

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, purposes of the study, and statements of the problem. In addition, this section elaborates the scope of the study, significance of the study, clarification of key terms, and the organization of the paper.

1.1 Background of the Study

This study concerns analyzing thematic progressions of students' recount texts in one public junior high school in Indramayu, West Java, Indonesia.

It has been generally known that EFL learners shall be able to organize meanings effectively into clauses, clause complexes paragraphs and text. This statement is supported by Butt, et al. (2000, p. 152) who state that EFL learners need to know how to order words clause constituents, clauses and paragraphs within texts. The students can produce a good text if English teachers use model texts to illustrate the basic patterns of thematic progressions. This technique brings about the students can apply the thematic progression patterns to their own writing. As a result of the ability to convey the message through the writing form is a critical skill and an important attribute for academic success and professional competence (Geiser & Studley, 2001; Light, 2001).

In addition, the need for analyzing the students' texts comes up since it is principal to understand how the text is organized textually. Textual meaning in English is expressed largely through the ordering of constituents (Eggins, 2004, p. 298). Textual analysis offers many advantages. The advantages of employing the textual analysis are to support the students' literacy development, to critic

approach the text they use, and to develop their professional capacity (Achugar, et.al, 2007).

The EFL learners are required to master language skills, particularly the ability in writing skill. They also have to be able to produce the text. The word 'text' refers to one example of language, in some ways, that makes sense to someone who understands the language (Halliday & Matthiessen, 2004, p. 3). The text types that must be created by the EFL students are Descriptive, Recount, Narrative, Report, Exposition, Explanation, New Items, and Discussion (see Depdiknas, 2003).

Recount is one of the text types that have to be learned by EFL learners in Indonesia. The comprehension of writing recount text is supported by the Indonesian curriculum of junior high school delivered by BSNP 2006 (*Badan Standar Nasional Pendidikan*) which states that one of basic competence and standard competence of this level are to comprehend and to create a recount text.

Research on students' text in learning this text type is important to investigate the success of the curriculum. It is to provide input for the teachers to understand how the students organize their ideas within the text. One way to assess the success of students' contributing in creating the text is analyzing thematic progressions.

The investigation of thematic progressions had been conducted by many researchers. There was research conducted by Downing (2011) who says all of these texts are instances of professional writing whose rhetorical purpose ranges from entertainment to persuasion. Danes' model appeared to be fully applicable in helping to reveal the internal organization of the text. An awareness of the types of thematic progressions as expounded by Danes (1970) also raises interesting questions for language teaching pedagogy. Moreover, there was research conducted by Wang (2007) which explores the insights of students' writing products gained from the relationship between Theme and Rheme to improve cohesion at the level of discourse. Those studies analyzed the thematic

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progression in some genres, including recount text which became the main data of this study.

As stated earlier this study focuses on analyzing thematic progressions of students' recount text. Recount is a text type that retells events or experiences in past time. Recount, commonly, is written based on the writer's experiences (Education Department of Western Australia, 1997a:45, as cited in Emilia, 2011). Recount tells events in the past time in temporal sequence (Anderson & Anderson, 1997; Durkin et al., 2006, as cited in Emilia, 2011). An understanding of thematic progressions can be very useful for both study and work in which students may need to read and write longer texts such as textbooks, essays, reports, especially in the research site (Emilia, 2011, p. 250).

The cohesion and the organizing idea are not paid attention by both the teacher and the students in teaching and learning writing activity in one Indonesian public junior high school. In fact, one of the ways that can be used in evaluating the cohesion of the students' writing and how they organizing idea in the texts are by analyzing the thematic progression patterns employment.

However, there are still few studies investigating cohesion of students' recount texts, which analyze the thematic progression patterns. Therefore, this study focuses on the analysis of thematic progression patterns in order to investigate cohesion of Indonesian junior high school students' recount texts.

1.2 Statement of the Problem

Related to the previous brief explanation, this study attempts to answer the following questions:

1. How do the students organize their ideas in recount texts, in regard to thematic progressions?

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2. What is the contribution of thematic progressions towards the cohesion and coherence of the text?

1.3 Purpose of the Study

Relevant to the statements of the problems, this study is aimed to meet the following purposes:

1. To reveal how the students organize their ideas in regard to thematic progressions in students' recount texts.
2. To discover the contribution of thematic progressions towards the cohesion and coherence of the text.

1.4 Scope of the Study

This study concerns three thematic progression patterns: zigzag, reiteration, and multiple theme pattern suggested by Bloor & Bloor (2005), Eggins (2004), Emilia (2014), Fries (1994; 1995a; 1995b), and Halliday & Mathiessen (2004).

1.5 Significance of the Study

This study is expected to offer some theoretical and practical contributions. In terms of theory, this study can enrich the literature on thematic progressions analysis in students' texts. Besides, practically, the result of this study is expected to give information on how to analyze students' texts based on thematic progressions.

1.6 Clarification of Key Terms

1. Thematic Progressions

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Thematic progressions are the way to know how the texts develop the ideas they present (Bloor & Bloor, 2005; Eggins, 2004; Emilia, 2014; Fries, 1994; 1995a; 1995b; and Halliday & Mathiessen, 2004). Besides, thematic progressions made to the cohesion and coherence of a text (Eggins, 2004, p.324).

2. Cohesion

Cohesion, as the major characteristic of coherence covering linguistic properties of the language, gives a sequence of sentences a coherent texture. Cohesion shows how semantic relationships are set up by lexical and syntactic features. Such overt lexical and syntactic features are called cohesive devices, which signal the relationship among sentences (Halliday & Hasan, 1976, as cited in Chen, p. 94-95).

3. Coherence

Coherence refers to the elements internal to the text, consisting of cohesion and register: “a text is a passage of discourse which is coherent in these two regards: it is coherent with respect to the context of situation, and therefore consistent in register; and it is coherent with respect to itself, and therefore cohesive” (Halliday & Hasan, 1976, p. 23, as cited in Chen, p. 94). Coherence, on the whole, is regarded as the link in a text that connects ideas and makes the flow of thoughts meaningful and clear for readers (Castro, 2004, as cited in Chen, p. 94). In other words, coherence accounts for the meaningful relationship among elements of a text, stemming from “thematic development, organization of information, or communicative purpose of the particular discourse” (Kuo, 1995, p. 48, as cited in Chen, p. 94).

4. Recount Text

Recount texts are re-creations of personal experience that are characterized by their use of personal pronouns and material processes to talk about activities and the participants in the activities; frequent use of conjunctions, especially additive and temporal conjunctions, to link clauses; and use of the past tense (Schleppegrell, 2004). It is supported by Macken-Horarik (see also Johns, 2002, p. 20-21). Recount genre typically consists of an obligatory orientation, which provides information about the situation of the participants, followed by a record of events, which tells about what happened to these participants. At the end of the recount there is an optional reorientation stage, which brings the listener or reader back into the present.

1.7 Organization of the Paper

This paper is organized into five chapters, as follows:

The first chapter is introduction. In this chapter, the paper elaborates the background of the study, statements of the problems, purpose, significance of the study, scope of the study, clarification of key terms used in this study, and organization of the paper.

The second chapter is literature review. This chapter elaborates the literature relevant to this study. It covers thematic progressions and recount text.

The third chapter is research methodology. It covers research design, research site and participant, data collection, and data analysis.

The fourth chapter is findings and discussions. This chapter presents and discusses the result of the study. Moreover, in this chapter, the interpretation of finding can also be discovered.

The last chapter is conclusions. This chapter presents the conclusion and the recommendation of this study.

1.8 Concluding Remark

This chapter has presented the fundamental principles of this study dealing with background of the study, statement of the problem, purpose of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper. In the next chapter, the literature relevant to this study will be elaborated.