

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses SFL (Systemic Functional Linguistic), Theme and Rheme, Genres of Text, and Previous Studies.

A. SFL (Systemic Functional Linguistic)

1. Definition

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 considers language primarily as a resource for making meaning rather than as a set of rules. An essential component of the theory is that ‘each time language is used, no matter in what situation, the user is making constant choices’ (Richard et al, 1992:371, as cited in Paltridge, 2000:106).

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). Thus SFL is one of main functional theories

of language that starts with the most general features and proceeding step by step so as to become even more specific.

2. Three Metafunctions in Language (that SFL argues all natural language have)

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; and the textual metafunction, to do with organizing language to make connected and coherent discourse.

a. The Ideational Metafunction

The ideational metafunction is to do with how language is used to represent experience, or to organize, understand and express our perception of the world and our consciousness, this metafunction can be classified into two sub-functions: the experiential function and the logical function (Emilia, 2014:77). The experiential function is concerned with content or ideas, or “how the clause represent a slice of experience” (Christie & Derewianka, 2008:8), or “how language conveys a picture of reality and thus it allows us to encode meanings of experience which realise field of discourse” (Butt et al, 2000:39).

Moreover, the logical function is concerned with the relationship between ideas or “how we combine clauses in various ways to construe logical relationship” (Christie & Derewianka, 2008:8). Each metafunction is realised in

different systems of grammar: the experiential metafunction in the transitivity system (Emilia, 2014:77).

The transitivity system construes the world of experience into manageable set of process type. Each process type provides its own model or schema for construing a particular domain of experience (Halliday, 2004:170). Those types of process are material, behavioral, mental, verbal, relational, existential. Material mental and relational are the main types of process in the English transitivity system (Halliday, 2004:171). Thus, the ideational metafunction is to do with how language is used to represent experience, or to organize, understand and express perception of the world and consciousness and the system of grammar in ideational is realised by transitivity system. Transitivity is one of systems in grammar that provides its own model or schema for construing a particular domain of experience.

b. The Interpersonal Metafunction

The interpersonal metafunction concerns how language serves to establish and maintain social relations: for the expression of social roles, which include the communication roles created by language itself – for example the role of questionnaire or respondent, which we take on by asking or answering a question, and also for getting things done, by means of the interaction between one person and another (Halliday, 2002:175, as cited in Emilia, 2014:75). Through this function, Halliday (2002:175) adds, social groups are delimited, and the individual is identified and reinforced, since by enabling him to interact with other

language also serves in the expression and development of his own personality (as cited in Emilia, 2014:75).

Regarding the interpersonal meaning, there are two main concerns. The first is to do with the type of interaction taking place and the kind of commodity being exchanged and the second concerns the way speakers take a position in their message (Butt et al, 2002:86). Each metafunction has its own system of grammar, that is the mood system to realise the interpersonal metafunction.

Simultaneously with its organization as a message, the clause is also organized as an interactive event involving speaker, or writer, and audience. Let use the term 'speaker' as a cover term for both speaker and writer. For example, in asking a question, a speaker is taking on the role of seeker of information and requiring the listener to take on the role of supplier of the information demanded (Halliday, 2004:106). And there are two elements in mood system, they are the subject (which is realised by a nominal group) and the finite (which is part of the verbal group) (Gerot & Wignell, 1994:25).

Thus, the interpersonal metafunction that has two main concerns; to do with the type of interaction taking place and the kind of commoditybeing exchanged and concerns about the way speakers take a position in their message. The system of grammar in interpersonal metafunction is realised by mood system. Mood is simultaneously with its organization as a message.

c. The Textual Metafunction

The focus of this study is the textual metafunction, the textual metafunction is to do with how language has to provide for making links with itself and with features

of the situation in which it is used (Halliday, 2004:175, as cited in Emilia, 2014:78). The textual metafunction is to do with how language works to create connected and coherent discourse (textual function) (Halliday, 1985, as cite in Emilia, 2014:78). These funtions of language, Halliday says, enables the speaker or writer to construct texts, or connected passages of discourse that is situationally relevant; and enables the listener or reader to distinguish a text from a random set of sentences (as cited in Emilia, 2014:77). In fact the textual metafunction is often called the enabling metafunction because it enables experiential and interpersonal meanings to be organized so that they can be realised in whole texts that make sense to listeners and readers (Butt et al, 2000:154).

One aspect of the textual function is the establishment of cohesive relations from one sentence to another in a discourse (Hasan, 1968, as cited in Halliday, 2004:175). We use language to organize our experiential and interpersonal meanings into a linear and coherent whole and thus it allows us to encode meanings of text development which realise mode of discourse (Butt et al, 2000:39). The textual function is also to do with how the beginning of the clause (theme) is used to guide the reader through the text; and how cohesive links are created at the discourse level (Christie & Derewianka, 2008:8). The textual metafunction is realised in the theme system of grammar.

Thus, the textual metafunction is to do with how language has to provide for making links with itself and with features of the situation in which it is used. The sytem of grammar in textual metafunction is realised by theme system.

1) Definitions of Theme and Rheme

In English, as in many other languages, the clause is organized as a message by having a 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 constitute a message (Halliday, 2004:64). The theme always starts from the beginning of the clause, it is what sets the scene for the clause itself and positions in relation to the unfolding text, in the first text the reader is being led around and invited to notice and appreciate; in the second, the reader is held firmly to the topic that is being described (Halliday, 2004:66).

Theme can be identified as that or those element(s) which come(s) first in the clause, this represents the point of departure of this message from the previous one. The rest of the clause is called the rheme. Theme is, broadly speaking, what the clause is going to be about. Or in terms of theme and rheme, theme represents 'this is what I'm talking about' and rheme is 'this is what I'm saying about it' (Gerot & Wignell, 1994:103). In addition, according to Eggin (2004:300), the identification criteria for the rheme is simple: everything that is not the theme is the rheme.

Thus, theme is the first clause or subject and rheme is the rest of the clause after theme.

2) Types of Theme and Rheme

Process are constructed as a configuration of components of three types; the process itself, the participants in that process, and any circumstantial factors as such as time, manner or cause (Halliday, 2014:105).

a) Ideational

According to Halliday (2004:79), the guiding principle of thematic structure is this: the theme contains one, and only one, of these experiential elements. This means that the theme of a clause ends with the first constituent that is either participant, circumstance or process. It refers to this constituent, in its function, as the topical theme. Meanwhile according to Gerot & Wignell (1994:104), ideational or topical theme is usually but not always the first nominal group in the clause. Topical themes may also be nominal group complexes, adverbial groups, prepositional phrases or embedded clauses. In the unmarked case the topical theme is also the subject. A topical theme which is not the subject is called a marked topical theme.

- Unmarked Topical Themes

Nominal group as theme

Jack went up the hill

Theme	Rheme
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Nominal group complex as Theme

Jack and Jill went up the hill

Theme	Rheme
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Embedded clause

((What Jack and Jill did)) was go up the hill

Theme	Rheme
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- Marked Topical Themes

Adverbial as Theme:

Down Jack fell

Theme	Rheme
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Prepositional phrase as Theme:

Up the hill Jack and Jill went

Theme	Rheme
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Complement as Theme:

His crown he broke

Theme	Rheme
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The components of ideational are topical (subject, complement or circumstantial adjunct) (Gerot & Wignell, 1994:113). The complements answers the question 'is/have what', 'to whom', 'do to what'. Meanwhile circumstantial adjunct answers the questions 'how', 'when', 'where', 'by whom' (Gerot & Wignell, 1994:33-34).

Thus, ideational is one of types of theme and rheme that has elements, they are topical (subject, complement, or circumstantial adjunct).

b) Textual

According to Halliday (2004), the textual are elements "which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its context". Also, according to Gerot & Wignell

(1994:105-106), textual themes relate the clause to its context. They can be continuatives and/or conjunctive adjuncts and conjunctions. The line between conjunctions and conjunctive adjuncts is often a fine one. One difference is that conjunctive adjuncts are more free to move in a clause whereas conjunctions are pretty well restricted to being at the beginning.

Conjunctions tend to provide textual themes within a clause complex and are called structural themes. Continuatives are a small set of items which, if they are there, are always at beginning of the clause and signal that a new move is beginning. For example: well, right, ok, now, anyway, of course.

Right, what we need to do today is revise for our test.

Cont.	Topical	Rheme
Theme		

These relate to the context of speaking in that they signal to the listener that someone is about to start, resumed or continue speaking. Conjunctive relates the clause to the preceding text by providing a logical link between messages.

Well, on the other hand, we could wait

Cont.	Conjunctive	Topical	Rheme
Theme			

Likewise conjunction almost always occur at the beginning of a clause and carry the logico-semantic relations between clauses.

Well, on the other hand, if we wait until Tuesday...

Cont.	Conjunctive	Structural	Topical	Rheme
Theme				

Thus, textual is a theme that has function to relate the clause to its context. The components of textual are continuative (well, ok, etc), structural (conjunction or wh-relative), and conjunctive (adjunct).

c) Interpersonal

Interpersonal is the interpersonal part of the theme, and it is often used to indicate the writer's or speaker's personal judgement of the meaning (William, 1993:215, as cited in Emilia, 2014:229). And according to Gerot & Wignell (1994:107-108), they may be modal adjunct, vocative, finite or wh-elements.

- Modal Adjunct

Perhaps we can wait until next week

Modal	Topical	Rheme
Interper.		
Theme		

- Vocative

Vocative is a name or nickname used to address someone, and they are only thematic if they occur before the topical theme, a finite verb or a modal adjunct.

Mary, we decided to wait until next week

Vocative	Topical	Rheme
Theme		

Thus, interpersonal is a type of theme and rheme that has components, they are modal (adjunct), finite, and wh-interogative.

- Clause as Theme in a Clause Complex

In a hypotactic clause complex, if the dependent clause comes first then the dependent clause is treated as the theme for the whole clause complex. Each clause also has its own theme and rheme structure.

If the dependent clause come first

Str	Topical	
Theme		Rheme
Theme		

then it is the theme for the whole complex.

Str	Topical	
Theme		Rheme
Rheme		

- Thematic Equative

These occur in certain identifying clauses where the theme and rheme are equated with each other. They almost always involve nominalisation.

What we wanted to do was wait until next week

Theme	Rheme
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3) Theme and Mood

a) Theme in Interrogative

Here the finite precedes the subject and is thus thematic if the subject is also the Topical Theme.

Did we decide to wait?

Fin.	Subj.	
Theme		Rheme

In an example like:

On Saturday will you be going?

Topical	
Theme	Rheme

In the case of wh-interrogatives, the wh-element itself is thematic.

What time is the exam?

Theme	Rheme
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b) Theme in Imperatives

There are two ways of treating theme in Imperative clauses:

Either as rheme only

Write your name in the upper right hand corner

Rheme

Or treat the Process as Theme

Write your name in the upper right hand corner

Theme	Rheme
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c) Theme in Exclamatives

This consists of a wh- element plus either a nominal group or an adverbial group.

What a beautiful day it is

Theme	Rheme
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4) Theme and Text

Another extension of the principle of theme is to the topic sentence of a paragraph. We could look at the topic sentence as the theme of the paragraph. Or we could extend it further by regarding the introductory paragraph of an expository essay as the theme for the rest of the essay.

a) Theme and Text

Another important aspect of how texts develop is through the interaction of theme and new information. Once information has been presented in a text it is then available to be developed. Information can either be picked up as theme or it can be accumulated as new.

B. Genre of Text

1. Definition

A genre is described by as a ‘staged, goal-oriented, purposeful activity in which speakers engage as members of our culture (Martin, 1984:25, as cited in Paltridge, 2000:105). Genres represent potentials, within which individual creativity is not only possible but enhanced (Gerot & Wignel, 1994:90).

2. Text Types

Text is divided into some types, they are:

a. Recount

A kind of text that has functions to tell what happened, to record events for the purpose of informing. Its schematic structures are orientation, events, reorientation and coda (Paltridge, 2000:102). A recount text usually has three

main sections. the first is called an orientation. This is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have a concluding paragraph, however this is not always necessary (Anderson & Anderson, 1998:24).

b. Instruction/Procedure

A kind of texts that has functions to tell someone how to do or make something to describe how something is accomplished through a sequence of steps or actions. Its schematic structures are goal, materials, and steps (Paltridge, 2000:102). A procedure text usually has three sections. There is an introductory statement or title that gives the aim or goal of the procedure, followed by a list of materials that will be needed to completed, to achieve this goal. Some procedures have other stages such as explaining why each step is necessary (Anderson & Anderson, 1998:28).

c. Argument

A kind of texts that has functions to take a position on some issue, to justify, to persuades the reader or listener that something is the case. Its schematic structures are thesis statement/position, arguments, restatement of position/summing up/recommendation (Paltridge, 102-103). And according to Anderson & Anderson (1998), an argument text usually has three sections. The first section introduces the author's point of view and can preview arguments that may follow in the text. Next comes a series of arguments that aim to convince the audience. The final section is a conclusion that sums up the arguments and reinforces the author's point of view.

d. Discussion

A kind of text that has function to present information about more than one point of view. Its schematic structures are statement, different points of view, arguments against, considered option/recommendation (Paltridge, 2000:103). And according to Anderson & Anderson (1998), a typical discussion text has an introductory paragraph that give evidence for and against the topic. The end of the discussion text is signalled by a conclusion.

e. Narrative

A kind of texts that has functions to tell a story, to entertain, and to amuse the reader. Its schematic structures are orientation, complication, sequence of events, resolution, comment, and coda (Paltridge, 2000:110). And according to Anderson & Anderson (1998), the steps for constructing a narrative text are : an orientation, a complication, a sequence of events, a resolution, and a coda.

f. Anecdote

A kind of texts that has function to share an account of an unusual or amusing incident. Its schematic structures are abstract, crisis, reaction, and coda (Paltridge, 2000:110-111). The generic structures of anecdote are abstract, orientation, crisis, reaction, and coda (Gerot & Wignell, 1994:202).

g. Report

This study focuses on analyse theme and rheme in report text. A kind of texts that has functions to provide information about natural and non-natural phenomena, to classify and describe the phenomena of our world. Its schematic structures are general statement and description (Paltridge, 2000:111). Also, 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 subject's parts, behaviour, and qualities. The subject is usually general rather than particular. A typical information report has an opening statement introducing the subject followed by a series of paragraphs about the subject. Each new paragraph describes one feature of the subject. An information report text can also include a conclusion that summarises the information presented and signals the end of the report.

Information report usually include the following grammatical features: technical language related to the subject, technical use of the timeless present, technical use of general nouns, technical linking verbs to describe behaviours or qualities.

h. Explanation

A kind of texts that has functions to explain how something works and to give reasons for some phenomenon. Its schematic structures are phenomenon and explanation (Paltridge, 2000:111). And according to Anderson & Anderson (1998), writing explanation usually involves three steps. First there is the general statement, next follows a series of paragraphs that tell how and why.

i. Description

A kind of texts that has function to describe a particular person, place or thing. Its schematic structures are identification and description (Paltridge, 2000:111). And according to Anderson & Anderson (1998), a typical description has an opening paragraph introducing the subject of the description, followed by a series of

paragraphs each describing one feature of the subject. There can also be a final concluding section that signals the end of the description.

Thus, text is divided into recount, procedure, argument, discussion, narrative, anecdote, report, explanation, and description. Each text has its own purposes and generic structure. For example, report text. Report text is a kind of texts that has purpose to classify and/or describe using facts about the subjects's parts, behaviour, and qualities. And its general structures are an opening statement introducing the subject followed by a series of paragraphs about the subject. Each new paragraph describes one feature of the subject.

In this study, the writer focuses on analysis of theme and rheme in report text. theme can be identified as that or those element(s) which come(s) first in the clause, this represents the point of departure of this message from the previous one. The rest of the clause is called the rheme. Theme is, broadly speaking, what the clause is going to be about. Or in terms of theme and rheme, theme represents 'this is what I'm talking about' and rheme is 'this is what I'm saying about it' (Gerot & Wignell, 1994:103). The writer chooses theme and rheme because the writer wants to know more about theme system and also the writer wants to know what kinds of theme and rheme that are appeared in report texts created by students.

And report text is a kind of texts that has functions to classify and/or describe using facts about the subjects's parts, behaviour, and qualities. The subject is usually general rather than particular. The writer chooses report text because report text as explained above provide general information in this world so the

words that used are general that can be not too complicated to analyse the structure of the sentence.

C. Previous Studies

Previous study as tools to help the writer. There are three previous studies that the writer found in the form of research paper:

1. A paper entitled “Theme-Rheme and Tematic progression in Obama’s Speech and Its Translation” by Mufti Rizky Oktaviani, the student of English Education Faculty of Language and Literature Education in Indonesia University of Education (2013).

The aims of the study are to find out the theme which is most frequently used in SL and TL texts and to find out differences in worldwide between the sources language text and the translated text. From the analysis the researcher found that participant, conjunction and circumstantial of time are most frequently used in SL and TL. And in thematic progression, both texts use theme reiteration and zigzag pattern in which the target language uses more theme reiteration, and the source language uses more zigzag pattern.

2. A paper entitled “An Analysis of Thematic Progression in High School Students’ Exposition Texts” by Asri Nur Rakhman, the student of English Education Faculty of Language and Literature Education in Indonesia University of Education (2012).

The aims of the study are to reveal how the students organize their ideas seen from thematic progression in students' exposition text and to explore the extent to which the students' exposition text are consistent with the argumentative language features in term thematic progression. The findings of this study signified that, despite some minor weaknesses such as grammatical errors and the compliance of linguistic features that still need further improvement, the students seemed to be able to make a cumulative sense of text development by applying SLP or zigzag pattern. It was also found that most students generally applied constant CTP and SLP. Furthermore, the thematic progression seemed consistent with argumentative language features in middle and high achiever since they presented DTP and more SLP in their text.

3. A paper antitled "An Investigation of Theme and Theme Progression of Students' Exposition Texts (a Case Study In a State University in Bandung)" by Lungguh Ariang Bangga, the student of English Education Faculty of Language and Literature Education in Indonesia University of Education (2013).

This study aims at investigating how the students organize their ideas textually in the texts seen from the schematic , theme choices, and theme progression. This study found out that the students were able to make a coherent text seen from theme choice and thematic progression applied in the text. This means that the students have already known the strategy to make the text coherent at the global level.