

CHAPTER I

INTRODUCTION

This chapter presents; the background, research questions, research purposes, significances, research framework and previous research.

A. BACKGROUND

The research aims to analyze argumentative text written by students using patterns derived from Thematic Progression found in Systemic functional grammar. Argumentation text is a text where the author shows his perspective on something into writing to the reader (Özdemir, 2018). To write argumentative text, students' abilities can be measured by their mastery of its grammar, structure and coherences of their writing. In assessing or measuring the coherence of their writing, it takes the right ideas or progress, which can use Thematic Progression. Thematic progression serves to identify coherences of a sentences or themes-rhemes that are related from one sentence to another by using patterns available in thematic progression (Halliday & Matthiessen, 2013).

Thematic progression serves to identify themes-rhemes that are related from one sentence to another by using patterns available in thematic progression (Halliday & Matthiessen, 2013). Therefore, this research aims to analyze some texts made by students using patterns available in thematic progression, that are Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression (Paltridge, 2006 cited in Adawiyah, 2017). Thematic progression can be used to analyze the coherence of a sentence in a text. One of the texts that can be used for Thematic Progression analysis is argumentative text. Argumentation text is a text where the author shows his perspective on something into writing to the reader (Özdemir, 2018). Although it only shows the author's point of view, the argumentation text is one of the texts that is considered quite difficult to write (Crasnich & Lumbelli, 2005; Gárate & Melero, 2005 cited in Ananda, (2018). One of the difficulties encountered in writing an argumentation text is in organizing the argument to be an efficient argument (IELTS, 2017 cited in Ananda, (2018). As cited in Ananda (2018), Starkey (2004) explains that it is

important in writing text arguments to pay attention to the proper arrangement of the writer's ideas on the text. Starkey (2004 cited in Ananda, 2018) also adding the right composition of text in writing can provide benefits and convenience for the reader. Therefore, this research also aims to analyze the accuracy of organizing of writing by using patterns in thematic progressions, which are Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression (Paltridge, 2006 cited in Adawiyah, 2017).

B. RESEARCH QUESTIONS

From the research background, the research problem are formulated into two following questions.

1. What kinds of thematic progression used by EFL Students in their argumentative text?
2. How does the Thematic progression contribute in the argumentation development?

C. RESEARCH PURPOSES

From the research questions above, the research purposes are stated into two following puposes.

1. To find out thematic progression used by EFL students in their argumentative text
2. To find out the contribution of Thematic progression in the argumentation development

D. RESEARCH SIGNIFICANCES

There are two significances for this research, such as; Theoretical significances and Practical significances.

1. Theoretical Significances

This research is expected to be a source of information to teachers and students, be able to improve students' ability to write using thematic progression. This research also become additional information to teachers and students about the benefits of using thematic progression in order to produce good writing. Because by knowing

the types of thematic progression, the teacher and students are expected to know how to produce good writing and coherence.

2. Practical Significances

a. Students

The results of this research is expected to make students' argumentative text has coherences for each sentence

b. Teachers

The results of this research are expected to be knowledge for teachers, that a good writing is a writing that has coherence between one sentence and another. To observe the coherence, teacher can use theory from *SFL* about *Thematic Progression*. Therefore, this research is expected to give teachers knowledge of coherence in one text that is Thematic Progression, which can be useful to teach their students.

E. RESEARCH FRAMEWORK

Systemic Functional Grammar or Linguistic, first introduced by Michael Halliday and Matthiessen (2004). As said by Matthiessen (2009), systemic functional grammar is about taking a source perspective rather than a rule perspective, and aim to display the whole grammar system not just its parts. In other words, systemic functional grammar is related to language and process.

On the other hand, Systemic Functional Grammar also provides tools for analyzing the text's coherence. The development of the tool for analyzing text's coherence usually called Thematic progression or Thematic development (Adawiyah, 2017). Thematic progression in Systemic Functional Grammar is commonly used as an instrument to analyze text written by someone (Yunita, 2018). There are several reasons why Thematic Progression is appropriate for analysis. First, Thematic Progression is used to arrange text in a coherent way (Butt, Feez, Spinks, & Yallop, 2000 cited in Yunita, 2018). Second, this can also be used to represent the text development (Grabe & Kaplan, 1996 cited in Yunita, 2018).

There are several types of Thematic Progression. This research divides thematic progression based on type-based classifications on Danes (1974 cited in Adawiyah,

2017), that are Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression (Paltridge, 2006 cited in Adawiyah, 2017). Here's a brief explanation for the type of thematic progression which cited in Bloor & Bloor (2004) :

1. Simple Linear Progression explains that the Rheme from one clause become a Theme in another clause.
2. Constant Theme Progression explains that the Theme from the first clause is taken and repeated then become the same Theme in another clause.
3. Split Rheme Progression explains when the Theme from a clause has two components and each of which is turn as the Theme in another clauses.
4. Derived Hyper-Theme Progression explains that a Theme in a first sentence is divided into several Themes in subsequent sentences.

For the rest of explanation will be explained in the next chapter.

In using Thematic Progression ideas that develop in a text, the text used in this research is Argumentative text. Meanwhile, the Argumentative text is writing where the author expresses his/her own view of an issue and also tries to refute a topic based on the author's view (Özdemir, 2018). Authors in this argumentative text are asked to explain why he/she supports or denies certain issues. However, according to Knudson (1992 cited in (Özdemir, 2018), authors are not only asked to express their strong ideas on an issue or topic which being discussed, but they must be wise and responsible for a successful argumentative text.

In writing argumentative text, students are usually not aware of the use of the Thematic Progression system. They only pay attention to mechanical terms such as punctuation, grammar, spelling, and others. However, academic discourse, such as the Thematic Progression system is also important. As Emilia (2014: 226 cited in Fauziyanti, n.d., 2016) stated *theme* in Thematic Progression is writer's starting point. Also as stated by Paltridge (2015), Thematic Progression is a term refers to "the way in which the *theme* of a clause may pick up or repeat". Therefore, the identification of the Thematic Progression system is important to explain how the text is organized by the student.

F. PREVIOUS RESEARCH

Research related to thematic progression has been widely investigated. First, the research by Robi'ah (2017) revealed that there are still a lot of grammatical errors found in all the student writings, which on average all students only use one pattern from several patterns of thematic progression, that is Simple Linear Progression. Second, the research by Siti (2014) examined each pattern in the text. The results show almost all the patterns in the thematic progression are in the article, which are Simple Linear Progression, Constant Theme Progression, Split Rheme Progression, and Derived Hyper-Theme Progression. However, this research is different from previous researchers. If the researcher previously examined the essay text and opinion article, this research focused on different text genres namely argumentative text. In writing an argumentation text, it is important to organize the argument to be an efficient argument. Therefore, this research purposes to analyze coherences and organization of an argumentative text written by EFL students. In particular, this research aims to analyze the Thematic Progression patterns of an argumentative text written by EFL student of English Education Department in UIN SGD Bandung.

