

ABSTRACT

Hamka, **Theme and Rheme in Children's Song Textbook: *Getting Started in English***. Thesis: English Applied Linguistics Study Program. State University of Medan 2009.

Language as a system of meaning is unique based on text and context, especially children's song. Children's song must be created funny by simple structure and simple language development. In fact, in children's song textbook: *Getting Started in English* is found unmarked and marked difficulties. However, the text such children's song affects and is affected by social context to create and to comprehend the message. The objectives of this study are: (1) to identify how Theme and Rheme are structured, (2) to describe what type of pattern is dominantly used, and (3) to elaborate why Theme and Rheme structures are used while reference to the social context in children's song textbook: *Getting Started in English*. This study is based on descriptive and qualitative designs which focus on the naturalistic of the data. The analysis is conducted by describing the data. There are 14 (fourteen) songs as the data source. The data analysis reveals that Unmarked Theme, Simple Theme, and Constant Theme Pattern are dominantly used. They implied that children's songs convey the most interesting information to attract the listeners in written by simple structure. The choice of the pattern is influenced by *Mode* and the information is simple and easier to get the message. In Addition, elliptical semantic unit of Theme is found and dominated the Theme. This is to say those children's songs in textbook: *Getting Started in English* have similarities with conversations in case of language usage.