

# Developing Writing Ability Through Theme and Rheme of Narrative Text

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**Abstract.** This research aims (1) To find out the development of students' ability to write narrative texts (2) To find out the dominant type of theme in student writing (3) To find out the factors that influence students' ability to write narrative text. This research is quantitative and qualitative in nature and was conducted in February 2023 to students of class. In this research, samples were taken by means of cluster random sampling of 33 students. Data were collected through tests in the form of narrative texts written by students using themes and rhemes according to the assessment aspect rubric and through pretest and posttest. The pre-test was given to determine students' ability in writing skills before being given treatment, while the post-test was given to determine students' abilities in writing skills after being given treatment. Then the collected data will be presented in the form of descriptions and diagrams. The results showed that the average pretest score was lower than the posttest average score ( $60.24 < 81.88$ ). That is, the set of themes and rhymes can develop students' writing skills significantly. From the results of the qualitative description, the type of theme that is most widely used is the type of topical theme with a percentage (84.84%). This was also shown by the questionnaire data before treatment was lower than after receiving treatment with ( $65.82 < 68.48$ ). This study concluded that the theme and rheme sets can develop students' writing skills

**Keywords:** *Writing Ability, Theme and Rheme, Narrative Text*

## I. INTRODUCTION

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

Writing is one of the most difficult skills in learning English. According to Dalman (2015: 3), It is a skill which is not controlled by everyone let alone writing in an academic context (academic writing), such as writing essays, scientific papers, research reports and so on. It is a creative process of expressing ideas in written language for a specific purpose, for example informing, convincing, or entertaining. Zeeler in Risnawaty (2016:53) shows shift as a metamessage. This view adds omission and rearrangement of information in the target text. The result of this creative process is what is commonly called an essay or writing. The two terms refer to the same result even though they have different meanings. In writing activities, the process of delivering written information in the form of the author's creativity uses creative thinking, not monotonous and focused only one problem solving. Thus, a writer can produce various forms and creative grammar in accordance with the intent and purpose of his writing by improving his writing skills. From the statement above, it can be assumed that writing is an important subject. It is a basic skill that is productive through certain theoretical concepts. Our writing process must also express ideas from our brains, be able to convey written messages with creativity so that we can produce various forms of creative grammar.

In Systemic Functional Grammar relating to the choice of grammar made available to writers and readers. According to Halliday (2004: 58) there are three lines of meaning in the clause: 1) The Theme functions in the structure of the clause as a message since a clause itself has meaning as a message, as a quantum of information; the theme is the point of departure for the message. It is the element the speaker selects for grounding what he is going to say. 2) The subject functions in the structure of

clause as exchange. It is the element the speaker makes responsible for the validity of what he is saying. 3) The actor functions in the structure of the clause as representations; the actor is the active participant in the process. It is the element the speaker portrays the one that does he deed.

A text consists of sentences and paragraphs that must be connected to each other. In addition to the use of pattern control ideas and paragraphs, the use of cohesive can link between sentences into a text that has meaning. Based on the discussion of cohesion as a sign relationship such as grammatical cohesion and lexical cohesion above. researcher want to try to develop their writing using theme and rheme in the text genre. The genre of the text used in this research is narrative text which is commonly used by students. According to Dirgeyasa (2014), Narrative is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution. The researcher wants to develop students' writing using theme and rheme devices. Theme and Rheme helps students to make proper conjunctions and substitutions between sentences while lexical cohesion signifies sentence sequences, synonyms and antonyms. Therefore, the title of this research is "Developing Writing Ability Through Theme and Rheme Of Narrative Text."

## II. METHODS

The design of this research is research and development. This research was conducted by theme and rheme devices with two cycles and then collecting data and scoring the results of the text. This is done to develop students' writing ability in narrative text. Population in this research the whole subjects of the research from which the sources of data are collected. According to Ary (2010: 148), "Population is defined as all member of any well – defined class of people, events, or objects".

This research took place in SMAS Swata Nurul Amaliyah is located in Jl. Sei Merah Desa Dagang Krawan Tanjung Morawa , Deli Serdang Regency, North Sumatera. The students who are put as the population of this research is the tenth grade of Senior High School students. The total population of the tenth grade students is three classes which contains approximately 33 students each class.

Sample is the part of the population which expected to represent the population. According to Ary (2010: 148) stated "Sample is a portion of a population". In this research, the researcher used cluster sampling to take the sample. As Ary (2010: 154) stated "Cluster sampling is a sampling technique in which the unit chosen is not an individual but a group of individuals who are naturally together". The researcher used cluster sampling because the population was large, so that the researcher could not list all its members for the purpose of drawing sample. The sample of the research was conducted at grade X MIPA 1. There were 33 students of X MIPA 1.

There are some steps used in doing this research, namely: pre-test, treatment, and post-test. The steps to do the research the pre test was given to students before being given treatment using lexical cohesion and grammatical cohesion devices. This aims to determine the progress of students in writing narrative texts before teaching using lexical cohesion and grammatical cohesion devices. The pretest was given at the first meeting.

Treatment carrying out in one class that had previously carried out a pre-test. The learning given theme and rheme devices. Teaching is done with two meeting. The first meeting teaching about narrative text and second meeting teaching about theme and rheme. After treatment, the post test was given to students from a group. the test used in the post-test is to write a narrative text. This test is used to see their progress in writing narrative text in a textual meaning after being given treatment. This test was carried out at the last meeting.

This research used students' scores during the pre-test and post-test through tests of writing narrative texts using the theme and rheme in textual meaning to collect data. Researchers use the test as a research instrument to find out students' progress in writing narrative texts in a textual sense. The test is a valuable measurement tool for this research. According to Ary (2010: 201) explained that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.

In this research, students were given a writing test in the pre-test and post-test at the first and last meeting to measure students' progress in writing narrative text using theme and rheme devices. The researcher used a assessment rubric in grammatical cohesion and lexical cohesion based on Halliday and Hasan (1976).

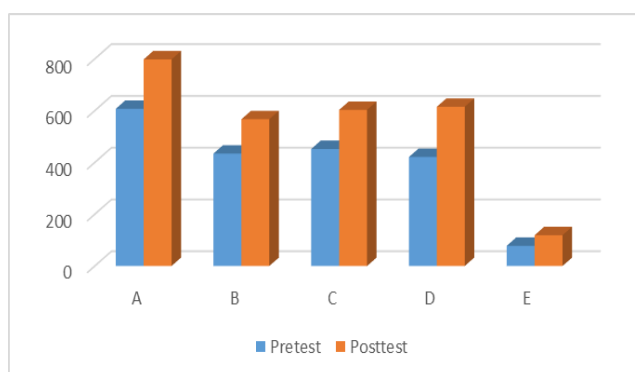
After collecting the data, the researcher needs to analyze it to determine whether the sample achieves better results after getting the action. The data obtained from the results of the student test research were analyzed quantitative. Quantitative analysis is done using statistics which is called statistical analysis. This technique is used to determine significant differences in the development of writing narrative texts in students after learning using theme and rheme devices.

Data was collected from students' scores on the pre-test and post-test. The average value of the pre-test is calculated to find out whether there is a significant difference after learning using the theme and rheme devices. After that, the post-test scores were calculated to determine the effect of the theme and rheme devices on students' developing in writing narrative texts.

### III. RESULTS AND DISCUSSION

In this chapter, the researcher wants to describe and discuss the results of the research. It was collected from first grades in senior high school. The population of the first grade students in senior high school is 33 students.

The data presented were obtained from the pre-test, post-test and questionnaire. They were all about how the development of students' abilities in writing narrative texts of the first grade in senior high school. The data is presented using tables and percentages, while the respondents' answers are presented descriptively.



**Figure 1. Cumulative Pretest And Posttest Results Based On Indicators.**

In the data presented in the form of diagram above in pretest show that content got the higher score of 607, the second highest with a score 452 in vocabulary, the third highest with a score 434 in organization, the fourth highest with a score 421 in language use and mechanics got score of 78. And the post test show that content got the higher score of 798, the second highest with a score 615 in language use, and the third highest with a score 603 in vocabulary, the fourth highest with a score 567 in organization and mechanics got score of 119.

**Table 1. Pretest and Posttest Frequency Distribution**

Score Interval	Pretest		Posttest		Categorize
	Frequency	Percentage	Frequency	Percentage	
85-100	0	0%	10	30%	Very Good
75-84	3	9%	19	58%	Good
65-74	8	24%	4	12%	Average
55-64	12	36%	0	0%	Poor
00-54	5	15%	0	0%	Very Poor
Total	33	100%	33	100%	

Based on the table of pretest the data above show that none of the student (0%) got very good. There was three of the students (9%) got good, and eight students (24%) got average, and there were 12 (32%) of students got poor, and there were 5 (15%) got very poor. And in table of posttest the data above show that 10 (30%) got very good, there were 19 (58%) got good, there were 4 (12%) got average, and none student (0%) got poor and none of student (0%) got very poor.



**Figure 2. Pre Test and Post Test Distribution Frequency**

In the data presented in the form of diagram above in pretest show that poor got the higher with amount 12 (36%), the second highest with amount 8 (24%) in average categorize, the third highest with amount 5 (15%) students in very poor categorize, the fourth highest with amount 3(9%) students in good categorize and very good got amount of 0. And the post test show that good categorize got the higher amount 19 (60%), the second highest with a amount 10 (13%) in very good categorize, the third with amount 4 (12%) in average categorize, the fourth h with amount (0%) in very poor categorize and the last categorize very poor got (0%).

**Table 2. Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>Pretest</b>	33	39	76	60.24	8.835
<b>Posttest</b>	33	67	92	81.88	6.274

Based on the table above, the mean score of pre-test students was 60,24 from the total score of 1988 and the mean score of post-test was 81,9 from the total score 2702. The mean score of gain was 21,64 from the total score was 714. It was revealed an increasing score, it is proved by the students post-test showed that there was a slight development from pre-test and post-test. It could be concluded that the mean post-test score was greater than the mean score of pre-test.

**Table 3. The Result of Dominant Types**

Dominant Types	Frequency	Percentage (%)
<b>Topical Theme</b>	28	84.84%
<b>Textual Theme</b>	5	15.15%
<b>Interpersonal Theme</b>	1	3.03%
	<b>33</b>	<b>100%</b>

The finding also showed three kinds of Theme used in the texts. The dominant kind of Theme used in that students' writing was Topical Theme, 28 (84.84%). The second one was Textual Theme, 5 (15.15%). There was interpersonal theme 1 (3.03%) in students' writing narrative text text. This means that the students used many declarative clauses and most of the clauses as a topical theme were started by word or phrase functioning as a subject and adjunct.

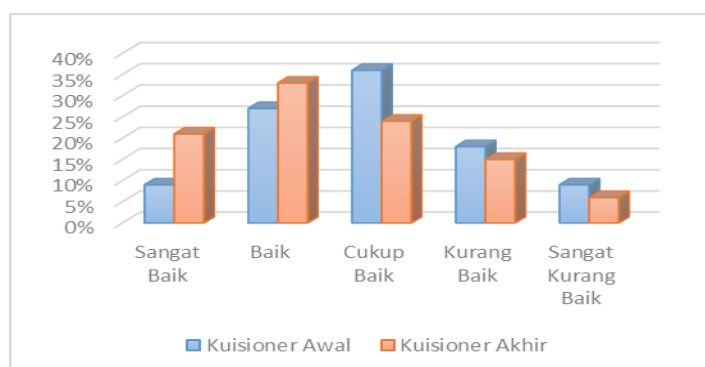
After describing analysis of test data, the next step to presented the questionnaire data with the aimed of obtaining about supporting data and to find out how students' respond to develop writing narrative text. The distributed questionnaire contains 16 questions and each answer as added up to determine the frequency of the answer.

**Table 4. Questionnaire Pre-Test and Post-Test Frequency Distribution**

Score Interval	Questionnaire PreTest		Questionnaire PostTest		Categorize
	Frequency	Percentage	Frequency	Percentage	
75-80	3	9%	7	21%	Very Good
69-74	9	27%	11	33%	Good
63-68	12	36%	8	24%	Average
57-62	6	18%	5	15%	Poor
51-56	3	9%	2	6%	Very Poor
Total	33	100%	33	100%	

Based on the frequency distribution table of the initial and final questionnaires, in very good there is a difference of 12% with a percentage of 9% pretest and 21% posttest. in good category there is a difference of 6% with a pretest percentage of 27% and 33% posttest. In average category there is a difference of 12% with a pretest percentage of 36% and a posttest of

24%. in the poor category there is a difference of 3% with a pretest percentage of 18% and 15% posttest. and the last category is very poor, there is a difference of 3%, with a pretest percentage of 9% and a posttest of 6%



**Figure 3. Questionnaire Pre-Test and Post-Test Percentage**

Based on the results of the pre-test and post-test questionnaire data above can be presented in the form of a table below:

**Table 5. Descriptive Statistics of Questionnaire**

	N	Minimum	Maximum	Mean	Std. Deviation
<b>QuestionnairePreTest</b>	33	51	79	65.82	6.894
<b>QuestionnairePostTest</b>	33	51	80	68.48	7.272

According the data shown in previous section, it is known that the students' minimum score of Initial questionnaire was 51 and the maximum score of was 79. While the minimum score of post-test was 51, and the maximum score of was 80. It is also known that the students' mean score of initial was 65.82 and the students' mean score of final was 68.48. Therefore, it can be concluded that the questionnaire can influence students ability in writing narrative text after treatment.

#### IV. CONCLUSIONS

Based on the results of data analysis, it could be concluded that the result of the test that the students were taught using theme-rheme devices got higher score than before.

The total score in pre-test were 1.988 and the total score in post-test 2.702. The mean score of students pre-test was 60.24, while in post test was 81.88. for the level significance used, namely 5% so that the value  $df = n - 2$ ,  $df = 33 - 2 = 31$  how to read it can be seen in the product moment table significant level of 5% to get a number 0.355. It can be concluded there were significances differences between the result of pe-test and post-test which indicated that using theme-rheme devices could help the students to develop their writing ability. Furthermore, Developing Writing Ability Through Theme and Rheme In Narrative Text.

After analyzing the types of Theme in students' writing, the researcher finds some conclusions as follows: There are three types of Theme realized in Students' writing. The most dominant types of theme is Topical Theme and the most dominant of Topical Theme is nominal Theme, and there are more unmarked themes in Students' writing narrative text than the marked theme and almost various elements of the theme are used in students' writing recount text, interpersonal have one elements its mood adjunct and the two elements in Textual Theme, continuative, and conjunctive adjunct.

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