

## CHAPTER I

### INTRODUCTION

#### **A. The Background of The Study**

Teaching English in Indonesia is focused on the student's ability in communication. The communication can be in oral and or written 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 a rich, many faceted phenomenon that means in many different ways. It can be explored from many main angles of vision: one, focus on the text as an object in its own right; two different ways and from many different points of view. But, we can distinguish two, focus on the text as an instrument for finding out about something else (Halliday 2004:3).

Every text will be read by the readers, so do readers will read the reading text. The more the readers read, the more information the readers get. However, 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 doesn't happen as it should. These readers can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. 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 newspaper, magazine, catalogue, novel or letters but also in terms of education, the reading text can be found in science book and students' text book. The more familiar reading text, can be found in English National Examination (UN) that always be held in every year. The UN itself arranged by government in order to measure how well the students studied before and to test them how far of knowledge they have known and understood of the subject matter. Government in Indonesia realize that students who will graduate from Senior High School have to be tested by National Examination (UN). In other word, English as one of the subjects tested in UN sometimes makes most of the students feel unhappy. They 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. Therefore, long before UN comes, teachers have done their best efforts to encourage students to perform better in UN. They get some extra time after the class to deepen students' understanding in regarding to the English material besides other subjects tested in UN. Furthermore, a few weeks before UN being held, the teachers make students study certain subjects examined in UN only.

Unfortunately, when students were facing the National Examination (UN), particularly English subject, the students were so nervous and could not concentrate well to got the correct answers. Solving this problem, students then decided to do cheating. Even sometimes, teachers helped them in doing this by letting this happen in their class and other forms of dishonesty during the test.

Both teachers and students did this wrong shortcut to make it easy for students to pass UN. That is the problem that always appears in every year. As the writer's experience in teaching English course, most of students didn't like to discuss about reading text in UN. Students thought that it was very waste their time to read the texts. Whereas, English is not as difficult as what they think. It is easy and enjoyable besides challenging particularly dealing 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. As a result, it is not necessary for them to understand all the words and the whole text to get the answer.

In English National Examination, almost the tests are form in reading text. It is also shown in writer's observation and experiences as an English course teacher, it is known that the teaching of reading should be the priority for Senior High School Students who will face the National Examination.

There are ten to fourteen reading texts that consist in one packet of the English National Examination. Each text just for two or three 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 texts and disable to comprehend the text. So, How can they pass all the questions while the government just provide two hour to finish fifty questions?"

From the fact above, the writer knows that there is a big problem that have to be solved here. The teacher should find out and apply the appropriate strategy on how the students easily to understand the text, grasp the idea of the text and

know the key concept of each text. So that, they will be easier to finish the National Examination on English subject in a limit time without translate the whole text first.

Realizing that reading is very important to be discussed, it means that everyone should consider that reading text is constructed from some sentences, so do 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. The order for this is theme followed by rheme. According to Halliday (2004:58), theme is the starting point of the clause, realized by whatever element comes first, and rheme is the rest of the message, which provides the additional information added to the starting point and which is available for subsequent development in the text.

The combination of words, phrases, clauses, sentences, paragraphs, then those become a reading text can be brought together through the language that people used. In case of Systemic Functional Linguistics, the language has three

major functional components called as language metafunctions. Three metafunctions of language are identified by Halliday, namely (1) the ideational (topical) function, (2) the interpersonal function and (3) the textual function (Halliday, 2004:79).

Base on the three major functional components in language metafunction, this research deals with textual function of reading text in Senior High School's National Examination(UN). Therefore, the research will be conducted for analyzing the theme and rheme in Reading Text of Senior High School's National Examination base on the facts and theories above.

#### **B. The Problems of The Study**

Based on the background of the study above, the problems of the study are formulated as following :

1. What types of Theme are used in Reading text of Senior High School's National Examination ?
2. In what genre of text the dominant type of Theme used ?

#### **C. The Objective of The Study**

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

1. To describe the types of Theme used in Reading text of Senior High School's National Examination,
2. To derive the dominant type of Theme used in each genre

**D. The Scope of The Study**

This study is focused on the Textual Functions applied in Reading text of Senior High School's National Examination. The researcher chooses one packet "A" of the National Examination in 2014 for science program . 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 take from English teacher who teaches in SMA Negeri 6 Binjai.

**E. The Significances of The Study**

The significances of this study are the following below :

1. This study is expected that this research would be known by Education Government to evaluate the UN English Reading Text of SMA become more effective to be tested.
2. This study is also expected the Education Government to find out the standardize system on how the UN Test would be applied for the students.
3. This study is expected to enrich Academic Students' knowledge through theories of Theme and Rheme as one of the realization of metafunction and they would analyze other fields in case of to solve some problems or to enhance some cases.