

CHAPTER I

INTRODUCTION

1.1 The Background of The Research

Most of human's knowledge and culture stored and transmitted through language. Language is a systematic resource for expressing meaning in context and linguistics. It has various functions in social interactions to fulfill the human's needs, such as, to express ideas, feelings and desire. People use language not only as a social instrument to show the language users identity in a society but it is also used to insult, to promise, to agree, to criticize, to persuade or to influence beliefs or attitudes towards the others.

According to Halliday (1975 : 17), language has developed in response to three kinds of social-functional 'needs.' *The first* is to be able to construe experience in terms of what is going on around us and inside us. *The second* is to interact with the social world by negotiating social roles and attitudes. *The third* and final need is to be able to create messages with which we can package our meanings in terms of what is *New* or *Given*, and in terms of what the starting point for our message is, commonly referred to as the *Theme*. Halliday calls these language functions *metafunctions*, and refers to them as *ideational*, *interpersonal* and *textual* respectively.

In addition, language is an extension thing which human have within themselves, which in a sense takes the classical view reason, is one of the most primary characteristics of human nature. Language is presented as pieces of text in written and spoken form, such as, a writer expresses his thought through a text and a politician conveys his thought through a speech. Obviously, it needs some specialized language to describe texts. The readers specialized language will allow them to know exactly where they are and where they are going as explore texts for meaning. Halliday (2004 : 4) defines a text as an instance of social meaning in a particular context of situation. Text is the means of exchange of meanings among

societal members in the context of situation. Halliday's notion of texts encompasses the traditional and the spontaneous, both literary and conversational.

Theme and Rheme are two terms which represent the way in which information is distributed in a sentence. The definition of Theme given by Halliday (1985, p.38) is that Theme is given information serving as "the point of departure" of a message. The given information is the information which has already been mentioned somewhere in the text, or it is shared or mutual knowledge from the immediate context. In other words, Theme typically contains familiar, old or given information. Theme provides the settings for the remainder of the sentence – Rheme. Rheme is the remainder of the message in a clause in which Theme is developed, that is to say, Rheme typically contains unfamiliar or new information. New information is knowledge that a writer assumes the reader does not know, but needs to have in order to follow the progression of the argument. The boundary between Theme and Rheme is simple: Theme is the first element occurring in a clause; the remainder clause is Rheme. For example:

Theme	Rheme
The lion	beat the unicorn all round the town
All round the town	the lion beat the unicorn
However, the unicorn	still did not want to bow to the lion
The lion	decided to beat him to death
Would the unicorn	give in to the lion

When the lion got to the battle field the unicorn was ready for the battle

From the above division of Themes and Rhemes in the sentences, we can see that Theme is not equated with the subject of a sentence; nor is Rheme equated with the predicate. However, in the example given above, two sentences e.g. in the first and fourth sentence, it happens that the Theme 'The lion' overlaps with the grammatical subjects of the sentences. This kind of Theme Halliday (1985) calls unmarked Theme. He states that unmarked sentences typically have Themes that overlap with subjects. On the other hand, marked sentences often contain a Theme that is separate from the subject containing pre-posed adverbial groups or

prepositional phrases, for example 'All around the town' is Theme in sentence 2 above. From the above sample, we could conclude that Theme may be realized by a nominal group, verbal group, adverbial group, prepositional phrase or a dependent clause. The characteristic of these elements is that they appear first in a clause and represent 'given' information. All the rest of a clause is Rheme representing 'new' information. Knowing where to place the Theme-Rheme boundary in a more complex sentence requires a careful reading of the sentence in context to understand the meaning a writer is communicating. In a study of spoken data conducted by Lovejoy and Lance in 1991, they found that there was a noticeable pitch drop at the end of Theme, and near the beginning of Rheme, often on the first word, an abrupt peak in pitch level. The initial place has an enormous importance in a clause. Whatever is chosen to be in the first place will influence a reader's interpretation of everything that comes next.

Accordingly, in cohesive writing, 'given' information in a clause needs to be presented in Theme position, which acts like a signpost signaling a reader where the meanings have come from and where they are going to. The new information needs to be located in Rheme position. The balance and movement of a clause between Theme and Rheme is an essential component in composing a cohesive text. If a writer fails to control the flow of information from Theme to Rheme, his or her text is difficult for a reader to follow, because there is no clear signpost directing the reader, who therefore cannot easily follow the progression of an idea or argument.

The Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned. The remainder of the message, the part in which the Theme is developed, is called Rheme. This organization depends on the context of using language that is the purpose of the text. This study is aimed at exploring the types of Theme and describing the patterns of Theme and their relation derived from theory of Systemic-Functional Grammar, with the aim to improve cohesion in literary texts namely development of Theme and Rheme in the novel *Emma* by Jane Austen. The thematic structure is problematized because their patterns highlight why the texts in *Emma* mean what

they do. The other aim of the study is, by analyzing Theme and Rheme in a text, the students can learn to perform the same analysis in their own writings, especially in literature works, and thus improve cohesion in their own work. Applying this concept of Theme, the typical and expected patterns can be separated from the typical and unexpected. Marked Theme is a way of seeing the purpose behind the speakers' patterning; it may be to draw the addressees' attention to a particular group or phrase; more often it is to build a coherent text which is easy to follow.

Further, Butt, at all (1995 : 93) asserts being unmarked means the most expected, common and remarkable case. Whereas being marked means that it is unusual and should be noticed because of the way it stands out.

In this study, the writer is concerned to the use of Theme and Rheme in the classic novel *Emma*. There are some reasons why the use of Theme and Rheme made as the focus of this research. Theme and Rheme are common used in every text, but how to identify Theme and Rheme in a clause, how to label the elements of clause with references and how to analyze complex Theme in the texts will be discussed in this study. Through this study, the writer wants to assure if the development of using Theme and Rheme in literary work could reveal the characterization of the main character in *Emma*.

On the role of linguistics in literary analysis, Halliday (2004 : 4) concludes, linguistics is not and never will be the whole of literary analysis, and only the literary analyst, not the linguist, can determine the place of linguistics in literary studies. However, if the text is to be described at all, then it should be described properly; and this means by the theories and methods of developed in linguistics, the subject whose task is precisely to show how language works. It is part of the task of linguistics to describe texts; and all texts, including those prose, verse, which fall within any definition of 'literature', are accessible to analysis by the existing methods of linguistics. In talking of the linguistics study of literary texts is the study (of the language) by the theories and methods of linguistics.

The study of literature is not like the study of math or science or even history, because those disciplines are based largely upon fact while the study of literature is mostly based upon imagination, and it needs interpretation and analysis in order to understand literary works. But each person usually brings a different set of values and a different background to the reading. Reading novel is an experience, and a cultural one at that. It is an integration of reader and text in which they both have inherent characteristics and qualities that create an individualistic and distinct outcome when combined (Tompkin, 1980).

Understanding a literary work, such as a novel, is not as easy as one may think. The readers need to understand the text of the literary work and some disciplines of knowledge that are related to it. It, therefore, becomes more complicated if an author mates use a discipline of knowledge, such as philosophy or psychology in his literary work. Even though, it makes the literary work more interesting because readers have to think the content deeply.

There are various elements in a novel, such as theme, characterization, plot, language/style, setting and point of view. Most of the literature works analysis use the various elements of novel above. It seems the interference of linguistics seldom to see in literature works. The writer of this thesis tries to use novel *Emma* as the data collection in the field of linguistics. *Emma* tells about the pride of the character that is shown through the conversations. The writer of this thesis is interested in *Emma* because the author, Jane Austen, describes the problems that occur in daily life. She depicts human natures through the characters and their conversations neatly and clearly in an interesting plot. The writer sees that the difference of social status, which exalts the aristocracy, and the family treatment could be the causes of the using of the language in a gentle, beautiful and bold young woman, Emma. Jane Austen's ability to create the character of the novel as the heroine with the strong characterization through the conversations attract the readers' attention. Most of her novels contain wide, global themes that can be applied to any time period. That is why Jane Austen works are included to classical novels. A classic usually contains some kind of widespread, universal appeal that results in it being read and embraced by a wide audience of diverse

people. Usually, it also contains some unique artistic quality, be it a brilliant storyline or an engaging writing style, that sets it apart from other works of literature. Classic novels tend to touch people and to help them define the world around them. Their confrontation of major universal themes makes people think and encourages them to form their own opinions of those themes. Perhaps it is this level of influence more than anything that truly defines a classic work.

The destabilization of the author-text connection, which 20th-century criticism was to propose later on, finally led to experiments with what had been the individual's voice so far – speaking through the author or portrayed by him. These options were to be widened with new concepts of what texts actually were with the beginning of the 20th century.

By analyzing the novel, the thematic structure of the novel can be traced and the result of it would be the complicated theme structure. Why it is said complicated because the selection of a different thematic structure changes the focus of the clause in significant functional ways (Bloor & Bloor, 1995 : 74)

1.2 The Problem of The Study

This study is focused on Theme and Rheme in Jane Austen's *Emma*. With reference to the background, the following problems are formulated as the following :

1. What patterns of Theme and Rheme development are used in Jane Austen's *Emma*?
2. How is the thematic structure of Jane Austen's *Emma* be used?
3. Why does the thematic structure flow as it does?

1.3 The Objectives of Study

The objectives of the analysis in this thesis are :

1. to describe what patterns of Theme and Rheme development are used in Jane Austen's *Emma*.
2. to describe how is the thematic structure of Jane Austen's *Emma* be used.
3. to explain why does the thematic structure flow as it does.

1.4 The Scope of the Study

This study will be limited on the analysis of the structure of Theme and Rheme as the message, various patterns of Theme and Rheme, and reason why the structures of Theme and Rheme is used with reference to social context of the main character in Jane Austen's novel.

Characters are living persons which are portrayed imaginatively in the novel. As living persons, they live together both individually and socially. Therefore, their social integrity is embodied by the language they use in their social living (John Cadden, 1986 : 90).

Emma is a love story in a social life of community, that was in England of the eighteenth century. In that time the distinction of classes in the society gradually arose. In this study, the writer merely concentrates on the main character, namely, the heroine Emma Woodhouse. Jane Austen portrays *Emma*'s unique characterization in an interested plot.

1.5 The Significance of the Study

The writer of this thesis sees that this analysis shows a side of life in England and human natures through Theme and Rheme. In this study, the writer analyzes Theme and Rheme in a clause, how to label the elements of clause with

references and how to analyze complex Theme in the texts will be discussed in this study.

Theoretically, findings of the study are expected to be a contribution to the students who willing to discuss the literary works in linguistics field. This thesis is also aim to be the base investigation for another researcher to deepen the analysis as well as to enrich the literature by using linguistic field. The writer also wants to assure if the development of using Theme and Rheme could be applied in literary work.

Practically, she hopes that this thesis is useful for developing knowledge through literary work for herself and for the readers, especially for the students who are interested in linguistics and literature.

