. Textual Theme

The textual theme (30%) is used nearly as much as the topical theme (54%). Table 8 shows that the teachers applied textual themes with a higher frequency in their text than interpersonal themes. The teachers used textual themes that are realized in the conjunctions, such as:

Table 8 Example of Textual Theme from Teachers' Text

Textual Themes
We decided to go there early in the morning because it took about two hours to get there.
Besides , we could enjoy many play vehicles, such as zip bikes, gentle, sky wing swing, air ballon, and bamboo sky.
Then we visited Penyu island with many animals.
It was really simple but made us happy and relaxed.

The conjunctions indicate teachers' capacity to employ clause complexes in the text. Using different kinds of cohesive ties indicates teachers' attempts to provide various textual themes, which can help create a cohesive text (Egins, 2004). Moreover, Ravelli in Emilia (2014) stated that using a textual theme indicates that the text is highly written English. The conjunction serves the purpose of indicating the linking functions to the text, which enables coherence and cohesion of the text.

In addition, textual themes that appeared in the initial clauses several times indicate that the teachers can connect the previous and following clauses so that the information between clauses appears more cohesive.

4.1.2. Thematic Progression

Thematic progression is one of the main strategies that may be used to realize textual cohesiveness and coherence. It also plays a significant part in the study of a text. It is the most critical factor in determining the flow of information through a piece of writing. The summary of Thematic Progressions patterns used by pre-service teachers can be presented in Table 9 below.

Table 9 Summary Findings of Thematic Progression

Recount Texts	Zigzag Pattern		Reiteration Pattern		Multiple Theme Pattern		SUM	
	Σ	%	Σ	%	Σ	%	Σ	%
Text 1	10	8	11	9	0	0	21	17
Text 2	3	2	13	10	0	0	16	13
Text 3	8	6	11	9	0	0	19	15
Text 4	8	6	6	5	0	0	14	11
Text 5	32	26	11	9	0	0	43	35
Text 6	7	6	4	3	0	0	11	9
SUM	68	54	56	45	0	0	124	100

Zigzag patterns are the patterns that pre-service teachers use the most, with a total proportion of 54%, as seen in Table 9. This pattern's predominance shows that teachers successfully established a logical connection and provided elaboration in their writings. Additionally, it suggests that the messages are more closely aligned with written language. A sample of zigzag patterns from one of the teachers' texts can be seen below:

Figure 4 Zigzag Pattern Example from Teachers' Text

My grandmother was a civil servant elementary school teacher.

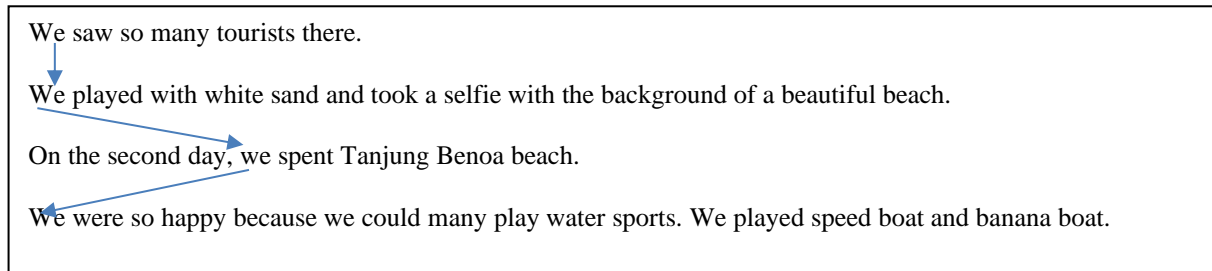
At first, school teachers seemed less fashionable, socially limited, and somewhat old-fashioned career.

This career was not really a professional role model for me.

The teacher used a zigzag pattern to achieve cohesiveness in the text by building on recently delivered content. In other words, the rheme from the preceding clause is carried over into the theme of the following clause. Using this pattern is essential to elaborate information in those texts by carefully selecting, developing, and organizing the ideas (Bangga, 2021).

The following thematic progression is the reiteration pattern. The reiteration pattern is the second most common thematic progression pattern, occupying 45% of all occurrences. This pattern demonstrates how pre-service teachers can maintain the text's focus by repeating its thematic component.

Figure 5 Reiteration Pattern Example from Teachers' Text



The preceding paragraph provides evidence that the pronoun "we" appears multiple times and is the central focus of the following clauses. To put it another way, the flow of information in the theme reiteration pattern follows an iterative pattern because it repeats information. Within the context of this pattern, the text may also include conjunctions to connect one sentence with the one that came before it to keep the text coherent.

Eggin (2004) states that theme reiteration patterns emphasize the subject matter's primary focus. Therefore, it is possible to conclude that the pre-service teachers successfully retained the text's focus by repeating its thematic parts (Eggin, 2004) and that the thesis successfully presented the clear focus of the text.

The last thematic progression is the multiple-theme pattern. The multiple-theme pattern represents 0% of the underutilized thematic progression patterns observed in pre-service teachers' texts. The absence of this pattern's frequency indicates that the teachers still need to be able to control how their texts are organized. Multiple-theme structures are strongly advised for higher-level English writing, particularly academic writing. Not only multiple theme patterns, but the text also needs to employ a macro theme to allow the reader to predict the set of hyper themes in each stage of the text and the text as a whole to make it effective. A macro-theme, or the initial generalization in a book that predicts its entire development, is introduced to writers through the multiple-theme pattern (2014). The macro theme will be cohesive once multiple themes have been properly organized.

Furthermore, the structure of a higher-level theme can be found in one of the teachers' texts. As illustrated below:

Figure 6 Higher Level Theme from Teachers' Text

Macro Theme	Being an adult is not as easy as I thought. Counting numbers every year shows us getting older, which made me decide something different.
Hyper theme	I decided to schedule my time alone from morning to night. I turned my phone off and had a walk to several destinations that I wanted to reach for a long time.

These higher-level themes indicate the teacher's capacity to organize a text and achieve its purpose. Using a higher-level theme helps the teacher develop the text smoothly globally. Moreover, Joyce and Feez (2012) state that different ways themes are patterned across texts can assist the reader in accessing and building the information the writer wants to express. According to Coffin (1997), Martin (2003), and Painter (2013), the use of a Macro-Theme also provides an explicit organizational signal of how the text is to be read. In this case, however, the teacher did not employ multiple-theme patterns and enumerations (*first, second, third*) as the characteristics of a multiple-theme pattern, as suggested by Peter cited in (Emilia, 2014). It can be concluded that more writing practice is needed to achieve higher-level English writing.

6. CONCLUSION

This study has analyzed a pre-service teacher's recount text based on the Theme and thematic progression. Based on the theme and thematic progression analysis findings, several conclusions could be drawn from this study to answer the research questions. First, the development of pre-service teachers' recount texts must be appropriately organized. The texts' organization does not rely primarily on formal forms such as paragraphs and phrases to convey their ideas. Second, The teachers employed various approaches to building interest and depth in their work, such as coherence using sufficient textual theme and theme progressions. Finally, pre-service teachers need improvement in writing higher-level themes or using the multiple-theme pattern in the text, as it is highly recommended for academic writing. Fluency in writing can be acquired through a long process of practice. Overall, the teachers were able to write a good recount text. To achieve professional writing competence, fluency in writing is needed because, in writing, fluency is not a given. It must go through a long process of practice and a good quality of critical literacy. Thus, a good writer has reasonable control of critical literacy and critical writing, and these will improve and support one's critical capacity and proficiency.

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