

# CHAPTER I

## INTRODUCTION

### A. 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 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.

Writing is one of the four language skills that are 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.

From the basic competences above, the students are expected and encourage to be able to analyze the social function, the structure, language features and the last is to find out the meaning of descriptive text. In curriculum 2013, writing skills are also included as the important skills which are discussed in every level of the students. For the tenth grade students writing skill is almost discussed in the all topics.

The students need to pay attention to some aspects to write a good writing composition. 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 the 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 sentences logic. So, determining main idea before writing is 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. Wang (2007) explains one aspect that plays an important role in writing is the 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 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 paragraph 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. Coherence is a product of many different factors, which combines to make every paragraph, every sentence, every phrase contribute to the meaning of the whole piece. Coherence in writing is

much more difficult to sustain 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 explicitly and carefully. Due to the absence of non-verbal clues in writing, writers need a guideline to help them to inform their writing's feasibility. The coherence will help writers to check their writing's feasibility by the operation of Theme and Rheme on each sentences and paragraph in their writings.

Halliday (2014:89) defines that Theme is the point of 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 reminder of the message in 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 information 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 to information in the text develops. The development of clause 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 until the last sentence.

Emilia (2014:226) explains 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 purpose. 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.

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 large 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.

Based on the observation in SMA Nurul Amaliyah, the researcher took the thematic progression as the object of the researcher 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 students still find it difficult to organize the message 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 descriptive 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. For example "My mother likes a cat". It could be seen from (Dd) the paragraph below.

#### The problem of Coherence in Student Descriptive Text

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##### My Mom

Yuni Artha is my mother. She is a great person. My mother likes to cook, my mother always takes care of me.

My mother pointed nose, long hair, white skin, fat body, body weight 65 kilograms, sexy lips, wide eyes, thick eye browns. My mother likes a cat. My mother is beautiful, my mother always wear hijab. And my mother is a hero in my family.

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This sentence is not coherent to the previous sentence because the write does not tell completely about these preferred. 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 coherent 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 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 descriptive 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 patterns of Thematic Progression in students' descriptive text?
2. Why are the Thematic Progression pattern realized as they are?

### **C. The Objectives of the Study**

The objectives of the study are:

1. To investigate the patterns of thematic progression in students' descriptive text.
2. To explore the reasons why the pattern of Thematic Progression realized as they are in descriptive text writing.

#### **D. The Scope of the Study**

This study will focus on investigating the patterns of thematic progression and exploring the reasons why the patterns of thematic progression realized as they are in descriptive text.

#### **E. The Significances of the Study**

This study is expected to have both theoretical and practical contributions as follows:

1. Theoretically, the findings are expected to enrich the theories of thematic progression in students' descriptive text.
2. Practically, the findings of this study are expected to be useful for:
  - a. The teacher: they can use it to support teaching and learning materials related to the thematic progression.
  - b. The students: they can build their focus on descriptive 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 researcher on thematic progression.