

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Discourse analysis is the analysis of the language used by a speech community. There are certain elements of communication process. One of the element is textual function in which human being able to use language in the process of interaction or organizing message that has relevant to context and concern with clause as message. That process used in communication or conversation. It can be seen in social media or online media such as online magazine. Discourse is defined as a meaning that is realize in the sentence. Sentence is many units of language or linguistics form that is functional in content. This means that a discussion on discourse is relate of the sentence.

Metafunction is a term use in functional grammar where refers to the users ways in this case human beings in using language. These ways categorized based on the purposes or goals use by the users so that producing difference meaning as well as exchanging meaning. In almost any instance of language use, there are three divisions of metafunctions that operate simultaneously in the expression of meaning. They are able to use language to present, exchange, and organize experience. However metafunction is a tool for us to analyze what kind of language a speaker uses in order that there is mutual understanding in the situation

involve. Metafunction works in the clause, sentence, phrase, because metafunction state that simultaneously encode three strands meaning.

Halliday (1994:368) divided the metafunction into three functions, interpersonal, topical and textual functions. The interpersonal function concerns with enacting and distinguishing interpersonal relations. The topical function of language is concern with the communication and interlinking of ideas; it is divided into two terms call experiential and logical function. The textual (discoursal) function is the one where by language serves as means to create texts as oppose to merely isolate and disconnect sentences. In textual function, the recognizable internal structure (theme and rheme) are use to organize human experience.

Furthermore, Halliday and Matthiessen (2014) said that theme is coded by three element, they are topical, textual and interpersonal. The first element takes the transitivity system of topical function. The second element takes the interpersonal and the third takes the textual funtion of the sentence. One element in clause is enunciate as the Theme and then it is combine with Rheme as a remainder.

Theme is the element which serves of the point of the departure of the message. According to Halliday and Matthiessen (2014) that Theme is the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. It is functionally occupied by the first element of the transitivity system of a clause. It organizes the clause the message. Theme is follow by Rheme. Thus, Halliday and Matthiessen (2014) said

that as a message structure, therefore, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order – whatever is chosen as the Theme is put first. So Rheme is the rest of the message of the clause. Thus, the rheme is where the clause moves after the point of the departure. The two parts together constitute a message. Textual itself was discussed broadly in other subdiscussion.

The readers should have knowledge with the types and the flow in the text to know the theme and rheme in the text. Here, the reseacher found theme not always accompany by rheme, and contrary. Based on the observation, the reseacher found the preliminary data as the following.

Table 1.1 Theme

Impossible
Theme

Based on the table above, *Impossible* is called Theme because it as the main idea based on the text. In line Halliday and Matthiessen (2014) said that theme is the starting point of the message.

The reseacher will use SFL Theory especially to the Theme and Rheme. There are some reasons why the uses of theme and Rheme made as focus of this research; theme and rheme is 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.

The reseacher took the texts from Teach Magazine especially in features texts. Teach Magazine is the largest national education publication in Canada.

Teach Magazine meant to stand as an open forum for discussion. It is to support good teachers and teaching and to help promote innovation in education. It is not affiliated with any organization, federation, association, or government agency. Teach Magazine published once in two months, so it means that teach magazine only published six magazines in a year. The aim to make Teach Magazine is to show what others are doing in the field of education so the readers may learn from them. Once the reader are a teacher, that doesn't mean the reader itself stop learning. Thus this publication is for the readers especially the teacher, the professional educator. The contain of teach magazine is features, columns, curricula, and Ad Index. Here, the reseacher only focus to features texts.

Feature in journalism is generally associated with newspaper weekend sections and glossy magazines Steensen (2011). A feature is a typically longer than a standard news story. It's written in a different style, typically with more detail and background based on more extensive research than would be required to simply report a news event. Features can vary widely that might write a news feature, an arts feature or a human interest feature.

In other words, feature is the story that emphasizes the human or entertaining aspects in situations. A feature story can be in a news article, a newspaper, and even online. Here is the example of the text.

Stress

COPING TECHNIQUES AND HOW TO USE THEM

by Martha Beach

Mid-word, mid-lesson, you notice Richard is on his phone looking up memes and Matt's eyes are drooping. The students aren't learning. You also have report card comments to begin writing, on top of the staff meeting after school. Oh, and you've just remembered you need to photocopy today's homework pages. You stammer, your brain moving faster than your mouth.

From the text above could divided from five sentences being seven clauses, they are:

1. **Mid-word, mid-lesson, you notice Richard** is on his phone looking up memes
2. **And Matt's eyes** are drooping.
3. **The students** aren't learning.
4. **You** also have report card comments to begin writing, on top of the staff meeting after school.
5. **Oh, and you've** just remembered
6. **You** need to photocopy today's homework pages.
7. **You stammer,** your brain moving faster than your mouth.

From the division of Themes are bold, after the bold words are Rheme. In

the clauses, can be seen that Theme is not equated with the subject of a sentence, nor is Rheme equated with the predicate. However from the example above, e.g number three, four, and six happened that the Theme “the Students and You” were overlapped with the grammatical subjects of the clauses. This kind of Theme of Halliday (1985) called unmarked theme. He stated that unmarked typically have Theme that overlapped with subject. And they were coded as simple theme because they were a part of experiential theme. On the other hand, marked theme for example “You stammer” was theme in clause number seven. And it coded as simple theme because it was a part of experiential theme. And also prepositional phrases coded in multiple theme such as in number one, two, and five. From the sample above could concluded that theme may be realized by a nominal group, verbal group, adverbial group, prepositional phrase or a dependent clause.

Through this problem, could make the readers misunderstanding with the flow of information. Then to make it understanding about the coherence of the text should make the thematic progression, where the theme of the clause may pick up, or repeat, a meaning from a preceding theme or rheme (Paltridge, 2006: 148). In other words, Thematic progression help to give cohesion and thus coherence to a text, guiding the reader through the text in a logical and rational course. Paltridge (2006) state, there are three main patterns of thematic Progression, they are Theme reiteration/ constant Theme pattern, a Zig-Zag Theme pattern and a multiple Theme/ split Rheme pattern. The example of text above can be make like this:

*Mid-word, mid-lesson, you notice Richard (T1) → is on his phone looking
 ↓ up memes (R 1)*
And Matt's eyes (T2) → are drooping. (R 2)
 ↓
The students (T3) → aren't learning. (R 3)
 ↓
*You (T4) → also have report card comments to begin writing, on top of the
 ↓ staff meeting after school. (R 4)*
 ↓
Oh, and you (T5) → 've just remembered (R 5)
 ↓
You (T6) → need to photocopy today's homework pages. (R 6)
 ↓
You stammer, (T7) → your brain moving faster than your mouth. (R 7)

Based on the example above, it made us being understood the coherence of the clause being sentence than to paragraph. The paragraph was used Theme reiteration/ constant Theme pattern because the preceding clause was the same as the subsequent clause.

Finally, researcher analyzed the features texts of the Teach Magazine to observe the served language development at best due to systemic especially by considering Theme and Rheme. In other words, the researcher would saw the process of analysis of Theme and Rheme in the features texts of the Teach Magazine.

The researcher choosed the Teach Magazine as a source of data because the magazine consist of the knowledge for the readers especially the teachers or teachers to be that to show them what others are doing in the field of education so they may learn from them. Once they are teachers, that doesn't mean they stop learning. So this magazine made the teachers to be professional educators. Therefore, it is very important to the readers know the rule of Theme and Rheme

in the features texts of the Teach Magazine. So they can get exact meaningful information.

1.2 The Problems of the Study

The problems of the study are formulated as the following.

1. What types of theme used in features texts of the Teach Magazine?
2. How are the thematic progression of theme and rheme used in features texts of the Teach Magazine?
3. Why are the theme and rheme used in features texts of the Teach Magazine as the ways they are?

1.3 The Objectives of the Study

In relation to the problems, the objectives of the study are

1. to find out the types theme used in features texts of the Teach Magazine.
2. to describes how the thematic progression of theme and rheme used in features texts of the Teach Magazine
3. to elaborate the reasons for using the theme and rheme in features texts of the Teach Magazine.

1.4 The Scope of the Study

The main concern of this research was theme and rheme. This research focused on theme and rheme as the analysis of message in features texts of the Teach Magazine. It was important to describe the information in a clause from the Theme and Rheme which crucial in achieving communicative effectiveness in a message. It means that the uses of Theme and Rheme was to examine the Thematic structure and Thematic progression.

1.5 The Significance of the Study

The findings of this research were expected to be useful theoretically and practically. Theoretically, the findings can add more theoretical horizon in linguistics and become reference for further studies.

Practically, the findings were useful for the student who are interested in functional grammar either textual function analysis by online media such as magazine that is in the Teach Magazine.