

**USING THEMATIC PROGRESSION ON STUDENTS' ABILITY IN
WRITING RECOUNT TEXT**

A PAPER

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ABSTRACT

Writing is a form of communication that makes students enable to put their opinions or arguments structurally and thematically. Writing becomes a compulsory subject at English Language Education Study Program. Many students face several problems in writing a paragraph such as developing ideas and organizing sentences or paragraphs. In organizing the students' ideas or opinions, there are certain requirements and one of them is coherence. For that reason, thematic progression can facilitate the students' writing more coherently. The aim of this research is to find out the effect of using thematic progression on students' writing recount text. It was conducted to the third semester students of English Language Education Study Program Faculty of Teacher Training and Educational Sciences in Pakuan University. In this research, Pre-Experimental method and Pre-test Post-test Group design were used. There were 15 students from class 3D taken as the sample by using lottery system. The data have been taken from pre-test and post-test which analyzed by using t-test formula. Based on the calculation, the mean of difference is 13.4. Then, the total of deviation of difference is -6.9. Moreover, t-test value is 2.6. Meanwhile, t-table value is 2.145 at significant level 0.05 with the degree of freedom (df) is 14. In this case, the t-test value is higher than t-table value ($2.6 > 2.145$) and it means that null hypothesis (H_0) is rejected. Therefore, thematic progression affects students' ability to write recount text.

Keywords: recount text, thematic progression, writing.