CHAPTER I
INTRODUCTION

A. The Backround of the Study

Writing is a process of constructing a message by using strategies and step by step until it becomes a text (Hedge, 2002: 302). In writing, the writers have to manage to fullfil the process well in order to produce a good writing. Good writing is a writing that is easily understood by the reader and the content consists of paragraphs that meet certain requirements and one of them is coherence (McCrimmon, 2000: 54). He states that a paragraph is coherence when the reader can move easily from one sentence to the next and read the paragraph as an integrated whole, rather than a series of separate sentences.

Coherence is a product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform them if their message is clear or not. Therefore, writers must make their patterns of coherence much more explicit and much more carefully planned and it can be achieved through the operation of theme-rheme.

Theme-rheme movement represents how information is managed. Halliday (2004: 256) states that theme is the point of departure for the representation of information and rheme constitutes the information the writer wishes to impart about the theme. These two elements are presented alternatively in a text to form a connected text. While theme conveys information that is initially introduced in

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discourse, rheme present specific information regarding the theme. As this movement continues, ideas in a text or discourse are expected to flow along smoothly and are easier for the reader to understand.

Ping (2007: 15) states that the division of the clause into theme and rheme makes it particularly helpful to show the development of theme and rheme throughout the text. The theme and rheme of each clause can be compared with the same of previous clauses to find out how they are related. The inter-clausal of theme-rheme connections is also known as thematic progression.

Thematic progression is an exchange of information between successive theme and rheme pairings in a text (Eggins, 2004: 318). Thematic progression contributes to the cohesive development of a text. Thematic progression in order to give students more grammatical resources to improve the coherence of their writing, help them become aware of how information and ideas should flow in a text so that it could be easily understood by the reader. In addition, students would apprehend which thematic progression patterns are valued in English writing and have the opportunities to apply this knowledge to improve their writing (Jing 2015).

Eggins (2004) states that there are three kinds of thematic progression pattern: first, theme reiteration or constant theme pattern, a theme is picked up and repeated at the beginning of each clause as. Second, a zig-zag or linear theme pattern, the subject matter in the rheme of the previous clause is taken up in the theme of a following clause. Third, a multiple theme or split rheme pattern, a

rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses.

Based on the preliminary observation that had been done by the writer at MAN 2 Model Medan, it was found that the students were still difficult in organizing the messages in their paragraphs and the students could not develop the next clause from the previous clause. As a result the students couldnot write the paragraph coherently. This was because the language teacher in giving correction to students' writing was still focus on errors which occur such as lack of subject-verb agreement, incorrect used of verb tenses, and so on. The teacher never corrected the coherence in students' writing so that the students did not know whether their writing coherent or not.

The problems of coherence in student's writing could be seen from the following table.

Table 1.1 the Problems of Coherence in Student Hortatory Exposition Text

Student's wriring	The problems
Case Saipul Jamil (LGBT) *This year become news hot is LGBT. Now many teenagers do the LGBT. LGBT not only for maid but for woman too. For example, man with man, woman and woman, not only in teenager but in children and adult too.* *One of LGBT case is our singer who name saipul jamil. He do LGBT with man still teenagers not only for one time but he do for many times.* *I think LGBT is not good to do for teenagers so stop LGBT.*	In the second sentences, the word "now" it doesn't need to be used. It make the clause doesn't coherent because it doesn't show development of the previous clause. LGBT is an acronym for lesby, gay, bisexual and transgender. So the sentences "LGBT not only for maid but for woman too. For example, man with man, woman and woman" it doesn't need to be written and it must be replaced with another sentence so that is easy to develop the next clause.

(Ranti: 2016)

Based on the result of student's writing, it could be seen that the students were still difficult to write coherently. One of the ways can help to improve coherence in students' writing is by analyzing theme, rheme and thematic progression. Thematic progression gives a reader orientation as to where the information has come from and where it is going, and hence creates coherent in a written text.

Thematic progression can be seen from the pattern of theme and rheme used in students' writing. The balance and movement of a clause between Theme and Rheme is an essential component in composing a coherence text. If a writer failed to control the flow of information from Theme to Rheme, his or her text was difficult for a reader to follow, because there is no clear signpost directing the reader, who therefore cannot easily follow the progression of an idea or argument.

Based on the problem above, the writer analyzed theme, rheme and thematic progression particularly in hortatory exposition text.

B. The Problems of the Study

Based on the backround of the study, the problem of this study could be formulated in the form of questions as follows:

1. What is the thematic progression pattern used by the students in writing hortatory exposition text?
2. What does the misuse of theme and rheme occurred in writing hortatory exposition text?

C. The Objectives of the Study

In line with the problems, this sudy was intended to investigate:

1. The thematic progression pattern used by the students in writing hortatory exposition text.

2. The misuse of theme and rheme occurred in students' hortatory exposition text.

D. The Scope of the Study

This study investigated the theme, rheme and thematic progression patterns in students' hortatory exposition text. The aspects observed (theme reiteration/constant theme pattern, zig-zag/linear theme pattern, and multiple theme/ split Rheme pattern), and the misuse of theme and rheme occurs in students' hortatory exposition text.

E. The Significance of the Study

This study was expected to have both theoretical and practical contributions.

1. Theoretically, the findings were expected to enrich the theories of thematic progression in students' hortatory exposition text.

2. Practically, the findings of this study were expected to be useful for:

    a. The teachers: They can use it to support teaching and learning materials related to the thematic progression.

b. The students: They can enrich their knowledge about thematic progression.

c. The other researchers: This study is expected can be reference for those who

want to do further research on thematic progression.