ANALYSIS OF THEME AND RHEME IN OPINION AND IDEA OF ANALYTICAL EXPOSITION TEXTS WRITTEN BY THE ELEVENTH GRADERS OF SMA N 4 MAGELANG IN THE SCHOOL YEAR OF 2018/2019

Ernia Dwi Apsari

English Department, Faculty of Education and Teachers Training, Universitas Tidar
Indonesia
eapsari@gmail.com

Abstract

One of the important skills to be mastered by the students in learning English is writing skill because it is used to construct an academic text. However, most of the students have difficulties in writing process that will cause them do not produce texts as it should be. The term of textual meaning refers to theme and rheme. Theme and rheme can be used to make a well-organized paragraph in writing.

The objectives of this research are to find out the realization of theme and rheme and the types of theme in opinion and idea of analytical exposition texts written by the eleventh graders of SMA N 4 Magelang in the school year of 2018/2019. The subject of this research is the students of XI Science 4 grade of SMA N 4 Magelang in the school year 2018/2019.

The type of this research is descriptive qualitative, it allows the writer to make a personal assessment in form of descriptive text. Based on Gerot and Wignell's theory (1994), there are three types of theme. They are topical theme that consists of marked and unmarked topical theme, then interpersonal theme, and textual theme. The result shows that marked topical theme has the lowest percentage, it is 2.47%. The first mostly applied theme is unmarked topical theme that has 50%. Textual theme has second range that is 38.27%. The last is interpersonal theme, showing the judgment of person, has 9.26% out of 100% percentage of theme

Keyword - analytical exposition, textual meaning, theme-rheme

Introduction

Nowadays, English is a language that must be mastered by people in this modern era because of the demands of many fields. This is included in education field that provides English as a lesson. Based on 2013 curriculum, English for senior high school can be a mandatory and a specialization lesson. Based on the Ministry of Education and Culture Rule (*Permendikbud*) Number 59, 2014, the purpose of English in senior high school is to make students have the ability to develop communicative competence in discourse of interpersonal, transactional and functional in form of written and spoken to get informational literation level.

Stand on the function of English in high school, there are four important skills to help the students developing the knowledge, they are listening, speaking, reading and writing. Richards (2015) says that with the emergence of global economy, written text is important in many business and organization. It means that writing skill plays a crucial role in the field of education. The students have to pay more attention to topic, word selection, punctuation, cohesive devices, grammatical rules and purpose of their writing. Sometimes they know what they are hard to generate the ideas in form of written text. It is caused by students' lack of vocabulary. Then, the grammatical rules have a role in constructing and coordinating ideas into a right and meaningful sentence. The students are hard to create a text that has already had its own structure. They also have a problem in creating a coherent

and cohesive paragraph. It will not make the students write the text as it should be, like just creating a short text.

Studying about theme and rheme is important for the students to make a good organization in a paragraph and then it will make a coherent paragraph (Kartini and Farikah, 2015). This research will analyze the theme and rheme of each clause in opinion and idea of analytical exposition texts. Therefore, the texts that contain will be segmented into clauses and will indicate a theme and rheme element in every single clause. In this research, the writer wants to analyze the use of the theme and rheme in writing text at high school stage.

The objectives of the study are to know the application of theme and rheme and to analyze the type of theme in Opinion and Idea of Analytical Exposition Texts Written by the Eleventh Graders of SMA N 4 Magelang in the School Year of 2018/2019.

Methodology

Descriptive qualitative research was used in conducting this study. Creswell (2012) says that qualitative research is a research that allows researchers to make a personal assessment in form of description that fits the circumstance to get the information.

The subjects of this research were eleventh grade students of SMA N 4 Magelang in the school year of 2018/2019. The writer chose Science Four class as the sample. This class had 29 very active students, 16 male and 13 female students. The unit of analysis of this study was clause. The implementation time of the research was in the end of August 2018. The setting of the research was conducted in the Science Four of eleventh graders in SMA N 4 Magelang which is located in North Jurangombo, East Magelang.

The technique that was used was documentation.

Here is the procedure to analyze the data:
1. The writer collected the texts from the Science Four of eleventh graders students of SMA N 4 Magelang.
2. After collecting the data, the writer segmented the texts into clauses of each sentence.
3. Then, the writer analyzed the theme and rheme and also the type of theme in the texts based on Halliday and Gerot & Wignell's theory (1994) about theme and rheme that were applied in the clause.
4. The next step was calculating frequency and percentage the data to get the conclusion. The writer used Nawawi's social analysis method (1990) that was cited by Halimah (2018), to find the number of percentage. So, here is the formula:

$N = \frac{X}{Y}$ x 100 %

N = percentage of types of theme.

X = Number of types of theme.

Y = Total number of the clauses.

Finding(s) and Discussion

Data Analysis

The Application of Theme and Rheme

a. Topical Theme

1) Marked Topical Theme

By reading, we can know the purpose of life. (text 2)

By reading	we can know the purpose of life.
marked topical theme	**Rheme**

2) Unmarked Topical Theme

They are living in cyberspace. (text 1)

They	are living in cyberspace
unmarked topical theme	**Rheme**

b. Interpersonal Theme

Interpersonal theme shows the theme as the writer's judgment in constructing a sentence, for example:

Let's read books that we like. (text 2)

Let's	*read books that we like*
interpersonal theme	**Rheme**

The word "Let's" was an imperative word that influenced the reader's judgment to do the pointed movement.

c. Textual Theme

So, they ignore everything. (text 1)

So,	They	ignore everything
textual theme	**unmarked topical theme**	**Rheme**

From the examples above, textual themes were followed by the other theme and then the rhemes will follow them.

The Types of Theme

a.   Topical Theme

Based on the table 4.5., marked topical theme contained 1 adverbial, 3 prepositional phrases but there was no complement theme that could be found in the 8 texts. There were 4 marked topical themes in total. Most of the themes in the texts used unmarked topical theme as starting point. There could be found 21 nouns, 35 pronouns, 5 noun phrases, 1 existential and 19 referential.

1)   Marked Topical Theme

Adverbial

(a)   **In this modern era**, people are easy to believe someone else (text 8)
Adverbial as the theme that explains about the time of an event.

Prepositional Phrase
(a)   **From the picture,** we think that reading can broaden the horizon. (text 2)
(b)   **By reading**, we can know the purpose of life. (text 2)
From the example above, there were prepositional phrases as the themes of each clause.

2)   Unmarked Topical Theme

Noun as the theme
(a)   **People** busy themselves with their cellphones. (text 1)
The examples above use common noun as the theme because they did not described specific subject or thing.

Pronoun as the theme
(a)   **I** think that social media can affect person mindset. (text 1)
Pronoun as the subject showed the function as the theme. From the examples above, there were 2 singular pronouns.

Referential
(a)   **This** activity will bring us to the plot (text 2)
Referential words it and to a referent in the previous clause or sentence.

Existential
(a)   **There** is bomb that will explode. (text 8)
It showed that something was existing.

b.   Interpersonal Theme

Modal Adjunct.
(a) **From our point of view,** handphone makes do not care about the environment. (text 3)
Modal adjunct from the examples showed the writer or speaker's judgment of the relevance of the message.

Finite and Wh-elements (interrogative or imperative)
   (a) **Let's** read books that we like. (text 2)
The example (a) showed imperative words. "**Let's**" urged the reader to do an action.

c. Textual Theme
Continuative as textual theme had 1 clause. After that, out of 162 clauses, there were 2 clauses of conjunctive adjunct.
Conjunction.
   There were some conjunctions that could be found in the texts. They were but, so, that, when, if, because, after, and before.

Continuative
   a) **Now,** we cannot find people (text 6)
The word "now" as the starting point indicated the signal of a move to the next point if the same speaker was continuing the sentence.

Conjunctive Adjunct
   a) **that actually** we use to study (text 3)
   b) **On the other hand,** it can be dangerous. (text 5).
The conjunctive adjunct word from example (a) was as elaboration word that was used to clarify or verify the previous moment. Then, the second example (b) was used as theme to add the opposite explanation from the previous clause.

Discussion

Table 1. The Types of Theme Result

No	Theme		Number of Theme	Presentation
1	Ideational or Topical	Marked	4	2.47%
		Unmarked	81	50.00%
2	Textual		62	38.27%
3	Interpersonal		15	9.26%
	Total		162	100%

This study was in line with Adawiyah's paper (2017) that showed that the organization pattern of theme and rheme could make a logical relation between sentences although there were still found some grammatical errors. It did not have a difference with the writer's finding that was showed by the analysis of the types of theme in the clauses in opinion and idea of analytical exposition texts. By analyzing the types of theme, the writer could find out the relation between clauses in opinion and idea of analytical exposition texts. There were still found some grammatical errors but the sentences still could make a logical relation. According to Wang's research (2007, p. 164) that was cited by Kartini and Farikah (2015), by analyzing theme-rheme in a text, the students could learn to perform the same analysis in their own writings, and thus improve cohesion in their own work. These things could work together to make a cohesive and coherent paragraphs.

Compared with marked topical theme, unmarked topical theme was the most applied theme in this research. Marked topical theme was applied in 4 clauses while unmarked topical theme had a half of the number of clauses. This was in line with Katrini and Farikah's research (2015). They showed a result that the students tend to use subjects as theme because it was easier than applied non-subject as the theme. The simplest way of constructing English sentences was to put either nominal group or pronoun in subject position to make sure that the sentence was grammatically correct (Arunsirot, 2013, p.172). This was also related with the lexicogrammatical feature in Analytical Exposition that focused on generic human and non-human participants Gerot and Wignell (1995, p. 198). It means that the subject that should be inside the text can be person, people, thing, animal, etc.

The second most applied theme in the students' texts was textual theme. It could be proved by the connector words like conjunction, continuative and conjunctive adjunct in 62 out of 162 clauses. The conjunction had the highest number in textual theme. It means that the eleventh graders liked to use conjunction to connect the clauses. Interpersonal theme became the point of this research, because in analytical exposition the speakers' judgment was the most important point to show their point of view. In this research, interpersonal theme found in students' texts was unpopular or used rarely. That was proved there were only 15 out of 162 clauses in the texts.

Conclusions

Based on the findings in Pre- Cycle, Cycle 1, and Cycle 2, the writer can conclude that the use of RAPS technique can improve the learning motivation of writing descriptive text of the seventh graders of MTs Negeri 2 Kota Magelang in the school year 2018/2019. There are some positive changes in the students' motivation after being taught by using RAPS technique. In the Pre- Cycle, the mean of the students' motivation is 56.33%. Then, in Cycle 1, it increases to 72.33%. Furthermore, in the Cycle 2, the mean score of the students' motivation can reach at the rate of 81%. The writer also finds that there is a great improvement of the students' descriptive text writing skill of the seventh graders of MTs Negeri 2 Kota Magelang in the school year 2018/2019 who after the implementation of RAPS technique. It can be seen in the mean score of the students' writing test that increase significantly from cycle to cycle. In Pre- Cycle, the mean score of the students' writing test is only 54.16. Then, it significantly increases to 68.87 in Cycle 1. Meanwhile, in Cycle 2, the mean score of the students' writing test can attain the number of 80.73 and it has reached the standardized score of 71.

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