CHAPTER I
INTRODUCTION

1.1. Background of the Study

Writing, in the academic world, is deemed as a skill that enables students to express their feeling, thoughts, imaginations, knowledge, ideas, and observations on any topic in an efficient and planned manner (Beyreli & Ari, 2009). As a productive process, it has an important role to help learners to express their ideas, thoughts, and knowledge by using words, phrases and grammar in a clear and systemic way (Yan, 2015). Their writing capacity plays a crucial role in their successful learning (Harmer, 2007). It seems like the importance of writing skill has come to Indonesia government attention, accordingly, they have put an emphasis of this skill in the curriculum. Thus, writing is taught from elementary school until senior high school students or universities. As Schleppegrell (2004) stated that in school, students are expected to use language to demonstrate what they have learned and what they think in ways that can be shared through writing text. One of the ways to accomplish those purposes is by teaching writing.

Regarding with this study, English Education students in university who are expected to teach writing also learn writing. One of the requirements is to compose a text presenting problematic discourse which will be discussed from different points of view. In the academic area, expressing arguments are the ways for creating belief, changing mind, and altering perception which is commonly found in academic discourse (Fulwiler, 2002). One of the typical texts that learners write to persuade reader to accept a particular position on an issue is Discussion text.

Furthermore, the need to analyze students’ texts appears since it is important to know students’ writing ability especially how the text is organized textually. The textual analysis provides many advantages, specifically for those who are keen to be engaged in the teaching writing. According to Achugar et.al (2007 cited in Bangga, 2013) stated that teachers may need tools to analyze language to understand their requirements of their subject matter.
delivered to students, to support the students' literacy development, to critically approach the text they use, and to develop their professional capacity. One of the ways to reveal the organization of a text on all levels is by applying Theme-Rheme system and thematic progression of Systemic Functional Linguistic (SFL) analysis (Yang, 2008). By using theme analysis, the thematic structure of a text can be identified through the organizational approach and method of development used by the writer (Schleppegrell, 2001).

In relation to this study, there are several studies focusing on text analysis using Theme-Rheme system and thematic progression analysis. The first study is from Arunsirot (2013) who investigated textual metafunction in Thai EFL students’ writing. The result reveals that five problems of the Theme in terms of theme selections and thematic progression patterns were found: the problem of empty Theme, the problem of the brand new Theme, the problem of overuse of constant progression, the problem of empty Rheme, and the problem of confusing selection of textual Theme. The second study is from Shakeh (2016) who investigated thematic progression in the rhetorical sections of an online iraqi english newspaper. The results revealed that thematic progression patterns were used in every rhetorical section of the newspaper.

The next study is from Rakhman (2013) who investigated exposition text written by high school students. The result of the research was that the students organize their ideas in three ways of Thematic Progression, including the Zig-zag Pattern or Simple Linear Theme Progression (SLP), the Re-iteration Pattern or Constant Theme Progression (CTP), and the Multiple Theme Pattern or Derived Theme Progression (DTP). In terms of Thematic Progression consistency, some texts from middle and high achievers are consistent with the argumentative language features, since they employed thematic progression. Some students still need guidance to create good pieces of writing. The last is from Bangga (2013) who analyzed the theme and theme progressions of students’ exposition texts in university. The result of the findings by applying the theme reiteration pattern, the students tend to make the text focus thus making easy the reader to find the
information. It also revealed that by using the higher level theme, the students are able to develop the text globally.

Based on the reasons above, this study aims at analyzing undergraduate English Education study program students' Discussion text in terms of its schematic structure and textual organization using Theme-Rheme and thematic progression of Systemic Functional Linguistics (SFL). The theme and theme progression analysis play an important role in the organization and development of the text thus contributing to the successful of writing.

1.2. **Research Questions**
Related to the explanation above, the problem of the study can be stated as follows:
1. How do the students organize their ideas in writing Discussion text in terms of theme and thematic progression patterns?
2. What are the contributing factors to the creation of the text?

1.3. **Purposes of the Study**
In line with the research questions, the followings are the purpose of the study:
1. To find out how students organize their ideas in Discussion text in terms of theme and theme progression patterns.
2. To discover what the contributing factors to the creation of the text.

1.4. **Scope of the Study**
This study focuses on the analysis of the schematic structures and textual organization of Discussion text made by students in a state university in Bandung. Then, in analyzing the text, it will concern on three thematic progression patterns which will be drawn from Eggins (2004), Emilia (2014), and Halliday & Matthiessen (2004).
1.5. Significance of the Study
Since the purpose of this study is to analyze the schematic structure and textual organization of English Education study program of students’ Discussion text, expectantly it gives significance in some areas such as theory and practice.

Firstly, from theoretical perspective of the study, it is expected to have a significant impact to the theory enrichment on schematic structures and textual organization of students’ Discussion text, particularly which related to Sytemic Functional Linguistics theme and rheme system, theme progression, and text analysis.

Secondly, from practical perspective, it is expected that the result of the study can provide information to teachers to extend the knowledge of schematic structures and textual organization of Discussion text by providing the in-depth analysis of theme and Rheme system and thematic progression by applying Sytemic Functional Linguistics analysis. Moreover, hopefully it gives contribution to further researcher who wants to investigate the schematic structure and textual organization by presenting relevant information.

Thirdly, by analyzing the schematic structure and textual organization of Discussion text, this study is expected to give the contribution of designing English curriculum by presenting the schematic structure and textual organization of Discussion text.

1.6 Clarification of Terms
1. Theme
The definition of theme as given by Halliday and Matthiesen (2004:64) is that it is the element which serves as starting-point for the message: it is what the clause is going to be about.

2. Theme progression
Thematic Progression theory explains textual meanings of how experiential and interpersonal meanings are organized in a linear and coherent way (Yang, 2008).
3. Discussion text

A Discussion text is a kind of text that presents differing opinions, viewpoints or perspectives on an issue, allowing the reader to explore different perspectives before making an informed decision. Normally the writer offers two contrastive arguments and ends with personal opinion to persuade the reader to accept a particular position (Barwick, 2006).

1.7 Organization of the Paper

In order to ease the readers to read and understand, this paper is organized into five chapters and each chapter contains sub-chapters.

Chapter one is introduction. It explains background of the study, scope of the study, statements of the problems, purposes of the study, significance of the study, clarification of terms, organization of paper, and concluding remark.

Chapter two is literature review. It elaborates the theoretical review from scientists of education or linguist related to this study. It covers theme systems, thematic progression, Discussion text, and previous research related to this study.

Chapter three is research methodology. This chapter covers research design, research site, data collection, and data analysis.

Chapter four is findings and Discussions. It presents and discusses the result of the study. Also the interpretation of the findings can be found in this chapter.

Chapter five is conclusion and suggestion. It contains conclusion from the research and suggestion.

1.8 Concluding Remark

This chapter covers the principal of the study including background, statement of problem, purpose of the study, scope of the study, significance of the study, and organization of papers. In the next chapter the literature review will be elaborated.