

THEMATIC PROGRESSION PATTERN IN SHORT STORY "THE LAST LEAF" BY O. HENRY

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Abstract

Discourse analysis is a method for studying written or spoken language. This research aimed to find the patterns of thematic progression contained in the short story "The Last Leaf" by O. Henry. The method used in this research was qualitative method. The sources of the data in this research text short story "The last Leaf" by O. Henry and selected 29 part of the text. The result of the data analysis show that: There are 19 the constant Theme pattern, 10 The linier Theme pattern. 6 The split Rheme pattern and 4 Derived Themes. Totals is 39 pattern. Based on the research findings short story "The Last Leaf" by O. Henry used all the pattern of thematic progression but to organize this short story the writers has combined the pattern for some the part in short story "The Last Leaf" by O. Henry. There are 6 parts that combined two patterns of Thematic Progression that is part 1, part 3, part 12, part 13 ,part 14 and part 26. Then, there are 2 parts that combined three patterns of Thematic Progression that is part 11 and part 26. Some part of this short story is difficult to find out the thematic progression pattern. Because some sentence cannot be divided into theme and rhema. Every free clause selects for mood. Some, such as "paint"! Not Paint. And "what"! Are minor clauses. They have no thematic structure. Based on findings, Dominant pattern used is constant Theme Pattern. Based on the finding, it is concluded that Thematic progression pattern is very important to develop the sentence into paragraph it is suggest to the readers to use the result of this research as reference to enrich their vocabulary, knowledge, especially in thematic progression as way to develop ideas in the paragraph and take benefits of this research.

Key words: Discourse ; thematic progression; short story.

Abstrak

Analisis wacana adalah metode untuk mempelajari bahasa tertulis atau lisan. Penelitian ini bertujuan untuk menemukan pola perkembangan tematik yang terdapat dalam cerpen "The Last Leaf" karya O. Henry. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Sumber data dalam penelitian ini adalah teks cerita pendek "The Last Leaf" karya O. Henry dan dipilih 29 bagian teks. Hasil analisis data menunjukkan bahwa: Terdapat 19 pola Tema konstan, 10 Pola Tema linier. 6 Pola Reme Terpisah dan 4 Tema Turunan. Totalnya adalah 39 pola. Berdasarkan temuan penelitian cerpen "The Last Leaf" karya O. Henry menggunakan semua pola perkembangan tematik namun untuk menata cerpen ini penulis mengkombinasikan pola untuk beberapa bagian dalam cerpen "The Last Leaf" karya O. Henry. Ada 6 bagian yang menggabungkan dua pola Progresi Tematik yaitu bagian 1, bagian 3, bagian 12, bagian 13, bagian 14 dan bagian 26. Kemudian ada 2 bagian yang menggabungkan tiga pola Perkembangan Tematik yaitu bagian 11 dan 26 bagian. Beberapa bagian cerpen ini sulit untuk diketahui pola perkembangan tematiknya. Karena beberapa kalimat tidak dapat dibagi menjadi tema dan rhema. Setiap klausa bebas memilih mood. Beberapa, seperti "cat"! Bukan Cat. Dan apa"!. Apakah klausa minor. Mereka tidak memiliki struktur tematik. Berdasarkan temuan, pola dominan yang digunakan adalah Pola Tema Konstan. Berdasarkan temuan tersebut, disimpulkan bahwa pola perkembangan Tematik sangat penting untuk mengembangkan kalimat menjadi paragraf. Disarankan kepada pembaca untuk menggunakan hasil penelitian ini sebagai referensi untuk memperkaya kosa kata, pengetahuan, khususnya dalam perkembangan tematik sebagai cara untuk mengembangkan ide-ide dalam paragraf dan mengambil manfaat dari penelitian ini.

Kata kunci: *analisis wacana; pengembangan tematik; cerita pendek*

A. Introduction

Discourse analysis is a method for studying written or spoken language in relation to its social context. According Fairclough and Wodak in Tannen et al (2015:757), "Discourse as a piece of text (spoken or written) and instance of social practice". It means that, discourse analysis is not just study of language in social context but also how the language is used in a text.

A text of discourse consist of more than one sentence combined to form a meaning whole. Text as discourse provide the most complete language unit more than clauses

and sentence, has cohesion and coherence in the paragraph, has a clear beginning and the end, delivery and can be conveyed orally in writing.

Theme and rheme is one of way explaining interactional organization of sentence in the clause. Baker (1992:133), states "The theme is what the clause is about". Rheme is development of theme that explain the purpose of the theme or supporting sentence for the theme to make theme clearer and readers understand what the purpose of the writer.

Theme must be organized by the thematic progression (Bloor and Bloor,

2014:86). Furthermore, Bloor and Bloor (2014:88-91), state there are 4 types pattern of thematic progression. The first is the constant Theme pattern. The second is linier Theme pattern. The third is the spilt Rheme pattern and the last is derived Themes.

Thematic progression as the way to develop the sentence to be coherence and cohesive in a paragraph. Thematic progression is the method how the theme of the clause may pick up, or repeat, a meaning of preceding theme or rheme. It can be found in various text such as descriptive text, narrative text, exposition text or some writings namely novels, poetry, song, short story and the other. This research used thematic progression analysis in short story. Short story is one of some types written of discourse. Short story is written work (Prose) that is usually fictional or unreal story.

One of short story which is interesting to be analyzed related with thematic progression is a short story written by O. Henry which is entitled "The Last Leaf". O. Henry was a pen name used by American Novelist William Sydney Porter. He was known as prolific writer, a total of 381 short stories published and one of his short stories creations entitled "The Last Leaf". The Last leaf was published in 1970 in O. Henry's novel "The Trimmed lamp and other story. This story first appeared on October 15, 1905 in the New York. It is one of famous short story

includes the O. Henry Award, an annual prize awarded to outstanding short stories. Of course this story has many readers in the world, it is proven that this work has received an award. In addition, this story have a high moral value and unique narrative style. So, it easy for readers to understand.

In this research the existence of theme and rheme in the text is very important to develop the concepts within a text itself by using the linguistic element. But, some sentence in this short story are not cohesion and coherence that affected the readers are difficult to understand the text. So, some of part cannot be divided into Theme and Rheme and there is no thematic structure. Therefore, the researcher is very interested to find out what kinds of thematic progression contained in the short story "The Last Leaf" by O. Henry. Therefore, the research conducts the research entitled: **"Thematic Progression Pattern In Short Story "The Last Leaf" by O. Henry"**.

The objectives of the research here :

The objective of the research is to describe the patterns of thematic progression contained in the short story "The Last Leaf" by O. Henry work.

B. Research Method

In this research, the researcher used qualitative method, with descriptive approach. Qualitative research involves collecting data an analyzing non numerical data to understand concepts, opinions or experiences. Gay et al (2012:381), explain that qualitative research is the collection,

analysis, and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insight into a particular phenomenon of interest. The researcher uses the descriptive approach to describe thematic progression pattern in short story "The Last Leaf" by O. Henry.

In analyzing the data of research, there are three steps flows of activity. They are data condensation, data display, and drawing and verifying conclusions. (Miles et al., 2020:8-10).

1. Data Condensation

The first step is data condensation. This step refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full body of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing the data of this research, the researcher was selected the data needed which is the clauses or sentences that used as thematic progression patterns within a text of the short story "The Last Leaf" by O. Henry. Then, the researcher was classified the clauses or sentences as the data for each category. Data condensation makes the researcher classifies the data easily.

2. Data Display

The second steps is data display. Generally, a display is an organized, condensed assembly of information that allows analytic reflection and action. Looking at displays help the researcher understands what is happening and to do something. Furthermore, the use of displays is not separated from analysis. It is

a part of analysis. Designing a display, deciding on the rows and column of a matrix for qualitative data and deciding with data, in which form, should be entered in the cells.

3. Drawing and Verifying Conclusion

The third stream of analysis activity is drawing a conclusion and verification. In this steps, the researcher was described the results of analyzing the data which from the start of data collection, the qualitative analyst interprets what things mean by nothing patterns, assertions, propositions, explanations, and clausal flows. Furthermore, the conclusions that have verified as the analyst process. The verification a brief as a fleeting second thought crossing the analyst's mind during writing.

4. Students' Anxiety in Speaking English

From the observation result that had been conducted by researcher, it was found that there were three types of anxiety in speaking English, namely :

a. Communication Apprehension

Communication apprehension is a student's fear or anxiety related to real or anticipated communication with teacher and other students. Based on the data obtained, the researcher found that this type of anxiety made the eighth grade students of SMP Negeri 3 Dharma caraka Teluk dalam getting worried understanding other students and making themselves understood. They often experience nervous, worry and fear when they do conversation in front of class. From the interviewed result, the researcher also found that this type of anxiety made students lack of confidence when practicing speaking they were afraid and just keep silent in class.

As student 1 stated :

"saya merasa gugup dan diam begitu bu, karena saya tidak mengerti entah apa saja yang harus saya bilang jadinya saya hanya bisa garuk-garuk kepala, dan saya tidak paham dengan apa yang teman saya bilang"

From this statement, it can be concluded that communication apprehension makes students have anxiety in speaking English.

b. Test Anxiety

Test anxiety is the type of anxiety that occurs in evaluation situations. Based on the data obtained, the researcher found that test anxiety made the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam worry in taking test. They were sweat, tremble and rapid hearbeat, also felt worried to make mistake in speaking

English. Based on the result of interview, most of them were nervous and fear of failure in the test even they have prepared themselves.

As student 3 stated :

"saya merasa khawatir karena takut jika tidak akan lewat praktek berbicara bahasa inggris, akhirnya saya menjadi gemetar sampai sulit untuk konsentrasi dan menjadi terbata-bata saat berbicara. Itu semua karena menurut saya berbicara bahasa inggris sangat sulit dan tidak mampu memahaminya"

This statement also supported by other students' statement. As student 5 stated :

"Karena saya tidak tahu mau mengatakan apa sampai berpikir bagaimana jika nilai saya tidak lewat, apalagi saya begitu pemalu ditambah juga saya takut salah, karena kalau saya salah berbicara teman-teman selalu mengkritik serta menertawai saya"

Based on the statements above, the researcher concluded that test anxiety also kinds of anxiety that experienced by students.

c. Fear of Negative Evaluation

Fear of negative evaluation is students fear of being evaluation negatively by others. Based on the data obtained, it showed that the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam were not ready to accept other student's evaluation when they are practicing speaking in front of the class and they keep thinking that other students are better in language than themselves. They had difficulty to concentrating, feel frightened, uncomfortable and worry. Based on the data obtained, the researcher also found that they are

afraid being laughed by the other when they are speaking at class.

As student 4 stated :

" Saya grogi dan gelisah karena teman-teman sepertinya menatap saya terus, pandangan mereka sepertinya tertuju pada saya, dan itu membuat saya tidak fokus, saya merasa tidak nyaman dilihatin terus, kemudian saya merasa jantung saya seperti berdebar-debar begitu setiap kali saya mencoba berbicara bahasa inggris takut jika teman-teman akan mengejek saya, apalagi saya tidak mengerti tentang kata-kata didalam bahasa inggris.

Student 5 also stated :

"Biasanya teman-teman ku selalu mengkritik saya ketika saya membuat kesalahan walaupun belum tentu mereka bisa, tapi mereka selalu sok hebat menertawakan kelemahan teman-temannya".

From these statements, it can be concluded that fear of negative evaluation makes students have anxiety in speaking English.

2. Factor Causes Students' Anxiety in Speaking English.

After knowing that they had anxiety in speaking English, the researcher did the interview to get more information about their anxiety in speaking English. Based on the result of analysis, there are some factors caused the students anxiety in speaking English. Are as follow :

a. Internal Factors

Internal factors are all factors that come from within students. There are

four indicators that affect students' anxiety in speaking English, namely :

1. Lack of Confidence

Lack of confidence is one part of factors that cause students' anxiety in speaking English. That is focused on from internal factors. Based on the data analyzed the researcher found that most of the eighth grade C SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English because they lack of confidence. The result their interview showed that lack of confidence influenced them anxiety in speaking English

As student 2 stated :

"Karena saya tidak tahu mau mengatakan apa bu, saya tidak yakin untuk bisa berbicara bahasa inggris sekalipun ada sebagian yang saya ketahui tentang bagaimana berbicara bahasa inggris tapi tetap saja saya merasa tidak percaya diri"

From this statement, it can be concluded that the students were lack of confidence in learn speaking causes they anxiety in speaking English.

2. Shyness

Other factor that causes students' anxiety in speaking English is shyness. It also has affect in speaking English. Based on the data obtained, the researcher found that shyness also indicated that causes students' anxiety in speaking English. The results of the interview showed that most of the eighth grade students of C SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English which is also caused by shyness.

As student 1 stated

"Saya malu bu untuk berbicara bahasa inggris, karena saya tidak paham bagaimana

mengucapkan kata-kata dalam bahasa inggris itu”.

From this statement, it can be seen that when students had shyness, it affects them to show their speaking ability.

3. Lack of Motivation

Motivation is one of the factors that affect students' anxiety in speaking English, especially on internal factors. Based on the data obtained showed that lack of motivation plays an important role in the student speaking learning process. They did not pay attention in the process of speaking and the lack of their motivation made the students always lazy to learn to speak English.

As student 4 stated :

“Perasaan saya ketika proses berbicara berbicara bahasa inggris dikelas itu sebenarnya saya malas sekali bu, saya tidak tertarik dengan hal tersebut saya menjadi terlalu khawatir, sampai saya tidak bisa fokus mengikuti proses berbicara bahasa inggris dikelas, karna memang saya tidak suka dengan bahasa inggris”.

From this statement above, it can be concluded that the students were lack of motivation in English causes their anxiety in speaking English.

4. Fear of making Mistake

Fear of making mistake is also one of the factors that affect students' anxiety in speaking English. Most of the students stated that the fear of making mistakes was one the causes of students being anxious in speaking English.

As student 2 stated :

“Saya seperti begitu karena belum bisa berbahasa inggris jadi takut akan membuat kesalahan dan tidak berani berbicara dalam

bahasa inggris jadi hal itu membuat saya tidak nyaman dan takut begitu”

From statement above, it can be concluded that fear of making mistake become factors students reluctance to speak in English in the classroom.

a. The External Factors

External factors are factors that originate from outside a person or individual. This factor includes the surrounding environment including the closest people. Based on the based ont the result interview, the researcher found that there are five indicators that influence students' anxiety in speaking English, namely :

1. Lack of Preparation

Lack of preparation is a condition where students lack or do not have preparation or action in speaking English. From the result interview conducted by the researcher, lack of preparation is one of the indicator that caused students' anxiety in speaking English that focused on internal factors. Based on the data obtained, it shows that most of the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English caused by lack of preparation.

As student 1 stated :

“Saya panik karena saya tidak memiliki persiapan tampil didepan untuk praktek berbicara bahasa inggris bu”.

From this statement, it can be concluded that this factors influenced them to show their ability in speaking English and become one of the factors that contribute to student' anxiety in speaking English.

2. Limited Vocabulary

Vocabulary is one important indicators in the process of speaking. Based on the data obtained, the researcher found that most of the eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English cause they had limited vocabulary. The result of their interviewed showed that they could not speak in English beause they did not know about the word that used. Limited vocabulary inhibits them and becomes one of the factors caused students' anxiety in speaking English.

As student 4 stated :

"Iya bu, karna saya piker bahasa inggris itu sangat sulit dan saya juga tidak tahu kata-kata didalam bahasa iggris dan jujur saja saya ya bu, saya memiliki kosakata yang sedikit dalam bahasa inggris".

From this statement, it can be seen vocabulary plays the important rule in their mastery speaking English.

3. Grammatical Error

Grammar is one of important aspects in speaking English. It also has affect in speaking English. Based on the data obtained, it shows that student at eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam had anxiety in speaking English because grammatical error. They claim they had a little understanding of grammar but not enough to speak English well.

As student 3 stated :

"Itu semua karena menurut saya bahasa inggris itu sulit saya tidak bisa dan tidak tahu bagaimana menyusun kata-kata didalam bahasa inggris, apa lagi kalimat bahasa inggris terbalik-balik saya jadi tidak mengerti".

It means that grammatical error are quite a factor influenced students' anxiety in speaking English in classroom.

4. Friends / Classmates

Another factor that causes anxiety in speaking English faced by the eighth grade students' of SMP Negeri 3 Dharma Caraka Telukdalam are their friends / classmates. Accordance with data obtained, the researcher found that they felt nervous and uncomfortable to speak when being stared at by their friends. They also afraid of being laughed and ridiculed by their friends when they did a mistake, and felt that other students are better than them.

As student 4 stated :

"Saya grogi dan gelisah karena teman-teman sepertinya menatap saya terus, padangan mereka sepertinya tertuju pada saya, dan itu membuat saya tidak bisa fokus, saya merasa tidak nyaman dilihatin terus, kemudian jantung saya seperti berdebar-debar begitu setiap kali saya mencoba berbicara bahasa inggris apalagi saya tidak mengerti tentang kata-kata didalam bahasa inggris".

5. Embarrassment

Embarrassment becomes one of the factors that cause students' anxiety in speaking English. Based on the data obtained from interview, the researcher found that most of eighth grade students of SMP Negeri 3 Dharma Caraka Telukdalam have anxiety in speaking English are caused by embarrassment. They are afraid of making mistake that could embarrass them.

As student 5 stated :

"menurut saya berbicara bahasa inggris itu menguji mental saya, karena begitu sulit dan begitu sangat rumit, dan teman-teman selalu mengkritik saya ketika saya membuat kesalahan walaupun belum tentu mereka bisa, tapi mereka selalu sok hebat menertawakan kelemahan teman-temannya"

It means that embarrassment has a big influence on them in speaking English.

C. Conclusion and Suggestion

Based on the result of analyzed the data short story "The Last leaf" by O. Henry the researcher conclude that the writers of short story "The last leaf by O. Henry was used all types thematic progression. Then, the researcher found that the writers are combined thematic progression pattern in some part in the text. That is some parts of the paragraph using more than one thematic progression pattern.

Some part of this story is difficult to find out the thematic progression pattern used in the paragraph. Then, some of the dialog are used in a sentence cannot be classifies of the pattern. Every free clause selects for mood. Some, such as "paint! Not paint. And "what!". Are minor clauses. They have no thematic structure. The other are major clause is either indicative or imperative in mood. If indicative, it is either declarative or interrogative, if interrogative either 'yes/no' interrogative or 'WH-'interrogative.

After conducting the research, the researcher would like to provide suggestion related to the results of this research.

1. For English teacher, it is will be help the teacher to teach thematic progression pattern for the students. So, they can get more references to be application in the classroom
2. For the students, It is good and useful if the students learn about thematic progression pattern, because it is very important in understanding clause, sentences, theme, rheme, coherence of the text and how to develop the ideas into paragraph. Furthermore, the students can easy to get information on the text.
3. For the next researcher, who want to conduct a related research to this research, the researcher suggested to use this research as reference to know about thematic progression pattern in short story "The Last Leaf" by O. Henry.

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