THEMATIC PROGRESSION USED IN THE STUDENTS' WRITING; A CASE OF THE ENGLISH STUDENTS' WRITING OF UNIVERSITAS PGRI SEMARANG

Khosyiatur Rofiah[1)]
khosyiaturrofiah@gmail.com

Wiyaka [2)]
Alwi28birin@gmail.com

Ririn Ambarini[3)]
ririnambarini@upgris.ac.id

Corresponding Author : khosyiaturrofiah@gmail.com
Universitas PGRI Semarang

Abstract:

This study aims to find out the types of thematic progression patterns the students mostly employ in their recount texts and to examine the coherence of third semester students' recount texts viewed from their thematic progression of the English Education Study Program. The object of the study is recount texts of the third semester students of the English Education Study Program of Universitas PGRI Semarang in the academic year of 2018/2019 who took Writing 3 Class in group 1. The unit of analysis is collecting the data, segementing the data, and the last is identifying. This study was a written discourse analysis which was used to figure out the realization of meanings. The findings showed that all of the students employed more than one pattern in their recount texts. They tended to use combination between reiteration or constant, zig-zag or linear, and multiple theme patterns. However, zig-zag or linear theme pattern was the most dominant one.

Keywords: students' recount text, coherence, thematic progression patterns.

1.   Introduction

Nowadays, English becomes one of the primary languages which is taught in almost every school in Indonesia. In learning English, there are four skills that students have to be mastered, they are: reading, listening, speaking and writing. Those skills are classified into two main skills; receptive and productive skills. Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real life activities in the classroom. In this study, the writer is going to focus on writing skill. Based on Siddiq (2013) mentioned in Indrilla (2018), writing skills is how person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people. It means that when one writes, she or he can express her or his ideas, feelings and thoughts, from words into sentences and sentences into paragraphs which have meaning. In addition, writing is an important skill in learning and learning process with a lot of practice, guidance to improve writing skills.

To make a coherent paragraph, students should employ thematic progression patterns in their writing. According to Martin and Rother in Paltridge (2000) cited in Wardhani and A. (2013), thematic developments are the study of themes and the analysis of themes in a clause can be taken or repeated. Thematic development refers to the way clause themes are developed. Theme clause can take or repeat the meaning of the previous theme and rheme.

Based on statement above, the writer investigated about the types of thematic progression patterns made by students of English Education Study Program of Universitas PGRI Semarang because it can be the reference is the third semester students. This study was intended to answer the following questions:

1.   What types of thematic progression pattern are used in the students' recount text?
2.   Which pattern is dominantly used by the students'?

2.   Literature Review

2.1 Writing

Writing is an extremely difficult cognitive activity which acquires the learner to have control over various factors (Nunan, 1989) in (Durraisamy, 2017). It means that in writing process, the writer should involve thinking, creative, and mastering many vocabularies skills, so that it can produce a good writing.

Writing ability is not acquired naturally, because it requires process. The strategy in learning writing is training the students to write as many paragraphs as possible (Myles, 2002). The teacher just gives a few topics and then the students are asked to write a text that is appropriate to the topic. In writing skills, students have to be able to compose a text based on genre. Genre is a kind of text type. There are some types of genre that are taught in school, one of them is recount. A recount text is a text that retells someone's experience in the past. Students have to be able to compose recount texts, and they also have to be able to convey the meaning of the text based on social function, and generic structure of recount text.

Teaching writing has been declared by Susanto (2018) he elaborate The Profile of Enhancing Students 'writing Skill Using Word Games; The Case Study of Junior High Schools in Semarang, Central Java, Indonesia, Susanto (2017) stated about Teachers' perceptions towards Teaching Writing Using Word Games; the Case Study of Junior High Schools in Semarang, Central Java, Indonesia

2.2 Recount

According to Grace (2007) mentioned in Dian (2015), recount text is a text that tells the reader or listener what happen in the past event through a sequence of events. The generic structures of recount text are orientation, event, and re-orientation. It is means about recreating past experience in using language to keep the past alive and to interpret the experience of the events that can be based on the author's personal or historical events.

2.3 Thematic Progression Patterns

Theme is defined by Halliday as cited in Eggins (2004) is the element which serves as starting point for the message, so it talked about clause is going to be about. The theme here typically contains familiar or given information. Meanwhile the definition of rheme by Eggins (2004) is the part of the clause in which the theme is developed. Therefore, rheme typically contains unfamiliar or new information.

To make a coherent paragraph, students should employ thematic progression patterns in their writing. The study of thematic progression has been widely conducted. This may be due to its crucial contribution to the focus and the flow of information in a text (Paltridge, 2006). Thematic progression is a way of developing themes and rhemes in clauses. Thematic progression has
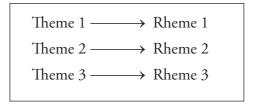
been widely studied in English over the past few years and proved that is very important element in writing. In other words, good writing is effective writing. According to Fries (2002:148) mentioned in Paltridge (2006), thematic progression refers to the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme. There are three kinds of thematic progression patterns, they were reiteration or constant theme pattern, zig zag or linear theme pattern, and multiple theme or split theme pattern.

Bloor and Bloor (2004: 88) mentioned in Syahrizal (2018), states there are three types of Thematic Progression:

1) **Reiteration / Constant Theme Pattern**

In the theme this pattern is shared by each of clauses and themes according to the information provided. This pattern keeps the same theme focused along the order of the clause. Information is built in the rheme of each clause.

The pattern represented as follow:

Theme 1 ⟶ Rheme 1
Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3

An example of the constant pattern is written by a student recount text.
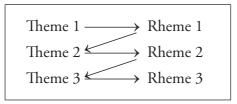
I ⟶ will not do that again
my teacher ⟶ keep telling me to get out
and I ⟶ keep saying no sir
then my teacher ⟶ explain why I must get out

It can be seen from the figure above that theme pattern found in the student writing is **Reiteration or Constant Theme Pattern**, because this is shared by each of these clauses and themes according to the information provided. This pattern keeps the same theme focused along the order of the clause.
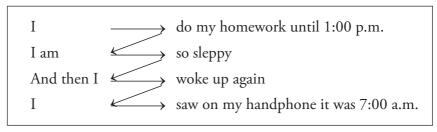
2)   Zig Zag / Linear Theme Pattern

In this pattern, one clause is taken as the next clause theme.

The pattern represented as follow:

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Theme 1 ————→ Rheme 1
Theme 2 ←————→ Rheme 2
Theme 3 ←————→ Rheme 3
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An example of the zigzag pattern is written by a student recount text.

```
I                ————→   do my homework until 1:00 p.m.
I am            ←————→   so sleppy
And then I     ←————→   woke up again
I               ←————→   saw on my handphone it was 7:00 a.m.
```
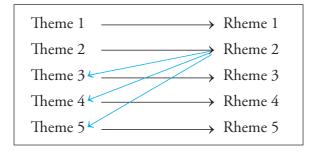
It can be seen from the figure above that theme pattern found in the student writing is **Zig Zag or Linear Theme Pattern**, because one clause is taken as the next clause theme.
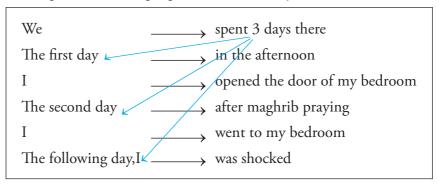
3)   Multiple Theme / Split Theme Pattern

This pattern occurs when the clause rim has two compenents, each taken in turn as the next clause theme.

The pattern represented as follow:

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Theme 1 ————————→ Rheme 1
Theme 2 ————————→ Rheme 2
Theme 3 ←————————→ Rheme 3
Theme 4 ←————————→ Rheme 4
Theme 5 ←————————→ Rheme 5
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An example of the multiple pattern is written by a student recount text.

We	——→ spent 3 days there
The first day	——→ in the afternoon
I	——→ opened the door of my bedroom
The second day	——→ after maghrib praying
I	——→ went to my bedroom
The following day,I	——→ was shocked

It can be seen from the figure above that theme pattern found in the example of writing is **Multiple Theme or Split Theme Pattern,** because in this pattern the writer tries to develop their paragraph by picking the rheme which may include a number of different pieces of information.

3. Research Methodology

3.1 Participants / Subject / Population and Sample

This study employed descriptive qualitative method as proposed by Cohen (2007). There are a few purposes of qualitative research, that are, description and reporting, the creation of key concepts, theory generation, and testing. In this study, the researcher used description and reporting the data.

The object of the study was recount texts of the result of midterm test by third semester students' of the English Education Study Program of Universitas PGRI Semarang in the academic year of 2018/2019 who took Writing 3 Class in group 1.

3.2 Data Analysis Procedures

In this study, the types of data were written discourse analysis data that were described in the form of clauses. In collecting the data, the researcher took several steps. The first one was collecting the papers. In this step, the researcher took the data from the recount texts of the third semester students of English Education Study Program of Universitas PGRI Semarang in the academic year of 2018/2019 who took Writing 3 class in group 1. The second one was segementing the data. This step, the researcher listed all the clauses of the students' recount text. The third one was identifying. The researcher analyzed the students' recount text using thematic progression patterns.

In analyzing the data, the researcher read all the students' recount text. The researcher should understand each of the students' recount text. Next, the researcher divided the students recount text into clauses. Then, the researcher analyzed the students' recount text. Firstly, the clauses were analyzed in terms of thematic structures in order to figure out the point of departure of each clause. Secondly, the writer analyzed the students' recount text using thematic progression patterns to see the types of thematic progression patterns the students mostly employ in their recount text and to examine the coherence of the students' recount text viewed from their thematic progression. After analyzeing the students recount text, the writer calculated the thematic progression patterns of each of the students recount texts and categorized them in:

1. Reiteration/Constant Theme Pattern
2. Zig Zag/Linear Theme Pattern, and
3. Multiple Theme/Split Theme Pattern

Based on the types above, it can be seen that the researcher supported the thematic progression analysis which aims to find out the types of the thematic progression patterns the students mostly employ in their recount text and coherence of the students recount text viewed from their thematic progression.

4.   Findings and Discussion

In this section, the researcher will present the results of the analysis of 3 samples of thematic progression on recount texts. The writings are in the form of paragraphs with different topics. The students choose their own topics such as *unforgettable experiences, impressive moments, unforgettable holidays, and etc.* In this part, the researcher presents the thematic progression patterns of every students writing to know the types of the thematic progression patterns the students mostly employ in their recount texts and the coherence of the students recount texts viewed from their thematic progression.

4.1. Table 1 Students' Recount Text

I will not do that again

Do you have embrassing experience? I do, mostly happen when I were still young, and thats makes me regret, "why I do that" I always say that when I remember that experience. Now Im going to tell you my experience that embarass me the most.

One day at Jepara Midle Highschool, I were studying BK, and that time I were very sleepy, so I played my hair to make me awake, suddenly my teacher yell at me "hei you, get out" then I say "Im sorry sir, I'll not do that again" my teacher keep telling me to get out, and I keep saying no sir, then my teacher explain why I must get out, because he want me to give an example how I greet my parent when I come home. After that the whole class is laugh at me because of that. Then I giving the example that my teacher ask for, thats realyy embrassing.

Thats why, if you want to avoid embrassing momment or something like that, you must stay focus. When youre not focus, you'll not understand what other people say to you. Thats why you must stay focus, don't day dreamig. So you'll not get awfull experience.

Based on text about the analysis of thematic progression looks like the following :

when I	→	were still young
and thats	→	makes me regret
why I	→	do that
I	→	always say that
when I	→	remember that experience.
Now Im	→	going to tell you my experience that embarass me the most.
One day	→	at Jepara Midle Highschool
I	→	were studying BK
and that time, I	→	were very sleepy
so I	→	played my hair to make me awake
suddenly my teacher	→	yell at me "hei you, get out"
then I	→	say "Im sorry sir,
I	→	will not do that again"
my teacher	→	keep telling me to get out
and I	→	keep saying no sir
then my teacher	→	explain why I must get out
because he	→	want me to give an example
how I	→	greet my parent
when I	→	come home
After that	→	the whole class is laugh at me because of that.
Then I	→	giving the example that my teacher ask for, thats really embrassing.
Thats why, if you	→	want to avoid embrassing momment or something like that
You	→	must stay focus
When youre	→	not focus
You	→	will not understand what other people say to you.
Thats why you	→	must stay focus, don't day dreamig.
So you	→	will not get awfull experience.

According to the analysis above, the reseacher took 3 samples from 3 students of the data to be discussed. In this case the reseacher found several types of thematic progression used by students in his writing paper examination. The thematic progression here is dominated by zig-zag pattern. There are three types of thematic pattern used by students, there are constant, zig-zag, and multiple. However, the most frequently used in student's writing is zig-zag with 17 clauses, then followed by constant with 11 clauses and the last multiple with 2 clauses. Based on the result, it can be assumed that the first student made coherent writing in his writing by combining those three patterns at once to connect claiuse each other.

In this case, zig-zag pattern can be happened when 3 clauses are connect each other with spesific subject such as, i, we, you, and they but, here those subject still connect even though the subject is given by pronoun word such as, me and my family, it can be changed into the word "we" so that people can still undertand about the writing even though the subjects are changed and abosultey it is still connected from one clause to another clause as lon as the topic is the same and realted. His patter has a symbol like a straight and down lines like this " ⟍ ". This symbol is the example of zig-zag pattern that connect from one clause to the other clauses.

Meanwhile, for constant pattern can be happened when 2 clauses or more connected with the same subject such as, when people use the word "I" is always being used from one clause to another clause. This pattern is usually separated from theme and rheme of a clause. It is the same as the above explanation about pattern but, different is that constant pattern is kind of straight pattern. It only has straight patter with this symbol " ⟶ ". It cannot be linked like zig zag pattern.

Besides, for multiple pattern, it is almost the same as zig zag pattern but, the different is about its range fron one clause to another clauses. Multiple pattern can be connected with the other clauses even though the theme and rheme are not in the same pargraph or line. This pattern may be symoboled with " ⟋ ". This symbol is reflected by the function of multiple pattern that can link one clause to another clause with long range as long as it is coherent.

The next following is another example of thematic progression found in students writing made by other students in English Education Study Program of Universitas PGRI Semarang.

4.2. Table 2 Students' Recount Text

What a hectic day

One day in the morning, I had a morning class at 7.30 a.m. I woke up at 5.00 a.m., after pray subuh I decided to slept again because on the night before I do my homework until 1.00 p.m. and I am so sleepy.

And then I woke up again, and I saw on my handphone it was 7.00 a.m. I am so shocked and I forget to settings my alarm. And then I took my bread and I ate hurry up. After that, I took a bath, wore my cloths, and use my makeup. And qiuckly I went to campus with my motorcycle.

After arrived in campus I saw on my handphone it was 7.40 a.m. and it means I am late for 10 minutes. I decided to go fourth floor, but when I am on second floor I saw my friend Niken and I am little happy because I can go to class together with her and I am not alone. But when I called her surprisingly I am wrong and she is not Niken. I am so shy because many people watched on me.

Next, I go to my class and luckily the lecturer didn't in the class. I learned from my experience I have to do my homework earlier and more discipline about the time.

Based on text about the analysis of thematic progression looks like the following :

One day	→ in the morning
I	→ had a morning class at 7.30 a.m.
I	→ woke up at 5.00 a.m.
after pray subuh I	→ decided to slept again
because on the night before I	→ do my homework until 1.00 p.m.
and I am	→ so sleepy
And then I	→ woke up again
and I	→ saw on my handphone it was 7.00 a.m.
I am	→ so shocked
and I	→ forget to settings my alarm.
And then I	→ took my bread
and I	→ ate hurry up.
After that, I	→ took a bath, wore my cloths, and use my makeup.
And qiuckly I	→ went to campus with my motorcycle.
After arrived in campus I	→ saw on my handphone it was 7.40 a.m.
and it means I am	→ late for 10 minutes.
I	→ decided to go fourth floor
but when I am	→ on second floor
I	→ saw my friend Niken
and I am	→ little happy
because I	→ can go to class together with her
and I am	→ not alone.
But when I	→ called her surprisingly
I am	→ wrong and she is not Niken.
I am	→ so shy because many people watched on me.
Next, I	→ go to my class and luckily the lecturer didn't in the class.
I	→ learned from my experience
I	→ have to do my homework earlier and more discipline about the time.

Regarding on the analysis table above, the reseacher found the analysis above is the next example of thematic progression in English Education Study Program. In this case, the writer found that based on the second writing, there is only one thematic pattern applied here, that is zig-zag pattern with 25 clauses from 3 paragraphs in recount texts. In this case, the students tend to use personal pronouns such as "I" in their writings. The students think that it is easier for them by repeating theme of one clause to another at the beginning of a clause. Besides, it can be categorized that student made the writing coherent due to, from the first clause to another clause are completely connected each other.

In this case, zig-zag pattern can be happened when 3 clauses are connect each other with spesific subject such as, i, we, you, and they but, here those subject still connect even though the subject is given by pronoun word such as, me and my family, it can be changed into the word "we" so that people can still undertand about the writing even though the subjects are changed and abosultely it is still connected from one clause to another clause as lon as the topic is the same and realted. His patter has a symbol like a straight and down lines like this " ". This symbol is the example of zig-zag pattern that connect from one clause to the other clauses.

The next is another example of the implementation of thematic progression in students writing task with recount text topic made by other students of English Education Study Program of Universitas PGRI Semarang.

4.3. Table 3 Students' Recount Text

My Frightening Experience

Yesterday, my family and I went to my grandpa's house in Jogja. We got there because my grandpa was sick. So, we had to look after him. We spent 3 days there. But, I felt uncomfortable about the sarrow voice and the shadow which I found. It signed that my frightening experience was begun.

The first day in the afternoon, I opened the door of my bedroom. Suddenly, I heard the crying woman voice. But there was no everyone there. I was very frightened and run so far away.

The second day after Maghrib praying, I went to my bedroom. From the prayng room to my bedroom, I had to pass the livivng room. When I passed the living room, I was hearing the same voice again. So, I run qickly and tried to sleep.

The following day, I was shocked because I woke up in the night. I saw the clock and the needle directed 11 p.m. I couldn't sleep. I was very frightened. When I seeing the strange shadow stoodup beside my bed. So, I screamed and cried. My mother and my father came while adviced me to Istighfar. I did Istighfar until I calmed.

From my frightening experience above, I could take the result. If I were in difficult situation, I will would remember to Allah and did Istighfar.

Based on text about the analysis of thematic progression looks like the following :

Theme	Rheme
Yesterday, my family and I	went to my grandpa's house in Jogja.
We	got there because my grandpa was sick.
So, we	had to look after him.
We	spent 3 days there.
But, I	felt uncomfortable about the sarrow voice and the shadow which I found.
It	signed that my frightening experience was begun.
The first day	in the afternoon
I	opened the door of my bedroom.
Suddenly, I	heard the crying woman voice.
But there	was no everyone there.
I	was very frightened and run so far away.
The second day	after Maghrib praying,
I	went to my bedroom.
From the praying	room to my bedroom
I	had to pass the livivng room.
When I	passed the living room
I	was hearing the same voice again.
So, I	run qickly and tried to sleep.
The following day, I	was shocked
because I	woke up in the night
I	saw the clock and the needle directed 11 p.m.
I	couldn't sleep
I	was very frightened
When I	seeing the strange shadow stoodup beside my bed.
So, I	screamed and cried.
My mother and my father	came while adviced me to Istighfar.
I	did Istighfar until I calmed.
From my frightening experience above, I	could take the result.
If I	were in difficult situation
I	will would temember to Allah and did Istighfar

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Based on analysis table above, the reseacher found that there are three types of thematic patterns used by student in her writing from five paragraphs such as, constant, zig-zag, and multiple. In this study, counts that there are 20 zig-zag, 6 constant, and 6 multiple pattern. Moreover, it can be assumed that the most dominant pattern here is zig-zag due to, the student tried to connect the clauses orderly with that pattern and tried to make a coherent writing by implementing thematic pattern.

In this case, zig-zag pattern can be happened when 3 clauses are connect each other with spesific subject such as, i, we, you, and they but, here those subject still connect even though the subject is given by pronoun word such as, me and my family, it can be changed into the word "we" so that people can still undertand about the writing even though the subjects are changed and abosultely it is still connected from one clause to another clause as lon as the topic is the same and realted. His patter has a symbol like a straight and down lines like this " ". This symbol is the example of zig-zag pattern that connect from one clause to the other clauses.

Meanwhile, for constant pattern can be happened when 2 clauses or more connected with the same subject such as, when people use the word "I" is always being used from one clause to another clause. This pattern is usually separated from theme and rheme of a clause. It is the same as the above explanation about pattern but, different is that constant pattern is kind of straight pattern. It only has straight patter with this symbol " ⟶ ". It cannot be linked like zig zag pattern.

Besides, for multiple pattern, it is almost the same as zig zag pattern but, the different is about its range fron one clause to another clauses. Multiple pattern can be connected with the other clauses even though the theme and rheme are not in the same pargraph or line. This pattern may be symoboled with " ". This symbol is reflected by the function of multiple pattern that can link one clause to another clause with long range as long as it is coherent.

Subsequently, based on three tables above, it can be seen that the most dominant used is zig-zag pattern, then followed by constant, and multiple. The reason students used zig-zag is to make the writing looks good and coherent if they are read by the reader. The second reason is because zig-zag pattern and constant patter are the easiest patterns to be applied in writing rather than multiple patterns. The last reason is most of the students are running out of their vocabulary. So, they stuck on the same vocabulary and conjunction.

5.   Conclusion

The objectives of this study are to find out the types of thematic progression patterns the students mostly employ in their recount text and to examine the coherence of the third semester students recount text viewed from their thematic progression of English Education Study Program of Universitas PGRI Semarang in the academic year of 2018/2019 who took Writing 3 Class in group 1.

Based on the data analysis and the results of the study in the previous chapter above, in this research, those three pattern has a role function to break down to Thematic Progression Used in The Students' Writing; A Case of The English Students' Writing of Universitas PGRI Semarang by khosyiatur rofiah in order to now about the cohorence and conection among one clause to another clause.

The writer rises the conclusion that students' tend to use zig-zag, and constant patterns rather than multiple pattern. It was due to the student tends to get the easiest way to make a writing in task but, in a coherent form. In the other hand, the ability to make a coherent paragraph in writing is a skill that students must master because it is considered very helpful in their studies. Coherence means to hold together because it has an important role in writing activities. The point is that the text must have the correct order with a clear process. So, it can be concluded the students writing here are overall good and coherent. Even though, there are lack of multiple pattern in the implementation of multiple patterns as thematic progression.

So, students' of English Education Study Program are creative students and clever students when they are trying to put thematic patterns in their writing. Besides, most of students have a good writing in writing examinations.

The main conclusions of the study should be presented in a short Conclusions section. Do not repeat earlier sections.

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