

Tenth Graders` Implementations of Textual Meaning in Writing English compositions from their English Language Teachers` Point of View

Prof. Jihad Al- Shuaibi

Alaa Saleh

ABSTRACT

This study aims at identifying tenth graders` implementations of textual meaning in writing English compositions from their English Language teachers` point of view according to the Systemic Functional Linguistics approach (SFL). The quantitative descriptive approach is used to achieve the purpose of the study. Two instruments are used: the questionnaire and the structured interview. The participants are (150) English language teachers: the questionnaire is participated by (100) English Language teachers, whereas the interviews are conducted with (50) English language teachers. The results reveal that tenth graders` implementations of textual meaning in writing English compositions, which is represented in Cohesion, Coherence and Theme- Rheme, have ranked within the moderate degree with a mean score (2.56). It is also found that Coherence has ranked first with a mean score (2.69); Theme and Rheme have ranked second with a men score (2.53); and Cohesion has ranked third with a mean score (2.46). The researchers recommend highlighting the types of textual meaning in curricula, teachers` preparation, instruction and research.

Key Words: Textual Meaning, Cohesion, Coherence, Theme and Rheme, Writing, Tenth graders

Introduction

Cross-cultural and cross-national communication is more crucial than ever before. Language is the most effective mode of communication, which is needed for human interaction. Writing is a challenging task for such communication, particularly for second or foreign language learners. Writing, on the other hand, is demanding because it requires intense, active thinking throughout the course of a continuous production process in which thoughts and ideas are translated into written communication, rather than merely words and letters on paper.

In most situations, students consider writing as natural gift, which requires specific aptitudes, rather than a learned skill (Langan, 2000). Nonetheless, it is believed that writing can be mastered with practice; and that all it requires is special attention from both instructors and students by emphasizing on cohesion devices and the progression of ideas in passages. In addition, writing an excellent English composition is a challenging task. It necessitates the capacity to analyze acceptable grammar, imagination and thought, as well as the capacity to explore major and supporting concepts, put them together, and revise before final editing. (Abdul Kareem, 2014).

Moreover, According to Younes & Albalawi (2015), writing requires a significant amount of effort as well as practice in terms of paragraph organization, language use and mechanics. These three aspects have the potential to influence writing performance, such as content and vocabulary, as well as elements of how to formulate, develop and analyze ideas before displaying writing as a final draft. The perspectives on how to construct a skillful writing composition varies depending on whether scholars adopt a linguistic or functional approach.

The meta-functions, according to Halliday and Hasan (1979), are needed to create texture. They are defined as components of a language system, represented in the specific semantic and lexico-grammatical resources, that have evolved to fulfill functional purposes. Meta-functions are expressed by three broad meanings: a meaning about the interaction (an interpersonal meaning); a meaning about reality (an experiential meaning); and a meaning about the message (a textual meaning). These three types of meaning are known as the meta-functions. In this study, the systemic functional linguistic approach is the determiner of the implementation of a proficient writing composition, particularly the implementation of textual meaning representing in coherence, cohesion and theme-rheme.

Writing, according to Halliday & Hasan (1976), is the capacity to master the selection of meanings in many contexts and for various purposes. They are particularly interested in the roles of using cohesive devices such as conjunctions; to serve the textual content. They define the term conjunction as a conjunctive device which is used by the virtue of their specific meaning, which is not merely used for reaching out following text, rather it expresses certain meanings which imply the presence of other elements in the discourse. Halliday and Hasan also categorized

conjunctions into four subcategories: adversative, additive, temporal and temporal. Because Textual meaning is a broad and categorically unambiguous concept, this study uses Halliday and Hasan's (1976) definition of conjunction as an operational one. Geva (1992) stated that these four categories express four semantic relations between sentences in a passage which enable students understand the function of conjunctions in organizing different compositions. The purpose of conjunctions, according to Heino (2010), is to indicate logical relationships in a written text and improve readability.

According to the terms theme and rheme, they have been recognized from different angles. Theme, according to the Systemic Functional Linguistics, is realized as "the starting point of the message" (Halliday, 1994). It is a device for organizing meanings which helps in structuring the flow of ideas in ways that shape the realizing of a text as a whole; to operate the writers` choices in creating and organizing ideas within the clause. Rheme, on the other hand, is the last section that develops the topic (Jianghong, Hairong & Xiangfeng, 2005 & Wang, 2007). It is what you are saying about the theme. It usually comprises unknown or current information, and it is what you are trying to get through to your reader.

Statement of the problem

The majority of EFL (English as a Foreign Language) students, especially those in advanced stages, struggle with writing tasks. Students, who have difficulty in developing writing abilities, are intimidated by the prospect of having to write their thoughts on a blank sheet of paper. In the context of EFL writing, it is common for students to compose compositions or essays that are made up of sentences that are not integrated into a coherent text. Much research has been undertaken to investigate EFL students' difficulties with writing tasks, including linguistic, cognitive, and psychological issues (Rahmatunisa, 2014 & Younes & Albalawi, 2015). Some studies look at the issue from a systemic functional standpoint (Halliday, 1994).

In writing different compositions, several variables should be considered by a student. A learner should pay attention to the arrangement and unification of all the ideas and information into cohesive and logical paragraphs, not just at the sentence level but also in the text level. However, many students face great obstacles in writing, which are resulted from the need to control the organization of Passages (Uba, & Soudi, 2020).

In our institutions, teaching writing skills has always focused on developing precise grammatical sentences that include an idea. Teachers insist on the assumption that each sentence in a paragraph, composition or essay should be linked to one main concept. On the other hand, the new trend states that students should be taught that each phrase should have a theme and a rheme, as well as the various sorts of themes in writing. As a result, it is advised that when teaching writing, teachers should look beyond the traditional grammar of the clause and be aware of all aspects of skillful writing.

The present paper shows that theme and rheme can be effectively applied in classrooms to decrease students' weaknesses in writing. Students' weaknesses in their arguments are due to problems with either Thematic progression or Thematic selection (Maniati, Jalilifar, Mashhadi, & Validy, 2020). In this study, the researchers deal with the tenth graders' implementations of textual meaning in writing English composition from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL).

Research Purpose

This study aims at identifying tenth graders' implementations of textual meaning in writing English compositions from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL).

Research Questions

- 1- What are the tenth graders' implementations of textual meaning in writing English compositions from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL)?
- 2- What are the percentages and the mean scores of tenth graders' use of cohesive devices in writing English compositions from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL)?
- 3- What is the degree to which tenth graders improve coherent English compositions from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL)?

- 4- What are the percentages and the mean scores of tenth graders' implementation of Theme and Rheme in writing English compositions from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL)?

Research Significance

Writing is crucial not only for students' academic success, but also for their future careers. An English teacher's role is to assist students in improving their English writing skills. The language teacher's role should be directed to activate pupils' functional linguistic tools that allow them to write in a communicative way. Students should be taught to create their own judgments, choose their writing styles, and select scientific methods for their academic writing tasks, which allow them to acquire and strengthen critical thinking skills (Bakry & Alsamadani, 2015).

Furthermore, it is critical to assess students' writing by using the textual meaning found in coherence, cohesion, theme and rheme. Language is viewed as a powerful tool for meaning creation in SFL, and one aspect of this process is the management of linkages and transitions in the flow of discourse, as well as the introduction of new phases. (Maniati, Jalilifar, Mashhadi, & Validy, 2020). Students benefit from textual meaning realization because it shows them how to put their point of departure in the proper place as a theme and develop it using rheme according to their goal. (Wardani, Sutopo & Faridi, 2019).

Furthermore, writing a good composition requires more than precise language, spelling, and punctuation, as well as well-written handwriting. It entails how thoughts are connected to one another and how the correct structure and content are used originally for advanced writing skills. Students must be able to utilize language in a variety of situations and for a variety of objectives.

Recognition of theme and rheme for the learner as an addresser and as an addressee is also one of these functional language tools. It is a powerful tool for highlighting adverbials or objects that must be familiar to a learner. The learner must also be able to choose the themes of their sentences and determine how the information is organized in the sentence. Learners should be proficient in the functional use of conjunctions; to generate well-organized and cohesive

compositions. They should also be able to control the flow of ideas to create cohesive compositions.

Research Limitations

In this study, the researchers focus on identifying tenth graders' implementations of textual meaning in writing English composition according to the Systemic Functional Linguistics approach (SFL), which is presented in coherence, cohesion, and theme-rheme from English language teachers' point of view by using two instruments: a questionnaire and a structured interview. The study is applied on (150) English Language teachers of tenth graders in the Fourth Directorate of Education in Amman, during the academic year of (2020-2021).

Research Concepts

Textual Meaning

It is a message's meaning in relation to the surroundings that explains a text's cohesiveness and coherence. Textual meanings describe the relationship of language to its environment, according to Gerot and Wignell (1995), and include both the verbal environment, what has been said or written before (co-text), and the non-verbal, situational environment (context). In the present study the textual meaning, which is consisted of cohesion, coherence and theme-rheme, is measured by a questionnaire and a structured interview.

Theme in Textual Meaning

According to Halliday (1994:275), "Theme is the element which serves as —the starting point for the message: it is what the clause is going on to be about." There are three types: Topical Theme, Textual Theme, and Interpersonal Theme. In the present study theme is measured by a questionnaire and a structured interview.

Rheme in Textual Meaning

According to Halliday (1994:275), "Rheme is the part of the clause in which the Theme is developed." It is the unfamiliar or current information. In the present study rheme is measured by a questionnaire and a structured interview.

Coherence

It is the unifying of a piece of writing ideas, sentences, paragraphs and sections. It is what makes a piece of literature flow smoothly. (Kadhim, 2016). In the present study coherence is measured by a questionnaire and a structured interview.

Cohesion

Halliday and Hasan (1979) stated that cohesion is realized through grammar and vocabulary. They classified cohesion into two types: grammatical and lexical cohesion. In the present study the cohesion is measured by a questionnaire and a structured interview.

Previous studies

The literature involves several studies which investigate coherence and cohesion in students' writings and theme -rheme. For example, RahmtAllah (2020) examines coherence in English essays submitted by 46 female Saudi EFL third-year students at Qassim University's Unaizah College of Sciences and Arts. The analysis revealed that most of the students' suggestions addressed well-organized issues, while they did so with developed explanations and exemplifications for creating coherence.

Ariyanti & Fitriana (2017) also investigated the obstacles and demands of EFL students in essay writing. An open-ended questionnaire was distributed to 33 students in the English Department at Widya Gama Mahakam University in Indonesia, and a semi-structured interview with the writing lecturer was undertaken to elicit thoughts on the most difficult aspects of teaching essay writing. The findings revealed that students struggle with grammar, cohesion and coherence issues.

Other research investigated the theme and rheme in students' works. Ridha (2014) desires to research theme and rheme types and problems within the written texts of EFL university students. The research relies on a frequency and useful analysis of thematization in the written texts of English students at urban center University' school of Education for I Humanities' Department of English. The findings revealed that unmarked Themes is the most remarkable in students' texts. The nominal group has the largest percentage of topical theme type. Different

forms of theme problems were detected in the second section of the study, including the problem of a brand-new theme.

In addition, Andaruli (2015) identified the textual meanings found in eighth graders' recount texts at SMP 2 Kudus in the academic year 2014/2015. Discourse analysis is used to achieve the purpose of the study. The data were examined utilizing descriptive qualitative analysis, which included the use of quantitative data for a more in-depth study. The findings revealed that the clauses primarily utilized an ideational theme. The researcher discovered that the unmarked topical theme was the most common ideational theme in the students' recount writings. Because they employed subjects and circumstances as nominalization in the beginning of clauses, the students utilized a lot of nominalizations in their recount writings.

RESEARCH METHODOLOGY

Research Design

The present study is a descriptive one which tries to describe certain phenomenon by using the quantitative approach. It may be a more comprehensive approach which involves a rich collection of data from multiple sources to gain a deeper understanding of individual participants' perspectives. Therefore, the researchers distribute a questionnaire to (100) English language teacher and conduct structured interviews with (50) English language teachers.

Research Participants

The participants are (150) English language teachers: the questionnaire is participated by (100) English Language teachers, whereas the interviews are conducted with (50) English language teachers, from The Fourth Directorate of Amman. The participants are chosen purposefully to ensure their collaboration with the researchers.

Research Instruments

To gain more complete data, the researchers use a questionnaire which consists of three main domains: Cohesion, Coherence and Theme-Rheme. Moreover, structured interviews are conducted to investigate tenth graders' implementations of textual meaning in writing English

compositions from their English Language teachers` point of view according to the Systemic Functional Linguistic approach (SFL).

Validity

The researchers show the instruments to a jury of experts to judge the content validity. The jury is included one English language and Education professors and four English language teachers. All the recommendations of the jury have been taken into consideration. The interviews are conducted by the researchers themselves to ensure the accuracy of the responses and to give any clarification to the respondents.

Reliability

The reliability of interviews is established by using intra-rater reliability after listening to the recorded interviews twice to find out the means and percentages.

Procedures

- 1- The study is conducted during the academic year of (2020- 2021) in several public and private schools which belong to the Fourth Directorate of Education in Amman.
- 2- The researchers prepare and develop the interview questions and the items of the questionnaire.
- 3- The researchers show the instruments to a jury of experts to ensure validity.
- 4- The researchers interview 50 EFL teachers of tenth graders and distribute the questionnaire to (100) English language teachers.
- 5- The researchers analyze data and calculate the percentages and mean scores.
- 6- The researchers discuss the results of the present study and match them with related literature.
- 7- Several recommendations are set based on the findings of the present study.

Data Analysis Techniques

The researchers calculate the percentages and mean scores for the responses of the participants about Tenth graders` implementations of textual meaning based on Halliday &

Hasan (1976). Elaboration and comparison between the data findings and previous studies are achieved to best analyze the finding.

Findings

First: Findings of the questionnaire which was distributed to (100) English Language teachers:

Table (1) The Mean Scores of English Language Teachers` Perceptions about Tenth Graders` Implementations of Textual Meaning Based on Halliday & Hassan (1976)

No.	Categories	Means
1	Coherence	2.69
2	Theme and Rheme	2.53
3	Cohesive Devices	2.46
Total		2.56

(1-174) Highly Low, (1.75-2.49) Low, (2.5-3.24) Moderate, (3.25-4) High

Table (1) shows that tenth graders` implementations of Textual Meaning have ranked within a moderate degree with a mean score (2.56). It is shown that Coherence has ranked first with a mean score (2.69); Theme and Rheme have ranked second with a mean score (2.53); and Cohesive Devices have ranked third with a mean score (2.46).

Table (2) The Total Percentages and Means of the grammatical (References, Ellipsis, Substitution, Conjunctions) and Lexical Cohesion (Reiteration, Collocation) found in Tenth Graders` Composition from their English Language Teachers` Point of View.

No.	Categories	Means
1	Collocation	2.72
2	Reiteration	2.59
3	Ellipsis	2.45
4	Substitutions	2.4
5	References	2.33
6	Conjunctions	2.3
Total		2.46

(1-174) Highly Low, (1.75-2.49) Low, (2.5-3.24) Moderate, (3.25-4) High

Table (2) shows that the lexical cohesion has ranked first within the moderate degree which is represented by Collocation with a mean score (2.72) and Reiteration with a mean score (2.59), whereas the grammatical cohesion has ranked within the low degree which is represented by Ellipsis with a mean score (2.45), substitutions with a mean score (2.4), Reference with a mean score (2.33) and Conjunctions with a mean score (2.3).

Table (3) The Percentages and Means to The Subcategories of the grammatical (References, Ellipsis, Substitution, Conjunctions) and Lexical Cohesion (Reiteration, Collocation) found in Tenth Graders` Composition from their English Language Teachers` Point of View.

Categories	High	Moderate	Low	Highly Low	Means
References					
Anaphoric	10%	37%	34%	19%	2.38
Cataphoric	7%	33%	47%	13%	2.34
Exospheric	6%	31%	46%	17%	2.26
Ellipsis					
Nominal	12%	38%	34%	16%	2.76
Causal	7%	33%	39%	21%	2.26
Verbal	9%	35%	37%	19%	2.34
Substitutions					
Causal	10%	38%	39%	14%	2.46
Nominal	13%	36%	32%	19%	2.43
Verbal	11%	33%	39%	17%	2.38
Conjunctions					
Additive (and, also, in addition to, besides)	15%	41%	32%	12%	2.59
Causal (So, Consequently, so, because)	13%	39%	31%	17%	2.48
Adversative (but, yet, on the other hand, instead)	10%	34%	38%	18%	2.36

Comparative (Likewise, similarly, compared with, in contrast)	5%	29%	44%	22%	1.77
Lexical Cohesion					
Collocation	22%	42%	22%	14%	2.72
Reiteration	19%	38%	26%	17%	2.59

(1-174) Highly Low, (1.75-2.49) Low, (2.5-3.24) Moderate, (3.25-4) High

Table (3) shows that tenth graders use: Collocation, Reiteration, and causal conjunction more than other kinds of cohesion devices within the moderate degree, which have scored in descending order as: Collocation (2.72), Reiteration (2.59) and causal conjunction (2.48). On the other hand, the last cohesion devices which got the lowest mean scores are: Comparative Conjunction (1.77), Exospheric Reference (2.26) and Causal Ellipsis (2.26).

Table (4) The Percentages and the Mean Scores of Tenth Graders` Implementation of Coherence from their English Language Teachers` Point of View

Categories	High	Moderate	Low	Highly low	Means
Using of situational signals systematically such as (First, Then, Finally)	30%	45%	13%	12%	3.15
Arranging sentences in logical orders according to the patterns of organizing (Chorological order, cause and effect, comparison and contrast)	25%	42%	17%	16%	3.1
Repeating the key nouns functionally	19%	38%	24%	19%	2.57
Using consistent pronouns appropriately	22%	41%	23%	14%	1.92
Total					2.69

(1-174) Highly Low, (1.75-2.49) Low, (2.5-3.24) Moderate, (3.25-4) High

Table (4) shows that tenth graders improve coherent passages within a moderate degree with a mean score (2.69). It also shows that the item (Arranging sentences in logical orders

according to the patterns of organizing) has ranked first with a mean score (3.15), whereas the item (Using consistent pronouns appropriately) has ranked within a low degree with a mean score (1.92).

Table (5) The Percentages and the Mean Scores of Tenth Graders` Implementation of Theme and Rheme from their English Language Teachers` Point of View

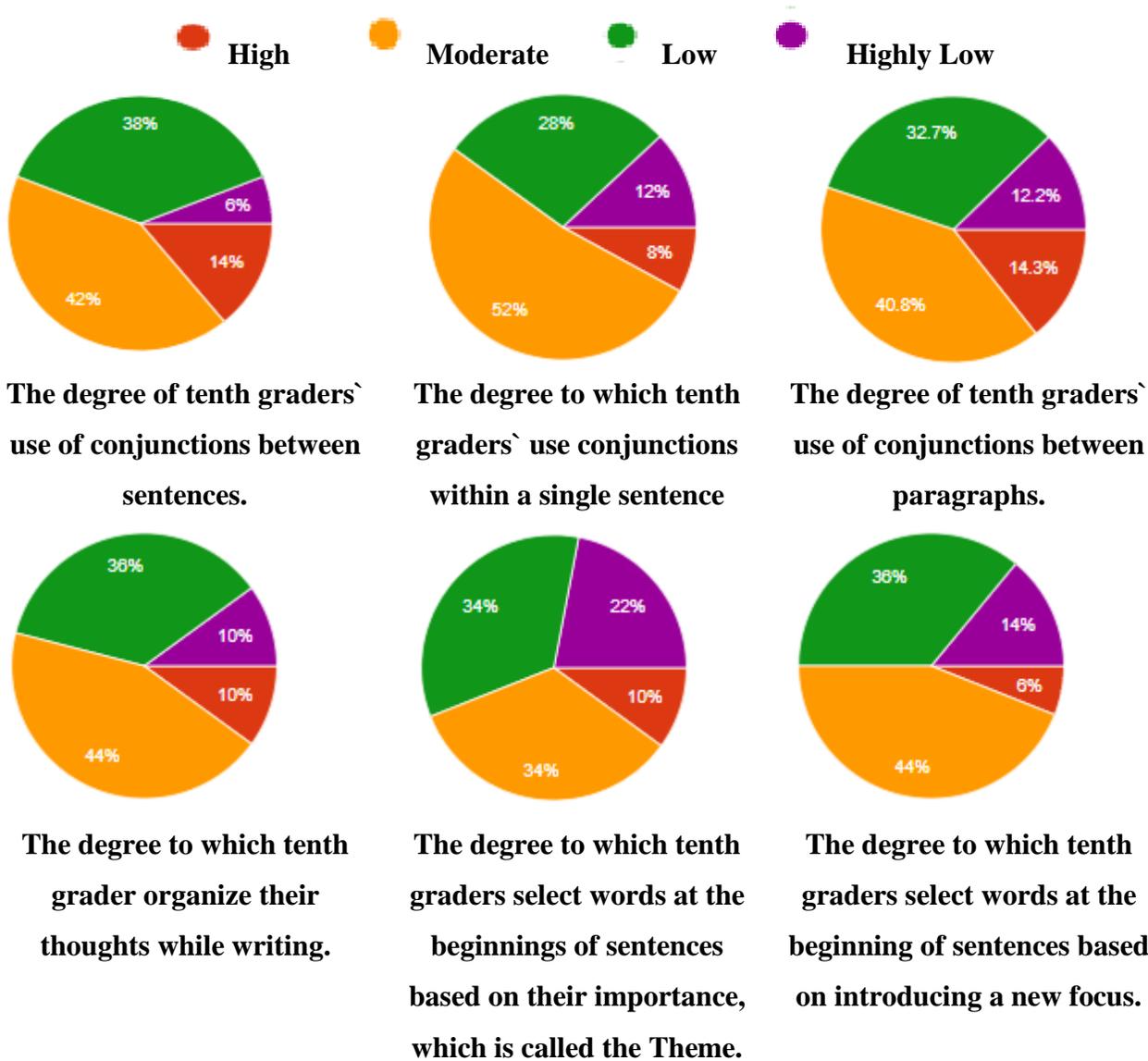
Categories	High	Moderate	Low	Highly Low	Means
Topical Theme					
Unmarked	33%	42%	13%	12%	2.96
Marked	11%	33%	37%	19%	2.36
Interpersonal Theme					
Modal- comment Adjunct	15%	45%	31%	9%	2.66
Vocatives	11%	33%	40%	16%	2.39
Finite Verbal Operator	13%	34%	39%	14%	2.46
Textual Theme					
Conjunctive Adjunct	17%	39%	33%	11%	2.62
Conjunction (Structural Theme)	13%	36%	37%	14%	2.48
Continuative Adjunct	7%	29%	45%	19%	2.24
Rheme					
Presenting new information	17%	41%	31%	11%	2.64
Improving the focus of the sentence	15%	36%	35%	14%	2.52
Total of Theme and Rheme					
2.53					

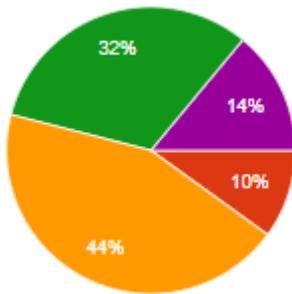
(1-1.74) Highly Low, (1.75-2.49) Low, (2.5-3.24) Moderate, (3.25-4) High

Table (5) shows that tenth graders realize Theme and Rheme within a moderate degree with a mean score (2.35). Topical Theme has realized by the unmarked theme with a mean score (2.96), the Interpersonal Theme has realized by the Modal-comment Adjunct with a mean score (2.66) and the textual theme has realized by conjunctive Adjunct with a mean score (2.62).

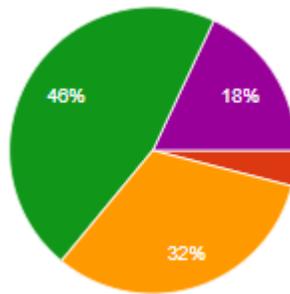
According to Rheme, the realization of the two items (Presenting current information and improving the focus of the sentence) has ranked within a moderate degree.

Second: Findings of the Interviews with (50) English language teachers

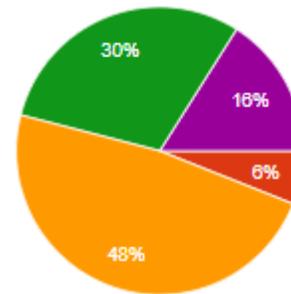




The degree to which tenth graders develop the rest of the sentence except for the first word, which is known as Rheme.



The degree to which tenth graders use Passive Voice in a way that serves the coherence of sentences and achieves the functionality of the language.



The degree to which tenth graders develop the ideas by using supportive sentences.

Discussion and recommendations

First: Discussion related to the First Question

What are the tenth graders` implementations of textual meaning in writing English compositions from their English Language teachers` point of view according to the Systemic Functional Linguistics approach (SFL)?

The present study has analyzed textual meaning found in tenth graders` compositions from their English language teachers` point of view. Tenth graders` implementations of textual meaning in writing English compositions have not ranked within a high degree, as is shown in Table (1). This may be resulted from the students` weakness in recognizing some Cohesive Devices. Students may find difficulty in selecting words at the beginnings of sentences based on their importance, which is called the Theme. Moreover, students may lack the ability to achieve the texture of a text because the insufficient practice of writing. For example, teachers reported in the structured interviews that tenth graders` use of conjunctions between paragraphs is extremely low with a percentage (14.3%). In fact, teachers are required to complete the assigned curriculum within a limit time, while writing skills need a lot of focusing to be mastered by learners. This result is consistent with the study of (Ariyanti & Fitriana, 2017; Ridha, 2014;

Faradhibah, 2017; Andaruli, 2015 & Febriyana, Sofwan & Farida, 2018). They found that learners struggle: in linking sentences and paragraphs functionally, create the unity of passages and realize the purposeful use of Theme and Rheme. Moreover, Darweesh & Kadhim (2016) have been discovered that pupils are unable to distinguish between the semantics of various adversative conjunctions. It is also worth noting that they are unable to repeat the correct casual relationships to establish a cohesive chain. The analysis of the data has revealed how problematic inconsistent knowledge about the conjunctions as cohesive devices. learners have a limited repertoire of conjunctions and therefore tend to often rely on a small set of conjunctions such as 'and' and 'but' to link their writing.

Second: Discussion related to the Second Question

What are the percentages and the mean scores of tenth graders` use of cohesive devices in writing English compositions from their English Language teachers` point of view according to the Systemic Functional Linguistics approach (SFL)?

Tenth graders implement the lexical cohesion which is represented by Collocation and Reiteration more than the grammatical cohesion. This may reveal that student realize the importance of repetition to create meaningful unity in a passage. This is also demonstrated by Febriyana, Sofwan, and Farida (2018), who claim that repetition is an effective technique of building text cohesion since it is one of the simplest ways to keep a text focused and is to reiterate an element, and it ensures that content is not going anywhere. On the other hand, the grammatical cohesion has ranked within the low degree, which is represented by Ellipsis, substitutions, and conjunctions, as is shown in Table (2). This may be resulted the inappropriate students` use of some conjunctions such as the Comparative Conjunction which has ranked last with a mean score (1.77), as is shown in Table (3). In addition, students may find difficulty in employing references, substitutions and ellipsis in their writing. Ariyanti & Fitriana (2017) noted that students have substantial difficulty with grammatical cohesion and paragraph organization, and Ridha (2014) noted that references in students' writing were not clear.

Third: Discussion related to the Third Question

What is the degree to which tenth graders improve coherent English compositions from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL)?

Table (4) shows that tenth graders improve coherent passages within a moderate degree which is considered better than implementing cohesive devices and Theme-Rheme from their English language teachers' point of view. This may imply that tenth grader's cognition awareness of logical orders according to the patterns of organizing is enough according to their maturity. In contrast, Rahmt Allah (2020) discovered that learners are not capable of achieving coherence in their writing since the relationship between ideas is periodically hidden.

Fourth: Discussion related to the Fourth Question

What are the percentages and the mean scores of tenth graders' implementation of Theme and Rheme in writing English compositions from their English Language teachers' point of view according to the Systemic Functional Linguistics approach (SFL)?

Tenth graders realized Theme and Rheme within a moderate degree as shown in Table (5). It is also shown that Topical Theme has ranked first which is realized by the unmarked theme. Moreover, the Interpersonal Theme has realized by the Modal-comment Adjunct, and the textual theme has realized by conjunctive Adjunct. This agrees with Ridha (2014) who found that the unmarked Themes dominated the existence of theme in the students' texts. Furthermore, Andaruli (2015) discovered that the unmarked topical subject was the most prevalent ideational theme in the students' recount writings. This result was also reported by Wardani, Sutopo & Faridi (2019). This is likely to be because the unmarked theme is familiar to students. On the other hand, According to Faradhibah (2017), students had certain difficulty in the writing process, particularly in determining, articulating and progressing their thoughts.

As for the interpersonal meaning, Modal- comment Adjunct has ranked first. It is probably that tenth graders have a degree of ego which enables them to present their opinions through Modal-comment Adjunct. This result is compatible with what (Febriyana, Sofwan & Farida, 2018) concluded. The results of their study show that the only constituent of

interpersonal Theme which has implemented was modal adjuncts, whereas there is neither finite nor vocative.

The last constituent which has ranked third is textual Theme. There are three types of constituents of textual Theme which are continuative, structural and conjunctive adjunct. The results of the present study meet exactly the results found of the study of Febriyana, Sofwan & Farida (2018). It seems that the Structural Theme has ranked first, followed by conjunctive adjunct which has ranked second and the continuative which has ranked last.

According to The Rheme, the realization of the two items (Presenting current information and improving the focus of the sentence) has ranked within a moderate degree. Referring to the literature review, Ridha (2014) concluded after his investigation that students use empty rheme and non-constant progression. This might because the tenth graders` reservoir of vocabulary is insufficient. Consequently, they tend to keep themes without a complete progression. In addition, the students may keep translating ideas instead of developing theme in the target language in which the effect of transferring across language may be used negatively, especially in contexts where the students are less exposed to English language.

Recommendations

Based on the present results, it is recommended adding pedagogical implications of the implementations of the textual meaning represented in Theme- Rheme, cohesion and coherence for the students in writing process by using Form-focused instruction with explicit semantic, stylistic and syntactic properties. It is also recommended design materials which help learners to compose functionally meaningful, coherent, and cohesive passages. New orientation in teaching and research should be directed to indicate a movement from the sentence as the basic unit of study to the usage of a chain of sentences in a discourse.

References

- Abdul Kareem, N. T. (2014). Difficulties Faced by EFL Students in Writing Composition at the Iraqi Preparatory Schools. *Al Fath journal*, 1(60), 1-19.
- Andaruli, D. (2015). *Interpersonal, Ideational, Textual Meanings Found in Students` Recount Texts (A Case Study at Eighth Grade Students of Smp 2 Kudus in the Academic Year of 2014/2015)*, Doctoral dissertation, Universitas Negeri Semarang.

- Ariyanti, A., & Fitriana, R. (2017). EFL Students' Difficulties and Needs in Essay writing. In International Conference on Teacher Training and Education 2017 (ICTTE 2017). Atlantis Press.
- Bakry, M. & Alsamadani, H. (2015). Improving the Persuasive Essay Writing of Students of Arabic as a Foreign Language (AFL): Effects of Self-Regulated Strategy Development. *Procedia-Social and Behavioral Sciences*, 182, 89-97.
- Darweesh, A. & Kadhim, S. (2016). Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices. *Journal of Education and Practice*, 7(11), 169-180.
- Faradhibah, R. (2017). Analyzing Students Difficulties in Maintaining their Coherence and Cohesion in Writing Process, Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar.
- Febriyana, A., Sofwan, A., & Farida, A. N. (2018). AN ANALYSIS OF TEXTUAL MEANING ON STUDENTS' WRITING OF RECOUNT TEXTS. *Journal of English Language Teaching*, 2(7), 54-62.
- Flick, U. (2014). *The SAGE Handbook of Qualitative Data Analysis*. Sage.
- Gerot, L. & Wignell, P. (1995). *Making Sense of Functional Grammar*. New South Wales: Gerd Stabler.
- Geva, E. (1992). The Role of Conjunctions in L2 Text Comprehension. *TESOL Quarterly*, 26(4), 731-747.
- Halliday, M. & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Halliday, M. (1994). *Introduction to Functional Grammar*. London: Arnold.
- Heino, P. (2010). *Adverbial Connectors in Advanced EFL Learners' and Native Speakers' Student Writing*. Bachelor's Degree Project. Stockholms University.
- Jianghong M., Hairong & Xiangfeng, C. (2005). The Implications and Applications of Theme-Rheme Theory to the Teaching of EFL Reading. *CELEA Journal*, 1(28), 18-22.
- Kadhim, S. A. H. (2016). Iraqi EFL Learners' Problems in Using Conjunctions as Cohesive Devices. *Journal of Education and Practice*, 7(11), 1-12.
- Langan, J. (2000). *College Writing Skills*. Washington: McGraw-Hill Companies, Inc.
- Maniati, M., Jalilifar, A., Mashhadi, A., & Validy, M. (2020). Transforming Textual Meaning during the Revision Process of Research Articles written by Iranian scholars. *Journal of English Language Teaching and Learning*, 12(25), 191-222.
- Rahmatunisa, W. (2014). Problems Faced by Indonesian EFL Learners in Writing Argumentative Essay. *English Review: Journal of English Education*, 1(3), 41-49.

- RahmtAllah, E. (2020). EFL Students' Coherence Skill in Writing: A Case Study of Third Year Students of Bachelors in English Language. *English Language Teaching*, 13(8), 120-126.
- Ridha, N. (2014). Theme and Rheme: Types and Problems in EFL University Students' Written Texts. *Journal of Basrah Research*, 1(39), 94-114.
- Uba, S. Y., & Souidi, N. M. (2020). Students' Writing Difficulties in English for Business Classes in Dhofar University, Oman. *International Journal of Higher Education*, 9(3), 86-97.
- Wang,X. , (2006). Grammatical Concepts and their Application in Foreign Language Teaching. Retrieved on 27th April 2021 at: [http://pdfcast.org/download/grammatical-concepts-and-their-application-in-foreignlanguage. pd](http://pdfcast.org/download/grammatical-concepts-and-their-application-in-foreignlanguage.pdf).
- Wardani, H. E., Sutopo, D., & Faridi, A. (2019). The Realization of Interpersonal, Ideational, and Textual Meaning in Graduate Students' Research Paper. *English Education Journal*, 9(2), 189-197.
- Younes, Z. & Albalawi, F. (2015). Exploring the Most Common Types of Writing Problems among English Language and Translation Major Sophomore Female Students at Tabuk University. *Asian Journal of Basic and Applied Sciences*, 3(2), 7-26.