CHAPTER 1

INTRODUCTION

1.1 Background of the Research

In English department, students are introduced to write an essay with English as the target language. The essay is conducted into daily tasks, quizzes, even the final test, and it becomes a determinant material of passing a course. Therefore, students of English Department are familiar with this kind of scientific works. They have known the methodology to write an essay since the first year and it has the goals to making their abilities in writing improved.

Generally, in writing an essay, the writers are trying to organize the essay for making their readers understand the message of the essay. The organization of essay is conducted through the choice of words. Therefore, when the writers are successful in making their readers understand, it means that they are successful in delivering the use of language itself. It states by Bloor in his book:

"If we are explaining something to another person, whether in speech or writing, we instinctively try to organize what we say in a way that will make it easier for the hearer or reader to understand (unless, of course, we are deliberately trying to confuse)." (Bloor, 64)

Then, as readers, people tend to read some information by looking at the order of the sentences. Generally, the order of a sentence, the old information will be given in the first part, and then it will be followed by new information in the next part. Therefore,

it has a pattern to build an information within a sentence and it can make people understand with the message that writer wants to deliver in their essay.

Make an essay in English should be written based on contents rules. We should pay attention to how words are bounding in sentence. As students that learn English as foreign language, not all of us are aware of this problem. We only focus on grammar which is related to tenses.

The acceptance in English is a main point when you delivered your idea into English in essay. English has system in structuring a sentence in a paragraph. The system helps us to deliver the meaning of our sentence and it can be accepted in English, at that time foreigners could understand what we are saying in our essay.

In this case, not all of students of English Departments succeed in conveying their message that they want to discuss in their own essay, yet they have been taught how to write something based on the Standard English. Students of English Department tend to think overload toward grammar. But unfortunately, most of them make an essay by using the sentence structure based on their mother tongue. Therefore, the tendency of mother tongue takes the dominant part in writing English essay for English Department students.

In English, especially in systemic functional grammar, there are two systems which are alongside and integral to organize the message; the first system is information structure and it is usually called 'New and Given Information', the second system is Thematic Structure or Thematic Progression which involved the constituents that called *Theme* and *Rheme* (Bloor, 65). But the researcher is interested
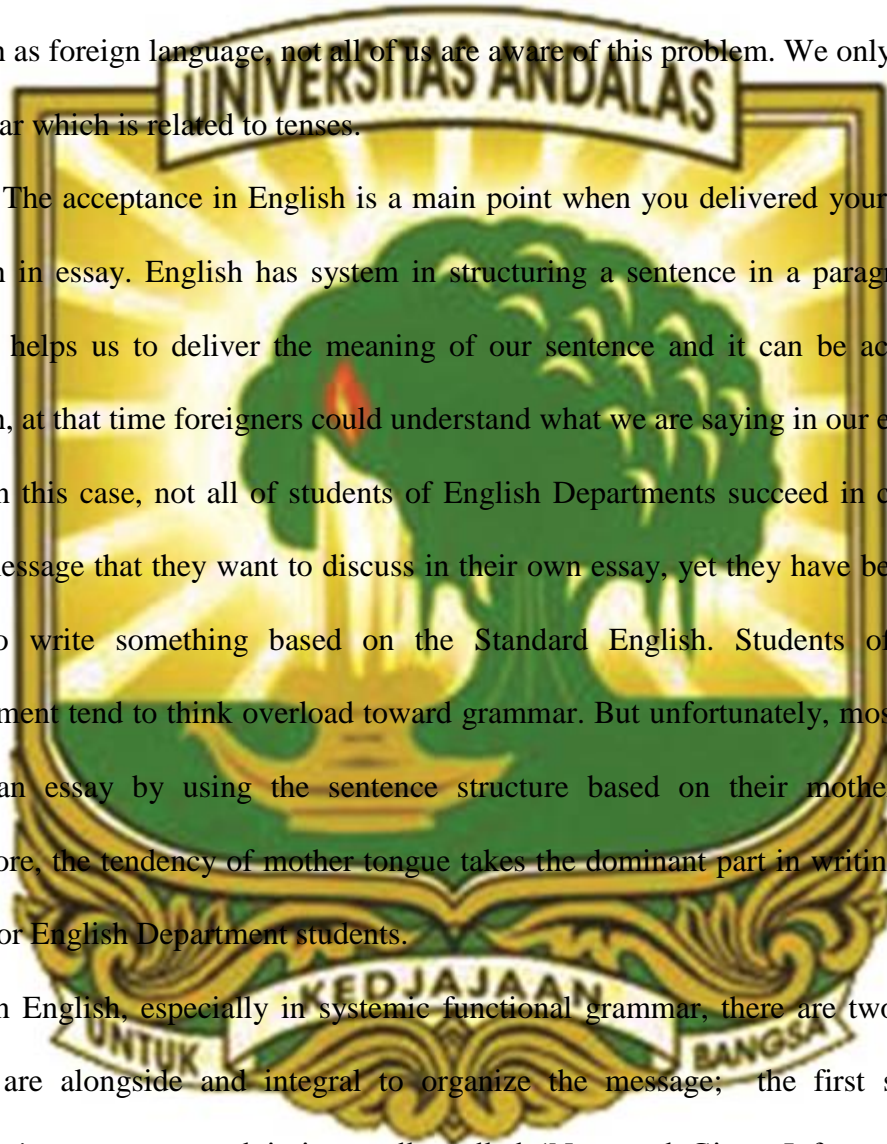
to use Thematic Progression in analyzing the essays written by English Department Students.

The function of thematic progression itself is to indicate relevance of a clause to another clause, "The view of Theme suggests that the Theme of a given clause will be the main link between the clause and the text." (Fontaine,2013). As the explanation above, the Thematic Progression involves Theme and Rheme, where the Theme is, according to Halliday in his book *An Introduction to Functional Grammar* (1985), what the speaker chooses to take the point of departure of the message, and Rheme is the rest of the message. Therefore, by using these constituents, the message of the essay will be delivered in order and it makes the readers can easily understand the message of the essay.

Hence, the researcher is interested in analyzing the essay written by English Students by using Thematic Progression as the tool for measuring the relevancy of the essay. But, it should be emphasized that this study does not intend to analyze error analysis, but this study is trying to analyze the information flow in essays written by English students in English Department. Therefore, this study is related to the acceptance rather than the grammatical.

1.2 Identification of the Problems

This thesis concerns with analyzing the Thematic Progression in the Introductory Paragraphs of Essays written by English Students of English Department, Andalas University. However, the researcher only focuses this thesis on two main points, as demonstrated in these following questions:

1. What are the types of Thematic Progression that can be found in the Introductory Paragraph of Essay written by English Students of English Department, Andalas University?

2. What are the cohesive elements realizing the Theme regarding the Thematic Progression in the introductory paragraph of the essay?

1.3 Objective of the Research

The main point for the researcher wants to analyze in the essays are:

1. To find out the using of thematic structure principle in English students essay to see the acceptance of those essays in English.

2. To find out the cohesion elements of Theme that realized in English Students' essay

1.4 Scope of the Research

This research focuses on the analysis of Thematic Progression in the Essay written by English students of English Department, Andalas University. The essays are collected from students who have taken Literary Criticism class. The reason for taking the essay from this class because this class had asked students to make a literary essay related to the novel that students had read before.

In analyzing the essay, the researcher only focuses on the introductory paragraph, because people usually describe their general topic in that part. Hence, the point of the essay will be describing in there.

1.5 Method of the Research

Research method discusses population and sample, source of data, and procedure of research; which is divided into three parts: data providing, analysis, and displaying of research result.

1.5.1 Population and Sampling

According to Sudaryanto (1988:22), population is all of data which are found by the writer in the source of data whereas sample is part of population which is chosen by the researcher as the data of the research. The population of this research are all of the clauses which are found in ten introductory paragraphs in Literary Criticism classes final essay that written by English Students of English Department, Andalas University, which contain the Thematic Progression, and the total sample of this research is all clauses of population in those essays and contain the Thematic Progression. Then, data consist of Gegestand/the object of the research (in this research the object of the research is Thematic Progression) plus context. The context of this research is all of clauses in ten introductory paragraphs which contain the Thematic Progression. Hence, this research object of this research is Thematic Progression.

1.5.2 Source of Data

The data of this research are collected from final semester Literary Criticism's essay. In this course, the lecturers have given a final exam, which is making literary critics essay based on the novel that the lecturers have decided to be read by the students. There are some information relates to this course, which are: first, the students are categorized as the third year's students or fifth semester students

and they have taken the course which is included in the list of the course that was being taught in the odd semester, 2014. Second, this course has four classes, but the researcher takes only two classes, which are Literary Criticism Class B and Literary Criticism Class D. The reasons of choosing these two classes because of these two classes have the same task for the final examination, which is making a literary critics essay. Third, in making the essay, students have given two weeks for finishing their essay. In two weeks, they could ask lecturer for checking their essay. After two weeks passed, the lecturers will announce the essays which are included into good and bad essay. If the essays are categorized as good essay, the lecturer will not call the students. Meanwhile, if the essays are categorized as bad essay which is an essay that investigated as a plagiarism, the Lecturer will call the students and make them re-write their essay using their own language. Therefore, these essays are originally created by English students of English Department, Andalas University.

1.5.3 Procedures of the Research

In procedure of the research, the researcher has divided this part into three sub parts, which are data providing, analyzing the data, and displaying of research result.

In providing the data, the researcher used the observational method by observing the using of Thematic Progression in the introductory paragraphs that written by English student of English Department, Andalas University. This method is introduced Sudaryanto (1993). Then, the writer also used the note taking technique in providing the data. The note taking is used to collect the data which is relevant to be analyzed.

In analyzing the data, the researcher used the distributional method that introduced by Sudaryanto, then method that used by Fontaine (2013) and the last method is a cohesive element by Hlliday and Hasan (1976). Distributional method is realized by using permutation technique and segmenting immediate constituents technique. The permutation technique is used to observe the changing of the word's places, while the segmenting immediate constituents technique is used by the researcher to separate paragraph into sentence or clause. This technique is aimed to make the data become easier to analyze. Then, the researcher follows the method by Fontaine (2013). After doing the segmenting immediate constituents, the researcher will number each sentences or clauses from the entire introductory paragraph. And the last step, the researcher follows the Cohesive elements method that has been introduced by Halliday and Hasan (1976).

Then, the last is displaying of research result. In displaying the research result, the researcher used the informal and formal method that introduced by Sudaryanto (1973). The informal method used in this research by presenting the statement of finding in explanatory sentences. While, the formal method, the researcher used the box diagram, sign, symbol, and number. The box diagram is used to show the group of Theme, Rheme, and Thematic progression. There are two reasons for using the box diagram rather than tree diagram; first, the box diagrams tend to show the alignment of the various strands of meaning quite clearly, and the second, box diagrams are much easier to present since tree diagram can take up time and space. It can be illustrated in this box diagram below,
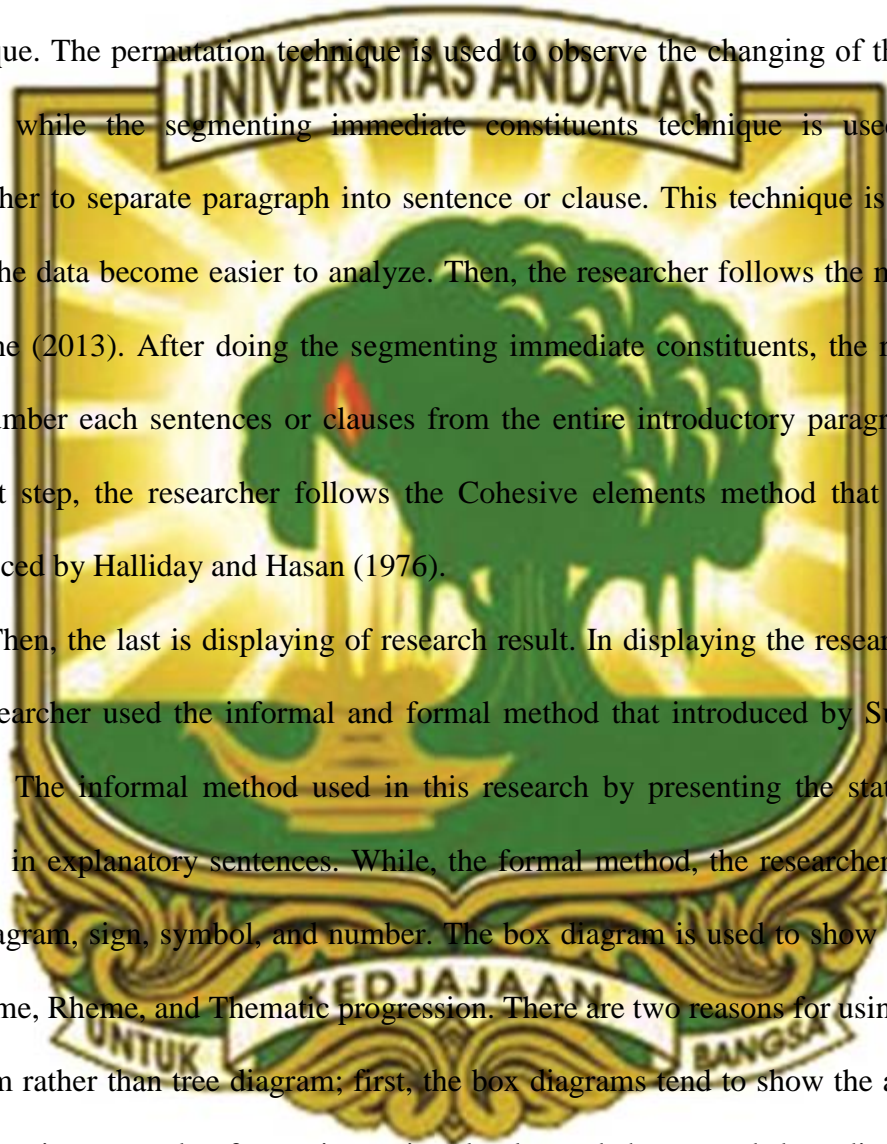
No	Theme			Rheme	Thematic Progression
	Textual Theme	Interpesonal Theme	Experiential Theme		
(1)	Because		That	is how water molecules organize themselves as they freeze.	Linear Thematic Progression

(Fontaine, 2013)