THEME AND RHEMEON STUDENTS' WRITING WITH DIFFERENT OBJECTS

*Thia Ananda

**Dr. Siti Aisah Ginting

**Juli Rachmadani Hasibuan

ABSTRACT

The objective of this study were to find out the dominant types of Theme and Rheme used in students' writing in Science and Social Class and to describe the Theme and Rheme realized in students' writing in Science and Social Class. Theme is what the writer taking about and rheme was this was what writer saying about and common used in the text. This study was conducted by using descriptive qualitative design. The subject of this study was students' writing of Recount Text from tenth grade of Science and Social class in SMA Kartika 1-2 Medan. The data were collected from the students' writing. From the research, it was found all the kinds of theme: topical, textual, interpersonal, marked and unmarked theme were found. And the most dominant kind of theme was marked theme and topical theme.The Theme realization pattern were found in students' writing of recount text in both Science and Social class namely, topical theme, textual-topical theme and interpersonal-topical theme. While topical-textual-interpersonal was occured in this research simultaneously.

Keywords: Theme and Rheme, Students' Writing, Different Objects.

---

*Graduate Status

**Lecturer Status

INTRODUCTION

Background of the Study

Seyabi and Tuzlukova (2014) stated that "Five steps of writing problems are deciding how to start a paragraph; not knowing how to write a correct English sentences; putting the ideas together in a coherent way; choosing the right vocabularies to express ideas and not having enough ideas about the topic". Based on the five problems that have been mentioned, putting the ideas in coherent way is the main problem faced by students when they are asked to write. According to Halliday & Matthiessen (2014) "Coherence is the internal (resource) for structuring the clause as the message, including the notion of Theme and information". It meant writing without coherence would make the reader unable to understand the topic even the meaning or the message of the sentence itself. That was why students were not interested in writing meanwhile writing was really important for our life especially for education requirements.

Halliday & Matthiessen (2014) said that "Theme is the point of departure for a message". It was the element of the speakers or writers select for "grounding" what he was going on to say. The Theme was indicate only by position in the clause. In Speaking or writing English we signaled that an item had thematic status by putting it first. A clause consisted of Theme and followed by Rheme. So Rheme was the rest of the message of a clause. Both Theme and Rheme joinedtogether so that the readers knew what the topic was talking about and what the Theme was saying. Theme and Rheme helped the readers to know the meaning of a clause by analyzing the Theme and followed by the Rheme.

Before that, the researcher had interviewed some of the tenth grade students of SMA Kartika 1-2 Medan. But most of the students did not understand well what was Theme and Rheme and how to use it in writing. When the students wanted to write something they just wrote down what they were thinking about in their mind so that they only wrote as well as they could without knowing the Theme and Rheme itself.

REVIEW OF LITERATURE

1. Systemic Functional Lingustics

Systemic Functional Linguistics (SFL) was a functional semantics approach to language developed by Halliday which viewed language as system of meaning. Eggins (2004:21) explained that Systemic Functional Linguistics had been described as a functional semantic approach to language which explored both how people used language in different contexts, and how language was structured for used as a semiotic system. Systemic functional (SF) theory viewed language as a social semiotic a resource people used to acomplish their purposes by expressing meanings in context.

Eggins (2004:3) stated that "The field of SFL leads systemic linguistic to advance four main theoretical claims about SFL language, they are : (1) that language use Is functional, (2) that its function to make meaning, (3) that these meaning are influenced by the social and cultural context in which they are exchanged, (4) that the process of usinglanguage is semiotic process, a process of making meaning by choosing. In brief, that language used is functional, semantic, contextual, and semiotics". Because language was a semantic system. A semantic system was organized into three main functional components, or metafunction. Systemic functional Linguistics did not only ask functional questions about how people were using language, but it also interpreted the linguistic system itself from a functional semantic perspective.

2. Metafunction

Metafunction was the function of language based on human use of the language. It was systemic clusters; that was, they were groups of semantic systems that made meanings of a related kind. The three metafunctions were mapped onto the structure of the clause. For this reason, systemic linguists analysis a clause from three perspectives. The concept of metafunction was one of a small set of principles that were necessary to explain how language worked; this concept of function in language was necessary to explain the organization of the semantic system of language.

3. Thematic Structure

Thematic structure was an instrumental in analyzing text by dividing into clauses from three metafunctions. Theme represented "This is what I am talking about" and Rheme "This is what I am saying about" Bloor and Bloor (1995:66). Theme which was distinguished from subjects or topic and located in the first position of the clause is an element of Thematic structure, and the other element , the rest of the clause, was theme (Downing and Locke 2002:224,Lock 1996:242).

4. Theme and Rheme

Theme represented this was what the writer taking about and rheme was this was what writer saying about. In English the theme could be identified as that both those elements which came first in the clause. This represented the point of departure of this message from the previous one. The rest of the clause was called the rheme new information was typically contained in the rheme.

a. Marked and Unmarked Theme

There were two kinds of Themes in the clause based on the element that occupied the first; Marked Theme and Unmarked Theme. The classifying of Theme and Rheme which was seeing the subject or not was called Marked and Unmarked Theme. Here was the table for marked and unmarked Theme.

	Function	Class	Clause Example
Unmarked Theme	Subject	Nominal group: pronoun as Head	**She** went to baker's.
		Nominal group: common or proper noun as Head.	**London Bridge** is fallen down.
		Nominal group: (nominalized clause) as Head.	**What I want** is a cup of coffee
Marked Theme	Adjunct	Adverbial group	**Merrily** we roll along
		Prepositional phrase	**On Sunday morning** we go to

			the beach.
	Complement	Nominl group: common or proper noun as Head	**A bag-pudding** the King did make.
		Nominal group: pronoun as Head.	**This** they should refuse
		Nominal group: nominalization (nominalized clause) as Head	**What the could not eat the night** the Queen next morning fried.

Figure 2.2 The Example of Marked and Unmarked Theme.

b. Multiple Theme

Multiple Theme could be divided into three types:

1. Ideational/Topical Theme

Topical theme was the first element of the experiential meanings. It could be participant, process, or circumstance. Emilia (2014:227) argued that topical theme was relevant to the experiential metafunction topical theme was the first element in theclause that expressed some kind or representation meaning it was realized in transitivity structure participant, circumstance and the process.

2. Interpersonal Theme

According to Paltridge (2006), "Interpersonal Theme refers to an item that comes before Rheme which indicates the realation between participant in the text or the position or the point of view that is being taken in the clause". Here were the examples of Interpersonal Theme.

Unfused finite as Theme/Modality	**Have**	You	Heard my voice?
	Can	We	Go somewhere?
	Would	You	Like to go with me?
Mood adjunct	**I think (believe)**	Your	Is very suitable for you.

		position	
Vocative adjunct	**Johny,** **Ryan,**	You I	Must study hard. Will visit you later.
Comment Adjunct	**Obviously** **Frankly**	Parent's motivation	Is really good for their children.
Polarity Adjunct	**Yes** **No**	I	Will be yours.
	Interpersonal Theme	**Topical Theme**	**Rheme**

Figure 2.4 The Example of Interpersonal Theme

3. Textual Theme

Textual Theme was a theme that included any combination of continuative (yes, no, well, now, oh), conjunctions (for, and, nor, because, or, yet, so), conjunctive adjunct (for instance, likewise,in addition). Conjunctive adjunct were those which related the clauseto the preciding text.In textual theme used linking function this linking function usually used *and* or *but* moreover textual theme used in writers to make connections and pursue a line of argument such used the *first,second, third, finally* these conjunction beneficially for give information on how text unfold. Moreover the reader able to access the information and to build the new information that the writer wanted to express.

5. Genre of Text

A genre was a familiar pattern, a way of organizing information that had became so common that the readers would probably recognize each part belonging to the genre.According to Gerot and Wignell (1994:190) "There are several types of text: Recount, Procedure, Spoof, Anecdote, Report, News Item, Narrative, Explanation, Review, Hortatory Exposition, Descriptive, Discussion, Review but it is only focused on Recount Text.

6

6. Recount Text

Knapp (2005:224) stated that "Recount is one of the simplest text type in genre". Dirgeyasa (2014:24) states that "Recount text is retelling or recounting an event or experience that may range from personal, family or other social activities". It couldbe concluded that recount text was the genre of text that retold about experience or activities that had done in the past to the reader.

There were some various types of Recount Text: personal recount, factual recount and imaginative recount. And this study only focused on personal recount which functioned to tell about writer's own experience.

RESEARCH METHODOLOGY

This research applied the descriptive qualitative design to analyze the data. According to Creswell (2014) qualitative research tended to collect data in the field at the site where participants experience the issue or problem under the study.

The qualitative research method were used to describe the analysis of Theme and Rheme used by Science and Social students of Tenth Grade at SMA Kartika 1-2 Medan for Recount Text.

The source of the data took from student's writing in Recount Text in the Tenth Grade Students of SMA Kartika 1-2 Medan. The data would take from different objects: Science and Social Class.

The instruments of collecting the data for this research from documentation technique from high school students' writing in Science and Social Class. The type of Recount Text that used in this research was personal Recount text. Personal recount text contained about the students experience so it made them were free to write what was on their mind because they had faced the story before. And were taken from both class; Science and Social Class of the Tenth grade students of Kartika 1-2 Senior High School. The students' writing consisted of 30 recount text, 15 from Science and 15 from Social Class.

There were 30 students' writing in order to get the result, segmenting the ext that had several sentences into clauses, analyzing the type of theme and rheme and how the types are realized in students' writing of Science and Social Class.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

1. Based on the analysis of theme and rheme on students' writing of recount text in Science and Social class, all the kinds of theme: topical, textual, interpersonal, marked and unmarked theme were found in this research. And the most dominant kind of theme was marked theme and topical theme.

2. The Theme realization pattern were found in students' writing of recount text in both Science and Social class namely, topical theme, textual-topical theme and interpersonal-topical theme. While topical-textual-interpersonal was occured in this research simultaneously.

Discussion

The boundary between Theme and Rheme was simple: Theme was the first element occurring in a clause; the remainder clause was Rheme. Theme could be identified based on the position in a clause; it was the initial element of a clause. In English and in other languages the choice of the first element that determined the next choice (Saragih 2010:36). Theme divided into Topical Theme, Textual Theme and Interpersonal Theme. This study was focused on high school students' writing especially in Science and Social class in the tenth grade students of Kartika 1-2 Medan.

In this research, the objectives of the study were to find out the dominant types of theme and rheme used in students' writing of recount text in Science and Social class and to describe the theme and rheme realized in students writing of recount text in Science and Social class. After analyzing the data, it can be stated that the research problems have been answered.

In this research, the researcher found all types of the theme: topical, textual and interpersonal theme in students writing both Science and Social class which consisted of 30 from Science and Social Class. Marked and topical theme became the most dominant in Science and Social's students writing. Eventhough, the

repetition of subject happened many times in deliverying the message. Halliday (2004) stated that theme is the element which serves as the point of departure of the message and which is the clause concerned.

The pattern of theme realization was topical, textual-topical and interpersonal-topical in students' writing. And it become common thing when topical theme appeared more often in the clause. While topical-textual- interpersonal was occured simultaneously in this research both in Science and Social Class.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. All the types of theme are found in this research. The most dominant theme and rheme on students' writing in Science class and Social class are topical theme with 124 clauses or 72.9% and 133 clauses or 75.1%. Then, followed by textual and interpersonal theme. Beside that, Marked theme became the dominant in both Science and Social class, 88 clauses (51.76%) and 89 clauses (66.92%).

2. The realization of theme and rheme on students' writng in Science and Social class namely topical theme, textual-topical theme and interpersonal topical theme. While the new pattern topical-textual-interpersonal was appeared in Science and Social class in this research. Then, marked theme is more dominant than unmarked theme and it is agreeable in the formation of the sentences based on the structure in English.

Suggestion

1. This study will be relevant used by students in trying to make a text especially in recount by considering the pattern of theme found in students' writing of Science and Social class and suggested the readers to develop the research more deeply so it will be more perfect in the future.

2. To other researcher this atudy will be the exploration and suggestion of more detailed in analysis the thematic structure in writing text.

REFERENCES

Adawiyah, Robi'ah. (2017). *An Analysis of Theme-Rheme Organization on Academic Essay Written by The Fifth Semester Students of UIN Raden Fatah Palembang.* Palembang: FKIP UIN Raden Fatah Palembang.

Bloor, T., and Bloor, M. 1995. *The Functional Analysis of English: A Hallidayyan Approach.* New York: Oxford University Press.

Bungin, Burhan. 2001. *Metodologi Penelitian Kualitatif.* Jakarta: PT. Raja Grafindo Persada.

Creswell, J. W. 2012. *Educational Research: planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.

Dirgeyasa, I Wy. 2014. *College Academic Writing: A genre based perspective.* Medan: Unimed Press.

Doloksaribu, Lestaria. (2015). *Theme and Rheme in Reading Text of Senior High School's National Examination.* Medan: FBS UNIMED.

Downing, A. And Locke, P. 2002. *A university Course in English Grammar.* N

ew York: Routledge – Taylor & Francis.

Elliot, Robert and Timulak, Ladislav. 2005. *Descriptive and Interpretive Approaches to Qualitative Research.* New York: Oxford University Press.

Emilia, E. 2014. *Introducing Functional Grammar.* Bandung: Dunia Pustaka Jaya.

Gerot, Linda and Wignell, Peter. 1994. *Making Sense of Functional Grammar.* Sydney: AEE Publishing.

Hasanah, Fajriah. 2017. *Theme, Rheme and Thematic Progression of Students' Hortatory Exposition Text at The Twelfth Grade of MAN 2 Model Medan.* Medan: FBS UNIMED.

Halliday. M. A. K. 2003. *On Language and Linguistics.* London: Continuum

Halliday. M. A. K., & Matthiessen, C. 2014. *Halliday's Introduction to Functional Grammar* (4th ed.). Oxon, OX: Routledge.

Hawes, Thomas. 2014. Thematic Progression in The Writing of Students and Professionals. *Elsevier Ltd* 93-100.

Knapp, et al. 2005. *Genre, Text and Grammar, Teaching and Assessing writing.* Australia: University of New South Wales Press.

Lock, Graham. 2002. *Functional English Grammar: An Introduction for Second Language Teachers.* Cambridge: Cambridge University Press.

McCarthy, Michael. 1991. *Discourse Analysis for Language Teachers.*Cambridge: Cambridge University Press.

Paltridge, B. 2006. *Discourse Analysis.* London. England: Continuum.

Pardiyono. 2007. *Pasti Bisa Teaching Genre-Based Writing.* Yogyakarta: Andi Offset

S. Y. Oi. 2015. Analysis of Topic Development in Guided Writing in Terms of Theme and Rheme.*International Journal of Language, Literature and Linguistics,* 1(1),30-33.

Saragih, A. 2010. *Introducing Systemic Functional Grammar of English.* Medan: FBS. UNIMED.

Seyabi, F. A., & Tuzlukova, V. 2014. Writing problems and strategies: An investigative study in the Omani school and university context. *Asian Journal of Social Sciences and Humanities, 3*(4),37-48.

Sinar, Tengku Silvana. 2002. *An Introduction to A Systemic-Functional-Linguistics-Oriented Discourse Analysis*. Singapore: Deezedonsult Singapor