**CHAPTER I**

**INTRODUCTION**

* 1. **Background of The Problems**

Writing is one of communication means. Writing involves transferring a message from humans’ thoughts by language in the written form. Writing is a part of English language skill which plays an important role as medium of communication. Brown (2015:232) states that a study of language includes four skills listening, writing, speaking, and reading. Among the skill, Writing is a part of English language skill which plays an important role as medium of communication. Which has to be learned hard by students in producing ideas, words, phrases, clauses, sentences, and paragraphs at the same time. In writing, many of them face difficulties, for example, they find it difficult to understand what they will write, the words they will use, and the ideas and messages they will convey to the reader. That is because they do not have a lot of practice in writing, so that is difficult to find ideas and the right choice of words results in the message in the writing not being conveyed properly to the reader.

Writing is one of the most difficult skills in learning English. According to Dalman (2015: 3), It is a skill which is not controlled by everyone let alone writing in an academic context (academic writing), such as writing essays, scientific papers, research reports and so on. It is a creative process of expressing ideas in written language for a specific purpose, for example informing, convincing, or entertaining. The result of this creative process is what is commonly called an essay or writing. The two terms refer to the same result even though they have different meanings. In writing activities, the process of delivering written information in the form of the author's creativity uses creative thinking, not monotonous and focused only one problem solving. Thus, a writer can produce various forms and creative grammar in accordance with the intent and purpose of his writing by improving his writing skills.

From the statement above, it can be assumed that writing is an important subject. It is a basic skill that is productive through certain theoretical concepts. Our writing process must also express ideas from our brains, be able to convey written messages with creativity so that we can produce various forms of creative grammar.

According to Dalman (2015: 3),Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium.This means that writing activities involve several elements, including the writer as the messenger, the content of the writing, the channel or media, and as the reader. In addition, in order to good produce in writing English. In writing, a writer should not only be able to organize and choose words that can be arranged into grammatical sentences in the perspective of the existence of a subject, verb, object and additional sentence, but also be able to make connections between sentences and to present them with the appropriate genre so that they can become a text that has meaning and purpose.

To write a text as kind of discourse, should have good construction and need cohesion and coherence to be unified. It explain that “ a text or paragrapgh which use cohesion and coherence it must be a good writer”. This can be meant that to built good writing, the writers have to use cohesion and coherence in their paragraph or text.

The students successful learning in schools depends on how the students understanding of the text and various features that can be categorized by the nature of the text (Beck and worthy; 2006). The purpose of teaching and learning are yo achieve students understanding in text structure and employing it in a certain context. Text are used as materials in teaching language.

Systemic Functional Linguistic is used to investigate the meaning of text. SFL refers to language as a semiotic system (Halliday and Hasan; 1976) Halliday; 1994). There are five advantages of SFL to analyse the text: (1) SFL is seen the object of study in a text as a unit of language use, (2) SFL emphasizes the context, (3) SFL does not only see the structure of text but also the meaning of language unit (4) the syntagmatic aspect always connects with paradigmatic aspect to now thefunction of a language unit, and (5) SFL can cross the multidiciplinary.

Metafunction of SFL consists of the ideational, interpersonal, and textual meaning. The ideational meaning refers to the way the external reality is represented in a text. It relates to the content of the message and the processes included in the text whether it can be actions, events, or circumstances. The interpersonal meaning refers to the relationship between the speaker and addressee or the speaker and his message. The textual meaning refers to the potential meaning that relates a text to the phenomena in a text such as theme, information, and cohesion of a text. The metafunction is interrelated to each other to construct a text.

A text consists of sentences and paragraphs that must be connected to each other. In addition to the use of pattern control ideas and paragraphs, the use of cohesive can link between sentences into a text that has meaning. Based on the discussion of cohesion as a sign relationship such as grammatical cohesion and lexical cohesion above. researcher want analyzed their writing using theme and rheme focused on cohesive device in the text genre. The genre of the text used in this research is descriptive text which is commonly used by students. The researcher wants to analyzed using theme and rheme especially in cohesive devices device of narrative text. The researcher choose Narrative text because it is one of the genres must be mastered by ten grade year students as stated in curriculum. Beside that narrative text help us to interpret their imagination and develop their remembering in the story of past.

According to Mark and Kathy (1998),The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. Narrative is central to children‟s learning. They use it as a tool to help them organize their ideas and to explore new ideas and experience..The important of aspect of text either narrative text or not is cohesion. It is important in the development of a text because it will ensure that there is contituity one section of the text to the text. Theme and Rheme helps students to make proper conjunctions and substitutions between sentences while lexical cohesion signifies sentence sequences, synonyms and antonyms. Therefore, the title of this research is “Analyzing Students Writing Through Theme and Rheme In Cohesive Devices of Narrative Text.”

**1.2 Identification of The Problems**

Based on the background above, the researcher finds some information about the problem in writing material through theme and rheme in cohesive devices of Ten grade at SMA Swasta Nurul Amaliyah. The researcher identifies the existing problem and classifies many problems relates to the students. They are classified as follows are:

1. Students are difficult to identify narrative text using cohesive devices. The problem with cohesive devices of including disability to put the grammatical and lexical cohesion. Such as, References, substitution, ellipsis. conjunction and lexical cohesion.

2. Students do not develop their own word, to make a good sentences because they don’t understand about theme and rheme

3. In addition, the teaching process is not conducted interesting. Consequently, the students are difficult and bored in learning process.

**1.3 Limitation of The Problems**

Limitation of the problem in this study is to determine the investigate writing ability through theme and rheme in cohesive devices of narrative text at SMA Swasta Nurul Amaliyah Tanjung Morawa. Using the theory by Halliday and Mattheisen (2004) as additional theory such as references, substitution, ellipsis, conjunction and lexical cohesion, it is beyond the scope of this research. Instead, the current discussion focused on the grammatical and lexical cohesion and how they are used to structure the flow of information in a text, lending a sense of coherences to that text.

**1.4 Formulation of Problems**

Based on the limitations of the problem above, the researcher formulates the problem to be studied as follows:

1. How theme and rheme analyzed by students in writing narrative text?

2. What types of dominant theme and rheme in cohesive devices of narrative text?

3. What factors influence students' ability to write narrative texts through theme and rheme in cohesive devices?

**1.5 Purpose of Research**

Based on the objective above, the researcher states the significances as follows:

1. To analyzed how the students writing of narrative text in cohesive devices at ten grade SMA Swasta Nurul Amaliyah.

2. To find out the types of dominant theme used by students in writing narrative text.

3. To find out the factors that influence students' ability to write narrative. texts

* 1. **Signification of Research**

1. ***Theoritically***

Theoretically, this research can be used as a tool to develop students' writing in textual meaning and how researchers build clauses through a system of themes and rhemas in textual meaning formed from lexical cohesion and grammatical cohesion devices. This study provides theoretical information about the analyzed of narrative texts written by students according to their abilities. So that the information built by researchers can be received and stored by readers.

1. ***Practically***

The findings of this study are expected:

1. To promote the teaching of English in schools, particularly in writing persuasive texts.
2. In order for the research results to be useful for teachers to develop students' skills in writing narrative texts using lexical cohesion and grammatical cohesion devices.
3. To make students interested in narrative text.
4. Provide information and contributions to English teachers about narrative text.