

CHAPTER I

INTRODUCTION

A. Background Of the Study

In this globalization era, English has an important role to help in various aspects of human life. Some countries in the world also make English as their main language, therefore now English is the most dominant language use in the business sector and several sector of life. English is the mother tongue for more than 400 million people worldwide. Every day millions people use English at work and in their social life. For insance when the head of government meets, English is the language that most often used. Moreover, when the people from different countries meet each other, English is connecting language that always used. The Economist article (2014, p. 8) Notes that more and more global companies have adopted English as their primary language. So, it is very important for us today to mastering English as a world language.

In Indonesia, English is still used as a foreign language that is still limited to learning. However, there are several schools in Indonesia that have made English as a second language. Lauder (2008, p. 9) state that the use of English in Indonesia has developed in the context of developing post-colonial educational competencies, and more recently the need to support development - particularly its role in state education. Any Language has its own system that is different from one another, so does English. As a foreign language, the English language system is different from Indonesian language system. Therefore, English is considered a

language that is very important but difficult to learn. Speaking, reading, writing, and listening are the four skills which are needed to master English. Among these four skills, writing is a way for people to deliver messages (Suparno dan Yunus ,2008, p. 1-3).

The important of learning language is also mentioned on the hadith as follow:

أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ

Rasulullah Shallallahu 'alayhi wa sallam me to learn the Syriac language." [HR. At-Tirmidhi: 2639).

In this hadith the Prophet Muhammad Peace Be Upon Him commanded someone to learned the Syriac language, then someone be able to learned the Syriac language. Thus, the correlation between the hadith and this research is highly recommended to study a language for aim goodness.

Writing is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and global economy (Graham & Perin, 2007, p. 24). In the field of education, such as academic writing assignments requires students to master the knowledge of good writing. Evaluation judgments of the different fields of learning are mainly based upon writing (Muslim, 2014, p. 108.). Students who are skilled in writing can get better grades than those who are not. Otherwise almost college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams (Huy, 2015, p. 56). Moreover, for the purpose of employment, people who have good achievement in writing are more

needed in many job markets. Therefore, being master in writing plays a pivotal role in achieving success (Marzban & Sarjami, 2014, p. 294).

The important of writing is also mentioned on the H.Q. Al-Alaq verse 1-5 as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي
عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمَ (5)

In this verse explained that Allah the Almighty commands to the prophet Muhammad Peace be Upon Him to read and write, while at that time He could not read and write, but Allah The Almighty helped the prophet Muhammad Peace be Upon Him could be read and wrote. Thus, the correlation of this verse to this research is in the Qur'an it is recommended to study, especially in terms of reading and writing, therefore the researcher used essay for this research is to discuss about how to write an essay, what are good an essay structures, and what categories are in the essays. So, after doing this research, the researcher expected to be useful for everyone, especially for the teachers and the students.

However, there are still many problems faced by students in writing essays. According to Seyabi and Tuzlukova (2014, p. 38) investigated that five main types of writing problems are deciding how to start an essay/paragraph; not knowing how to write a correct English sentence; putting the ideas together in a coherent way; choosing the right vocabulary to express ideas and not having enough ideas about the topics that the teachers ask to write about. Among those five problems, maintaining the coherence becomes the main problem faced by the students when they are asked to write. Coherence (Halliday & Matthiessen, 2004,

p. 309) is the internal (resource) for structuring the clause as a message, including the notions of theme and information.

In fact, coherence is an important quality for good academic writing. In academic writing, the flow of ideas from one sentence to the next must be smooth and logical. If in academic writing does not have good coherence, it will be difficult to understand the purpose of the writing. Coherence is achieved when sentences and ideas are connected and flow together smoothly. An essay without coherence can inhibit a reader's ability to understand the ideas and main points of the essay. Coherence allows the reader to move easily throughout the essay from one idea to the next, from one sentence to the next, and from one paragraph to the next (Sherman, Slawson, Whitton, & Wiemelt, 2011, p. 01). Without maintaining the coherence, students only focus almost entirely on the word and sentence levels rather than the level of the whole discourse, that is, textual coherence (Lee, 1998 p. 98). Even though in fact, the thematic organization of the text is closely connected with discourse coherence or text connection (Ren, Cao, Gao , & Li, 2009, p. 141). Because of this problem, students nowadays have very little interest in writing which is so important to fulfill the education requirements (Muslim, 2014, p. 105). Without maintaining coherence, students only focus almost entirely on the level of words and sentences rather than the entire level of discourse, namely the coherence of the text (Lee, 1998, p. 98).

Although in reality, thematic text organizations are closely related to the discourse of coherence or text connection (Ren , Cao, Gao, & Li, 2009, p. 141). Because of this problem, students now have little interest in writing which is very

important for fulfilling educational requirements (Muslim, 2014, p. 105). Nowadays, writing is a serious problem that must be faced by students when they want to graduate from the University. Many of them are trapped in thesis writing, so graduation will be hampered, this may be one of them caused by a lack of students understanding of good and correct thesis writing procedures.

Writing academic essay involves learning to think critically, that is, to identify issues that allow the students to explore the question (analyze), consider the question from a range of different perspectives (critique), and construct an academically credible argument (evaluate) (Australian National University, 2013). The essay is written in paragraphs and has a structure that includes introduction, body and conclusion. In academic essays have many types. Effectively writing different types of essays has become critical to academic success. Essay writing is a common school assignment, a part of standardized tests, and a requirement on college applications.

In order to assess the students' ability and difficulty in writing, analyzing the way the students organize Theme- Rheme and also the interaction of Theme and Rheme on their writing is one of the best ways. Theme is the starting point of a message which the clause is about (Halliday & Matthiesen , 2014, p. 89). Theme as the element(s) which come(s) first in the clause (Gerot and Wignell , 1994, p. 103), And theme is followed by rheme, which is part of the assembly of the new information that the text offers (Cummings, 2003, p. 133). Theme is the given information serving as “the point of departure of a message” (Halliday and Matthiesen, 2004 ,p.64). Plays a major role in organization, communication,

comprehension, and interpretation of a message (Brown & Yule 1983, p. 248). The structuring of language as a message is realized in the thematic structure of the constituent clauses of a text (Jalilifar 2009 , p.83).

Rhyme is the remainder of the message in a clause which theme is developed (Halliday and Hasan, 2004, p. 64-65). Rhyme is the part of a clause that gives information about the theme. Rhyme is the rest of the clause (Gerot and Wignell 1994, p.103). Rhyme constituent of a sentence that adds most new information, in addition to what has already been said in the discourse. Rhyme is usually, but not always, associated with the subject. Theme-rhyme classification refers to the organization of the clause as a message. Theme is what is spoken about, whereas rhyme is what is said about the theme. Steedman (2000, p. 649) argues that a theme is " what the participants have agreed to talk about while a rhyme is the speaker's new contribution on the subject of the theme.

The interaction of Theme and Rheme governs how the information in a text develops. Not (1996, p. 4) says that Thematic Development is necessary for the construction of an optimally coherent and grammatically cohesive structured text. The study of Thematic Development is rooted in work on Systemic Functional Linguistics (SFL). Eggins (2004, p. 324) elaborates thematic shifting that can be attained either 'coincidentally', with the new theme coming outside the text, or cohesively, it is also called as thematic progression. Thematic progression is the pattern of paragraphs, it can be seen from the theme and rhyme in each clause in the sentences. Eggins (2004, p. 324) divided the Thematic Progression

into four main types, including Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression.

Studies have illustrated the usefulness of Theme and its Thematic Development as a tool to characterize EFL/ESL writing as successful or less successful in terms of coherence (Jing, 2014, p. 178). Besides, EFL/ESL students are yet to learn what kind of information to place in the Theme position and how to continually pick up the information which is already in the text and repeat it in some way become aware of what the key concepts are and how the key concepts are being developed (Hyland, 2004, p. 244).

Based on informal interview with any students of UIN Antasari Banjarmasin, most students does not even know what is rheme , themes, and organization patterns. Thus, they write without involving understanding these terms. They are not even really sure about the pattern they have when they write all kinds of texts because they only write any ideas in to their mind.

Different as what Rakhman (2013 , p. 65-74) found when examining the paragraph writing of nine high school students at SMA Kartika Candra 3 Bandung exposition texts from low, middle, and high level of achievement, she revealed that the applications of Thematic Development Patterns to scientific texts have been carried out. The students organized their ideas in three ways of Thematic Development, including Simple Linear, Constant Theme, and the Multiple Theme or Derived Theme. Marfuaty's study (2015 , p. 109-130) about analyzing Thematic Development on the opinion section texts of The Jakarta Post also found that the texts used all the four Thematic Development Pattern which are Simple

Linear, Constant Theme, and Multiple Theme or Split Rheme. While Soepratmadji (2009, p . 28-40) who examined Thematic Development in Thesis Abstracts Written by English Students of FBIB Unisbank Semarang found that the result of which indicates the Split Rheme (77%) is realized in the abstracts and Derived Theme (23%) is also noticed.

Although most of the students of UIN Antasari Banjarmasin have not know what Theme-Rheme and organizations pattern, academic essay writing written by students must have the Rheme-Theme and also the pattern applied to connect the two terms. Which Thematic Development Pattern is the most applied, no one knows for sure. In addition, by analyzing Thematic Development in student writing, it can show students' ability to organized their ideas and make their sentences coherent (Wang, 2007, p. 32). By using the Thematic Development Pattern theory by Eggins (2004) as a framework, this study is intended to determine the Thematic Development Pattern which is mostly applied to the writing of students' academic essays.

B. Research Questions

Based on the pobleom of the study above, this study aimed at answering this questions:

1. What kind of thematic progression pattern used by the students in writing academic essay?
2. How do the students organize the theme-rhyme in their writing?

C. Objective of the Study

The objective of the study are:

To identify the theme-rhyme in their writing academic essay and to find out which thematic development pattern is mostly applied on students' academic essay writing by the fifth semester of UIN Antasari Banjarmasin

D. Significance of the Study

It is expect that this study will give some information to the development of language teaching and learning, especially understanding of Thematic Organization Pattern. Therefore, the study hopefully can be beneficial for lecturers, especially those who teach writing courses, to know the concept of Thematic organization pattern as the important elements of writing that can influence the students' success or failure in organizing their ideas and maintaining the coherence while writing academic essay. Knowing about how important Thematic organization pattern is, the students themselves would also know how to make good academic essay writing with well-organizing ideas and coherence by applying the term of Thematic organization pattern.

E. Definition of Key Terms

To avoid misunderstanding the terms used in this study needs to define:

1. Theme

Theme is the first clause or the main idea of the sentence that speaker and writer are talking about.

2. Rhyme g

Rhyme is what speaker or writer says about the main idea.

3. Thematic Progression Pattern (Thematic Development Pattern)

Thematic Progression Pattern is the exchange or linking between theme and rhyme in the paragraph of the text.

4. Essay

Essay is an article that describes the opinion of the author about a particular subjects or topics.