



**DEVELOPING STUDENTS' ABILITY TO WRITE A REPORT
GENRE THROUGH THEMATIC PROGRESSION APPROACH
(Action Research in the English Department, Faculty of Education
and Teacher Training, Tidar University of Magelang)**

THESIS

**Submitted in partial fulfillment of the requirements for the degree of *Magister*
Pendidikan in English Education**

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APPROVAL

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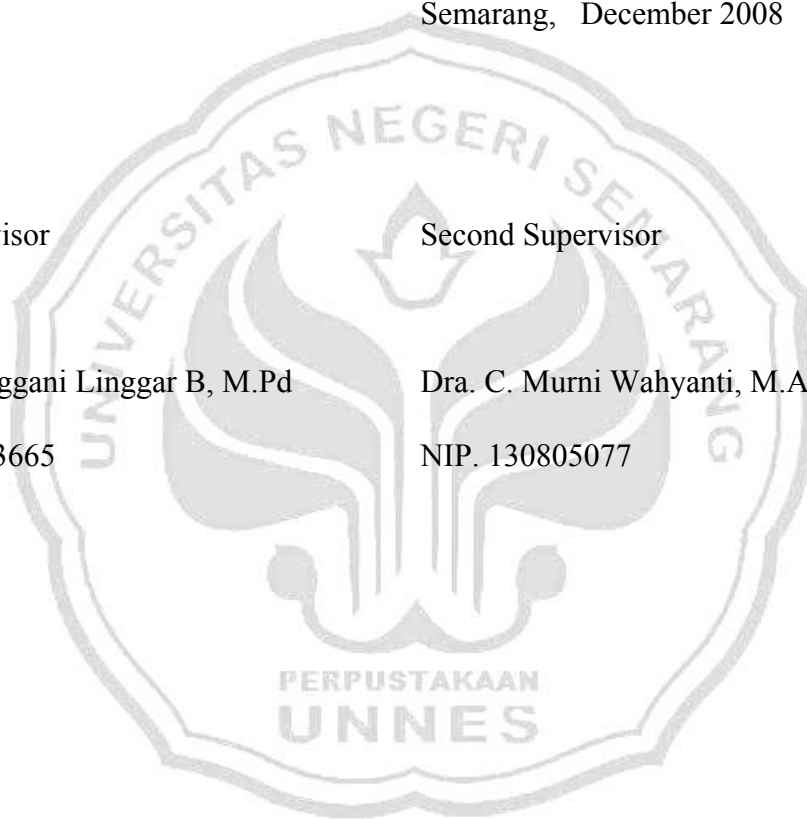
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The winner is not the people who never fail,
but the people who never stop trying.

Changing is the only part to achieve maturity

Maturity is not refer to the age, but the acceptance of responsibility

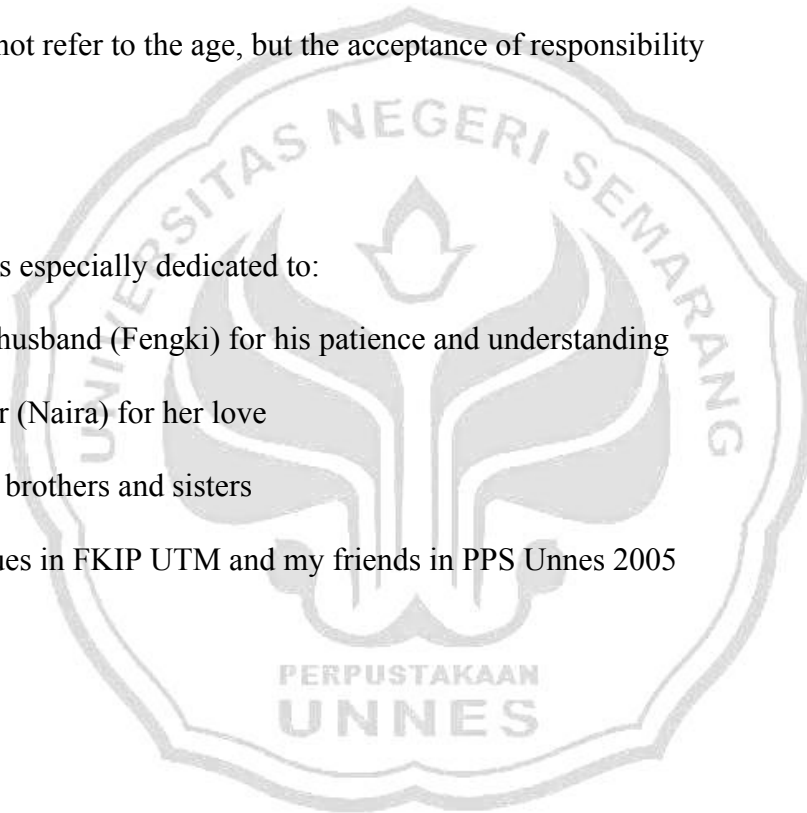
This thesis is especially dedicated to:

My dearest husband (Fengki) for his patience and understanding

My daughter (Naira) for her love

My parents, brothers and sisters

My colleagues in FKIP UTM and my friends in PPS Unnes 2005



STATEMENT

I certify that this thesis is my own work. I am completely responsible for the content of the thesis. Other writers' opinion or findings included in this thesis are quoted or cited in accordance with ethical standard

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Rini Estiyowati Ikaningrum

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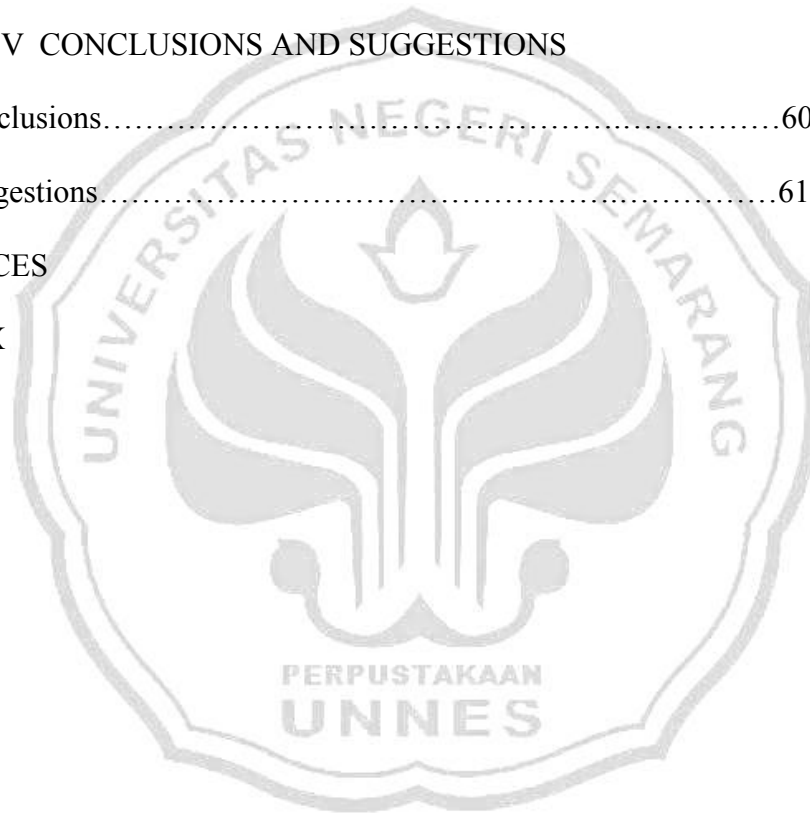
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ABSTRACT

Rini Estiyowati Ikaningrum. 2009. Developing Students' Ability to Write a Report Genre Through Thematic Progression Approach. Thesis. Department of English Language Education, Graduate Program, State University of Semarang (UNNES). Supervisor (1) Dr. Dwi Anggani Linggar B, M.Pd. (2) Dra. C. Murni Wahyanti, M.A.

Key Words: Ability, theme, rheme, thematic progression, report

Teaching writing is not as easy as we think. The lecturer needs a certain way to teach writing, especially in the university level. The students' ability in writing a text type especially a report genre depends on how they express their ideas. That is why the writer applies thematic progression as the approach in teaching report genre.

This thesis is aimed to identify and describe the teaching learning process in helping students writing a report genre. So, the writer wants to know how far thematic progression approach improved students' writing ability in their report genre.

This research was conducted in 2007. The subject of this research is the third semester students of English Department, Faculty of Education and Teacher Training, Tidar University of Magelang which take writing 2 subject in the afternoon class.

There are two instruments of this research; they are students' paragraph in about a hundred words and questionnaire (closed-ended questions that is questions on questionnaire that limit possible responses by providing specific choices or option yes or no). The first instrument (students' paragraphs) and the second instrument (questionnaire) will be analyzed quantitatively. The students' paragraphs were analyzed according to the rubric scoring that refers to analytic scoring. In this action research the writer applies three things; they are pre-test, test in cycle 1 and post-test in cycle 2.

In pre-test, students were asked to write a report paragraph about 'book'. In cycle 1, lecturer reviews about grammatical aspects in writing a report genre. Besides, they were also taught about the use of theme and rheme in a sentence. After discussing about grammatical aspects, theme, rheme and thematic progression, they were asked to write a report paragraph about 'library'. In cycle 2, lecturer and students discuss the use of theme, rheme of students' sentences. They also identify thematic progression pattern of their sentences. Finally, they were asked to write a report paragraph about 'school'.

After analyzing student's writing, it can be concluded that the use of thematic progression is really needed in teaching writing. It proved that the mean score of each cycle is slowly increased. In the pre-test, students just write a report paragraph without knowing how to develop their ideas. In cycle 1, students get a new way in writing a report paragraph by using thematic progression. While in cycle 2, the

students are trained in applying thematic progression. Besides, students' motivation and seriousness in learning writing improve. They have good encouragement after getting the treatment.

It is suggested that the lecturers of writing class should introduce text types and their social functions, schematic structures and language features. The lecturers should introduce various clause beginnings as Themes to the students in order that the students' paragraphs / texts are more interesting. They should also be introduced with Theme- Rheme and Thematic Progression patterns so that they can write the paragraph coherently.



CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is a tool of communication for both written and spoken. As an international language, English is very important for university students especially when they need to make papers, reports, essays, composition, etc. (as a university writing skill). Brown (2004: 219) stated that there are multiplicity options of written genres that second language learners need to acquire in academic writing, they are papers and general subject reports, essays, composition, academically focused journals, short answer test responses, technical reports, thesis and dissertations.

Faculty of Education and Teacher Training, Tidar University of Magelang has a close relationship especially with junior high school and senior high school in Magelang. Most of the students work as teachers in a certain level of school. That is why the curriculum in this university has to adjust with the curriculum in certain school level.

In Tidar University of Magelang, English Department students start learning writing from second semester to sixth semester. They did not get writing skill from the first semester because they start with intensive course as the bridge to the four skills. And they still think that writing is a difficult skill even for the higher semester. In this research, the writer focuses on written better than spoken because students face more kinds of written than spoken text.

Dealing with the text, it is better to know what a text is. Nunan (1993: 6) stated that a text is the written record of a communicative event which conveys a complete message. Text may vary from single words to books running to hundreds of pages. Anderson and Anderson (1997: 1) mentioned two main categories of text; literary and factual. Literary texts include Aboriginal dreaming story, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap opera. Narrative, poetic and drama are the main text types in this category. Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. Recount, explanation, discussion, information report, exposition, procedure, response are the main text types in this category.

There are two main text types or genres (Macken, 1990: 13); they are story genres that consist of narrative, news story, exemplum, anecdote, recount and spoof. And factual genres consist of procedure, explanation, report, exposition, discussion, description, review, news item and commentary.

Gerot and Wignell (1995: 196) and Macken (1990: 14) stated that the social function of the report genre is to describe the way things are, with reference to arrange a natural, manmade and social phenomena in our environment. The schematic structure of the report genre is general classification, description (parts, qualities, habits or behavior (if living); uses (if non natural). And the linguistic features of report texts focus on generic participants, use of simple present, no temporal sequence and the use of 'being' and 'having' clause. In writing a report genre

students have to describe natural or social phenomena in our environment by giving factual information.

Anderson (1997: 86) used the term information report that means a piece of text that presents information about a subject. In constructing an information report, the steps are as follow:

- a) A general opening statement that introduces the subject of the report. This step includes the statement that tells the audience what the text is going to be about, a short description and definition of the subject.
- b) A series of paragraph about the subject.
Each paragraph usually begins with a topic sentence that previews the information contained in the rest of the paragraph. The sentences after this preview give more details. Each paragraph should give information about one feature of the subject, build a description of the report and include technical language that is related to the subject.
- c) A conclusion that summarizes the information presented and signals in the end of the report.

The language features in information report are:

- a) Technical language related to the subject
- b) Generalized terms.
- c) Use of the timeless present tense that means the action always happens in the way in which it is described.

Writing is expressing idea through written forms, but it needs a good arrangement. Through writing, we can send messages. Therefore students need to acquire knowledge on how to write a written message. Most of the students tend to write paragraph without knowing about Theme and Rheme. This condition will make their writing not in a good order.

The definition of Theme by Halliday (1985: 37) is the element which serves as starting point for the message, so it talks about a clause is going to be about. The Theme here typically contain familiar or given information. While the definition of Rheme is the part of the clause in which the theme is developed. Therefore the Rheme typically contains unfamiliar or new information.

In this research the writer takes report genre because in the future, the students have to teach report in junior high school or senior high school. It is inline with 2006 curriculum (KTSP) that covers report genre in junior or senior high school level. Beside that, the students also need to get used to writing many kinds of report in their process of learning in the university.

Since writing skill is important in English language teaching, it needs a lot of practice, guidance and feedback to improve university student's writing ability. From the lecturer's point of view, learning writing is training the students to write as many paragraphs as possible. In teaching writing, he/she just gives a few topics and then the students are asked to write a text that appropriate to the topic. They do not have enough materials on how to develop their ideas into written text. As a result, the students' orientations are on the products of writing not from the process of writing.

So, their writing is not well organized. The way of teaching writing above does not use the appropriate method. Lecturer just knows the result of writing not for the process. That is why it needs a new strategy in teaching writing.

In Tidar University, there are three main reasons why students have difficulties in writing a text. First, students do not know how to develop their ideas in writing a good text. Second, lecturer has not found the appropriate strategies in teaching writing. Third, lecturer and students orientation are on the product of writing, not for the process.

From the three reasons above, the writer wants to increase the lecturer's role in developing students' ability in writing through learning activities that have been planned. The choice of the appropriate strategy is very important in learning writing. So, the writer plans to apply thematic progression as the treatment. By giving the thematic progression approach in teaching writing, the lecturer hopes that the students' ability in writing a text, especially a report improves.

Dealing with thematic progression, there are some previous studies which in line to the thematic progression. The thematic progression helps students find strategy in extending an essay (Fitriati: 2003). The thematic progression has great influence in writing paragraph coherently and artistically (Farikah: 2006).

From the previous study above, it can be concluded that the thematic progression is appropriate as the treatment for English Department, Faculty of Education and Teacher Training, Tidar University students, because it gives great contribution in developing students' ability in writing a report genre.

1.2 Research Question

To identify and describe the teaching learning process in helping students writing a report genre, the writer formulates the problem as follow:

To what extent thematic progression approach improves students' ability in writing a report genre?

1.3 The Objective of the Research

In line with the research question above, the objective of the study are as follow:

1.3.1 General Purposes

- a). Developing writer's quality as a lecturer in academic or performance.
- b). Encouraging lecturers for doing a research to give good quality in teaching writing.

1.3.2. Specific Purposes

- a) Developing students' written communicative competence in the report genre.
- b). Developing students' awareness of the importance of the English writing in their real life.

1.4 Limitation of the Problem

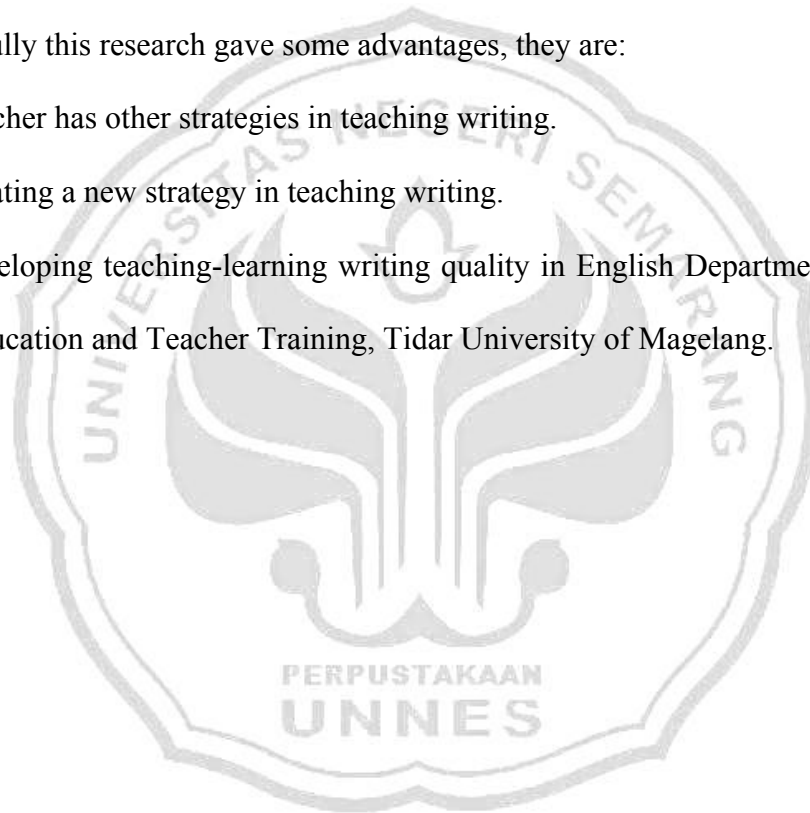
The subject of the study was limited on the third semester students of the English Department, Faculty of Education and Teacher Training, Tidar University of Magelang in 2007/2008 academic year. The key terms in this study are 'ability' and 'thematic progression'. Ability means the ability to write a paragraph in about a hundred words. While thematic progression refers to the way in which the Theme of

the clause may pick up or repeat a meaning from a preceding Theme or Rheme. The writer gave thematic progression as the approach on students' report genre. The writing activity was applied in Independent Construction of a New Text. The materials of this study were limited on report genre about book, library and school.

1.5 The Significance of the Research

Hopefully this research gave some advantages, they are:

- a) Teacher has other strategies in teaching writing.
- b) Creating a new strategy in teaching writing.
- c) Developing teaching-learning writing quality in English Department, Faculty of Education and Teacher Training, Tidar University of Magelang.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Writing skill is one of the important parts in English language teaching. According to Oshima and Hogue (1999: 17) writing is expressing idea or main point that consist of three main parts; introduction, body/ content and conclusion. Before writing is started, the students have to study about phrase, clause, paragraph and text. Phrase is a group of related words that does not contain a subject and a verb. For example: beautiful girl, sitting next to me, etc. Clause is a group of related words contains a subject and a verb. For example: the man who is walking is Andi. Paragraph is a group of related clauses that express one main idea. Text is an organization of few main paragraphs that covers in some paragraphs.

Based on the explanation above, it can be said that students can create a text if they have already understood on how to create phrase, clause and paragraph. Besides, writing needs few aspects that are applied in writing processes, such as paragraph writing, unity, coherence and linguistics. In paragraph writing, it is needed cohesion markers (for example and, then, next, etc) so the changing ideas become smooth. Unity is needed to make supporting ideas relevant to the main idea. Coherence is the ideas arrangement in the good order, so the relation between one idea to others are appropriate. Linguistic aspect covers choice of words, grammar and punctuation. So, it can be concluded that the fourth aspects above can not be separated when composing a written text.

Based on Brown (2004: 220) there are four categories of writing performance: imitative, intensive, responsive and extensive. Imitative refers to fundamentals ability in writing letters, words, punctuation, spelling, and very brief sentence. Intensive refers to skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Responsive refers to ability to perform at a limited discourse level, connecting sentences into paragraph and creating logically connected sequence of two or three paragraphs. Extensive refers to ability in achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety.

In defining the ultimate criterion of an assessment procedure there are micro- and macro skills of writing. The micro skills apply more appropriately to imitative and intensive category, while macro skills are essential for successful mastery of responsive and extensive category. Here are micro skills and macro skills of writing based on Brown (2004: 221).

Micro skills

- a) Produce graphemes and orthographic patterns of English.
- b) Produce writing at an efficient rate of speed to suit the purpose.
- c) Produce an acceptable core of words and use appropriate word order patterns.
- d) Use acceptable grammatical system (e.g. tense, agreement, pluralization), patterns and rules.

- e) Express a particular meaning in different grammatical forms.
- f) Use cohesive devices in written discourse.

Macro skills

- a) Use the rhetorical forms and conventions of written discourse.
- b) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meaning when writing.
- e) Correctly convey culturally specific references in the context of the written text.
- f) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

From the explanation above, this research will apply responsive and extensive category of writing in relation with writing a paragraph of report genre.

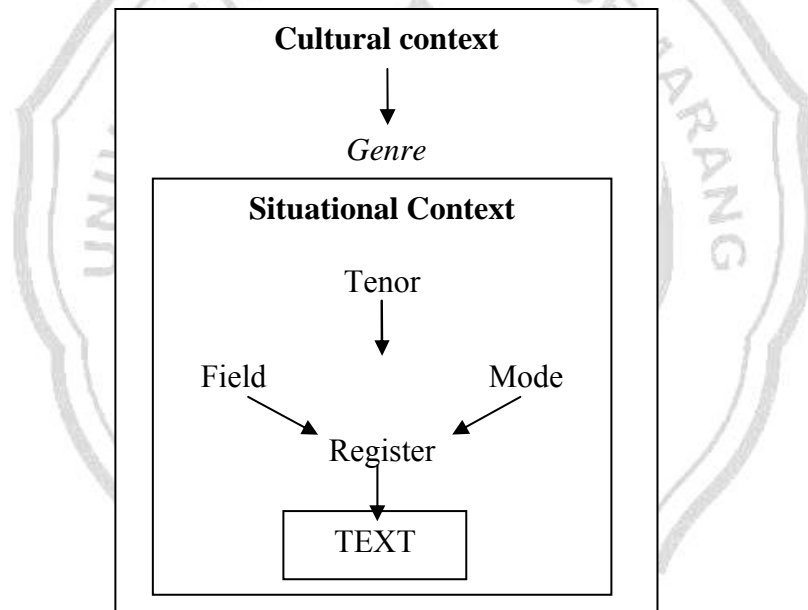
2.2. The Model of Language

Writing or speaking is a social activity. It refers to everything about language- the kind of words we use, sentences we construct; ways in which we interact with

language- has a social reason and effect. So, the language we use in writing or speaking is fashioned by social situation for what we say and how we say.

The language model is applied in cultural and situational context. As stated at Hammond et al. (1992: 2) cultural and situational context give direct influence to language and language education. Here is the model of language:

Figure 1 The Model of Language



From figure 1, it shows that a cultural context produce various genres. There are three elements of situation context; field, tenor and mode (Halliday, 1985a: 41). The three elements influence our language choices. Field is the register variable focusing on what is going on (the social activity), with subject matter as a special instance when texts are describing rather than being part of these activities. So, field

will answer the questions who, what, where, how, etc. Tenor is the register variable focusing on interpersonal relationship: status relations, degree of familiarity and attitudes. Mode is the register variable focusing on how the language relates to its context.

Situational context produces register. Register is the level of context comprising field, mode and tenor. Register is what we are talking about and it depends on what we are doing when the language is used. It means that the meaning of a word depends on the situational context.

Dealing with the text, it is better to know what text is. Nunan (1993: 6) stated that text is the written record of a communicative event which conveys a complete message. Text may vary from single words to books running to hundreds of pages.

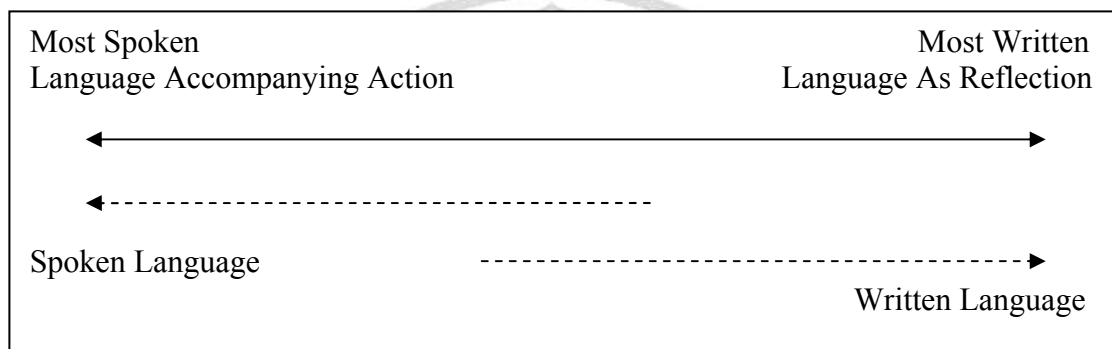
According to Feez (1998: 4) a text is any stretch of language which is held together cohesively through meaning. It means that the meaning of the stretch of language has to work together as a unified whole. They can not stand alone; they need to match with the context.

It is also stated by Halliday (1985: 11), text is a unit of meaning which is coherent and appropriate for its context. We create a text even spoken or written when we communicate. When we listen or read something, we exchange meaning. That is called a social exchange of meaning

2.2.1. Spoken and Written Language.

Hammond et al. (1992: 5) stated that spoken language is related to face to face interaction between you and I (language accompanying action). While, written language is used to represent something (language as reflection).

Figure 2 . Spoken and Written Language (Hammond et al. 1992)



From figure 2 above, it shows that between spoken and written language there is a spectrum which can change suitable with human's need.

Gerot and Wignell (1994: 158) stated that written language does not only refer to language which is written down; spoken language does not only to refer language which is said aloud. So, the difference between spoken and written language is the relationship between language and the context of speaking or writing. To see the differences between spoken and written language, here is the table according to Eggins (1994: 57).

Table 1 Spoken and Written Languages (Eggins: 1994)

Spoken and Written Language: The linguistic Implication of MODE	
Spoken Language	Written Language
a) Turn taking organization	a) Monologic organization
b) Context dependent	b) Context independent
c) Dynamic structure (interactive staging; open ended)	c) Synoptic structure (rhetorical staging; lose; finite)
d) Spontaneity phenomena (hesitations, interruptions, incomplete clauses)	d) Final draft (polished; indications of earlier drafts removed)
e) Everyday lexis	e) Prestige lexis
f) Non-standard grammar	f) Standard grammar
g) Grammatical complexity	g) Grammatical simplicity
h) Lexically sparse	h) Lexically dense

From the table 1 above, I can get conclusion that spoken language and written language can be used in different context. Written language can be more difficult because the reader is not in the same context with the writer. But to make it clearer, here are the examples of spoken and written language in the form of sentences:

*Guess what?.....I have a good news today..... from the headmaster.
Actually,..... it's secret. He decided to present a school band festival.....
here,next week. But please,... don't tell anyone! Cos no one knows.
That's what I've heard.*

The examples above show that spoken language consists of more clauses than written language. It also states with conversation gambit like *guess what, actually, but please*. There is also incomplete form especially used in spoken language *cos*.

Here is the example on how to change spoken language into written from the statements above:

Today I heard a secret good news about school band festival from the headmaster.

If we compare with spoken version, the sentence above is simpler and shorter, that is, *Today I heard a news*. And the news here is a noun phrase that represents many clauses from the written version. So, many clauses from the spoken version change into a simple noun phrase.

2.2.2. Communicative Competence in English

According to 2006 Curriculum (KTSP), language curriculum normally prepare their students to achieve competence for reflecting experience, expressing idea and understanding various meaning. So, students are hoped to achieve language competence, language model, literacy level and the basic of written and spoken language.

There are four components of communicative competence from Canale and Swain (1980) in Murcia, C., Dornyei, Z., and Thurrell, S. (1995), they are:

- a) Grammatical competence refers to the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc)
- b) Sociolinguistic competence refers to the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation)

- c) Discourse competence refers to the ability to combine language structures into different types of cohesive texts.
- d) Strategic competence refers to the knowledge of verbal and non verbal communication strategies which enhance the efficiency of communication and where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

While Celce-Murcia, Dornyei and Thurrel (1995: 10) stated that the main competence through language education is discourse competence that is the ability to communicate even in spoken or written language. Language is needed to support discourse competence. Therefore the actional competence, linguistic competence, sociocultural competence and strategic competence are also needed. Here are the fifth parts of communicative competence.

- a) Discourse competence refers to the ability to apply cohesive devices, coherence devices and situational context devices.
- b) Linguistic competence refers to the comprehension and the ability to apply structure, vocabulary, pronunciation, spelling in the right text.
- c) Actional competence refers to the ability to use language to express communicative purpose.
- d) Socio-cultural competence refers to the ability to convey messages in the socio-cultural context.
- e) Strategic competence refers to the ability to apply various communicative strategies

From the above explanation, 2006 Curriculum (KTSP) related to the development of discourse competence as life skills. It means that communicative ability of students will help them in their real life. The discourse competence is applied in four skills; listening, speaking, reading and writing. Listening and speaking are spoken communication, while reading and writing are written communication. Consequently, English education refers to the development of the fourth skills in order to be able to communicate.

2.2.3. The Principles of Learning Language

In covering the two components of language; spoken and written language literacy is used to the students in participating modern life. Language education is a life skill that helps students to survive in this globalization era. There are seven principles of learning language based on literacy in second or foreign language context (Kern, 2000: 16-17). In this case the writer emphasizes on written because she thinks that most students have to study more written than spoken.

a) Interpretation

Writer involve in interpreting. The writer interprets world (event, experience, idea, etc.)

b) Collaboration

Writer has to consider the audience, so the content of writing is appropriate with audience.

c) Convention

The way of writing text is not universal. It depends on the rule or cultural convention that suitable with individual needs.

d) Cultural knowledge

There are many things that writer should be known, such as behavioral system, trusty, habit and set of rule. If writer is in the outer area of culture, the text is possible to make misunderstanding.

e) Problem solving

Teaching learning process is suggested to involve problem solving, because basically people communicate to solve the problem.

f) Reflection and self-reflection

Writer has to think about language and the relation between world and their own.

g) Language use

Literacy is not only writing system and knowledge about language, but literacy also needs knowledge about language especially in written context to create discourse.

By applying literacy in foreign language, students are not only studying structure or vocabulary but also studying about discourse and the creating process. Kern (2000: 21) refers to Kramsch (1993) stated that the important involvement between students and teacher in reflective learning are using and enjoying the new

language. And at the same time they also reflect learning, using, enjoying and getting deep understanding for that new language in a real world.

2.3. The Concept of Genre

The term genre has been used for many years to refer to different styles of literary discourse such as sonnets, tragedies and romances. It highlights that the fact that different types of discourse can be identified by their overall shape or generic structure (Nunan, 1993: 48). In recent time genre refer to different types of communicative events (Martin 1984; Swales 1990). The different types of communicative events result in different types of discourse, and each of these will have its own distinctive characteristics. While Hyland (2004: 4) stated that genre is a term for grouping text together representing how writers typically use language to respond to recurring situations.

Genre is a type or kind of text defined in terms of its social purpose; also the level of context dealing with social purpose. According to genre theory, one of its main concerns is to discover and describe the major characteristics of kinds of writing or speaking which are important for participation in both formal schooling and the wider society (Macken, 1991: 6). He also stated that the term genre as coherence, socially meaningful text. It means that, language always occurs as socially meaningful, coherence text, that is, as particular genre. Given the relative stability of social structures, social situations recur, and the purposes and goals of participants in these situations have certain regularity, even predictability.

It is also mentioned by Gerot and Wignell (1994: 190) that genre can be defined as a culturally specific text-type which results from using language (written or spoken) to help in accomplishing something. He also stated that the term genre is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purposes.

Anderson and Anderson (2003: 1) mentioned two main categories of text; literary and factual. Literary texts include Aboriginal dreaming story, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap opera. Narrative, poetic and drama are the main text types in this category. Factual texts include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. Recount, explanation, discussion, information report, exposition, procedure, response are the main text types in this category.

There are two main text types or genres (Macken, 1990: 13); they are story genres that consist of narrative, news story, exemplum, anecdote, recount and spoof. While factual genres consist of procedure, explanation, report, exposition, discussion, description, review, news item and commentary.

2.4. Report Genre

As factual text types or genre, a report presents information, issues or ideas in order to inform the reader or listener. The report can be recognized from three rhetorical structures. They are the social function, the schematic structures and the language features.

2.4.1 The Social Function of Report

The social function of report text covers the communicative purpose of the text that is to give information about something as a result of systematic observation or analysis. Macken (1990: 14) stated that the social function of report genre is factual text which describes the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment. According to Gerot and Wignell (1995: 196) report is one of the text types that have social function to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

With similar point of view, Hammond, Burns, Joyce, Brosnan, and Gerot (1992: 90) explain that the social function of report is to provide information about natural and non- natural phenomena.

While Anderson, M. and Anderson, K (2003: 86) state that an information report is a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities. Related to information report, Sadler and Hayllar (2000: 36) propose that information report is a text that the function is to acquire and use factual information.

From the above opinion, it can be summarized that report is a text type that can be used to describe factual information. We can describe a whole class of things; living thing or non-living thing. It can be natural or non- natural phenomena. In other

words, report is a text type that can be used to describe natural, synthetic and social phenomena in our environment.

2.4.2. The Schematic Structure of Report

Gerot and Wignell (1994: 196) stated that Generic (schematic structure) of reports are:

- a) General classification which tells what the phenomenon under discussion is
- b) Description which tells what the phenomenon under discussion is like in the terms of parts (and their functions), qualities and habits or behaviors, if living; uses, if non natural.

Inline with Gerot and Wignell, Macken (1990: 14) also stated that reports achieve the goals of classifying and describing phenomena by moving through specific stages and the main stages are:

- a) General classification

The topic is located in a particular class on the basis of recognize similarities with others of the same group or class.

For example: the topic is library. So the general statement is *Library is a place where we can borrow and read the book, magazine, newspaper, etc.*

- b) Description

The other function of report is to describe phenomena includes

- (a) description of appearance, for example: describe in details about the appearance of library (building, things, location, etc)

- (b) description of habitual behavior and/or uses and function, for example:
describe the function of library.
- (c) gives information about the special or interesting aspects of
the subject, for example: *Library has many kinds of book, such as fiction
book, story books, magazines, newspapers and so on.*

Almost the same with the two experts' opinion above, Hammond, Burns, Joyce, Brosnan, and Gerot (1992: 90) explain that the schematic structures of report are:

- (a) Title (it indicates topic of report)
- (b) General Statement (it introduces the topic of report)
- (c) Description (it provides details of topic such as physical appearance, behavior, landforms and uses (typically organized in paragraphs))

Anderson and Anderson (1997: 86) used the term information report that means a piece of text that presents information about a subject. In constructing an information report, the steps are as follow:

- d) A general opening statement that introduces the subject of the report. In this step include the statement that tells the audience what the text is going to be about, a short description and definition of the subject.
- e) A series of paragraph about the subject.

Each paragraph usually begins with a topic sentence that previews the information contained in the rest of the paragraph. The sentences after this preview give more details. Each paragraph should give information about one

feature of the subject, build a description of the report and include technical language that is related to the subject.

- f) A conclusion that summarizes the information presented and signals in the end of the report.

While Sadler and Hayllar (2000: 36) stated that the schematic structures of the information report are the following.

- (a) A general introduction that often includes a definition.
- (b) A series of statements that provide us with facts about the subject
- (c) A summary of the information given.

According to the above opinions, it can be summarized that although they use the different terms but the substances are the same. Most of the experts give the similar points of view related to the schematic structures of a report. In a report, there are general classification as an introduction to the report and description which consists of sequence explanation about the topic of report.

2.4.3. The Language Features of Report

According to Gerot and Wignell (1995: 196), they use the term lexicogrammatical features to refer language features. The lexicogrammatical features of report text are:

- a) Focus on generic participants, for example the library
- b) Use of relational processes to state what is and that which it is
- c) Use of simple present tense (unless extinct)

- d) No temporal sequence.

While Macken (1994: 14) stated that the language features of report genre are as follows:

- a) Focus on generic participants (group of things), for examples the heart, the body, the lungs, computer, printer, frame, monitor, etc.
- b) Use of simple present tense, for examples is, is made up of, contains, has, gives, etc.
- c) No temporal sequence
- d) Use of being and having clauses, for examples

Library is a place where a lot of books are collected. There are some bookshelves, some tables and chairs and of course a lot of books

With similar point of view, Hammond, Burns, Joyce, Brosnan, and Gerot (1992: 90) use the term 'grammatical patterns' to refer to language features. The grammatical patterns of report are:

- (a) Focus on generic participants (human and non- human)
- (b) Use of present simple tense to indicate 'timeless' nature of information
- (c) Some technical vocabulary
- (d) Use of nominal groups to compact information
- (e) Principally the use of verbs of being and having rather than action verbs.

While Anderson and Anderson (1997: 86) stated that the language features in information report are:

- d) Technical language related to the subject

- e) Generalized terms.
- f) Use of the timeless present tense that means the action always happens in the way in which it is described.

From the above opinions, it can be concluded that all of the experts give similar opinions about the language features of report. They only use different terms.

2.5. Theme-Rheme

Writing is expressing idea through written forms, but it needs a good arrangement. Through writing, we can send messages. Therefore students need to acquire knowledge on how to write a written message. Most of the students tend to write paragraph without knowing about Theme and Rheme. This condition makes their writing not in a good order.

Halliday (1985: 37) stated that a message is made up of a Theme combined with Rheme. Theme is the point of departure, that with which the clause is concerned; not so much as constituent as a movement from the beginning of the clause. This statement supported by Eggins (1994: 275) that Theme is the element which serves as the starting point for the message; it is what the clause is going to be about. While Rheme is the part of the clause in which the Theme is developed, therefore the Rheme typically contains unfamiliar or new information

Gerot and Wignell (1995: 103) also stated that Theme represents ‘This is what I’m talking about’. Theme is the element which comes first in the clause or contains familiar- ‘given’ information. That is information which has already been mentioned somewhere in the text, or is familiar from the context. Rheme represents ‘This is what

I'm saying about'. The Rheme typically contains unfamiliar or 'new' information. So we may conclude that everything that is not the Theme is the Rheme.

Here are the examples of Theme and Rheme in some sentences.

Library	has some bookshelves, some tables and chairs and of course a lot of books
Theme	Rheme

However library	is important for students.
Theme	Rheme

Many reasons for reading in library	are obvious like economizing, no expenses and easy
Theme	Rheme

2.6. Thematic Progression

The patterning of theme through a text is one means of structuring the text as messages- organizing the text so that the listener or reader is aware of what the speaker/writer is trying to achieve. Related to Thematic Progression Danes in Gil (2001) states that 'Thematic Progression' refers to the choice and ordering of utterance Themes in a given passage. It means that thematic progression only

indicates the connections between the different textual segments without clarifying their nature.

Further, he states that there are several ways in labeling this item. The thematic patterning is called thematic structure (Halliday, 1985:), thematic progression (Dannes, 1974), or method of development (Fries, 1981; Martin, 1992). In other words, thematic structure, thematic progression or method of development refers to how the text is structured to develop a Theme or number of Themes. The speaker/writer chooses a central Theme or Theme to organize the discourse, and each sentence expands upon one of these Themes.

Danes (1974) proposes three typical patterns of thematic progression:

- a) Constant Theme: this pattern refers to theme stays constant over sentences. The speaker's rhetorical strategy is to develop more fully a single participant.

For example: library is a place to keep books. It is available with catalogue.

- b) Simple linear: this pattern refers to the Theme is drawn from the Rheme (the non Theme component) of the prior sentence.

For example: Library keeps many kinds of books. Books will be set properly.

- c) Derived Theme Progression: this pattern refers to the Theme of successive sentences that derive from a single over-riding Theme.

For example: School is a right place to study. Its facilities are good. its main problem is that it is far from the high way.

There is still one pattern that not mentioned. It involves the new Theme drawing on both the Theme and Rheme of the prior sentence. The pattern will be like this:

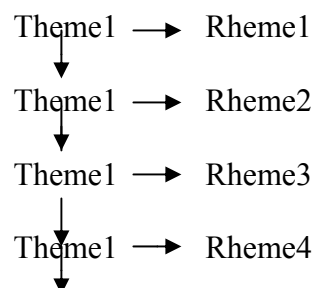
Theme i + Rheme i \longrightarrow Theme $i + 1$

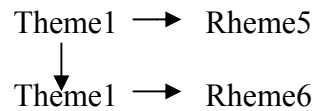
For example: *books* included *reference*. *They* put properly.

Paltridge (2000: 140) in *Making Sense of Discourse Analysis* stated that thematic Progression refers to the way in which the Theme of a clause may pick up or repeat a meaning from a preceding Theme or Rheme. In line with Paltridge, Eggins (1994: 302) also used the term method of development that refers to the contribution that Theme makes to the cohesion and coherence of a text has to do with how Thematic elements succeed each other. There are three types of thematic progression: re-iteration or constant, zig-zag or linear and multiple or split Rheme pattern. In this research I will apply thematic progression mentioned by Paltridge. Here are the thematic progression patterns from Paltridge:

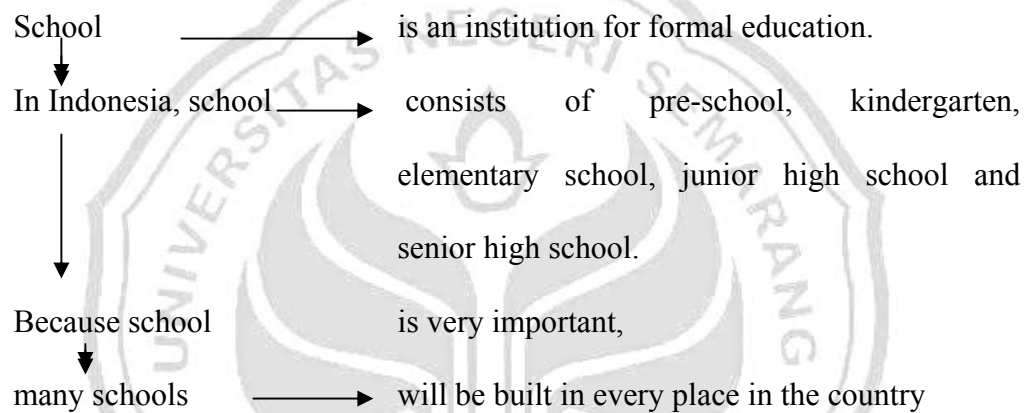
a) Re-iteration or constant Theme pattern (based on Martin and Rothery 1986)

Theme 1 is picked up and repeated at the beginning of each clause. For example the topic is school. The word school is picked up and repeated at the beginning of each clause, and it signals that each of the clauses will have something to say about school.



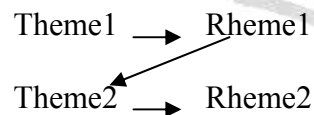


For example: School is an institution for formal education. In Indonesia, school consists of pre-school, kindergarten, elementary school, junior high school and senior high school. Because school is very important, many schools will be built in every place in the country.

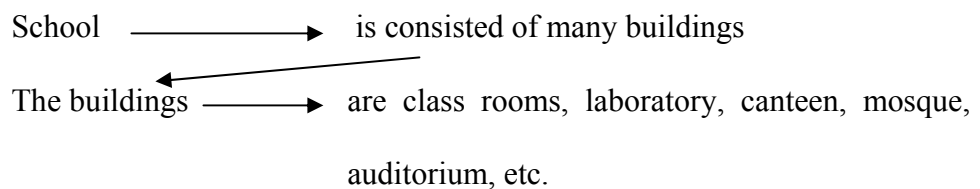


b) Zig-zag or linear Theme pattern (based on Clegg and Wheller 1991)

In this pattern the subject matter in the Rheme of one clause is taken up in the Theme of the following clause.



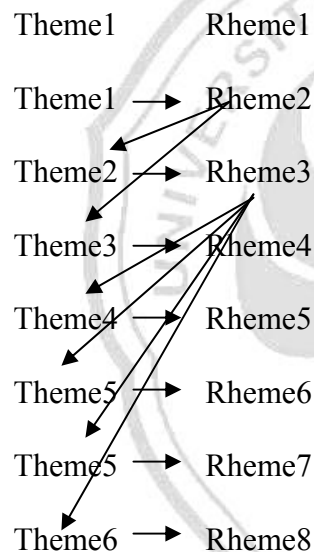
For example: School is consisted of many buildings. The buildings are class rooms, laboratory, canteen, mosque, etc.



c) Multiple Theme or split Rheme pattern (based on Nesbitt et al 1990)

In this pattern, a Rheme may include a number of different pieces of information, each of which may be taken up as the Theme in a number of subsequent clauses.

We can see that the subject matter in the Rheme of one clause is taken up in the Theme of following clause.



For example: School is a place for studying. In Indonesia we have four grades for school. There are four school levels. Kindergarten just have two grades. Elementary school just have six grade, junior high school just have three grade and also senior high school which have three grade.

1. School → is a place for studying.
2. In Indonesia we → have four grades for school.
3. There → are four school levels
4. Kindergarten → just have two grade.
5. Elementary school → just have six grade,
6. junior high school → just have three grade
7. and also senior high school which → have three grade.

2.7. The Stages of Teaching-Learning Cycle.

The final purpose of learning English is developing students' ability to communicate even in spoken or written. Hammond (1992: 17) stated that there are four stages in the teaching-learning cycle: building knowledge of the field (BKOF), modeling of text (MOT), joint construction of text (JCOT) and independent construction of text (ICOT).

- a) In writing tasks, the teacher starts with the first stage Building Knowledge of the Field (BKOF); by giving cultural context, shared experience, taking control of relevant vocabulary and giving grammatical pattern that appropriate with report genre.
- b) The next stage is Modeling of Text (MOT); by giving cultural context, social function, schematic structure and linguistic features of report genre.

- c) Then, Joint Construction of Text (JCOT), by giving schematic structure, linguistic feature and knowledge of the field.
- d) The last stage is Independent Construction of Text (ICOT); by giving schematic structure, linguistic features and knowledge of the field.

According to Macken (1991: 10), there are three major phases of the cycle: Modeling of Text, Joint-Negotiation of a New Text, and Independent Construction of a New Text.

- a) In the Modeling of the Text we want to set an immediate context for learning, investigate the social function and schematic structure of the genre. Beside, we want to explore the language that relevant to the context.
- b) In Joint-Negotiation of a New Text students need to prepare for joint writing of a text in the genre and the actual co-writing of a new text.
- c) In Independent Construction of a New Text students need to prepare for individual writing, having consultation with the teacher, critical evaluation of writing effort, editing, publishing and creative exploitation of the genre and its possibilities.

From the two experts above, we may get conclusion that they take different stages but the contents are the same. In this research, the writer emphasizes on Macken's theory because it uses simpler stages than Hammond's theory.

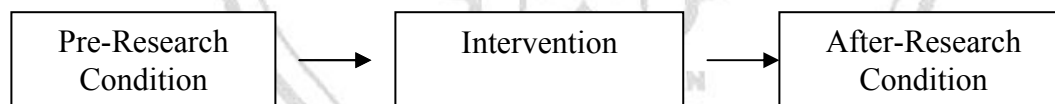
2.8 Conceptual Framework

As stated in the previous chapter that the aim of learning English writing in Indonesia is developing communicative competence at discourse context. In reality, it

shows that students' competence in English writing is still low. It caused by the lack of knowledge in developing their ideas and expressing it to context, especially in writing a report genre. Students think that writing is difficult subject, and they also think that learning writing is boring and uninteresting. To overcome that problem, the writer tries to apply the thematic progression approach in teaching writing.

From the new method of teaching writing a report genre, students realized that learning writing is not as difficult as they think. Beside that, learning writing is also interesting. Based on the conceptual framework above, it can be predicted that thematic progression develops students' ability in writing a report genre. The conceptual framework above can be represented in this diagram.

Figure 3. The General Step in Classroom Action Research



Pre-research condition is a starting point for the action research, because the problem arises here. The problem is really needed to be solved. The next activity, is giving intervention by implementing the treatment. After the treatment is applied the problem is being solved.

From the explanation above, it can be concluded that action research is not the new method. Beside that, action research has orientation to study the better changing by cooperating and reflecting.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Many experts had given their definitions such as (Kemmis and McTaggart, 1988; Cross, 1990; Elliot,1991) but it commonly use the definition from Carr and Kemmis (McNiff, 1988: 2)

Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals) in social (including educational) situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations (and institutions) in which these practices are carried out.

While Dick, B and Swepson, P. (1997) stated that action research is a useful way of doing research if you are a practitioner who wishes to improve your understanding of your practice. In line with some experts above, Glanz (1998: 20) stated that action research is a kind of research that has reemerged as a popular way of involving practitioners, both teachers and supervisors, so that they better understand their work.

Based on the definitions above, it can be concluded that action research are the process of self reflection of the educational practitioners to develop the awareness of classroom situation.

The purpose of this action research is to know the obstacles that are faced by the third semester students in English Department Faculty of Education and Teacher Training, Tidar University of Magelang who take writing 2 subject, and then propose the problem solving. It means that the research is planned to solve the students'

problem to develop their ability to write a report genre through thematic progression approach.

3.2 Subjects of the Research

The subjects of the research are the third semester students who take writing 2 in English Department Faculty of Education and Teacher Training, Tidar University of Magelang, in 2007/2008 academic year. There are 13 students in the afternoon class.

3.3. Data Source

In this research, there are two kinds of data. The first data is students' writing quality and the second is students' opinion about the implementation of teaching writing by using thematic progression approach. The first data is related to the students' improvement in writing a report genre started from pre-test, test and post-test. The second data is related to the effectiveness of thematic progression approach in solving the identified problem.

In relation with the data characteristics above, this research used two instruments, they are tests and questionnaire. The tests were used to get the students' improvement in writing a report genre. While the questionnaire, it was used to record the effectiveness of thematic progression in teaching English report genre writing.

3.4. Action Planning

The writer applies three cycles that consist of pre-test, cycle 1 and cycle 2. The data that is used here comes from students work in writing 2 class. First, she gives pre-test to the students about report paragraph. They have to write a report paragraph about 'book' in about a hundred words. After getting the data she analyzes the data and finally she gets the result as students' score.

The next cycle is started with getting the data from students' paragraphs. They still have to write a report paragraph in about a hundred words. The topic in this cycle is 'library'. Then, she gives treatment that is thematic progression. After the data is collected, she analyzes them and finally she gets the score.

The last cycle is started with getting the data from students' paragraphs. The topic is 'school' they have to write a report paragraph in about hundred words. After she gives thematic progression, she analyzes the data again until she gets the result in the form of score.

3.5 The Activities in Classroom Action Research

Lewin in McNiff (1988: 22) describe the process of action research as a series of continuous action in spirals that consists of four stages; they are planning, acting, observing and reflecting. In this research, the writer adapted from McNiff proposes those activities. Here are the four stages of action research.

a) Planning

In this stage, the writer did some activities, for example find out the references that related to thematic progression approach, report genre and teaching

learning cycle in English. Besides those activities, the writer also did some activities as follow:

- 1) Making a research schedule.
- 2) Making a lesson plan.
- 3) Making a questionnaire.
- 4) Making a scoring rubric for assessing students' writing, making scoring standard to measure the students' success in writing

b) Acting

This research is done in phase independent construction of a new text. Students were asked to write a report paragraph in about hundred words. The time allotment was 45 minutes. The practices about schematic structure and linguistic features of report genre have been done in the previous phases. The examples of report genre were also given in phase modeling of text. Here are the actions planning of this research.

- 1) The lecturer gives the model of a report genre to the students.
- 2) The lecturer explains about thematic progression.
- 3) Students discuss and organize the draft of report genre that appropriate to the topic.
- 4) Students write a report genre which in line with their draft.

c) Observing

The observation or evaluation of the students' improvement in writing a report genre is done in each phase. The available data was analyzed

descriptively. The whole programs were evaluated from observation, questionnaire and scoring analysis. This information gives contribution in reflecting the main problem.

d) Reflecting

In this stage, it can be revealed that the problem is solved or not. It means that the treatment truly gives improvement or not. If the result of each cycle is not satisfied enough, the writer re-plans and continues to the next cycle.

The model below is sequences in action research based on Kemmis (adapted from McNiff, 1988: 27)

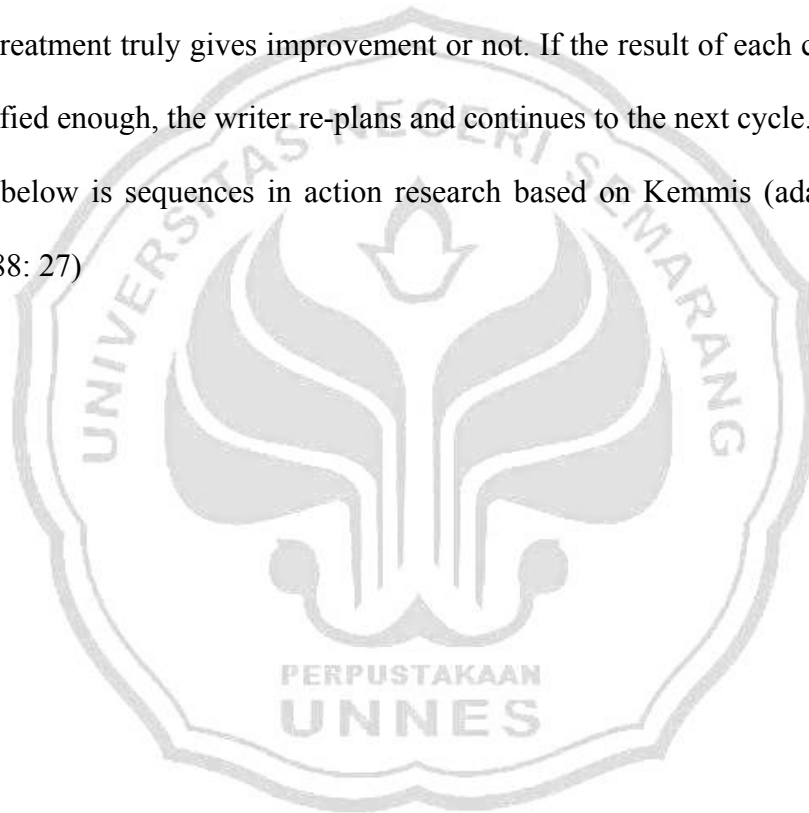
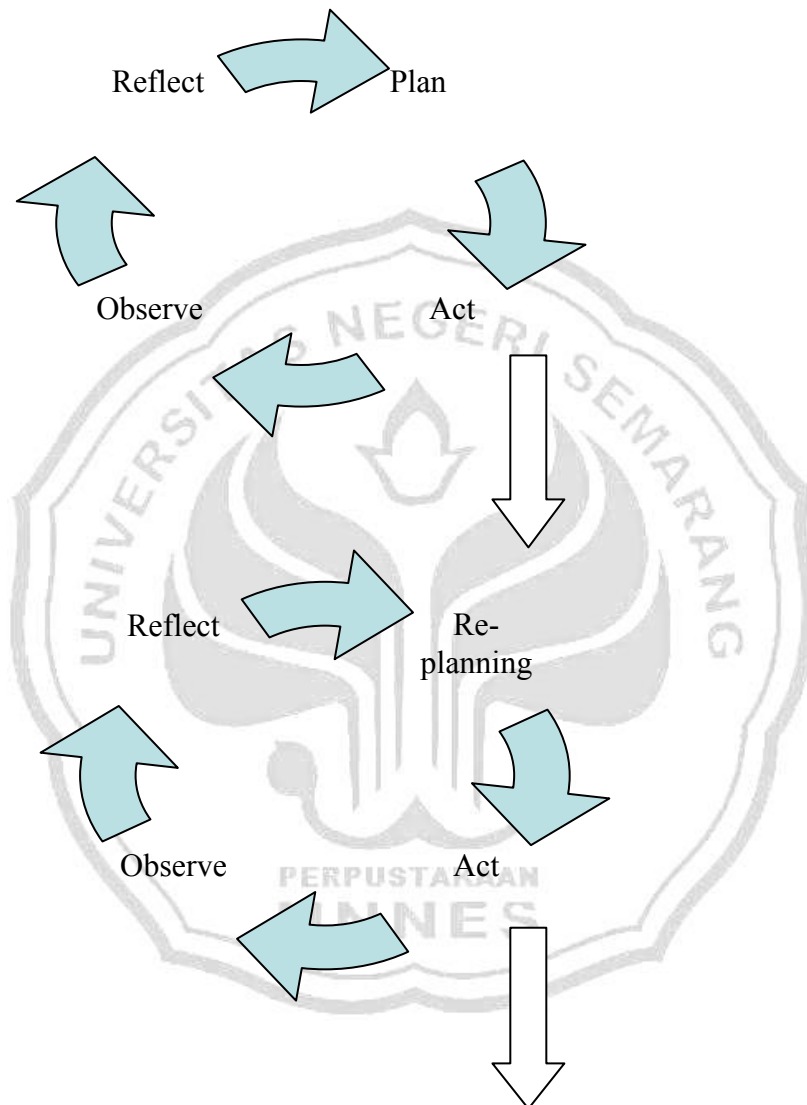


Figure 4. The Sequences in Action Research based on McNiff (1988)



3.6 The Technique of Collecting Data

The technique of data collections are as follow

- a) Giving a pre-test to know the students' ability in writing a report genre without giving thematic progression approach before.

- b). Giving a test after the thematic progression approach is applied.
- c). Giving questionnaires before and after the research.
- d). Observing students and classroom activities.

The data instruments in this research are:

- a). Tests that consist of some topics in report genre.
- b). Questionnaire questions that consist of close ended questions in 10 numbers.

3.7 Data Analysis

The first data (students' paragraphs) and the second data (questionnaire) were analyzed quantitatively. The first data was analyzed according to the rubric scoring that refers to analytic scoring suggested by Jacobs et al. (1981) in Brown (2004: 246).

Here is the rubric scoring:

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanic	5
Total	100

From the chart above there are five categories of scoring in writing. So, the writer will apply the fifth categories above in assessing students' writing. Content refers to logical development of ideas; organization: focuses on central idea with appropriate elaboration and conclusion; vocabulary: uses varied and precise vocabulary appropriate for purpose; syntax: appropriate verb tense used with variety

of grammatical and syntactic structure and mechanics: absence of errors in spelling, capitalization and punctuation.

The complete scoring rubric adapted from Brown (2004: 246) and Kern (2000: 287) will be presented below.

Table 2. Scoring Rubric in Writing Based on Brown (2004) and Kern(2000)

CRITERIA	SCORES	DESCRIPTION
Content (thematic progression)	30-27	Excellent to very good
	26-24	Good
	23-21	Fair
	20-18	Inadequate
	17-0	Unacceptable
Organization (schematic structure)	20-18	Excellent to very good
	17-16	Good
	15-14	Fair
	13-12	Inadequate
	11-0	Unacceptable
Vocabulary (varied and precise vocabulary)	20-18	Excellent to very good
	17-16	Good
	15-14	Fair
	13-12	Inadequate
	11-0	Unacceptable
Syntax (verb tense and syntactic structure)	25-23	Excellent to very good
	22-20	Good
	19-18	Fair
	17-16	Inadequate
	15-0	Unacceptable

Mechanics (punctuation, spelling and capitalization)	5	Excellent
	4	Good
	3	Fair
	2	Inadequate
	1	Unacceptable

Actually, Brown's theory is good if it is applied properly, but it is difficult to apply it in this situation. In this context, the writer criticism to Brown's theory can be related to the three functions of language. They are ideational function, interpersonal function and textual function. From ideational function, Brown's criteria in scoring system look fine. The reader thinks that the information of scoring is clear with the five criteria (content, organization, vocabulary, syntax and mechanic). In interpersonal function, the readers have interpretations of the fifth criteria above. Content not only refers to logical development of ideas, but covers organization. Beside, the choice of words, grammatical pattern, spelling and punctuation are also included in content. While in textual function, the writer criticism that the order of the fifth criteria must be started from content as the highest score, then syntax, vocabulary, organization and the lowest is mechanic. So, the readers can understand all scoring criteria easily.

Based on the explanation above, it can be concluded that Brown' theory of scoring system effect the result of this research. It can be seen in the scoring rubric in the appendix 8, 9 and 10. Even though the range of scores fix but sometimes the writer has her own standard in assessing students' writing. So, it is difficult to give the right score.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter presents some findings, discussion and interpretation related to thematic progression approach in teaching report genre writing. In this action research, the writer applied three things; that is pre-test, cycle 1 and cycle 2. The pre-test was considered as preliminary test of report genre paragraph and then cycle 1 and cycle 2. There were lesson plans, treatment, data analysis and reflection in each cycle.

The data of this research are taken from students' writing of English Department Faculty of Education and Teacher Training Tidar University of Magelang who take writing 2 especially in the afternoon class.

In analyzing data, the writer focuses on the fifth categories of scoring rubric from Brown (2004: 246)

4.2. Activity

4.2.1 Try Out

In this activity, the writer divided into two parts. The students were given a questionnaire in the first activity and a pre-test of report genre paragraphs in the second activity. It was conducted on Monday, September 10th, 2007. There were 10 students who attended in writing class. Two students were absent. First, they were asked to answer the questions from the questionnaire. The lecturer gave 30 minutes to answer the questions. The questionnaire consisted of 10 items. The writer used

closed-ended questions. The students were asked to answer with yes or no for each item. The following are the result of the questionnaire.

Table 3. The Problem Faced by Students in Writing a Report Genre in Pre-Test

No	Item	Yes	No	Total
1	Do you think learning writing a report genre is boring and uninteresting?	70%	30%	100%
2	Do you get any difficulties in writing a report genre?	70%	30%	100%
3	Do you take along time to generate your ideas in writing a report genre?	80%	20%	100%
4	Do you think that writing as many paragraphs as possible is good in learning report genre?	60%	40%	100%
5	Has your lecturer ever given you an exercise of organizing idea in report genre?	30%	70%	100%
6	Do you think your lecturer had already given you the material about how to organize idea in report genre?	20%	80%	100%
7	Do you understand the explanation given by your lecturer?	30%	70%	100%
8	Do you get any difficulties in getting social function, schematic structure and linguistic features of report genre?	70%	30%	100%
9	Do you get difficulties in organizing your idea of report genre?	60%	40%	100%
10	Do your difficulties in writing a report genre influence your mark?	90%	10%	100%

Item 1 shows that 70% of the students answered yes and 30% answered no. It is obvious that most of the students thought that writing is boring and uninteresting activity.

Item 2 indicates that 70% of the students still thought that writing is difficult. It can be seen that only 30% of the students that did not get difficulty in writing a report genre.

Item 3 proves that most of the students took a long time to generate their ideas in writing a report genre. There are 80% of the students answered yes and only 20% of them answered no.

Most of the students thought that writing as many paragraphs as possible is good in learning writing report genre because they assumed that their mark will be influenced by the length of the paragraphs. It can be seen that 60% of the students answered yes and 40% answered no.

It can be seen in item 5 that 30% of them answered yes and 70% answered no. It shows that most of the students said that they seldom got exercises in organizing idea of report genre paragraph.

In item 6, there were 80% of the respondents answered no and only 20% of the students said yes. It proves that the lecturer rarely gave them the material about how to organize idea in report genre.

Item 7 shows that 30% of the students answered yes and 70% of them answered no. It can be seen that most of them did not understand with the explanation

from the lecturer. Only a few of them understand with the explanation from the lecturer.

In getting social function, schematic structure and linguistic features of report genre, most of the students seemed difficult to apply in their report genre paragraphs. It shows in item 8 that 70% of the students answered yes and 30% of them answered no.

Furthermore, they also had difficulties in organizing idea in their report genre. It can be seen in item 9 that 60% of the students answered yes and 40% of them answered no.

In item 10, there are 90% of the students answered yes, while only 10% of them said no. It proves that almost all of the students said that their difficulties in writing would influence their mark.

Based on the result of the questionnaire above, it can be concluded that most of the students of the third semester of English Department Faculty of Education and Teacher Training Tidar University of Magelang who take writing 2 especially in afternoon class had difficulties in writing a report genre especially in organizing and developing ideas. They just wrote as many paragraphs as possible. The questionnaire followed by the pre-test was used as the preliminary reflective observation.

In second activity, the students were asked to write a report genre paragraphs in about a hundred words. The topic of the report genre paragraphs was 'book' and the time allotment was 45 minutes. The aim to give the pre-test was to gather quantitative data.

The findings of the pre-test were the preliminary data. Even though there are 13 students in the class, but there were 10 students who were present. Most of the students were not ready for the pre-test about report genre. But, the situation is quite calm because most of them were concentrating with their task in writing report paragraphs. The result of the pre-test can be seen on table 4.1

Table 4.1 Pre-test scores

No	X	N	NX	FREQUENCY (%)
1	75	1	75	10
2	70	2	140	20
3	67	1	67	10
4	60	2	120	20
5	55	2	110	20
6	50	1	50	10
7	40	1	40	10
Total		10	602	100

The explanations are as follow:

X : students score

N : number of students

NX : students' scores multiplied by number of students

Frequency : frequency of number of students (%)

Based on the table 4.1, it showed that the higher score was 75, and the lowest score was 40. It can also be seen that 1 (10 %) student got 75; 2 (20 %) students got 70; 1 (10 %) student got 67; 2 (20 %) students got 60; 2 (20 %) students got 55; 1 (10 %) student got 50; and 1 (10 %) student got 40.

To know the mean scores, the writer used the following formula.

$$\text{Mean} = \frac{\sum nx}{\sum n}$$

The mean score from the table 4.1 can be calculated as: $\sum nx : \sum n$
 $602 : 10 = 6.02$

If the mean score is consulted with scoring system, it is classified into grade C or insufficient. From the mean score above, it was considered as the preliminary reflection. It will be the basic step for the next cycle. Besides the mean score, the writer also focuses on students' attitude during pre-test. Through observation, it can be seen that some students did not enthusiast in doing the task. They did the task because it is an assignment that affects the final mark. Their motivation in doing the task is low.

Based on the explanation above, it can be concluded that students' motivation in the writing class are low. Therefore, their score in writing a report paragraph are still insufficient. Considering these problems, the writer determines some indicators before going to the next cycle. They are motivation, seriousness, enthusiast and scores. The writer has already decided that the score standard is 7.50. If the students' score did not get that standard, the writer continued to the next cycle.

4.2.2. Cycle 1

(a) First Activity (Modeling of the Text)

The first activity was conducted on Monday, September 17th 2007. The classroom activity was scheduled for 100 minutes. In the first 35 minutes, the lecturer reviewed grammatical aspect in writing report genre, they were phrase, clause, paragraph and text. Besides, she also reminded students about punctuation, spelling and simple present tense pattern and time expression used in simple present tense. In the next 35 minutes, they were also introduced to theme and rheme and then the lecturer asked students to write example of sentences in simple present tense and identify their theme and rheme. For the last 30 minutes, lecturer gave a photocopy of report text and asked the students to identify social function of report genre and the purpose intended by the reader and writer. After that, lecturer asked the students to identify schematic structure and linguistic features of the above report genre

(b) Second Activity (Joint Negotiation of the Text)

The second activity was held on Monday, September 24th 2007. The time allotment is 100 minutes. In the first 60 minutes, the lecturer explained about thematic progression as the treatment in this research. In the next 40 minutes, the lecturer made a group of two or three students for each and asked them to plan a report text about library and share redrafting and editing of text, shared knowledge about library.

(c) The third Activity (Independent Construction of the text)

It was held on Monday, October 1st 2007. There were two activities in this phase. The time allotment was 100 minutes. In the first 45 minutes, the lecturer and students discussed their planning of report text about library. The next activity, the lecturer asked the students to write his/ her own text about library approximating appropriate schematic structure, grammatical pattern, theme- rheme and thematic progression. The time allotment was 45 minutes and the number of words was about a hundred. After they finished writing, lecturer made a class discussion of any difficulties experienced by students in writing their texts in about 10 minutes. The table below is the post-test result of writing report genre in cycle 1.

Table 4.2 Test Scores in Cycle 1

No	X	N	NX	FREQUENCY (%)
1	83	1	83	10
2	82	1	82	10
3	79	2	158	20
4	78	1	78	10
5	72	2	144	20
6	63	1	63	10
7	57	1	57	10
8	53	1	53	10
Total		10	718	100

From the table 4.2, it showed that the highest score was 83 for and the lowest score was 53. It can be seen that 1 (10 %) student got 83; 1 (10 %) student got 82; 2 (20 %) students got 79; 1 (10 %) student got 78; 2 (20 %) students got 72; 1(10 %) student got 63; 1 (10 %) student got 57; and 1 (10 %) student got 53. The same formulation was used as in the previous data for calculating the mean score. So, the mean in the first cycle was 7.18. The mean score above was equaled with grade B- or sufficient.

Based on the indicators that have already decided before, the result in cycle 1 is not satisfied enough. Their scores are still below the standard. Besides, only some of the students did the task seriously. That is why the writer continued with the next cycle.

4.2.3. Cycle 2

(a) First Activity (Modeling of the Text)

It was conducted on Monday, October 8th 2007. There were two activities in this phase. Each of them was 50 minutes. The topic for this cycle was 'school'. In the first 50 minutes, lecturer gave the right examples of phrase, clause in the form of simple present tense. Besides, the students were asked to write sentences in simple present tense that related to the topic. After that, lecturer and students discussed the usage of theme and rheme in students' sentences. The lecturer also presented an example of report text and asked them about social function of a report text. They were also asked about generic structure of the report text and linguistic features of the

report text. In the last 30 minutes, lecturer gave the model of report text and students had to identify theme, rheme and the thematic progression pattern.

(b) Second Activity (Joint Negotiation of the Text)

This activity was conducted on Wednesday, October 10th 2007. The first 50 minutes, the lecturer asked the students to make a group of two or three. Each group had to plan report text about 'school'. In the next 50 minutes, they had to identify theme and rheme from their paragraphs.

(c) The Third Activity (Independent Construction of the Text)

The activity was conducted on Monday, October 15th 2007. There were 12 students who attended in writing class. One student was absent. The time allotment was 100 minutes. In the first 30 minutes, the lecturer asked the students to discuss the text they had planned in the previous phase. The next activity, the students were asked to write report text about school in about a hundred words. Their paragraphs had to in line with their planning in the previous phase. The time allotment was 45 minutes. The next 15 minutes were used to answer questionnaire. In the last 10 minutes, the lecturer and the students discussed together about their report text. It was given to know how far the students understand more about the technique of writing a report genre through thematic progression and to discover whether or not the thematic progression approach had some advantages for the students in studying English. Because there are 12 students the frequency is rather different with the questionnaire in pre-test. The questionnaire consisted of 10 items using yes or no answers. Here is the result of the questionnaire in post test.

Table 6. The Problem Faced by Students in Writing a Report Genre in Post-Test

No	Item	Yes	No	Total
1	Do you think learning writing a report genre is boring and uninteresting?	41.67%	58.33%	100%
2	Do you get any difficulties in writing a report genre?	33.33%	66.67%	100%
3	Do you take a long time to generate your ideas in writing a report genre?	41.67%	58.33%	100%
4	Do you think that writing as many paragraphs as possible is good in learning report genre?	33.33%	66.67%	100%
5	Has your lecturer ever given you an exercise of organizing idea in report genre?	66.7%	33.3%	100%
6	Do you think your lecturer had already given you the material about how to organize idea in report genre?	66.7%	33.3%	100%
7	Do you understand the explanation given by your lecturer?	58.33%	41.67%	100%
8	Do you get any difficulties in getting social function, schematic structure and linguistic features of report genre?	16.67%	83.33%	100%
9	Do you get difficulties in organizing your idea of report genre?	33.33%	66.67%	100%
10	Is thematic progression approach useful for you to improve your writing ability?	83.33%	16.67%	100%

From the result of the questionnaire, it can be concluded that most of the students got some improvements in their answers. When compared with the result of questionnaire in pre-test, they felt comfortable with writing class. Their comprehension of writing a report genre also improves. They also got advantages of

using thematic progression approach in writing a report genre. It proves that most of them only take a little time to generate their ideas. Besides, only 33.3% of the students got difficulties in organizing idea in their report genre. From the last question, it can be said that most of the students realized that the use of thematic progression approach is really needed in writing a report genre.

The post-test score of writing report genre in cycle 2 was summarized below.

Table 7 Post-test Scores in Cycle 2

No	X	N	NX	FREQUENCY (%)
1	90	1	90	8.33
2	85	1	85	8.33
3	82	1	82	8.33
4	80	2	160	16.67
5	79	1	79	8.33
6	77	2	74	16.67
7	75	2	150	16.67
8	70	1	70	8.33
9	60	1	60	8.33
Total		12	930	100

Based on the table 4.3 above, it can be concluded that 1 (8.33 %) student got 90; 1 (8.33 %) student got 85; 1 (8.33 %) student got 82; 2 (16.67 %) students got 80; 1 (8.33 %) student got 79; 2 (16.67 %) students got 77; 2 (16.67 %) students got 75; 1 (8.33 %) student got 70 and 1 (8.33 %) student got 60. So, the highest score

was 90, and the lowest score was 60. The mean score of post-test of report genre in cycle 2 was 7.75. Thus, the mean score can be classified into grade B or good.

From the result of the questionnaire and the mean scores, it can be concluded that the score standard was achieved. Students' motivation and seriousness in participating writing class are also good. Almost all of the students seem enthusiast in doing the task. That is why, the writer end this research in this cycle.

4.3 Grade Description

The student's grade of the pre-test and post-test in cycle 1 and cycle 2 are presented in the following table below.

Table 8 The students' grades of pre-test and post-test in cycle 1 and cycle 2

SCORE	GRADE	FREQUENCY OF PRE-TEST	FREQUENCY OF CYCLE 1	FREQUENCY OF CYCLE 2
95-100	A	-	-	-
89-94	A-	-	-	1 (8.33 %)
83-88	B+	-	1 (10 %)	1 (8.33 %)
77-82	B	-	4 (40 %)	6 (50 %)
71-76	B-	1 (10 %)	2 (20 %)	2 (16.67%)
65-70	C+	2 (20 %)	-	1 (8.33 %)
59-64	C	1 (10 %)	1 (10 %)	1 (8.33 %)
53-58	C-	2 (20 %)	2 (20 %)	-
47-52	D+	2 (20 %)	-	-
41-46	D	1 (10 %)	-	-
35-40	D-	1 (10 %)	-	-
10-34	E	-	-	-
Total		10 (100 %)	10 (100 %)	12 (100 %)

From the table 4.5 above, it can be described that there are differences between students' grades from pre-test and post-test in cycle 1 and cycle 2. The result of pre-test shows that students who got A, A-, B+, B and E = 0 (0 %), B- = 1 (10 %), C+ = 2 (20 %), C = 1 (10 %), C- = 2 (20 %), D+ = 2 (20 %), D = 1 (10 %) and D- = 1 (10 %). The highest score is B- and the lowest score is D-. That result can be caused from the lack of knowledge in writing report genre.

In cycle 1, students got treatment that is thematic progression. And the result will increase. No one got A, A-, C+, D+, D, D- and E = 0 (0 %). Students who got B+ = 1 (10 %), B = 4 (40 %), B- = 2 (20 %), C = 1 (10 %) and C- = 2 (20 %). From students' scores, it can be seen that there is a significant improvement of their scores. The highest score is B+ and the lowest score is C-.

In cycle 2, students will be more confident in doing the test. That is why the result in the cycle 2 will be better. Students who got A, C-, D+, D, D- and E = 0 (0 %). Students who got A- = 1 (8.33 %), B+ = 1 (8.33 %), B = 6 (50 %), B- = 2 (16.67 %), C+ = 1 (8.33 %) and C = 1 (8.33 %). It means that the highest score is A- and the lowest score is C.

From the explanation above, it shows that, the thematic progression had given real contribution in developing students' writing especially in report genre.

Besides the higher scores, students aware that motivation and seriousness are also needed in writing class. So, the thematic progression is quite effective in developing students' motivation and seriousness in writing class.

4.4. Research Finding

Based on the result of each table presented in the previous sub chapter, it can be concluded that there was a significant improvement of the students' report genre paragraphs. The result of all activities can be seen in table below.

Table 9 Comparison of Test Result

Activity	Pre-test	Test in cycle 1	Post-test in cycle 2
Time Allotted	45 minutes	45 minutes	45 minutes
Mean	6.02	7.18	7.75

From the table 4.4 above, it can be seen that there was an increase of mean from the pre-test to the post-test. In the pre-test, the time allotted was 45 minutes and the result is 6.02. The result of students' score was insufficient, it probably they did not ready for doing the test. They felt nervous to do the test.

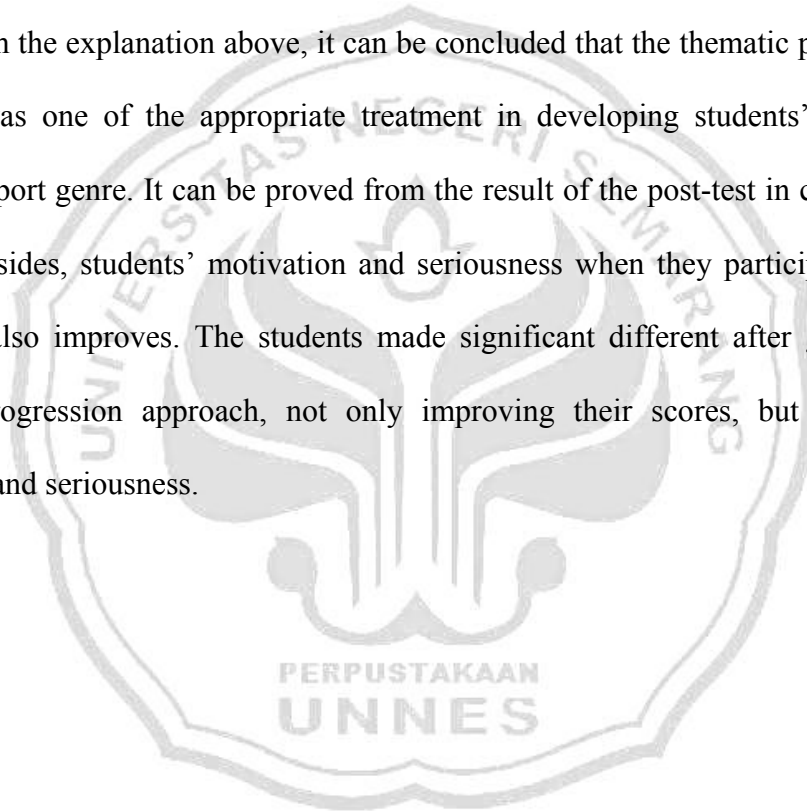
In cycle 1, students got better marks. The mean is 7.18. So, the mean score increases 1.16 from pre-test. In this cycle, the students have started to have an experience in writing report genre paragraphs based on thematic progression in developing their ideas. Besides, students' attitude in teaching-learning process is quite good. They seem enthusiast in participating the lesson.

In cycle 2, the students got the mean score of 7.75. It means that there was an increase of 0.57 from 7.18 in cycle 1 into 7.75 in cycle 2. It indicated that the

students' ability in writing report genre paragraphs was better and also their motivation to study in the writing class improve.

In the post-test in cycle 2, students got the highest scores, because they were quite ready to do the test. Most of them felt confident to do the test. They did the test according to what was asked by the lecturer.

From the explanation above, it can be concluded that the thematic progression approach was one of the appropriate treatment in developing students' ability in writing a report genre. It can be proved from the result of the post-test in cycle 1 and cycle 2. Besides, students' motivation and seriousness when they participate in the classroom also improves. The students made significant different after getting the thematic progression approach, not only improving their scores, but also their motivation and seriousness.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

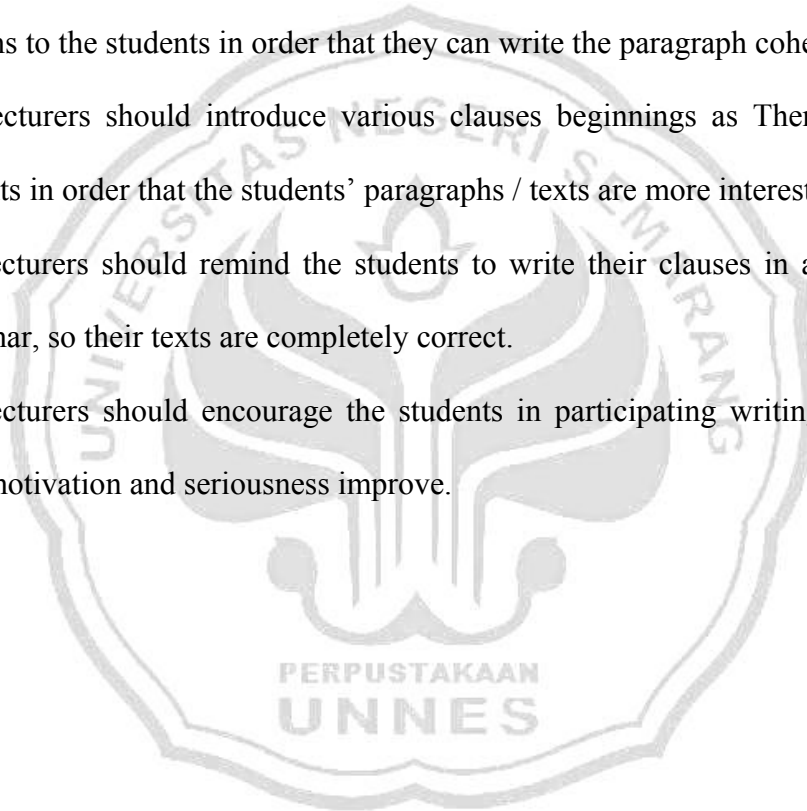
Based on the findings and discussions of the research data, the conclusions are formulated as follows.

- a) From the questionnaire in the pre-test, it can be seen that most of the students of the third semester of the English Department, Faculty of Education and Teacher Training Tidar University of Magelang who take writing 2 especially in the afternoon class had difficulties in writing a report genre especially in organizing and developing ideas. They just wrote as many paragraphs as possible.
- b) From the questionnaire in the post-test it can be seen that their comprehension of writing a report genre improves. They also got advantages of using thematic progression approach in writing a report genre. So, they realize that the use of thematic progression approach is really needed in writing a report genre.
- c) The mean scores of the students' writing are increased from the pre-test, the test in cycle 1 and the post test in cycle 2. In the pre-test, the mean score is 6.02. It can be categorized into grade C or insufficient. After getting thematic progressions treatment, the mean scores in cycle 1 is 7.18. It can be categorized into grade B-. In cycle 2, students get mean scores 7.75 or equals with grade B.
- d) Students' motivation and seriousness in participating writing class improves, especially after getting thematic progression approach. They seem enthusiast in doing the tasks.

5.2 Suggestions

After doing this research, it is suggested that

- a) The lecturers of writing class should introduce the students text types and their social functions, schematic structures and language features
- b) The lecturers should also introduce Theme- Rheme and Thematic Progression patterns to the students in order that they can write the paragraph coherently.
- c) The lecturers should introduce various clauses beginnings as Themes to the students in order that the students' paragraphs / texts are more interesting.
- d) The lecturers should remind the students to write their clauses in appropriate grammar, so their texts are completely correct.
- e) The lecturers should encourage the students in participating writing class, so their motivation and seriousness improve.



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APPENDIX 1

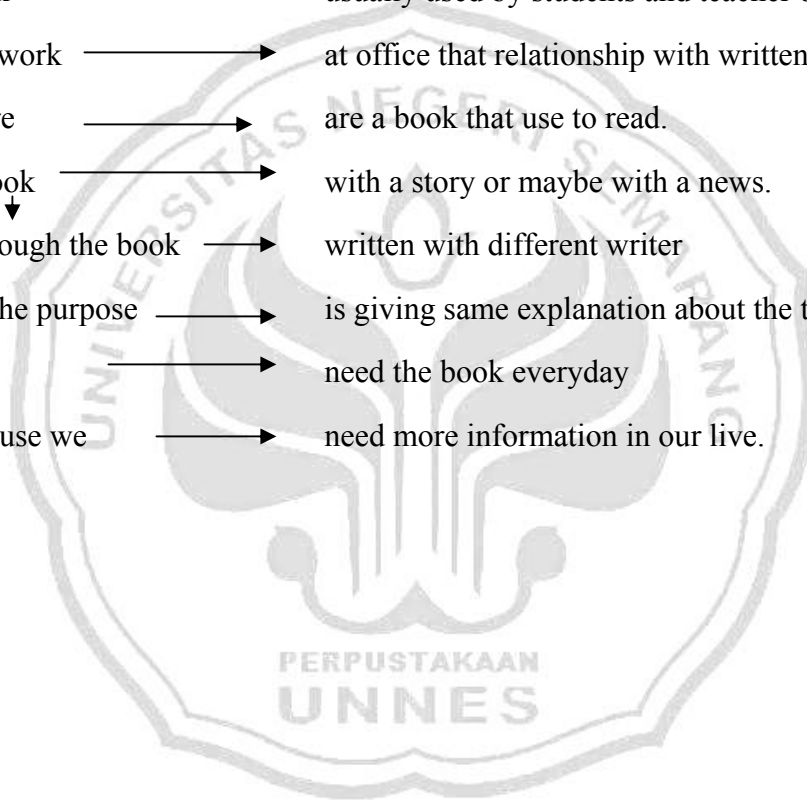
THEMATIC PROGRESSION IN PRE-TEST (BOOK)

Text 1

- | | | | |
|-----|----------------------------|---|--|
| (1) | Book | → | is number of printed sheets of paper
fastened together in a cover. |
| | ↓ | | |
| (2) | It | → | made for giving some knowledge for
people. |
| (3) | There | → | are many kinds of book. |
| (4) | For example we | → | often met story book, novel, magazine,
science book, etc. |
| | ↓ | | |
| (5) | We | → | can find and buy it at the book store. |
| (6) | The price of the book | → | are variated. |
| | ↓ | | |
| (7) | It | → | depend on the number of page, the
quality of the book, and the limited of the book. |
| (8) | All of people in the world | → | need book |
| | ↓ | | |
| (9) | if they | → | want to enlarge their knowledge. |

Text 2

- (1) Book → is an equipment for write.
- (2) We can → write anything
↓
- (3) that we → need.
- (4) Or may be → to drawing something.
- (5) Book ← → usually used by students and teacher or people
- (6) that work → at office that relationship with written.
- (7) There → are a book that use to read.
- (8) A book → with a story or maybe with a news.
↓
- (9) Although the book → written with different writer
- (10) but the purpose → is giving same explanation about the things.
- (11) We → need the book everyday
↓
- (12) because we → need more information in our live.

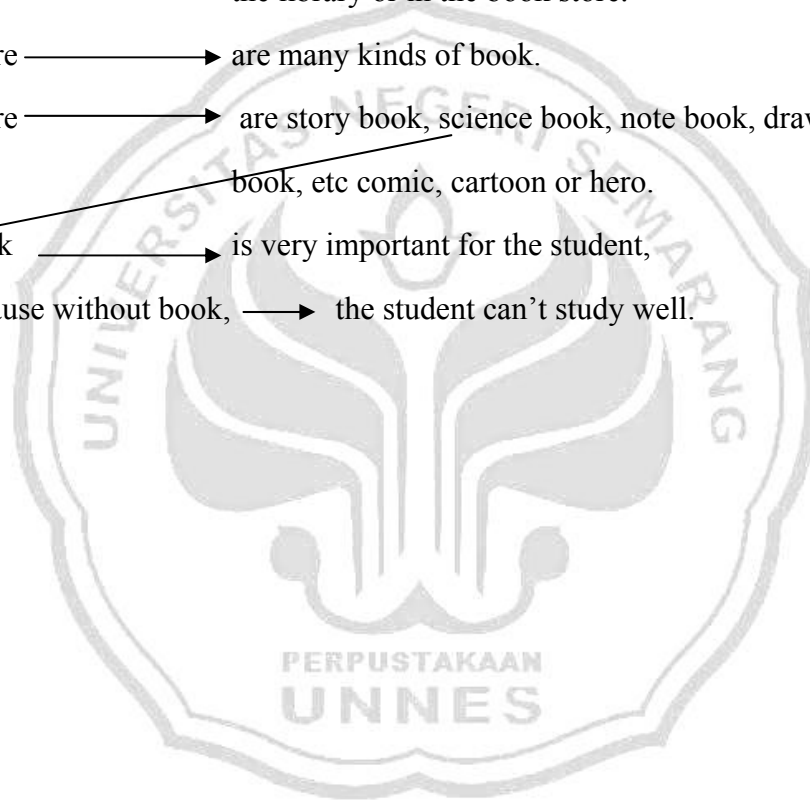


Text 3

- (1) Book → is one of the most important media
- (2) we → can get knowledge.
- (3) If we ↓ → can't buy book
- (4) we ↓ → can read the book in the public library
- (5) which → find around the city.
- (6) We → rent the book
- (7) if we ↓ → have a member card.
- (8) Children → like story book like comic, cartoon or hero.
- (9) Book ← → can explain about everything
- (10) we → want to know.
- (11) There → are many kinds of book
- (12) which → find in book store or the library.
- (13) There → are novel, biography, story book, history
← book etc.
- (14) Those books → are important
- (15) and we → must have for study and learn in home.

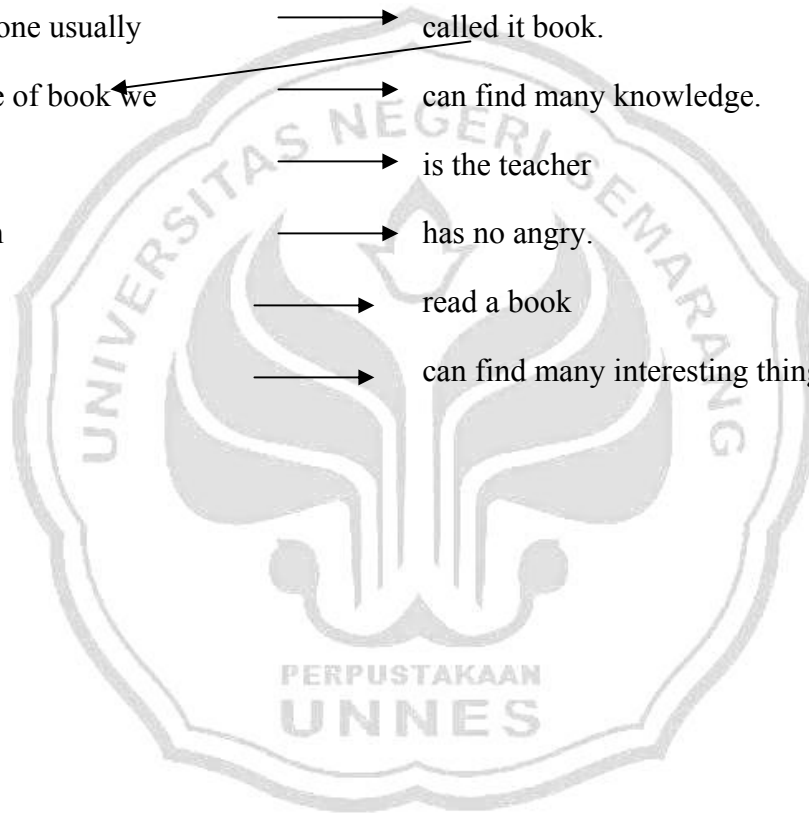
Text 4

- (1) Book → is a thing
- (2) which some people → can get much science there.
- (3) Book → is one of instrument to study.
- (4) We → can get the book in many places. For example in
the library or in the book store.
- (5) There → are many kinds of book.
- (6) There → are story book, science book, note book, drawing
book, etc comic, cartoon or hero.
- (7) Book → is very important for the student,
- (8) because without book, → the student can't study well.



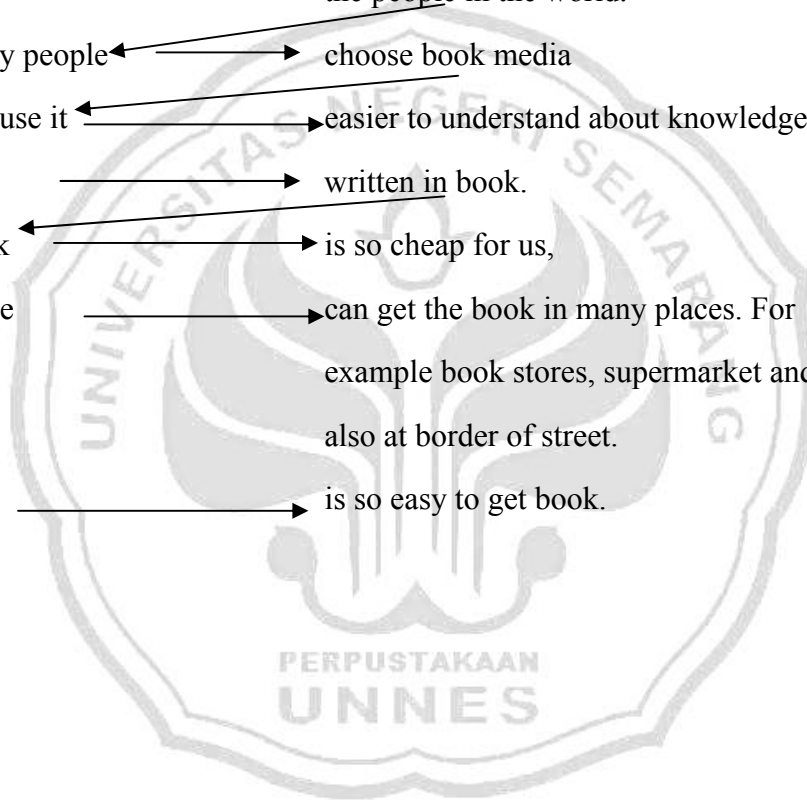
Text 5

- (1) Book —————> is always consist of many page,
 (2) and usually —————> made of paper and leather.
 (3) It —————> has title, preface, content and reference
 (4) and wrapped by hard or soft cover —> depend on the thick and thin itself.
 (5) Everyone usually —————> called it book.
 (6) In side of book we —————> can find many knowledge.
 (7) Book —————> is the teacher
 (8) Which —————> has no angry.
 (9) So —————> read a book
 (10) you —————> can find many interesting things



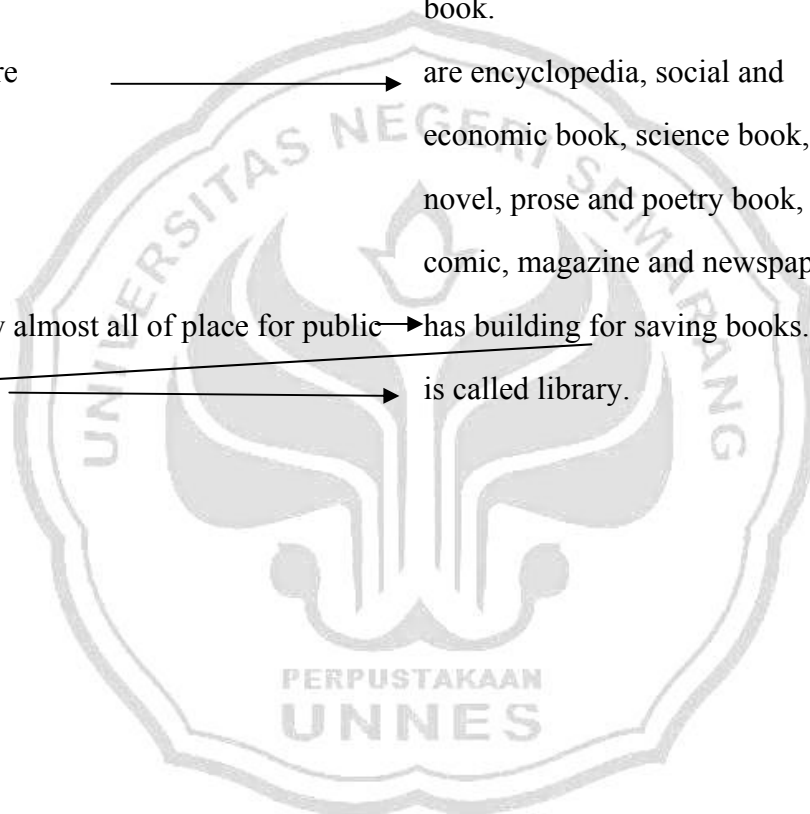
Text 6

- (1) Book → is media
- (2) that → contains of many knowledge use for the reader.
- (3) Book → is one of important media for half the people in the world.
- (4) Many people ← choose book media
- (5) because it ← easier to understand about knowledge
- (6) that → written in book.
- (7) Book ← is so cheap for us,
- (8) so we → can get the book in many places. For example book stores, supermarket and also at border of street.
- (9) It → is so easy to get book.



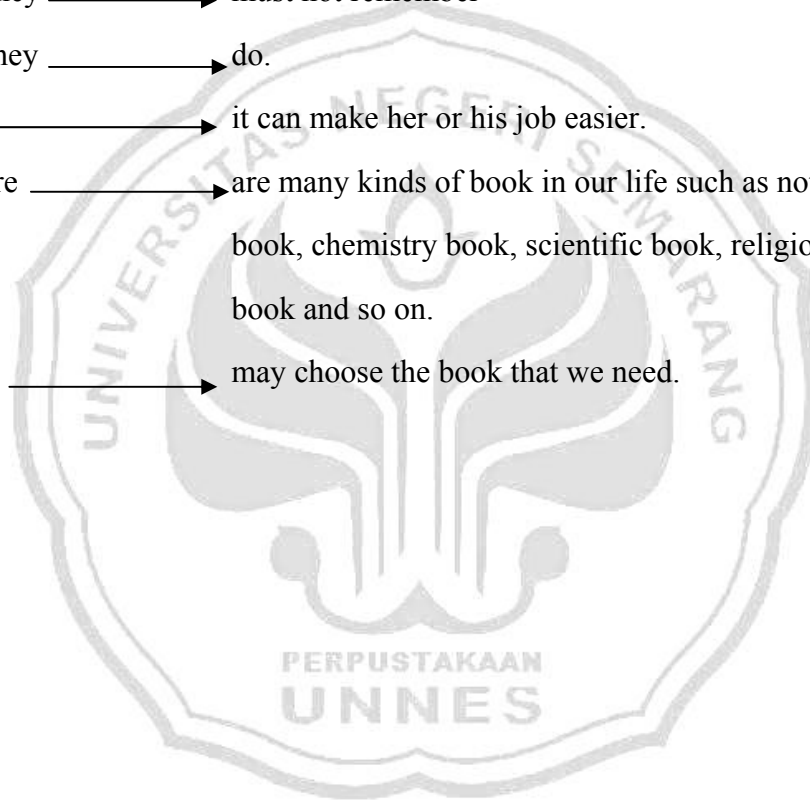
Text 7

- (1) Book → is a thing
- (2) that → provides more knowledge than
any other media.
- (3) Every public place → provides book from many kinds of
book.
- (4) There → are encyclopedia, social and
economic book, science book,
novel, prose and poetry book,
comic, magazine and newspaper.
- (5) Now almost all of place for public → has building for saving books.
- (6) It ← → is called library.



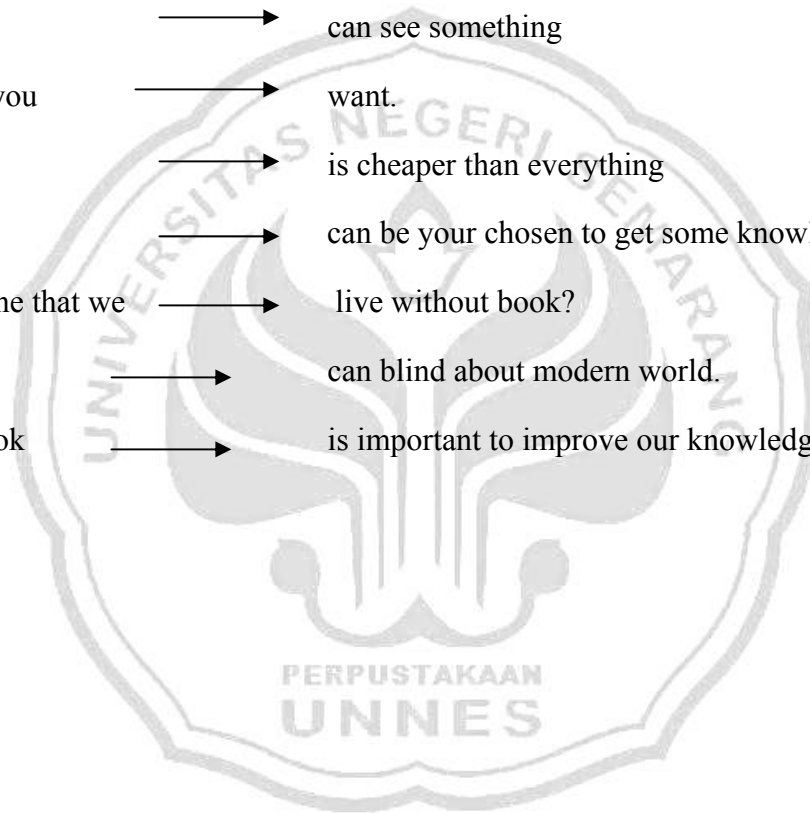
Text 8

- (1) Book _____ is an equipment for writing something.
 ↓
 (2) Book _____ is important equipment for every person
 ↓
 (3) who _____ has relation with pen
 ↓
 (4) and also who _____ need a note.
 ↓
 (5) So they _____ must not remember
 ↓
 (6) all they _____ do.
 ↓
 (7) So _____ it can make her or his job easier.
 ↓
 (8) There _____ are many kinds of book in our life such as note
 book, chemistry book, scientific book, religious
 book and so on.
 ↓
 (9) We _____ may choose the book that we need.



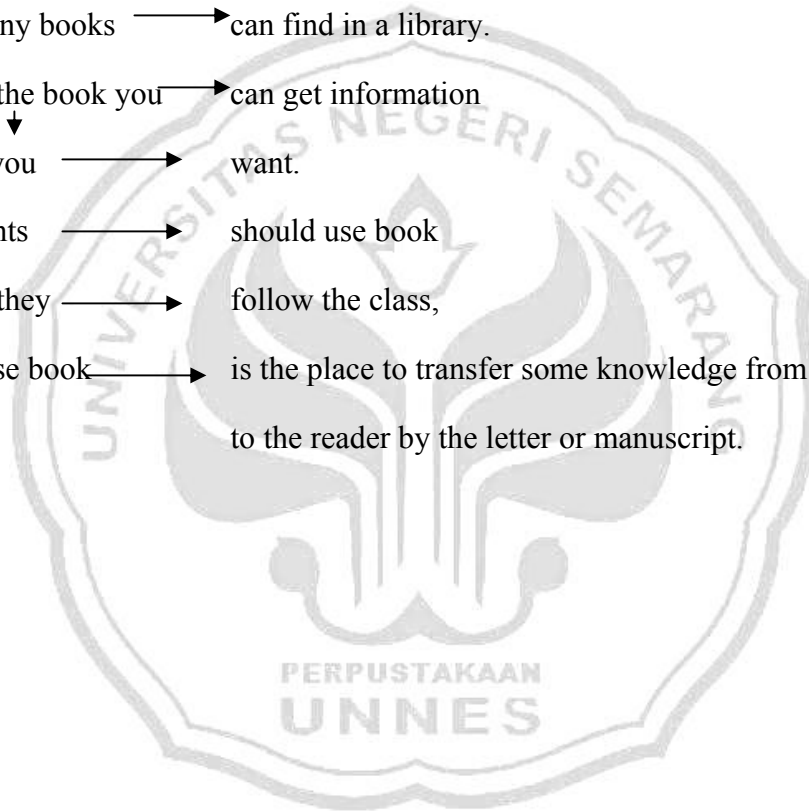
Text 9

- (1) Book → is the important thing.
 ↓
 (2) Without book we → can get some information about some
 ↓
 knowledge.
 (3) Book → can improve your knowledge about other world.
 (4) You → can see something
 ↓
 (5) what you → want.
 (6) Book → is cheaper than everything
 (7) that → can be your chosen to get some knowledges.
 (8) Imagine that we → live without book?
 ↓
 (9) We → can blind about modern world.
 (10) So book → is important to improve our knowledge.



Text 10

- (1) Book → is something
- (2) that you → can read.
- (3) You → can read a novel, knowledge book, economy book,
English book, dictionary, etc.
- (4) So many books → can find in a library.
- (5) From the book you → can get information
- (6) what you → want.
- (7) Students → should use book
- (8) when they → follow the class,
- (9) because book → is the place to transfer some knowledge from the writer
to the reader by the letter or manuscript.



Summary of Thematic Progression Pattern in Pre-test

Text	Number of Clauses	Thematic Progression Pattern			
		Re-iteration	Zig-Zag	Multiple	Other
1	9	5	-	-	4
2	12	3	1	-	8
3	15	3	2	-	10
4	8	2	1	-	5
5	10	1	1	-	8
6	9	-	3	-	6
7	6	-	1	-	5
8	9	4	-	-	5
9	10	4	-	-	6
10	9	4	1	-	4
Total	97	26	10		61
%	100	26,80	10,31		62,89

APPENDIX 2

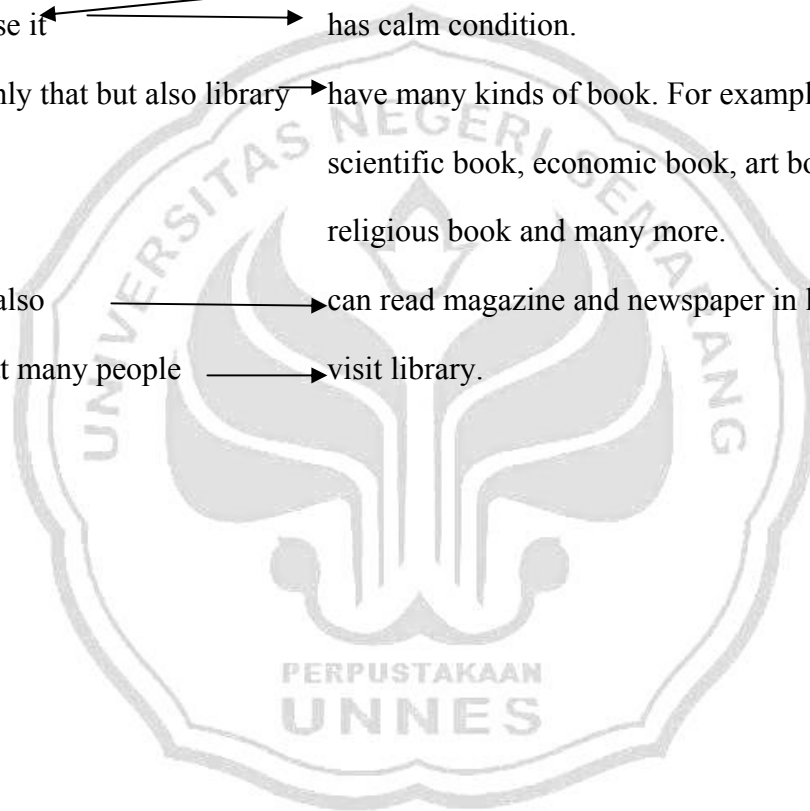
THEMATIC PROGRESSION IN CYCLE 1 (LIBRARY)

Text 1

- (1) Library —————> is one of public place.
- (2) There people —————> can get many knowledge about everything
- (3) that he —————> wants by read.
- (4) There —————> are more than one kind of library, except school
↓
library.
- (5) There —————> is also public library
- (6) that usually —————> located in the center town.
- (7) And beside that there —————> is also someone
- (8) who —————> has private library in his home.
- (9) Although nowadays we —————> can find library easily,
- (10) still many people —————> who haven't knowledge.
- (11) This case —————> is caused
- (12) they —————> do not go to library to get in information.

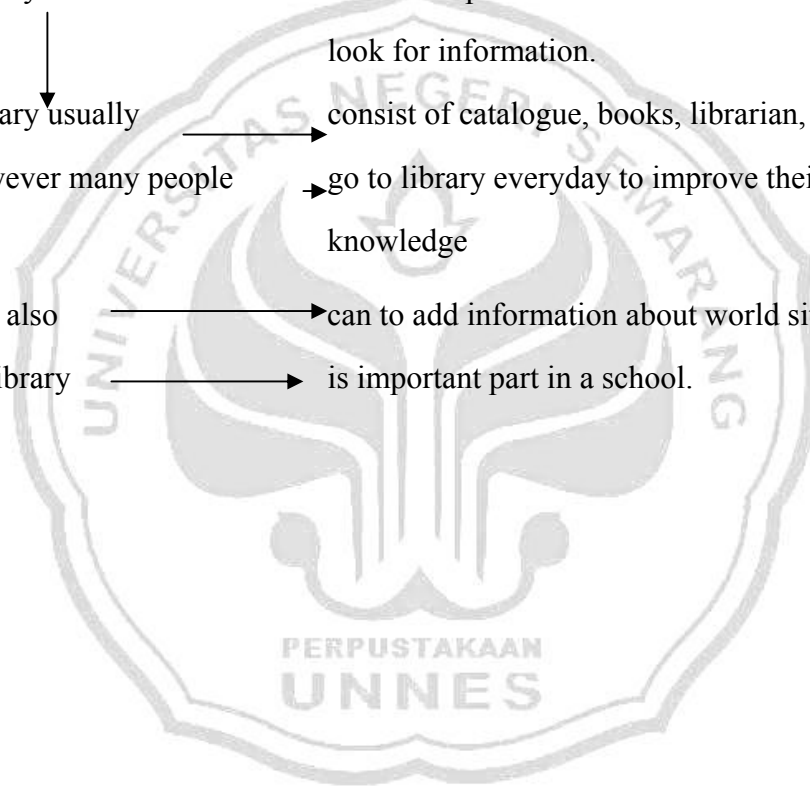
Text 2

- (1) Library → is a place to save many books.
- (2) There → are many people
- (3) who → read book in the library.
- (4) Most of people usually → choose read in the library
- (5) because it ← → has calm condition.
- (6) Not only that but also library → have many kinds of book. For example
scientific book, economic book, art book,
religious book and many more.
- (7) They also → can read magazine and newspaper in library.
- (8) So that many people → visit library.



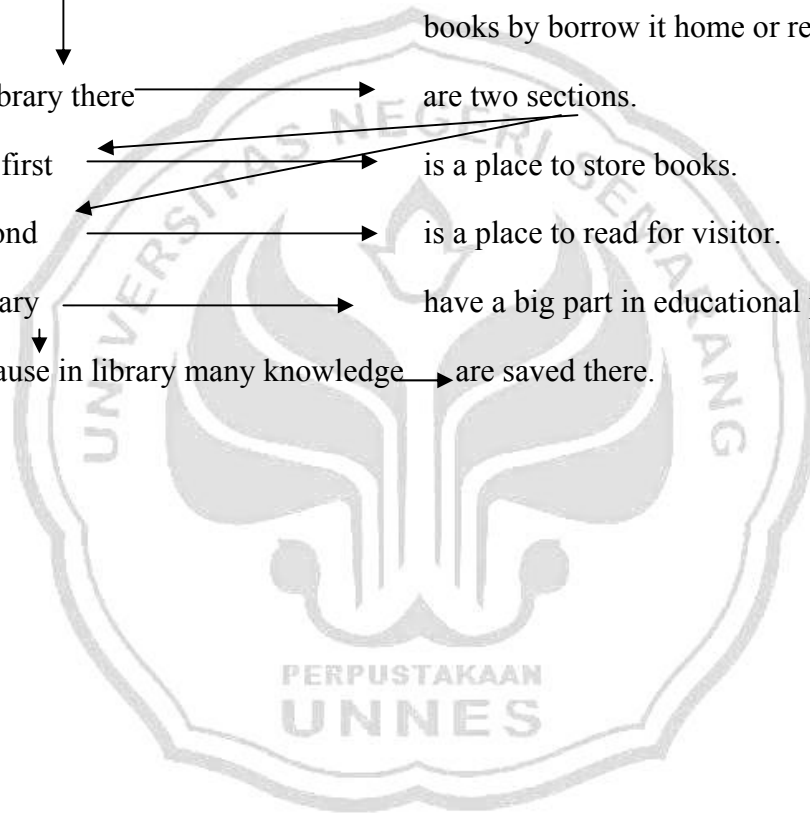
Text 3

- (1) Library → is a book place.
- (2) In the library there → are many kinds of books.
- (3) Many people → go to library to read book or just read newspaper
- (4) Library → is comfort place for us to read book or look for information.
- (5) Library usually → consist of catalogue, books, librarian, etc.
- (6) However many people → go to library everyday to improve their knowledge
- (7) And also → can to add information about world situation.
- (8) So library → is important part in a school.



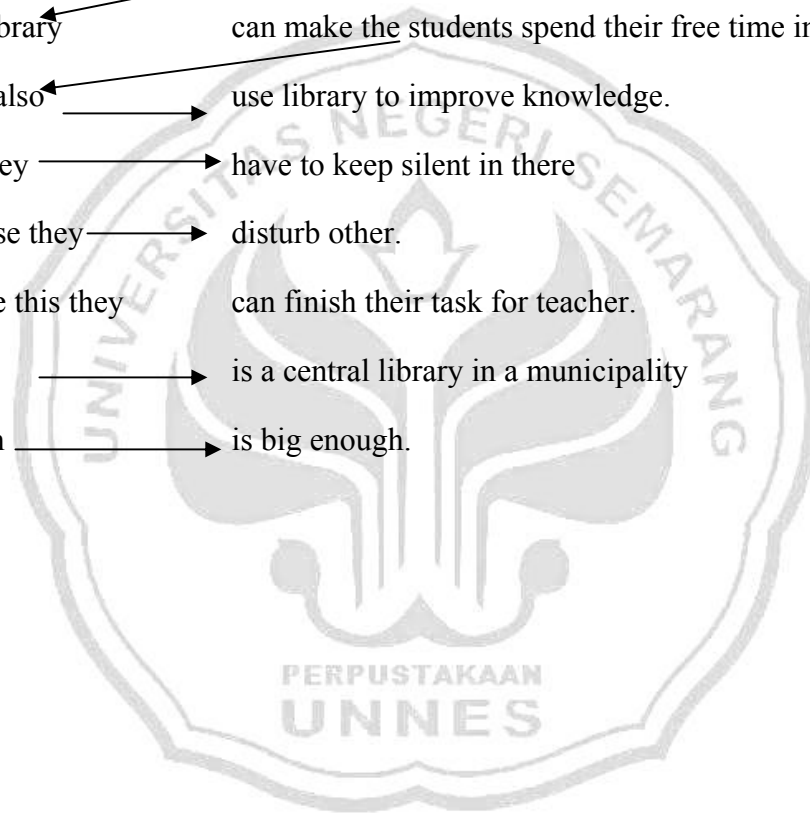
Text 4

- (1) Library → is one place
- (2) which we → can find books.
- (3) A lot of books ← → are saved in the library.
- (4) In library we ← → can read a book or even several
↓
books by borrow it home or read it there.
- (5) In library there → are two sections.
- (6) The first ← → is a place to store books.
- (7) Second ← → is a place to read for visitor.
- (8) Library → have a big part in educational process.
- (9) ↓
Because in library many knowledge → are saved there.



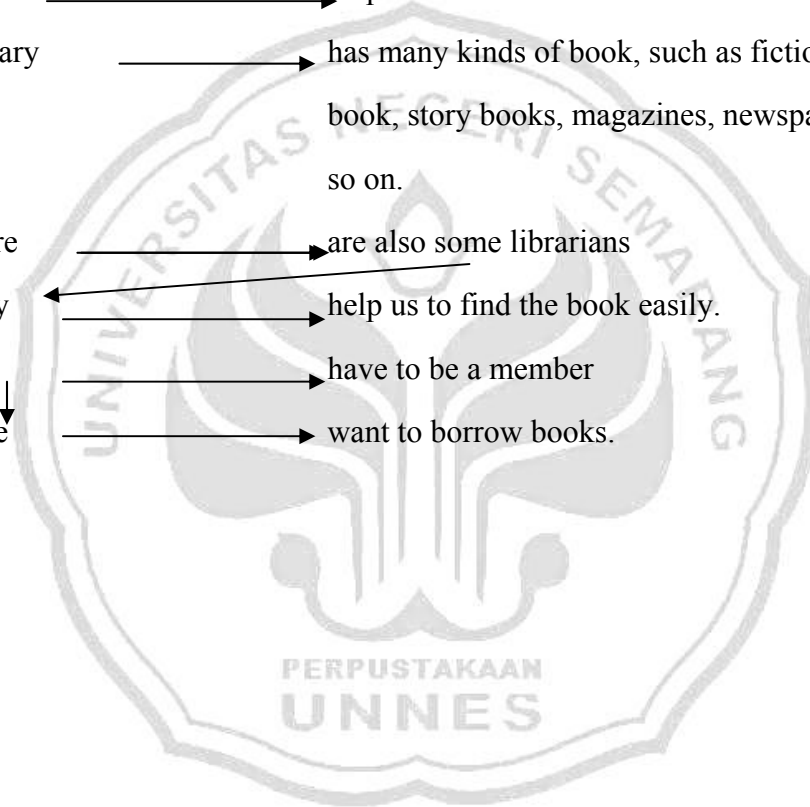
Text 5

- (1) Library → is a place
- (2) where we → can borrow and read the book, magazine,
newspaper, etc.
- (3) Usually a school → have library.
- (4) The library → can make the students spend their free time in school.
- (5) They also → use library to improve knowledge.
- (6) But they → have to keep silent in there
- (7) because they → disturb other.
- (8) Beside this they → can finish their task for teacher.
- (9) There → is a central library in a municipality
- (10) Which → is big enough.



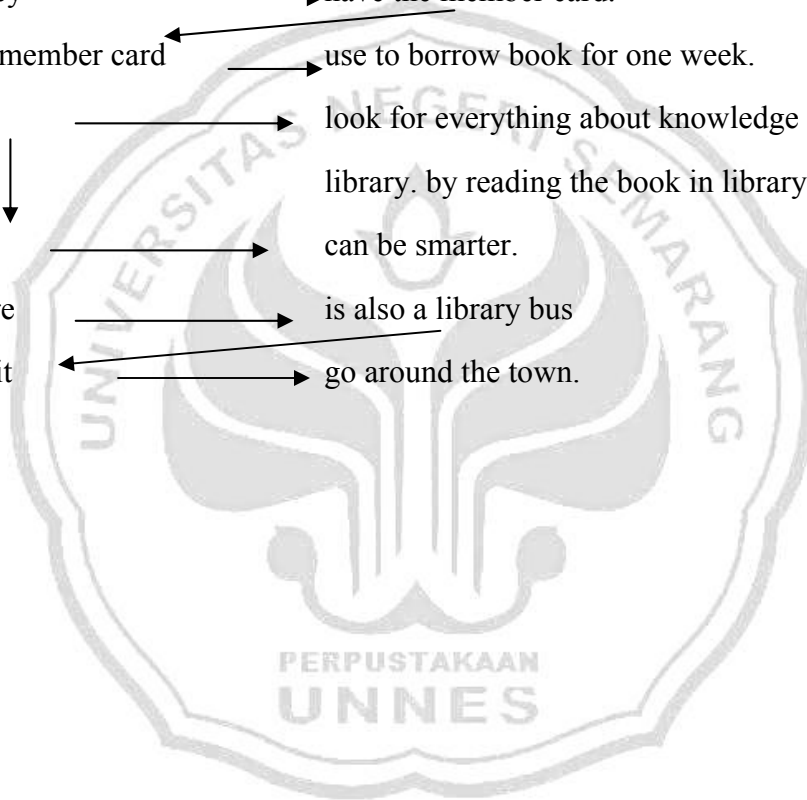
Text 6

- (1) Library → is a place to read and borrow some books.
- (2) Some students → usually borrow and read them in the break time.
- (3) In library there → is catalogue
- (4) It ← → help students to find books.
- (5) Library → has many kinds of book, such as fiction book, story books, magazines, newspapers and so on.
- (6) There → are also some librarians
- (7) They ← → help us to find the book easily.
- (8) We → have to be a member
- (9) if we ↓ → want to borrow books.



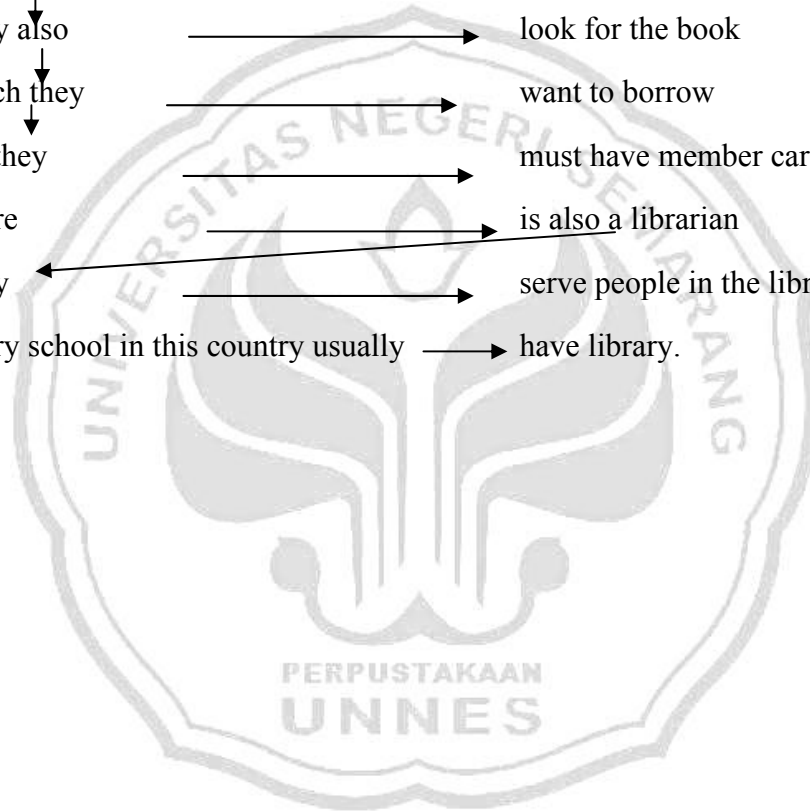
Text 7

- (1) Library _____ is a reading place.
- (2) There _____ are many kinds of books.
- (3) The books in library _____ can be borrow by everyone.
- (4) The people _____ can borrow
- (5) if they _____ have the member card.
- (6) The member card _____ use to borrow book for one week.
- (7) We _____ look for everything about knowledge in
library. by reading the book in library
- (8) we _____ can be smarter.
- (9) There _____ is also a library bus
- (10) and it _____ go around the town.



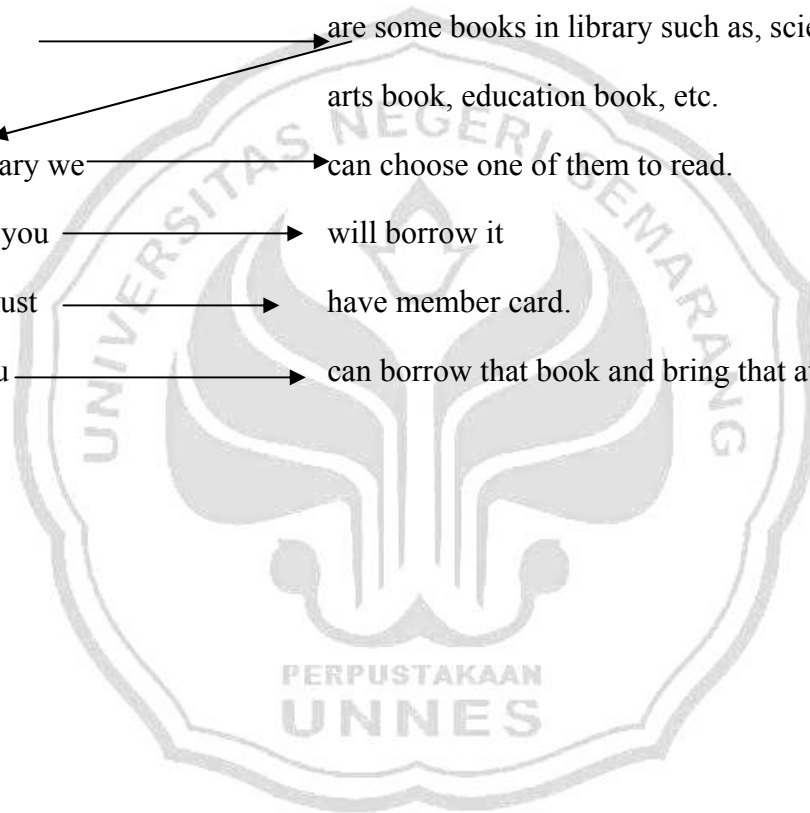
Text 8

- (1) Library → is a building
- (2) which → have many kinds of books.
- (3) Many people → come to library everyday.
- (4) The people → are sitting in the reading room.
- (5) They also → look for the book
- (6) which they → want to borrow
- (7) but they → must have member card.
- (8) There → is also a librarian
- (9) They → serve people in the library.
- (10) Every school in this country usually → have library.



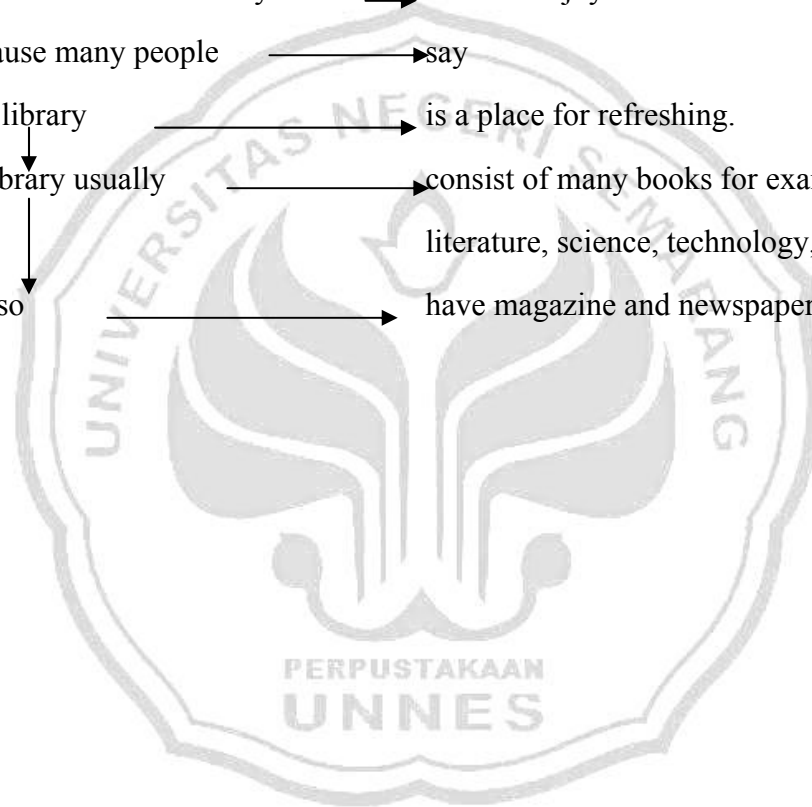
Text 9

- (1) Library → is a place
- (2) where the person → can read book,
- (3) but some people → not just read
- (4) but also → borrow book in the library.
- (5) There → are some books in library such as, science book,
arts book, education book, etc.
- (6) In library we → can choose one of them to read.
- (7) But if you → will borrow it
- (8) you must → have member card.
- (9) So you → can borrow that book and bring that at home.



Text 10

- (1) Library → is important place for people
 (2) who → need knowledge.
 (3) From library we → can get many information
 (4) that we → need.
 (5) With read book in library we → can feel enjoy and relax
 (6) because many people → say
 (7) that library → is a place for refreshing.
 (8) In library usually → consist of many books for example
 literature, science, technology, etc.
 (9) It also → have magazine and newspaper.



Summary of Thematic Progression Pattern in test (cycle 1)

Text	Number of Clauses	Thematic Progression Pattern			
		Re-iteration	Zig-Zag	Multiple	Other
1	12	1	-	-	11
2	8	-	1	-	7
3	8	3	1	-	4
4	9	2	2	2	3
5	10	3	2	-	5
6	9	1	2	-	6
7	10	2	3	-	5
8	10	4	1	-	5
9	9	3	1	-	5
10	9	4		-	5
Total	94	23	13	2	56
%	100	24,47	13,83	2,13	59,57

APPENDIX 3

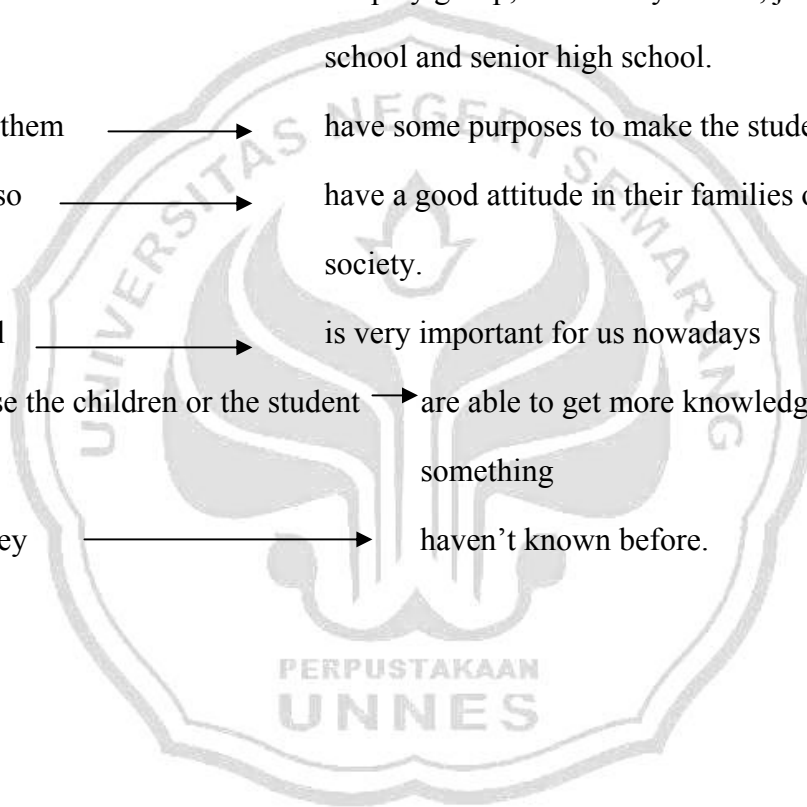
THEMATIC PROGRESSION IN CYCLE 2 (SCHOOL)

Text 1

- (1) School → is a place
- (2) where people → study from elementary school
until senior high school.
- (3) From school people → can get many friends.
- (4) A school → consists of many students and teacher.
- (5) It ↓ → is managed by a headmaster.
- (6) School → consists of many rooms and also consist
of some stages classes.
- (7) It → is usually consist of a library, a teacher
room, a headmaster room, classroom, etc.
- (8) In a classroom, we → can find some tables, chairs, and
blackboard or whiteboard.
- (9) School → has a yard.
- (10) Every Monday the teacher and students → do the ceremony.

Text 2

- (1) School → is a public place for the children between 5 to
 ↓
 17 years old to get a good education.
- (2) School usually → involves are 4 levels of educations,
 (3) they ← → are play group, elementary school, junior high
 ↓
 school and senior high school.
- (4) All of them → have some purposes to make the students clever
 (5) and also → have a good attitude in their families or their
 society.
- (6) School → is very important for us nowadays
 (7) because the children or the student → are able to get more knowledge about
 ↓
 something
 (8) that they → haven't known before.

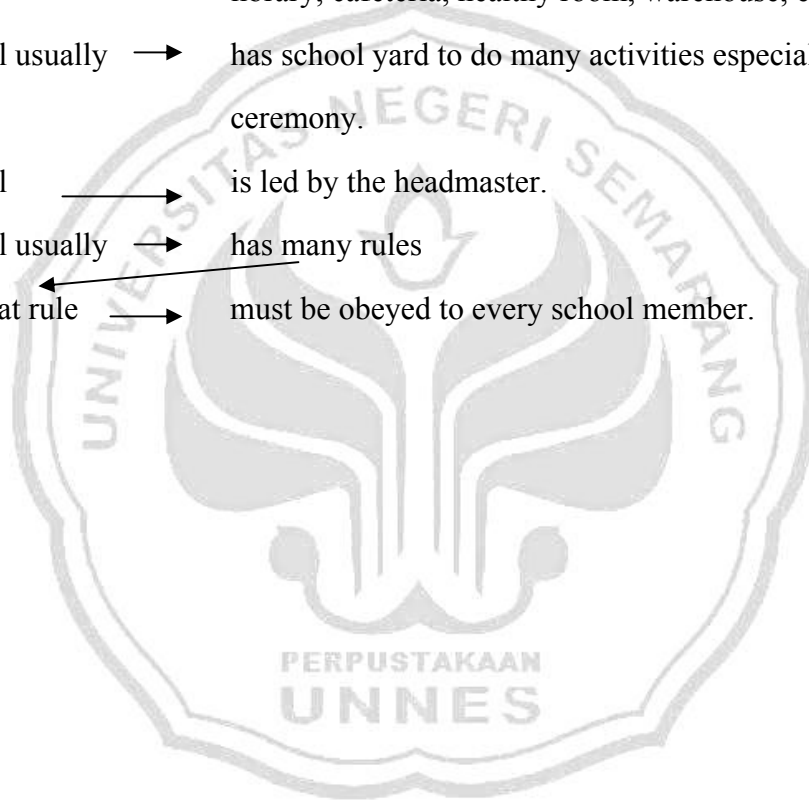


Text 3

- (1) School → is the place
- (2) where the children → get knowledge and study many kinds of subjects.
- (3) School → is important for ourselves to continue our live better than before.
- (4) School → has many things, such as tables, chairs, classrooms, blackboards, schoolyard, canteen, laboratory, etc.
- (5) In school we → can discuss everything with friends and teachers.
- (6) School also → has rules to manage activities and attitudes of students and teachers.
- (7) If the students or teacher → break the rule,
- (8) so they → will get punishment.
- (9) So, they → must obey the rule.

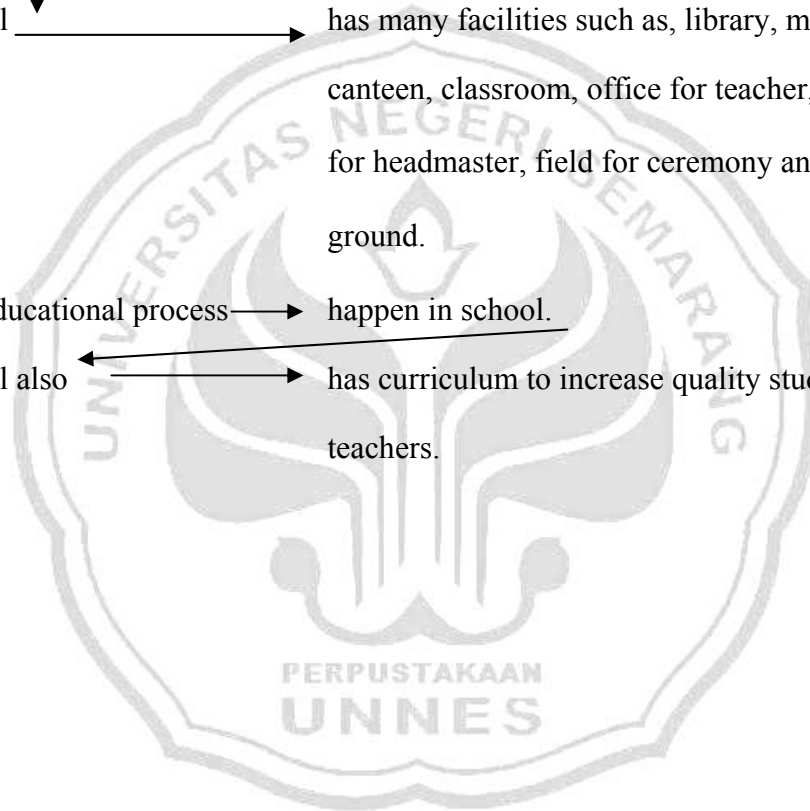
Text 4

- (1) School → is a place to study in formal way.
- (2) There → are many school levels such as, elementary school, junior high school, senior high school, and university.
- (3) School → consists of many rooms, such as classroom, office, library, cafeteria, healthy room, warehouse, etc.
- (4) School usually → has school yard to do many activities especially ceremony.
- (5) School → is led by the headmaster.
- (6) School usually → has many rules
- (7) and that rule → must be obeyed to every school member.



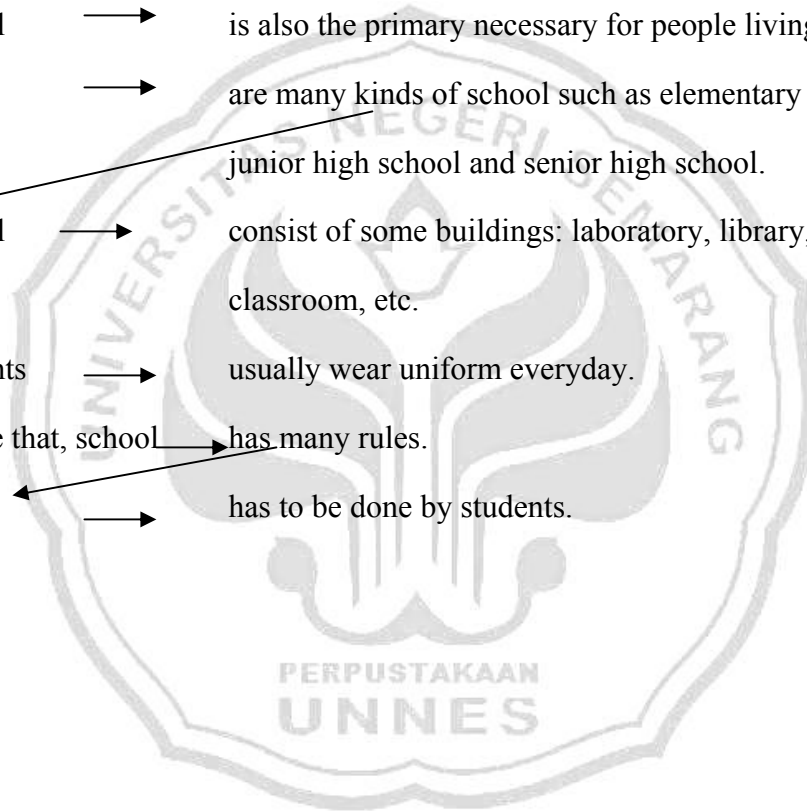
Text 5

- (1) School → is a place for study and get knowledge.
- (2) School → has two kinds, formal school and informal school.
- (3) Usually school → begin from play group until university.
- (4) School → has many facilities such as, library, mosque, canteen, classroom, office for teacher, room for headmaster, field for ceremony and sport ground.
- (5) The educational process → happen in school.
- (6) School also → has curriculum to increase quality students and teachers.



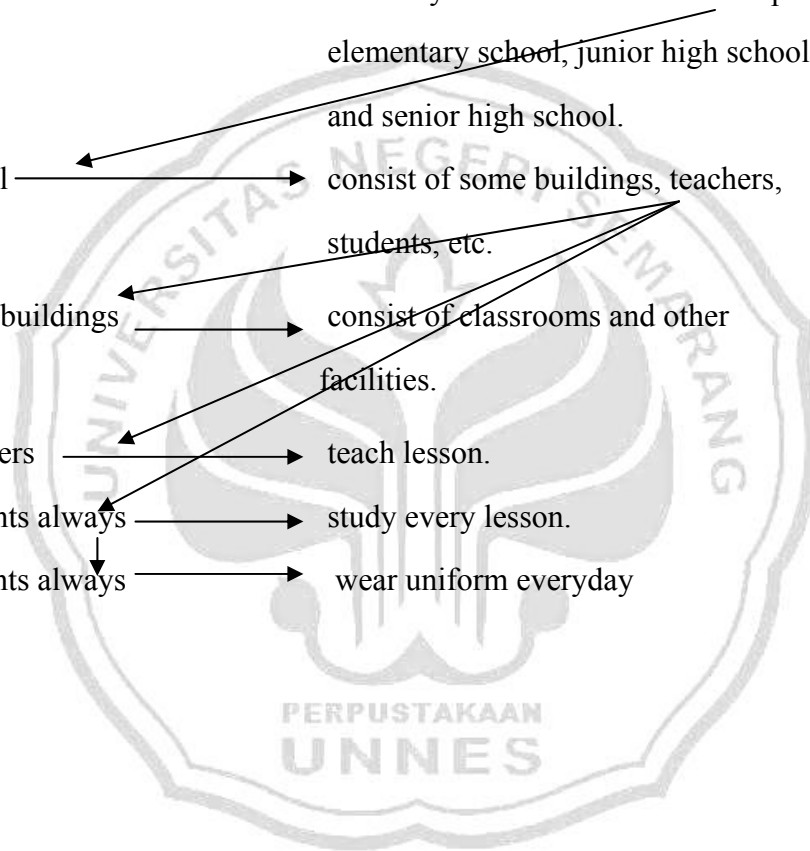
Text 6

- (1) School → is a place
- (2) where people → go to be educated
- (3) or where people → go to learn a particular skill.
- (4) They usually → learn about six hours until seven hours.
- (5) School → is also the primary necessary for people living.
- (6) There → are many kinds of school such as elementary school,
junior high school and senior high school.
- (7) School → consist of some buildings: laboratory, library, canteen,
classroom, etc.
- (8) Students → usually wear uniform everyday.
- (9) Beside that, school → has many rules.
- (10) It → has to be done by students.



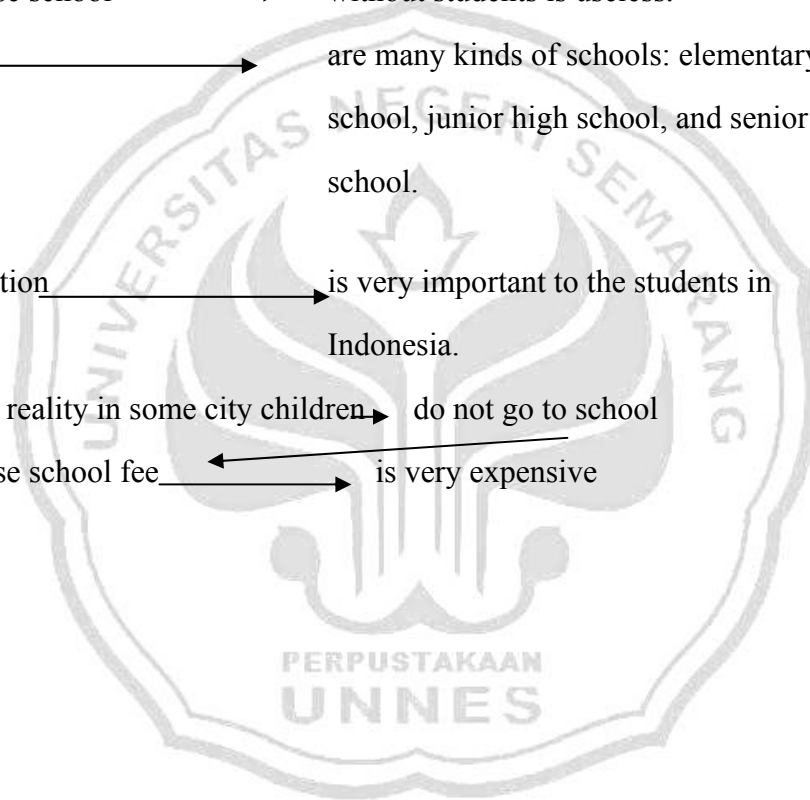
Text 7

- (1) School → is a place
- (2) where we → study many lesson about six to seven hours.
- (3) There → are many kinds of school for example: elementary school, junior high school, and senior high school.
- (4) School → consist of some buildings, teachers, students, etc.
- (5) Some buildings → consist of classrooms and other facilities.
- (6) Teachers → teach lesson.
- (7) Students always → study every lesson.
- (8) Students always → wear uniform everyday



Text 8

- (1) School _____ is a place to get education.
- (2) In school we _____ can study to make us clever.
- (3) In school we _____ can find teachers, students, buildings, etc.
- (4) Teacher and students _____ must have relation
- (5) because school _____ without students is useless.
- (6) There _____ are many kinds of schools: elementary school, junior high school, and senior high school.
- (7) Education _____ is very important to the students in Indonesia.
- (8) But in reality in some city children _____ do not go to school
- (9) because school fee _____ is very expensive



Text 9

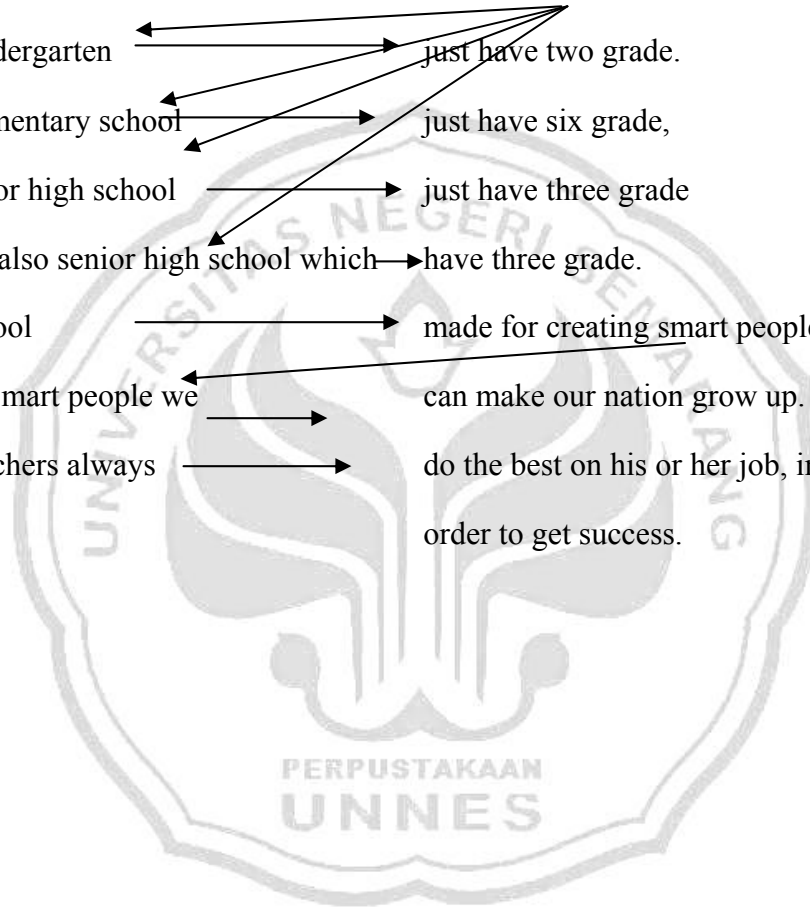
- (1) School → is a place
- (2) which → is used to learn by a lot of people, from children to adults.
- (3) School → has a view levels from elementary school until senior high school.
- (4) Children in 6-12 years → are in elementary school.
- (5) Children in 13-15 years → are in junior high school.
- ↓
- (6) After that they → continue in senior high school.
- ↓
- (7) They → use uniform to go to school.
- (8) There → are a lot of rooms such as library, classroom, teachers' room, field, laboratory, etc.
- (9) We usually → start our lesson at 7 o'clock
- (10) and it ← → finish at 1 in the afternoon.
- (11) When we → graduate from school
- ↓
- (12) we → get a certificate.

Text 10

- (1) School → is a place
- (2) where all of the people → can get knowledge.
- (3) But on the other hand we → get knowledge
- (4) we also → get some friends.
- (5) School → contain of kindergarten,
 elementary school, junior high
 school, senior high school and
 university.
- (6) School → can do everywhere such as
 indoor and outdoor.
- (7) School → is very important
- (8) because with school we → can know everything by
 study every time.
- (9) School which have complete facility → is the best school
- (10) because other theory of the material → we also can do the
 practice.
- (11) So all of the people → need school for better future.

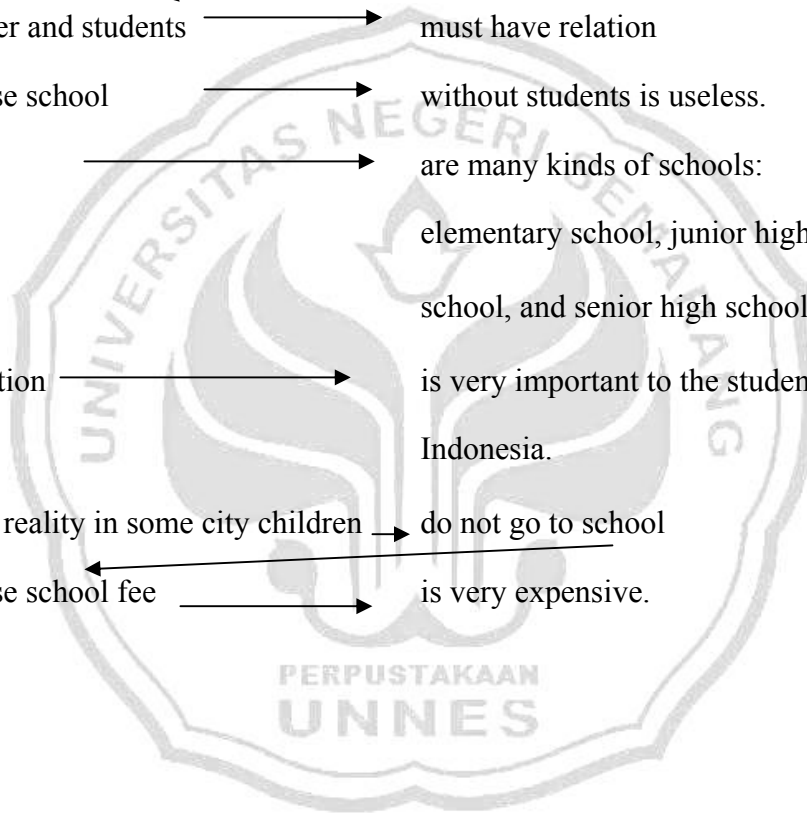
Text 11

- (1) School _____ is a place for study.
- (2) In Indonesia we _____ have four grade for school.
- (3) There _____ four levels of schools
- (4) Kindergarten _____ just have two grade.
- (5) Elementary school _____ just have six grade,
- (6) junior high school _____ just have three grade
- (7) and also senior high school which _____ have three grade.
- (8) School _____ made for creating smart people.
- (9) By smart people we _____ can make our nation grow up.
- (10) Teachers always _____ do the best on his or her job, in order to get success.



Text 12

- (1) School → is a place to get education.
- (2) In school we → can study to make us clever.
- (3) In school we → can find teachers, students,
buildings, etc.
- (4) Teacher and students → must have relation
- (5) because school → without students is useless.
- (6) There → are many kinds of schools:
elementary school, junior high
school, and senior high school.
- (7) Education → is very important to the students in
Indonesia.
- (8) But in reality in some city children → do not go to school
- (9) because school fee → is very expensive.



Summary of Thematic Progression Pattern in post-test (cycle 2)

Text	Number of Clauses	Thematic Progression Pattern			
		Re-iteration	Zig-Zag	Multiple	Other
1	10	4	1		5
2	8	3	2		3
3	9	5	1		3
4	7	3	2		2
5	6	3	1		2
6	10	2	2		6
7	8	1	1	3	3
8	9	3	2		4
9	12	5	1		6
10	11	6			5
11	10	1	1	4	4
12	9	2	2		5
Total	109	38	16	7	48
%	100	34.86	14.68	6.42	44.04

APPENDIX 4

LESSON PLAN

I. Identity

Subject : Genre Based Writing

Semester : III

Time Allotment : 100 X 7

Text : Report

II. Competence, Indicators, Instructional objectives and Material.

1. Competence Standard

Students are able to communicate in written language in many genres (narratives, procedure, spoof, recount, report and news item).

2. Basic Competence

Students are able to write a report paragraph

3. Indicators :

a) Actional competence

Demonstrating accurate structures, vocabularies, punctuation marks and spelling in producing many kinds of reports genres.

b) Linguistic competence

Identifying simple present tense, time expression in simple present tense and using the write vocabularies in appropriate contexts.

c) Sociocultural competence

Comprehending report in English culture and utterances in the right context and genres.

d) Strategic competence

Repeating wrong utterances when responding people' speaking verbally.

e) Discourse competence

Identifying utterances like always, everyday, sometimes, often, etc.

4. Objectives : Developing students' ability in writing report paragraphs

5. Material : Discussing the grammatical aspect, social function, schematic structure and linguistic features in report paragraph.
Discussing theme and rheme

III. The Teaching –Learning Activities

1. Pre-test

The lecturer asked the students to write a report paragraph about book in about hundred words. The time allocation was 45 minutes.

2. Cycle 1

2.1 Modeling of the Text

a) The lecturer reviewed grammatical aspect in writing report genre, they were phrase, clause, paragraph and text.

- b) The lecturer reminded the students about punctuation, spelling and simple present tense pattern and time expression used in simple present tense.
- c) The Students were also introduced to theme and rheme and then the lecturer asked students to write example of sentences in simple present tense and identify their theme and rheme.
- d) The lecturer gave a photocopy of report text and asked the students to identify social function of report genre and the purpose intended by the reader and writer. After that, lecturer asked the students to identify schematic structure and linguistic features of the above report genre

2.2 Joint Construction of the Text

- a) The lecturer explained about thematic progression as the treatment in this research.
- b) The lecturer made a group of two or three students for each and asked them to plan a report text about 'library'
- c) The students were asked to share redrafting and editing of text, shared knowledge about library.

2.3 Independent Construction of the text

- a) The lecturer and the students discussed their planning of report text about 'library'.
- b) The lecturer asked the students to write his/ her own text about 'library' approximating appropriate schematic structure, grammatical pattern, theme-rheme and thematic progression.

- c) After they finished writing, the lecturer made a class discussion of any difficulties experienced by students in writing their texts

3. Cycle 2

3.1 Modeling of the Text

- a) The lecturer gave the right examples of phrase, clause in the form of simple present tense.
- b) The students were asked to write sentences in simple present tense that related to the topic.
- c) The lecturer and the students discussed the usage of theme and rheme in students' sentences.
- d) The lecturer also presented an example of report text and asked them about social function of a report text.
- e) They were also asked about generic structure of the report text and linguistic features of the report text.
- f) The lecturer gave the model of report text and the students had to identify theme, rheme and the thematic progression pattern.

3.2 Joint Construction of the Text

- a) The lecturer asked the students to make a group of two or three.
- a) Each group had to plan report text about 'school'.
- b) They had to identify theme and rheme from their paragraphs.

3.3 Independent Construction of the text

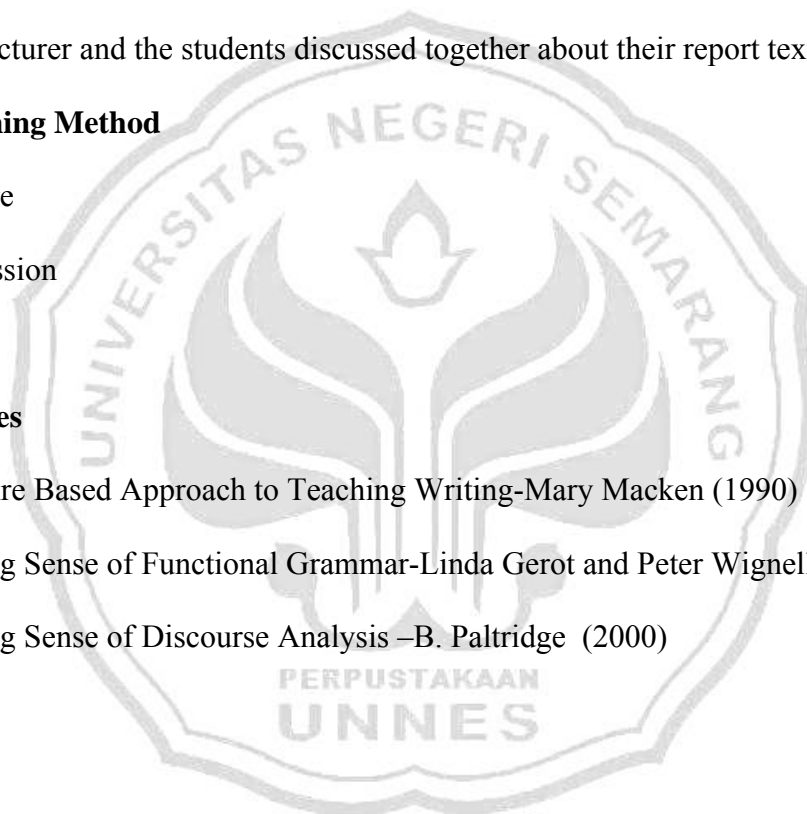
- a) The lecturer asked the students to discuss the text they had planned in the previous phase.
- b) The students were asked to write report text about 'school' in about a hundred words. Their paragraphs had to inline with their planning in the previous phase.
- c) The lecturer and the students discussed together about their report text

IV. Teaching Method

1. Lecture
2. Discussion
3. Tests

V. Sources

1. A Genre Based Approach to Teaching Writing-Mary Macken (1990)
2. Making Sense of Functional Grammar-Linda Gerot and Peter Wignell (1994)
3. Making Sense of Discourse Analysis –B. Paltridge (2000)



VI. Time Allotment

Week	Materials and Activities	Meeting
2	Pre-test	1
3	Review of grammatical aspect in writing report genre	1
4	Theme, rheme and thematic progression	1
1	Test in cycle 1	1
2	Review of grammatical aspect in writing a report genre	1
3	Theme, rheme and thematic progression	1
4	Test in cycle 2	1
	Total	7

1 meeting: 100 minutes.

VII. Assessment

1. Write a report paragraph in about hundred words with the topic 'book'
2. Write a report paragraph in about hundred words with the topic 'library'
3. Write a report paragraph in about hundred words with the topic 'school'

APPENDIX 8

SCORING RUBRIC IN PRE-TEST

No	Content	Organization	Vocabulary	Syntax	Mechanic	Total
1	25	15	15	17	3	75
2	22	20	12	11	2	67
3	20	16	15	15	4	70
4	20	13	15	10	2	60
5	15	12	11	10	2	50
6	20	13	10	10	2	55
7	10	10	8	10	2	40
8	15	10	15	13	2	55
9	20	15	13	10	2	60
10	25	15	11	15	4	70



APPENDIX 9
SCORING RUBRIC IN TEST (CYCLE 1)

No	Content	Organization	Vocabulary	Syntax	Mechanic	Total
1	10	15	15	10	3	53
2	10	15	20	15	3	63
3	15	15	10	15	2	57
4	30	20	15	15	3	83
5	20	15	15	20	2	72
6	20	15	20	20	2	72
7	25	15	15	20	4	79
8	25	15	15	20	3	78
9	25	15	15	20	4	79
10	25	25	15	20	2	82

APPENDIX 10

SCORING RUBRIC IN POST-TEST (CYCLE 2)

No	Content	Organization	Vocabulary	Syntax	Mechanic	Total
1	20	17	16	20	4	77
2	17	20	15	20	3	75
3	30	20	15	20	4	90
4	30	20	16	15	4	85
5	23	20	17	15	4	79
6	20	20	20	15	2	80
7	20	20	15	15	2	82
8	20	20	16	15	4	75
9	25	20	18	15	2	80
10	23	15	10	10	2	60
11	20	20	15	13	2	70
12	22	20	16	15	4	77