



AN ANALYSIS OF THEME – RHEME IN READING TEXT ON SENIOR HIGH SCHOOL GRADE 10 ENGLISH TEXTBOOK

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Abstract: Theme and Rheme from systemic functional linguistic in which terms that represent the way of information in a sentences are distributed. This study aims to examine the theme and rheme in grade 10 of English textbook. The data were obtained by collecting theme and rheme used in reading text in grade 10 of English textbook, then parsing the data into clauses. The data that have been collected are analyzed by classifying and describing the type of the theme and rheme, then identifying which theme is more dominantly used. The results show that there are 264 themes found in 224 clauses from 10 texts used as samples, unmarked topical theme is more dominant theme with 175 data, meanwhile marked topical theme with 49 data, textual theme with 35 data and interpersonal theme with 5 data, all the data are analyzed based on Halliday and Matthiessen's theory (2014).

Keywords: *systemic functional linguistic, theme and rheme, english textbook.*

INTRODUCTION

“Language is semiotic system which is described as a system of making meanings serving the functions of language covering ideational, interpersonal, and textual function” (Halliday & Matthiessen, 2014). The concept of language meanings and functions as they are described can be interpreted in that language which is used to talk about the experiences in the world, to explain events and states which involved in it. This is known as the ideational function in which the system is realized in terms of transitivity.

According to Gerot and Wignell (1994), English sentences begin with a theme, the first sentence part, which typically provides information that we already know, and they are followed by a rheme, which usually adds new information to the theme. English sentences begin with a theme, the first sentence part, which typically provides information we already know. They are followed by a rheme, which usually adds new information to the theme.

Meanwhile, Jones and Lock (2011) state that the study of theme and rheme is the study of clauses in a text which are the meaningful parts of language hanging together to form the context. Therefore, it is considered important for the learner to understand the theme and rheme in order to ease them in learning language.

Furthermore, Martin (1992) states that theme is synonymous with "what the speaker goes on about," whereas New is the structure that is "listener-oriented."

Some types of text, such as theme and rheme, can be used to present the linguistic system. English teachers in Indonesia decide to use a textbook as the main learning resource

despite the variety of online learning tools because textbooks are regarded as being effective in the teaching learning process (Ramdhani et al., 2021). The researcher chooses a textbook as the research object because each clause in the textbook provides one element that is more important or central to the discourse and is referred to as theme and rheme. As a result, a textbook that contains text indicates a theme and rheme in every single clause. A theme in the clause as a massive unit in texts, then theme in the textbook has a place to identify theme and rheme or provided information in theme new information in rheme. Furthermore, in a textbook, the researchers choose only one genre, which is narrative text in this case. According to Toni, et al. (2022) the students ability increase using Jigsaw IV technique in teaching narrative text. Every sentence in a narrative text contains a theme - rheme, and the researcher notices the language from that text. The researcher attempts to determine how the writer built the message by constructing a notion using the theme and rheme as a topic in the sentence.

Based on the description above, this research analyzed theme and rheme in functional grammar from reading text of English textbook in senior high school grade 10, the title is "*Bahasa Inggris*" this textbook use for grade 10 and it was published in 2016. Utami Widiati, Zuliati Rohmah, and Furaidah arranged the textbook. According to Khalil, et al. (2022) English textbook for the tenth grade of senior high school is always provided with various types of reading texts such as descriptive, recount, narrative, etc. Every text must be studied as a tool to carry out contextual social functions that are directly related to real life. To avoid misinterpretations of clause meanings, it is important to understand the reading text properly. This research can supplement the information acquired from examining the patterns of theme-rheme correlations in English textbook reading material. The researcher is interested in how the reader may understand what the writer means and what the writer constructs about the content. So, the researcher knows how to help students increase cohesion at the discourse level by understanding the theme – rheme system.

RESEARCH METHODS

This study will be conducted by using descriptive qualitative method. Descriptive study is used to describe the data found in the clause. In contrast, a qualitative study is a procedure by which qualitative data will be used to support the description of quantification of the most used types of theme – rheme. Since the study is a descriptive qualitative, the data of this study will be mostly taken from the clauses in reading text of english textbook.

The population in this research is reading text in English Textbook Senior High School for grade 10, entitled "*Bahasa Inggris*" this textbook is used for grade 10 and it was published in 2016. There are 10 of 18 reading text in the textbook to be the population. The sampling technique that will be used is parsing the reading text into sentences then find the theme – rheme system and the most dominant theme in the reading text. The researcher took 10 of 18 text as the sample in the textbook.

FINDINGS AND DISCUSSION

Findings

There are 18 reading texts, and 10 of 18 are used as the data. Each text is parsed into paragraphs and clauses. It was identified that 50 paragraphs and 224 clauses in 10 reading texts are used as the data. The total number of paragraphs and clauses in reading text, it was

identified that some ways in theme and rheme are established, and types of theme are found in the text. The number of themes in the reading text was presented in the following tables:

Table 1. The ways theme established in reading text of English textbook.

No		Σ	%
1.	Simple Theme	188	83%
2.	Multiple Theme	38	17%
Σ		226	100%

From the table above, there are two ways to establish a theme and rheme system in the reading text of the textbook: simple theme and multiple theme. In 10 of 18 texts used as the sample, the researcher found 188 (83%) simple theme and 38 (17%) multiple theme. It means simple theme are more dominant than multiple theme.

Table 2. Types of Theme in reading text of English textbook.

No.	Types of Theme	Σ	%
1.	Topical unmarked	175	66%
	Topical marked	49	19%
2.	Textual theme	35	13%
3.	Interpersonal	5	2%
Σ		264	100%

From the table, there are 264 themes found in 10 of 18 reading texts in the textbook, and it consists of 175 (66%) unmarked topical themes, 49 (19%) marked topical themes, 35 (13%) textual theme, and 5 (2%) of interpersonal themes.

Table 3. The number of paragraphs, clauses, and themes

Text	Number of paragraphs	Number of clauses	Number of themes
Text 1: An email from Hannag (p,4)	4	20	23
Text 2: A letter from saidah (p,5)	6	20	23
Text 3: Tanjung Puting National Park (p,53)	6	21	27

Text 4: Taj Mahal (p,58)	3	17	17
Text 5: Visiting Niagara Falls (p, 72-72)	8	30	34
Text 6: An Announcement about McMaster Mini-Med School. (p, 84)	3	12	15
Text 7: Meeting my idol (p, 98-99)	3	26	32
Text 8 (p, 111-112)	6	18	21
Text 9: BJ Habibie (p, 122-123)	7	32	37
Text 10: The Legend of Malin Kundang (p,160)	4	28	35
Σ	50	224	264

The total number of paragraphs and clauses from 10 of 18 texts used as a sample is identified 50 paragraphs, 224 clauses, and 264 themes are founded.

Discussion

The ways Theme – Rheme system established in the reading text

After the data had been parsed into paragraph and clauses, the data were grouped based on their ways of establishing the theme and rheme. In the textbook, it was found that there are two ways to establish the theme and rheme, they are simple theme and multiple theme.

1. Simple Theme

Clause 5: My father was a barista.

My father	was a barista.
Theme	Rheme

Clause 2: In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan.

Through	the park is home to many animals,	seeing orangutans is usually the visitors' main reason to visit the park.
Text	M Top	
	Theme	Rheme

In the examples, it was found that the way of establishing theme – rheme system is simple because only one thematic constituent is found in the clauses in each example. It was found that each of them is a topical theme, after a topical theme is a rheme.

2. Multiple Theme

Clause 5: You sound really cool.

You	Sound	really cool.
Voc	Top	
Int		
	Theme	Rheme

The example shows that there are two themes included in the clause. They are interpersonal theme and topical theme. The thematic constituent in the interpersonal theme is “you” and in the unmarked topical theme “sound” is a participant.

Clause 2: As the response for the previous years was tremendous, it is advised to reoster as soon as possible.

As the response	for	the previous years was tremendous,	it is advised to reoster as soon as possible.
Fin	Str		
Text		Top	
Theme			Rheme

The text above shows that there are two themes included in the clause; textual theme and marked topical theme. The thematic constituent in the textual theme is conjunction (structure) “as” and in topical theme is “the response” is a participant.

Types of Theme in the reading text of English textbook grade 10

From 10 texts, 50 paragraphs, 224 clauses, it is found that the total number of theme are 264 consisting of 175 (66%) of topical unmarked themes, 49 (19%) of topical marked themes, 35 (13%) of textual theme and 5 (2%) of interpersonal themes.

1. Topical theme

The topical theme is mainly at the beginning of the clause, and it has to be one of the functions of transitivity (process, participant and circumstance). There are two kinds of topical theme; marked and unmarked topical theme. The unmarked topical theme consists of the structure of the basic sentence in English, and it begins with the subject before the verb, and the participant, which occurs as a theme gives an “unmarked” topical theme in the clause. While process and circumstances give “marked” status. The marked topical theme is special because, according to butt et al (2000) theme is marked when it stands out in a different way of patterning than the unmarked one whose function is to take addresses attention to the group of phrases in the theme, and also to build coherency in the text.

From 264 total themes in 10 of 18 reading texts in the English textbook of grade 10, the number of the unmarked topical themes is 175 themes (66%), and the marked topical themes are 49 themes (19%).

- Unmarked topical theme

The total number of unmarked topical theme in 10 of 18 texts is 175 themes (66%). The use of unmarked themes indicates that the message contained in the theme is directly stated in the first element of the clause. It shows the writer's main concern by choice of participant as the first element, which usually precedes the clause of topical theme. The example of the use of unmarked topical theme with participant as the first element of the clause can be seen in the following examples.

Clause: The monkeys anxiously await klotok arrivals.

The monkeys anxiously await klotok arrivals.

Theme

Rheme

The example above show marked topical theme because the sentence uses a basic structure. So there is nothing special about the theme, and the first sentence refers to “participant” when the rheme is explained more in the first sentences. In the example above “anxiously await klotok arrivals.” is a rheme because it describes “the monkeys” as a theme.

- Marked topical theme

The total number of unmarked topical theme in 10 of 18 reading texts is 49 themes (19%). The theme is said to be marked when it stands out in a different way of patterning than the unmarked one, which function is to take addresses’ attention to the group of phrases in the theme and also to build coherency in the text (Butt et al, 2000). The example of marked topical theme which are found can be seen in the following examples.

Clause: Inside the mausoleum, an ocatgocal marble chamber adorned with carvings and semi precious stones house the false tomb of Mumtaz Mahal.

Inside the mausoleum,	an ocatgocal marble chamber adorned with carvings and semi precious stones house the false tomb of Mumtaz Mahal.
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M Top

Theme

Rheme

The example above is of marked topical theme, which means the theme is special because the sentence do not use the sentence basic structure. In the text “inside the mausoleum” refers to a place and it is a circumstance.

2. Interpersonal Theme

Compared to textual and topical themes used in 10 of 18 texts used as a sample, interpersonal themes are used in the smallest number. From 264 total themes there are only 5 Interpersonal themes (2%). It indicates that interpersonal themes are rarely used in reading text.

The interpersonal theme is a theme that implies the interaction between speakers/writers and the addressees while the small number is used in reading text, it means that the interaction between writers and addressees is impersonal by the way the interpersonal themes are used in the reading text. The example of interpersonal theme can be seen in the following example.

Clause: Hello, Alia! Let me introduce myself.

Hello, Alia!	Let me	introduce myself.
Voc	Top	
Int		
Theme		Rheme

Clause: Actually I attend an islamic boarding schoool just outside the city but my family live in Kuala Lumpu.

Actually	I attend an islamic boarding schoool	just outside the city but my family live in Kuala Lumpu.
Mod	Top	
Int		
	Theme	Rheme

Both examples of interpersonal themes are implied direct interaction. For text 1, paragraph 1, clause 1 in the first sentence, “Hello, Alia”, refers to vocatives because it is a direct address. Meanwhile in text 2, paragraph 2, clause 2 in the first sentence, “Actually” is a modal adjunct.

3. Textual theme

Textual theme is theme which serves textual part of clause indicated by a cohesive conjunctive element, that is an element that relates the clause to previous discourse, a structural conjunction (linker or binder) indicating structural Theme, or a continuative (Matthiessen, et al 2010).

From the total number of 264 themes found in 10 of 18 reading texts. There are 35 textual themes (13%) found. Significantly different from the number of topical themes are found. The example of the use of textual themes can be seen in the following examples.

Clause: with such exotic nature, no wonder many tourists from foreign countries who love ecotourim frequently visit Tanjung Puting National Park.

with	such exotic nature,	No wonder many tourists from foreign countries who love ecotourim frequently visit Tanjung Puting National Park.
Str	Top	
Text		
Theme		Rheme

The example shows the first clause begins with a structural conjunction “with”. And in the second example it begins with a conjunction “then” both are indicated with a cohesive conjunctive element.

CONCLUCIONS

This research is intended to analyze and describe the ways of theme – rheme systems established in the reading text of English textbook grade 10 and the most used theme–rheme system then examine the thematic structure of the clause with basic theories of the Systemic Functional Grammar developed by Halliday (2004) and Halliday and Matthiessen (2014). Therefore, the data analyzed draws a conclusion related to the research questions.

First, it can be concluded that the ways of theme – rheme system are established in 2 ways: simple themes and multiple themes. In 10 of 18 texts used as the sample, the researcher found 188 (83%) simple theme and 38 (17%) multiple theme. It means that simple theme are more dominant than multiple theme.

Second, when analyzing the data from 10 texts, 50 paragraphs, and 224 clauses, it was found that the total number of theme is 264 consisting of 175 (66%) unmarked topical themes, 49 (19%) marked topical themes, 35 (13%) of textual theme and 5 (2%) of interpersonal themes. By looking at the percentage of type of the rheme, a topical theme is the most dominant theme used in the reading text of English textbook grade 10.

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