

CHAPTER I

INTRODUCTION

A. Background of the Study

In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school and university. Based on the Competence of Curriculum, the teaching learning of English has the purpose to develop the language skills. There are four language skills included in the curriculum should be taught to the students namely: listening, speaking, reading and writing.

Writing is one of the four language skills that is very important to learn. Sometimes it is very hard for the students to do because this activity requires them to create written product in which they demonstrate certain ideas structurally which involve not only the correct grammar, spelling, vocabulary and punctuation but also emphasize more on the discourse level. In fact, there are some kinds of genre are learned by students of the tenth grade such as: recount text, descriptive, and narrative text.

The kinds of the text that taught in senior high school for the first semester one of them is Recount text. The basic of competence for the tenth grade students in the learning of recount text is shown as below:

3.5 differentiate social function, generic structure, and language features of some recount text and written in biography form by giving and asking information related to popular figure based on context used.

4.5.2 Arrange verbal and **written** *recount* text in biography form related to popular figure with looking social function, generic structure, and language features well based on context.

From the basic competences above, the students are expected and encouraged to be able to analyze the social function, the structure, language features and the last is to find out the meaning of recount text.

In curriculum 2013, writing skill also include the important skill which is discussed in every level of the students. For the tenth grade students writing skill is almost discussed in the all of topics.

They need to pay attention to some aspects to write a good writing composition. Wang (2007) explains that there is one important aspect in writing. It is coherence. Halliday (1994: 309) states, coherence is the internal resource for structuring the clause as a message. To help the students to arrange information within clause to make their writing coherent, the use of the Theme, Rheme and Thematic Progression is determining (Halliday & Hassan, 1976; Belmonte & McCabe, 1998).

Coherence is a product of many different factors, which combines 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 will be achieved through the operation theme and rheme.

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

Focusing the students in writing text on theme system including thematic progression, will be very useful to helping students to communicate and develop their ideas successfully.

Emilia (2014:226) explained that the theme as starting point of the utterance or clause then, the rheme not part of rheme it's mean that after determine the theme there is the rheme beside, the researcher analyzes thematic progression in the that book then the researcher tries to find thematic progression relate the way theme and rheme. As Butt et al (2000:142) defined that thematic progression is the progression of new themes. It has textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way. Thematic progression relates the way themes and rheme concatenate within a text to the hierarchic organization of the text and ultimately to rhetorical purposes. Emilia (2014:241) argued that theme progression in which texts develop

the ideas they present it is classified into three the *first*, reiteration pattern the *second*, zig-zag pattern and the *third*, multiple theme pattern.

Emilia (2014: 225) argued that theme in English can be thought of as that element in a clause or large unit of texts which comes first. Whereas Halliday (1994) argued that theme is the point of departure of the message. In the text certainly consist of given an information and new information such in textbook that has theme-rheme system, theme has given information or give new information. It is important to determine which the given information and new information as Emilia (2014:226) given information as a theme, whereas the new information as rheme.

In addition, this research related representation of clause as message the researcher analyzes clause which one of independent and dependent clause here, in theme as the message that is how the writer construct the information and what the writer put on the text and where and why put the information in the texts. Gerrot and Wignell (1994:82) each clause as a message, which turn part of larger message, a message comes somewhere and leads somewhere. In theme the writer put the information in a clause tell about where the clause is coming from and where it is going to in English clause there are two point of prominence the beginning and the end. The beginning of the clause is where we put information which links the cause and what has come before.

The researcher took the thematic progression as the object of the research because most of the students do not know what thematic progression and its organization pattern is, so that they write without involving the understanding of those terms and the student still find it difficult to organize the messages in their

paragraphs. They are not even really sure about any patterns they apply when there is writing any kinds of text since they just write whatever ideas come to their mind. As the result the students could not write paragraph coherently. The teacher never corrects the coherence of the text so that the students don't know when their writing coherent or not, as it is show on this following a short paragraph:

The most common problem found in the recount text the students put the connections between sentences but it lacks of coherence since the ideas was not completely stated and the writer does not from his view point. It could be seen from the paragraph below.

Table 1.1 The Problems of Coherence in Student Recount Text

My Camping

Last year, my friends and I spent one night at the Sibolangit. We stayed in a small house. It had a big room and garden. First, we made a fire in front of the house. Then we sat around the fire and sang a lot of songs together. After that, we came into house and had dinner and we travelled to the forest of Sibolangit. Finally, we back to our camp and we went to sleep. We woke up very late in the morning and had breakfast. In the afternoon, we went home and we were all very happy.

The students were still difficult to write coherently. For examples "*After that, we came into house and had dinner and we travelled to the forest of Sibolangit*". This sentence is not coherent to the previous sentence because the

writer does not tell completely about the time they did the activity. One of the ways which could help to improve coherence in student's writing will be analyzing by thematic progression. Thematic progression gives a reader orientation as to where the information has come from and where it is going, and hence creates coherence in a written text.

Thematic progression could be seen from the pattern of the theme and rheme used in student's writing. The balance and movement of a clause between theme and rheme will be an essential component in composing a coherence text. If a writer to control the flow of information from theme and 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 thematic progression pattern particularly in recount text.

B. The Problems of the Study

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

1. What 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 Objective of the Study

The objectives of the study are:

1. To investigate the thematic progression patterns used by the students in writing recount text.
2. To investigate the reason of why the students use one of the thematic progression patterns.

D. The Scope of the Study

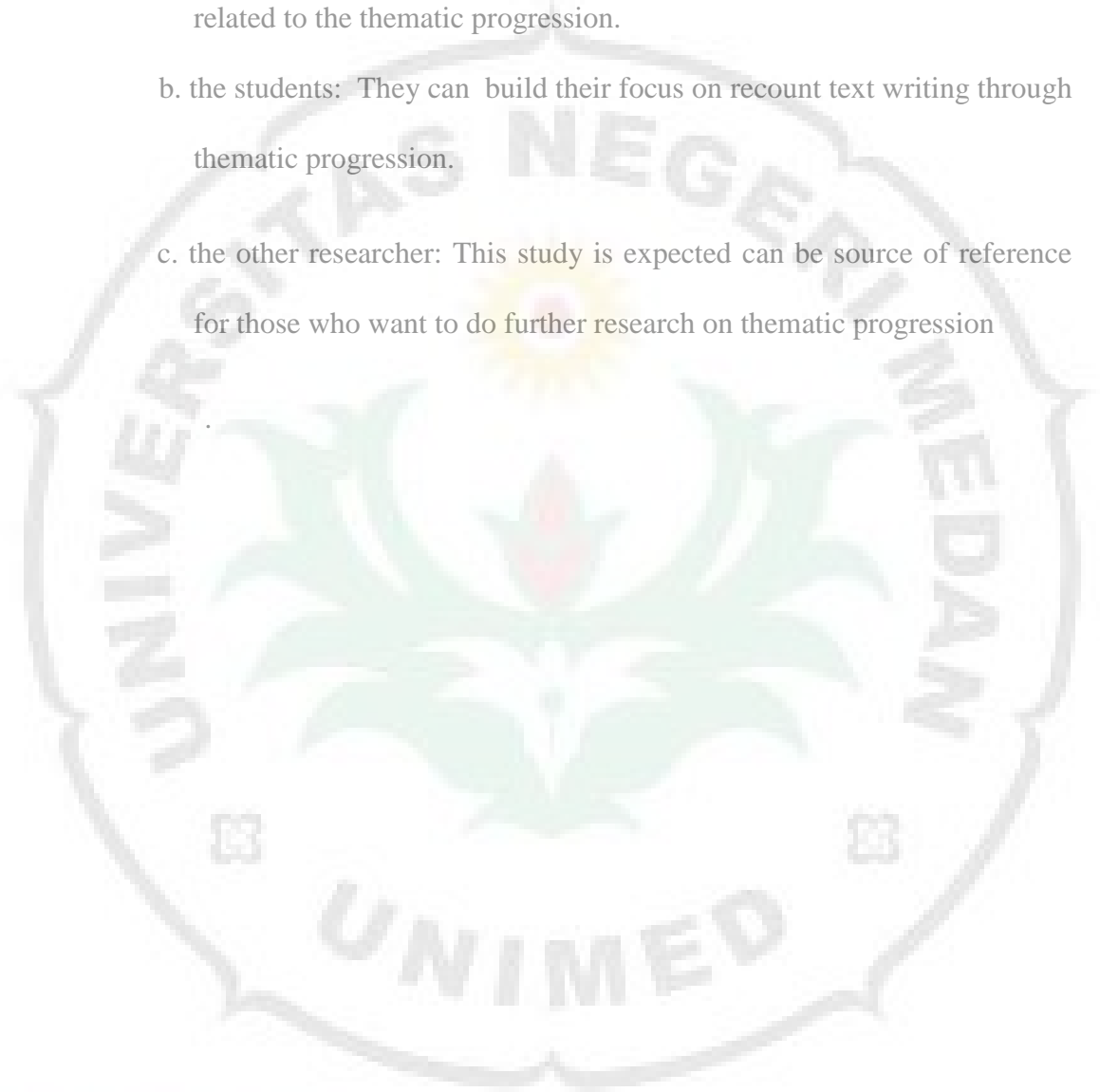
The main scope of this study is focus on student's recount text writing and especially the use of theme, rheme, thematic progression (theme reiteration/ constant theme pattern, zig-zag/ linear theme pattern, and multiple theme/split rheme pattern), at the tenth grade students of senior high school in the first semester. There are 4 parallel classes with 35 students in each class and then the writer takes one class randomly.

E. The Significance of the Study

This study is expected to have both theoretically and practically contributions as follows:

1. Theoretically, the findings are expected to enrich the theories of thematic progression in students' recount text
2. Practically, the findings of this study are 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 build their focus on recount text writing through thematic progression.
- c. the other researcher: This study is expected can be source of reference for those who want to do further research on thematic progression



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