

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses background of the study, research question, objective of the research, limitation of the problem, benefits, definition of key terms and organization of the research paper.

A. Background of the Research

SFL (Systemic Functional Linguistic) is one of the main functional theories of language developed in twentieth century and it continues to evolve in this century. SFL has also been influenced by the Prague School of linguistics, concerning its notion of a functional sentence perspective, examining utterances in terms of its semantic contribution to the utterance as a whole (Martin, 2011; Halliday, 1994; Paltridge, 1997 as cited in Emilia, 2014:62).

SFL starts with the most general features and proceeding step by step so as to become even more specific: ‘a message is either about doing, or about thinking, or about being; if it is about doing, this is either plain action or action on something; if acting on something, it is either creating or dealing with something already created, and so on (Emilia, 2014:63).

According to Halliday (1985), any natural language has evolved to serve three basic human needs, which are said to be expressed in terms of ‘metafunction’. They are the ideational metafunction, which is to do with representation of

experience; the interpersonal metafunction, which is to do with negotiating and maintaining relationship with other; the textual metafunction, to do with organizing language to make connected and coherent discourse. And according to Emilia (2014:105), each metafunction has its own system of grammar, that is the mood system to realise the interpersonal metafunction, the transitivity system of grammar to realise the ideational metafunction, and the theme system to realise the textual metafunction.

Those three metafunctions can be analysed in several common genres or texts. According to Paltridge (2000:109-111), Text is divided into recount, procedure, argument, discussion, narrative, anecdote, report, explanation, and description.

In this research, the writer focuses on analysing theme and rheme in students report texts at the second year of MAN Cimahi. The writer chooses theme and rheme because the writer wants to know more about theme system, also the writer wants to know the type of theme that most frequently used in report texts created by second year students and for improving the knowledge about theme and rheme.

According to Halliday, the clause is organized as a message by distinct status assigned to one part of it. One part of the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constituted a message” (as cited in Sujatna, 2013:13). Theme can be identified as that or those element(s) which come(s) first in the clause, this represent the point of departure of this message from the previous one, the rest of the clause is called the rheme (Gerot & Wignell, 1994:103).

Then according to Anderson & Anderson (1998), an information report text is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subjects' parts, behaviour, and qualities. The subject is usually general rather than particular. The writer chooses report text because report text as explained above provides general information in this world so the words that are used are general which can be not too complicated to analysing the structure of the sentence.

Research on student's text type is important to give the information about theme and rheme, to investigate the success of teaching and learning, also it provides the input for teachers to understand how the students organize their ideas within the text, and to assess the success of students' contribution in creating texts.

B. Research Question

The research is conducted to answer the following question:

1. What is the type of theme and rheme that most frequently used in students' report texts at the second year of MAN Cimahi?

C. Objectives of the Research

1. To find out the type of theme and rheme that most frequently used in students' report texts at the second year of MAN Cimahi.

D. Limitation of the Problem

In this research, the writer focuses on analysing theme and rheme in students' report texts at the second year of MAN Cimahi based on Gerot and Wignell's (1994) theory about theme and rheme.

E. Benefits

In this research, the writer hopes that by analysing theme and rheme in students' report texts can give the benefits for those who want to know about theme and rheme, type of theme and rheme that most frequently used in students' report texts, and improve the knowledge about theme and rheme. Also, the writer hopes this research can help teachers to investigate the success of teaching and learning, it provides the input for teachers to understand how the students organize their ideas within the text, and to assess the success of students' contribution in creating texts.

F. Definition of Key Terms

To avoid misunderstanding concerning the use of terminology in the title of this research, the writer feels necessary to explain each terminology used. The terminology used in this research is as follows:

1. SFL : is one of the main functional theories of language, that concerning its notion of functional sentence perspective, examining utterances in terms of its semantic contribution to the utterance as whole (Martin, 2011; Halliday, 1994; Paltridge, 1997, as cited in Emilia, 2014:62).

2. Theme : is that or those element(s) which come first in the clause.

Theme is broadly speaking, what the clause is going to be about (Gerot & Wignell, 1994: 103).

3. Rheme : is the rest of the clause, the rheme points both backwards and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before (Gerot & Wignell, 1994:103).

4. Report Text : is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subjects's parts, behaviour, and qualities. The subject is usually general rather than particular (Anderson & Anderson, 1998).

G. Organization of Research Paper

Chapter I Introduction

The writer presents the introduction of this paper. They include: background of the study, research question, objective of the research, limitation of the problem, benefits, definition of key terms, and organization of the research paper.

Chapter II Literature Review

This chapter describes the definition which has a function as literature review of this research for investigating the research question.

Chapter III Research Methodology

This chapter describes the methodology which will apply in this research. It consists of research design, research method, population and sample, instrument, research procedure, and data collection techniques and analysis.

Chapter IV Results and Discussions

This chapter contains the results and discussions.

Chapter V Conclusions and Suggestions

This chapter contains the conclusions and suggestions.