CHAPTER I

INTRODUCTION

A. The Background of the Study

English is taught as a foreign language in Indonesia. There are four skills that should be mastered in learning English by the students which are listening, speaking, reading, and writing. Among of the four skills, writing is considered as a skill that needs special way to be mastered by the students.

Writing is a productive skill because this skill is expected to produce written product. In writing, putting what the writer think into a good writing through many process, need practicing, editing, and revising (Mahmudah, Rozimela, and Saun, 2017: 85). The process of writing is not only what the writer feels, but also conveys the message to the readers. The ability to write involves specific skills, such as the use of punctuation, structure of sentence, vocabulary, and organization of paragraph. But the most important thing that students should pay attention is the clear main idea to deserve a good paragraph. Main idea in writing is a chain, it ties up all the sentences and makes every sentence logic. So, determining main idea before writing is an essential thing to do first because it will make all of the ideas in our paragraph arranged in a clear and logical way. It is called as coherence.

Halliday and Hasan (1976: 4) state that coherence is a quality of sentences, paragraphs, and essay when all the texts are semantically formed. Faradhibah and Nur (2017: 183) say when a paragraph has coherence, the ideas are arranged in a logical progression. Besides coherence, there is also other thing to

notice and it cannot be separated with coherence. It is called as cohesion. Both of them are the intangible glue that holds paragraphs together. Faradhibah and Nur (2017: 184), stated that cohesion refers to the ways in which texts are 'stuck together' the ways in which sentences are linked or connected together. Halliday and Hasan (1976:4) state that cohesion occurs to bind sentences together in order to hold the meaning in the connected sentences. Cohesion is identified by cohesion device. Cohesion device is used as a linking element to bridge sentence in a paragraph. Halliday and Hasan (1976:4) classified cohesive devices into reference, substitution, and conjunction. Thus, coherence makes every sentence flow smoothly and logically while cohesion makes every sentence stick together by using cohesive devices.

Based on syllabus for the eleventh grade of senior high school, the basic competence that should be achieved in writing skill of English subject is the students have ability to produce simple written explanation text and analytical exposition text. Analytical exposition text is chosen in this research. Analytical exposition is a text that needs student's critical thinking about an issue. Students have to know well how to elaborate their arguments and ideas about an issue. Dirgeyasa (2016: 130) states that analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. The students are expected to produce a written product about analytical exposition to fulfill the basic competence.

To produce a good writing students need to enrich their knowledge of what they are going to write and how to organize the ideas into a text. It is necessary to know how to organize Theme and Rheme in their writing. Halliday (2014:89)

defined that Theme is point departure of the message that which clause is going to be about. Meanwhile, Rheme is the rest of the message of the clause in which the Theme is developed or remainder of the message in a clause. As a message structure, a clause consists of a Theme accompanied by a Rheme. So, once the theme is identified, the rheme can be easily recognized.

The students who want to invent the ideas will think about the flow of informations or ideas in a text so that could be easily understood to the readers by organizing the Theme and Rheme. Ruspita (2010: 2) states that the interaction of Theme and Rheme governs how the information in the text develops. The development of clauses in the text is influenced by thematic progression. Thematic progression is necessary in making coherent text and structured grammar. Thus, students would apprehend thematic progression to develop the writing coherently. It is because the text should be well written in grammar and sentence structure in order to understandable for the readers. In developing the ideas into a text, students need to be aware that their text must be hold together on one topic from the first sentence utill the last sentence.

Wang (2007: 164) conducted a study on students' writing in terms of thematic progression pattern. This study conducted by analyzing Theme and Rheme in a text. She claimed that the coherence and cohesion in students' writing could be improved by the application of thematic progression. Yang (2015: 222) strengthens that thematic organization was very useful to improve students' text organization.

Paltridge (2006: 148) states that thematic progression refers to the way in which the theme of a clause can be retrieved or repeated, from the meaning of

the previous theme or rheme. The use of thematic progression patterns is a best way in which the message of a text is created. There are three types of thematic progression patterns that are proposed by Paltridge (2006:148) they are constant theme pattern, linear theme pattern , and split rheme pattern. Meanwhile, Hariati (2016: 47) states that there are eight thematic progression patterns, namely constant theme pattern, linear theme pattern, split rheme pattern, combination constant with split rheme pattern, combination linear with split rheme pattern, combination split with constant theme pattern, combination split with linear theme pattern, and combination constant, split, and linear theme pattern.

Table 1.1 The Problem of Coherence in Student's Analytical Exposition

Text

Fast Food

These days, there are many fast foods restaurants in everywhere. Fast food is practical and we can find it easily. Eating fast foods has effects such as obesity, additive, and MSG.

First, fast food make obesity. Fast food almost contains zero nutrition value but fast food is rich of sodium and the harmful additive.

Second, the additive in fast food are isolate in our body. It become stranger in our disgestive system. It turn into poison to our body.

Third, fast food contain MSG. MSG is not good for health. Because MSG is harmful to the brain. MSG also can cause cancer.

In conclusion, fast food is not good for health. It is better to decrease the consumption of fast food.

R.S.

Based on the student's writing above, the researcher found that the students' writing is lack of cohesive devices. Cohesive devices are words or phrases that show between paragraphs or section of a text. Cohesive devices, sometimes called linking words, connectors, or transitional words. Cohesive devices are needed to connnect the sentences in a text, for example: So many people it. *(However)* eating fast food has *(negative)* effects such as obesity, additive and MSG. The transitional word 'however' is used to bring the converse meaning which is contrary to the expectation. 'However' is used to tell the reader even though fast food is practical and easily to find but fast food has negative effects to our body. The writer also did not clearly state the her opinion in thesis statement about kind of effect. It could be postive or negative effect from fast food even though her argumentations in the next paragraph clearly explain the negative effects of fast food. Another example is taken from the third paragraph: 'It become stranger in our disgestive system. *(Then)* It turn into poison to our body'. These two sentences need conjunction 'then' to connect them because the sentence explains the effect of additive in our disgestive system that will become poison.

Based on the explanation above, it can concluded that the student is still lack of cohesive device. Enkvist (1990) in Faradhibah and Nur (2017: 184) stated, writing must have surface cohesion as well as coherence. It means good cohesion leads to good coherence. Cohesion and coherence related to the development of the information in the text. It refers that the student is still difficult to connect and to develop the ideas (clauses), the reader will hardly to understand and to follow the progression of the ideas or arguments.

In this study, the researcher conducted a research to find out types of theme, thematic progression patterns and describe the realization of thematic progression pattern in students' analytical exposition texts.

B. The Problems of the Study

Based on the background above, the problems of the study can be formulated in the form of questions below:

1. What types of theme are found in students' analytical exposition texts?
2. What patterns of thematic progression are found in students' analytical exposition texts?
3. How is the realization of thematic progression pattern in students' analytical exposition texts?

C. The Objectives of the Study

Based on the problem stated above, the objectives of the study are:

1. To identify the types of theme in students' analytical exposition texts.
2. To identify the patterns of thematic progression in students' analytical exposition texts.
3. To describe the realization of thematic progression pattern in students' analytical exposition texts.

D. The Scope of the Study

In general, metafunction has three functions, they are ideational function, interpersonal function and textual function. Theme and rheme are derived from

textual function. The thematic progression is repeated from theme or rheme to the subsequent clause. In this study, the researcher focused on students' writing to identify types of theme, rheme and thematic progression patterns and to describe the realization of thematic progression in students' analytical exposition texts at eleventh grade of senior high school.

E. The Significance of the Study

This findings of the study expected are expected to give theoretical and practical contributions, as follows:

1. Theoretically, the findings of the study would enrich the theories of theme and thematic progression in students' analytical exposition text.

2. Practically, the findings of this study can be useful for:

   a. The teacher: they can apply it to support the learning materials related to theme and thematic progression.

   b. The students: they can enrich their knowledge about theme and thematic progression.

   c. The other researcher: they can use this study as the reference to conduct further research about theme and thematic progression.