

**THE EFFECT OF THEME AND RHEME PATTERN ON STUDENTS  
WRITING ABILITY AT SMA IT IMAM ASY SYAFFI'1 2 PEKANBARU**

**A THESIS**

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in  
English Language Teaching and Education Faculty*



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PEKANBARU  
2019**

THESIS

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WRITING ABILITY AT SMA IT IMAM ASY SYAFI' 2 PEKANBARU

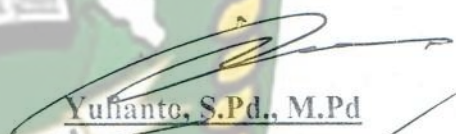
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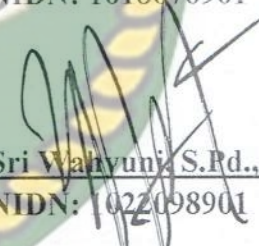
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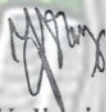
  
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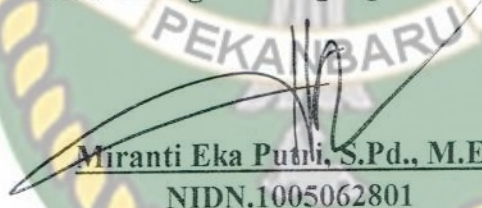
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









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No	Date	Guidance Agenda	Sign
1	October, 22 <sup>nd</sup> 2018	Revised Chapter I	
2	November, 4 <sup>th</sup> 2018	Revised Chapter II	
3	November, 24 <sup>th</sup> 2018	Revised Chapter III	
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5	February, 11 <sup>th</sup> 2019	ACC for Seminar Proposal	
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7	April, 4 <sup>th</sup> 2019	Took the Data	
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9	May, 28 <sup>th</sup> 2019	Checking all Chapter	
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## LETTER OF NOTICE

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Praise belongs to Allah the almighty, the Lord of universe, by His guidance and blessing. Finally, the researcher can finish and complete this academic requirement. Then the researcher delivers peace be upon to Prophet Muhammad SAW (Allahumashaliallasayyidina Muhammad wa'alaalisayyidina Muhammad).

In completing this paper, the researcher got a lot of valuable helps and supports from many people. Therefore, in this occasion, the researcher would like to express her deepest and sincere gratitudes to:

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Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe blesses you all.Aamiin.

Pekanbaru, 4<sup>th</sup> August 2019

**The Researcher**

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## ABSTRACT

*Nurbaiti, 2019: "The Effect of Theme and Rheme Pattern on Students Writing Ability at SMA IT Imam Asy Syafii 2 Pekanbaru"*

**Keywords:** *Theme and Rheme Pattern, Writing*

*The purpose of this research is to find out the effect students' writing at SMA IT Imam Asy Syafii 2 Pekanbaru. This research involved 40 students at SMA IT Imam Asy Syafii 2 Pekanbaru. The independent variable of this research was theme and rheme pattern and the dependent variable was students' writing.*

*The researcher used experimental design, there was one instrument used, that was writing test. The data were analyzed using SPSS 24 version. The researcher discovered that the effect theme and rheme pattern on the coherent of students' writing at SMA IT Imam Asy Syafii 2 Pekanbaru was significant.*

*The result of the t-test also showed that the effect of Theme and Rheme pattern in teaching writing was significant on students' writing because the t-table was higher than t-calculate, (2.021 > 5.108). The mean score of the students also showed that there was significant after applying theme and rheme pattern. It was proved by the students' mean score. The post test mean score of the experimental class (79) was higher than the post test mean score of the control class (67). Furthermore, there was a significant difference in the achievement between experimental class than the control class. So that, the researcher summarized that theme and rheme pattern made the students' writing more coherent and well organized. Beside that, there were some difficulties in teaching writing at SMA IT Imam Asy Syafii 2 Pekanbaru such as the students' difficult to build sentences that were mechanically correct, grammatically correct and difficult made sentences coherent each other.*

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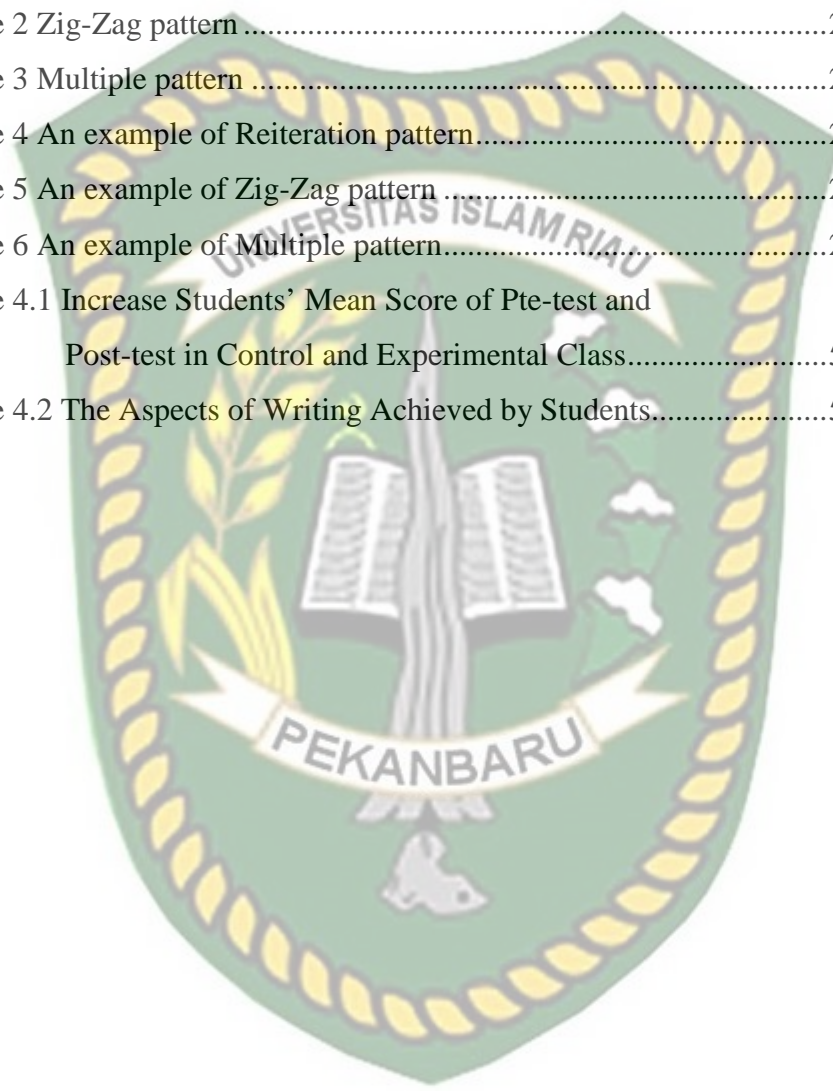
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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Problem

There are a number of ways that can be used to learn English. One of the ways is through education. In Indonesia, English is learned as a foreign language and as one of the compulsory subject in junior and senior high school. It is important for students to learn English well because they can access information from other countries. By mastering English, they can communicate with people in the world.

The English language is generally taught and assessed in term of the four skills which are divided into receptive skills, such as listening and reading, and productive skills, such as speaking and writing. All language learners should be able to use the four skills to develop their skills not only in oral communication but also in written communication.

Writing is one of the four language skills that very important to learn. Sometimes it is very hard for the students to do because this activity requires them to create a written product in which they demonstrate certain ideas structurally which involve not only the correct grammar, spelling, vocabulary, and punctuation but also emphasize more on the discourse level. It means that the teaching process does not focus on a word by word or sentence by sentence but more on a text or a genre.

Writing is one of the skills that students should be mastered in learning English as a foreign language besides other skills. In the educational setting, students are expected to be able to write a kind of academic writing. Such as narrative text, report text, procedure text, descriptive text, recount text and news item text.

There are some steps that should be mastered by students in the writing process. In fact, most of them are not able to describe their ideas. It caused by several factors, such as the topic given by the teacher is unfamiliar for them. However, they still get difficulties how to express what actually asked them to do. It really happened in writing class when the teacher is teaching. It may be caused by some factors. Such as the students lack of vocabulary, mistaking in grammatical devices in writing, and most of the students' did not know the generic structure of some text.

Base on the observation at SMA IT IMAM ASY SYAFI'I 2 Pekanbaru senior high school. The researcher found that learning writing was still in the problem. Most of the students' had difficulty in writing likes the students did not know how to build sentences that are grammatically correct, te students had no ideas to express, the students lack of vocabulary, and the students had lack of cohesion and coherence. The researcher thought that it was necessary to find the solution to the problems in the teaching and learning process so the writing ability of the students could be improved.

The students can revise their writing by checking the arrangement of ideas or information in their writing based on the pattern given. Because of that pattern and pattern, the students could control their flow of thought effectively and could produce good writing.

Based on all explanation above, the researcher decided to carry out research entitled, **“The Effect of Theme and Rheme Pattern on Students Writing Ability at SMA IT Imam Asy Syafi’i 2 Pekanbaru”**.

### **1.2 Setting of the Problem**

Referring to the background of the problem which is explained above, the problems can be identified as follows:

Students find difficulties to build sentences that are grammatically correct, they had a lack of cohesion and coherence of writing. Students difficult to make a sentence coherence each other in writing.

Students find difficulties on how to develop the ideas in writing text. Year to year student learn English but there was no improvement in foreign language, especially writing skill. Because the students have the problem of the lack of vocabulary to develop the ideas in writing text.

### **1.3 Limitation of the Problem**

Based on the observation of the problem above, there are some problems faced by the students. The researcher needs to focus on the problem; the researcher focuses on the students organizing ideas, theme and rheme.



#### **1.4 Formulation of the Problem**

Based on the formulation of the problem, identification of the problems, and limitation of the problems, the problems of this study can be formulated as follows: Is there any significant effect of Theme and Rheme pattern on the coherent of students' writing of at SMA IT IMAM ASY SYAFI'I 2 Pekanbaru?

#### **1.5 Objective of the Research**

Based on the description of the problem, and objectives of the research is to know the effect of Theme and Rheme pattern on students writing ability SMA IT Imam Asy Syafi'i 2 Pekanbaru.

#### **1.6 Significance of the Research**

This research is expected to give value to the following parties:

##### **1. Practical Significance**

- a. For the students, this research is expected to make the students will be motivated to learn writing test. In addition, all the students will be interested to increase their basic ability with easy pattern especially theme and rheme. Automatically it will bring excitement for the students in the classroom.
- b. For the teachers, this research is expected to highly recommended for the teacher in using theme and rheme pattern to guide their students in enhancing to learn writing. In addition, the teacher could develop the material and the pattern effectively to make the students easy to

understand the generic structure and language feature in text and also improve students' writing.

- c. For the next researchers, the researcher hopes this research brings good contribution, positive impact and becomes a new reference to another researcher.

## 2. Theoretical Significance

The result of this research is expected to have a significant contribution to support the learning theory in increasing students' writing, especially in using theme and rheme pattern for writing. As for the theory of theme and rheme, this pattern stimulated the students to increase their ability in arranging the sentences well, developed their ideas, so that the students can be writing the paragraph easily and to made their writing easy to understand.



## 1.7 Definition of the Key Terms

### 1. The Effect

The Effect is the power to change or affect someone or something: the power changes without directly forcing them to happen (Webster's 2008:845). The effect deals with applying Theme and Rheme Pattern on student writing competence.

### 2. Writing

David Nunan (2003: 1988) states writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader.

### 3. Theme and Rheme

Halliday (2004) states that Theme is the element which serves 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.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. The Concept of Writing

In learning English, students will deal with four skills. They are listening, speaking, reading and writing. Those four skills are integrated into teaching English as a foreign language. Most of students think that writing is the most difficult skills. Writing is considered a productive skill along with speaking as stated by Harmer (2007).

Based on the explanation above, it can be inferred that when students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

According to Oshima & Hoque (2007:15) say writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished writing, you read over what you have written and make change and correction. In brief, You write and revise again until you are satisfied that your writing expresses exactly what you want to say.

According to Harmer (2004), writing is a way to produce language and express idea, feeling and opinion. In addition, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements such as planning, drafting, editing, and final draft have to be present in learning activities.

Based on the definition above, it concluded that writing should have these elements, meet a certain standard of prescribed English rhetorical style, reflect accurate grammar, and be organized in conformity with the audience would be conventional. In order words, the value of the end product is the main thing to be focused on rather than the process of writing itself.

As stated by Brown (2001) writing is a process, it focuses on the various stages that process of writing goes through, such as putting ideas down on paper to transform thought into words.

Based on the explanation above, it can be summarized that the process of writing is more valuable than the end of the product. Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal languages, such as gestures, body language or facial expression, in writing the message is conveyed through the written form. Therefore, the writer should be able to make the reader understand the message conveyed.

In the writing process, students can express their feeling. According to Hyland (2003:09) states that writing is a way to share personal meanings. It means that people construct their own views or ideas on the topic. They will share their views or ideas on the topic with each other. A person's views or ideas have different from other people's views or ideas. It depends on their belief. Therefore, when constructing their views or ideas, people have to make it understandable and acceptable.

According to Oshima and Houguen (2006) making a good piece of writing is a complex process. It requires the ability to write grammatically correct sentences and organize them logically into paragraphs or essays. In addition, McCarthy (2000) point out that there are two important aspects of writing. In order to make writing to be successful, it has to be both coherent and cohesive.

Based on the definitions above, it can be inferred that writing should be complex like using coherent and cohesive. Coherent is the feeling that the elements of the texts are bound together in which the reader can follow the sequence of ideas or points. While cohesive is the surface links between the clauses and sentences of text. It is more technical matter since it deals with the various linguistic ways of connecting ideas across phrases and sentences, such as using pronoun and connector.

### **2.1.1 Component of Writing**

Writing is one of communication skill which is an important way to carry out ideas, feeling and experience to the other, but learning to write in a foreign language is not an easy matter, because it has some component or aspect to extend indirectly message.

In writing the target language, the learners who want to master the language have to pay attention to some aspects of writing in order that they are able to write well. According to Oshima and Houge (2006:315). There are five aspects of writing, they are:



1. Format
  - a. There is a title.
  - b. The title is centered.
  - c. The first line is indented.
  - d. There are margins on both sides.
  - e. The paragraph is double-spaced.
2. Mechanics
  - a. There is a period, a question mark, or an exclamation mark after every sentence.
  - b. Capital letters are used correctly
  - c. The spelling is correct.
3. Content
  - a. The paragraph fits the assignment
  - b. The paragraph is interesting to read.
  - c. The paragraph shows thought and care.
4. Organization
  - a. The paragraph begins with a topic sentence that has both a topic and a controlling idea.
  - b. The paragraph contains several specific and factual supporting sentence that explain or prove the topic sentence, including at least one example.
  - c. The paragraph ends with an appropriate concluding sentence.
5. Grammar and Sentence Structure

- a. Estimate a grammar and sentence structure score.

From these aspects, the researcher concludes that students will be better in writing, if they included all the aspects writing, because these guide students how to organize the main idea in writing clearly, explain how to construct the sentence with order coherently and logically, develop students' knowledge to better in control of structure and mechanic in writing.

According to Hughes (2003), there are some components that should be considered in writing activity, They are:

1. Grammar

The knowledge of basic grammar is essential for an understanding of language and it is the basic to be successful in writing. Grammar is a description in the structure of language and the way of the linguistic unit such as words and phase are combined to produce sentences in the language speakers of language communicate. So that's why if people used language with a bad grammar no systematic ordering of by foreigner it can make to people that doing conversation misunderstanding. In breif, it's clear that grammar has an important role in giving a clear meaning of communication.

## 2. Vocabulary

Vocabulary is very important in supporting English skills because ideas and feeling can be expressed through vocabulary or words. Words are the basic tool for writing because words carry meaning where the writer's conveyed the message.

From the explanation above, it can be inferred that vocabulary is very needed in communicate and developing our idea in writing.

## 3. Mechanic

Mechanics is the ability to use correct punctuation and spelling in the written language. It means that when we want to write a paragraph or text, we should pay attention to the use of punctuation and spelling. The meaning will change. Punctuation is a command for the reader to raise his voice or drop hid speed and he is going to stop.

## 4. Fluency

The ability of students' in arranging sentences smoothly and easily. Besides that, a paragraph is said to have fluency when the choice of structure and vocabulary consistently.

## 5. Organization

Organization in writing is the system of ideas. It is important for a paragraph to have form or organization, which means that all of the sentences in it discuss only one main idea.

From the explanation above, it can be inferred that writing is one of the crucial skills that should be mastered by students and teachers because not all of the people can write something piece of paper to express their thinking, ideas and so on.

According to Harris in Waliyastoro (2012) says that there are five components which can be used to evaluate writing ability, they are:

1. Content
2. Grammar
3. Word Choice/Language Use
4. Organization
5. Mechanics

In brief, to Wiliyastoro (2012) writing ability can also be seen from the writer's process of writing, purpose, audience, word choice/language use, organization, mechanics, grammar, syntax, and content.

### **2.1.2 The Writing Process**

During writing, the students need time to make and modify their writing product until it is fixed. They need to think the idea, choose the appropriate symbol and punctuation, and arrange the sentences become coherent. Therefore, the process of writing is important. To minimize errors, a teacher should teach students step by step. Thus students will understand the knowledge and practice to increase their ability and to be creative to develop their message.



Writing is a long process, the stages above show that writing is not an easy for the students so they need more efforts in the process of writing. In addition, Brown (2001:348) describes that there are three stages of the writing process. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways. They are reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or questions, and free writings. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

Meanwhile, to Ricards & Renandya (2002), propose the process of writing into four stages. They are planning, drafting, revising and editing. The first element is planning, that is thinking of what comes on the writers' mind, what they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and made revisions or changes to their draft into their final version.

Laksmi (2006) propose that there are five writing stages. They are prewriting, drafting, revising, editing and publishing. Prewriting is the planning and idea-gathering stage. Drafting refers to time spent composing a rough draft. Revising is the process of improving the draft. Students reread their work and share it with a partner or small group, they then make changes in the writing based on the feedback from their peers. Editing is the process of correcting mechanical errors. Publishing is accomplished in a wide variety of ways when the work is in final form.

### **2.1.3 Purpose of Teaching Writing**

One of the important teaching writing is to improve students' skill in the spoken and written language. Therefore, writing is the one of skill in English that students' should be mastered, it as one of four skill that always includes in part of the syllabus in teaching English. The purpose of teaching writing is to help students' how to organize well sentences, become a good writer. Learning how to develop ideas and putting them on paper and reshaping and revising them.

According to David Nunan (2003;88), writing is both a process and product. The writer imagines, organizes, drafts, edits, reads and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product-an essay, letter, story, or research report.

Based on the explanation above, it can be summarized that teaching writing can increase students' writing, they can use writing for a variety of purpose, encourages the students to focus on accurate the language use and because they think as they write, develop students' writing by using own language, and organizing ideas well. On the other hand, writing is not only focused on organizing ideas but also focus on structure in writing, because writing will be understood by readers if there has structure and well organize.

#### **2.1.4 Writing Paragraph**

According to Mayers (2005:13) propose the paragraph is a group of sentences that discuss a smaller idea. All paragraphs are a like these ways:

1. A paragraph look likes a unit. It begins with the first line intended. And each new sentence follows the preceding one on the same line, not on a new one.
2. A paragraph is a unit. That is means each sentence is related to and develops the central idea.
3. A paragraph holds together. That means each idea leads clearly and logically into the next.

Based on the explanation above, it concluded that a paragraph should has three categories they are a paragraph looks like unit, a paragraph is unit and the last a paragraph holds together to develop ideas or point in sentences to be a paragraph.

A well-written paragraph contains six elements. They are:

1. Topic sentence. It states the main idea of the paragraph. Topic sentence has specific area that is called the controlling idea.
2. Supporting sentences develop the topic sentence. They explain the topic sentence by giving reasons, examples, facts, statistics and quotations.
3. Concluding sentence indicates the end of the paragraph and leaves the reader with important point to remember.
4. Unity. It means that the discussion in the paragraph is only one main idea, which is stated in the topic sentence, and then each and every supporting sentence develops that idea.
5. Coherence. It means that the paragraph is easy to read and understand because the supporting sentences are in logical order and using appropriate transitional signal connects the idea.
6. Cohesion. It means that all supporting sentences “stick together” in their support of the topic sentence.

Based on the explanation, it can be summarized that written paragraph should be complex like using six elements, one of them like coherence. Coherence is the feeling that the element of the texts are bound together in which the reader can follow the sequence of ideas or point.



### 2.1.5 Teaching Writing

Writing is a kind of communication means in which people can share their ideas or feeling. Based on K-13 (Curriculum 2013) for the first years students of senior high school and observation in the school, the basic competency that should be achieved in the writing English subject was the students have the ability to develop and produce written simple functional text in the narrative text, report text, procedures text, descriptive text, recount text and news item text. In this case, the researcher choses recount text in research. Recount text was a kind of genre that was used to inform readers about describing past experience by retelling events.

According to Brown (2007:8) defines teaching as showing or helping someone to learn how to do something, give instructions, guide in the study of something, provide with knowledge, and cause to know or understand.

From the definition above, it can be inferred that teaching writing is the one way to guiding and facilitating learning, enabling the learner to learn, the teacher should guide students in order that the students have good skills in writing many kinds of texts that should be taught based on the students' grade.

Writing is not an easy job for students. Richards and Renandya (2002:303) say that it is because the skills involved in writing are highly complex. It deals with punctuation, spelling, word choice, and so on. To make students be able to writing, teachers transfer their knowledge by teaching. Harmer (2004:41) explains that there must be five steps at least in teaching writing. They are demonstrating, motivating, supporting, responding, and evaluating. In addition, He states that

writing as a skill by far the most important reason for teaching writing, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write a letter, how to put written reports together, how to reply to the advertisement and increasingly, how to write using electronic media.

From the definitions above, it can be inferred that teaching writing is the one of way to increase students' skill in writing, because with writing they can share their ideas and experiences to the readers easily. Moreover, teaching writing helps students to become better writers and to learn how to write in various genres of text. Learning to write is a process of discovering and organizing ideas, putting them on paper and reshaping and revising them.

As one of the main goals of the academic writing course is to develop the students' skill in the process of writing and the nature of the writing course is process. In this context, the writing process involves teaching the students how to write in a variety of genres and how to incorporate academic writing conventions into their texts. The course has a number of special focuses: explicitness (i.e. signaling and signposting the ideas in the text), responsibility, providing supporting arguments for claims, properly acknowledging the sources of the ideas presented in the text, and the shift from informal to formal language. The objective is to make the students fully aware of the danger of plagiarism and to provide them with the tools to avoid it.

Writing at the senior high school has been introduced to the students. It is cannot separate from the other language skill like listening, speaking, reading, and writing, because of those integrated an English subject that must be mastered by the students'.

According to Harmer (2007), there are two approaches to teaching writing. They are focusing on the product of the writing process and focusing on the writing process itself. In addition, he states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece writing process.

Types of writing activities to perform writing should be based on the students' level and capacity. According to Hughes (2003), there are four major categories of classroom writing performance:

1. Imitative

To train students' to be good at the aspect of writing mechanics including spelling, punctuation, capitalization, paragraphing, and the like. Therefore, the form is more important than context and meaning.

2. Intensive

To train students' to be good at the aspect of vocabulary in context, collocations, idioms, and correct grammatical features. As a result, meaning and context are more important than form.



3. Responsive

To train students' to be good at the aspect of connecting and creating paragraphs through brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretation of charts or graphs.

4. Extensive

To train students' to be good at the aspect of such scientific essay writing a term paper, a major research project report, and a thesis.

Based on the theories above, it can be concluded teaching of writing skill should be well organized. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essay should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

#### **2.1.6 Theme and Rheme**

Writing is expressing an idea through written forms, but it needs a good arrangement. Through writing, we can send messages. Therefore students need to acquire knowledge on how to write a written message. Most of the students tend to write a paragraph without knowing about Theme and Rheme. This condition makes their writing not in good order.



Theme is the textual clause function: the point of departure of the clause as message and rheme is the additional information to complete the theme. According to Halliday and Matthiensen (2004) Theme is given information serving as the point of departure of the message. The remainder of the clause is known as rheme and it develops and tells the information about the theme.

Based on the definition above, it can be summarized that theme and rheme are parts of a clause and they are combined in the clause to constitute a message as can be seen above. It means that theme is the starting point in the message and rheme is explain or develop the idea of theme. Besides, theme always follows by rheme, because if there is no rheme, it means the sentence is no coherent with others.

According to Butt et al. (2003) state that “theme is the starting point or signpost for a speaker, and rheme is a temporary destination”. Usually the bit of the message that the writer or the speaker considers interesting or important comes in the rheme.

From the theory above, it can be inferred that theme and rheme should be connected with ideas that the writers have already met in the theme or rheme of a clause not too far before. Rheme is additional information to complete the theme.

Therefore to Gerot and Wignell as quoted by Ikaningrum (2007) state that theme represents theme is an element which comes first in the clause or contains familiar given information that is information which has already been mention somewhere in the text or is familiar from the context. The rheme is typically contained unfamiliar or new information.

Based on the explanation above, it can be summarized that theme is the beginning of the clause, it explains what clause going to do, and rheme only develop what the theme need. Moreover, theme is the information already known by the reader and familiar in the text, because it always appears in every sentence, and rheme is new information telling about the theme.

The relationship between theme and rheme is simple; theme is the first element occurring in a clause; the remainder clause is rheme. Theme and Rheme also play an important part in meaning negotiation in writing. To write, the learners' need to start with a sentence and then they negotiate the first sentence to make the second sentence, the third and so on. In brief, the learners' start with a sentence they can write without stopping.

### **2.1.7 Theme and Rheme Pattern**

Readers and addresses need to be assured that they are following the development of the text. Many texts are signposted by placing elements from the rheme of one clause into the theme of the following clause, or by repeating meanings from the theme of one clause in the theme of subsequent clauses.

Moreover, to Martin and Rother in Paltridge as quoted by Mulatsih (2006), there are three kinds of thematic development patterns, i.e.

1. Theme reiteration / constant theme pattern.

This pattern is mostly preferred by the students because this pattern is the easiest one and has the same theme that well organized or regularly. While the rheme of each clause gives further explanation to the same theme.

The students do not need to find new theme, this pattern shows that the first theme is picked up and repeated at the beginning of the next clause. This first type of theme and rheme is easy to be understood and makes the reader easy to find the information.

This pattern can be seen as follows:

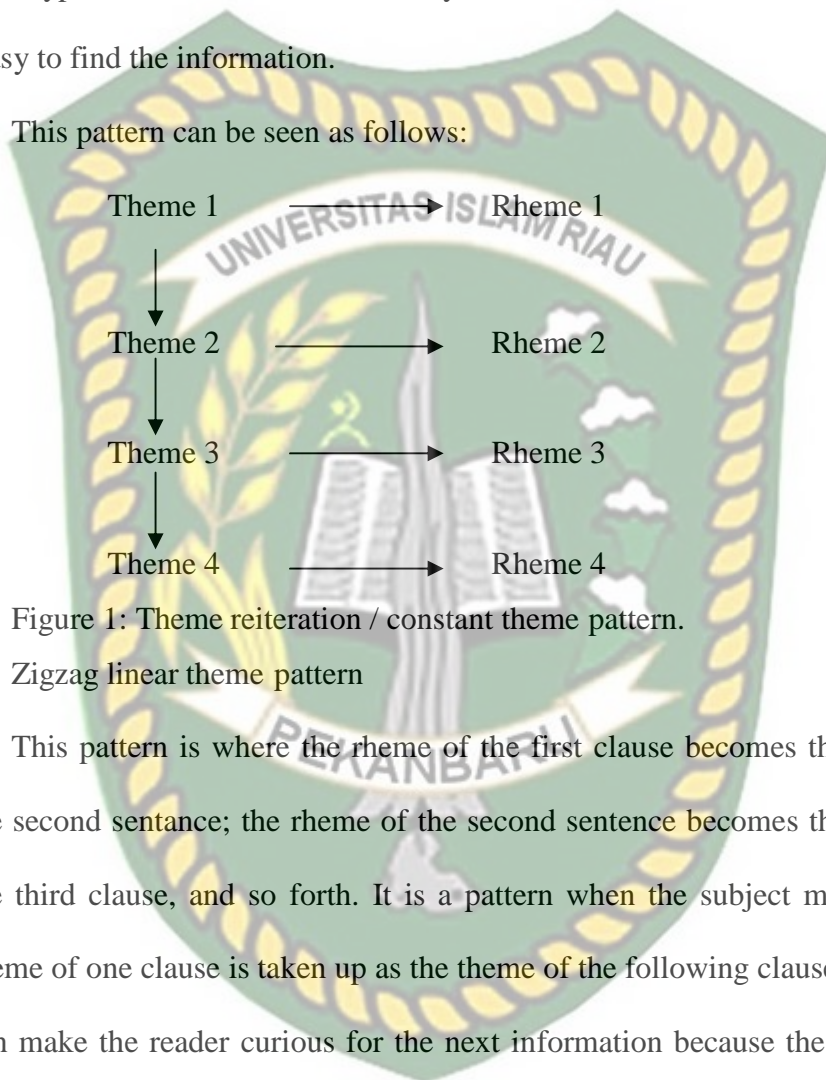


Figure 1: Theme reiteration / constant theme pattern.

## 2. Zigzag linear theme pattern

This pattern is where the rheme of the first clause becomes the theme in the second sentence; the rheme of the second sentence becomes the theme of the third clause, and so forth. It is a pattern when the subject matter in the rheme of one clause is taken up as the theme of the following clause. This type can make the reader curious for the next information because the text seems smoothly. Furthermore, this type is more easily to be regard as coherent.

This pattern can be seen as follows:

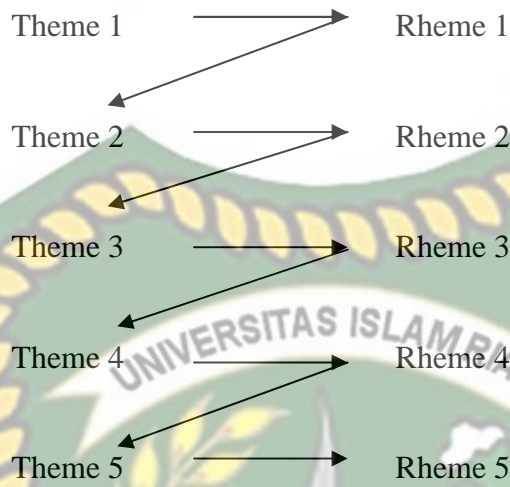


Figure 2: Zigzag linear theme pattern.

### 3. Multiple theme/split rheme pattern

This pattern is combination of both constant and linear patterns. It occurs when the rheme of a clause has two or more components. In this pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses.

This pattern can be seen s follow:

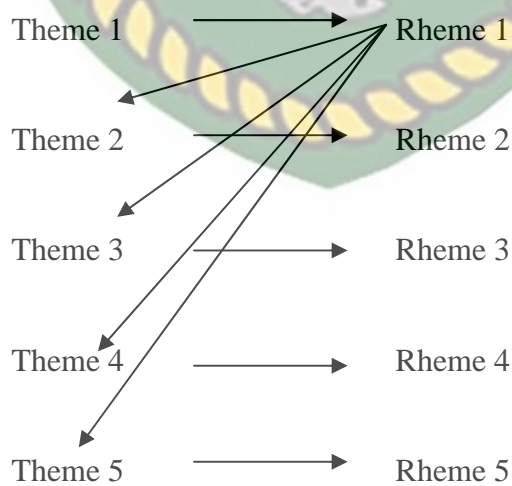


Figure 3: Multiple theme/split rheme pattern



According, to Eggins (2004) there are three kinds of thematic development patterns, they are:

- a. Theme reiteration/constant theme pattern

This pattern shows that the first theme is picked up and repeat at the beginning of the next clause. This is the example of this pattern:

Here is the example of reiteration pattern take butt et al as quoted by Azhar (2014).

*"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 not one thing after another. The teacher also needs to speak with a clear voice"*

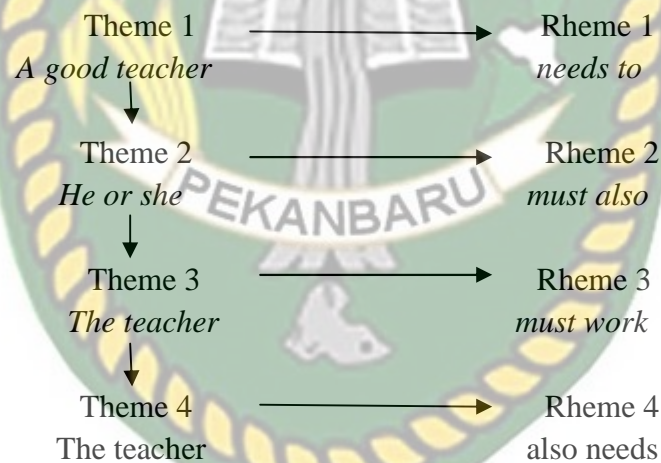


Figure 4 : An example of the reiteration pattern

Note: In the first sentence the theme (participant) is a *good teacher*, the rheme is explained by theme. In the second sentence is repeat again the theme is he or she (participant) and so on.

b. A zig-zag/ linear theme pattern

It is a pattern when the subject matter in Rheme of one clause is taken up in the theme of the following clause. This is an example taken from McCarty (2000) of the zig-zag pattern can be seen below:

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

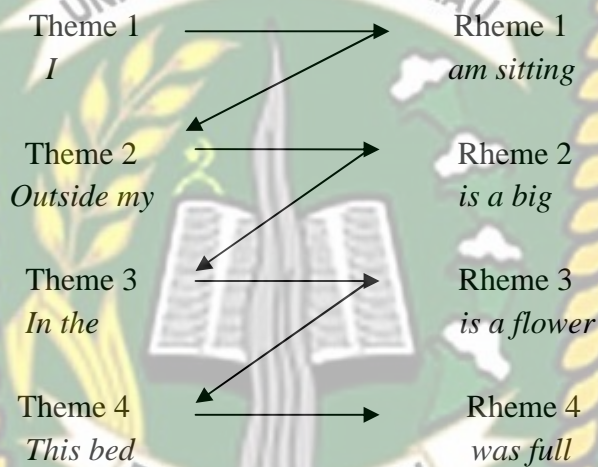


Figure 5: An example of the zig-zag

Note: in the first sentence the theme is *I* (participant) and the rheme is *am sitting*.

In the second sentence, theme is *outside my* and it *is big*. So every rheme explained the theme *I* every sentence.

c. Multiple theme/ hierarchical pattern

In this pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses. This is an example taken from McCarty (2000) of the hierarchical pattern can be seen below: *"The club is called 'monomanor' and there*

is an unusual free of £ 5. The money goes toward replacing equipment worn out by use...Monomanor rus an annual with prizes.

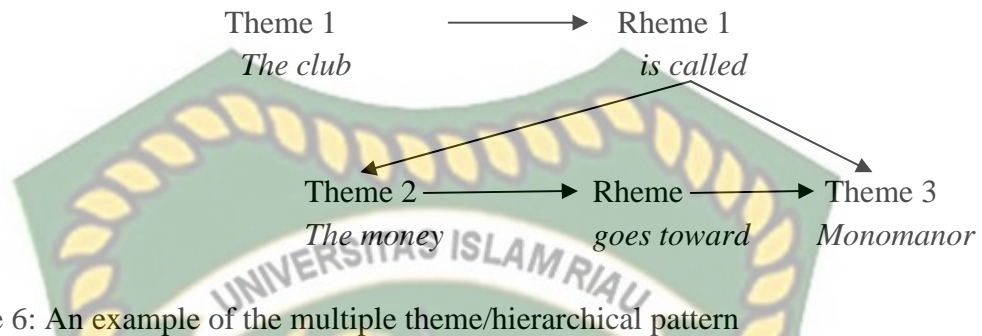


Figure 6: An example of the multiple theme/hierarchical pattern

### 2.1.8 The Procedure of Theme and Rheme Pattern

Mellos (2011) as quoted by Jing Wei presented classroom activities that introduced students to the grammar of Theme and Rheme in order to improve the coherence of their writing, with a model of Theme-Rheme analytical framework in academic writing curriculum comprised of some parts:

**Table 2.1 The Procedure of Thme and Rheme Pattern**

Meeting	Teacher Activities	Students Activities
1. Pre-test	Pre-activity <ul style="list-style-type: none"> <li>Teacher greet students</li> <li>Teacher checks students attendance list</li> </ul> Whilst activity <ul style="list-style-type: none"> <li>Teacher gives pre-test to the students that provide to access the respondents skill of writing subject about "Myday"</li> </ul> Post-Activity <ul style="list-style-type: none"> <li>Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond teacher gretting.</li> <li>Students paid attention to the teacher's explanation.</li> <li>Students do the pre-test.</li> <li>Paying attention to the summary and conclusion about what the teacher taught.</li> <li>Giving some comments all about what they had studied</li> </ul>

		whether they understood or not, pleasure or not.
2.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher introduces about theme and theme.</li> <li>• Teacher explains about recount text, generic structure, example, independent, dependent, and kind of sentences.</li> <li>• Teacher asks students to write a paragraph about recount text “<i>Holiday</i>”.</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher asks about difficulties in learning process.</li> <li>• Teachers makes a conclusion based on the material have been learnt.</li> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond teacher greeting.</li> <li>• Students paid attention to the teacher’s explanation.</li> <li>• Students do the test.</li> <li>• Paying attention to the summary and conclusion about what the teacher taught.</li> <li>• Giving some comments all about what they had studied whether they understood or not, pleasure or not.</li> </ul>
3.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher explains theme and rheme</li> <li>• Teacher explains about independent and dependent clause.</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond teacher greeting.</li> <li>• Students paid attention to the teacher’s explanation.</li> </ul>



	<ul style="list-style-type: none"> <li>• Teacher gives example independent and dependent clause.</li> <li>• Teacher explains about kinds of sentences to make students easy to write paragraph.</li> <li>• Teacher asks students to write paragraph recount text “<i>Fasting Month</i>”.</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher asks about difficulties in learning process.</li> <li>• Teachers makes a conclusion based on the material have been learnt.</li> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students do the test.</li> <li>• Paying attention to the summary and conclusion about what the teacher taught.</li> <li>• Giving some comments all about what they had studied whether they understood or not, pleasure or not.</li> </ul>
4.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher explains again theme and rheme.</li> <li>• Teacher explain theme and rheme pattern.</li> <li>• Teacher gives example theme and rheme pattern.</li> <li>• Teacher asks students to write a paragraph by using theme and rheme pattern with the topic “<i>Eid Al-Fitr</i>”.</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher gives reward to student task.</li> <li>• Teacher asks about difficulties in learning process.</li> <li>• Teachers makes a conclusion based on the material have</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond teacher greeting.</li> <li>• Students paid attention to the teacher’s explanation.</li> <li>• Students do the test.</li> <li>• Paying attention to the summary and conclusion about what the teacher taught.</li> <li>• Giving some comments all</li> </ul>

	<p>been learnt.</p> <ul style="list-style-type: none"> <li>• Teacher closes the lesson.</li> </ul>	<p>about what they had studied whether they understood or not, pleasure or not.</p>
5.Treatment	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher asks about last material</li> <li>• Teacher guides students to topic will be discussed.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher explains again theme and rheme pattern.</li> <li>• Teacher asks students to write a paragraph by using theme and rheme pattern with the topic "My School Life".</li> <li>• Students collect their work.</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher gives reward to student task.</li> <li>• Teachers makes a conclusion based on the material have been learnt.</li> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond teacher gretting.</li> <li>• Students paid attention to the teacher's explanation.</li> <li>• Students do the test.</li> <li>• Paying attention to the summary and conclusion about what the teacher taught.</li> <li>• Giving some comments all about what they had studied whether they understood or not, pleasure or not.</li> </ul>
6.Post-test	<p>Pre-activity</p> <ul style="list-style-type: none"> <li>• Teacher greet students</li> <li>• Teacher checks students attendance list.</li> </ul> <p>Whilst activity</p> <ul style="list-style-type: none"> <li>• Teacher gives post test to students that provide to access the respondance skill of writing subject about past experience (Holiday, Fasting Month or My school life).</li> </ul> <p>Post-activity</p> <ul style="list-style-type: none"> <li>• Teacher closes the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students respond teacher gretting.</li> <li>• Students paid attention to the teacher's explanation.</li> <li>• Students do the post-test.</li> <li>• Pay attention.</li> </ul>

### **2.1.9 The Important of Theme and Rheme**

Theme and rheme pattern provides teachers to be simple teaching of writing in the classroom. It makes students easy to develop ideas with knows about theme and rheme. According to Halliday as quoted by Jianghong (2005) argues that the Theme is the starting point of the message chosen by the speaker or writer: Whilst Rheme is the remaining part that develops the theme. Students that use Thematic Progression in writing, they can organize ideas and it can understand by readers.

Based on the explanation above, concludes that teachers should know how to teach writing in the classroom with the simplicity of teaching. Theme and rheme is a strategy to improve students' writing in the classroom because students' easy to develop ideas with know theme and rheme.

### **2.1.10 The Advantages of Theme and Rheme**

Theme is fundamental to think to mean ideas that become a talking point. According to Trianto cited by Sadariah (2016). By the theme is expecting will give advantages, likes:

Connections

1. Helps students understand connections and how to connect
2. Draw connections from the real world
3. Makes a connection through a common theme
4. Focuses the scanner on the mastery of objectives/overall goals
5. Models for the student the resources used in research.



Based on the explanation above, it can be concluded that theme and rheme have a big influence for students' especially in connections such as train students' to be a good writer in writing and know how to connect sentence each other. Besides, in connections, guide students to be focused on important of writing, and Theme and rheme are pattern can be used by students' to do in research.

#### Variety within Learning

1. Makes for well-rounded students (experienced many different ways of learning)
2. Keeps students engaged through making activities fun/variety
3. The teacher is able to be creative, authentic, and original (as well as the students).

Based on the explanation above, it can be concluded that theme and rheme make students' happy to write because it makes very ways of writing. Theme and rheme explore student' experience in writing with unique steps or ways, and teacher able to improve their teaching in the classroom as well as students needs and levels.

#### Classroom Culture

1. Students have a choice in what they learn-topic choice
2. Utilizes Collaborative and Cooperative Learning
3. Share the same learning goals
4. Creates a community of learners
5. Not all teacher-student centered, this is student centered



Based on the explanation above, it can be concluded that Theme and rheme give the opportunity for students' to choice and learn about the topic before they write, it suggests students learning and understanding about cooperative learning, easy to share some ideas with other students in classroom, and students' should be active to do their writing by themselves.

## 2.2 Past Studies

Rafidah Rahman (2018). "Using theme and rheme to increase students' achievement in writing news item at the tenth grade students' of SMAN 2 Selayar".

In this research, there was one instrument used, that was test. The data were analyzed using descriptive statistic (frequency, mean score, and standard deviation) and inferential statistic (independent sample t-test).

Her research discovered that the students' writing achievement in writing news item using theme and rheme at SMAN 2 Selayar was improved. The result of the t-test also showed that the use of Theme and Rheme in teaching writing especially in news item text was effective in improving the students' writing achievement in news item text because the t-test, 3.70 was higher than t-table, (3.70 > 2.024). The mean score of the students also showed that there was significant improvement after applying theme and rheme method. It was proved by the students' mean score. The post test mean score of the experimental class (87.6) was higher than the post test mean score of the controlled class (77.7) it meant that Theme and Rheme method is improving the students writing

achievement in writing news item of the tenth grade students of SMAN 2 Selayar. Furthermore, there was a significant difference in the achievement between experimental class than the controlled class. So that, the researcher concluded that the theme and rheme method was more effective than conventional method. Theme and rheme method made the students' writing more coherent and well organized. It is suggested for the teacher, students and other researchers to apply theme and rheme method in teaching writing news item.

Leza Pius (2012). "The Effect of Theme and Rheme Technique and Achievement Motivation on Students' Writing Competency at English Department of Faculty of Teacher Trainig and Education of Mahasaraswati University Denpasar".

The population of his research was 11 classes consisted of 300 students who took writing IV course. From all populations, 60 students were used as sample which were divided into two groups, i.e. experimental group and control group and recruited by using *Cluster Random Sampling Technique*. The experimental group was semester VC (30 students) and were treated by using Theme and Rheme technique and the control group was semester VD (30 students) and were treated by using Conventional technique.

His research used two data-collection instruments, i.e. the writing competency test and the scale of achievement motivation in studying English as foreign language. The data were analyzed by using descriptive statistic and inferential statistic i.e. two-way ANOVA and then continued by using Tukey test. The results of the finding were: The mean score of the students who are taught by

using Theme and Rheme technique was higher than the mean score of the students who are taught by using Conventional technique, there was a significant interactional effect of the techniques of teaching writing, there was a significant difference in writing competency between the students with high achievement motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique, there was a significant difference in writing achievement between the students with low achievement motivation who are taught by using the Theme and Rheme technique and those taught by using the Conventional technique, there was a significant difference in writing competency between the students with high achievement motivation and those with low achievement motivation taught by using the Theme and Rheme technique, there was a significant difference in writing achievement between the students with high achievement motivation and those with low achievement motivation taught by using the Conventional technique.

Katharina Rustipa (2010) with her study entitled Theme rheme organization of learner text. Based on her study, she found the students do not need to find a new theme. This pattern shows that the first theme is picked up and repeated at the beginning of the next clause. Multiple theme pattern is considered the most difficult for the students because they need to create new themes by taking up from the rhemes. In this pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses.



Sri Mulatsih (2006) with her study entitled Improving the coherent of students' English Writing through Theme and Rheme (Thematic Progression). The result of this research showed that the thematic progression pattern was improving the coherent of students' English paragraph, which the thematic progression high significant in the coherent of students' writing.

The thematic progression pattern the students employed mostly in developing their paragraphs is Theme Reiteration. The second preferred is a zig-zag pattern. While multiple patterns are rarely employed in their writings. Theme reiteration pattern is considered to be most preferred because this pattern is employed by simply repeating one Theme in the previous Theme. For those students, this pattern is the easiest one because they don't need to find a new theme in the next clause. This one of the ways the students can do make the paragraph coherent.

Zig-zag pattern is also employed by these students. This pattern is considered more difficult than theme reiteration because they need to pick up the theme of one clause to be put a theme in the previous clause.



### 2.3 Hypothesis

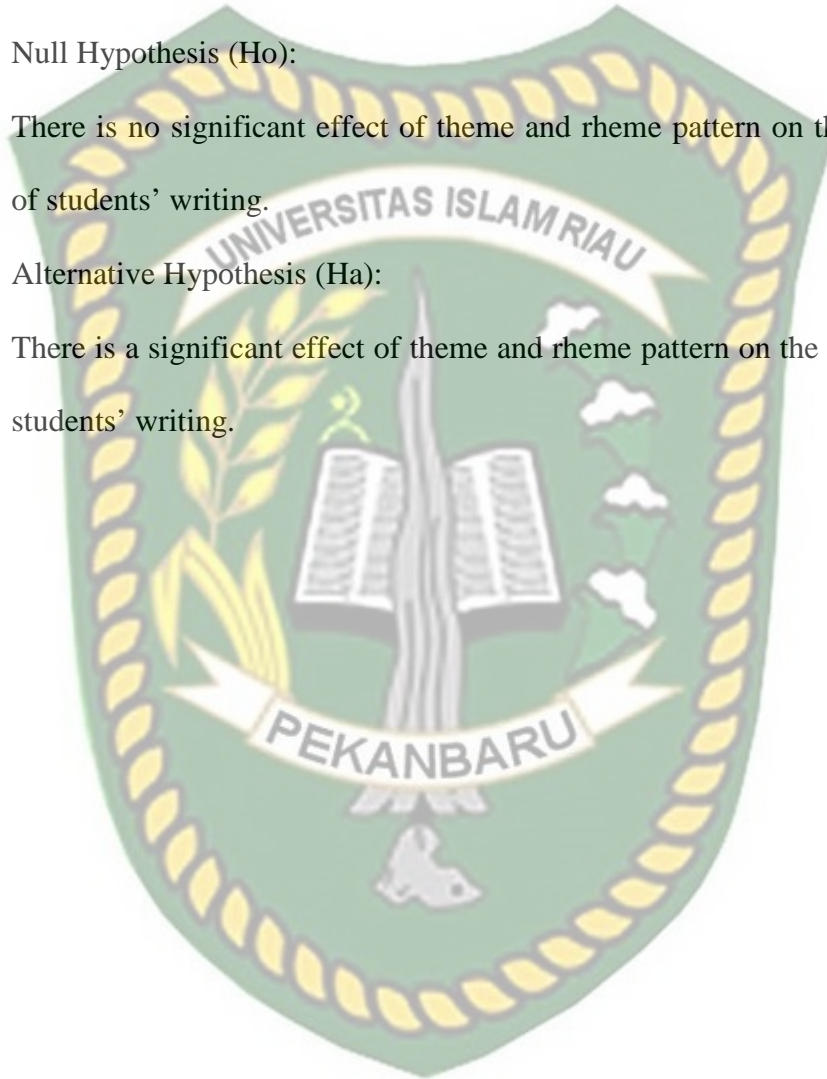
In order to measure the answer the problem in this research, the writer makes a hypothesis as follow:

1. Null Hypothesis (Ho):

There is no significant effect of theme and rheme pattern on the coherent of students' writing.

2. Alternative Hypothesis (Ha):

There is a significant effect of theme and rheme pattern on the coherent of students' writing.



## CHAPTER III

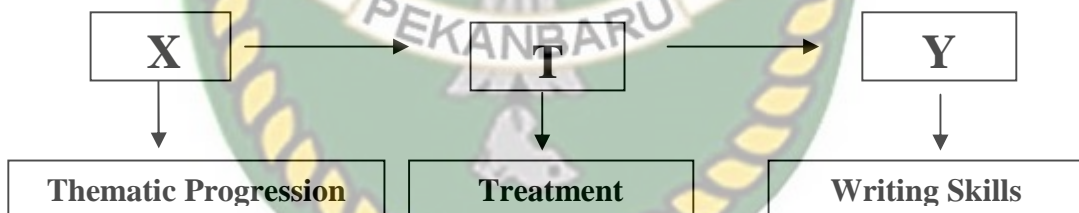
### RESEARCH METHODOLOGY

#### 3.1 Research Design

The design of this research was an experimental research. According to Sugiyono (2007) in this experimental research, there was treatment. It consisted of groups of pre-test and post-test design.

This research consisted of two variables: the independent variable symbolized by "X" that was the use of theme-rheme and the dependent one as "Y" which referred to students' writing skills, and "T" as treatment. In brief, the research can be designed by the following table:

**Table 3.1 Research Design**



Group	Pre-test	Treatment	Post-test
E	X1	T	Y1
C	2	NT	Y2

**Where:**

- E = Experimental class
- C = Control Group
- T = Treatment of experiment group
- NT = Non Treatment
- X1 and X2 = Pre-test
- Y1 and Y2 = Treatment (4 meetings)
- Y1 = Post-test

**3.2 Location and Time of the Research**

This research was conducted at SMA IT Imam Asy Syafi'i 2 Pekanbaru which located in Jln. Soekarno Hatta, Maharatu, Kec. Marpoyan Damai, Kota Pekanbaru.

**Table 3.2 The Time Schedule of the Research**

No	Meeting	Date	Topic	Group
1	I	March, 28 <sup>th</sup> 2019	My Day	Control Class and Experimental Class
2	II	April, 4 <sup>th</sup> 2019	Holiday	Experimental Class
3	III	April, 11 <sup>th</sup> 2019	Fasting Month	Experimental Class
4	IV	April, 18 <sup>th</sup> 2019	Eid Al-Fitr	Experimental Class
5	V	April, 25 <sup>th</sup> 2019	My School Life	Experimental Class
6	VI	May, 2 <sup>nd</sup> 2019	Holiday, Fasting Month or My School Life	Control Class and Experimental Class

### **3.3 Population and Sample of the Research**

#### **3.3.1 Population**

The population of this research was the first year students at SMA IT Imam Asy Syafi'i 2 Pekanbaru in academic 2019 which consisted of 80 students form 4 classes. Each class consisted of 20 students. The population was very important in this research because it needed a researcher to collected the data requirements in this research.

The population of this research was of the first year students at SMA IT Imam Asy Syafi'i 2 Pekanbaru. The total of the students' were 40 students. They divided into two classes and every class consisted of 20 students.

#### **3.3.2 Sample**

In determining the sample of this research, the research used total sampling. According to Sugiyono (2007) that in total sampling the population less than 100 and all population were sample in the research. The sample of the research would be divided into two groups. The first group was experiment class, it consisted of 20 students that took from X MIA 2 and the other one control class that consisted of 20 students that took from X IIS 2 so the researcher took 40 students as the sample.



**Table 3.3 Table of Sample**

Class	The number of students
XI MIA 2	20
XI IIS 2	20
Total	40

### 3.4 Instrument of the Research

The instrument of this research was a writing test and the topics were taken from the internet.

**Table 3.4 Indicator of Variable**

No	Variable	Sub Variable	Indicator
1.	Theme and Rheme Pattern (X)	1. Recount text	1.1 Students were able to retell about past experiences based on the instruction by paying attention to grammar, and generic structure.
		2. Kind of Sentences	1.2 Students were able to retell about past experiences by using simple sentence, compound sentence and complex sentence.
		3. Independent and Dependent Clause.	1.3 Students were able to retell about past experiences by using an independent clause and dependent clause.
		4. Pattern	1.4 Students were able to make a paragraph recount text by using theme and rheme pattern.
2.	Writing (Y)	1. The result of test recount text.	2.1 Students were able to retell something based on the instruction by paying attention to grammar, and generic structure.

### 3.5 Data Collecting Technique

In order to get the data to support this study, the researcher used the pattern as follows:

#### 1. Test

To find out the effect of using theme and rheme pattern on the coherent of students writing at SMA IT Imam Asy Syafi'i 2 Pekanbaru, the researcher administered the test to assess students' writing, especially in recount text.

### 3.6 Data Analysis Technique

In analysis data, the researcher used a score of pre-test and post-test of the students. The scores was analyzed by using statistical analysis t-test, variance, and homogeneity. Tthe data was analyzed by statistical analysis 24 version. To know the result whether it was statistically significant, it was statistically significant, and it was analyzed by using t-test.

**Table 3.5 Scoring rubric for assessing recount text.**

Aspects of Writing	Point	Description
Content	5	Main Ideas stated clearly and accurately, change opinion very clear.
	4	Main Ideas stated fairly clearly and accurately, change opinion relatively clear.
	3	Main Ideas somewhat unclear or inaccurate, change opinion statement some what weak.
	2	Main Ideas not clear or accurate, change opinion statement weak.
	1	Main Ideas not at all clear or accurate, change opinion statement very weak.
Organization	5	Well-organized and perfectly coherent.

	4	Fairly well-organized and generally coherent.
	3	Loosely organized but main ideas clear, logical but incomplete sequencing.
	2	Ideas disconnected, lacks logical sequencing.
	1	No organization and incoherent.
Grammar	5	No errors, full control of complex structure.
	4	Almost no errors, good control of structure.
	3	Some errors, fail control of structure.
	2	Many errors, poor control of structure.
	1	Dominated by errors, no control of structure.
Vocabularies	5	Very effective choice of words and use of idioms and words forms.
	4	Effective choice of words and use of idioms and words forms.
	3	Adequate choice of words but some misuse of vocabulary, idioms, and word forms.
	2	Limited range, confused use of words, idioms, and word forms.
	1	Very limited range, very poor knowledge of words, idioms, and word forms.
Mechanics	5	Mastery of spelling and punctuation.
	4	Few errors in spelling and punctuation.
	3	Fair number of spelling and punctuation errors.
	2	Frequent errors in spelling and punctuation.
	1	No control over spelling and punctuation.

(Adapted from Cohen in Yunianto: 2013)

## CHAPTER IV

### RESEARCH FINDING

In this chapter the researcher presented the research finding dealing with data analyzed and interpreted which had been taken from pre-test and post-test of two classes. They showed that the students' score improve from pre-test to the post test of the sample in order to find out whether there was a significant effect on the students' writing recount text by applying theme and rheme pattern on the coherent of students' writing at SMA IT Imam Asy Syafi'i 2 Pekanbaru.

#### 4.1 Data Presentation

This research was conducted to know the effect of theme and rheme pattern on the coherent of students' writing at SMA IT Imam asy Syafi'i 2 Pekanbaru. A set of test to find out the score of the students' achievement in writing recount text.

The researcher used two classes to assume to be equal and homogenous statistically in order to conducted the research. Then, the research explained into the classroom and gave the same material, for length the of time, but different treatment.



#### 4.1.1 Pre-Test

The pre-test carried out to determine the early background ability of the students were selected as the sample. It was held to find out whether the experimental group and control group at the same level before applying a new strategy for the experimental group and the material was the test. The first meeting was to give examples of a recount text. The objective in this meeting was to give the students clear understanding about a recount text by giving examples of a recount text related to the picture series. The activities designed by the researcher in this meeting were students got the explanation about the generic structure of a recount text, language features; simple past tense and words showing order. Students had to write a sentence based on the pictures. Last students' had to write a paragraph based on the topic.

#### 4.1.2 Treatment

The treatment was conducted for the experimental group only. The treatment used theme and rheme pattern. The treatment of teaching by using theme and rheme pattern as follows:

The treatment only given the experimental class, the steps were:

Treatment 1: In this second meeting on April 4<sup>th</sup> 2019, the students were greeted to the teacher and checked the attendance. Students' were given objective of the lesson and given brainstorming. The teacher explained about theme and rheme, teacher showed the topic (Holiday) to students and gave an example how to write past event then the teacher explained about recount text. There were definitions of

recount text, generic structure and tenses used to write recount text, the purpose of the text. Indeed, the teacher also explained an independent and dependent clause, then the students' wrote recount text about holiday include an independent and dependent clause. Last, students' summarized about the material.

Treatment 2: In this third meeting on April 11<sup>th</sup> 2019 was reviewed and asked the students' about difficulty in created recount text. The teacher explained a theme and rheme pattern in writing. The teacher explained the definition of theme and rheme. Then the teacher gave a topic (Fasting Month), then asked the students to wrote their past experience with care. The teacher asked the students what important information from the text. In addition, the teacher also explained a kind of sentences. Students' were given a test of writing recount text about Fasting Month by using kind of sentences. Lastly after submitted the test, students' were given summary about the topic (Fasting Month) then also got feedback from them.

Treatment 3: In this fourth meeting on April 18<sup>th</sup> 2019, the teacher asked who has unforgettable moment in Eid Al-Fitr and the teacher was given topic about Eid Al-Fitr. The teacher explained the pattern of theme and rheme, there are tree patterns, theme reiteration pattern, zig-zag pattern and multiple themes what the meaning theme and rheme and what relationship theme and rheme in the text. Then the teacher gave a topic (Eid Al-Fitr) to students and wrote a recount text through theme and rheme pattern, then the students to identified theme and rheme in the text. After that, the students' collected their result of writing recount text

and there were students discussion about difficulty using theme and rheme pattern.

Treatment 4: In this fifth meeting on April 25<sup>th</sup> 2019 the teacher asked who has unforgettable moment in Junior High School and the teacher was given topic about My School Life. The teacher explained again about theme and rheme pattern in the text. The teacher gave the students the topic (My School Life) and asked the students' to wrote recount text then the students to identified the theme and rheme in the text. Lastly, the teacher asked difficulty about the lesson and they said they feeling. Futhermore, the students' concluded the lesson together with the teacher.

#### 4.1.3 Post-Test

After treatment, this test administered in order to know the students' achievement after make a theme and rheme are implementd in the classroom process. The post-test conducted on the last meeting, writing text and find out topic (theme), comment (rheme) in a text. In last meeting, the teacher gave three topics, they were Holiday, Fasting Month and My School Life and the students' were chosen the topic, then they were wrote a recount text by using own word through theme and rheme pattern. After distributing the test to the students, It was analyzed the result of their answer at the pre-test and post-test in order to find out whether or not any significant improvement made by the students after series of teaching English writing skills through theme and rheme pattern.



#### **4.1.4 Data Presentation of Pre-Test in Control Class**

The first analysis was the students' score of pre-test in control group which has done to know the ability of students' in writing recount text. The researcher presented the students' writing on pre-test, the result as follow; the highest average score was 72 and the lowest average score was 50. Moreover, in control class, the total score that 20 students was 1.152 and the average score they was 57.95 point. (See appendix 7, page: 81)

#### **4.1.5 Data Presentation of Pre-Test in Experimental Class**

The students' result in writing skill, particularly in writing recount text in pre-test of experiment class, as follow; the highest average score was 80 and the lowest average score was 50. Moreover, in experiment class, the total score that 20 students was 1.209 and the average score was 60.60 point. (See apendix 8, page: 82)

#### **4.1.6 Data Presentation of Post-Test in Control Class.**

The students' in writing, particularly in writing recount text in post-test of control class, as follow; the highest average score was 82 and the lowest average score was 54. Moreover, in control class, the total score that 20 students was 1.341 and the average score they was 67.05 point. (See apendix 9, page: 83)



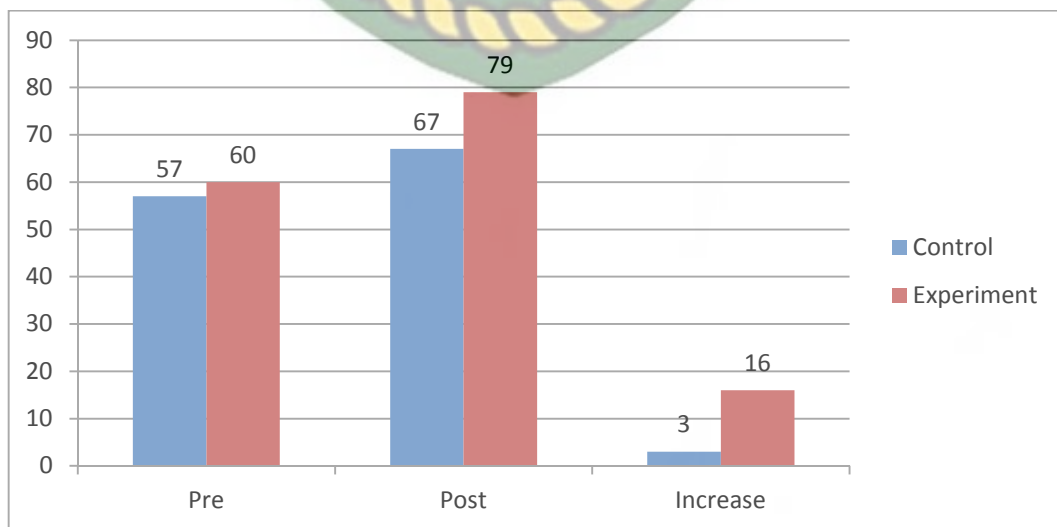
#### 4.1.7 Data Presentation of Post-Test in Experimental Class

The students' result of writing, particularly in writing recount text in post-test of experimental class, as follow; the highest average score was 92 and the lowest average score was 66. Moreover, in experiment class, the total score that 20 students' was 1.512 and the average score was 79.30 point. (See apendix 10, page: 84)

#### 4.1.8 The Increasing Students' Mean Score of Pre-test and Post-test in Control and Experimental Class

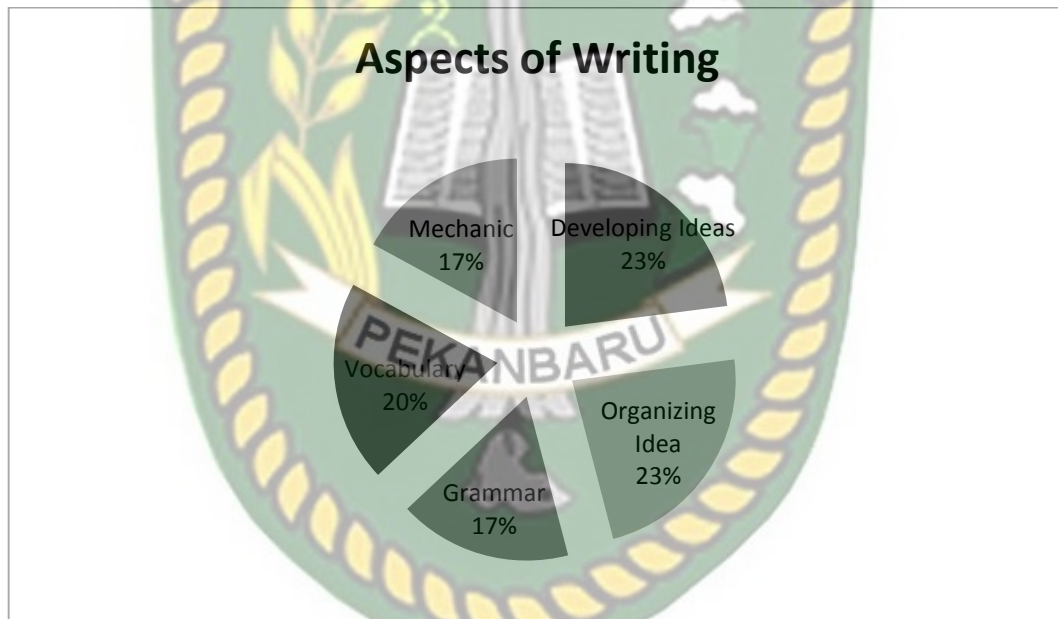
Based on the calculation above, the researcher got the mean score of pre-test and and post-test in control and experimental class. Futhermore, the increased of the students score between control and experiment class can be seen the diagram bellow:

**Figure 4.1 The Increasing Students' Mean Score of Pre-test and Post-test in Control and Experimental Class.**



From figure above, it can be seen the mean score of pre-test in control class was 57 and mean of post-test was 67. While the mean score of pre-test in experimental class was 60 and after the students was given the treatment using theme and rheme pattern the mean of post-test become 79. It can be summarized that there was a significant effect of theme and rheme pattern on the coherence of students' writing at SMA IT Imam Asy Syafi'i 2 Pekanbaru.

**Figure 4.2 The Aspects of Writing Achieved by the Students'**



Based on the graphic pie, it shows that there was 23% mastered in developing ideas, 23% mastered in organizing idea, 17% mastered in grammar, and 20% mastered in vocabulary.

From the data above, it can be summarized that students' at SMA IT Imam Asy Syafi'i 2 Pekanbaru were mastered in aspects of writing. It can be seen after treatment students able to apply the aspects of writing. In brief, every students'

was highest score in writing. On the other hand, for the next researcher should be mastered how to improve students' writing based on aspects.

#### 4.1.9 Comparison of Recapitulation Data between Pre and Post Control.

**Table 4.1 Descriptive Statistics Pre-Test and Post-Test Control Class**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Control	20	50	72	57,95	5,256
Post-Test Control	20	53	82	67,05	8,357
Valid N (listwise)	20				

From the table above, it can concluded that mean of pre-test of control class is 57,95 and mean of post-test of control class is 67,05. From the data it can be concluded that there is no difference in mean score both pre-test and post-test of control class.

**Table 4.2 Comparison Recapitulation Descriptive Statistics Pre-test and Post-test Experimental Class.**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Experiment	20	50	80	60,60	7,229
Post Experiment	20	66	92	79,30	6,721
Valid N (listwise)	20				

From the table above, it can be summarized that mean of pre-test of experiment class is 60.60 and mean of post-test of experiment class is 79,30. From the data it can be concluded that there is difference in mean score both pre-test and post-test from experimental class.

**Table 4.3 Independent Sample T-Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	1,574	0,217	-5,108	38	0,000	-12,250	2,398	-17,104	-7,396
	Equal variances not assumed			-5,108	36,328	0,000	-12,250	2,398	-17,112	-7,388

Based on output SPSS 24 version above, Independent Sample T-Test shows levene's test to know the same variance.

Ho= Variance Population Identic.

Ha= Variance Population not Identic.

If Sig  $F_{calculate} > 0,05$ , Ho is accepted.

If Sig  $F_{calculate} < 0,05$ , Ha is accepted.

Based on the data of SPSS above, it can be seen sig  $F_{calculate}$  in Equality of Variances is 0,217. It can be summarized that Ho is accepted because  $0,217 > 0.05$ . In breif, It means the variance population idetic.

On the other hand, from the data can be seen that  $t_{calculate}$  obtained -5.108 will be compare to  $t_{table}$ ,  $df= 38$ . Because  $df=38$  was not found in  $t_{table}$ , so the researcher took  $df=40$  to compare either at level 5% is 2.021. It can be concluded that  $t_{table}$  is higher than  $t_{calculate}$ . In other word, it can be read  $2.021 > -5.108$ . Based on the score the researcher concluded that Ho is rejected and Ha is accepted, in breif, there is significant effect of theme and rhyme pattern on coherent of students' writing at SMA IT Imam Asy Syafi'i 2 Pekanbaru.



## 4.2 Data Interpretation

In this discussion was focused on the result of the research and the data analysis which is the effect of theme and rheme pattern on the coherent of students' writing.

It can be analyzed that the increasing of the students' writing in the experimental class which was taught by using theme and rheme pattern. The mean score was 79,30. On the other hand, the control class was 67.05. In breif, the theme and rheme pattern increase students' score in writing.

Moreover, the score of observed statistic ( $t_o$ ) is higher than ( $t_t$ ) in the significant of 5% is 2,021. In brief, null hypothesis was rejected and the alternative hypothesis was accepted.

## 4.3 Hypothesis Testing

From the calculation of the analysis by using SPSS 24 Version, It is found that  $t_{table}$  is 2,021 at the level significant 5% and  $t_{calculate}$  is -5.108.  $T_{table}$  is higher than  $t_{calculate}$ , in other word it can be read  $2.021 > -5.108$ . Based on the score, the researcher concluded that  $H_o$  rejected and  $H_a$  accepted, It means that there is significant effect of theme and rheme pattern on the coherent of students' writing at SMA IT Imam Asy Syafi'i 2 Pekanbaru.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

#### 5.1 Conclusion

Based on the result of data analysis, research findings, and discussion on the previous chapter, the researcher concluded that from the mean score of pre-test control group was 57,95 and pre-test experimental group was 60,60. The mean score of post-test experimental group was 79,30 and control group was 67,05. It can be summarized that by using theme and rheme pattern gave any significant effect towards students' writing at SMA IT IMAM Asy Syafi'i 2 Pekanbaru. In brief, there was significant effect between control and experimental group.

#### 5.2 Suggestion

Based on explanation in previous chapter, the researcher presented a suggestions are:

1. For english teachers, this research is highly recommended for the teacher for using theme and rheme pattern to guide the students in enhancing to learn writing.
2. The Students should improve their writing achievement by practice writing more using some technique or method.
3. For other researchers, they can use this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the shortcomings in this study and provide more detail information about this.

### 5.3 Implication

From the conclusion about, it is known that theme and rheme pattern on the coherent of students' writing at SMA IT Imam Asy Syaf'i 2 Pekanbaru. It can be seen from the data, before giving the treatment students got low score, therefore, after applied the treatment students writing increase to be better than before.



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