# ABSTRACT

This study examines the Systemic Functional Grammar (SFG) course that determines students’ writing quality in the English Education Program at a university in Garut. This type of instruction regards the essential part of writing: the interrelatedness between grammatical structures and meaning. Using a Systemic Functional Linguistics (SFL) framework, this mixed-methods study examined SFG course determined students’ writing quality in the sixth semester or higher classrooms over the course to develop students' writing. A sample of 35 students representing ability levels and scores was selected. Five writing samples from five students were also collected and analyzed to classify the problems based on the theories. The experimental (pre-test post-test) design and qualitative descriptive research method were conducted in this study. The first type of method shows the students' writing scores increased after the SFG as treatment given. The second type of method analysis results revealed four problems in thematic progression: the problem of the brand new theme, the problem of double rheme, the problem of empty rheme, and the problem of overuse of constant theme patterns. In conclusion, it reveals a significant improvement in students’ writing scores; they must be aware of the flow of thematic progression in their writing as they learned in the SFG course.

**Keywords**: Systemic Functional Grammar course, writing comprehension, thematic progression

**ABSTRAK**

Penelitian ini menguji mata kuliah Systemic Functional Grammar (SFG) yang menentukan kualitas tulisan mahasiswa di English Education Program di salah satu universitas di Garut. Mata kuliah ini sangat memperhatikan bagian penting dari tulisan: keterkaitan antara struktur grammar dan arti kata. Menggunakan kerangka Systemic Functional Linguistics (SFL), penelitian metode campuran ini meneliti mata kuliah SFG menentukan kualitas tulisan mahasiswa di kelas semester enam atau lebih melalui mata kuliah ini untuk mengembangkan tulisan mahasiswa. Sampel dari 35 mahasiswa yang mewakili tingkat kemampuan dan nilai dipilih. Lima tulisan mahasiswa juga dikumpulkan dan dianalisa untuk mengklasifikasi kesalahan berdasar pada teori. Desain Penelitian eksperimen (pre test dan post test) dan kualitatif deskriptif diacdakan dalam penelitian ini. Metode penelitian pertama menunjukkan nilai dari tulisan mahasiswa meningkat setelah SFG sebagai perlakuan diberikan. Hasil analisa metode penelitian kedua memperlihatkan empat kesalahan secdara thematic progression: the problem of the brand new theme, the problem of double rheme, the problem of empty rheme, dan the problem of overuse of constant theme pattern. Sebagai kesimpulan, penelitian ini mengungkapkan peningkatan nilai tulisan mahasiswa yang signifikan; mahasiswa harus memperhatikan aliran dari tema dan rema pada tulisan mereka sebagai mana mereka pelajari dalam mata kuliah SFG.

**Kata Kunci**: Mata kuliah Systemic Functional Grammar (SFG), pemahaman tulisan, thematic progression