

CHAPTER I INTRODUCTION

A. The Background of the Study

English was an official language in large countries for everyday life. English was important to be learnt as a tool of communication. But for Indonesia itself, English was only foreign language. Every languages had its own system. Even English was very taught to be learnt but it was very important so it would be a must to master English. Language was one of human behaviour's aspect which used vocal sounds in meaningful pattern and corresponding written symbol to express and communicate feelings and also thoughts so that language was the bridge for human to communicate and socialize and it would make interaction between one to another.

When children learnt their first language, they were doing to things at once: learning language and learning through language. As they learnt their mother tongue, they were at the same time using it as tool for learning everything else. In this way, language came to define the nature of learning. Most obviously when we watched small children interacting with the objects around them we could see that they were using language to construe a theoretical model of their experience (Halliday 2003:15). Someone would pay more attention when the speaker said to get the information or message. Actually language could be divided into spoken and written which had same functions and purposes but had different way in the use. For spoken the speaker would say the message orally but for written we needed media to write down the messages.

For students, learning English was quite difficult because they had to know the meaning of the words or how to translate the words from Indonesian to English. Eventhough, there were many dictionaries but they were lazy to find it. They prefered to translate a long sentences in the internet and write down the meaning without knowing the sentences were correct or wrong. They liked to use in instant way. It was better for them to find out in mini dictionaries because it would train them to read more and try to remember words by words.

The students had to master four skills to develop their English lesson, they were reading, listening, speaking and writing. Some people would say that speaking was the most important skills than writing. But, by writing we could get information in detail because we did not have to remember the information so writing would help us to remember that. Writing would help to compose a meaningful text of sentences which was longer, communicate ideas and messages. Meanwhile, when the students had a task about writing a text they would interupt to the teacher did not do the exercise because the hardest part was writing a text in case the text was about describing something or writing their own experience.

And of course the teacher guided them but it was really hard. There were some problems that must be faced by the students. Realizing that writing is very important to be discussed, it meant that everyone should consider that writing is constructed from some sentences, so do the sentences were constructed from clause or phrase in order to make the readers easily to comprehend the text. In all languages the clause had the character of a message: it had some form of organization whereby it fit in with, and contributes to, the flow of discourse.

Writing was one of demanding activity which needed concept or feeling to develop an idea into a sentence then became a text and deciding how to write down so that the readers would know what the writer meant. By writing we could deliver a message which was important to most of the people. Because of that, some of the people thought writing was the hardest for them. So, when we as the teacher asked our students to write something, they found that the most difficult part of writing task was starting the writing task itself. It is essential that the most students in Senior High School were unable to write clearly about the topic that had been given by the teacher. By choosing proper and appropriate words would help the students to convey their intended meaning. On the other hand, words were inappropriately and inaccurately selected would lead them to the confusion and segmentation of the meaning itself.

Seyabi and Tuzlukova (2014) stated that “Five steps of writing problems are deciding how to start a paragraph; not knowing how to write a correct English sentences; putting the ideas together in a coherent way; choosing the right vocabularies to express ideas and not having enough ideas about the topic”. Based on the five problems that have been mentioned, putting the ideas in coherent way is the main problem faced by students when they are asked to write. According to Halliday & Matthiessen (2014) “Coherence is the internal (resource) for structuring the clause as the message, including the notion of Theme and information”. It meant writing without coherence would make the reader unable to understand the topic even the meaning or the message of the sentence itself. That

was why students were not interested in writing meanwhile writing was really important for our life especially for education requirements.

This research explored Theme and Rheme through textual metafunction and clause representation of the sentence in students' writing of Recount Text. Each of the clause from students' writing would contain one element which called Theme and Rheme. The researcher would try to find Theme and Rheme in students' writing to see how the students built a topic or ideas through Theme and Rheme with different objects: Science and Social Class. It aimed to see the distinction from Science and Social Class about how they constructed a text by using Theme and Rheme. Halliday & Matthiessen (2014) said that "Theme is the point of departure for a message". It was the element of the speakers or writers select for "grounding" what he was going on to say. The Theme was indicate only by position in the clause. In Speaking or writing English we signaled that an item had thematic status by putting it first. A clause consisted of Theme and followed by Rheme. So Rheme was the rest of the message of a clause. Both Theme and Rheme joined together so that the readers knew what the topic was talking about and what the Theme was saying. Theme and Rheme helped the readers to know the meaning of a clause by analyzing the Theme and followed by the Rheme.

Before that, the researcher had interviewed some of the tenth grade students of SMA Kartika 1-2 Medan. But most of the students did not understand well what was Theme and Rheme and how to use it in writing. When the students wanted to write something they just wrote down what they were thinking about in their mind so that they only wrote as well as they could without knowing the

Theme and Rheme itself. Here was the example of recount text from Science Class student:

My New School

A few month ago, I was finished my Junior High School **and** I got Kartika 1-2 Medan's Senior High School (**Marked-Topical-Textual Theme**). I am very happy **because** I like this school since Junior High School **and** near with my house (**Unmarked-Topical-Textual Theme**).

At the first day, I meet so many friends at field's school (**Marked-Topical Theme**). A **headmaster** give opening ceremony for new students **and** I really enjoyed it (**Unmarked-Topical-Textual**). I meet with my friends from my Junior High School **and** we talk each other (**Unmarked-Topical-Textual Theme**).

In the afternoon I have new classmates (**Marked-Topical Theme**). They were so care and kind to me (**Unmarked-Topical Theme**). **Hanna** is my new close friend (**Unmarked-Topical Theme**). **We** always went home and go home together (**Unmarked-Topical**). Sometimes I go to canteen with her to buy some food (**Unmarked Textual Theme**).

I enjoyed with my new school and give the best final result to get my favourite university (**Unmarked-Topical Theme**).

Here was the example of recount text from Social Class student:

Finding Senior High School

I graduated from Kartika 1-2 Medan Junior High School **after** national examination more difficult finding senior high school for continue my study (**Unmarked-Topical-Textual Theme**).

Before that I wanted to choose vocational school with course cooking **because** I love cooking and my mom had a restaurant (**Marked-Topical-Textual Theme**). **But** when I saw Mr. Hotman Paris as a lawyer I think I want to be lawyer too (**Unmarked-Topical-Textual Theme**). **So** I choose Kartika 1-2 Senior High School not a vocational school (**Marked-Textual Theme**).

There was nothing special with Kartika (**Marked-Topical Theme**). I choose Kartika **because** I have study in Kartika 1-2 Junior High School before **then** I can go to school by motorcycle (**Unmarked-Topical-Textual Theme**). I wish I could be a lawyer like Mr. Hotman Paris (**Unmarked-Topical Theme**).

From the examples above the researcher found that both of the Science and Social student mostly used Topical and Textual Theme at the same time and Unmarked Theme. Both of the examples showed how the Marked Theme were used. But the researcher found that the Science student could use Topical, Interpersonal and Textual Theme in one clause. And the researcher found that both of Science and Social Class still used Present for the tenses whereas Past Tense was suitable for Recount Text. They still confused with the tenses itself.

Halliday & Matthiessen (2004) stated that “There are three types of Theme, they are Ideational Theme, Interpersonal Theme and Textual Theme”. The researcher would use Systemic Functional Linguistics Theory especially to the Theme and Rheme. There were some reasons why the used of theme and Rheme made as focus of this research; Theme and Rheme were common used in every text, but how to identify the theme and rheme in a clause, how to label the

elements of the clause and how to know the text flow in texts discussed in this study.

B. The Problems of the Study

Based on the background of the study, the problems of the study were:

1. What types of Theme and Rheme dominantly were used in students' writing in Science and Social Class?
2. How were the Theme and Rheme realized in the students' writing in Science and Social Class?

C. The Objectives of the Study

Based on the problems of the study, the objectives of the study were:

1. To find out the dominant types of Theme and Rheme used in students' writing in Science and Social Class.
2. To describe the Theme and Rheme realized in students' writing in Science and Social Class.

D. The Scope of the Study

Based on the problems of above, the scope of this study was focused on Theme and Rheme on high school's students writing especially in Science and Social Class based on Michael Halliday and Matthiessen (2004). For students' writing the writer used Recount Text. The types of Recount Text that used in this research was personal recount text. The different objects were Science and Social Class for tenth grade of Senior High School at SMA Kartika 1-2 Medan.

E. The Significances of the Study

The findings of this research in theoretically and practically were:

1. Theoretically, to give some information about the types of Theme and Rheme and how to analyse the clause through students' writing.
2. Practically, the findings of the study were expected to give some advantages for the students, the teacher and other researchers.
 - a. For the english teachers could make this research as the source when teaching writing text to determine the Theme and Rheme of each clause so that the text could be a coherent text.
 - b. For the students were expected to improve their abilities and ways in learning english and comprehend Theme and Rheme in writing.
 - c. For the researchers by doing this research, this research could give significant contribution who were interested in Theme and Rheme.