

## CHAPTER I INTRODUCTION

### A. Background of Study

There are four skills that need learner study and master at in learning English, the skills are writing, listening, speaking and reading. Therefore, this research the researcher conducted one of those skills above. It is related to reading.

According to Grabe (2009, p.15) implied that reading is the set of skills and processes used in reading to anticipate textual information, select important information, organize and mentally summarize information, monitor comprehension, and resolve comprehension breakdowns. Reading is a strategic process that requires the reader's effort to adapt the output to the readers goals.

Reading is an activity that uses to get information and knowledge from the texts. While reading texts, the readers need to process what they read and understand them to something that they knew before. Reading is commandment by Allah SWT which delivered in Al-Qur'an Surah Al Alaq verse 1-5 as cited;

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۙ ۱ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۚ ۲ اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۙ ۳ الَّذِي

عَلَّمَ بِالْقَلَمِ ۙ ۴ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۙ ۵

From the verse above, Allah SWT command to the human being to read. The meaning of read here are to learn, to do research and explore knowledge. Allah SWT asked the human to read more in purpose to increase

our knowledge, the more human read the more human get knowledge. Human can explore the world by reading. Read is like the keys of knowledge because by reading a lot will get more insight towards life.

In reading process, the readers could understand the text easier if the text is coherence. The goal to make readers more understand text that they read by reading a good text. A good text considered by thematic progression with a consistency patterns, so it could be created a coherence of a text. In creating thematic progression, it builds by the connection theme and rheme among clauses.

Based on Halliday (2014, p.89) Theme is like the starting point of messages which what the clauses discuss and Theme followed by rheme, persuade to Cummings (2003, p.133) rheme is part of body the new information that the text offers. Basically, theme is the first point in the clause and following by rheme as the information. In conclusion, the theme and rheme connecting each other so they could not be separated.

Regarding to Eggins (2004) thematic progression is the exchange of information between both theme and rheme that pairing in a text called thematic Progression (TP). Additional from Patridge (2006, p.148) thematic progression is a pattern that indicates to “the way in which the themes of clause may repeat, or pick up, a meaning from a preceding theme or rheme. In other word, thematic progression is pattern arrange by theme and rheme each clause.

Thematic progression divided into several patterns. The researcher used the classification of thematic progression by Eggins. According to Eggins

(2004) named three patterns of TP as follows: Constant Thematic Progression (CTP), Simple Linear Progression (SLP), and Split Rheme Progression (SRP). Those are the patterns that the researcher identifies.

The textbook is a publication that is most often used by teachers as teaching materials or teacher handbooks. Hutchinson and Torres state that “the textbook is an almost universal element of (English Language) teaching. Warren states that “a textbook is printed instructional material in bound form, the contents of which are properly organized and intended for use in elementary or high school curricula”. Hamilton (1990) in *Paradigm- a Journal of the Textbook Colloquium*-argues that a textbook is any book or book, including hardcover or paperback, certain newspapers, newsmagazines, and workbooks written and intended to be used with manuals that students must use as text or text. It may be a substitute. Substitute in a particular class or program as the primary source of learning materials designed to implement much of the curriculum.

Therefore, the text of the book plays an important role in teaching. As used in Language Development Unit Team at UIN Antasari Banjarmasin. In this lesson the teacher uses an English text book entitled "Your English Partner". The researcher wants to identify the Thematic Progression pattern in text book “Your English Partner” by Language Department Unit Team.

## **B. Definition of Key Terms**

### 1. Theme and Rheme

The meaning from theme is the first point that comes up in the clause and following by rheme as the explanation of theme. In this research the theme and rheme indicated to what the researcher found in the textbook.

### 2. Thematic Progression

Thematic progression is term that arranged by theme and rheme in each clauses. The thematic progression in this research intends to thematic progression patterns in the English textbook. The researcher classified the pattern regarding on Eggins theory, there are Constant Thematic Progression (CTP), Simple Linier Thematic Progression (SLP), and Split Rheme Progression (SRP).

### 3. Textbook

The textbook is a publication that is most often used by teachers as teaching materials or teacher handbooks. The textbook in this research is refers to English textbook were used by Language Development Unit Team at UIN Antasari Banjarmasin. In this lesson the teacher uses an English text book entitled "Your English Partner".

## **C. Research Questions**

Based on the background above, the researcher proposes the following problem into what kind of thematic Progression patterns apply in English reading Text of Book in “Your English Partner Unit 1-4”?

**D. Objectives of Study**

This study intended to identify the Thematic Progression pattern in text book “Your English Partner” by Language Department Unit Team in reading unit 1-4.

**E. Significance of Study**

## 1. Theoretically

- a. In theoretical development, the researcher hopes that this study will contribute and useful for reader especially English department or other student and hope can be consideration as a good reference for next researcher.
- b. This research can enhance the theory linguistic about the thematic progression in textbook.

## 2. Practically

## a. For the teachers

This study also would facilitate the teacher to develop their teaching about coherent text. The researcher can give more explanation of thematic progression in textbook.

## b. For the students

The student is well-understanding how thematic progression meaning realized in English textbook and can enrich their knowledge about types of thematic progression pattern which will found in English textbook especially in reading field.