

CHAPTER I

INTRODUCTION

1.1 Background of the problem

In English language, there are four skills to be mastered. There are speaking, reading, listening and writing. Writing is one of the four language skills which important to be learned.

Writing is a basic of the English skill that actually already learned by the students from elementary up to university. Writing is the most effective way to someone English proficiency, include the ability. There is no doubt that writing is difficult skill for second language or foreign language learners to be mastered. Therefore, writing is difficult for student, but the writer believe although they still less the ability on writing, especially on essay writing paragraph, it will be easier if students practice to acquire the skill.

Discourse analysis is one of the part of mikrolinguistic which is the study about the language that study spoken and written language in order to produce meaning on the sentence or clause with a high coherence, cohesion and sustainable, ect. In order to analyzing discourse it is needed a good text when need has coherence of the text. The student can be easy understanding the text and following the flow information when the text is coherence. The coherence of the text need to the element producing a coherence of whole text which is thematic progression that has element of development of a clause connects each other called the theme and rheme. All this time, to find relation within the text cannot be achieved by

grammatical structure. It more depends on the non structural resources. That can be find by analyzing the thematic progression. Thematic progression contributes in the cohesive development of a text and then produces a coherent whole text. Thematic progression analysis can be use for the reader to understand what the sentence conveying when the readers cannot understand.

Thematic progression is generally realted to sistematic functional linguistic and trechnically support the written knowledge of discourse. Halliday (1994:37) says that theme is the element which serve as the point of departure of the message, it is that with which the clause is concerned. The remainder of the message, the part in which theme is developed is called rheme. As a message structure, therefore, a clause consists of a theme accompanied by a rheme, and the structure is expressed by the other whatever is chosen as theme is put first.

Moreover, rheme is the most important element in the structure of the clause as a message because it represents information that the speakers or writers want to convey to the hearers/readers. Theme and rheme are part of a claouse and they are combined in the clause to constitute a message. However, the role of thematic structure is not limited only to examine the theme or rheme of a clause. It can take a larger part in which it function to develop the text thourgh its organitation to add cohesion to the text and it is known as thematic progression. Content cohesion is a requirement a produce a good text. It can be seen from how the movement of the information combained in each sentence in the text. The thematic progression can keep the text a weel organize unity with a clear ofinformation development and a

clear focus on the topic. In other word the coherence of the text can be identified through the thematic progression.

Therefore, considering the importance of theme and rheme in constructing a good text in writing, the students should pay attention not only to grammar, punctuation, capitalization, unity and coherence, but also to thematic progression. It means how to develop old and new information in their writing. Based on the statement above, the writer is interested in conducting this research with several considerations. First, the writer wants to know what are the thematic progression patterns that students employ in developing their writing. However, some students are difficult to understand or comprehend a text because they do not master about thematic progression. Thus, this research can help the students to understand the text by analyzing the thematic progression of the text.

Based on the explanation above, the writer is interested in doing research about an analysis of thematic progression in several essays from the third semester collage student especially in English students' department Islamic University of Riau in title **“AN ANALYSIS OF THEMATIC PROGRESSION OF ENGLISH ESSAY WRITING IN THE THIRD SEMESTER STUDENTS' AT ENGLISH STUDY PROGRAM AT ISLAMIC UNIVERSITY OF RIAU”**

1.2 Setting of the Problems

Based on the background above, there are several problems related to students' essay writing on the third semester at Islamic University of Riau found that:

First, analyzing thematic progression of the text actually is very important since it is needed by the students to follow the flowing information of the text. Therefore, the student have problem in comprehending text. Some of students are difficult to understand or comprehend a text because students do not master about thematic progression. Thus, by analyzing thematic progression to flowing information, the students are able to comprehend the text it well.

in this problems, the writer intends to analyze thematic progression and element of development of a clause connects each other called theme and rheme. Thus, the writer only focus this research in : finding types of thematic progression pattern that the students used in their essay writing in the third semester students

1.3 Limitation of the Problem

Based on the setting of the problem by the student above, the writer will limits this research that focus on analyzing thematic progression pattern and the thematic progression pattern in students' essay writing in the third semester students' essay writing at English Department of Islamic University of Riau.

1.4 Formulation of the Problem

Based on limitation of the problem above, the writer can be formulated as followed :

What type of thematic progression are used in English essay writing of the third students semester at English department of Islamic University of Riau.

1.5 Objective of the research

The objective of this research is:

To find out What type of thematic progression are used in English essay writing of the third students semester at English department of Islamic University of Riau

1.6 Needs of the Research

The result of this reseach is expected to be useful for the lecture, for the student, and also for the researcher.

1. For the student of English department at Islamic University of Riau can seriously learn subjects related to thematic progression of essay writing, so they can master on of English skill.
2. For the lecture of English subject especially on writing essay about the problem that are faced by the students on organizing their ideas in writing. So the lecture can find the best way to solve the problem.
3. For the researcher the researcher can contribution to the ability on writing essay. And also can continue to the thesis research.

1.7 Definition of Key Terms

1. Analysis

Analysis is the detailed study or examination of something in order to understand more about it (Oxford Advance Learner Dictionary: 41).

2. Thematic Progression

According to Eggins (1994) as cited in Wang (2007:168) believes that the flow of information in a sentence from theme to rheme is important to convey the message effectively. The exchange of information between Theme and Rheme pairing in a text is called Thematic progression.

3. Writing

According to Nunan, David. (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

