

CHAPTER I

INTRODUCTION

A. The Background of the Study

In learning English, there are four skills that students have to be mastered, they are Reading, Listening, Speaking and Writing. Among the basic skills, writing is considered to be the most complicated skill because in writing the writer should be able to combine and express his/her opinions in good written forms. They need to pay attention to several aspects to write a good composition. One aspect that plays an important role in writing is the coherence (Wang, 2007). As Halliday (1994: 309) stated, coherence is “ the internal resource for structuring the clause as a message”. To help the students organize information within clause to make their writing coherent, the use of Theme and Thematic Progression is determining (Halliday & Hassan, 1976; Belmonte & McCabe, 1998).

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 take their patterns of coherence much more explicit and much more carefully planned and it can be achieved through the operation of theme and rheme.

Starting a sentence with a Theme is useful in helping students to communicate their ideas successfully. The theme is the element of clause structures which serves as the point of departure of the message. The Theme then becomes the prominent element for standing as the grammatical system that organizes the clause in such a way that it helps to construct the environment because it provides the environment for the remainder of the message.

Focusing the students' writing on the Theme system, including thematic progression, will be very useful in helping students to communicate their ideas successfully (Wang,2007). Theme system assists the students “ to specify the place in the reader network of meaning where the meaning is to be incorporated as relevant” (Halliday & Matthiessen, 2004: 19). Furthermore, Theme is the “point of departure for the message” (Halliday, 1994: 37; Eggins, 2004: 296) which determines the concern of a clause; what a clause is about. The Theme then becomes the prominent element for standing as the “grammatical system that organizes the clause in such a way that it helps to construct the environment” (Emilia, 2014: 225) and for providing the environment for the remainder of the message, which is known as the Rheme, in the Theme-Rheme organization (Halliday, 1994).

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 on PPL that had been done by the writer, it was founded that the student were still difficult to organize the messages in their paragraphs and students could not develop the next clause from the previous clause. As the result the students could not write the paragraph coherently. This was because the language teacher in giving correction the student's 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 student's writing so that the students did not know whether their writing coherent or not, as it was shown on this following short paragraph:

Table 1.1 the Problems of Coherence in Student Recount Text**Holiday in Parapat**

Last year, I was on Holiday in Parapat. I though Parapat was very interesting. I visited Toba Lake. When I was in Toba Lake, we went to swim and we took a photo there. At the time I was hungry and thirsty and I ate some food and drank something. After we went to Batu Gantung and then we went back to my home. I though it was really fun. I hope my next holiday will be more interesting.

(Bastian Simanjuntak : 2016)

From the paragraph above, the students put the connections between sentences but it lacks of coherence since the idea was not completely stated and the writer does not stand from his view point. It could be seen that the students were still difficult to write coherently. One of the ways could help to improve coherence in student's writing was analyzing by thematic progression. Thematic progression gave 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 could be seen from the pattern of theme and rheme used in student's writing. The balance and movement of a clause between Theme and Rheme was an essential component in composing a coherence text. If a writer failed to control the flow of information from Theme and Rheme, his or her text was difficult for a reader to follow, because there was 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 thematic progression pattern particularly in recount text.

B. The Problems of the Study

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

1. Which are the thematic progression patterns used by the students in writing recount text ?
2. Why do the students use one of the thematic progression patterns in writing recount text ?

C. The Objectives of the Study

The objectives of this study are :

1. To identify the thematic progression patterns used by the students in writing recount text.
2. To reveal the reasons of why the student use one of the thematic progression patterns.

D. The Scope of the Study

The main scope of this study was focus on student writing and the aspect observed the using of theme, rheme, thematic progression (theme

reiteration/ constant theme pattern, zig-zag/linear theme pattern, and multiple theme/split rheme pattern), and the reason the students used one of the thematic progression patterns at the eight grade students of junior high school.

E. The Significance of the Study

This study expected to have both theoretical and practical contributions.

1. Theoretically, the findings expected to enrich the theories of thematic progression in students' recount text.
2. Practically, the findings of this study 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 student: 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.