CHAPTER I
INTRODUCTION

This chapter presents the research foundation including background, research questions, research objectives, the scope of the research, the significance of the research, clarification of key terms, and organization of the paper. The keys to comprehending this research are provided in this chapter.

1.1 Background of the Study

Writing is one of the important skills in English. According to Nunan (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. It means that writing skill is a form of communication that combines coherent words and composes texts. As Oshima and Hogue (2006, p.21) stated "For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth". In this case, the learners must be good at converting ideas to text to make it complete writing. These basic English competencies must be mastered by students when learning a language because writing is one of the essential communication skills. This is supported by Kardena et al. (2020) that writing has its own position in English learning as one of the language skills that is used to communicate. Therefore, it cannot be denied that writing is an essential skill that needs continuous effort.

However, students may face many writing challenges and problems at different stages of their learning which means that students have problems with their writing skills (Nasser, 2019; Alvi, Haider, Aziz, & Rehman, 2020). Therefore, these statements state that students need to be encouraged in their writing skills by getting sufficient writing practice. In English, students can practice their writing coherence through various types of texts. One of them is through Exposition text because that text is learned by eleven grade EFL Senior High School students and refers to the curriculum currently being used in schools. However, writing an Exposition text is not easy for EFL students (Emilia, Habibi, & Bangga, 2018). In the Indonesian context, they also found that many Indonesian students struggle to write an effective Exposition text, especially to employ the textual resources-theme progression and

cohesive links in the text. Therefore, studying the Theme system process is a good step toward making texts more structured and cohesive because the Theme system is concerned with "the organisation of information within individual clauses, and through this, with the organisation of a larger text" (Martin, 1992; Martin, Mathiessen, & Painter, 1997, p. 21). In this case, the Theme system movement corresponds to how the text is managed.

Referring to the problems above, the Genre-Based Approach can be applied as a way to improve students' writing skills, especially in writing Exposition texts to build their ideas. As Emilia (2014) stated the GBA suggests that teachers should be more explicit in teaching: how language works to make meaning; the text organization; and linguistic forms that characterize different genres. Therefore, in connecting the application of the Theme system in GBA, the use of the Thematic Progression pattern can improve students' writing skills in the learning process of writing Exposition text (Linda, Maisa, & Mulatsih, 2017; Bahang et al., 2021). It is from these statements that this research conducts research in analyzing the Theme system on students' writing in Exposition text. As Emilia (2005) claimed that "research about analyzing students' text is very important to do because by knowing the students' difficulties, it can lead the teacher to help solve the students' problems".

To support the statement above, there are several previous research that also analyzed the Theme system on students' writing in Exposition text. Emilia, Habibi, and Bangga (2018) found that only high achievers, regarding the topics, employ the multiple Theme pattern, indicating the students' emerging capacity to create a text with a better sense of connectedness, unity, and flow of information at the global level. It is reported that there were differences between students who have high achievers and low achievers. It was also found that students' difficulties in writing lack of writing practice which affected coherence and cohesion in their writing because the text was incomplete and in the use of Theme Re-iteration, students could not elaborate their ideas, so overuse occurred (Al-Badi, 2015; Belkhir & Benyelles, 2017; Mafuroh & Ningrum, 2019). The overuse of Theme reiteration can be a problem because it can affect the coherences of text. In analyzing the difficulties experienced by students in the Theme system, it has been found that the

students' challenges in using impersonal pronouns and the lack of various ideas in the paragraphs that were built were to create feelings, attitudes, and use structures that were appropriate to the topic being discussed (Pramono, 2019; Pablo & Lasaten, 2018). In addition, in the analysis of textual metafunctions, the challenges were in the form of using the right conjunctions and organizing the right Theme-Rheme in writing Exposition texts.

The gaps between the previous research above and this research have to do with the participants and method. Two of the previous research above conducted research in grade 8 and with college junior high school students, while this research was conducted on Grade 11 senior high school students. Besides that, some of the previous studies above were also unclear on how the effectiveness of GBA was measured as a whole, such as the evaluation tools and methods used were only writing tests. Meanwhile, this study also conducted observation to observe the implementation of GBA in teaching Exposition text to students in the classroom.

In the interest of space, this research was conducted in one of the senior high schools in Tasikmalaya in the hope of providing insight into the educational situation in the region that is underrepresented in previous studies. This research involved the learning process of using GBA in teaching Exposition text as well as analyzing the Exposition text in the context of the Theme System to find out how students' writing ability in writing an Exposition text. The student's ability to write Exposition texts forms the basis of this study. The complicated process of making writing coherent requires students to practice their writing skills in facing the difficulties they face.

1.2 Research Questions

The research questions used in this research are as follows:

1. How can Genre-Based Approach help students to write an Exposition text?
2. How is the quality of the students' Exposition text seen from Theme System?

1.3 Research Objectives

The research objectives in this research are as follows:

1. To investigate how Genre-Based Approach can help students to write an Exposition Text.

2. To identify the students' ability in writing an Exposition text, especially seen from the cohesion and coherence using the Theme System of Systemic Functional Linguistics.

1.4 Scope of the Research

This research limits the problem to the Theme system on Exposition text, especially for EFL grade 11 Senior High School students. Indicators for this research are the Theme system which includes Theme-Rheme and Thematic Progression.

1.5 Significances of the Research

This study is significant for several reasons.

1. Theoretically

This study can enrich the literature on the implementation of Genre-Based Approach and also the students' text analysis using SFL, especially Theme and Thematic Progression Patterns.

2. Practically

This study provides general guidance for developing the practice of teaching writing with GBA and for teachers in selecting, designing, and using appropriate methods in teaching English writing along with analyzing students' text using SFL, especially Theme and Thematic Progression Patterns.

3. Policy

This study is expected to lead to the release of a policy on the implementation of GBA and teaching language, as well as the students' text analysis using SFL, especially Theme and Thematic Progression Patterns.

1.6   Clarification of the Key Terms

1. Writing Skills

Writing is a complex brain activity because it requires thinking, diverse, and laborious to create ideas, words, sentences, paragraphs, and compositions (Nguyen, 2015; Haerazi & Irawan, 2019). This is also in line with what Nunan (2003) said that writing is the process of reflection to invent ideas, thinking about how to express them in good writing, and arranging the ideas into statements and paragraphs. Referring to this definition, this research focuses on how students' writing skills in Exposition Text.

2. Genre-Based Approach (GBA)

GBA is a concept that views language as an open dynamic system, where language knowledge is taught explicitly, and genre is used as a starting point to approach, deconstruct, and understand language (Hyland, 2004; Firkins et al, 2007; Derewianka & Jones, 2012). This is related to the objective of this research, which is to find out whether a Genre-Based Approach applied in teaching Exposition texts can help students to write an Exposition Text with an appropriate Theme and Thematic Progression Patterns. As Emilia (2014) said the GBA suggests that teachers should be more explicit in teaching: how language works to make meaning; the text organization; and linguistic forms that characterize different genres.

3. Exposition Text

"An Exposition is written to argue an issue or a thesis from the point of view followed by arguments that support the thesis, summary, and recommendation if necessary" (Annurahman et al, 2017) and the aim is to persuade the readers or listener by presenting arguments for a single position or view (Anderson & Anderson, 1997; Martin & Rose, 2003). This research uses this type of text to analyze students' writing, especially in the context of the Theme system.

4. Theme System

The Theme system is concerned with "the organisation of information within individual clauses, and through this, with the organisation of a larger text" (Martin, 1992; Martin, Mathiessen, & Painter, 1997, p. 21). It is what the clause is about (Emilia, 2005) which the clause divided into two main

constituents: a Theme and a Rheme (Emilia et.al, 2018). Therefore, Theme system can be used to analyze students' writing on how students' writing skills in Exposition Text.

1.7 Organization of the Paper

1.7.1 Chapter I Introduction

This chapter presents the research foundation including background, research questions, research objectives, the scope of the research, the significance of the research, clarification of key terms, and organization of the paper. The keys to comprehending this research are provided in this chapter.

1.7.2 Chapter II Literature Review

In order to maintain the validity and reliability of the research, this research provides knowledge related to the topic. Those are taken from reliable linguists.

1.7.3 Chapter III Methodology

This section discusses the method used in this study. It contains the research design, research participants, research instruments, and data analysis. Many data that are needed for this research are collected and analyzed in this part.

1.7.4 Chapter IV Findings and Discussions

The findings show all the results of data analysis in this research. The research questions fulfill the answers in this chapter. To make it clearer for the reader, this research conveys a discussion of the findings.

1.7.5 Chapter V Conclusions and Recommendations

What can be taken from this research is shortly described in this chapter. It also contains the writer's recommendations for teachers, students, and further research. This is the end of the paper.

1.8 Concluding Remark

This chapter has presented some aspects underlying the study, including the background of the study, statement of problems, the previous study, the purpose of the study, the scope of the study, the significance of the study, clarification of key

terms, and organization of the paper. The next section will present some theories relevant to the study.