

CHAPTER II

THEORETICAL FRAME WORK

2.1 Relevance Theory

2.1.1 The Nature of Writing

Writing is essential skill on language teaching besides reading, listening, and speaking. It should be teach to the students, with the purpose is the students can produce a written. Writing is the learning process of writer experience that changed become a text form and allowing the writer to discover, develop, clarify, communicate thought and feelings as free they want, because it's require and supports the development of our thinking skills. Therefore, Heaton (1997 : 135) says that writing is complex cognitive activity in which ideas are normally delivered in printed language form and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental element. Furthermore, writing paragraph is a process of expressing thought, felling, thinking and experience. Harris (1974: 34) increase, that writing paragraph can be used by students to express their ideas and point of view. Writing is also can improve students' language and stimulate the students' ability in writing. Therefore, writing is an important skill in language learning, to make a better writing, it is need to consider some steps, structure, and other components of language that related to this skill.

Based on the previous explanation, it can be concluded there are four language skills in English, namely reading, listening, speaking and writing. Writing is one of those skills that student should mastery. Writing is a productive skills, it's needed more comprehension to learn. Productive skill is the way of someone to express his feelings or thought based on the ability of the author.

2.1.2 Definition of Writing

Writing is the way to produce our idea in written form. In the process of language learning there are four language skills that should be studied by the students, namely: listening, speaking, reading, and writing. Based on the four skills of English, Spratt (2006 : 26)states that writing is one of categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it. Although both writing and speaking are productive skills, those two skills are basically different in various way. As stated by Bachany (2003), writing is slightly different from speaking in term of communication context. Speaking is always intended for face to face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to readers who are actually separated by both time and space distances. Therefore, it requires clearer and more comprehensive message. In other words, when people communicate orally, they can use features of speaking such as pitch, rhythm, pauses that enable them to get feed backs from the listeners.

Warriner (1986 : 399) suggested that writing needs critical thinking in developing paragraphs along with cause and effect, examples, facts, statistic and other crucial supporting details. The essential steps should be taken into account might be choosing the topic, gathering information, classifying information, Rearrangement information and writing the third draft.

Based on Warriner explanation, when the writer will write something, the writer should all about of material in writing not only the title, the content, ending. But the first the writer should to know what cause and effect of something that the writer will write, who the readers, and then the writer should to know what step they will do in writing.

Furthermore, Tarigan, (2007: 7-8) suggests that a good writing are : a) the writer knows how to deliver in written form, b) the writer knows how to construct sentence based on his/her opinion and c) the writer knows how to express his/her self in good manner, that was how to express his/her opinion in harmonious language. A good reader always looks for reading materials with high quality of content. Thus, it is clearly that emotional correlation between the writer and the reader.

Nunan (1985) stated that writing is clearly complex process, and competence of writing is fluently accepted is being the last language skill to be accurate. Before the students begin to write, they should master the language units as to make the

coherence paragraph. This knowledge will be use full for the students and important to make the student understand easily about the explicit idea of writing.

Based on the explanation above, the writer can conclude that writing is a process of expressing idea, feeling, thought, and opinion in written form. It can be done by various ways to construct writing for example by cause and effect, examples, facts, statistics, and other crucial supporting details. Therefore, writing is a good way to express the idea, opinion and thought. When the students write a text, they should pay attention with coherent and cohesion.

Furthermore, Raimes (1983) states that there are eight writing components that should be considered by a writer in order to produce a good writing. There components are: 1) Grammar: rules of verb, agreement, pronouns. 2) Mechanicals: handwriting, spelling, punctuation. 3) Organization paragraphs, topics and supports, cohesion and unity. 4) Word choice: vocabulary and idiom. 5) Purpose: reason for writing. 6) Audience: readers. 7) The writer purpose: getting ideas, getting started, writing draft, and revising. 8) Content: relevance, clarity, originality, and logic.

2.1.3 Aspect of Writing

In writing, the aspects include the use of vocabulary, structure of the sentence, spelling, and punctuation. Aspect of writing, are important to master in order to be able to produce a good writing. Writing is one of productive skill is considered difficult to learn, especially writing foreign language.

According to Hughes (1989: 91-93) there are five aspects of making the good writing. They are:

1. Grammar

The knowledge of basic grammar is essential for an understanding of language and it is the basic to become a successful in writing. Without knowledge of grammar, the writer cannot make the language communication which is acceptable for several variety of reader from different situation and background. In addition, grammar is the system and structure of language. It embodies all the principles by which that language works. All good writing begins with an understanding of the fundamentals of grammar.

In writing a paragraph, the knowledge of writer's grammar is important. In this case, understanding grammar may create a good writing quality. For example, descriptive uses present tense in the sentence structure. Of course, there are other aspects of writing to make a good writing such as, unity, coherence, vocabulary, organization, etc.

2. Vocabulary

A good writing is made of words that suitable with its subject and its expected audiences, so they can explore more deeply about what ideas they want to express properly.

From the statement of the vocabulary given above, it can be conclude that vocabulary at least embraces two meanings. One deal with particular person's knowledge of words and the other deals with the explanation of the meaning of the words build language.

3. Mechanics

Mechanics include some matters as spelling, punctuation, and capitalization. Spelling is importance in order to make a meaningful writing. A confusion of meaning may occur with misspelling. The meaning will change if a word is misspelling and the whole meaning of writing maybe touched by a change. Punctuation is a command for the reader to raise his voice or drop his voice of drop his speed and he is going to stop. If the writer misses to put punctuation mark, the meaning will change

4. Fluency

Fluency is the ability of the students in arranging the sentence smoothly and easily. Besides that, a paragraph should be have the appropriate structure and vocabulary, and it makes the reader will understand what the paragraph talk about

5. Form (organization)

It is important for a paragraph to have form (organization), which means that all of the sentences only have one main idea. It is concluded that every supporting sentence must directly explain or prove the main idea, which is stated in the topic sentence. If the sentences in the paragraph do not directly relate to the main idea, the paragraph will not have a good form (organization).

From explanation above, it can be concluded that the writing skill of mechanical conventions sensitively to appropriate diction, and the ability to handle large rhetorical function including paragraphing, unity, organization, and adapting the representation to the topic and audience.

Moreover according to Harris (1997) in Syafi'i(2014 : 137), there are five aspects to make a good writing. The aspects are:

1. Content

Content consists of the substance of writing and the ideas expressed. The development of ideas is through personal experiences, illustrations, facts, and opinions. Quality of writing depended on the ideas. If the ideas expresses have good quality, readers will be interested in redoing.

2. Form (organization)

Writer should has text organization in their writing. Besides that, their ideas should be with logical flow.

3. Grammar

In writing, grammar is the key in written communication. Grammar is the rule that put together meaningful and part of the word of language to communicate messages in comprehensible manner. Good basic grammar will be the last result in a good writing. Good writing must be show the correct basic grammar. Knowledge of grammar is a basic to successful writing and to build a sentence. It is very important for students to mastery the grammar of English to build correct sentence as basic to be successful in writing.

4. Style

Style is choice of structure and lexical item to give a particular tone flavor for writing. So, a writer can provide a different style in writing. It will give a particular tone flavor which different with other, so that to make the readers interested.

5. Mechanics

Mechanics include some spelling, punctuation, and capitalization. Spelling is a prior aspect to make a meaningful writing. When writing

a paragraph a writer must use correct punctuation. Punctuation has a role in helping readers to get information. If the writer put the punctuation the meaning will be change.

Based on the explanation above, there are many aspects that can help the writers to make a good writing. It means that the aspects of writing are a tool of writing. Through five aspects of writing above, students are able to express their idea into correct and meaningful sentences and paragraph. In this research, the researcher adopted Hughes opinion about aspects of writing, because it can help students in writing a good text in English.

2.1.4 Purpose of Writing

The writer has some purposes in writing to convey messages to the reader. No matter what kind of writing the writer do, writer should have a specific and clear purpose. It can be done by selecting right word and suitable sentences structure to convey the intended meaning.

Grenvile (2001: 01) states that there are three purposes of writing: to entertain, to inform, and persuade.

1. To entertain

Writing to entertain general takes the form of imaginary of creative writing. It is mean that the writers need to use their creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on subjects, places, and events. It can be seen in newspaper or magazine.

3. To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that the readers follow writer's opinions and act upon it.

Based on the explanation above the writer concludes that, writing should have a purpose. No matter what kind of writer do, it should have a purpose that can make a reader more understand what passage that they already read. There are three purposes of writing, the first to entertain the readers, second one to inform the readers, and the third to persuade the readers.

2.1.5 Purpose of writing in Junior High school SMP 3 Tambang

Writing is not easy for the students. They are many aspects that students should to know before they want to write something. The students need building

knowledge. Besides that, the writing has some purpose that will make the students success in the future. Good writing will have a positive effect for the student.

Purpose of writing in SMPN 3 Tambang based on syllabus of school curriculum (2006) purpose of writing is the student should express the meaning in functional text and simple sort essay in form of descriptive and recount to interact with the environment. In this study the writer focus only in descriptive text, because this kind of text becomes problems for the students and it need to be solved immediately. Thematic progression method will apply to improve the students writing descriptive text.

2.1.6 Process of writing

Writing is not easy work. It takes time to study and practice to develop this skill. When the writer will write something, she has already been thinking about what to say and how to say it. But she is not just putting word into sentences and sentences into a paragraph because she should keep the purpose and think the fact, they must select the words which are relevant with the topic.

Then, after the writer finished writing, she should read over what they have written and make changes and corrections. The writer wills writes and revises, and writes and revise again until she is satisfied expresses exactly what she wants to say. Therefore, writing is never one steps actions, it is a process that has several steps.

Harmer (2004: 4-6) said something about the process of writing and the stages a writer goes through so as to produce a piece of writing. He suggests four main elements: planning, the writer has to think about three issues (purpose, audience, and content structure). Drafting is the first version of a piece of writing, editing (reflecting and revision), and finally the final version.

In addition, Meyer: (2005: 03) explains that there are three steps to write well. Those are:

1. Exploring ideas

First, writing involves discovering ideas. Before writing, let writer mind explore freely. Second, record those thought by writing whatever the writer can. As in speaking, the writer must have something to say, a reason for saying it, and someone to whom the writer talk.

- a) Your subject

Before writing, ask yourself “what is the subject or the material do students want to write about and what do the writer know about it?” the writer must select and narrow your subject from the general that you will practice doing in the exercise that follow.

b) Your purpose

After deciding the subject, now ask yourself, “What is the purpose?” communicating always has a purpose: to inform, to persuade or to entertain or may be to do all the three.

c) Your audience

After deciding your subject and your purpose, ask yourself “who is the audience?” the answer will determine what you say about your subject and what purpose you hope to achieve. You may need to provide a lot of evidence to persuade a reader who does not agree with your opinion, but provide far less for someone who tends to agree with you

2. Pre – writing

Require rearranging ideas, developing further ideas, cutting out ideas that do not support your point, and change the wording of your sentence.

3. Producing the final copy

There are two steps in producing the final copy, they are :

a) Editing

After you have revised your paragraph, you can edit your work. Check it carefully. Focus on grammar, word choice, verb forms, punctuation, and

spelling. Read the paper more than once. Copy it over or print it out again with all your corrections. This draft should be neat and should represent your best effort.

b) Proofreading

The final stage in revision process is proofreading. That means carefully your draft more than once to check that your revisions and editorial changes.

According to the theories above, it can be concluded that writing is not easy. The writer needs a time to produce a text. Not only the time, should the writer to know what the idea that the writer will write. There are three steps to write first exploring idea, second pre – writing, third producing final copy.

2.1.7 Process of writing at SMPN 3 Tambang

According to the teachers' explanation of SMPN 3 Tambang, Writing is one of hard skill that make them should pay attention more, because in syllabus the students are asked to write some texts, namely descriptive text and recount text. There are some steps of students writing: (1) the student should pay attention with the teacher explanation. (2) The teacher should be able to make the students interested with the material about. (3) Then the teacher tries to make the students imagine what they are going to write. (4) After that the teacher asks the students try to write about what they already think. (5) After the student write the passage the teacher will revise the students' writing.

From the explanation above, the writer can conclude that the teacher must has strategy to teach writing, because in writing the students need more understanding, not only the strategy but also the media that can make the students interesting. Writing is not easy for the students; they need more comprehension to learn writing skill.

2.1.8 Teaching Writing at Junior High School.

Writing is the way to produce our idea in written form. Spratt (2006: 26) states that writing is one of categorized as one of the productive skills along with speaking since they involve producing language rather than receiving it. According to Badan Standar Nasional Pendidikan (BSNP 2006), communicative competence are having discourse abilities; they are comprehending oral and written texts and producing oral and written texts. Those abilities are divided into four language skills they are: listening, speaking, reading and writing.

Writing is differ from others skill. It is unique. Harmer (2004) cited in Siti masitoh. She said that “Writing encourages students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds”. It means the writer should to know how to write a paragraph correctly. So, in teaching writing ability the teacher must have some method to teach the students. One of the methods is thematic progression.

According to syllabus of school curriculum (2006) purpose of writing is the students should express the meaning in functional text and simple sort essay in form of descriptive and recount to interact with the environment. In this study the writer focus only in descriptive text, because this kind of text becomes problems for the students and it need to be solved immediately. Thematic progression method will apply to improve the students writing descriptive text.

Based on the explanation above, the writer conclude that writing is one of the English skills that student should to learn. The students must be able to write passage correctly based on the syllabus. In SMP only two kind of text that the students should learn; namely descriptive text and recount text.

2.1.9 Descriptive text

Descriptive text is a text which says what a person or a thing is look like. According to Crimmon (1983:163), descriptive is strategy for presenting a verbal portrait of a person, a place or a thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing an object of what it look like. It can be concluded that, when we describe something, we need to capture the details so that the reader can understand what we mean.

Furthermore, McKay (1985:4) says that when we want to describes the Generic Structure of Descriptive Text:

1. Identification: contains the identification of matter / a will be described.

2. Description: contains the explanation / description of the thing / person to mention a few properties.

Language features of Descriptive text:

1. Specific participant has a certain object, is not common and unique (only one).
for example: Bandengan beach, my house, Borobudur temple, uncle Jim
2. The use of the adjective (an adjective) to clarify the noun (noun) for example, be used for the following expression: a beautiful beach, a handsome man, the famous place in Jepara, etc..
3. Use the present tense sentence patterns simple sentence patterns used are simple present for telling the facts of object descriptions.
4. Action verbs, there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc.

Based on the explanation above, it can be concluded when the writer describe something, we need to capture the details so that the reader can understand what the main idea of the passage. It means concludes that descriptive is a text that tells what a place, person and thing look like. The writer can write the identity or character of the object that going to write.

2.1.10 Thematic progression

Thematic progression (TP) is the exchange of information between theme – rheme pairing in a text. (Eggins, 1994 as cited in Waang, 2007), Where the information has relation in every sentences. The specific sentence position in text can be the strategy of the writer to prime the reader’s language in which Hawes (2010) suggests the priming is likely to inculcate the writer’s own preferred association. Thematic progression is a term which refers to “the way in which the theme of a clause may pick up, or repeat, a meaning from preceding theme or rheme” (Paltridge, 2006, p.148).

Thematic progression, actually, implies the semantic relationship between sentences which form the discourse. Because of that, thematic progression analysis can be used in every level of a text. Sentences of a text can be divided into themes and rhemes based on their appearing sequences. Through this reader can get what the text suggest more easily. We can keep an eye on what an author of text wants to convey, how the writer recognize text, how he explains his topic idea and how he answer what he claims. Accordingly, we can easily grasp the whole text, including topic idea, structure and implied points.

Theme and Rheme are two terms which characterize the way in which information is spread or distributed in passage a sentence (wang, 2007). Theme is the element of the clause structure which serves as the point of departure of the message; it is with which the clause is concerned (halliday, 1985:38). The theme provides the environment for the remainder of the message ; which is known as the theme, in

theme – rheme organization (ibid) that becomes the most significant factor of development of the text (Halliday and Matthiessen, 2004).

In academic writing, writing a coherent is one of the main concerns. Another concern that the students should pay attention is cohesion. Cohesion refers to the content of the text, and coherent refers to the grammar of the text. To make a text to be coherent the writer should pay attention with the themes and rhemes. According to Halliday (1995) in Abdol Karim Alboghobeis (2014) theme is an element which serves as the point of the first of the message and what the speaker has in mind to start with.

Based on the explanation about, the writer concludes the thematic progression is one method that the teacher may use in the classroom, when the teacher will teach about writing skills. Thematic progression will help the students in write a passage to be coherent. Thematic progression also helps the students easy to develop the sentences to be good paragraph, and will make the reader will be aware of what the writer trying achieves.

2.1.11 Theme-Rheme

Writing is expressing idea through written forms, but it needs a good arrangement. Through writing, writer can send messages. Therefore, students need to acquire knowledge on how to write a written message. Most of the students tend to

write paragraph without knowing about Theme and Rheme. By understanding about theme – rheme they will be good in writing, especially in ordering their ideas.

Halliday (1985: 37) stated that a message is made up of a Theme combined with Rheme. Theme is the point of departure, that with which the clause is concerned; not so much as constituent as a movement from the beginning of the clause. This statement supported by Eggins (1994: 275) that Theme is the element which serves as the starting point for the message; it is what the clause is going to write first in a sentence. While Rheme is the part of the clause in which the Theme is developed, therefore the Rheme typically contains unfamiliar or new information.

Gerot and Wignell (1995: 103) also stated that Theme represents ‘This is what I’m talking about’. Theme is the element which comes first in the clause or contains familiar- ‘given’ information. That is information which has already been mentioned somewhere in the text, or is familiar from the context. Rheme represents ‘This is what I’m saying about’. The Rheme typically contains unfamiliar or ‘new’ information.

Based on the previous explanation, the writer concludes that theme is “what the writer will write first, and Rheme is the explanation of theme. By understanding Theme or Rheme is one of the ways to make the students’ writing to be coherent and Cohesion. It will be better if the students know about the theme – Rheme when they will write something. In other words, the students’ writing will be more cohesive and also being the message being conveyed will be easier to be understood by the readers.

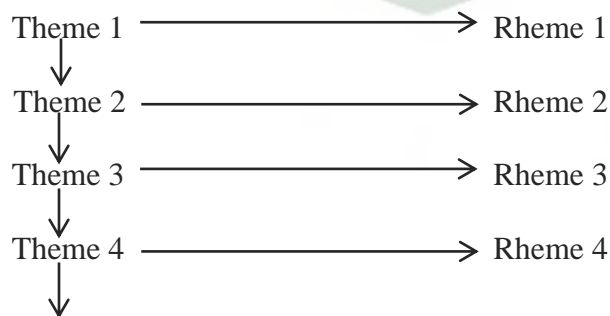
2.1.12 Kinds of Thematic Progression

Halliday (1994) suggested that in order sentences to each other in a coherent paragraph can use the development themes, namely by taking a theme or Rheme in the previous sentence to be applied to the next sentence.

According to Halliday (1994 : 37) theme is the element that started a message, while the rest called Rheme. Gerrot and Wigel (1994 : 103) states that in the English language, themes can be identified as an element that comes at the beginning of a clause. While the rest called Rheme. Organizing theme and Rheme in a text shall apply the thematic progression. According to martin and rother in platrige (2000 : 140) there is three steps in thematic progression as follow :

1. Constant Theme Pattern

The constant theme pattern is one of development of the theme by repeating the theme of a specific clause in the next clause. Here is the example of constant theme pattern taken from But et al (2006:142 – 143) as quoted by Azhar (2014:34-38)



Theme 5 —————> Rheme 5

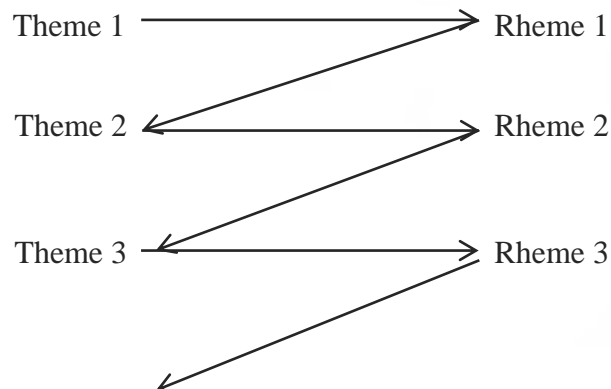
For example:

A good teacher needs to be understanding to tell children. He/she must also be fair and reasonable. The teacher must work at a sensible pace and note one thing after another. The teacher also needs to speak with a clear voice.

Theme	Rheme
A good teacher	Needs to be understand
He or she	Must also be fair reasonable
The teacher	must work at a sensible pace and note one thing after another
The teacher	Also needs to speak with a clear voice

2. Pattern of Zig-Zag

Zig zag pattern is development with the theme taken rheme a clause to be used as the theme to the next clause. The pattern can be seen in drawn as follow :





Example

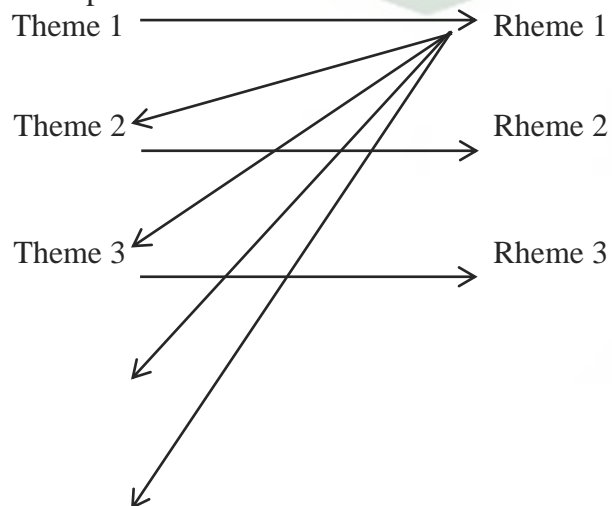
I am sitting outside here. Outside my window is a big lawn. In the middle of lawn, there is a flower bed. This bed was full of daffodils

Theme	Rheme
I	Am sitting here
Outside my window	Is a big lawn
In the middle of lawn, there	Is a flower bed
This bed	Was full of daffodils

3. Multiple Pattern (Split Pattern)

Multiple pattern is the development of the theme by taking rheme a clause to be used as a theme in some of the of the text clause. The pattern can be seen in drawn as follows:

Example



Theme 4 \longrightarrow Rheme 4

Theme 5 \longrightarrow Rheme 5

For example :

There are **four basic type of clowns**. **Whiteface clowns** cover their face with make-up, and they do a lot of physical stunts like leaping and tumbling. **Auguste** clowns wear colorful, ill-fitting clothing and oversized shoes. They also have bulbous noses and brightly colored wigs. **Character clown** make fun of the human condition and they may impersonate character such as a cowboy, fireman, and trump of policemen. The more **recent “new vaudeville” clowns** involve the audience in the performance.

Based on the explanation about, it can be inferred that there are there kinds of thematic progression namely; constant theme pattern, Zig Zag pattern and multiple pattern. Constant theme pattern is one of development of the theme by repeating the theme of a specific in next clause. Zig zag pattern is development of the theme taken rheme a clause to be used as the theme to be next clause. Multiple pattern is the development of the theme by taking rheme a clause to be used as a theme in some of the next clause.

2.1.13 The Procedure of Thematic Progression in Teaching And Learning Descriptive Text at School

Mellos (2011) presented classroom activities that introduced students to the grammar of theme/Thematic progression in order to improve the coherence of their writing, with a model Theme-Rheme analytical framework in academic writing curriculum comprised of five parts:

Step 1: Introduction to Theme/Rheme

Step 2: Analysis of authentic and model text

Step 3: Introduction to thematic progression

Step 4: Analysis of theme/Thematic progression in student text, and

Step 5: Application to the students writing

2.1.14 The Important of Thematic Progression Instruction on Students' Writing Skills at School

Thematic progression method provides teachers to be simple teaching of writing in classroom. It make the students easy to develop ideas with knows about thematic progression. According to the research of Witt and Faigley (1981) as cited in Wang, they found that students write better paper when they develop an ability to use Theme/Rheme more effectively in their writing. According to halliday (2014) as cited in wei jing (2015) he said that theme is a starting point of a message, that which clause about. Rheme is the explanation of theme.

Based on the explanation above, it concludes that the teacher should know how to teach writing in the classroom with the simple method. Thematic is the simple

method to improve students' writing in the classroom, because the students' easy to develop ideas with know the Theme and Rheme.

2.1.15 The Advantages of Thematic Progression Instruction

Theme is fundamental of think mean ideas that become a talking point. According trianto cited in sadariah (2016). By the theme is expecting will give advantages, such us:

Connection:

1. Helps students understand connection and how to connect
2. Draw connections from the real world
3. Makes connection through a common them
4. Models for students the resources used in research.

Based on the explanation above, it is concluded that thematic progression have big influence for students' especially in connection such as train students' to be good writer in writing and know how to connect sentence each other's. Beside, in connection, teach students' to focus on important of writing, and TP is method can be used by students to do in research.

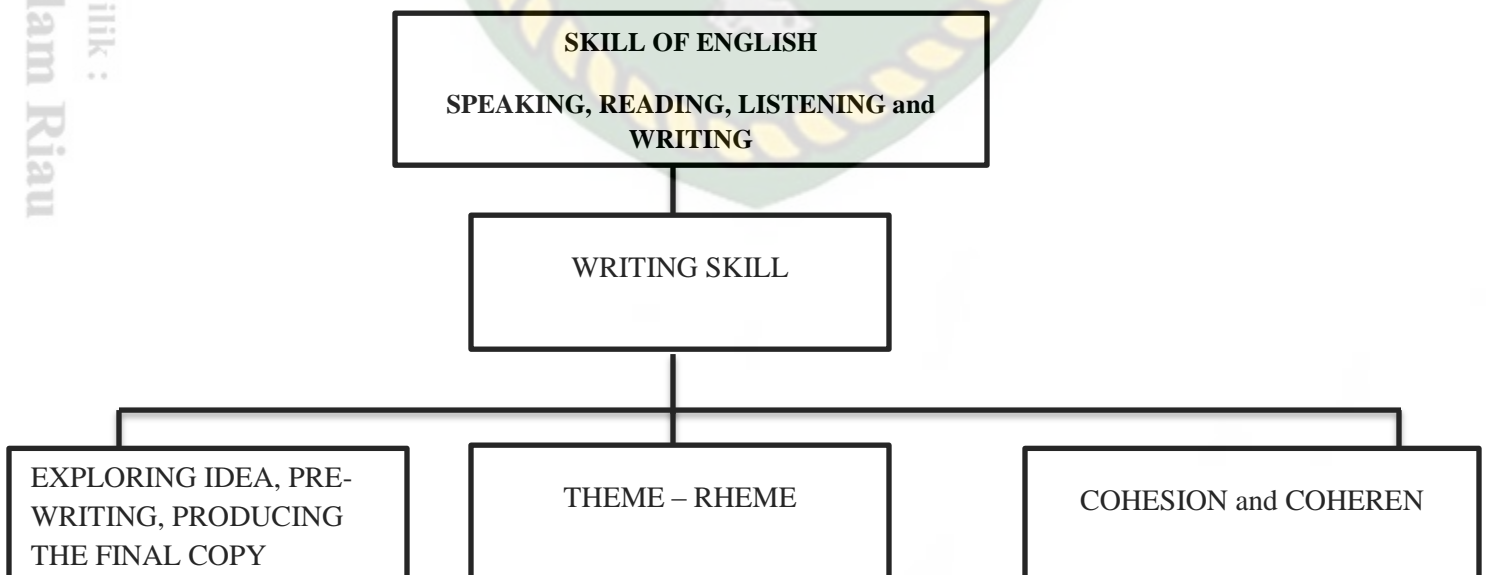
Classroom culture

1. Students have choice in what they learn-topic choice
2. Share the same learning goals.

3. Create a community of learner.
4. Not all students-teacher centers, this is students' center.

Based on the explanation above, it is concluded that thematic progression instruction give the opportunity for students' to chooses and learn about the topic before they write something. It suggests the students learning and easy to share some ideas with other students in classroom.

2.1.16 Conceptual Framework





English is one of the subject that must be learned by students. English skills that students must learn are listening, speaking, reading and writing. Writing is not easy work. It takes time to study and practice to develop this skill. When the writer will write something, they have already been thinking about what to say and how to say it. But the writer is not just putting the word to be a sentences and sentences to be a paragraph because they should keep the purpose and they should select the work that relevance with the topic.

According to Mayer there are three steps to write well; (1) exploring the ideas: before write something you should to discover your idea. In this step the writer should know what is the subject, what is the purpose, and for whom the audience. (2) pre – writing: in this step its need to require rearranging ideas, developing further ideas, cutting out ideas that do not support your point, and change the wording of your sentence. (3) Producing the final copy: there are two steps in final copy, first one is editing, after revise the paragraph, than you should to edit your work than check it carefully. Second one is proofreading, its means carefully your draft more than once to check that your revisions and editorial changes.

Writing is expressing idea through written forms, but it needs a good arrangement. Through writing, writer can send messages. Therefore, students need to acquire knowledge on how to write a written message. Most of the students tend to write paragraph without knowing about Theme and Rheme. By understanding about theme – rheme they will be good in writing, especially in ordering their ides. Theme is the elements which come first in the clause. Rheme is the explanation of the Theme.

By understanding Theme – Rheme it makes the students' writing to be coherent and cohesion. Cohesion and coherent has relationship that can't separate each other. According to Halliday and Hasan (1976) as cited in yuan wang, a text is coherent which must satisfy two conditions: one is a text must be consistent with context in which it is created, the other is a text must have cohesion, that is, all parts

in a text must be connected by cohesive devices. Cohesion refers to the content of the text. And coherent refers to the grammar of the text.

Thematic progression is exchange information between Theme-Rheme pairing in a written form, where the information has relation in every sentence. And the characteristic of good writing should pay attention with the cohesion and coherent. There are three kinds of thematic progression. First, constant theme pattern, is one of development of the theme by repeating the theme of a specific clause in next clause. Second, pattern of Zig – Zag, is development with the theme taken rheme a clause to be used as the theme to the next clause. Third, multiple pattern, is the development of the theme by taking rheme a clause to be used as a theme in some of the of the text clause.

Based on the writer observation, there are many problems of the students' writing that found by the writer, such us the students do not pay attention with the teacher explanation so, when teacher ask them to write they got confuse, the students do not know how to use grammar correctly, they just write what they want without pay attention with the sentence structure, sometimes students do not know the generic structure of the text, and the students do not know how to make a written to be good with pay attention with coherent and cohesion. Based on the problems above, the writer will conduct the research the title is “The effect of thematic progression instruction on students' writing descriptive of second grade student of SMPN 3 Tambang, With use thematic progression instruction.

2.1.17 Hypothesis

1. The Null Hypothesis (Ho)

Ho: There is no significant effect of thematic progression instruction of student writing descriptive text of the second year of SMP 3 Tambang

2. The Alternative Hypothesis (Ha)

Ha: There is significant effect of thematic progression instruction of student writing descriptive text of the second year of SMP 3 Tambang.

2.1.18 Past Studies

1. “Improving The Eight Grade Students’ Writing Ability In SMP NEGERI 3 TEMPEL In The Academic Year Of 2013/2014 Through The Use Of Thematic Progression”. The goal of this research is to improve student writing ability through the use of thematic progression. Because the researcher found the students’ writing ability relatively low.

The result of this research showed that the students’ writing ability could be improved using thematic progression. Thematic progression was a useful skeleton of the text that the students could copy to help them organize their passage. The students implement three types of thematic progression, namely, reiteration pattern, zigzag pattern and hierarchical pattern. Although at the first time the students found difficulties in doing that, they eventually could be able to write a descriptive text conforming to the generic structures.

2. “Developing Students’ Ability to Write a Report Genre through Thematic Progression Approach” the goal of this research is to identify and describe the teaching learning process in helping students writing a report genre. So, the writer wants to know how far thematic progression approach improved students’ writing ability in their report genre.

The result of this research is thematic progression can improved that the mean score of each cycle is slowly increased. In the pre-test, students just write a report paragraph without knowing how to develop their ideas. In cycle 1, students get a new way in writing a report paragraph by using thematic progression. While in cycle 2, the xii students are trained in applying thematic progression. Besides, students’ motivation and seriousness in learning writing improve. They have good encouragement after getting the treatment.

From the past studies above, the researcher can says that thematic progression will help the students to make students’ writing to be good and more orderly. The researcher interested to conduct the research with the title: the effect of thematic progression instruction of students’ writing descriptive text of SMPN 3 Tambang.