CHAPTER I

INTRODUCTION

This chapter potrays the background of choosing study's topic, the significance of the study, research question, the aim of the study, and the scope of the study as well. Besides, the clarification of some terms used in the study and the organization of paper are presented and explained in the end of this chapter.

1.1 Background

Reinforcing reading skill is essential for EFL/ESL students since it builds a better development in all academic areas (Anderson 2007, as cited in Han, 2010). Reading is an interactive process in which the author and the readers are communicating through text. The process will run if the reader can catch the writer's message expressing the idea of writing, opinion, knowledge, fact, etc (Burnes, 1991). Besides, McNamara, Louwerse, and Graesser (2005) confirmed that reading comprehension includes four highly interactive components: Characteristics of the reader, the text, the comprehension activities, and the sociocultural context. Meanwhile in this study, the lens will focus primarily on the text aspect which mainly contributes to reader's comprehension.

Nevertheless, the current practice of selecting texts for students is far from adequate. It is confirmed by Brown (2001) and Gerot (2000) that the idiosyncrasies of written language is a reason for certain reading difficulties experienced by the readers in reading test. Beck et al. (1989) added that the selected texts frequently has problems with the vocabulary, syntax, cohesion, and difficulty level of the texts (as cited in McNamara, Louwerse, and Graesser,

2005). Meanwhile in the local context, a research conducted by Handayani (2013) investigating students' competence in reading story showed that many Indonesia

students find it difficult to understand the text especially on recognizing the formation from the texts. Therefore, it is significant to consider the text materials used in learning process including the one used in the test.

One aspect that should be taken into account in constructing the text is text's coherence. This aspect largely influences the process of reading comprehension in the reader mind. As stated by Mckeown (1992, cited in Alderson, 2005) that text coherence facilities and enables reader to comprehend the text better, thought the topic is unfamiliar. Wei (2016) also said that Reader-Based coherence at global level-by requisite of consistent ideas- helps readers understand the development of ideas, concepts, or arguments, which coincides with the information structure composed. A coherent text mainly depends on the semantic relation between sentences, such as thematic structure (Eggins, 2004). According to Halliday (1976; as cited in Jingxia and Li, 2013) words cannot be formed by jumping from one to point to another point disorderly. It can be inferred that the words must be developed regularly following the coherence of Theme.

On the other hand, Systemic Functional Linguistics (SFL) has provided a tool for analyzing text's coherence. The connection and the development of ideas in the text can be traced by *Theme* system and *Thematic progression* pattern. As stated by Thompson (2014) that thematic organization is "a major aspect of how the message of text is delivered in a way which makes *Theme* fit smoothly into unfolding language event" (p.145). Thematic organization becomes an indicator of discourse structure closely related with the coherence and cohesion of text (Ventola and Mauren, 1991;Ren et al., 2009 cited in Rakhman, 2013) Therefore, *Theme* and Rheme construction can be considered as a valuable instrument for Language education for both in the teachers and students side. Teachers benefited from the use of *Theme* and *Thematic progression* because it helps teachers in making material for learning process. It is pointed by Belmonte and McCabe-Hidalgo (1998 as cited in Shieh and Lin, 2008) that the notions of *Theme* and

Thematic progression selections is to provide material for classroom activities. Besides, *Theme* system analysis also benefits readers from some aspects as suggested by Jianghong, Hairong, and Xiangfeng (2005) and Wang (2007). Firstly, readers can simply detect intended meaning of the writers. Secondly, the use of *Theme* system enables students to remember the most important information in the texts. Furthermore, drawing upon *Thematic progression* patterns is a very effective method for fast reading and keeps the students aware of the central information.

Concerning the explanation above, maintaining *Theme* and *Thematic progression* patterns in the texts is important. Teachers should be aware to the text used in their English tests, whether the one adapted, taken from other sources or originally written by the teachers. Thus, this study is intended to analyze texts in English summative test used by the teachers using *Theme* system and *Thematic progression* patterns. However, in Indonesia the research done on the application of textual metafunction in analyzing and interpreting texts in English test used by teachers is rare. In contrast, some studies relating to those concerns mostly investigated students' text. The previous research on the application of textual metafunction conducted by Bangga (2013) was aimed to analyze Exposition text written by students. Then, a study by Wahyu (2015) explored the *Theme* and *Thematic progression* in students' commentary writing. Therefore, this study purposes to analyze the organization of the texts used by teacher in the English summative test especially, in terms of its textual organization. In particular, this study aims to explore the *Theme* and *Thematic progression* patterns of the Narrative texts in English summative tests used by the teacher at one of Junior High Schools in Bandung.

1.2 Research Questions

The present study is going to investigate the coherence of Narrative text taken from English test given by the teacher using *Theme* system and *Thematic progression*. Thus, the research question for this study is:

- Which Theme and *Thematic progression* patterns do mostly appear in Narrative texts taken from English summative tests for ninth graders used by the teacher?

1.3 Purpose of Study

In accordance with the background and research question of the study, this study is aimed to:

- find out *Theme* choices and *Thematic progression* patterns mostly appear in Narrative text taken from English summative test for ninth graders used by the teacher.

1.4 Scope of the Study

This study focuses on analyzing texts found in English tests for ninth graders constructed by the teacher at one of Junior High Schools in Bandung. Furthermore, the analysis will be limited to the investigation of Narrative text. The texts will be analyzed in terms of *Theme* choices and *Thematic progression* patterns using Systemic Functional Linguistics (SFL) framework proposed by Halliday (1994)

1.5 Significance of Study

This study is significant from two perspectives.

- Theoretically, this study is expected to enrich the theory about text coherence. Especially the one related to the SFL *Theme* system, *Thematic progression* patterns, and text analysis. The study is also expected to provide information for teachers and generally for test developers of English test about the important of selecting and using an appropriate text test for students in a given level by considering the coherence of the text.

- Practically, by investigating the coherence of teacher's text using *Schematic structure* and *Theme* system, the analysis can offer a basis structure for teachers and test developers in terms of material selections. Besides that, indirectly it can also provide information for the curriculum and also teachers to create a better teaching learning material.

1.6 Clarification of Key Terms

a. Theme System

Theme system deals with the organization of information within individual clauses toward the organization of a larger text (Martin, 1992; Martin, Matthiessen, & Painter, 1997; as cited in Emilia, 2014). In order to achieve an effective communication, *Theme* system considers that each clause is constructed by *Theme* (given information) and Rheme (new information) (Bloor and Bloor, 2004).

b. Thematic progression

Thematic progression reveals how the *Theme* is developed within a text. As stated by Paltridge (2012) that *Thematic progression* is a term refers to "the way in which the *Theme* of a clause may pick up, or repeat, a meaning from a preceding *Theme* or Rheme" (p. 131). The *Thematic progression* in the text can be categorized into three patterns: *Reiteration pattern, Zig-Zag pattern*, and *Multiple Theme pattern* (Bloor and Bloor, 2004; Eggins, 2004; Halliday and Matthiessen, 2004).

c. Narrative

Narrative can be considered as a story genre concerned with protagonists' attitude in dealing and resolving problematic experiences (Eggins, 2004, p. 69). Narrative text has functions not only as a medium for entertaining readers (Gerot and Wignell, 1996) but it is also a medium for changing social opinions and attitudes among society (Knapp and Watkins, 2005).

1.7 Organization of Paper

This paper will be organized in five chapters. Each chapter has some subtopics to help reader go to a more detail information. The paper of this study is organized as follow:

- **Chapter I. Introduction**

This chapter provides background of the study, research questions, purposes of the study, scope of the study, clarification of terms, and the paper organization of the study.

- **Chapter II. Literature Review**

This chapter contains theoretical condition as the background of the study. It includes the theories of systemic Functional linguistics covering Basic Principles of SFL, Metafunction, *Theme* System including Boundary of Theme, Theme in Different Clause Types and Longer Unit Theme, *Thematic progression*, Theories of Genre, and Theories of Narrative text.

- **Chapter III. Research Methodology**

This chapter consists of the research questions, research design, research site and participants, data collection and data analysis.

- **Chapter IV. Findings and Discussions**

This chapter presents findings followed by discussion based on the analysis of texts obtained during the study.

- **Chapter V. Conclusions and Recommendations**

This chapter provides conclusions and several recommendations based on the findings and discussions of the study. Nonetheless, the recommendations proposed to English teachers and further research.

1.8 Concluding Remark

This chapter has generally introduced the present study. The upbringing topic and the problems becoming the research backgrounds have been presented. The purposes and significance of the study in the academic field have been proposed along with the research questions, the scope of the study and some clarification of related terms. The forthcoming will address the theoretical frameworks underlying the current study.