ABSTRACT

Badzlin, Shabrina Fazriah., 1192040111., (2023). The Analysis of Theme System on Students' Writing Project: A Descriptive Study in the English Education Department of UIN Sunan Gunung Djati Bandung.

This study aimed to analyze which theme system including types and components of theme mostly applied on students' writing projects seen from three levels of academic achievement: low, middle, and high. A descriptive qualitative method was used as the method of this study. The data of the study were fifteen students' writing projects from low, middle, and high levels of academic achievement. The steps are organizing and preparing the data for analysis, reading or looking at all the data, coding all of the data by using UAM corpus tool version 6.2, generating a description and themes by using theme system theory proposed by Halliday and Matthiessen (2004), and presenting the description and themes. The result shows that all three types of themes are used in students' writing projects, with the Topical theme being the dominant type, accounting for 71.9% of the total. The Textual theme was the second most common, accounting for 25.4%, and the Interpersonal theme was the third most common, accounting for 2.6%. Furthermore, students' writing projects use three main thematic components: topical themes, interpersonal themes, and textual themes. Topic themes comprised (16.1%) of cases, with Unmarked Ideational Themes being the most prominent. After that, the Textual theme, with the most prominent Arguing component (2.6%). And a minor percentage of interpersonal theme components (0.8%) for Fronted verbs. This study leads to recommendations for teachers and students. Teachers are advised to adopt a comprehensive strategy for improving students' writing skills, starting with emphasizing the importance of understanding and integrating themes in their writing. This involves ensuring students grasp the significant role themes play in shaping their written expression. Students can embrace theme awareness in writing. By deeply understanding themes' significance as organizational anchors guiding readers through compositions, students can elevate the quality of their writing.

Keywords: *Theme system, Academic achievement levels, Writing project*