CHAPTER 1

INTRODUCTION

A. **Backgound of the Study**

The 2013 curriculum is a learning that emphasizes the affective aspect or changes in behavior and the competence to be achieved is a balanced competence between attitudes, skills, and knowledge, in addition to holistic and fun way of learning. The lesson plan is a guidence for teacher in teaching in the classroom. The lesson plan is made by teacher to help him teach in accordance with Competency Standards and Basic Competence on that day.

Scientific approach has been implemented in K 13. This approach is different with before approaches. At each core step of the learning process, the teacher will carry out the steps of learning in accordance with scientific approach. There are five steps that implemented in Scientific Approach such as *Observing, Questioning, Associating, Experimenting, and Exploring*. This scientific approach is expected, able to inspire students to be critical thinking, analyzing, identifying, understanding, resolving problem, and applicating lesson material.

In syllabus English subject, students are expected to master four skills in English. They are Speaking, Listening, Reading, and Writing. In this research, researcher focuses on writing text. Writing is the way of communication language that used in communication with other people without limitation with time and distance. Writing is one of four basic skills in learning English holds an important

role in daily communication because writing is the most important thing when someone wants to learn something especially in learning about languages.

Writing is generally recognized as a difficult task for language learners, especially foreign language learners. Students usually find difficulties to translate their native language to target language, when they show their imagination in their writing, and make their writing systematically. In syllabus for ninth grade, students have to master some kinds of text, there are recount text, narrative text, descriptive text, etc.

Recount text is one of the texts that has to be mastered by students. Recount text is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. A recount is different from a narrative text in terms of the problems in the sequence of events. Telling experiences is one of examples of recount text. Writing recount text is not only about error in grammatical but also how sentence of every paragraph relates each other.

Thus, one of the ways that can be used to assess the students' improvement in writing is by analyzing the Thematic Progression on their writing. Thematic Progression can be seen from the pattern of Theme and Rheme used in their writing. The organization of information in text is determined by the progression in the ordering of utterance Themes and their Rhemes. In order to help the students communicate their ideas successfully and systematically, the sentence should be started by the Theme. Theme is the element of the clause

structure which serves as the point of departure of the message; it is with which the clause is concerned.

The Theme provides the environment for the remainder of the message which is known as the Rheme, in Theme-Rheme organization that becomes the most significant factor of the development of the text. As a message structure, therefore, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order whatever is chosen as the Theme is put first. The rheme is very important in a clause , because it is presenting the information about the subject. The study analyzed the Thematic Progression in the recount text which becomes the main data of this study.

Theme and Rheme pairings in a text is called Thematic Progression. Thematic progression contributes to the cohesive development of a text, that is to say, in a cohesive text the distribution of given and new information needs to follow certain patterns. Additionally the study describes and explains why and how Thematic progressive exist in the text and also interpret how the writer of their text organizes their ideas.

In Indonesia junior high school especially for ninth grade students in SMP Maria Goretti Kabanjahe, theme-rheme organization is not the main attention both of teachers and students in the teaching and learning activity. SMP Maria Goretti is one of many institutes formal private in Kabanjahe. This school also has vision like other schools. The visions are excellent in achievement, Religious, competitive, Character and Environmental insight. The resarcher choose this

school because this is one of many best formal private schools in Kabanjahe. SMP Maria Goretti is located in Jl. Letnan Rata Perangin-angin Kabanjahe.

Many subjects are taught in that school and one of them is English Subject. Students' skill in English at Junior High School need more attentions to face global competition in the future. Especially in writing skill though it is important since it can show the ability of students in organizing their idea and making their sentence coherent and also it can enhance language skill development. This can be proved by students task about writing students' experiences which are some of them lack of coherence.

For example:
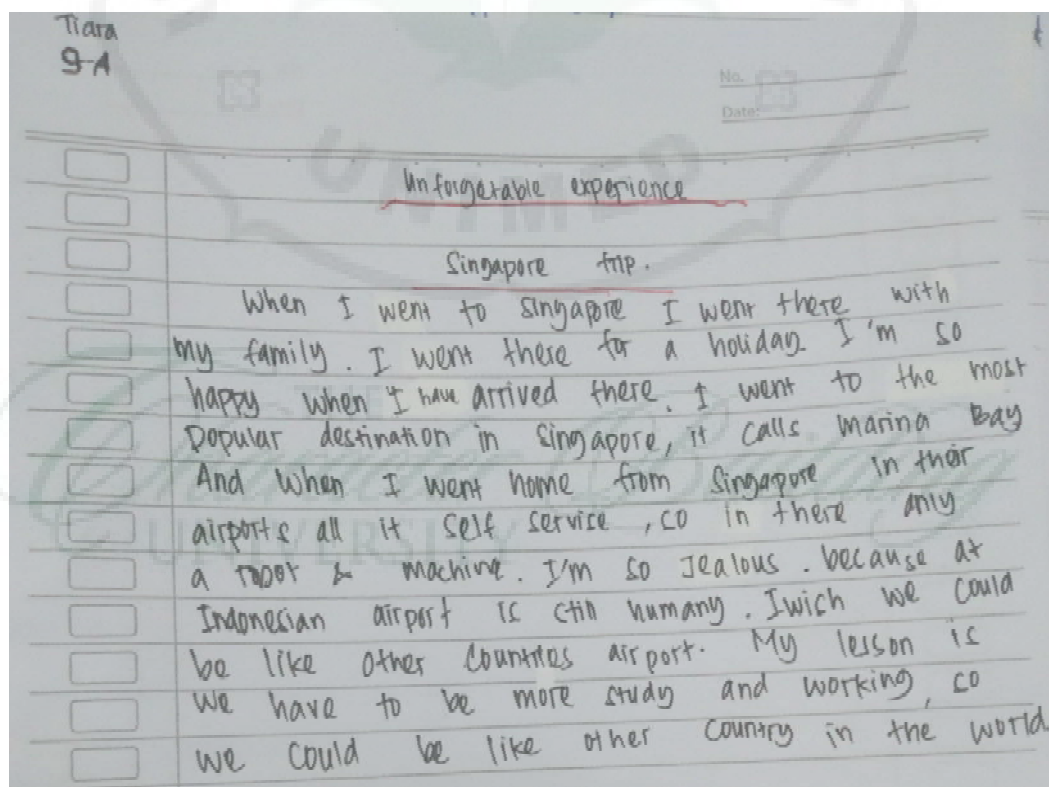
Picture 1.

A good content consists of cohesive and coherent information that make the reader understand the message easily. Students can create a good writing skill by paying attention to thematic progression patterns. It means students need to be aware in their text must consist of theme and rheme in thematic progression patterns. The Rheme is the remainder of the message in a clause in which the Theme is developed, which means the Rheme typically contains unfamiliar or new information. As a message structure, a clause consists of a Theme accompanied by a Rheme and the structure is expressed by the order whatever is chosen as the Theme is put first.

. It should be like " I and my family went to Singapore when holiday was coming. I was so happy arriving there. In Singapore I visited many popular destinations, one of them called Marina Bay. After enjoying some days in Singapore, I came back home in Indonesia......"

The example above is one of many students writing that need to be improved. Therefore, this study will focus on analyzing Thematic Progression on student's text.

B. The Problems of the Study

This study attempt to answer research questions formulated as follows:

1. What types of Thematic Progression patterns are found in students' Recount text?

2. Why do the Thematic progression patterns dominate in Students' writing Recount text?

C. **The Objectives of the Study**

1. To know what types of Thematic Prgression patterns are found in student's Recount text.

2. To know why Thematic progression patterns dominate in Students' writing Recount text.

D. **The Scope of the Study**

Discourse Analysis which uses Functional Grammar theories, analyze text with three metafunctions. This research focused in textual metafunction.The text which is going to be analyzed is Personal Recount Text.

E. **The Significances of the Study**

The researcher hopes that this research is very useful to everyone who wants to study about the thematic progression. It is hoped that this research can give more information about thematic progression. This study is expected to offer some theoritical and practical contributions. In term of theory, this study can enrich the literature on Thematic Progression in students' text.

Practically, the result of this study is expected to give many informations on how analyze students' text based on Thematic Progression.