

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, research question, objective of the study, significant of study, and definition of key term.

A. The Background of The Study

According to Coffin (2005) “the main point of teaching and learning process in higher educational level is writing” (p.245) while according to Hyland (2003), agree “the previous statement by argues that “writing’s position is very fundamental among the other skills such as listening, speaking and reading” (p.xv). Among those skills writing is a way for people to deliver messages with the media called written. The free dictionary point out that written text is something written, especially copied from one medium to another, as a typewritten version of dictation.

Written text is one of the important manifestations of human language. Human are able to deliver information, opinion or something similar to other through writing some texts. Meanwhile in the field of education like academic writing, student need to master or at least know how be able to write a good writing. Also, writing normally being one of the regulations for scholarship by writing an essay. Writing is a way to create a note or information on the paper by things like a pen. Moreover, written text can be delivered through electronic and information technology media these days.

Therefore, how important writing in our daily activity is mentioned on the holy book of Al-Qur'an. Al-Baqarah verse 282

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَدَايَنْتُمْ بِدَيْنٍ إِلَىٰ أَجَلٍ مُّسَمًّى فَاكْتُبُوهُ وَلْيَكْتُب بَيْنَكُمْ كَاتِبٌ بِالْعَدْلِ وَلَا يَأْب كَاتِبٌ أَنْ يَكْتُبَ كَمَا عَلَّمَهُ اللَّهُ فَلْيَكْتُبْ وَلْيُمْلِلِ الَّذِي عَلَيْهِ الْحَقُّ وَلْيَتَّقِ اللَّهَ رَبَّهُ وَلَا يَبْخَسْ مِنْهُ شَيْئًا فَإِنْ كَانَ الَّذِي عَلَيْهِ الْحَقُّ سَفِيهًا أَوْ ضَعِيفًا أَوْ لَا يَسْتَطِيعُ أَنْ يُمِلَّ هُوَ فَلْيُمْلِلْ وَلِيُّهُ بِالْعَدْلِ وَاسْتَشْهِدُوا شَهِيدَيْنِ مِنْ رِجَالِكُمْ فَإِنْ لَمْ يَكُونَا رَجُلَيْنِ فَرَجُلٌ وَامْرَأَتَانِ مِمَّنْ تَرْضَوْنَ مِنَ الشُّهَدَاءِ أَنْ تَضِلَّ إِحْدَاهُمَا فَتُذَكِّرَ إِحْدَاهُمَا الْأُخْرَىٰ وَلَا يَأْب الشُّهَدَاءُ إِذَا مَا دُعُوا وَلَا تَسْأَمُوا أَنْ تَكْتُبُوهُ صَغِيرًا أَوْ كَبِيرًا إِلَىٰ أَجَلِهِ ذَلِكُمْ أَقْسَطُ عِنْدَ اللَّهِ وَأَقْوَمُ لِلشَّهَادَةِ وَأَدْنَىٰ أَلَّا تَرْتَابُوا إِلَّا أَنْ تَكُونَ تِجَارَةً حَاضِرَةً تُدِيرُونَهَا بَيْنَكُمْ فَلَيْسَ عَلَيْكُمْ جُنَاحٌ أَلَّا تَكْتُبُوهَا وَأَشْهِدُوا إِذَا تَبَايَعْتُمْ وَلَا يُضَارَّ كَاتِبٌ وَلَا شَهِيدٌ وَإِنْ تَفَعَّلُوا فَإِنَّهُ فَسُوقٌ بِكُمْ وَاتَّقُوا اللَّهَ وَيُعَلِّمُكُمُ اللَّهُ وَاللَّهُ بِكُلِّ شَيْءٍ عَلِيمٌ

In this verse explained that Allah the Almighty commands to the human being who has a debt, they have to write it down and those who borrow have to dictate it clearly. The debt that has written is more equitable, trust, and less doubt among themselves. Thus, the correlation of this verse to this research is in the holy book Qur'an it is recommended to write something important like make an agreement and can be proper evidence.

Recount means retell, so this is the type of written text that purpose to inform the reader about something that happened in the past. Based on Gerot (1995)

“recount text is retelling past event determine to entertain or inform others what happened and when it happened” (p.194). According to Anderson (2003) “recount text is a text that student can learn such as personal diaries, letters, biographies, and speeches” (p.49).

Recount text is one type of text that students have learned even before study in university. As theories above, it can be assume that recount text is retelling something that happened in the past. It can be about event or experience, and purposes to entertain the reader. Students must be familiar with this kind of text. Even though students have studied recount texts before university state, still some of them find difficult in organize the word while writing.

Basically, Based on Thompson (2014) theme and thematic progression are a great aspect of “how speakers construct their messages in a way which makes them fit smoothly into the unfolding language event” (p.117). Pursuant to Halliday (2004) “the theme is the starting point of a message, that which the clause is about” (p.89). While according to Cummings (2003), “rheme is part of the assembly of the new information that the text offers from theme” (p.133). Regarding to Danes (1974) “Theme and rheme are connected above themes in various ways, picking up or repeating the main concepts and developing them further. These are correlations form patterns of thematic progression” (p.114-115). In conclusion, theme and rheme has the important part in how Thematic Progression work. Because, without both of them we can’t decide how Thematic Progression begin and connected to each clause.

Thematic progression is the study that has been deeply conducted. This may be due to its crucial contribution to the focus and the flow of information in a text. Patridge (2006) thematic progression is a term which indicates to “the way in which the themes of a clause may pick up, or repeat, a meaning from a preceding theme or rheme” (p.148). According to Rorvik (2003) the topic of thematic progression study is interesting because it is one of the factors that “contribute to make a text, as it were” (p.245).

The researcher held the research at Lambung Mangkurat University Banjarmasin on the fifth semester students, since English Department in there has been accredited ‘A’. Based on discussion with a lecturer who teach writing subject at Lambung Mangkurat University Banjarmasin through chatting application, students were able to create recount texts since they had writing classes before. Also they knew about what Thematic Progression is when they learn cohesion and coherence in writing class. However, Thematic Progression has important role in coherence of a text so students need to pay attention and be aware while they write recount texts. In addition, by identify thematic progression in students writing, the researcher wants to know more closely about it, the researcher conduct a study under the title “*Thematic Progression in Students Recount Texts*”.

B. Research Questions

Based on the background above, this research was conducted to answer the main problem:

1. What kind of thematic progression pattern in the recount texts used by the fifth semester student at Lambung Mangkurat University Banjarmasin?
2. How do the student organize the theme-rheme in their writing?

C. Objective of Study

This research was intended as below:

1. To find out which thematic progression in students recount texts that applied by the fifth semester student at Lambung Mangkurat University Banjarmasin.
2. To find out how students produce theme and rheme in their writing.

D. Significance of Study

1. Theoretical

- a. The researcher hope the finding of this research will contribute and useful for reader especially for college student and be good reference for the next researcher who want to conduct a research in the similar field.
- b. The researcher expects that this research will give information which thematic progression that students normaly used.

2. Practical

- a. For the Student

Hopefully by this research students will know about how necessary thematic progression is and student will be able make a good writing.

- b. For the Lecturer

This research expects to help the lecturer to guide the student in learning thematic progression pattern, since those has an important role in coherence of writing text.

E. Definition of Key Term

1. Theme and Rheme

Theme is like the head of idea and comes up at the first of clause, or can say the starting point of a message that discuss which the clause is about. While rheme is part of the assembly of the new information that the text offers from theme. Rheme is what the writer state related to the theme, basiccally rheme is comes after theme. The researcher need to analyzed the theme and rheme that written in recount text.

2. Recount Texts

Recount text meanns retell, it purpose to inform the reader about something that happened and when it happened. It refers to recount text that written by the fifth semester students that the researcher analyzed how thematic progression in students writing. The topic about their writing is 'best experience'

3. Thematic Progression

Thematic Progression is the way pattern use to extend theme and rheme in the clause in students recount text. So, there are four patterns of Thematic Progression based on Eggins, they are *Constant Thematic Progression (CTP)*, *Simple Linear thematic Progression (SLP)*, and *Split Rheme Progression (SRP)* that the researcher identified.