

CHAPTER I

INTRODUCTION

A. The Background of the Study

As a foreign language, English is taught in Indonesia from elementary school to the University levels. This shows that it is an important language to be taught in school. The student's ability in communication focuses on teaching English in Indonesia. Language is used to communicate so that human can interpret their ideas, thought, reality, concept or feeling and give information to other. Being able to communicate effectively in English is not only meant to be proficient in the various language skill involved in the communication progress, but also meant to be able to use it effectively.

The communication can be in written or oral forms. When people speak or write, they produce text. The term 'text' refers to any instance or language, in any medium, that makes sense to someone who knows the language. Text is not only seen on the grammar that is written or elements of the written language, more than that, a text is also viewed in terms of purpose and meaning is conveyed. Bloor and Bloor (2004: 5) states that a text is any stretch of language, regardless of length, that is spoken or written for the purposes of communication by real people in actual circumstances. The readers read every text in reading text to know what the text tell to the readers. Reading can be challenging, particularly when the material is unfamiliar, technical, or complex. Moreover, for some readers, comprehension is always challenging. They may understand each word separately, but linking

them together into meaningful ideas often does not happen as it should. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

Reading text is not only applied in magazine, newspaper, catalogue, novel or letters but also in term of education, the reading text can be founding in science book and students' text book. The more familiar reading text, can be found in English State Examination (UN) that always is held every year. The state examination is a test to determine whether students can pass and continue to higher education. The UN itself is arranged by government in order to measure how well the students studied before and to test them how far they have known and understood the knowledge of the subject matter. In other words, English as one of the subjects tested in UN sometimes makes most of the students feel unhappy and afraid.

Based on the observation before, the researcher found that the students are afraid of facing the English UN either before or while doing it. Some of them could not understand the questions, which in turn causes some difficulties to get the correct answers. Moreover, they are bothered of being unable to understand the whole meaning of the reading texts. Students thought that it really wastes their time to read the texts. Whereas English is not as difficult as what they think. It is easy and enjoyable besides challenging particularly when it deals with UN. Most of the questions are related to the reading text. So, the answers can be found either intrinsically or extrinsically throughout the passage.

There are fifty questions and ten to sixteen reading texts that consist in one packet of the English State Examination. Each text is just for two to four questions. Moreover, not all the texts are familiar to students' knowledge. Even they know the title of the text, it doesn't mean that they know what the text talking about. It can be because of the lack of their vocabulary, the concept of each text and disable to comprehend the text. Furthermore, State Examination would be held by taking Computer-Based State Examination (UNBK), it appeared a new problem. The students must face a bad computer network beside the limited time, while the government just provide two hours to finish fifty questions. Solving this problem, students then decided to do cheating, sometimes teachers help them in doing this by letting this happen in their class during the test. Even Some students buy answer keys so that they can pass in the state examination. In some cases, teachers also share answer keys. Some teachers also do the test and then they share answer keys via short messages or SMS. We know that not only students but also teachers will do anything so that all students can pass in a state examination. That is the problems that always appear in every year. Based on these problems, the researcher found the preliminary data as the following:

“The word tornado is from the Spanish word tronada, which means “thunderstorm”. It is a violent, dangerous, rotating column of air which is in contact with both the surface of the earth and a cumulonimbus cloud. Cumulonimbus cloud is a type of cloud that is tall, dense, and involved in thunderstorms and other intense weather. It is a result of atmospheric instability.”

1. The word tornado is from the Spanish word tronada

Theme	Rheme
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2. which means “thunderstorm”

Theme	Rheme
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The paragraph above is the paragraph of reading text of the Junior High School's State Examination 2017. Reading text is constructed from some sentences, the sentences are constructed from clause or phrase in order to make the readers easily to comprehend the text. In all languages the clause has the character of a message. It has some form of organization whereby it fits in with, and contributes to, the flow of discourse. But there are different ways in which this may be achieved. According to Halliday (2004:64) in English, as in many other languages, the clause is organized as a message by having a distinct status assigned to one part of it. One part of the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message. Clause consists of a theme combined with a rheme and the structure is expressed by order. According to Bloor and Bloor (1995:71), a clause begins with a realization of the Theme. This is followed by the realization of the Rheme, which can be explained as being the rest of the message:

Figure 1.1. Theme and Rheme

THEME ——— RHEME

In Systemic Functional Linguistics, the language has three major functional components called as language metafunctions. Three metafunctions of language are identified by Bloor and Bloor (1995:10), namely (1) the ideational (topical) metafunction, (2) the interpersonal metafunction and (3) the textual metafunction.

Textual metafunction or textual meaning is one of metafunction which involve the use of language to organize the text. In this case, textual function has function to organize the message of the text which relevant to the context situation. The

textual metafunction is realized by the thematic structure. According to Bloor and Bloor (1995:), thematic structure is similar to information structure and in many clauses there is a parallel equivalence between Theme and given on the one hand and between Rheme and new on the other. Theme and Rheme is called thematic structure. Theme contain of first information and continue with a Rheme, which normally tells us something new about the Theme. In other words, both approaches theorize that each sentence contains one element which is more important or central to the discourse and which is called Theme, and another element which develops the Theme, and which is called Rheme. Theme can also affect the writer's assumption regarding what the reader knows or does not know about the message.

Theme and text are two aspects which can not be separated one each other aims as signaling the maintenance or progression of what the text is about, specifying or changing the framework for interpretation, signaling the boundaries of sections in the texts and signaling the speaker or writer thinks is a viable, useful, important starting. It can help the students understand the text easily, grasp the idea of the text and know the key concept of each text. So that, they will be easier to finish the State Examination on English subject in a limit time without translate the whole text first.

Based on the three major functional components in language metafunction, this research deals with textual function of reading text of the junior high school's state examination (UN). The researcher will be conducted for analyzing the

thematic structure which consists of theme and rheme in reading text of the junior high school's state examination based on the facts and theories above.

B. The Problems of the Study

Based on the background, the problems are formulated as the following:

1. What types of themes are used in reading text of the Junior High School's State Examination?
2. Why are thematic structures used in reading text of the Junior High School's State Examination?

C. The Objectives of the study

In line with the problems, the objectives of this study are:

1. to describe the type of theme used in reading text of the Junior High School's State Examination.
2. to find the reason why thematic structure are used in reading text of the Junior High School's State Examination.

D. The Scope of the Study

This study is focused on the Textual Functions applied in reading text of The Junior High School's State Examination. The researcher chooses one package of twenty packages of the State Examination in 2017. There are sixteen reading texts in the package, but the researcher only analysed thirteen texts. They consist of kind of texts: procedure, narrative, descriptive, report, recount, and functional

text (congratulation card, letter, message and announcement). The concept of Theme and Rheme are textual function which explains in the most general way how a message is organized in language. The data will be taken from English teacher who teaches in SMP Swasta Al Hikmah Medan Marelan.

E. The Significances of the Study

The findings of the study are expected to offer both theoretical and practical significances:

1. Theoretically, the findings can add up new horizon to linguistic theories and the findings can be relevant for further researches.
2. Practically, the findings can be useful for teachers, students, and textbook writing.