

CHAPTER I

INTRODUCTION

This chapter focuses on explaining an introductory of the research. It presents background of the research, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the study

One of the particular importance in teaching English as a foreign language is about writing skill. Writing skill is important because it is kind of productive skill which demands the students to use their proficiency in language and their prior knowledge. By learning writing skill, it will help the students easy to write their project. For example, students at English Department are expected to be able to express their ideas both in academic writing and non academic writing such as writing essay, article or write their thesis as a final project. Tribble 1997 in Marwadi (2001:1) stated that writing is a fundamental skill besides four skills in teaching and learning English, so that students need to learn it. Therefore, teaching writing skill is needed in order to improve students' skill in writing, especially students at universities.

The main focus in teaching writing is developing students' ability in creating good writing. The students are expected to be able to create good writing. Good writing has some characteristics such as unity, coherence, complete development which coherence is as crucial (Almaden, 2006 : 127). Therefore, students are expected to organize their ideas well when they are writing in order to produce coherent and organizational text. So, the

organizational text helps the readers easy to understand about what the text is talking about.

The organizational of the text can be known from organizing the ideas in the part of the text. The parts of the text are introductory paragraph, some of body paragraphs, and concluding paragraph which show the logical development of theme. Each paragraph consists of a topic sentence, supporting sentences, and concluding sentence. To link logically between sentence and sentence or between paragraph and paragraph is needed coherence and cohesion. Murcia and Olshtain (2000 : 125) in Mawardi (2014) claim that cohesion and coherence are two important features of good written text. It can be also said that to make text become unity, is needed cohesion devices. Based on Gee (1999:86) both of coherence and cohesion is about unity. Coherence has been basically used to refer to unity in meaning. On the other hand cohesion refers to unity in form. Therefore, an organization of the text is also depending on how the students arrange or organize their ideas into paragraph, even into the whole of the text by considering on coherence and cohesion features.

On the other hand, writing as one of the four skills is the most difficult and most challenging skill than other skills either for most of students or even for teachers. It is indicated that there are problems both for students and teachers in producing good writing. The difficulties are not only in generating and organizing the ideas, but also developing the ideas into readable text. The students or teachers have to use their language skill in producing readable text. It means that they have to consider in the use of spelling, punctuation, or word

choice and so on. Another problem that faced by the students is about cohesive and coherent text (Ayub Seken : 2013). It means that many of students are not easy to write cohesive and coherent text.

The researcher also found problem related to students' writing performance in the second semester students at University of Muhammadiyah Gresik who are in the academic year 2014/2015. After interviewing the lecturer, the researcher knows that most of the students faced problem in making united text and organizing their ideas into good writing. It means that they are difficult to construct well between the topic sentence and some supporting sentences in order to achieve an organization and coherent paragraph. Many previous studies are focused on analyzing the cohesion and coherence on students' writing. For example, the study was conducted by Marwadi (2014). In his study, he analyzed the cohesion and coherence in students' narrative writing by analyzing some cohesive devices at Nahdlatul Wathan Mataram University. Another study was conducted by Maghfiroh (2013), she also focused on analyzing the coherence and cohesion of the sixth semester students' essay by analyzing the coherence break or coherence features. For example, she analyzed reference, conjunction, reiteration. Therefore, the researcher tries to analyze of the coherence and cohesion in second semester students' writing by analyzing the thematic progression.

Based on Rosa's study which focuses on analyzing the thematic progression, the theme progression or thematic progression analysis is the kind of analysis which used to see the coherence of the text. It means that the coherence of the text can be seen from how the information in the clause goes

on. The positive side of thematic progression has not only improved cohesion of students' writing, but also as a good way to give feedback to the student's writing in discourse level. Therefore, this study tries to analyze about how the text is well organized and has good cohesion by using thematic progression analysis.

1.2 Statement of Problem

According to the background of the study, the researcher is interested in finding the following question:

1. What are types of thematic progression of second semester students' essay at University of Muhammadiyah Gresik?
2. What are second semester students' problems in making good writing?

1.3 Purpose of the study

According to research problems, the purposes of the study are to define and classify types of thematic progression in the second semester students' essay in order to know how well students' writing organization and how their essay is coherent. The researcher also determines students' problem in making good writing.

1.4 Significance of study

This study is expected to give some useful benefits as follows:

1. Theoretical benefit

The result of this study is expected to give valuable information for teaching and learning English, especially for teaching writing subject by knowing the principles of thematic progression.

2. Practical benefit

- a. The study is intended to be one consideration for English lecturers in applying any strategy or increasing any technique of teaching English especially teaching writing subject.
- b. The study can help students by giving valuable input about thematic progression.

1.5 Scope and Limitation

In order to make this study more specific, the researcher determines the scope and limitation which focus on the second semester students' essay at the University of Muhammadiyah Gresik in academic year 2014/2015 and kind of essay is comparative essay. In this research the researcher just focuses on analyzing of the thematic progression in students' essay and students' problem in writing.

The researcher makes the scope and limitation because of the limited time and the limited knowledge researcher has. The analysis is just in writing subject which essay was going to be held in the second semester.

1.6 Definition of Key Term

To avoid misunderstanding of the key terms used in this research, thus, they are defined as follows:

a. Writing

Writing is kind of productive skill besides speaking skill. Writing is one of the difficult subjects for the students because they have to accurate in constructing their ideas in order to produce good writing. Students are also demanded to use appropriate word and structure.

b. Essay

The essay is kind of writing project of students in the English Department. Essay consists of some paragraphs. An essay consists of introductory paragraph with a thesis statement, some paragraphs, and concluding paragraph. The essay is only talking about one topic, it can be called theme.

c. Thematic Progression

Here theme means that about what the writer will talk about or a topic in the clause position. Theme in clause position is always followed by rheme and it's always in the first part of the clause. Rheme means that the explanation of the theme or comment of the theme. So, thematic progression means that the progression of theme in the further clause. By thematic progression, the organizational essay can be seen.