

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is system of meaning that it is created in oral and written forms. It is to say that language as a system of meaning is implicated into two types in the social language in other how language is created and gives message to the listeners and readers.

Language refers to linguistics study is expressed into two systems of meaning: symbol and sound. One application of language that is symbol created in text and context. Language especially in text and context is to organize human experience. It means that the structure of language would convey meaning with the organization language: words, phrase, clause, text and context. Through these elements meaning will develop the larger text. By doing the language development, language has the way how the human experience organized.

Text and context are two points of language that cannot be separated one and each other as systems to convey meaning. Further, text is best regarded as a semantic unit. This is not only talking about the kinds or forms of the text but also the meaning of the text functionally related to a phrase, clause, sentence and also the coding of symbolic system in another or contextually. So, it is to say why a text can be found among the parts of a sentence or a clause.

In integrating message, it is related to linguistics which language is a medium of meaning or message; they are sounds, symbols, words, groups, phrases, clauses,

sentences, text and context. They are structured in other to produce message easier and comfortable. One medium of message easier and comfortable is song especially Children's song.

Children's song is one of interesting language forms especially in English. It is to say that how children's song is created in other to be interesting. Children's song is also a text that has Unmarked and marked structure refers to the way how the writer creates the message in it. Based on the structure of children's song, it should be created funny, by simple structure and by simple information development in lyric.

In fact, nowadays, after observing the children's text book: *Getting Started in English*, the structure and the language development such in song "Down by the Station" (Diyata, 2004) have changed. Language development and the structure have some difficulties traditionally. It is to say that they are found Unmarked and marked songs in the children's song textbook.

However, children's song would be applicable to the children in their competences how the song understood based on the linguistic elements in other the song can convey message through the concept of discourse: all linguistic patterns exist beyond the words, clauses and sentences (Gerrot and Wignel, 1994; Paltridge, 2000).

Further, only by having good and relevant children's songs are able to get the meaning. By providing children's song, the children especially for primary school will simultaneously stimulated to learn English more and more.

In addition, the fact (Gusrayani: 2008) that songs provide a perfect environment and setting for children to learn a new language should not be made in

a rush. It is important that the content of the songs should be considered first whether they are relevant and understandable for children or not.

Furthermore, Pane (2006) in her findings finds some difficulties that commonly both speaker and listener very hard to comprehend the development of song lyrics, due to the lack of knowledge of thematic development. So that, this study specifies and concerns to the children's song textbook on the pattern of thematic development that it is important to be analyzed.

In learning English, Indonesian children have to work hard since English is neither their first nor second language. They are facilitated to study English only in their formal class and hardly any outside the class.

Therefore, Children's song would provide to be an appropriate learning context and atmosphere in order to enable children to acquire English as smoothly as in their acquisition of the foreign language. Particularly, songs that have a number of language elements which are relevant to children's world and, therefore, understandable to them.

Nevertheless, songs themselves should be analyzed in terms of their meanings, how children's song develops language, structure and meaning in order to serve the needs. This is the core of this study analyzing theoretically how a song makes its meaning and convey the message, and confirming practically how song is grasped by Indonesian children as indicated by their mastery of the English language skills at the fifth grade learners of primary school especially SD Negeri 200506 Manunggang Jae Padangsidimpuan.

Language is used to organize human experience. This is to say that language is concerned with the organization of the information within the individual clause and,

through this, with the organization of the larger text. In order to do this language has equipment how experiences are organized by using Theme and Rheme at the clause rank.

Clause is organized as a message related to the genre of the text. English varieties have ways in which the basic clause elements of subject, verb, complement or object, and adverbial can be rearranged by putting different elements at the beginning of the clause. The clause as a message is thus organized into Theme and Rheme.

Theme and Rheme are very sensitive how language development in song in creating meaning. In other words, the songs are shaped by the arrangement of the Theme and Rheme. In this situation especially children's song, a study on Theme and Rheme in it illuminates the structure of song.

Knowledge of structure is needed to comprehend a song. In this analysis study, the researcher will unveil which one of the songs serves language development at best due to the Systemic Functional Linguistic especially by considering Theme and Rheme. In conclusion, the researcher wants to see only by applying the process of the analysis of Theme and Rheme in children's song textbook, the better information development will be found.

1.2 The Problem of the Study

This study focuses on Theme and Rheme in children's song textbook: *Getting Started in English* through structures of Theme and Rheme. To make it more available to research, the problems of the research are formulated as the following.

- 1) How are Theme and Rheme structured in children's song textbook: *Getting Started in English*?

- 2) What various patterns of textual development are used in children' song textbook?
- 3) Why are the structures of Theme and Rheme used in children' song textbook: *Getting Started in English*?

1.3 The Objective of the Study

In line of the problems, the objectives of the study are

- 1) to identify how Theme and Rheme are structured in children's song textbook: *Getting Started in English*
- 2) to describe what various patterns of textual development are used in children' song textbook
- 3) to explain why the structures of Theme and Rheme are used in children' song textbook: *Getting Started in English*.

1.4 The Scope of the Study

After presenting the background, problems and objectives of the study above, the scopes especially composed for children can be said: (1) Theme and Rheme as the analysis of message, (2) various patterns by considering Theme and Rheme, and (3) reason why the pattern is used while reference to social context.

1.5 The Significance of the Study

Text and context are two points in language that they cannot be separated one and each other. Further, text and context involve value in them. The meaning of the language is not only conveyed by the language used but also the structure of information used or organized to convey meaning in text reflected to procedure of the language and context.

This study provides the readers to see how rally children's songs convey the meaning in case of structure and meaning. In other words, this analysis will create the answers of the problem of the study in the previous points by using Theme and Rheme to convey meaning in children' songs. Therefore, the findings of this study are expected to be relevant in some respects; especially relevant to: (1) the learners who need them as reference of Theme and Rheme, (2) the learners who want to have a good analysis in case of children's songs, (3) the learners who learn English, (4) the teachers who want to be successful in their job in Themé and Rheme course teaching English, (5) the National Education Department of Indonesia for improving or progressing the English in particular, and (6) all researchers who want to use the result of this research become the comparison of their research.

