

**THEMATIC ANALYSIS OF SPOKEN TEXTS
IN THE ENGLISH DIALOGUE
(A STUDY AT THE VIII GRADE OF SMP N 16 SEMARANG
IN ACADEMIC YEAR 2016/2017)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Education Department



Organized by

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MOTTO and DEDICATION

“The limits of my language means the limits of my world”

By
Ludwig Wittgenstein

“Because without our language, we have lost ourselves. Who are we without our words”

By
Melina Marchetta

وَمَا أَرْسَلْنَا مِنْ رَسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ
وَهُوَ الْعَزِيزُ الْحَكِيمُ

[QS. Ibrahim: 4)

To:

My father
My mother
My brother
My family
My best friend

ABSTRACT

Title : **Thematic Analysis of Spoken Texts in The English Dialogue (a study at the VIII grade of SMP N 16 Semarang in academic year 2016/2017)**

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Keywords : Semantic features, Theme-rheme, and Spoken texts

The background of this study was that language had the aims or goals which brought the essential meanings and notions in order that a hearer or a speaker impeccably understood. So, to get the central goal of the arrangement of the information on the sentences or utterances needed the appropriate device; theme and rheme. The definition of theme and rheme was that theme was the first initial or label as the urgent formal high grammatical term that brought up the clause. And then, next term which is functioned as the supporting of theme was known as rheme. The descriptive qualitative method was used to realize this study, and that used descriptive analysis as data analysis with the following core files; the recording of students' dialogue and its transcript. The analysis of the data was done with several steps; first, to divide the texts into three parts namely; topical, interpersonal, and textual, second, to find the components of theme, and third, to label each of three components. This thesis discussed about thematic analysis of spoken texts in English dialogue that was focused and conducted in the VIII grade of SMP N 16 Semarang. In this study, the discussion was limited to the research question; how thematic meanings are realized in the spoken texts of the English dialogue at the VIII grade of SMP N 16 Semarang in academic year 2016/2017. And its objective of the research was to find and state thematic meaning that are realized in the spoken texts of the English dialogue at the VIII grade of SMP N 16 Semarang in academic year 2016/2017. The last step was to draw the conclusions based on the finding. After analyzing the data, it was found that students applied three types of theme in their dialogue. The themes were topical,

interpersonal, and textual. Then, it was found that the dominant theme was topical theme. It was also revealed from the analysis that students did not apply one single strategy of Thematic development in their text but three of rhematic development; reiteration theme, linier pattern theme, and multiple or derived theme. Each text had two or three patterns of thematic development. Theme reiteration was the most often used pattern in students' writing. It was because the pattern was the easiest way that students could use in developing a text. The presenting of this study was hoped that theme-rheme as the method, could give the benefit and advantages for those who concerned in composing the texts, either spoken or written types, especially for teachers' writing. The Teachers were able to apply this method to teach their students how to compose the cohesive and coherence texts so that the texts were understandable and well-written.

ACKNOWLEDGEMENTS

The first and foremost, I wish to take the opportunity to express my greatest gratitude to Allah SWT the Almighty for the blessings, grace, love, and strength leading to the completion of this final project.

My deepest and sincere appreciation goes to all people who have made it possible for me to accomplish this final project. I would like to express my gratitude to:

1. Daviq Rizal, M.Pd, as my advisor for the kindness in providing continuous and careful available guidance and advices so that I could finish this final project.
2. All of lecturers of English Education Department of Walisongo State Islamic University, who have given valuable knowledge and experience during my study.
3. My beloved family -my father, my mother and my brother-, thank you for giving me never ending love, support, and understanding during my study.
4. My community of PMII, HMJ PBI, LPM Edukasi, Gang Inggris, and Rumah Pintar, and all of RW members who have been sharing tears, laugh, happiness, and sadness with me. Thank you for your support, for helping me relieve stress during I conducted this study, and for being my new family for these years. Let me tell you that you are amazing girls!
5. All of my friends in English Department '13: Eko S, Fahreza H, Muslim, Rozak, Isyqi A, Leily W, and Dewi N – for supporting

and encouraging me in finishing this final project, and for all All Star of PBI's 13 whose name I cannot mention one by one. Thank you for those support and memories.

I realize this final project is still not perfect. For that reason, I will always look forward to any feedbacks to make this final project better. Finally, I hope this final project will give a great benefit for the readers and for the improvement of English teaching in Indonesia.

Semarang, 21 of June 2017

M Z Muttaqin
NIM 133411096

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CHAPTER I

INTRODUCTION

This chapter, the researcher presents the background of the study, reasons for choosing the topic, research question, objective of the research, significances of the research, and limitations of the research

1.1 Background of the study

Human is a social beings where they cannot hardly be separated each other, and always need of the cooperation. In order to facilitate their efforts to provide themselves with the necessities of life, human beings have to do communication with one another, which it can only be carried out in a community. All of the reasons above, are for the purpose of this cooperation that members of a social group needs a means of communication, which is called by language.¹

As Chomsky states that a language is the tools or terms which is explained the human mind's process, and it can possibility produce the whole significance things.² Moreover, there are the numbers of language that are spoken (dialects) by many people, as the form of every single human' life, which they

¹ Ramelan, (1992), *Introduction to Linguistic Analysis*, Published and printed by IKIP Semarang Press pp. 7

² Noam Chomsky, (1957) (in Halliday and Hasan:1985), *Syntactic Structures*, Mouton, The Hague, pp. 4

have to cover communication by language, and furthermore language as their routine to do the deal, argument, business or dialogue. Language as the important part of human's need included sign, symbol, speech, or talk cannot be separated.³

Therefore, how important the language in our daily life, as far as, Allah says in the holy book;

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَاكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

*“O people! We created you from a male and a female, and made you races and tribes, that you may know one another. The best among you in the sight of God is the most righteous. God is all-knowing, Well-Experienced” (Al-Hujurat, verse:18)*⁴

And Prophet Muhammad ever says too:

مَنْ تَعَلَّمَ لُغَةَ قَوْمٍ سَلِمَ مِنْ مَكْرِهِمْ (رواه امام أحمد و ابو داود و الترمذي)
*“Whoever is studying the language of a people, it will survive the ruse” (H R Imam Ahmad and Abu Daud and Tirmidzi)*⁵

Moreover, the next argument related the function of language is stated by Ramelan's perspective that the use of languages is not only as the tool of speeches or talks but also

³ Sinisa Bosanac, Damir Latin, Petra Mikolic, (2009), *Discourse Analysis; Spoken Language*, Department of English Faculty of Philosophy University of Zagreb. pp. 4

⁴ Holy book, Al-Hujurot verse: 18

⁵ An-Sunnah

enables as the networking or cooperation which can associate with one another for their own vital advantages.⁶

Certainly, the language is contextualized that way it happens as social, coherence-text (the unit of genre).⁷ In addition, that language is realized on the written structure; novel, poem, story, short essay and so on, those are argumentatively tell how the languages are arranged or compiled become understandable and unity, and it claimed as system.⁸

As Nunan models the term 'text', specifically, refers to some writing footage of the communication events. In addition, crystal (in Nunan 1993:6) claims the definition of text is a unit regularly effects to the spoken, written or sign which have a purpose. Moreover, Cook (in Nunan 1993:6) gives the illustration of text as language which is interpreted argumentatively without embedding of context.⁹

In context area perfectly, Nunan demonstrates that context has the urgent role in discourse analysis concept. Since language known as the human's fundamental properties, it also has the entrenching connection with what traditionally context serves.¹⁰

⁶ Ramelan, (1992),... pp. 8

⁷ Prastikawati and Musarokah ,(2010), *Writing 3*, IKIP PGRI Semarang. pp. 5

⁸ Abdul Chaer. (2012), *Linguistik Umum*, (fourth Edition), Revision Edition. PT Rineka Cipta. pp.34

⁹ Nunan, (1993), *Discourse Analysis*, The Penguin Group, pp. 6

¹⁰ Nunan, (1993),... pp. 7-8

The context refers to the situation or condition where the language used; the linguistic context - the language which surrounds and accompanies the part of discourse under analysis. The second is the non-linguistic or experiential context that including the topic, the purposes of the event and what language to do.¹¹

One influential approach, language has an additional interpretation which recognized as spoken term. Halliday defines spoken language or spoken mode as non-essential features writing characteristic which is easier to produce, and labelled as spontaneous conversation. Also He conceptually argues that spoken is classified to speech, conversation, or dialogue that brings out the essential different from written form.¹²

Those statements above are never being utilized and understood without learning itself, and has been done with the analysis. In other word, that the language has the aims or goals which carry on the meanings and notions in order to hearer or speaker impeccably understand.¹³ So, to get the main goal of the arrangement of the information on the sentences or utterances need the appropriate device; theme and rheme.¹⁴

¹¹ Nunan, (1993),... pp. 8

¹² Halliday, (1985), *Spoken and Written Language*, Deakin University, pp. 46

¹³ Thompson, (2014), *Introducing Functional Grammar* (3rd ed.), Abingdon: Routledge, pp. 117

¹⁴ Daniel Dejica-Cartis and Mihaela Cozma, (2013), *Using Theme-Rheme Analysis for Improving Coherence and Cohesion in Target-Text*; A

The definition of theme and rheme is ever stated by David Nunan, “theme” is the first initial or label as the urgent formal high grammatical term that brings up the clause. That is the element around the sentences is structured, and then next term which functions as the supporting of theme is known as rheme.¹⁵

Halliday notes that the thematic meaning are too crucial to develop the great texts’ function, then the texts can be categorized cohesive and coherence. Because theme is called as the first position that frequently takes place as the old information from a particular context, in other words, theme probability provides or gives the first line of the clause. And it follows by rheme, as the second or next part texts which included new information of theme or it can be called supporting idea of the texts or messages.¹⁶

Furthermore, Theme-Rheme is a structure that certainly carries a “Communicative dynamism”, that is the assessment of the development in the text hence it is assigning a clause as message that it has to bear.¹⁷

Methodological Approach, *Procedia - Social and Behavioral Sciences* 84 . pp. 891

¹⁵ Nunan, (1993)... pp. 46

¹⁶ Halliday,(2004), *An Introduction to Functional Grammar*, Third Edition. London, pp. 64

¹⁷ McCarthy, (1991), *Discourse Analysis for Language Teacher*, Cambridge University. pp. 52

The structure, as known as theme-rheme structure, presents the distribution of information within a clause as well as within a sentence. Based on the preceding case of spoken text that the pattern of the sentences must be organized linguistically within the text as a whole, so that so the hearer can catch the point of the speaker' s information. Theme-Rheme's structure allows information to flow from one clause to another smoothly. The logical flow helps to create cohesiveness of the text. Moreover, to prove the framework pattern of spoken's content the researcher try to use theme-rheme as the effective tools to analyze the content of information; spoken text. The content of information is gotten by the researcher form students' English Dialogue at Eight grade of SMP N 16 Semarang.

1.2 Reasons for choosing the topic

This research is mostly discussed about the important of theme-rheme as the efficient tool to analyze the content of spoken text which produced by the speakers. And for the reasons, the researcher has seven reasons, as follows:

1. The spoken language is basically being the proper identity as the human being to express all ideas, perceptions, notions, and everything needed.
2. With the learning of speaking skill (English Language) as the enormous language will guide the speaker to have well-communication each other.

3. The problematic communication that usually arises is the hearer or speaker can't catch or produce the point of information, and caused the fatalistic understanding.
4. The thematic structure with states 'clause as message' is used in order to maintain a coherent point of view in communication and subsequently.
5. Theme-rheme can be easily identified as a feature of text, where is a general way of organizing information and carrying over from one proposition to the next.
6. Theme-rheme will influence how readers interpret every single of information that follows.
7. Theme-rheme also provides a setting that typically contains the familiar or old information, and the setting is followed by the remainder of the message
8. The last, researcher would like to know specifically and argumentatively how the thematic structure works and analyses the spoken text.

1.3 Research question of the study

This research was conducted to answer the main problem; How are thematic meanings realized in the spoken texts of the English dialogue at the VIII grade of SMP N 16 Semarang in academic year 2016/2017?

1.4 Objective of the research

This research was intended to meet the following objective: To find and state thematic meaning that realized in the spoken texts of the English dialogue at the VIII grade students of SMP N 16 Semarang in academic year 2016/2017

1.5 Significances of the research

A. Theoretical development

In theoretical development, the researcher expects that this study will contribute to analyze the content of utterance in spoken language, exactly dialogue. Then, it is intended that so far will provide rich information and functions as a references for educational practitioners and researchers in Indonesia generally.

B. Practical development

1. For the teachers

This study will contribute the insight, information, or evaluation for the speaking or writing subject which highlights the whole information or utterance to connect cohesively, and it will be benefits for the teachers;

- a. This study probably can model ‘theme-theme’ as the instrument to assess good-writing or speaking.
- b. This study also would facilitate the teacher to develop his/r teaching style. So that the students know how to connect or organize their words cohesively, whether spoken or written style.

2. For the researchers

The result of this study will be the ingredient or reference for further research that will be conducted in the other time, and specifically cover two main profits;

- a. The researcher is well-understanding how the language accurately works and does.
- b. The researcher claims this study ‘thematic meaning’, is explain clause as message, can explore and provide the core of utterances which are placed in the first of sentence or clause and followed with the new information.

3. For the pedagogical contribution

In pedagogical perspective, the researcher hopes textual meaning; theme-rheme device as the effective tool to analyze the content of text, and it will give the good experience for the students when they are doing the conversation or organizing the sentences.

1.6 Limitations of the research

This study needs the scope to limit the information as the researcher conducted, and the limitation of this study as follows:

- A. This study only focus on analyzing the spoken text, exactly dialogue by using of textual meaning; theme-rheme.
- B. The data of the study will be got from eight grade students’ English dialogue of SMP N 16 Semarang in academic year 2016/2017.

1.7 Outlines of the research

The researcher divides this study into five chapters. They are chapter I, II, III, IV, and V.

1. Chapter I is an introduction, it presents background of the research, reasons for choosing the topic, research question, objective of the research, significances of the research, limitations of the research, and outlines of the research.
2. Chapter II is the review of related literature; it presents previous research and theoretical review.
3. Chapter III is the method of the research; it presents research design, research object, research instruments, method of collecting data, and method of analyzing data
4. Chapter IV is an analysis of data and the result discussion; it presents the analysis of data which got from English students' dialogue, its discussion, and pedagogical implication
5. Chapter V consists of data conclusion and the suggestion; it presents the conclusion and also some suggestion according to the result of the research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter highlights two main points (i) previous studies of the implementation of theme-rheme as the appropriate device to analyze the content or core of the utterances or sentences that have been done by experts, linguists, and practical researchers and (ii) review of related literature which ideally discuss the scopes of thematic meaning and what spoken text defines

2.1 Previous Study

To relate to this research, the researcher chose some literatures about previous researches which are relevant to the research:

2.1.1 Asri Nur Rakhman (2013), *An Analysis of Thematic Progression in High School Students' Exposition Text*, the thesis for undergraduate program UPI¹

Asri Nur Rakhman, as researcher, observed that the most students maintained the coherence in writing became the main problem faced by the students when they were asked to write. And it was found that in ESL/EFL students writing, the students focused almost entirely on

¹ Asri Nur Rakhman, student number; 0807342, (2013), *An Analysis of Thematic Progression in High School Students' Exposition Text*, UPI. Thesis of undergraduate program.

the word and sentence levels rather than the level of the whole discourse. That was textual coherence. This study entitled “An Analysis of Thematic Progression in High School Students’ Exposition Texts” attempted to investigate how the students organize their ideas in their exposition texts seen from thematic progression, and to what extent the students’ exposition texts are consistent to the argumentative language features, in term of thematic progression.

This study was conducted in one public senior high school in Bandung. This study used a case study research design. The data were nine students’ exposition texts from three different levels of achievement that is low, middle, and high achievers. The text were analyzed using thematic progression framework from Fries (1981, 1994,1995), Danes (1981), and Eggins (1994, 2004).

The findings of this study showed that, seen from the thematic progression, there were three patterns that the students used to organize their ideas in exposition text. These are the zig-zag pattern, the reiteration pattern and the multiple theme pattern. In the terms of thematic progression consistency, some texts from middle and high achievers seemed consistent with the argumentative language features, since they employed mode zig-zag

pattern than re-iteration pattern and used multiple theme pattern.

The similarities both of these thesis are the researcher used the thematic analysis to get point of the content's exposition texts, and it analytic focus on the cohesive device: consistently to argumentative language features. And for about differences between these thesis are this researcher would like to investigate how the students organize thier ideas in thier exposition texts seen from thematic progression, and to whatt extent the students' exposition texts are consistent to the argumentative language features, in term of thematic progression. And it research design is case study which conducted in nine students' of senior high school in Bandung. That study was almost different with my thesis, this thesis refer to spoken text that done students' dialogue and continue by theme-rheme analysis. This thesis included in descriptive analysis that will be much consulted by the relevant data or journals.

2.1.2 Isabel Alonso Belmonte (2016), *Theme-rheme Pattern in L2 Writing*, University Autonoma de Madrid.²

Isabel as the researcher started with the basic problem which showed many ESL writing teachers still focused their feedback to learners on error occurred below the clause level; incorrect using of verb and subject-verb agreement. This study tried to investigate how to contract L2 students' writing at the level of the discourse by using theme-rheme device. The researcher had paid much less attention to this construct and its possible usefulness in second language teaching. This study's main aim was to prove that the notion of theme-rheme can be very helpful as a tool of instruction for the teacher to evaluate L2 students' writing. Then to support this study, researcher was going to collect the students' written task as the detail instrument.

Furthermore, this study was quantitative analysis which used T-test which will analyse a sample of 25 students composition written by Spanish native speakers. This study would like to help the student for marking compositions, the notion of thematic progression and thematic selection can also provide material for classroom activities, which students will then be able to draw on when writing on their composition.

²Isabel Alonso Belmonte, (2016), Theme-rheme Patterns in L2 Writing, *Universidad Autonoma de Madrid. Journal Servicio de Publicaciones UCM*

To address this issue, researcher had analyzed a sample of students' composition written by Spanish native speakers learning English as a second language in terms of their thematic selection and progression. This empirical analysis had enabled the others researchers to uncover several common problems for textual cohesion and coherence in L2 writing, or the other words, the result confirmed that the theme-rheme construct can be a valuable instrument for teachers when it came time to marking students' writing.

The similarities of both this thesis are an equality of the device which used to do analyzing namely theme-rheme, it means the researcher goes to find coherence and cohesive of the object the thesis, and the current researcher conduct easily and success by the means of descriptive design that will prove the notion of theme-rheme which can be very helpful as a tool of instruction for the teacher to evaluate L2 students' writing.. Nonetheless, this thesis are difference; this previous study might find the coherence and cohesive for supporting teaching-learning process as well as possible. In addition to complete it, L2 students' writing was the object of the thesis which would be analyzed. That was contras with my object; spoken text that will be as the data for analyzing.

2.1.3 Wei Jing. (2015). *Theme and Thematic Progression in English Writing Teaching*. College of International Studies, Southwest University China.³

Theme and thematic progression (T/TP) was a major aspect of the way that speakers constructed their messages in a way which made them fit smoothly into the unfolding language event. While studies had illustrated the usefulness of observing T/TP to identify English learners' writing difficulties and suggested that T/TP should be included in English writing lessons to help students wrote more coherently, this was descriptive qualitative which used English learners' writings as its instrument.

There was a research question related to this study; how teachers could apply the theory of T/TP, and very few studies had developed and studied teaching materials informed by T/TP. The present study provided an instructional package in T/TP for Chinese EFL students by examining theories in Systemic Functional Grammar and reviewing relevant literature.

The findings of this study was able to build students' meta-knowledge of coherence and T/TP in order to give students more grammatical resources to improve the coherence

³Wei Jing, (2015), Theme and Thematic Progression in English Writing Teaching. *College of International Studies, China. Journal of Education and Practice*, Vol 6, No. 21

of their writing, and to help them become aware of how information and ideas should flow in a text so that it could be easily understood by their reader. In addition, students would apprehend which T/TP patterns are valued in English writing and have the opportunities to apply this knowledge to improve their writing. So, the researcher completes the study by means of collecting the document (students' English writing) as the instrument.

The similarities both of two theses are the researcher tries to focus on use and observe it by systemic functional grammar and reviewing relevant literature; theme and thematic progression (T/TP). That effective tool aimed to identify the difficulties in English lesson for helping students' English writing more coherently. The setting and study focus (writing) becoming the differences between me and that thesis. Using thematic device to analyze the content cohesive spoken text is my study focus which is got from students' dialogue.

2.2 Literature review

This chapter, literature review, goes to highlight four urgent points which will argumentatively be explained and classified specifically; (i) what the text, context, and language system defines, (ii) what the semantic features discuss and classify, (iii) what the clause complex defines, (iv) what the thematic meaning takes on spoken and written roles, and (v) what spoken text (dialogue) defines.

2.2.1 Text, context, and language system

2.2.1.1. Text

According to Suzanne Eggins the term ‘text’ had been explained as “trustworthy production of human’s social interaction”⁴ that is closest with Halliday and Hasan’s idea which defines the notion ‘text’ as every single passage, either spoken or written that expresses the whole or unity of structure.⁵ And that why, the text has its function to realize the communication among whole people in actual situation (spoken and written).⁶

To realize Halliday and Hasan’s perspective related to what exactly text is, it can begin with the obvious example below;

U P X G
W E L I
A C F M
T R Z B
D J Q N
O K S H

Figure I (*Adopted from Suzanne eggines, An Introduction to Systemic Functional Linguistic. pp:24*)

⁴ Eggins, (2004), *An Introduction to Systemic Functional Linguistic*, (2nd), New York, pp. 23

⁵ Halliday and Hasan, (1976), *Cohesion in English*, London: Longman, pp. 1

⁶ Thomas Bloor and Meriel Bloor, (2004), *The Functional Analysis of English; A Hallidayan Approach* (2nd), Oxford University Press. pp.5

In spite of example regularly above is called as language in the some culture which is known by human, but it cannot be read as text. There are evident distinctions both of text and language; sounds and letters which do not organize the texts. So far, text is not structurally combination of sequence of sounds or letters of English language. In addition, that the phonemes which represented by the letters are not calling or functioning as units of meaning (or text).⁷

Thinking of text, the concrete characteristic of the text is unity. The unity of any text; either spoken or written that mainly focus on two urgent types that are unity of structure and texture.⁸ Moreover, the text is strongly social space which has two occurred fundamental social processes; cognition and representation of the world, and social interaction.⁹

Moreover, the text briefly refers to a bounce, where has fully of complete piece of speech or writing, and usually keeps to broad expansion and rules that determine the structural language in every single text

⁷ Eggins, (2004),... pp. 24

⁸ Halliday and Hasan, (1989), *Language, Context, and Text: Aspects of Language in Social-Semiotic Perspective*, Deakin University pp. 52

⁹ Fairclough, (1995), *Critical Discourse Analysis; The Critical Study of Language*. Longman Grup Limited, pp. 6

types. As much as found in many books that text basically functions to wide-ranging the unity of paragraph. In addition, text might be spoken like dialogue or monologue and it can be written like prose or verse. the text is mainly well-understood as the written and spoken style also.

2.2.1.2. The function of text

The term ‘text’ appropriately can be defined as the simplest way (regarding that text is functional in the language). Obviously, the term of ‘text’ simply refers to unit of language, in any size and any situation, which has an understandable meaning to the broad people.¹⁰

Broadly, Halliday and Hasan classify the text’s functions into four important scopes; first, text as meaning that the text is really made of meanings although it is written naturally as words or sentences, and it looks as though. Besides, the meaning must be expressed or show of by the means of presenting the words or structures in the form of speech or writing style.¹¹

Second, text as semantic unit is well-known which text typically or naturally formed and written on the model of words, and text essentially is read or written

¹⁰ Halliday, (2014), *Halliday’s Introduction to Functional Grammar (4th ed.)*, Revised by C.M.I.M. Matthiessen. New York: Routledge, pp. 1

¹¹ Halliday and Hasan, (1989), ... pp. 10-11

by the human has the rigid formula; and it different from the sentences.¹²

Third, the text as product and as process which are actually more than linguistic unit, a text, has to be considered from two main views; text as product where it reality produces some sounds or forms when people interact with others or just write. And it is as process due to continuous process of semantic choice, or in other words, a process to connect or share an idea (as a whole) to others.¹³

And the last, text as a social exchange of meaning, Halliday and Hasan explain and state that text basically is a media to transfer the information seen from social-semiotic perspective. So far, every single text style in many languages is too meaningful because it (as tool) can be related to the varieties of interaction among people.¹⁴

From four lists above, as presented that text has its functional: as social exchange, as semantic unit, as product and proses, and as meaning. Moreover, those functions never mean unconnected to each sentences or paragraph but it link to each other.

¹² Halliday and Hasan ,(1989), ... pp. 10-11

¹³ Halliday and Hasan ,(1989), ... pp. 10-11

¹⁴ Halliday and Hasan ,(1989), ... pp. 10-11

2.2.1.3. Context

As Nunan states that context has the urgent role in a number of discourses which refer to the situational element.¹⁵ Definitely, context is everything around the texts. Moreover, the notion of what is ‘with the text’ (context) always goes to beyond what is said or written, and functions as complement of the text which makes the whole meaningful meaning.¹⁶ Moreover, the context of idea or event is the general conceptual situation that relates to and helps it to be understood.¹⁷

To conclude the notion ‘context’ is absolutely referred to every communicative event among speakers, although it not English, it makes the important moments; situational and cultural context. Thus, the context functions as the sort of language that later will be used.

2.2.1.4. The function of context

Malinowski states (in Halliday and Hasan 1989:6) that the context is divided into two urgent areas; context of situation and culture. The term ‘context’ has a similar word ‘con-text’ which appears before and after every single sentence in the variety of paragraph. Then, He states that the text is uttered has to be included the

¹⁵ Nunan, (1993),... pp. 7

¹⁶ Halliday and Hasan, (1989),... pp. 5

¹⁷ Collins Co-build Online Dictionary, (1995)

meaning of environment or verbal situation as the complete the whole meaningful text. That means the context of situation, and for the comprehensive understanding.¹⁸

See and observe the example below;

(Article which written by Malinowski in 1923)

“Malinowski studied how the language works in a fishing expedition when the islanders went in their canoes outside the lagoon into the open sea to fish; when they had caught a cargo of fish, they had the problem of navigating a rather difficult course through the reefs and back into the lagoon. As they came in, they were constantly in communication with those on the shore. They could shout instruction to each other, and they were, so to speak, talked in, in the way that an aircraft is talked down when it is coming in to land. Furthermore, there was an element of competition, a race between the different canoes.”

From the illustration above, as reader will get some problematic on interpreting what text exactly talks about or displays on. That is absolutely correct when someone tries to recognise the text above and next will face the difficulties. The article was written about very much pragmatic language. It was language in action, and never be clearly understood as the message unless the

¹⁸ Malinowski, (1935) (in Halliday and Hasan 1989), *The Problem of Meaning in Primitive Language*, Kegan Paul, London, pp. 6

reader knows what was going on or the reader goes on preparing some sort of audio-video record which serves what actually happens on that time.¹⁹

But Malinowski also argues that it was needed to give more scope than the conceptual environment or situation. It is necessary when the reader interprets some texts or utterances (which strange) to provide an accurate information not only seen from what is exactly happening but also the total cultural background.²⁰

There are two main points; the context as cultural function or situation is regarded not quite adequate for the aim of linguistic theory. One more urgent to cover the complete conception of the context of situation, as Malinowski explores, who tries to focus on with the study of specific texts. The aim is to explain and expand the meaning of particular instances of language uses. So, Mitchell, Professor of linguistics at Leeds, tells four descriptions of context of situation as follow:²¹

1. **The participant in the situation:** what is exactly referred to as person or personalities, corresponding

¹⁹ Halliday and Hasan, (1989), ... pp. 6

²⁰ Malinowski, (1935) (in Halliday and Hasan 1989),... pp. 7

²¹ McCarthy. (1957)(in Michael McCarthy 1998), *Spoken Language and Applied Linguistic*, Cambridge University Press pp. 27

more or less to what sociologists would regard as the statuses and roles of participants.

2. **The action of participants:** what they actually are doing, either verbal action or non-verbal action.
3. **Relevant features of the situation:** the around of objects and events
4. **The effect of verbal action** : what perhaps changes by the present of participants in situation had to say.

The conclusion of what the context above states exactly the covers or scopes; that can be understanding summary of context which is seen as ‘what beyond the text’ or ‘the text which does not interpret textually’. And one more related to the context’s interpretation must be done or meant from cultural and historical (situation) background. Moreover, the reason why cultural background also takes the significant role, it is because including of some conversation or kind of linguistic interaction are not only the immediate sights or sounds around the event on that time but so far the whole cultural event behind the participants.

2.2.1.5. The features of the context of situation

According Halliday, who works with the concept of context of situational context, He classifies the term of context into three important features which serve to

interpret the social context of a text and the environment where the meanings are being exchanged:²²

1. **Field:** what is happening, why it is happening, where or to whom
2. **Tenor:** who are taking part or the participants
3. **Mode:** what is the language taking to do interaction (either formal or non-formal)

The illustration below is provided to make a depth analysis how the three features of context work:

Fave hotel MEX building Surabaya

With its fun atmosphere, Fresh attitude and friendly service the Favehotel MEX building is set to be Surabaya's very best select service hotel and is ideal for people living in active and modern lifestyle as well as for budget oriented business travelers, small groups and families.

Rooms are super clean and functional offering amenities usually associated with more expensive hotels such as LCD televisions, remote controlled AC's en suite bathrooms with standing showers and complementary high speed WiFi connections. Rooms also feature easy to use electronic key card systems for peace of mind.

A favehotel is unified team of energized people obsessed with creating a friendly and affordable hotel experience focusing on everything guests really want such a spotless cleanliness, efficiency, comfortable beds, functional rooms and bathrooms and a big smile.

²² Halliday and Hasan, (1989),... pp. 12

Figure II (*the schema and example of context's element*)

From the instance as displayed above, it can inform and give the phenomenon regarding how the three features or variables work within the text. As called by 'field' cause it explains the events run or happen; the promotion about high class of hotel which full of expensive facilities, and next is 'tenor' which expresses how communication runs between promoter and clients, and the last is 'mode' area that of language mostly uses with the formal situation.

2.2.1.6. The relationship of the text and its context

According to Halliday and Hasan, about three elements of context; field, tenor, and mode, each element have the relevance into the texts. As it known by field which shields-the general concept of what mostly it is talking about-but semantically it is also embodied in the transitivity structure in the grammar. And it can be called that the field is really meaningful through the experiential meaning in the semantic.²³

In addition, to consider as tenor which it has a job in enacting two or more social process. On the other words, tenor of discourse can be connected or linked with the definition of interpersonal meanings, and the

²³ Halliday and Hasan ,(1989), ... pp.25

interpersonal meaning is realized through the mood pattern of the grammar.²⁴

And the last of context's features is mode-which is determined as the role of language plays or do not play-that is only adequate scope where the mode functions. It can be associated with the general insight of textual meaning that is realized through the theme-rheme of the grammar.²⁵

To the point of these connections of three semantic features on the text, let's observe the table below which gives the conclusion of explanation above;


| Feature of the context | (realized by) | Functional component of semantic system |
|---------------------------------------|---|--|
| Field of discourse (what is going on) |  | Experiential meaning (transitivity) |
| Tenor (who are taking part) | | Interpersonal meaning (mood or modality) |
| Mode (role assigned to language) | | Textual meaning (theme-rheme) |

Table I (*the relation of the text to the context*)

²⁴ Eggins, (2004) ,... pp. 111

²⁵ Halliday and Hasan, (1989), ... pp.29

It is important to comprehend what must basically be known that connection between texts and context, furthermore is true which is explained definitely that text and context are almost seen as two different notions, but it has the depth relevance meaning.

2.2.1.7. Language system

Nowadays, learning language is not something new since the linguist has done with a lot of researches focus on its language. Separately, the most interesting study about language is how language actually works and has an urgent role in human's daily life.²⁶ According to Carrol what a language is, He tells that language is subjective system of human's speech of sound which can be used for interpersonal communication²⁷

Furthermore, Ramelan emphasizes four basic characteristics of language which attempt to work within texts, context, and discourse, there are; systemic, arbitrary, spoken, and social and complete. Then, language automatically called as 'systemic' which means that it concerns orderly and definitely to the organization of the indicating units used by language.²⁸

²⁶Ramelan, (1992),... pp. 19

²⁷ Carrol, (1953) (in Ramelan 1992), *The Study of Language*, Cambridge, Mass. pp. 10

²⁸ Ramelan, (1992), ... pp. 10

Furthermore, the language is ‘arbitrary’ since it is based on the social agreement, and that is true because language is basically the humans’ production.²⁹ Another consideration which articulates language is always and absolutely ‘spoken’ by many people trough in a number of different ways.³⁰

In addition, that the language is social and complete, not like animal’s means of communication is much needed to learn. Because of languages are spoken by human beings throughout the world can never be the same.³¹

The summary is these four basic characters work togetherness to realize the reasonable concept so that so human can produce fluency information. ultimately, there are too many definitions what language is, and it can be concluded that it is the media to share of transfer many things to fulfil the daily’s necessities.

2.2.1.8. The basic concept for the study of language

The theoretical conception of image below will explain and show the reader how the language classifies into many urgent points and where exactly it comes from; where it

²⁹Ramelan, (1992), ... pp. 11

³⁰ Ramelan, (1992), ... pp. 12

³¹ Ramelan, (1992), ... pp. 14

contributes the detail theory of language, the branches as follow,³²

(This is taken up from the book child language, learning and linguistics by David Crystal)

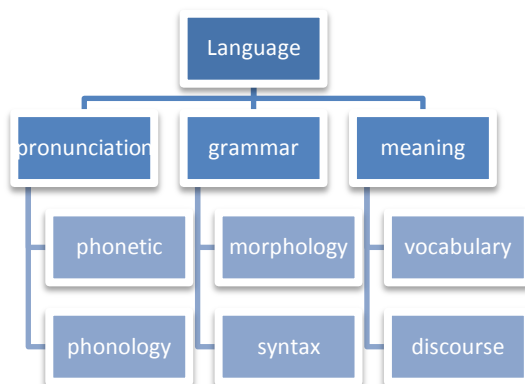


Table II (*the language theoretical conception*)

The figure illustrates the primary classification of language which is basically as the human's communication needed; pronunciation, grammar, and meaning. All three components are really recognised as the fundamental structure of speech and writing. So far, (as the study of thematic) it ordinary refer to the term of 'meaning' or semantic.³³

First as showed on table above, the study of meaning (in the spoken or written style) needs to master what the

³² Halliday,(2004),... pp. 19

³³Crystal, (1987), *The Cambridge Encyclopedia of Language*, Cambridge University Press, pp. 15

vocabulary or lexis teaches and its scopes.³⁴ Then, the other term which focuses on the whole of meaning in a text, and it is farther than the study about the individual word (lexis), it labelled as discourse. The system of how to organize and compiled the flow of information in each clause is more preferable.³⁵

Furthermore, discourse which focuses on text-forming study needs the accurate elements that agree with the ultimate aim; how the linguistic element enable language users to do the communication in context.³⁶ So, there are types of discourse, Daviq tells there are three metafunctions that inserted into discourse analysis namely textual, interpersonal, and ideational.³⁷

That three of components above; meaning, grammar, and pronunciation are really needed to be implemented in the notion of language. Moreover, the study of meaning which covers down a discourse and vocabulary. Therefore, the label of study of meaning has to be mastered by vocabulary and discourse. And the next session of this study will depth discuss the notion of discourse.

³⁴ Halliday, (1985),... pp. 65

³⁵ Paltridge, (2000), *Making Sense of Discourse Analysis*, Gerd Stabler. pp.4

³⁶ Fairclough. (1995),... pp. 7

³⁷ Rizal, (2015), *Discourse Analysis*. CV. Karya Abadi Jaya. pp.1

2.2.2 Metafunctions of language

2.2.2.1. Semantic features

In considering the whole of semantic system, it could be defined as 'text-forming'. Where the notion of text is the product of all of four meanings; experiential, logical (element of ideational), interpersonal, and textual.³⁸

Each of the three formulas are as part of a different functional arrangement, making up a new separate strand in the whole meaning of the clause. As the significance working calculation, it can define these differences of elements as follow:³⁹

- a. The theme functions in the structure of the clause as the message, as popular category that the clause has an explicit meaning as a message. As the departure of point for the message, theme is used to dissect the core of utterance or message in the clause.⁴⁰

55. Halliday, (2002), *Linguistic Studies of Text and Discourse*. Edited by Jonathan Webster. London. pp. 29

³⁹ Halliday and Christian, (2004), *An Introduction to Functional Grammar*. (3rd), London. pp. 58-59

⁴⁰ Halliday, (2002),... pp. 30

The two examples below state for the comprehensive understanding;

| | | |
|---------|--------|----------------|
| I | Caught | The first ball |
| Theme | Rheme | |
| Subject | | |
| Actor | | |

| | | |
|-----------|---------|---------|
| The third | I | stopped |
| Theme | Subject | rheme |
| | Actor | |

Table III (*the example of theme*)

- b. The subject (and is known as interpersonal metafunction) functions in the structure of the clause as exchange which means that a transaction between sayer and hearer produce some meaningful information. Then, the subject is assessed as warranty of the exchange, and the speaker is responsible for the validity of what is saying.⁴¹
- c. And the third is actor (and is known as ideational metafunction) functions as the structure of the clause as representation. A clause as representation places the actor as the active participant in every process of interaction.⁴²

⁴¹Thompson, (2014), ... pp. 28

⁴² Bloor and Meriel Bloor, (2004),... pp. 10

Those three scopes – clause as a message, clause as an exchange, and clause as a representation – refer to three different kinds of meaning. Although, these three lines of meaning in the clause are embodiment in the structure of a clause. That stimulates where each of three components has the same equal role in the clause and do not occur as isolate.⁴³

By the means of separating out the scema of theme's function, subject, and actor. Halliday (in Suzanne Eggins) claimed no need to decide them as a different entity whereas that clause is a composite body, and it has been labelled them 'Clause as message', 'clause as exchange', and 'clause as representation'.⁴⁴

Moreover, the three components, in fact, are not simply characteristic of the clause; each of three patterns of the clause run throughout the fully of language together. Therefore, all the three distinctive meanings refer to basic determinant that the language has constructed, and refers to the concept of metafunction. Furthermore, it is called as one of the basic urgent concept surround that the theory is constructed.⁴⁵

⁴³ Halliday and Christian, (2004),... pp. 59-60

⁴⁴ Eggins, (2004),... pp. 111

⁴⁵ Halliday and Christian, (2004),... pp. 60

The table below ultimately introduces and displays the columns of three semantic features; it is followed by each definitions and distinctive statutes. The aims of each name below are for the basic comprehensive understanding to norm in description of grammar, especially the clause.⁴⁶

The semantic metafunctions and their reflexes in the grammar:

| Metafunction (technical name) | Definition (the kind of meaning) | Corresponding status in clause | Favoured type of structure |
|-------------------------------|----------------------------------|--------------------------------|-----------------------------------|
| Experiential | Construing a model of experience | Clause as representation | Segmental (based on constituency) |
| Interpersonal | Enacting social relationships | Clause as exchange | Prosodic |
| Textual | Creating relevance to context | Clause as message | culminative |
| Logical | Constructing logical relations | - | Iterative |

Table IV (*classification of semantic metafunctions*)

Like as Halliday and Christian stated, language typically mentions and delivers a theory of human's processes, and it impacts to daily experiences. Caffarel calls it the ideational

⁴⁶ Caffarel, Martin, and Matthiessen, (1999) (in Halliday and Christian: 2004), *Language Typology: A Function Perspective*. Amsterdam: Benjamins, pp. 61

metafunction which classifies into two different components; logical and experiential.⁴⁷

Not stop here, they describe more as that language really does its occupations. While language is always also deciding; enact to our identity personal and general social experiences with other people (doing communication). This kind of meaning is more compatible in doing analysing of social relationship among people due to language is as action. It calls as interpersonal metafunction to cover both of interactive and personal.⁴⁸

The last of semantic features, as well as it calls as textual metafunction since it builds up the formation of text coherently and cohesively; creates the meaningful sentences. It provides the unfold text to give the comprehensive and logical meaning so that the readers can catch the core information from the speakers.⁴⁹

These logical arguments convince the reader how important the notion *semantic feature* to be implemented within the texts. The three of semantic features; ideational, interpersonal, and textual are

⁴⁷Halliday and Christian, (2004),... pp. 29

⁴⁸ Halliday and Christian, (2004),... pp. 30

⁴⁹ Halliday and Christian, (2004),... pp. 30

really required for the basic conception to construct the whole idea of the texts.

2.2.2.2 System of three semantic metafunctions

2.2.2.2.1 Clause as message

Clause as message is realized from textual metafunction which has an effective device, the aim is to organize the unfolding texts become one; theme. It concerns with the organization of information within the text which is taken from each clauses.⁵⁰

Besides, in the clause as message explains that the theme of clause can also divided into three organizations, its name are topical (ideational), textual, and interpersonal which has a single role within a clause.⁵¹

The conclusion of this part -clause as message- is functioned as organization of the unity of the texts, and it is realized by the theme-rheme system.

2.2.2.2.2 Clause as representation

Different from thematic system which concerns with texts' organization, the system of

⁵⁰ Martin, Christian, and Clare, (1997), *Working with Functional Grammar*, London, pp. 21

⁵¹ Garot and Peter Wignell, (1994), *Making Sense of Functional Grammar*. Gerd Stabler. pp.104

transitivity belongs to experiential metafunction (one of ideational) where focuses on the configuration of process, the participants involved in, and the circumstance. It is rather hard to do analyse because it plays with a small number distinct type of verbs (or finites).⁵²

So on, other kind of ideational is logical, it can be found as manifestation in the various kinds of complexes – complex clauses and group complexes. Automatically, the logical and experiential modes are equal within the texts.⁵³

The conclusion of this fragments that clause as representation which functions as experiment of processes. And in this clause's model belongs to the system which named by transitivity, that concerns with the process, participants, and circumstance.

2.2.2.2.3 Clause as exchange

The third metafunction which accurately focuses on the social interaction is named by the system of mood. Mood pattern which realises the exchange structure concerns to the way people take its

⁵² Garot and Peter Wignell, (1994), ... pp. 52

⁵³ Martin, Christian, and Clare, (1997),... pp. 100

turn in talk and it obviously connects to the participant framework.⁵⁴

These instances below will guide the reader to comprehend its functions;

The spy came in from the cold (declarative)

Did the spy come in from the cold?

(Interrogative (yes/no))

Who came in from the cold? (Interrogative (wh quest))

Come in from the cold! (Imperative)

Figure III (the example of clause as exchange)

From four examples above they are adequate understand that the meaning of ‘clause as exchange’ is the role of speaker takes up – the speakers may be giving something to addressee or demanding to him/her. In addition, the process of transfer can either information or goods and service.⁵⁵

The summary of this session is namely clause as exchange which specifically focuses on the social people’s interaction. By the means of mood system creates the big deal with the information process exchange among participants.

⁵⁴ Ralph W. Fasold and Jeff Connor-Linton, (2006), *An Introduction to Language and Linguistics* (2nd) Cambridge University Press. pp. 208

⁵⁵ Martin, Christian, and Clare, (1997),... pp. 57

2.2.2.2.4 Multiple clauses in the semantic metafunctions

Three of semantic features really make sense within texts although these are different from scopes to realize the each meaning but there are link of single role; as the whole unit of texts.⁵⁶ This illustrate below provides the taxonomy of them:

| | | | |
|---------|----------|--------------------|---------------|
| John | Likes | The way she smiles | |
| Subject | Fin/Pred | Complement | Interpersonal |
| Senser | Process | Phenomenon | Experiential |
| theme | Rheme | | Textual |

Table V (*the example of metafunctions*)

The conclusion of this fourth point is that *Subject/Finite' goal*: carries interpersonal information such as what the speaker wants from the reader (question or statement), how sure the speaker is (modality), etc. – The same units also serve to express information (experiential) – The first constituent in a clause (Theme) plays a significant function in the connectivity of the text: what is this text about.

⁵⁶ Halliday, (2002), ... pp. 25

2.2.3 Complex clause

2.2.3.1. Clause structure

According to Oxford English dictionary, the notion 'clause' defines a unit of grammatical organization next below the sentence in rank, and in traditional grammar said that the clause is consist of a subject and predicate.⁵⁷ And the clause is the first basic strategy to get starting with text analysis, in other words, when you are going to analyse texts (either spoken or written) what you must do earlier is to divide into small pieces that is called by clause.⁵⁸

The most acceptable and recommended manner to do the functional grammar analysis is the clause rather than sentence, and there are three scopes as the best consideration to start a analyse; ideational, interpersonal and textual.⁵⁹

As mentioned before, starting with the notion of clause for doing the analysis within the texts is more appropriate. And that are three components; ideational, interpersonal, and textual which are known as matafunctions provide an easy concept to identify the clauses.

⁵⁷ Oxford English Dictionary

⁵⁸ Bloor and Meriel Bloor,(2004), ... pp. 8

⁵⁹ Mertin, Christian, and Clare (1997),... pp. 5

2.2.3.2. Schema of complex clause

According to Daviq, the notion of “complex clause analysis” is used to change as a whole the term ‘sentence’ when turns back to structure of semantic for doing an analysis, and it is made of clause.⁶⁰ In addition, Martin and friends states that clause complex construes a periode of sequence arrangement from the course of events which are used as constituting one sub-episode in an episode.⁶¹

Thus, complex clause has the function to relate the sequences of texts as a whole unit semantically and grammatically or integration in meaning.⁶² Next, He argues that the notion of ‘complex clause’ thus enables us to account in full for the functional organization of sentences.⁶³

In addition, by means of using combination of complex clause in the total sequences will produce a unit text. Moreover, as simple as introduces that clause primary has an own meaning as the message

⁶⁰ Rizal, (2015),... pp. 67

⁶¹Mertin, Christian, and Clare (1997),...pp. 166

⁶² Halliday, (2004),... pp. 365

⁶³ Halliday, (1994), *Introduction to Functional Grammar*, London, New York. pp. 216

which functions to connect another words to others.⁶⁴ Then, there are two basic patterns determine how one clause is related to another, it is set out in figure is adopted from Daviq Rizal ‘Discourse Analysis’ p. 71 below:

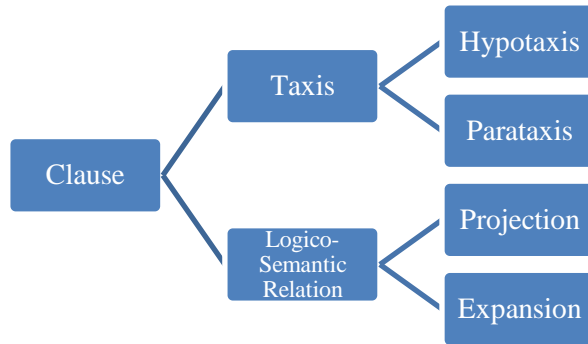


Figure IV (*the structure of complex clause*)

As mentioned through the about chart infroms the clauses’ classification that divided into two main points; taxis and logico-semantic relation. The term ‘taxis or interdependency’ area including hypo taxis and parataxis, each of two notions has an own contribution in clause.⁶⁵

Typically, parataxis links clauses of equivalent standing clause (none-subordinated) while

⁶⁴ Mertin, Christian, and Clare ,(1997),... pp. 165

⁶⁵ Rizal, (2015),... pp. 71

hypo taxis relates in deferent status (subordinated). For the depth understanding, observe this example:⁶⁶

The table of primary and secondary clauses in the complex clause (*which is adopted from daviq rizal (2015):69*)

| | Primary | Secondary |
|------------|----------------|----------------|
| Para taxis | 1 (initiating) | 2 (continuing) |
| Hypo taxis | @ (dominant) | B (dependent) |

Table V (*the example of clause complex*)

In addition, there is the example of clause complex (which adapted from Halliday and Chriantian (2004); 367); “*I went to school in New York City – and then we lived up on the Hudson for a while, and – then moved to Connecticut*”. That clause is made from primary and secondary form; the primary is the initiating clause in a paratactic (sometimes linked by “and”) and the dominant clause is hypo tactic, the secondary is the continuing clause in a para tactic and the dependent clause in a hypo tactic.⁶⁷

Furthermore, Daviq explores in his book “Discourse Analysis” related to dependence marker in hypotactic complex are: First, Relative pronoun: who, which, that, whose, and that, Second, Conjunction: when, while, where, if, and as, Third,

⁶⁶ Rizal, (2015),... pp. 69

⁶⁷ Halliday, (2004),... pp. 376

Verbal conjunctions: seeing that, provided that, granted. In contrary of paratactic interdependency are: First, Paratactic conjunctions: and, but, so, either ,, or second, Punctuation marks: colon, semi colon, comma.⁶⁸

As discussed above related to complex clause are divided into two important points; taxis and logico-semantic relation where each of it is expanded. Moreover, parataxis has an initiating (as the primary) and a continuing (as the secondary), whereas hypo taxis has dominant (as the primary) and dependent (as the secondary)

2.2.4 Thematic meaning

One of three metafunctions is namely ‘textual’ the element which functions as the complement sentence itself. As David explains regarding to what textual is, in his book “Discourse Analysis” textual meaning as the language system which emphasizes how the sentence (or message) is compiled systematically.⁶⁹

Furthermore, textual meaning is near with the most accurate tool for analyzing the texts due to find and know the totality message clearly; theme-rheme.⁷⁰ On the other words, theme is known as the one part of clause (it can be actor,

⁶⁸ Rizal, (2015),... pp. 73

⁶⁹ Rizal, (2015),... pp. 33

⁷⁰ Wei Jing, (2015), Theme and Thematic Progression in English Writing Teaching. College of International Studies, *China. Journal of Education and Practice*, Vol 6, No 21, pp. 179-180

behavior, or circumstance) which comes in first of each sentence, whereas the supporting idea of the clause or as the remainder of theme is called rheme.⁷¹

The summary of what thematic meaning is formed to link from one clause to another clause that aims to create an unfolding meaning (message) of the text. In addition, theme-rheme is used to analyze the core or point of the utterances or sentences- either spoken or written text.

2.2.4.1 Theme-rheme

Theme-rheme is realized from textual element which accurately holds the good sentences (included information), and it indirectly makes the readers easy to read and catch the explicit facts. As regarding to the *book academic writing (level 1)* is written that theme what is exactly writing about (or the topic), and rheme is what is argumentatively talking about (comment).⁷²

On the other words, theme is the system which focuses on the current information and occurs to next point (or shortly known as what comes in first), and the rest of information that comes after theme is called as rheme.⁷³

In addition, thematic system (them-rheme) is speaker's oriented where the formula of theme is considered

⁷¹ Rizal. (2015),... pp. 34

⁷² Prayogo, *Academic Writing (level 1)*, pp. 19

⁷³ Martin, Christian, and Clare, (1997),... pp. 21

as speakers' chosen argument of departure. And its choice depends on what have gone before (the words). The easy point of this fact, hence the most usual type of theme is a personal pronoun; I, you, he, she, they, we, or it.⁷⁴

Let see and observe a group or phrase the following as illustrative example (which is adopted from M.A.K Halliday, *An Introduction to Functional Grammar*. p. 68);

| | |
|------------------------------|----------------------------------|
| The Walrus and the Carpenter | were walking close at hand |
| On the ground or in the air | Small creatures live and breathe |
| Theme | Rheme |

Table VI (*the example of theme-rheme*)

Theme-rheme is being the one device that functions to organize the texts as well as its role and facilitate to be the whole functional-target texts. It also contributes on drawing a connection trough the real words. Certainly, theme-rheme has the taxonomies which makes easier the role or work within the text.

2.2.4.2. Types of themes

There are three types of dimensional metafunctional structure of the clause; topical (or experiential), interpersonal, and textual. It will briefly examine here as follow;⁷⁵

⁷⁴ Halliday, (2002), ... pp. 31

⁷⁵ Eggins, (2004),... pp. 301

1. Topical theme (or ideational theme)

According to Linda and Peter what exactly topical theme is the name of groups which precede the finite; like as group of nominal, adverbial clause, and embedded clause.⁷⁶ There are three points which are included as topical element: circumstance, behavior, and actor (*which is adopted from Daviq Rizal (2015): 37*).

| | | | |
|-----------------|-------|-----------------|--|
| In most infants | there | Are | Frequent episodes of crying with no apparent cause |
| Cir: loc | | Pr: existential | Existence |
| Topical Theme | Rheme | | |

| | | |
|---------------|----------------|-------------------------|
| Infants | Cry and fuss | For a mean of 1 3/4 ... |
| Behavior | Pr: behavioral | Circ; extent |
| Topical Theme | Rheme | |

| | | | |
|---------------|--------------|-------|--------------|
| I | 've given | Blood | 36 times |
| Actor | Pr; material | Range | Circ; extent |
| Topical theme | Rheme | | |

Table VII (*the example of topical theme*)

Whereas, Martin and Groups classify the elements of ideational (topical theme; participant, circumstance,

⁷⁶ Garot and Peter Wignell, (1994), ... pp. 104

and process.⁷⁷ Both of two (participant or actor and circumstance have been mentioned above), the following example displays of ‘process’;

- **Says** Mr. Smith: “It’s too early to draw any conclusion yet.”

The conclusion of this part that topical or ideational theme is famously comprised of actor, circumstance, behavior and process.

1.1. Marked and unmarked theme

Sometimes it happens in amount of examples texts which express a special projecting, and it is called as marked or unmarked theme later. When the declarative clause begins with subject (noun or pronoun) it is labeled as “unmarked theme⁷⁸”;

- The United States participated heavily in World War I, or
 - She had in changing forms, since the age of Drake
- However, when the clause is displays non-subject (adverb of time or place), that is fit as “marked theme”;
- In both wars a vital responsibility of the Navy was escort-of-convoy and anti-submarine work.

⁷⁷ Martin, Christian, and Clare, (1997),... pp. 24

⁷⁸ Martin, Christian, and Clare, (1997),... pp. 24

1.2. Group and phrase complexes as theme

That is being the difficult types when the theme consists of more than one groups or phrases within single pattern, and that notion is called by a complex of two or more groups or phrases. Such as ‘*The walrus and the carpenter*’ make up as nominal group complex theme. Or ‘*From house to house*’ equally make up a prepositional phrase complex theme.⁷⁹ (Adopted from M.A.K. Halliday. *An Introduction to Functional Grammar*. P:68)

| | |
|------------------------------|----------------------------------|
| The walrus and the carpenter | were walking close at hand |
| From house to house | I wend my way |
| On the ground or in the air | Small creatures live and breathe |
| theme | rheme |

Table VIII (the example of group or phrase as theme)

Moreover, there is a special addition to identify the embedded theme which formulated from theme+rheme, which determined as one theme, it called thematic equative.⁸⁰ See the example below:

- What the Duke gave to my aunt was that teapot

⁷⁹ Halliday, (2004),... pp. 68

⁸⁰ Halliday, (2004),... pp. 69

But it can't be analysed as the clause grammatical structure yet, since the clauses are less or none of mood or transitivity components, it can be categorised as *minor clause*.⁸¹ Some of these examples are found as *greetings* (hay, hello, bye-bye, good morning ect), *exclamations* (Oh, my God!) or *minimum of conversational moves* (oh, yes, no, well) do not have any verbs.⁸²

Those are the kinds of groups or phrases which occasionally appear in the clause. Sometimes they are considered as theme (which has mood or transitivity) or not be considered.

1.3. Adjunct can be defined as the part of clause which has a contribution to provide additional information.⁸³ it sometimes covers as scope of conjunction which it is located either precedes or follow.⁸⁴

It is divided into three main roles within clause;

1.3.1. **Circumstantial adjunct** which shields four elements; time, cause, matter, and agent.

1.3.2. **Modal adjunct** which really adds additional information in the clause and scopes four

⁸¹ Halliday, (2004),... pp. 100

⁸² Martin, Christian, and Clare, (1997),... pp. 28

⁸³ Rizal, (2015),... pp. 12

⁸⁴ Halliday, (2004),... pp. 83-84

fragments; mood adjunct (probability, usuality, typicality, obviously), vocative, polarity, and comment adjunct.

1.3.3. **Textual adjunct** which functions as connection trough clause, and classified into two units; conjunctive and continuity adjunct.

2. Interpersonal theme

The second of thematic elements is realized by interpersonal theme that concerns to enacting people, and it has; mood, finite, vocative, polarity, and comment.⁸⁵

2.1 Mood system

As stated by Suzanne Eggins, that mood is the element of the clause which functions to bring the essential argument.⁸⁶ and according to John I Saeed, mood belongs to role's verb endings which form divergent conjugation.⁸⁷ In contrary, Suzanne Eggings and Diana Slade (in Daviq Rizal 2015:17) classified into five types.⁸⁸

1 Declarative: the formula of clause which is traditionally organized from subject and finite.

⁸⁵ Garot and Peter Wignell, (1994), ... pp. 107

⁸⁶ Eggins, (2004),... pp. 149

⁸⁷ John I. Saeed, (1997), *Semantic*. Oxford. pp. 129

⁸⁸ Rizal, (2015),... pp. 17

| | | | |
|---------------|-------------|--------|------------|
| Absolutely | The teacher | Could | Help us |
| Modal adjunct | Subject | Finite | Predicator |
| | Mood | | |
| Interpersonal | topical | | Residue |
| Theme | | Rheme | |

2 Yes/No-interrogative: it easy to be identified where the finite comes before subject;

| | | | |
|--------------------|---------|------------|-------------------|
| Did | you | try | The steamed buns? |
| Finite | subject | predicator | complement |
| Mood interrogative | Residue | | |
| | Rheme | | |
| Theme | | | |

3 Wh-interrogative: its item consists ‘when, what where, who, why, how.’

| | | | |
|------------------|-----------------------|---------|------------|
| Where | did | You | Come? |
| Wh-interrogative | finite | subject | predicator |
| Theme | Wh-interrogative mood | | Residue |
| | | | |
| | Rheme | | |

4 Imperative: this is the element special which does not neither subject nor finite, but only has predicator that expresses command.

| | | |
|-----------------|------------|-------------|
| Open | | The window! |
| Finite | predicator | Complement |
| Mood imperative | | residue |
| Theme | | rheme |

3. **Exclamative:** a clause that is produced with a surprised intonation

| | | |
|-----------------|------------------|--------|
| What a diligent | you | are! |
| Wh-complement | subject | Finite |
| Residue | Mood exclamative | |
| Theme | rheme | |

- 2.2 Finite** which signals an auxiliary verb like; to be (is, am, are, was, were) or modal auxiliary (should, shall, will, would, may).⁸⁹

| | | | |
|---------------|---------|------------|------------|
| Do | You | Give | Blood? |
| Finite | Subject | Predicator | Complement |
| Mood | | Residue | |
| Interpersonal | topical | Rheme | |
| Theme | | | |

- 2.3 Vocative** belongs to identify the addressees (someone) as social exchange, which functions to enact the participant of addressee in the exchange.⁹⁰

| | | | | |
|---------------|---------|------------|------------|------------------|
| Do | you | want | More soup | Diana? |
| Finite | subject | predicator | complement | Vocative adjunct |
| Mood | | Residue | | |
| Interpersonal | Topical | Rheme | | |
| | theme | | | |

⁸⁹ Martin, Christian, and Clare, (1997),... pp. 25

⁹⁰ Halliday, (2004),... pp. 134

2.4 **Polarity** as offered Daviq, it refers to ‘yes and no’ which should be analyzed when stands for an ellipse clause.⁹¹

| |
|------------------|
| Yes/ no |
| Polarity adjunct |
| Interpersonal |
| Theme |

2.5 **Comment** functions to state the assessment the clause as a full. Which is full of prediction, presumption and desirability.⁹²

| | | | |
|---------------|----------|---------|---------|
| Fortunately, | The bomb | Didn't | Explode |
| Comment adj | S | F | P |
| | Mood | Residue | |
| Interpersonal | topical | Rheme | |
| Theme | | | |

4. Textual theme

And this is the last classification of thematic system with its function; to relate the clause to its context.⁹³ It is divided into two parts as follow;

3.1 **Continuity** is one of a small unit of words which connect as movement within a text; in dialogue, speech, conversation. The continuity usually appears in the clause; oh, well, now, yes, or no.⁹⁴

⁹¹ Rizal, (2015),... pp. 15

⁹² Halliday, (2004),... pp. 129

⁹³ Garot and Peter Wignell, (1994), ... pp. 105

⁹⁴ Halliday, (2014),... pp. 107

| | | | | |
|----------------|---------|---------|-----|--------------|
| Oh | they | give | you | A cup of tea |
| Continuity adj | S | F | P | Compl |
| | mood | | | |
| Textual | topical | Residue | | |
| Theme | | Rheme | | |

3.2 Conjunctive as small unit of words which connects to other sentences which is formed structurally. Sometimes conjunctive (textual conjunction) refers to; when, where, if, since, while, because, although. And, but.⁹⁵

| | | | |
|-----------------|---------|----------|------------|
| And | He | Proposes | A marriage |
| Conjunctive adj | S | P | Compl |
| | mood | Residue | |
| Textual | Topical | Rheme | |
| Theme | | | |

5. Thematic progression (method of development)

As stated by Martin and friends that theme is really close with its function; organizing grammatical resources for developing the whole meaning in the text. Theme also relates to conjunction which aims to make the logical meaning between clause and preceding texts.⁹⁶

Typically, theme is seen as the pattern (or tool) to arrange the whole correlation messages in the text.

⁹⁵ Eggins, (2004),... pp. 306

⁹⁶ Martin, Christian, and Clare, (1997),... pp. 53-54

Consequently, theme is categorized as the way subsequent discourse re-uses previous. Themes or rhemes according to an overall textual plan (or thematic progression).⁹⁷

And according to Brian Paltridge, thematic progression refers to how the theme of the clause may repeat a preceding meaning of theme and rheme.⁹⁸

Let's observe the three roles of how theme take its jobs (which is adopted from Daniel Dejica-Cartis and Mihaela Cozma, (2013), *Procedia - Social and Behavioral Sciences* 84 . pp. 891;

4.1 Linier progression; the rheme of the clause is being the theme in the next clause, as example provided below;

“*This brooch was designed by Jessie M. King.*

King was British.”

⁹⁷ Daniel Dejica-Cartis and Mihaela Cozma, (2013), Using Theme-Rheme Analysis for Improving Coherence and Cohesion in Target-Text; A Methodological Approach, *Procedia - Social and Behavioral Sciences* 84 . pp. 891

⁹⁸ Paltridge, (2000), ... pp. 140-143

4.2 Progression with constant theme; the preceding theme is repeated in the next of clause, as example provided below;

"This brooch was designed by Jessie M. King.

It is in the Art Noveaux style"

4.3 Derived theme; the first main theme is divided into some parts, as example provided below;

"King was Scottish.

His wife was also an artist ..

His wife really understands the king ..."

Figure V (the three examples of thematic development)

As its theme's definition, that is claimed-as the device or pattern of textual meaning- can be able to compile the information within the text systematically. And from three roles above; linier progression's theme, progression with constant theme, and derived theme, those really make sense that the clause as message is indeed do its jobs.

5. Textual, interpersonal, and topical in texts

| NO | THEME | | | | RHEME |
|----|----------------|---------------|---------------------------|------------------|------------------------|
| | Textual | Interpersonal | Marked Topical | Unmarked Topical | |
| 1 | And then | | | we | 'll go out, Piglet.. |
| 2 | So | | After breakfast | | They weny round |
| 3 | | | In criticism | | Sentiment has no place |
| 4 | | Frank, | | it | Was fantastic |
| 5 | Until suddenly | | A hundred miles above him | | A tark began to sing |

Table IX (the example of topical, textual, and interpersonal theme)

(Adopted from *J R Martin, Christian M I M Matthiessen & Clare Painter 'Working with Functional Grammar:215)*

6. Thematic development within text

Contextualization;

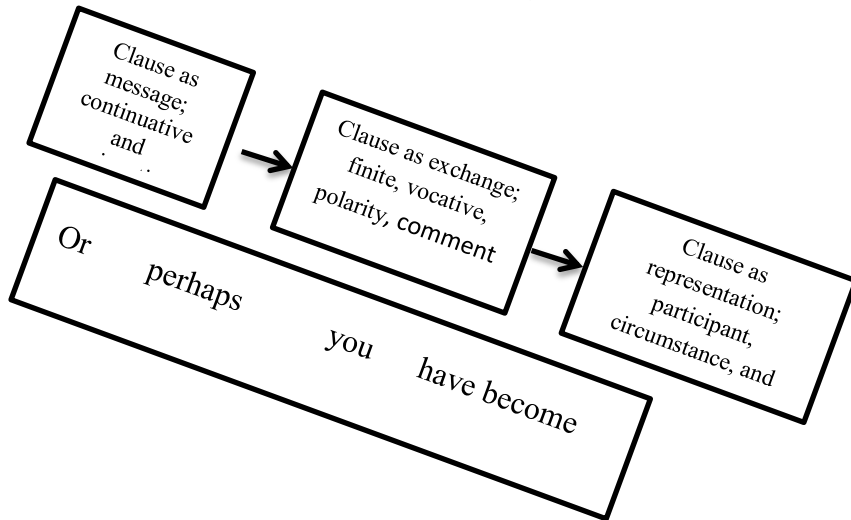


Figure VI (*thematic development*)

(adapted from J R Martin, Christian M I M Matthiessen & Clare Painter *Working with Functional Grammar:23*)

2.2.5 Spoken text

Discussion one more about language, it will guide to the term 'the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way', and this is true which language always be connected to two or more participants.⁹⁹ As captured by Mitchell's (in McCarthy 1998) investigation of the language which refers to the process of buying and selling at market, his

⁹⁹ Oxford English Dictionary

study was anxious in how the distinguish of contexts' aspect situation (participant, setting, and goal) formed the participants' language are equal recognizable.¹⁰⁰

Particularly, that language typically covers two basics of text; spoken or written. Moreover, spoken forms are the vast subject, and it is being the little known cause of their different types of speech of people everyday; telephone calls, service encounters, interviews, classroom, rituals, monologue or dialogue.¹⁰¹ That notion is extended by Chafe's thought which tells that spoken language possibly will differ really in lexical and pattern from written forms.¹⁰²

This part covers the discussion about language which is recognized as production oriented, where can be found in the large area; super market, office, schools, parks, and so on. And that definition is closely with the term of spoken language.

¹⁰⁰ McCarthy, (1957) (in McCarthy 1998), ... pp. 27

¹⁰¹ McCarthy, (1991), ... pp. 118

¹⁰² McCarthy, (1957), ... pp. 109

2.2.5.1 Dialogue

The Spoken language as the message which is included interesting or importance news, information, or just talking itself is being newsworthy. As mentioned above that spoken has varieties models, one of them is dialogue. Dialogue becomes the popular activities although it is just informal form or utilized for interaction between speakers and hearers, but it has also a meaning. As Sara Hennessy and groups states that dialogue is very unique and special process in social relevance as human achievement.¹⁰³

Furthermore, dialogue can be also understood as system (symbolic) interaction or communication among people. This face-to-face conversation is captured in either spoken language and/or with physical message, and may also transpires with a number of artifacts; written message.¹⁰⁴

And there must be a big question of difference between dialogue and conversation; these two interactive processes need people participatory action. As well, dialogue is recognized as enacting two people social relationship which is included questions and answers or requests and information

¹⁰³ Sara Hennessy and groups, (2016), Developing A Coding Schema for Analysing Classroom Dialogue Across Educational Context, *Learning, Culture and Social Interaction Journal*, pp. 16

¹⁰⁴Jukka Enbuska, Lenita Hietane, and Vesa Tuisku, (2016), Dialogue Possibilities in Guided Autonomous Music Studies in Class-Teacher Education in Finland, *Procedia, Social and Behaviour Sciences (Science Direct Journal)*, pp. 278

for its purposes. In contrast, conversation is well-known as informal interchange of thought or information among people or more than two.¹⁰⁵

Moreover, those two close process eventually have a similar substantial goal; constructing a social relationship. As has been Captured the example below which expresses information from the dialogue that will guide the comprehension thoughtful. (This is adopted up from M.A.K. Halliday. *An Introduction to Functional Grammar*. p 106);

Daughter : Mummy, Boof keeps scaring me. Keeps getting into my bed, and kind of like he's going to bite me.

Mother : he won't bite you, darling

D : well, I'am still afraid of him cause he's bitten me

M : just push him off

D : I'am trying really hard but he doesn't go off

M : Boof, you stay away from Jana

Figure VII (*the example of dialogue*)

At the end of this notion, the dialogue shortly recognized as the process of sharing or constructing the point of urgent idea to partners, and on the contrary. Although, these dialogue and conversation basically different, it has the point or aim; giving the secret information.

¹⁰⁵ Oxford English Dictionary

CHAPTER III

METHODOLOGY OF THE RESEARCH

This was an overview chapter of the method of the research. It played an urgent role in research since it affected the findings as well as the discussion. Before conducting the study, the researcher had to refer and applied the appropriate method to find the accurate data.

Here the researcher of this study represented a clear description design time, and setting of the research, subject of the study, instrument, technique of data collection, and technique of data analysis.

3.1 Research design

McMillan and Schumacher defined a research design as the plan and structure of investigation as providing to answer research questions.¹ Furthermore, the research design had to indicate from whom, under what condition the data was obtained, how the research was set up, what happened to the subjects and what methods of data collection were used.

In this study, the researcher preferred and also in order to answer the research question. This study attempted to use descriptive qualitative method. Since this study was intended or aimed to analyze, to describe, to present, to categorize, and to interpret the data namely the thematic analysis of spoken text in

¹ McMillan. J.H&S. Schunacher. (1997). *Research in education (4th edition)*. New York: Addison Wesley Educational Publisher.

the English dialogue (a study at VIII grade students of SMP N 16 Semarang in the academic year 2016/2017).

As Creswell explained that descriptive qualitative method was an ideal method as it was fundamentally interpretive,² it had a meaning that the researcher had to conjugate or interpret the data being the essential conclusion. That was equal with Glass & Hopkins' definition (1984) that descriptive research involved gathering data that described the events and then organized, tabulated, depicted, and described the data collection.³

In relationship with qualitative design, this study might be considered into "case study" since this study used to text analysis, which was another method of qualitative case study by Travers⁴ and also Marshall & Rossman⁵ asserted this study attempted to describe and to interpret a particular phenomenon. Shortly, descriptive analysis (descriptive qualitative research) mostly preferred to conduct an analysis which used non-numeral approach, or flowed by deductive-inductive style.

In other words, the researcher concerned on the interpretation and analysis on the object with some assistances of

² Creswell, J.W. (1994). *Qualitative Inquiry and Research Design: Choosing Among Five Tradition*. SAGE Publication. pp. 35

³Glass,J.C.,&Hopkins,K.D, (1984), *Statistical methods in education and psychology* (2nd ed). Englewood Cliffs, N.J: Prentice-Hall

⁴Travers, M, (2002), *Qualitative through Case Study*. London. SAGE Publication

⁵ Marshall, C., and Rossman, G.B, (2006), *Designing Qualitative Research*. (4th ed) London. SAGE Publication. pp. 272

library books or journal published. Thus, the researcher would apply descriptive research since it could describe the data that have been collected.

3.2 Instruments of the research

The instruments were tools for collecting the data as that scientific study really needed a measurement.⁶ In this study was utilized by several instruments such as (i) audio recording, (ii) and transcription.

The first instrument needed was audio recording. What did the researcher in the first session do was to gathered two selected students, then to record what the students' utterances. The last part of instrument needed was transcription, the last step was the researcher went to transcript the data which gotten from current recording, then to analyze it.

3.3 Participants of the research

This study was conducted at the Eighth grader of Junior High School of 16 N Semarang in academic year 2016/2017, which was located in Ngaliyan Semarang. This study involved the students who were in practice with the following categories; for those who master in composing the texts cohesively and had a well-pronounced. After all students had being observed through two admissions, only two students fulfilled the categories.

⁶ Sugiyono, (2016) *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, kualitatif, dan R&D)*, Alfabeta Bandung, pp. 147-148

The two selected participants recommended to do English dialogue which became the data for the researcher's analysis. And for the material was the recount and descriptive topics.

3.4 Techniques of data collection

The technique of data collection was strongly related to the proposed instrument. As it was mentioned in the previous section, some information was collected through recording the dialogue of students as the first step. The audio recorder was as the appropriate device in order to get the voice or utterance of students' dialogue.

The second way to get the valid data before analyzing was transcription. After getting the dialogue's recording from students, the researcher kept it in writing form.

3.5 Technique of data analysis

Data analysis was the process of systematically searching and arranging the interview transcripts, field notes, and other materials that could be collected to develop the understanding study.⁷ Then, to analyze the data, the related and suitable approach was applied by; descriptive analysis. The qualitative descriptive analysis was used to describe information which recorded from students' dialogue, then to go to analyze the transcription which was classified into some parts. And another word, the qualitative descriptive research would be *the umbrella* for analyzing the data

⁷ Sugiyono, (2016),... pp. 334

3.6 Procedures of data analyzing

The data were analyzed in order to get the objective data of the study. This study referred to qualitative research because it was obtaining the data. The researcher needed several steps to analyze the data. The analyze employed as following steps;

1. First, to divide texts into some clauses and the analysed through the three kinds of theme namely; the ideational (or topical), interpersonal, and textual theme. And for the process were classified below;
 - a. The ideational theme analyses the transitivity / topical theme of the clause. The transitivity included the participants, process, and circumstances of the clauses. Identifying the clauses through the system of transitivity including the participant (usually expressed as the subject of the clauses), process (usually expressed by the verbal group in the clauses), and circumstance (expressed by the adverb of the clause).

The identifying processes meant that the verb of the clauses was identified whether it belonged to material, behavioural, verbal, mental, relational, and existential process. While the circumstances meant that the adverb of the clause was identified whether it realized meaning about time, place, manner, cause, accompaniment, method, and role.

- b. The interpersonal theme included the process of analysing the mood and modality of the clause. The mood and modality included the identification of mood elements, the residue and the mood types of the clause. Identifying the mood meant that was identified by the types of each clause whether it imperative, declarative, interrogative, or exclamative.
- c. The textual theme focused on the overall organization of the clause, and above it, the text. It was largely concerned with theme and rheme. The theme was not necessarily a nominal group. It might also be an adverbial group or prepositional phrase, the theme of clauses was frequently marked off in speech by intonation.

The theme of the clause was that which set the local context for the rest of clause to develop. In this step, which was called categorizing and numbering too, the researcher would like to categorize the theme and rheme in each clause. The numbering meant the clause was divided and was numbered per paragraph.

- 2. Second, to find the component of themes. The analysis would be assisted by the result of the ideational meaning, the interpersonal and the textual meaning.
- 3. Third, to draw the conclusion. That meant after getting the data (from dialogue and then analyzed) would provide the label which included the all of explanation.

CHAPTER IV

RESULT AND DISCUSSION

This chapter revealed the research findings and discussions. The findings and its presentation were answered the research problems which stated in the first chapter of this study, there was, “How are thematic meanings realized in the spoken texts of the English dialogue at VIII grade students of SMP N 16 Semarang in academic year 2016/2017?”

4.1. Result

The results of the analysis were the outcomes of the analyses of spoken texts; English dialogue at VIII grade. The analysis was done by means of using thematic meaning, which is realized by theme-rheme as the system to create the texts’ organization. In this current study, the researcher utilised *M.A.K. Halliday, Suzzane Eggins, and J R Martin Christian and groups*. The results of the analyses were presented by tables and followed by the writer’s interpretation.

There were three samples of English dialogue which were done by the students of VIII grade of SMP N 16 Semarang as the data to reveal the thematic meaning in the spoken texts of English dialogue. The analyses were done by four steps; first, the two students were going to make the sample of dialogue which the title was about last vacation. Second, the researcher recorded the process of dialogue. Third, the researcher transcribed the content of dialogue, and the last the content (texts) of dialogue were divided into some clauses. The

sample of dialogue would be analysed by the thematic meaning which covered three components; topical, interpersonal, and textual, and the last of three would also display how the texts developed by the system of thematic development were.

4.1.1 Realization of Thematic Structure from the Point of View of Theme + Rheme System.

As stated before in the chapter II (theoretical review) had been mentioned by *J R Martin Christian and groups* (1997:28) that the thematic analysis would be done after the texts were divided into several clauses. In the others words, before doing some identification or analysis the texts must be broken up into clause so that the researcher got the easier way to analyse.

The results of the thematic structure's analyses were presented into several tables which were showed the frequency of each theme types appeared in the English dialogue (that had been transcribed into the written style texts).

The analysis of Theme types, as was investigated in three dialogues showed that dominant types of Theme was used in English dialogue (point I) was topical or ideational theme. The draft of thematic structure which was mentioned by *J R Martin Christian and groups* (1997:21) were topical (or ideational), interpersonal, and textual.

After analysing the data had gotten in first dialogue was appeared *53 clauses*, for the second were *47 clauses*, and

for the third were *44 clauses*. And also there was non-theme-rheme which was called by *minor clause (dialogue 1, 2, and 3)*, and it was appeared *8, 1, and 5 times*.

Obviously, there were significant differences in number among those three Themes. For each dialogue the topical theme was dominant than two others theme types, as explored in the first dialogue that topical theme was released *54 times*. And then, that was followed by interpersonal theme which was released *32 times*, and the textual was *20 times*. Such as was presented in the example below;

- Ken : **How** are you? (clause 1)
Nita : **I**'m fine thanks. (clause 2)
Nita : Are **you** really? (clause 6)
Ken : **Last 2 weeks**, I just went to dieng hehe, to Kawah Sikidang, Dieng. (clause 7)
Nita : **Tell** me your story! (clause 9)
Ken : **While on going there**, the way was steep, (clause 10)
(Topical or ideational theme on first dialogue)

These were the examples of topical theme (which was realized with the bold style), which were usually placed on the front of clause. As stated by Halliday, that topical or ideational theme was divided into two urgent types; marked and unmarked theme (which would be discussed later). The example of dialogue was written above "*How, , you, last 2 weeks, tell, and while on going there*", those words were

categorised as topical theme. The word “*I, you or the others of pronoun’s kinds*” were included in the notion of topical (sometimes is called by subject), while “*last 2 week and while going there*” were stated as the adverb or adverbial phrase, and for “*Tell!*” that word was ‘imperative form’ also considered as topical theme. The next this session which would be presented in detail were the classification of marked and unmarked theme.

And for these examples below were the interpersonal theme which was found out from the first dialogue, as follow;

Ken : *How* are you? (**clause 1**)

Nita : *Lucky you, with whom* did you go there?
(**clause 17**)

Nita : *Did* you go by your car? (**clause 23**)

Ken : *No*, we rode public transportation (**clause 25**)

(Interpersonal theme on the first dialogue)

These were instances of interpersonal theme which specifically classified into several parts; vocative, polarity, comment, mood adjunct, yes/no interrogative, and Wh-interrogative (which would be discussed below). The sequences of dialogues above (which realized with the italic style) like; “*How, Lucky you, with whom, did, and no*” were interpersonal theme. For the word “*How, with whom, and did*” that were written as the interrogative form which was also presented as the topical theme, (and it was the exception).

For the last part of the thematic structure-textual theme was presented clearly below;

Ken : the way was steep, (**clause 10**) *and* I was looking at craters. (**clause 11**)

Nita : *So?* I thought that was good place for holiday. (**clause 13**)

Ken : *Yeah,* I thought so, There were many travellers who stayed there for a night.

(Textual theme on the first dialogue)

Those were the sequences of dialogue which informed the examples of textual theme (realized with the italic and line style). The word “*And, so?, and yeah*” was called textual theme since its words belonged to enacting one clause to the next clause. Moreover, textual theme had two parts; conjunction and continuative (which will be discussed later).

Then, the second dialogue realized less than previous table; that only had 43 clauses. Moreover, the second dialogue was recently found *47 times* for topical theme, and followed by the next theme-interpersonal theme- which was released *26 times* and the last was textual theme with *17 times*.

The first session would give the example of topical theme on the second dialogue, as follows;

Ken : Hi Nit, **how** was your class just now, did Mrs Tati give you the assignment? (**clause 1**)

- Nita : Oh yeah ken, **I** got the project to make the recount text, **(clause 2)** **that** was about my last holiday, **(clause 3)**
- Ken : So do I, **that** was exciting, **(clause 4)** **I** like to compose the story Nit. **(clause 5)**
- Nita : Well, **let's** talk our last vocation! **(clause 6)**
(Topical or ideational theme on second dialogue)

As previous chart on the first dialogue, topical theme was realized (with the bold style) by marked and unmarked theme. The word “*How, I, that, and let's!*” were belong to topical theme.

The second session would give the example of interpersonal theme on the second dialogue, as follows;

- Ken : That sounds great *Nit*, **(clause 7)** *let's* sit over there! **(clause 8)**
- Nita : Oh, by the way, *how* about your holiday Ken? **(clause 9)** *Where* did you go? **(clause 10)**
(Interpersonal theme on the second dialogue)

That had been mentioned that interpersonal vocative, polarity, comment, mood adjunct, yes/no interrogative, and Wh-interrogative (written by italic style) such as “*Nit, Where, let, and how*” which were appeared on the second dialogue.

The third session would present the textual theme from the table 4.3, as follow;

- Nita : *Yeah*, when I was in 5th years old. **(clause 18)** I went to the zoo with my father and my

mother,(**clause 19**) *but* I was not enjoyed (**clause 20**)
because in the zoo there was no my favorite animal;
Tiger. (**clause 21**)

Ken : *Oh*, I was so worry to meet with a
tiger.(**clause 25**)
(Textual theme on the second dialogue)

It was been familiar since textual theme covered two part; conjunction and continuative, the examples above were the instances of textual theme (which realized with bold and line style). The words “*Yeah, but, because, and oh*” belonged to textual theme.

At last, the third dialogue that stated the few thematic structures. Generally, on topical themes were displayed *43 times*, interpersonal themes were *23 times*, and the textual themes were *17 times*.

The examples below would show of the table 4.3 which was realized topical theme, as follows;

Ken : Nita, **let**'s go to canteen! (**clause 1**) **The bell**
has rung (**clause 2**)

Nita : **What** will you buy there? (**clause 3**)

Ken : **I** want to drink orange juice. (**clause 4**)

Nita : Nice, **let** me take my money first. (**clause 5**)
(Topical or ideational theme on third dialogue)

It was easy to identify the topical theme on the third dialogue since it was covered pronoun or noun (noun phrase)

and usually appeared in front of as the subject. Liked the sequences the dialogue above, the words “*Let, the bell, what, I*” were refer to topical theme (with the bold style).

And the second were the examples of interpersonal theme, they were:

Nita : *What* do you think ken (**clause 9**) if we talk more about our last moment, (**clause 10**) *do* you agree? (**clause 11**)

Ken : *No problem*. You share first nit. (**clause 12**)

Nita : *Actually*, my last vocation was not happy (**clause 13**) because I went there alone. (**clause 14**)

(Interpersonal theme on the third dialogue)

The words “*What, do, no problem, and actually*” were the examples of interpersonal theme (with the italic style). As previous sample of dialogue, that interpersonal was realized with “vocative, polarity, comment, yes/no-interrogative, and Wh-interrogative.”

And the last examples below refered to textual theme, they were;

Nita : Wow, that was great, (**clause 31**) at least you were not alone. (**clause 32**)

Ken : Yeah, we loved fishing, (**clause 33**) and we got many fish. (**clause 34**)

(Textual theme on the third dialogue)

These were the instances of textual theme which was realized with continuative and conjunction, and the words “*Wow, yeah, and and*” were belonged to textual theme which functioned as organizing the texts.

4.1.2 Topical theme; marked and unmarked theme

As stated by *M.A.K Halliday (2004:78)*, that topical or ideational theme was divided into two urgent types; marked and unmarked theme. In this part would be shown the columns of marked and unmarked theme which was got from the first, second, and third dialogue.

The first result would be presented the kinds of unmarked and marked theme. The topical theme had the unmarked theme was realized with nominal (or noun), nominal group, and embedded clause, and the other one, marked theme which was realized with prepositional phrase and adverbial phrase. Obviously, unmarked theme was released *30 times* and the marked theme was *5 times*.

Specifically, for the nominal, that was taken from the first dialogue, was *29 times*, nominal group was *zero* and embedded clause *once*. And for the other sides, prepositional phrase was *twice*, and for the adverbial phrase was *3 times*. Some examples below would give the more understanding;

Nita : Are **you** really? (**clause 6**)

Ken : **the way** was steep, (**clause 10**) and **I** was looking at craters. (**clause 11**)The weather was so cold there. (**clause 12**)

Ken : Wow, **That** was a real vocation, (**clause 33**)

Ken : there were **many travellers who stayed** there for a night. (**clause 14**)

(The example of unmarked theme in the first dialogue)

These were the sample of unmarked theme, which were written with bold style, that realized in the words “*You, the way, I, and that*” these were categorised the nominal. Different from the word “... *many travellers who stayed there* ...”, that referred to nominal group.

The second part below was the some examples of marked theme in the first dialogue, as followed;

Ken : **While on going there**, the way was steep, (**clause 10**)

Ken : **in the early morning** you can see for a while the gorgeous sunrise, (**clause 16**)

(The example of marked theme in the first dialogue)

Two examples above presented, which were written with bold style and line, as the marked theme since that were classified into two parts; prepositional phrase and adverbial phrase. The words “*While on going there and there and in the early morning*” were the kinds of adverbial phrase.

As the previous part that certainly showed the topical theme had the unmarked theme that was realized with

nominal (or noun), nominal group, and embedded clause, and the other one, marked theme which was realized with prepositional phrase and adverbial phrase. Obviously, in this second dialogue unmarked theme was released *36 times* and the marked theme was *2 times*.

In detail, the first discussion belonged to nominal which realized- in the second dialogue *34 times*, and for second column this, the nominal group was *1 time*, and for the embedded clause was released *1 time*. Whereas the marked theme was only released *2 times* for the adverbial phrase and the prepositional phrase was *zero*. Here, the some examples for adding the more understanding;

Nita : Yeah, **when I was in 5th years old. (clause 18) I** went to the zoo with my father and my mother,**(clause 19) but I** was not enjoyed **(clause 20)** because in the zoo there was no my favorite animal; Tiger. **(clause 21)**

Nita : Yes, because **tiger** was described as a man, **(clause 23) it** was strong and gentle. **(clause 24)**

(The example of unmarked theme in the second dialogue)

These six words above were (written with bold style) “*When I was in 5th years old, I, I, tiger, and it*” was referred to unmarked theme. Those words sometimes were structured as subject since they were noun and noun nominal embedded clause.

That occurred 2 *times* of marked theme in the second dialogue which categorised as prepositional phrase and adverbial phrase, they were some examples;

Nita : ... because **in the zoo** there was no my favorite animal; Tiger. (clause 21)

Nita : **During holiday**, I was going to my grandfather and grandmother houses in the village. (clause 26)

Three kinds of example above (with the bold and line style) belonged to marked theme. It was arranged from prepositional and adverbial phrases. For the all words above was referred to adverbial phrase; “*In the zoo there, and during holiday*”.

This was the last result of unmarked and marked theme had been analysed clause by clause in the third dialogue, and got 29 *items*. Especially for this column, the unmarked theme was occurred 27 *times* and 2 *times* for marked theme.

Accurately, the unmarked theme; nominal occurred 26 *times* and nominal group occurred *once*, and these some instances below obviously stated the unmarked theme, as followed;

- Ken : **The bell** has rung (clause 2)
 Nita : Actually, **my last vocation** was not happy (clause 13) because **I** went there alone. (clause 14)
 Ken : **I and my best friend** went to marina beach to fish. (clause 30)

The words (with the bold style) “*The bell, my last vocation, I, and I and my best friend*” were the unit of unmarked theme. These names “*The bell, I and my last vocation*” famously referred to nominal or noun and pronoun, different from “*I and my best friend*” was classified as nominal group.

The second notion, marked theme, which was less than unmarked theme occurred *twice*, the proof as followed;

- Nita : Okay, eh ken, **just now** Mrs Tati ordered me to compose the last unforgettable moment, (clause 6)
 Ken : **In Semarang**, there are many beaches (clause 42)

Some examples above were strongly and argumentatively stated the categories of marked theme since there were included in the kinds of adverbial phrase. The words “*Just now and in Semarang*” (with the bold and line style) was enough understandable.

4.1.3 Interpersonal theme

As written by *J R Martin Christian and groups* (1997:25) which is extended the notion of interpersonal theme as theme which classified into some parts, more than others; vocative, polarity, comment, Wh-Interrogative and, Yes/No-Interrogative. The following investigation would display more the words that were occurred as interpersonal theme.

There were 26 numbers of interpersonal theme's example in the first dialogue. The total of interpersonal which occurred in the first was 32 *times*. As mentioned in front that interpersonal theme had a lot of units which each function. Moreover, in the first dialogue, vocative was occurred only once, polarity 3 *times*, comment 5 *times*, Wh-Interrogative 12 *times*, Yes/No-Interrogative 3 *times*, and mood adjunct 8 *times*.

Here would show some examples of interpersonal theme in the first dialogue;

- Ken : **How** are you? (clause 1)
Nita : I **just** stayed at home. (clause 4)
Nita : **Are** you really? (clause 6)
Nita : **Lucky you**, with whom did you go there?
(clause 17)
Ken : **No**, we rode public transportation (clause 25)
Ken : Eh **Nit**, the bell rings, (clause 50)

These were the names of interpersonal theme (with the bold type). The word "*How*" belonged to WH-Interrogative,

the main point how the words were categorised as WH-Interrogative when they covered the words “*What, when, who, where, whom, and how*”. The second example “*just*” was mood adjunct, or the names which belonged to frequency of usuality, probability, or typicality. And the third, the word “*Are*” was like the kind of Yes/No-Interrogative, and such as; *did, do, does, was, were, and ect.* The four was comment which obviously belonged to adverbial expression of attitude from the word “*Lucky you*”, and it didn’t any sense meaning. Next, the name of “*No or yes*” which typically structured for responding or answering from the some questions, referred to Yes/No Interrogative. And the last was vocative that functioned as addressing the name was like the word above “*Nit*”.

Then, let’s observe the components of interpersonal theme in the second dialogue. And here was the result of interpersonal theme;

That was showed the 20 total number, had been shown up the classification of interpersonal theme in the second dialogue. Each 6 items were already occurred in the sequences of dialogue, and happened as many as *26 times*. Here, the some detail examples which were represented of interpersonal theme;

Ken : Hi **Nit, how** was your class just now, did Mrs Tati give you the assignment? (**clause 1**)

Nita : **Oh yeah ken**, I got the project to make the recount text, (**clause 2**)

- Nita : **Did** you enjoy your holiday Ken? (**clause 16**)
- Ken : **Me too Nita, totally** my last vacation was amazing. (**clause 42**)

These sequences of second dialogue (with the bold type) was comprised of interpersonal components; first word “*Nit*” belonged to vocative. Second word “*How*” referred to WH-Interrogative. Third name “*Oh yeah ken*” was a unit of polarity. Fourth name “*Did*” was the Yes/No-Interrogative. And the last “*Me too Nita, Totally*” was the example of comment.

This second dialogue was comprised of 2 *examples* of vocative, 7 *examples* of polarity, 2 *examples* of comment, 6 *examples* of WH-Interrogative, 6 *examples* of Yes/No-Interrogative, and 3 *examples* of mood adjunct.

The last part of interpersonal theme’s result which was displayed in third dialogue; as follows;

Here was the investigation which was embodied the part or unit of interpersonal theme in the third dialogue, and the total of example above was 24 numbers. In this part with the total number of column’ 18 had already represented the unit of interpersonal theme. In addition, these some examples below would discuss its components;

- Ken : **Nita**, let’s go to canteen! (**clause 1**)
- Nita : **What** will you buy there? (**clause 3**)
- Ken : **Were** they on busy? (**clause 16**)

- Nita : **Yes**, they spent their time to go a long for meeting. **(clause 17)**
- Ken : **Unlucky you Nit**, what did you do there? **(clause 18)**
- Nita : I **just** took a walk and bought some drinks. **(clause 20)**

These categorisations of the third dialogue (with the bold type) which covered the example of interpersonal theme; it was comprised of vocative, polarity, comment, WH-Interrogative, Yes/No-Interrogative, and mood adjunct. The word “*Nita*” belonged to vocative which occurred *twice*, the word “*What*” represented WH-Interrogative that happened *7 times*, the word “*Were*” referred to Yes/No-Interrogative that encompassed *4 times*, the name “*Yes*” belonged to polarity and it happened *3 times*, and the last “*Just*” referred to mood adjunct which occurred *4 times*.

4.1.4. Textual theme

As presented by *J R Martin Christian and groups* (1997:25-26) regarded to the notion of textual theme; was about enacting the texts clause by clause, which was consisted of continuative and conjunction. The following table presented the sequences of first, second, and third dialogue which displayed the textual theme.

The textual theme in the first dialogue encompassed two units; continuative and conjunction. The total number’s 18 was already occurred 20 unit of textual theme; continuative

happened *15 times*, and conjunction happened *5 times*. The instances below were going to show the phenomena of textual theme in the first dialogue;

Ken : *Very well thanks*.What did you do in your last holiday? **(clause 3)**

Nita : *Wow*, it is really awesome. **(clause 8)**

Ken : the way was steep, **(clause 10) and** I was looking at craters. **(clause 11)**

Ken : Yeah, I thought so, There were many travellers **who** stayed there for a night. **(clause 14)**

The examples above (with the italic and line style) was represented the continuative. On the other side, (with the bold style) were the examples of conjunction. The two words “*Very well thank and wow*” referred to continuative since it responded or continue of last discourse. Moreover, the two words “*And and who*” automatically belonged to conjunction.

And for the second dialogue which covered textual theme as follow;

This was less that the first table of textual theme which only found 17 example of textual; that so far, continuative happened *9 times* and *8 times* for conjunction. And the following discussion was closely presented the components of textual theme;

Ken : *So do I*, that was exciting, **(clause 4)**

Ken : We went to the zoo in our city, Mangkang.**(clause 12) And** I was so

excited, **(clause 13) because** this was first time to me. **(clause 14)**

Three sequences of examples above were the instances of textual theme in the second dialogue. The words “*so do I*” referred to the notion of continuative, different from the words “*And and because*” specifically belonged to the notion of conjunction.

These examples below were the last part of illustration of textual theme in the third dialogue

This was the result of column of textual theme, as presented before in two previous dialogues obviously discussed the unit of textual theme; continuative and conjunction. The total number of this table represented the amount of continuative was *8 times* and for the conjunction was *9 times*. The some examples were like below;

- Nita : Nice, let me take my money first. **(clause 5)**
Ken : Yes, she gave me the assignment too. **(clause 8)**
Nita : What do you think ken **(clause 9) if** we talk more about our last moment, **(clause 10) do** you agree? **(clause 11)**
Nita : Actually, my last vocation was not happy **(clause 13) because** I went there alone. **(clause 14)**

This was the last occupation of textual theme; there were 4 sequences as representative of textual theme in the third dialogue. “*Nice and yes*” was already known as continuative, and “*If and because*” was famously recognised as conjunction.

4.1.5 Multiple themes

This session would show the table which accurately presented and occurred before topical theme; interpersonal, or /and textual.

The first dialogue showed the big quantity of multiple theme; textual & topical happened *9 times*, Interpersonal & topical was *18 times*, and the textual, interpersonal & topical was *12 times*. These some examples of multiple themes;

- *Are you* really? (**clause 6**)
- **Wow it** was really awesome (**clause 8**)
- So, How about your father? (**clause 19**)

Three of examples represented each the table above, the clause 6 stated the interpersonal theme that preceded topical theme, the clause 8 showed the occurrence of textual theme and topical theme, and the last in clause 19 displayed three of multiple themes.

The second dialogue showed the occurrence of three themes in the clause which represented the different number of each column. Textual & topical happened *13 times*, Interpersonal & topical was *14 times*, and the textual, interpersonal & topical was *17 times*. These some examples of multiple themes in the second dialogue;

- *Did you* enjoy your holiday ken? (**clause 16**)
- **When I** was in 5th years old (**clause 18**)

- Yes, because tiger was described as a man, (**clause 23**)

Clause 16 discussed that interpersonal theme was placed before topical theme, and the bold style in clause 18 explained textual theme was in front of topical theme, and the last in clause 23 showed the combination of three of multiple themes.

This was the last result of multiple themes which covered *11 times* for textual & topical theme, *14 times* for interpersonal & topical theme, and three of textual, interpersonal & topical theme was *3 times*, and these were the some examples;

- *What will you buy there?* (**clause 3**)
- **Yes, she** gave me the assignment too (**clause 8**)
- Oh, where did your parents go? (**clause 15**)

Those were three examples of each multiple themes. Clause 3 expressed the formula of interpersonal which was in front of topical theme. In the clause 8, topical theme was preceded by textual theme. And the last it showed the formula of three multiple themes that occurred in clause 15.

There were the concrete examples of multiple themes which occurred in the first, second, and third dialogue. Those three units of theme were already done its function within the





clause; with the schema of textual and interpersonal which already took place in front of the topical theme.

4.1.6 Thematic Development

The next analysis was about the thematic development or thematic progression applied by students' dialogue. The analysis was done using theory of Thematic Development from *Brian Paltridge* (2000:120) and *Suzanne Eggins* (2004: 324-325) there were three types of thematic development which were observed here:

4.1.6.1. Theme's re-iteration or constant

This was the kind of thematic development which concerned with preceding theme that was repeated in the next of clause, and the illustration of dialogue I as followed;

1. I just stayed at home. (clause 4)
T 1  R 1
2. I did not go anywhere. (clause 5)
T 2  R 2
3. Then, you could see the beautiful view from the top of dieng. (clause 15)
T 3  R 3
4. In the early morning you can see for a while the gorgeous sunrise.(clause 16)
T 4  R 4

5. Karang jahe beach was the beautiful beach that ever I visited, (clause 35)

T 5



R 5

6. And, the view was wonderful with the white sand. (clause 36)

T 6



R 6

These sequences of model theme's development belonged to Theme re-iteration or constant since the previous theme was repeated in one discussion. Like as the first number to next number which represent the subject "I" in the clause "I just stayed at home and I did not go anywhere", and so on.

Next to the second dialogue which still focused on the thematic development, here would give the clear illustration about one of three of thematic development;

1. I got the project to make the recount text, (clause 2)

T 1



R 1

2. that was about my last holiday, and you? (clause 3)

T 2



R 2

3. I spent my time with family. (clause 11)

T 3












R 3

4. We went to the zoo in our city, Mangkang. (clause 12)

T 4



R 4

5. And, I was so excited, (clause 13)
 T 5  R 5
6. Because, this was first time to me. (clause 14)
 T 6  R 6
7. There I met elephant, snake, monkey, etc. (clause 15)
 T 7  R 7
8. Yeah, when I was in 5th years old. (clause 18)
 T 8  R 8
9. I went to the zoo with my father and my mother,(clause 19)
 T 9  R 9
10. But I was not enjoyed (clause 20)
 T 10  R 10
11. There was no my favorite animal; Tiger. (clause 21)
 T 11  R 11
12. Ken, this was the best vacation I had ever had in my life (clause 39)
 T 12  R 12
13. Because, I could meet my grandfather and grandmother, (clause 40)
 T 13  R 13
14. And I could stay there for a few days. (clause 41)

T 14 

R 1

The fourteen numbers above was strongly discouraged the model of constant theme. As the first number (clause 2), the word “*I (as the theme) got the project to make the recount text (as the rheme)*” and the second number (clause 3) with the word “*That’s the theme) was about my last holiday, and you? (as the rheme)*”. That two examples above had the traditional concept of theme (familiar) with preceded by the subject “*I and that*” but it had the strong correlation each other.

The clause 11, 12, and 13 were same with the two examples before, “*I (as the theme) spent my time with my family (as the rheme)*”, “*We (as the theme) went to zoo to our city, Mangkang (as the rheme)*”, and “*And I (as the theme) was so excited (as the rheme)*”; those three clauses had the same subject position; subject pronoun.

And the final of model thematic development was derived from the third dialogue; as the example below;

1. Yeah, we loved fishing. (clause 33)

T 1 

R 1

And, we got many fish. (clause 34)

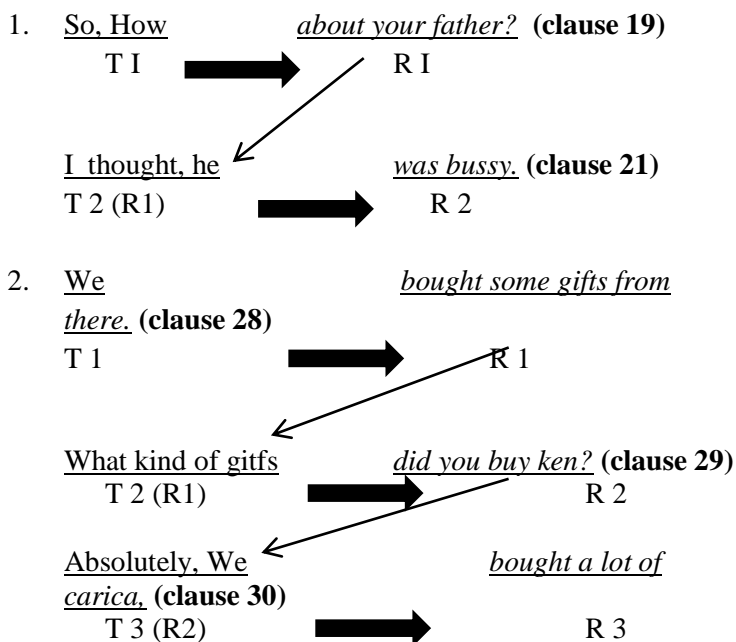
T 2 

R 2

This was level of model constant theme which presented the clause 33 and 34; “*Yeah, we (as the theme) loved fishing (as the rheme)*” and “*And we (as the theme) got many fish (as the rheme)*” were typically organized by the subject pronoun “we”

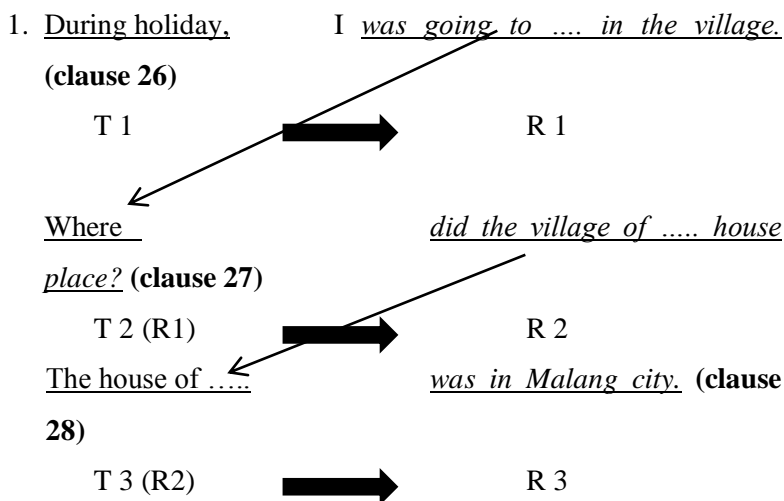
4.1.6.2. Theme’s Zig-zag or linier Pattern

This was section theme’s development of English dialogue that focused on the rheme of the clause which was being the theme in the next clause. The instances were like dialogue I below;



Two of examples above were represented of the model linier or zig-zag pattern, such as the first clause to the second clause; the sentence “*So, how about your father?*” which presented “*So, How*” as the theme and “*About your father*” as the rheme”, and the rheme of first clause was repeated in the theme in the second clause; “*I though, he was busy*”. Certainly, the name of “*I though, he*” as the theme of second clause which responded to the rheme in the first clause which was already understood.

And the second part of dialogue here would show understandable display of the linier or zig-zag theme’s patterns’ instance, as followed;



In this second dialogue, the linier or zig-zag pattern only occurred once as displayed above. Three of clauses above

were considered as the theme development's linier or zig-zag pattern, because of the rheme of each clause which became the new theme of the next clause; “*During holiday, (as the first theme) I was going to ... in the village (as the first rheme)*”, “*Where (as the second theme which responds of first rheme) did the village of.. house place? (as the second rheme)*”, and “*the hause of .. (as the third theme of the second rheme) was in Malang city (as the third rheme)*”

So, this was the last part of linier or zig-zag pattern of thematic development which occurred in the third dialogue;

1. Oh, where did your parents go? (clause 15)

T 1



R 1

Yes, they

spent their time to go a long for

meeting. (clause 17)

T 2(R1)

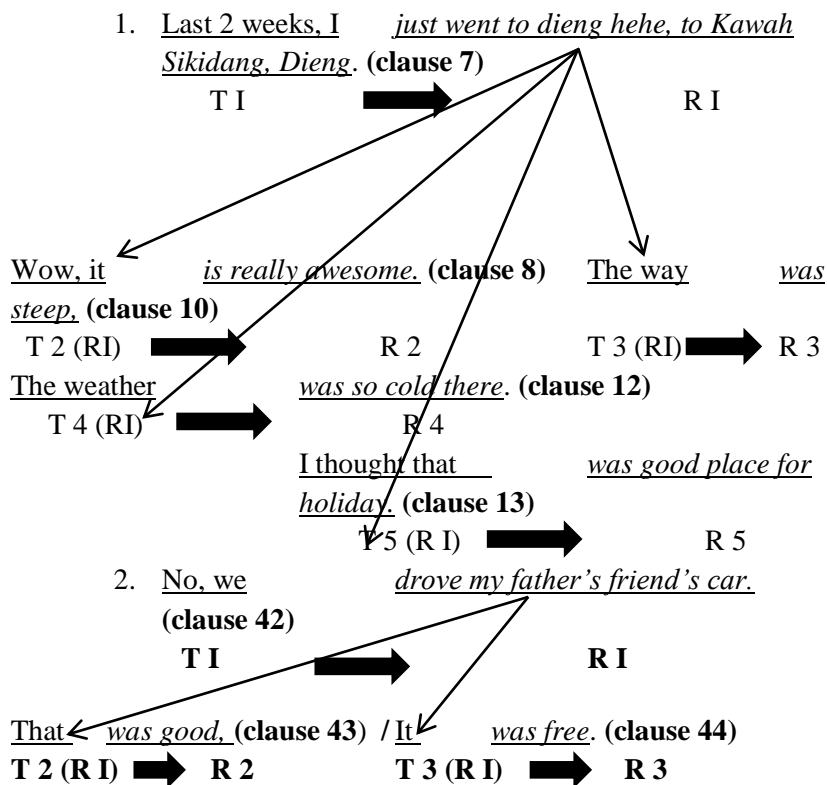


R 2

These were two clauses which were definitely organized as the linier or zig-zag pattern, in the clause 15 “*Oh, where (as the first theme) did your parents go? (as the first rheme)*” and in the clause 17 which was expanded the words rheme in the first clause “*Yes, they (as the second theme which responds the first rheme) spent their time to go a long for meeting (as the second rheme)*”

4.1.6.3. Theme's Multiple-Theme or derived Pattern

This scope comprised of the first main theme which was divided into some parts, as examples dialogue I provided below;

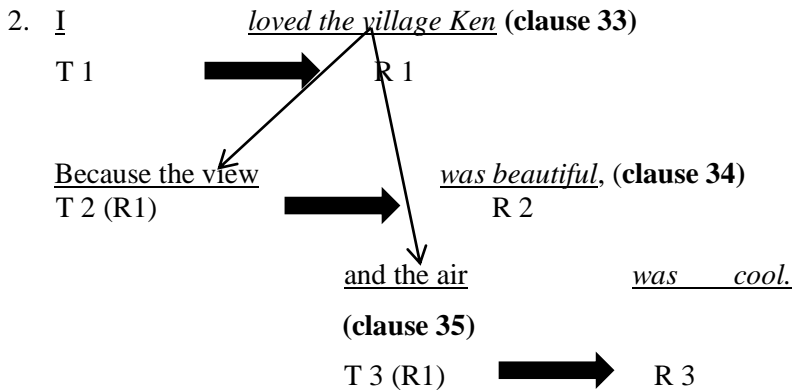
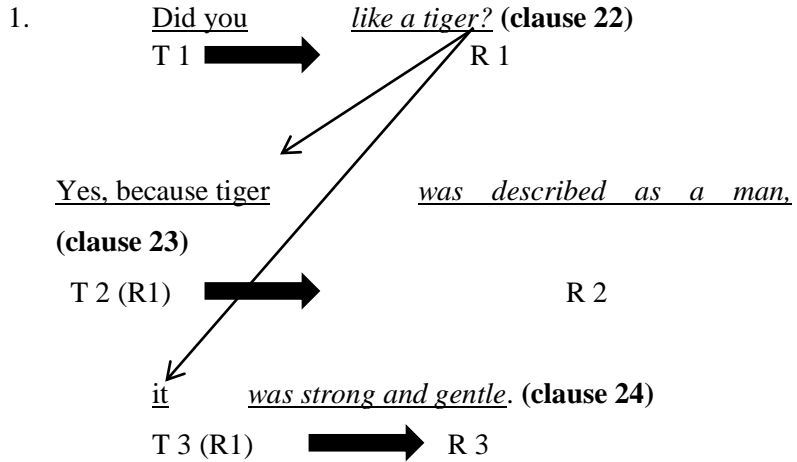


These were two example presented above more adequate difficult and complex than two examples before. In this discussion, the theme was divided into some clause which was still discussed previous information. Like the first number

above; “*Last 2 weeks, I just went to dieng hehe, to Kawah Sikidang, Dieng. (Clause 7)*” was represented the general information which was needed to be described in detail or more classifications. So in the four clauses (clause 8,10,12,13) below clearly extended the information of the first clause; “*Wow, it is really awesome. (clause 8) the way was steep, (clause 10) The weather was so cold there. (clause 12) I thought that was good place for holiday. (clause 13)*”

And since this model theme’s development concerned with the derived formula that effected to the theme and rheme’s position, it would be difficult to analyse. As displayed above the clause 7 “*Last 2 weeks,*” was the first theme, and followed with the first rheme “*I just went to dieng hehe, to Kawah Sikidang, Dieng.*” And the information of that rheme was expanded to the second theme, “*Wow, it*” with the second rheme “*is really awesome.*” The third theme “*the way*” and followed by the third rheme “*was steep*”, and so on.

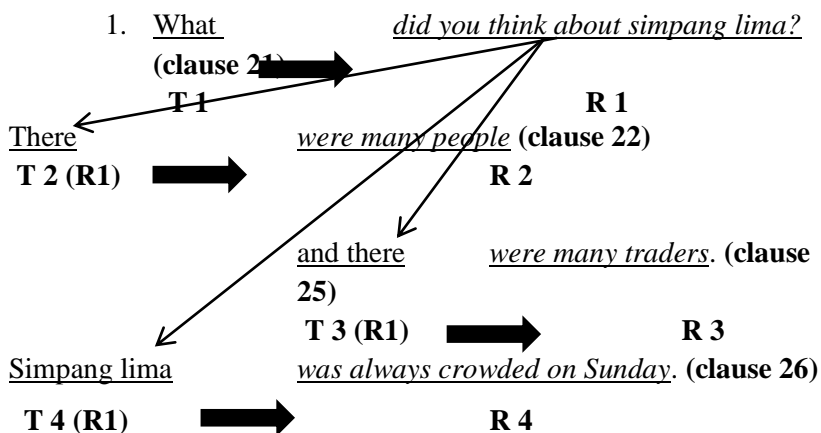
In this second dialogue would provide the image of derived theme, as followed;



As presented previously, this number of thematic development which drawn the derived theme in the two numbers above; the clause “*Did you (as the first theme) like a tiger? (as the first rheme)*” where the first needed to describe what had been speaker said. Therefore, the next clause “*Yes, because tiger (as the new theme which is described the first rheme) was described as s man (as the second rheme)*” and “*It*

(as the new theme which is described the first rheme) was strong and gantle (as the third rheme) were expanded the old information in the clause 22.

Here was the example of third dialogue which structured as the derived theme, as displayed below;



The clause 21 “What (as the first theme) did you think about simpang lima? (as the first rheme) because the first rheme was too general, and needed some answers so that so the rheme of clause 22, 25, and 26 were extended the first rheme’s information; “There (as the new theme which is described the first rheme) were many people (as the second rheme), “And there (as the new theme which is described the first rheme) were many traders (as the third rheme), and “simpang lima (as the new theme which is described the first rheme) was always crowded on Sunday (as the fourth rheme).

4.2. Discussion

Based the previous research question in this study, it was about the thematic meaning. As demonstrated by *M.A.K. Halliday, Suzzane Eggins, and J R Martin Christian and groups* that thematic meaning was classified into three components; topical or ideational, interpersonal, and textual. Moreover, those three taxonomies certainly related each other in the texts such as presented in those examples above.

Basically, the information or utterances in the spoken texts (dialogue) were grammatically organised by theme-rheme system. Furthermore, theme was the first departure of the clause or the single and combined words in the first clause, and rheme was the remainder of the clause (rheme) which occasionally had the new information. So, the thematic system was very fit and acceptable when it was used in the any genres; descriptive, recount, or the others as the tool to organise or construct the flow of information in the texts. It showed that there was a pattern of construction among the clauses in the text, which was called thematic development or thematic progression.

This study concerned with thematic meaning which applied in the spoken texts, exactly English dialogue. And from three previous dialogues above could be found some thematic meanings; topical, interpersonal, and textual. And each of thematic meaning was still classified into some components. First, topical theme was divided into two points; marked and

unmarked theme, second, interpersonal theme was so many; vocative, polarity, comment, Wh-Interrogative, Wh-Yes/No, and mood adjunct, and third, textual theme which had continuity and conjunction.

The first analyse was done by using the element of thematic meaning namely topical, interpersonal, and textual which in three dialogues. The result was displayed in the tables above that showed the occurrence of each type of themes and its element. First finding was about types of themes found in the texts. Among the three Theme types; topical, textual, and interpersonal, Topical theme was the most dominant thematic element that had found in the texts. With the different numbers *54 times* for topical, *32 times* for interpersonal, and *20 times* for textual in the first dialogue. The next was second dialogue which found *47 times* for topical, *26 times* for interpersonal and *18 times* for textual. And for the last were the third dialogue which happened for topical *43 times*, interpersonal *23 times* and the textual *17 times*. The conclusion of the first analyse that the topical was the most dominant theme which students used because students felt easily to start their texts with the noun (subject) or nominal group, and that the reason why the topical theme was the dominant theme.

The next analyse exposed the element of topical theme; marked and unmarked theme. Regarding to differences between marked and unmarked theme were very obvious, where marked

theme was preceded by adverbial phrase or prepositional phrase whereas the unmarked theme was gone before by noun, noun group or embedded clause. In this part of analyse that covered dialogue I, II, and III had done as previous tables; dialogue I, it was found *30 times* for unmarked theme and *5 times* for marked theme, dialogue II, it was found unmarked theme was released *36 times* and the marked theme was *2 times*, and the last dialogue for unmarked theme occurred *27 times* and marked theme was *2 times*.

From the descriptive above, it can be concluded that the students mostly used the unmarked theme in their dialogue. Since unmarked theme belonged to topical or ideational theme, and in the old grammar's form, it was called subject, they realized that unmarked was very easy to use. Different from unmarked theme, marked theme was less realized in their writing because the scale of its complexity. That the obvious reason why the students composed their dialogue texts with unmarked theme.

In this discussion would reveal the interpersonal view on three dialogues. As stated by *A.K. Halliday, Suzzane Eggins, and J R Martin Christian and groups* that interpersonal theme was comprised of polarity, vocative, comment, Wh-Interrogative, and Wh-Yes/No, and in this session would show the description of interpersonal theme on each of three dialogues. The first dialogue occurred *once* for vocative, *3 times*

happened in polarity, comment was *5 times*, Wh-Interrogative was *12, 3 times* for WH-Yes/No and *8 times* belonged to mood adjunct.

Second dialogue which referred to interpersonal theme found *twice* for vocative, polarity occurred *7 times*, *twice* found in comment, Wh-Interrogative was *6 times*, *6 times* was Wh-Yes/no, and the last was mood adjunct which occurred *3 times*. Whereas the last dialogue covered for vocative was twice, for polarity was *3 times*, *3 times* was comment, for Wh-interrogative was *7 times*, *4 times* belonged to Wh-Yes/No, and the last was *4 times* for mood adjunct. And the most dominant of interpersonal theme on three dialogues above was Wh-Interrogative, that absolutely concluded that most of dialogue pattern used Wh-Interrogative. Probably, the students realized that the dialogue mostly and automatically organized with the question pattern.

The next findings stated the textual theme which occasionally argued the continuative and conjunction as its scope. Some instances of continuatives that were found in the texts are “*so do I, nice, and yes*”. They occurred in a clause to show readers that the clause was the continuation of the previous one. So, it only occurred in several clauses which have such relation. Conjunctions which were mostly found in the students’ texts are “*and, who, and because*”. They mostly

occurred in clause complexes to connect one clause and the following clause.


From dialogue I, it was found the continuative *15 times* and *5 times* for conjunction and the dialogue II occurred *9 times* for continuative and *8 times* for the conjunction, and for the last dialogue, continuative happened *8 times* and conjunction was *9 times*. This was could be concluded that the highest textual theme which written by the students was continuative.


In this case, as described above that the students mostly tended to compose the dialogue by putting the subject as the most point of departure in each clause. It was realized by the dominant topical or ideational theme was unmarked theme. Additionally, the students also used the Wh-Interrogative for enacting information or exchange the messages. Moreover, the formula of dialogue was looked coherence since the students utilised the continuative tool to construct the flow message clause by clause.

The last table showed the occurrence of multiple themes which represented the combination of two or more types of theme in the complex clause, with often some textual and/ or interpersonal themes occurred before the topical or ideational theme. In this session got the most number of multiple themes was interpersonal that preceded topical theme, it could be seen from the first dialogue was *18 times*, second dialogue was *14 times*, and the last was *14 times*. The researcher observed that

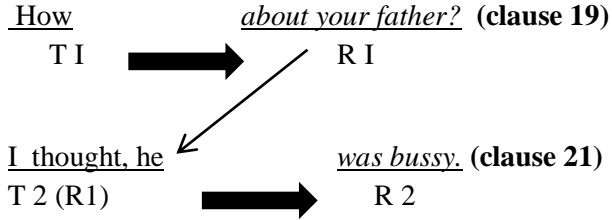
why the most dominant multiple themes referred to interpersonal & topical theme because the students realized this was the form of dialogue, and they thought the pattern of dialogue mostly used question form.

The next discussion was about the thematic progression which showed the students' technical to develop or construct the idea of dialogue, and it was certainly difficult since thematic progression was applied in the dialogue structure. Displayed from three previous dialogues found three types of thematic progression; constant theme, zig-zag or linier theme, and multiple or derived theme. First type was constant theme which traditionally organized, observed as showed above that the first word mostly placed in the front and will be repeated at the beginning of each clause, as these examples below;

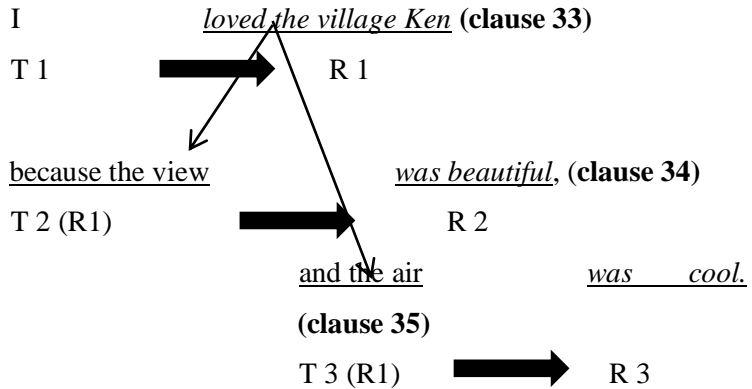
I just stayed at home. (clause 4)
T 1  R 1

I did not go anywhere. (clause 5)
T 2  R 2

These two formulas of constant theme was usually structured as above which preceded by theme as old information and followed by rheme as the new information. Different from with zig-zag or linier theme as it focused on taking up the rheme being the new theme of a following clause. Composed as follow;



The rheme of previous clause being the subject (new information) in the next clause as showed above. And this was the last part of thematic progression which very little difficult from two last examples;



This was the instance of multiple themes since the formula needed more concentration. Because of the local new information would not in the same line. The rheme of first clause “loved the village ken” was modified in theme of the next two clauses “because the view” and “and the air”.

The conclusion of three thematic progressions above, the researcher argued that constant theme was the most than linier and multiple themes. The question was why constant theme being the most than two, and the reason was constant theme was the easy theme to implement into the some texts, included dialogue. The students automatically considered use the easy method to develop their texts; it was constant theme since its formula started with the theme and followed by rheme in each clause.

4.3. Pedagogical implication

Based on the result, that had been presented above gave the big overview and basic strategy related to pedagogical implications especially for the teachers or lecturers and EFL students related to how to compose the good writing texts; First, this study was effective and accurate to be the tools for teaching the academic writing because theme-rheme basically revealed the concept to build or organize the texts cohesively and coherently, and it would give the understandable material to teach students' writing. Principally, cohesive relations system fit into the same patterns so cohesion was expressed the connection between previous clauses and next clauses. In addition, the concept of the cohesion was a semantic one because it was expressed through the strata organization of language. Therefore, it could be referred to; first, grammatical

cohesion, and second, lexical cohesion. Moreover, there were several ways to link the clauses each other; reference, substitution, ellipsis, and conjunction.

Second, it would be alternative learning to compose the well-texts either spoken or written texts easily since the students concerned and focused on the theme-rheme system. By using of and mastering theme-rheme, the students knew how to link the ideas clause to clause well and they would comprehend the systematic cohesive writing style. As long as the texts which was organized cohesively it would be easy categorised as good writing. Nonetheless, mastering the concept of theme-rheme needed the long exercises and process to compose the well and understandable texts.

CHAPTER V CONCLUSION AND SUGGESTION

In the previous chapters, the researcher had discussed about the introduction of the study, the review of related literature, the method of the research, the findings, discussion of this study, and pedagogical implication. This final chapter presented the conclusions and suggestions were derived from analyses and discussions which had conducted in the previous chapters of the study.

5.1 Conclusion

Based on the previous result, there were three types of theme which were found in the three dialogues; topical or ideational theme, interpersonal theme, and textual theme. Obviously the topical or ideational theme was the most dominant from three kinds of theme with the different number with the different numbers *54 times* for topical, *33 times* for interpersonal, and *20 times* for textual in the first dialogue. The next was second dialogue which was found *47 times* for topical, *26 times* for interpersonal and *18 times* for textual. And for the last was the third dialogue which were happened for topical *43 times*, interpersonal *23 times* and the textual *17 times*.

Additionally, topical theme was divided into two elements; unmarked theme which was realized from nominal, nominal group, and/or embedded clause and marked theme that was

realized from prepositional phrase and adverbial phrase. Dialogue I, was found unmarked theme was released *30 times* and the marked theme was *5 times*, dialogue II, was found *36 times* for unmarked theme and *2 times* for marked theme, and the last dialogue for unmarked theme occurred *27 times* and marked theme was *2 times*. The concrete total of unmarked theme proved that the students basically wrote the dialogue with the number of unmarked themes. So the researcher could summary that the students mostly concerned to use unmarked to be the subject.

The classification of interpersonal theme which was found in three of dialogue was vocative, polarity, comment, WH-interrogative, Wh-Yes/No, and mood adjunct. Furthermore, interpersonal theme started to concern with the message or content information exchange. The first dialogue occurred *once* for vocative, *3 times* happened in polarity, comment was *5 times*, Wh-Interrogative was *12 times*, *3 times* for WH-Yes/No and 8 times belonged to mood adjunct.

Second dialogue which referred to interpersonal theme found *twice* for vocative, polarity occurred *7 times*, *twice* was found in comment, Wh-Interrogative was *6 times*, *6 times* was Wh-Yes/no, and the last was mood adjunct which occurred *3 times*. Whereas the last dialogue covered for vocative was *twice*, for polarity was *3 times*, for Wh-interrogative was *7 times*, *4 times* belonged to Wh-Yes/No, and the last was *4 times* for mood adjunct. The findings concluded that the most dominant

interpersonal types was WH-Interrogative which used by students.

The textual theme elements were continuative and conjunction. Based on dialogue I, it was found the continuative *15 times* and *5 times* for conjunction and the dialogue II occurred *9 times* for continuative and *8 times* for the conjunction, and for the last dialogue, continuative happened *8 times* and conjunction was *9 times*. This could be concluded that the most main textual theme which written by the students was continuative.

The next point was multiple themes which had implemented in three dialogues, multiple theme was the combination of textual plus topical, interpersonal plus topical or connection of three multiple themes; textual, interpersonal, and topical before the rheme. Based on the previous dialogue I (in chapter IV) revealed textual & topical happened *9 times*, Interpersonal & topical was *18 times*, and the textual, interpersonal & topical was *12 times*. Textual & topical occurred *13 times*, Interpersonal & topical was *14 times*, and the textual, interpersonal & topical was *17 times* belongs to dialogue II. And from dialogue III was found *11 times* for textual & topical theme, *14 times* for interpersonal & topical theme, and three of textual, interpersonal & topical theme was *3 times*. According to three multiple themes tables, the most dominant multiple themes referred to interpersonal & topical theme.

The researcher could give the comprehensive summary based on these three dialogues that the most type of theme was topical theme with the total number *144 times*. It explained that the students tended to compose the dialogue that started with the subject or any nouns and followed with its description or modifier as topical theme was very familiar and easy.

The next conclusion was thematic progression where students basically composed the dialogue did not use the single strategy. On the other word, they employed three types of thematic progression; constant theme, linier theme, and derived theme. Additionally, constant theme was the most strategic in the dialogue although there were some linier and derived theme in the content of dialogue. It was implied that the students were able to compose the dialogue using constant theme system to develop their own ideas in the texts.

After observing and analysing, the researcher inferred that the employment of linier and derived theme were rarely showed and used in the dialogue because it was difficult so they preferred to use the easy method to construct and organize their ideas.

5.2 Suggestion

These were several suggestions for the English teachers and other researchers; that this study had the importance implementation as the instrument for assessing the students' writing skills. That was better for the teachers use to measure whether the texts were cohesive or did not. Principally, thematic

meaning which was comprised of thematic structure and development provided the huge advantages to develop or build the idea within the texts; included a dialogue. So, this was the new alternative writing teaching process if theme-rheme system was used to teach the students. In addition, it would be the obligatory of teachers to explain more related theme-rheme method.

Moreover, theme-rheme as the significance system for developing the texts or linking to the related clauses could be implemented to several kinds of writing styles. Therefore, the English teaching writing was better to teach and facilitate the students with this theme-rheme, in order that students could explore and expand their writings.

For the other researchers could implement this study – thematic meaning- for other studies or researches with the different data or subjects. And it was preferable to discuss or observed the written texts through theme-rheme that spoken texts because spoken texts had none of good structure, and it would be difficult to analyse.

Finally, the researcher realized that this paper is far from category of perfect. Therefore, the constructive critics and advices are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for us. Amin.

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Appendix I

The list of students recount text

Text 1

My holiday in Dieng

Ken Maya Aderahman
Student number: 7931

This was my first holiday with my family, we went to Dieng for enjoying the beautiful sunrise there. Dieng was located in Kejajar, Wonosobo central java. It was being the popular tourism place and known as the highest place. I, my sister, mom, and her friend went there by public transportation. My father was absent because of his a lot of jobs in his office. We started at 07.00 o'clock and arrived there at 11.00. So we took 4 hours.

There we rent the homestay for taking a rest. And in the morning, we woke up for earlier although the air was so cold, and then went out to look the beautiful sunrise. There were a lot of people who took the photo of that view. And I did not forget to capture it with my all groups. After that we bought some foods and gifts, I did not forget to buy carica

Finally, that was my last unforgettable moment in dieng with my family. And at 09.00 we went back to our house.

Text 2

Karang Jahe beach

Khanita Munawir
Student number: 7711

On Sunday morning, my father invited me to visit karang jahe beach. Karang jahe beach was located in Rembang central Java. We went there with my lovely and my father's friend. We visited there by

car. After arriving there, I could see the beautiful view of seashore. There were many people who played and run, and some of them who ate the fish.

I and my sister immediately played the sand and water. Sometimes we looked for the shells. We played for a moment because I felt tired, and then turned to the car for the lunch. We bought the fish and shells to cook at home later.

After praying zuhur, we went back to our village. That was my wonderful holiday on Sunday with my family.

Text 3

Mangkang' zoo Ken

In midterm holiday, last month, I went to see the animal in mangkang zoo. I spent my time with my father and my sister. We went there by bus because my father's car was being fixed. After arriving in the zoo at 10.00, first we bought entry ticket. Its cost was 7000 for each person.

We took around and saw many animals such as elephant, monkey, fish, deer, bird, cock, and tiger. The tiger is the most animal which I so loved. Why could I like it? It was the strong and gentle animal that I knew, although it was wild.

That was my beloved moment with my family in the zoo. Though it was exhausting, it was made us happy. And I would like to visit it later.

Text 4

Visiting Grandfather's House

Nita

It had been several months I did not visit my grandfather and grandmother since I was five years old. And last month I could see them happily. On Saturday noon, we prepared the baggage to take the holiday in Malang, it was my village. We went there by train, and took 5 hours from Semarang city

Malang was the best village which I had, did you know I so liked to stay in my grandfather's house? because there was the good air pollution and beautiful view of rice field on the evening. We stayed there for 3 days. In the morning we took around of the village using the pedicab, and bought some foods in the traditional market.

I really enjoyed this my holiday in Malang. And that was my lovely memories there. And we went back on Tuesday to Semarang city. And I promised to visit in this city for second time late.

Text 5

My Sunday's morning in Simpang lima

Nita

On Sunday morning, I went to Simpang lima to do CFD. Because my parents were busy, I went there alone. That made me sad. I went there by using public transportation from my house. I went at 06.00 o'clock.

There I met many people on their own busy and many traders. Simpang lima was always crowded on Sunday. I took a walk around Simpang lima, and bought some drinks. At 08.30 o'clock I went back to my house.

That was my unhappy moment on Sunday morning in Simpang lima because my parents were absent.

Text 6

My Sunday on Marina Beach

Ken

I and my best friend planned on Sunday to go Marina beach for fishing. Because the weather is good, we went there by our motorcycle. We had prepared many things for fishing because we loved fishing.

After arriving there, I met a lot of people who bought some foods and just took a walk. Marina beach was located in Semarang, and it was the best beach in Semarang. And at 16.00 o'clock we went back, we got many fish from Marina beach.

That was my unforgettable moment with my best friend in Marina beach, I was happy there

Appendix II

Transcript of dialogue I

Dialogue I

“Talking about holiday”

“14 of April 2017, in the class of SMP N 16”

| Turn | Speaker | Expression |
|------|---------|---|
| 1. | Ken | : Hay, Nit. |
| 2. | Nita | : Hay, Ken. |
| 3. | Ken | : How are you? |
| 4. | Nita | : I'm fine thanks. And you? |
| 5. | Ken | : Very well thanks. What did you do in your last holiday? |
| 6. | Nita | : I just stayed at home. I did not go anywhere. And you? |
| 7. | Ken | : Me too. |
| 8. | Nita | : Are you really? |
| 9. | Ken | : Last 2 weeks, I just went to dieng hehe, to Kawah Sikidang, Dieng. |
| 10. | Nita | : Wow, it is really awesome. Tell me your story! |
| 11. | Ken | : While on going there, the way was steep, and I was looking at craters. The weather was so cold there. |
| 12. | Nita | : So? I thought that was good place for holiday. |
| 13. | Ken | : Yeah, I thought so, There were many travellers who stayed there for a night. Then, you could see the beautiful view from the top of dieng. In the early morning you can see for a while the gorgeous sunrise. |
| 14. | Nita | : Lucky you, with whom did you go there? |
| 15. | Ken | : Hmmmmm, I went there with my beloved Mom, my younger sister, and my Mommy's friends. |
| 16. | Nita | : So, How about your father? Where was he? |
| 17. | Ken | : I thought, he was bussy. |
| 18. | Nita | : Wow, Why? |
| 19. | Ken | : He was working for the long time. |
| 20. | Nita | : Did you go by your car? Or, what? |
| 21. | Ken | : No, we rode public transportation. |
| 22. | Nita | : oh, I see, by the way, How long did you stay there? |

23. Ken : Only one day nit hehe.
24. Nita: So ? tell me more my friend!
25. Ken : We bought some gifts from there.
26. Nita : What kind of gitfs did you buy ken?
27. Ken : Absolutely, We bought a lot of carica, and how about you?
Centaintly, you took your holiday, right?
28. Nita : Just so so, only visiting Karang Jahe beach.
29. Ken : Wow, That was a real vocation, could you describe it?
30. Nita : Yes alright, Karang jahe beach was the beautiful beach that
ever I visited, too many tourists there, and the view was wonderful
with the white sand.
31. Ken : It sounded amazing. With whom did you go there?
32. Nita : Yeah, with my lovely family and his father's friend family.
33. Ken : Wow, that sounded good, so how long did you stay there?
34. Nita : Same as you, only one day.
35. Ken : Oh, you rode public transportation?
36. Nita :. No, we drove my father's friend's car.
37. Ken : That was good, it was free. By the way, what did you do
there?
38. Nita : Too many ken, I played sand, water, and looked for shells.
Then, We enjoyed the natural meal there.
39. Ken : Wow, what interesting that was!
40. Nita : Hehe, as you saw Ken.
41. Ken : Eh Nit, the bell rings, let's go back to our class.
42. Nita : Please, come on!
43. Ken : It is nice talking, see you later.
44. Nita : Okay, see you too.

Transcript of dialogue II

Dialogue II

“How was Your Vacation?”

“15 of April 2017, in the class of SMP N 16”

| Turn | Speaker | Expression |
|------|---------|---|
| 1. | Ken | : Hi Nit, how was your class just now, did Mrs Tati give you the assignment? |
| 2. | Nita | : Oh yeah ken, I got the project to make the recount text, that was about my last holiday, and you? |
| 3. | Ken | : So do I, that was exciting, I like to compose the story Nit. |
| 4. | Nita | : Well, let's talk our last vocation! |
| 5. | Ken | : That sounds great Nit, let's sit over there! |
| 6. | Nita | : Oh, by the way, how about your holiday Ken? Where did you go? |
| 7. | Ken | : I spent my time with family, We went to the zoo in our city, Mangkang. And I was so excited, because this was first time to me. There I met elephant, snake, monkey, etc. |
| 8. | Nita | : Did you enjoy your holiday Ken? |
| 9. | Ken | : Yes, of course. Did you ever go to the zoo? |
| 10. | Nita | : Yeah, when I was in 5 th years old. I went to the zoo with my father and my mother, but I was not enjoyed because in the zoo there was no my favorite animal; Tiger. |
| 11. | Ken | : Did you like a tiger? Why? |
| 12. | Nita | : Yes, because tiger was described as a man, it was strong and gentle. |
| 13. | Ken | : Oh, I was so worry to meet with a tiger. How about your holiday, Nita? Please tell me! |
| 14. | Nita | : During holiday, I was going to my grandfather and grandmother houses in the village. |
| 15. | Ken | : Where did the village of your grandfather and grandmother house place? |
| 16. | Nita | : The house of my grandfather and grandmother was in Malang city. Did you know Malang Ken? |

17. Ken : Yes, I knew, I ever went to Malang last year with my family. There I went to my uncle's restaurants. How about the village Nita?
18. Nita : I loved the village Ken because the view was beautiful, and the air was cool.
19. Ken : Really? I wanted to see wet rice field. Is there wet rice field?
20. Nita : You knew ken, this was the best vacation I had ever had in my life because I could meet my grandfather and grandmother, and I could stay there for a few days.
21. Ken : Me too Nita, totally my last vacation was amazing.
22. Nita : Oh, Ken did you take any pictures in the zoo?
23. Ken : Of course, Do you want to see my pictures?
24. Nita : Ok, and I will show you my pictures.
25. Ken : Yes, I will be uploading them to Facebook today. You can check them out.
26. Nita : That's be great!

Transcript of dialogue III

Dialogue III “Unforgettable moments on Sunday Morning”

“15 of April 2017, in the class of SMP N 16”

| Turn | Speaker | Expression |
|------|---------|--|
| 1. | Ken | : Nita, let's go to canteen! The bell has rung. |
| 2. | Nita | : What will you buy there? |
| 3. | Ken | : I want to drink orange juice. |
| 4. | Nita | : Nice, let me take my money first. |
| 5. | Ken | : Yeah, be quickly. |
| 6. | Nita | : Okay, eh ken, just now Mrs Tati ordered me to compose the last unforgettable moment, and I wrote my last week hangout in Simpang lima on Sunday. |
| 7. | Ken | : Yes, she gave me the assignment too. |
| 8. | Nita | : What do you think ken if we talk more about our last moment, do you agree? |
| 9. | Ken | : No problem, you share first |
| 10. | Nita | : Actually, my last vocation was not happy because I went there alone. |
| 11. | Ken | : Oh, where did your parents go? Were they on busy? |
| 12. | Nita | : Yes, they spent their time to go a long for meeting. |
| 13. | Ken | : Unlucky you Nit, what did you do there? Did you only hangout? |
| 14. | Nita | : I just took a walk and bought some drinks. |
| 15. | Ken | : What did you think about simpang lima? |
| 16. | Nita | : There were many people whom I met, they were on busy, and there were many traders. Simpang lima was always crowded on Sunday. |
| 17. | Ken | : Did you ride the public transportation? |
| 18. | Nita | : Yes, I do, and that made me unhappy. Now, tell me your story! |
| 19. | Ken | : I and my best friend went to marina beach to fish. |
| 20. | Nita | : Wow, that was great, at least you were not alone. |
| 21. | Ken | : Yeah, we loved fishing, and we got many fish. |

22. Nita : How did you go to marina beach?
23. Ken : We rode our motorcycle
24. Nita : What did you think about marina beach ken?
25. Ken : Marina beach was good beach in Semarang, there were a lot of people who took a walk or bought the food.
26. Nita : Yes, I agree with you.
27. Ken : In Semarang, there are many beaches but the best beach is marina.
28. Nita : Thank you ken for sharing the story.
29. Ken : Okey, you are welcome.
30. Nita : Let's go back to the class!
31. Ken : Yes, see you Nita.
32. Nita : See you too.

Appendix III

The sample clause in the dialogue

Dialogue I

“Talking about holiday”

| Turn | Speaker | Expression |
|------|---------|--|
| 1. | Ken | : Hay, Nit. (minor clause) |
| 2. | Nita | : Hay, Ken. (minor clause) |
| 3. | Ken | : How are you? (clause 1) |
| 4. | Nita | : I'm fine thanks. And you? (clause 2) |
| 5. | Ken | : Very well thanks. What did you do in your last holiday? (clause 3) |
| 6. | Nita | : I just stayed at home. (clause 4) I did not go anywhere. And you? (clause 5) |
| 7. | Ken | : Me too. (minor clause) |
| 8. | Nita | : Are you really? (clause 6) |
| 9. | Ken | : Last 2 weeks, I just went to dieng hehe, to Kawah Sikidang, Dieng. (clause 7) |
| 10. | Nita | : Wow, it was really awesome. (clause 8) Tell me your story! (clause 9) |
| 11. | Ken | : While on going there, the way was steep, (clause 10) and I was looking at craters. (clause 11) The weather was so cold there. (clause 12) |
| 12. | Nita | : So? I thought that was good place for holiday. (clause 13) |
| 13. | Ken | : Yeah, I thought so, There were many travellers who stayed there for a night. (clause 14) Then, you could see the beautiful view from the top of dieng. (clause 15) In the early morning you can see for a while the gorgeous sunrise. (clause 16) |
| 14. | Nita | : Lucky you, with whom did you go there? (clause 17) |
| 15. | Ken | : Hmmmmm, I went there with my beloved Mom, my younger sister, and my Mommy's friends. (clause 18) |
| 16. | Nita | : So, How about your father? (clause 19) Where was he? (clause 20) |
| 17. | Ken | : I thought, he was bussy. (clause 21) |
| 18. | Nita | : Wow, Why? (minor clause) |

19. Ken : He was working for the long time. **(clause 22)**
20. Nita : Did you go by your car? **(clause 23)**Or, what? **(clause 24)**
21. Ken : No, we rode public transportation **(clause 25)**
22. Nita : oh, I see, by the way, How long did you stay there? **(clause 26)**
23. Ken : Only one day nit hehe. **(minor clause)**
24. Nita: So ? tell me more my friend! **(clause 27)**
25. Ken : We bought some gifts from there. **(clause 28)**
26. Nita : What kind of gitfs did you buy ken? **(clause 29)**
27. Ken : Absolutely, We bought a lot of carica, **(clause 30)** and how about you? **(clause 31)** certainly, you took your holiday, right? **(clause 32)**
28. Nita : Just so so, only visiting Karang Jahe beach. **(minor clause)**
29. Ken : Wow, That was a real vocation, **(clause 33)** could you describe it? **(clause 34)**
30. Nita : Yes alright, Karang jahe beach was the beautiful beach that ever I visited, **(clause 35)** too many tourists there, and the view was wonderful with the white sand. **(clause 36)**
31. Ken : It sounded amazing. **(clause 37)** With whom did you go there? **(clause 38)**
32. Nita : Yeah, with my lovely family and his father's friend family**(minor clause)**
33. Ken : Wow, that sounded good, **(clause 39)** so how long did you stay there? **(clause 40)**
34. Nita : Same as you, only one day **(minor clause)**
35. Ken : Oh, you rode public transportation? **(clause 41)**
36. Nita :. No, we drove my father's friend's car. **(clause 42)**
37. Ken : That was good, **(clause 43)** it was free. **(clause 44)** By the way, what did you do there? **(clause 45)**
38. Nita : Too many ken, I played sand, water, and looked for shells. **(clause 46)** Then, We enjoyed the natural meal there. **(clause 47)**
39. Ken : Wow, what interesting that was! **(clause 48)**
40. Nita : Hehe, as you saw Ken. **(clause 49)**
41. Ken : Eh Nit, the bell rings, **(clause 50)**let's go back to our class. **(clause 51)**
42. Nita : Please, come on! **(clause 52)**
43. Ken : It is nice talking, see you later. **(clause 53)**
44. Nita : Okay, see you too **(minor clause)**

Dialogue II

“How was Your Vacation?”

Turn Speaker Expression

1. Ken : Hi Nit, how was your class just now, did Mrs Tati give you the assignment? **(clause 1)**
2. Nita : Oh yeah ken, I got the project to make the recount text, **(clause 2)** that was about my last holiday, and you? **(clause 3)**
3. Ken : So do I, that was exciting, **(clause 4)** I like to compose the story Nit. **(clause 5)**
4. Nita : Well, let's talk our last vocation! **(clause 6)**
5. Ken : That sounds great Nit, **(clause 7)** let's sit over there! **(clause 8)**
6. Nita : Oh, by the way, how about your holiday Ken? **(clause 9)** Where did you go? **(clause 10)**
7. Ken : I spent my time with family, **(clause 11)** We went to the zoo in our city, Mangkang. **(clause 12)** And I was so excited, **(clause 13)** because this was first time to me. **(clause 14)** There I met elephant, snake, monkey, etc. **(clause 15)**
8. Nita : Did you enjoy your holiday Ken? **(clause 16)**
9. Ken : Yes, of course. Did you ever go to the zoo? **(clause 17)**
10. Nita : Yeah, when I was in 5th years old. **(clause 18)** I went to the zoo with my father and my mother, **(clause 19)** but I was not enjoyed **(clause 20)** because in the zoo there was no my favorite animal; Tiger. **(clause 21)**
11. Ken : Did you like a tiger? Why? **(clause 22)**
12. Nita : Yes, because tiger was described as a man, **(clause 23)** it was strong and gentle. **(clause 24)**
13. Ken : Oh, I was so worry to meet with a tiger. **(clause 25)** How about your holiday, Nita? **(clause 26)** Please tell me! **(clause 27)**
14. Nita : During holiday, I was going to my grandfather and grandmother houses in the village. **(clause 26)**
15. Ken : Where did the village of your grandfather and grandmother house place? **(clause 27)**

16. Nita : The house of my grandfather and grandmother was in Malang city. **(clause 28)** Did you know Malang Ken? **(clause 29)**
17. Ken : Yes, I knew, I ever went to Malang last year with my family.**(clause 30)** There I went to my uncle's restaurants.**(clause 31)** How about the village Nita? **(clause 32)**
18. Nita : I loved the village Ken **(clause 33)** because the view was beautiful, **(clause 34)** and the air was cool. **(clause 35)**
19. Ken : Really? I wanted to see wet rice field. **(clause 36)**Is there wet rice field? **(clause 37)**
20. Nita : You knew ken,**(clause 38)** this was the best vacation I had ever had in my life **(clause 39)**because I could meet my grandfather and grandmother, **(clause 40)** and I could stay there for a few days. **(clause 41)**
21. Ken : Me too Nita. Totally my last vacation was amazing. **(clause 42)**
22. Nita : Oh, Ken did you take any pictures in the zoo? **(clause 43)**
23. Ken : Of course, Do you want to see my pictures? **(clause 44)**
24. Nita : Ok, and I will show you my pictures. **(clause 45)**
25. Ken : Yes, I will be uploading them to Facebook today. **(clause 46)** You can check them out. **(clause 47)**
26. Nita : That's be great! **(minor clause)**

Dialogue III

“Unforgettable moments on Sunday Morning”

- | Turn | Speaker | Expression |
|------|---------|--|
| 1. | Ken | : Nita, let's go to canteen! (clause 1) The bell has rung (clause 2) |
| 2. | Nita | : What will you buy there? (clause 3) |
| 3. | Ken | : I want to drink orange juice. (clause 4) |
| 4. | Nita | : Nice, let me take my money first. (clause 5) |
| 5. | Ken | : Yeah, be quickly. (minor clause) |
| 6. | Nita | : Okay, eh ken, just now Mrs Tati ordered me to compose the last unforgettable moment, (clause 6) and I wrote my last week hangout in Simpang lima on Sunday. (clause 7) |
| 7. | Ken | : Yes, she gave me the assignment too. (clause 8) |
| 8. | Nita | : What do you think ken (clause 9) if we talk more about our last moment, (clause 10) do you agree? (clause 11) |
| 9. | Ken | : No problem, you share first nit. (clause 12) |
| 10. | Nita | : Actually, my last vocation was not happy (clause 13) because I went there alone. (clause 14) |
| 11. | Ken | : Oh, where did your parents go? (clause 15) Were they on busy? (clause 16) |
| 12. | Nita | : Yes, they spent their time to go a long for meeting. (clause 17) |
| 13. | Ken | : Unlucky you Nit, what did you do there? (clause 18) Did you only hangout? (clause 19) |
| 14. | Nita | : I just took a walk and bought some drinks. (clause 20) |
| 15. | Ken | : What did you think about simpang lima? (clause 21) |
| 16. | Nita | : There were many people (clause 22) whom I met, (clause 23) they were on busy, (clause 24) and there were many traders. (clause 25) Simpang lima was always crowded on Sunday. (clause 26) |
| 17. | Ken | : Did you ride the public transportation? (clause 27) |
| 18. | Nita | : Yes, I do, and that made me unhappy. (clause 28) Now, tell me your story! (clause 29) |

19. Ken : I and my best friend went to marina beach to fish. **(clause 30)**
20. Nita : Wow, that was great, **(clause 31)** at least you were not alone. **(clause 32)**
21. Ken : Yeah, we loved fishing, **(clause 33)** and we got many fish. **(clause 34)**
22. Nita : How did you go to marina beach? **(clause 35)**
23. Ken : We rode our motorcycle. **(clause 36)**
24. Nita : What did you think about marina beach ken? **(clause 37)**
25. Ken : Marina beach was good beach in Semarang, **(clause 38)** there were a lot of people **(clause 39)** who took a walk or bought the food. **(clause 40)**
26. Nita : Yes, I agree with you. **(clause 41)**
27. Ken : In Semarang, there are many beaches **(clause 42)** but the best beach is marina. **(clause 43)**
28. Nita : Thank you ken for sharing the story **(minor clause)**
29. Ken : Okey, you are welcome **(minor clause)**
30. Nita : Let's go back to the class **(clause 44)**
31. Ken : Yes, see you Nita **(minor clause)**
32. Nita : See you too **(minor clause)**

Appendix IV

Theme-rheme

Dialogue I

“Talking about holiday”

Turn Speaker Expression

1. Ken : Hay, Nit. (minor clause)
2. Nita : Hay, Ken. (minor clause)

3. Ken : How are you?

| | | |
|---------------|---------|----------|
| Ho.. | ...w | Are You? |
| Interpersonal | Topical | Rheme |
| Theme | | |

4. Nita : I am fine thank

| | |
|---------|-------|
| I am | Fine |
| Topical | Rheme |
| Theme | |

5. Ken : Very well thanks.What did you do in your last holiday?

| | | | |
|------------------|---------------|---------|----------------------------------|
| Very well thanks | Wh.. | ...at | did you do in your last holiday? |
| Textual | Interpersonal | topical | rheme |
| Theme | | | |

6. Nita : I just stayed at home

| | | |
|---------|---------------|----------------|
| I | Just | Stayed at home |
| Topical | Interpersonal | Rheme |
| Theme | | |

- 6.Nita : I did not go anywhere.

| | |
|---------|----------------------|
| I | did not go anywhere. |
| Topical | Rheme |
| Theme | |

7. Ken : Me too. (minor clause)
8. Nita : Are you really?

| | | |
|---------------|---------|---------|
| Are | You | Really? |
| Interpersonal | Topical | Rheme |
| Theme | | |

9. Ken : Last 2 weeks, I just went to dieng hehe, to Kawah Sikidang, Dieng

| | |
|---------------|---|
| Last 2 weeks, | I just went to dieng hehe, to Kawah Sikidang, Dieng |
| Topical | Rheme |
| Theme | |

10. Nita : Wow, it was really awesome.

| | | |
|---------|---------|--------------------|
| Wow | It | was really awesome |
| Textual | Topical | Rheme |
| Theme | | |

10.Nita : Tell me your story!

| | |
|---------|----------------|
| Tell | me your story! |
| Topical | Rheme |
| Theme | |

11. Ken : While on going there, the way was steep.

| | |
|----------------------|--------------------|
| While on going there | the way was steep, |
| Topical | Rheme |
| Theme | |

11.Ken : and I was looking at craters.

| | | |
|---------|---------|------------------------|
| And | I | was looking at craters |
| Textual | Topical | Rheme |
| Theme | | |

11.Ken : The weather was so cold there

| | |
|-------------|-------------------|
| The weather | was so cold there |
| Topical | Rheme |
| Theme | |

12. Nita : So? I thought that was good place for holiday.

| | | | |
|---------|---------------|---------|----------------------------|
| So? | I thought | that | was good place for holiday |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

13. Ken : Yeah, I thought so, There were many travellers who stayed there for a night.

| | | | |
|---------|---------------|---------|--|
| Yeah | I thought so | There | were many travellers who stayed there for a night. |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

13.Ken : Then, you could see the beautiful view from the top of dieng.

| | | |
|---------|---------|---|
| Then, | You | could see the beautiful view from the top of dieng. |
| Textual | Topical | Rheme |
| Theme | | |

13.Ken : In the early morning you can see for a while the gorgeous sunrise.

| | |
|----------------------|---|
| In the early morning | You can see for a while the gorgeous sunrise. |
| Topical | Rheme |
| Theme | |

14. Nita : Lucky you, with whom did you go there?

| | | | |
|---------------|---------------|---------|-------------------|
| Lucky you, | with wh... | ..om | did you go there? |
| Interpersonal | Interpersonal | Topical | Rheme |
| Theme | | | |

15. Ken : HmMMMM, I went there with my beloved Mom, my younger sister, and my Mommy's friends.

| | | |
|-----------|---------|--|
| HmMMMM, I | | went there with my beloved Mom, my younger sister, and my Mommy's friends. |
| Textual | Topical | Rheme |
| Theme | | |

- 16.Nita : So, How about your father?

| | | | |
|---------|---------------|---------|--------------------|
| So, | Ho.. | ..w | about your father? |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

- 16.Nita : Where was he?

| | | |
|---------------|---------|---------|
| Whe... | ..re | was he? |
| Interpersonal | Topical | Rheme |
| Theme | | |

17. Ken : I thought, he was bussy.

| | | |
|---------------|---------|------------|
| I thought, | He | was bussy. |
| Interpersonal | Topical | Rheme |
| Theme | | |

18. Nita : Wow, Why? (minor clause)

19. Ken : He was working for the long time.

| | |
|---------|--------------------------------|
| He | was working for the long time. |
| Topical | Rheme |
| Theme | |

20. Nita : Did you go by your car?

| | | |
|---------------|---------|---------------------------|
| Did | You | go by your car? Or, what? |
| Interpersonal | Topical | Rheme |
| Theme | | |

21. Ken : No, we rode public transportation

| | | |
|---------------|---------|----------------------------|
| No, | We | rode public transportation |
| Interpersonal | Topical | Rheme |
| Theme | | |

22. Nita : oh, I see, by the way, How long did you stay there?

| | | | |
|---------|---------------|------------|------------------------------|
| oh, | I see | By the way | How long did you stay there? |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

23. Ken : Only one day nit hehe. (minor clause)

24. Nita : So ? tell me more my friend!

| | | |
|---------|---------|--------------------|
| So? | Tell | me more my friend! |
| Textual | Topical | Rheme |
| Theme | | |

25. Ken : We bought some gifts from there

| | |
|---------|------------------------------|
| We | bought some gifts from there |
| Topical | Rheme |
| Theme | |

26. Nita : What kind of gitfs did you buy ken?

| | | |
|---------------|---------|--------------------------------|
| Wh... | ..at | kind of gitfs you did buy ken? |
| Interpersonal | Topical | Rheme |
| Theme | | |

27. Ken : Absolutely, We bought a lot of carica,

| | | |
|---------------|---------|-------------------------|
| Absolutely, | We | bought a lot of carica, |
| Interpersonal | Topical | Rheme |
| Theme | | |

27. Ken : and how about you?

| | | | |
|---------|---------------|---------|------------|
| And, | Ho.. | ...w | about you? |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

27. Ken : certainly, you took your holiday, right?

| | | |
|------------|---------------|------------------------------|
| certainly, | You | took your holiday, right? |
| Textual | Interpersonal | Rheme |
| Theme | | |

**28. Nita : Just so so, only visiting Karang Jahe beach.
(minor clause)**

29. Ken : Wow, That was a real vocation,

| | | |
|---------|---------|----------------------|
| Wow, | That | was a real vocation, |
| Textual | Topical | Rheme |
| Theme | | |

29. Ken : could you describe it?

| | | |
|---------------|---------|--------------|
| Could | You | describe it? |
| Interpersonal | Topical | Rheme |
| Theme | | |

**30. Nita : Yes alright, Karang jahe beach was the beautiful
beach that ever I visited,**

| | | |
|---------------|-------------------|--|
| Yes alright, | Karang jahe beach | was the beautiful beach that ever I visited, |
| Interpersonal | Topical | Rheme |
| Theme | | |

30.Nita : and the view was wonderful with the white sand.

| | | |
|---------|----------|-----------------------------------|
| and | The view | was wonderful with the white sand |
| Textual | Topical | Rheme |
| Theme | | |

31. Ken : It sounded amazing.

| | |
|---------|------------------|
| It | sounded amazing. |
| Topical | Rheme |
| Theme | |

31.Ken : With whom did you go there?

| | | |
|---------------|---------|-------------------|
| With wh... | ...om | did you go there? |
| Interpersonal | Topical | Rheme |
| Theme | | |

32. Nita :Yeah, with my lovely family and his father's friend family(minor clause)

33. Ken :Wow, that sounded good,

| | | |
|---------|---------|---------------|
| Wow | That | sounded good, |
| Textual | Topical | Rheme |
| Theme | | |

33.Ken : so how long did you stay there?

| | | | |
|---------|---------------|---------|--------------------------|
| So | Ho.. | ...w | long did you stay there? |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

34. Nita : Same as you, only one day (minor clause)

35. Ken : Oh, you rode public transportation?

| | | |
|---------|---------|-----------------------------|
| Oh | You | rode public transportation? |
| Textual | Topical | Rheme |
| Theme | | |

36. Nita : No, we drove my father's friend's car.

| | | |
|---------------|---------|---------------------------------|
| No | We | drove my father's friend's car. |
| Interpersonal | Topical | Rheme |
| Theme | | |

37. Ken : That was good,

| | |
|---------|----------|
| That | Was good |
| Topical | Rheme |
| Theme | |

37.Ken : it was free.

| | |
|---------|-----------|
| It | was free. |
| Topical | Rheme |
| Theme | |

37.Ken : By the way, what did you do there?

| | |
|-------------|------------------------|
| By the way, | what did you do there? |
| Topical | Rheme |
| Theme | |

38. Nita : Too many ken, I played sand, water, and looked for shells.

| | | |
|---------------|---------|--|
| Too many ken, | I | played sand, water, and looked for shells. |
| Interpersonal | Topical | Rheme |
| Theme | | |

38.Nita : Then, We enjoyed the natural meal there.

| | | |
|---------|---------|--------------------------------|
| Then, | We | enjoyed the natural meal there |
| Textual | Topical | Rheme |
| Theme | | |

39. Ken : Wow, what interesting that was!

| | | | |
|------|------|------|-----------------------|
| Wow, | Wh.. | ..at | interesting that was! |
|------|------|------|-----------------------|

| | | | |
|---------|---------------|---------|-------|
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

40. Nita : Hehe, as you saw Ken.

| | | | |
|---------------|---------|---------|----------|
| Hehe, | As | You | saw Ken. |
| Interpersonal | Textual | Topical | Rheme |
| Theme | | | |

41. Ken : Eh Nit, the bell rings,

| | | |
|---------------|----------|--------|
| Eh Nit, | The bell | rings, |
| Interpersonal | Topical | Rheme |
| Theme | | |

41. Ken : let's go back to our class.

| | | |
|---------------|---------|----------------------|
| Le.. | ...t | go back to our class |
| Interpersonal | Topical | Rheme |
| Theme | | |

42. Nita : Please, come on!

| | |
|--------------|-------|
| Please, come | On! |
| Topical | Rheme |
| Theme | |

43. Ken : It is nice talking, see you later.

| | |
|---------|---------------------------------|
| It | is nice talking, see you later. |
| Topical | Rheme |
| Theme | |

44. Nita : Okay, see you too (minor clause)

Dialogue II

Theme-rheme

“How was Your Vacation?”

Turn Speaker Expression

1. **Ken** : Hi Nit, how was your class just now, did Mrs Tati give you the assignment?

| | | | |
|---------------|---------------|---------|--|
| Hi Nit, | Ho.. | ..w | was your class just now, did Mrs Tati give you the assignment? |
| Interpersonal | Interpersonal | Topical | Rheme |
| Theme | | | |

2. **Nita** : Oh yeah ken, I got the project to make the recount text,

| | | |
|---------------|---------|---|
| Oh yeah ken, | I | got the project to make the recount text, |
| Interpersonal | Topical | Rheme |
| Theme | | |

- 2.Nita : that was about my last holiday, and you?

| | |
|---------|-------------------------------------|
| that | was about my last holiday, and you? |
| Topical | Rheme |
| Theme | |

3. **Ken** : So do I, that was exciting,

| | | |
|----------|---------|---------------|
| So do I, | That | was exciting, |
| Textual | Topical | Rheme |
| Theme | | |

3.Ken : I like to compose the story Nit

| | |
|---------|-------------------------------|
| I | like to compose the story Nit |
| Topical | Rheme |
| Theme | |

4. Nita : Well, let's talk our last vocation!

| | | | |
|---------|---------------|---------|-------------------------|
| Well, | Le.. | ..t | talk our last vocation! |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

5. Ken : That sounds great Nit,

| | |
|---------|-------------------|
| That | sounds great Nit, |
| Topical | Rheme |
| Theme | |

5.Ken :let's sit over there!

| | | |
|---------------|---------|-----------------|
| Le.. | ..t | sit over there! |
| Interpersonal | Topical | Rheme |
| Theme | | |

6. Nita : Oh, by the way, how about your holiday Ken?

| | | |
|---------|-------------|-----------------------------|
| Oh, | by the way, | how about your holiday Ken? |
| Textual | Topical | Rheme |
| Theme | | |

6.Nita :Where did you go?

| | | |
|---------------|---------|-------------|
| Whe.. | ..re | did you go? |
| Interpersonal | Topical | Rheme |
| Theme | | |

7. Ken : I spent my time with family,

| | |
|---------|----------------------------|
| I | spent my time with family, |
| Topical | Rheme |
| Theme | |

7. Ken : We went to the zoo in our city, Mangkang.

| | |
|---------|--|
| We | went to the zoo in our city, Mangkang. |
| Topical | Rheme |
| Theme | |

7. Ken : And I was so excited,

| | | |
|---------|---------|-----------------|
| And | I | was so excited, |
| Textual | Topical | Rheme |
| Theme | | |

7. Ken : because this was first time to me.

| | | |
|---------|---------|-----------------------|
| because | This | was first time to me. |
| Textual | Topical | Rheme |
| Theme | | |

7. Ken : There I met elephant, snake, monkey, etc.

| | |
|---------|-------------------------------------|
| There | I met elephant, snake, monkey, etc. |
| Topical | Rheme |
| Theme | |

8. Nita : Did you enjoy your holiday Ken?

| | | |
|---------------|---------|-------------------------|
| Did | You | enjoy your holiday Ken? |
| Interpersonal | Topical | Rheme |
| Theme | | |

9. Ken : Yes, of course. Did you ever go to the zoo?

| | | | |
|-----------------|---------------|---------|---------------------|
| Yes, of course. | Did | You | ever go to the zoo? |
| Interpersonal | Interpersonal | Topical | Rheme |
| Theme | | | |

10. Nita : Yeah, when I was in 5th years old

| | | | |
|---------------|---------|---------|----------------------------------|
| Yeah | When | I | was in 5 th years old |
| Interpersonal | Textual | Topical | Rheme |
| Theme | | | |

10.Nita : I went to the zoo with my father and my mother,

| | | |
|---------|---|--|
| I | went to the zoo with my father and my mother, | |
| Topical | Rheme | |
| Theme | | |

10.Nita : but I was not enjoyed

| | | |
|---------|---------|-----------------|
| But | I | was not enjoyed |
| Textual | Topical | Rheme |
| Theme | | |

10.Nita : because in the zoo there was no my favorite animal; Tiger.

| | | |
|---------|------------|---|
| Because | in the zoo | there was no my favorite animal; Tiger. |
| Textual | Topical | Rheme |
| Theme | | |

11. Ken : Did you like a tiger? Why?

| | | |
|---------------|---------|--------------------|
| Did | You | like a tiger? Why? |
| Interpersonal | Topical | Rheme |
| Theme | | |

12. Nita : Yes, because tiger was described as a man,

| | | | |
|---------------|---------|---------|-------------------------|
| Yes | Because | Tiger | was described as a man, |
| Interpersonal | Textual | Topical | Rheme |
| Theme | | | |

12.Nita : it was strong and gentle.

| | |
|---------|-----------------------|
| It | was strong and gentle |
| Topical | Rheme |
| Theme | |

13. Ken : Oh, I was so worry to meet with a tiger.

| | | |
|---------|---------|------------------------------------|
| Oh | I | was so worry to meet with a tiger. |
| Textual | Topical | Rheme |
| Theme | | |

13.Ken : How about your holiday, Nita?

| | | |
|---------------|---------|---------------------------|
| Ho.. | ..w | about your holiday, Nita? |
| Interpersonal | Topical | Rheme |
| Theme | | |

13.Ken : Please tell me!

| | |
|-------------|-------|
| Please tell | me! |
| Topical | Rheme |
| Theme | |

14. Nita : During holiday, I was going to my grandfather and grandmother houses in the village.

| | |
|-----------------|--|
| During holiday, | I was going to my grandfather and grandmother houses in the village. |
| Topical | Rheme |
| Theme | |

15. Ken : Where did the village of your grandfather and grandmother house place?

| | | |
|---------------|---------|--|
| Whe... | ..re | the village of your grandfather and grandmother house place? |
| Interpersonal | Topical | Rheme |
| Theme | | |

16. Nita : The house of my grandfather and grandmother was in Malang city.

| | |
|---|---------------------|
| The house of my grandfather and grandmother | was in Malang city. |
| Topical | Rheme |
| Theme | |

16.Nita : Did you know Malang Ken?

| | | |
|---------------|---------|------------------|
| Did | You | know Malang Ken? |
| Interpersonal | Topical | Rheme |
| Theme | | |

17. Ken : Yes, I knew, I ever went to Malang last year with my family.

| | | |
|---------------|---------|---|
| Yes, I knew, | I | ever went to Malang last year with my family. |
| Interpersonal | Topical | Rheme |
| Theme | | |

17.Ken : There I went to my uncle's restaurants.

| | |
|---------|-----------------------------------|
| There | I went to my uncle's restaurants. |
| Topical | Rheme |
| Theme | |

17. Ken : How about the village Nita?

| | | |
|---------------|---------|-------------------------|
| Ho.. | ..w | about the village Nita? |
| Interpersonal | Topical | Rheme |
| Theme | | |

18. Nita : I loved the village Ken

| | |
|---------|-----------------------|
| I | loved the village Ken |
| Topical | Rheme |
| Theme | |

18.Nita : because the view was beautiful,

| | | |
|---------|----------|----------------|
| Because | the view | was beautiful, |
| Textual | Topical | Rheme |
| Theme | | |

18.Nita : and the air was cool.

| | | |
|---------|---------|-----------|
| and | the air | was cool. |
| Textual | Topical | Rheme |
| Theme | | |

19. Ken : Really? I wanted to see wet rice field.

| | | |
|---------|---------|-------------------------------|
| Really? | I | wanted to see wet rice field. |
| Textual | Topical | Rheme |
| Theme | | |

19.Ken : Is there wet rice field?

| | | |
|---------------|---------|-----------------|
| Is | There | wet rice field? |
| Interpersonal | Topical | Rheme |
| Theme | | |

20. Nita : You knew ken,

| | |
|---------|-----------|
| You | knew ken, |
| Topical | Rheme |
| Theme | |

20.Nita : this was the best vacation I had ever had in my life

| | |
|---------|---|
| This | was the best vacation I had ever had in my life |
| Topical | Rheme |
| Theme | |

20.Nita : because I could meet my grandfather and grandmother,

| | | |
|---------|---------|--|
| Because | I | could meet my grandfather and grandmother, |
| Textual | Topical | Rheme |
| Theme | | |

20.Nita : and I could stay there for a few days.

| | | |
|---------|---------|----------------------------------|
| And | I | could stay there for a few days. |
| Textual | Topical | Rheme |
| Theme | | |

21. Ken : Me too Nita. Totally my last vacation was amazing.

| | | |
|-------------------------|------------------|--------------|
| Me too Nita. Totally | my last vacation | Was amazing. |
| Interpersonal | Topical | Rheme |
| Theme | | |

22. Nita : Oh, Ken did you take any pictures in the zoo?

| | | | |
|---------|---------------|---------|-------------------------------|
| Oh, | Ken did | You | take any pictures in the zoo? |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

23. Ken : Of course, Do you want to see my pictures?

| | | | |
|---------------|---------------|---------|--------------------------|
| Of course | Do | You | want to see my pictures? |
| Interpersonal | Interpersonal | Topical | Rheme |
| Theme | | | |

24. Nita : Ok, and I will show you my pictures.

| | | | |
|---------------|---------|---------|----------------------------|
| Ok | And | I | will show you my pictures. |
| Interpersonal | Textual | Topical | Rheme |
| Theme | | | |

25. Ken : Yes, I will be uploading them to Facebook today.

| | | |
|---------|---------|----------------------------|
| Yes | I | will show you my pictures. |
| Textual | Topical | Rheme |
| Theme | | |

25.Ken : You can check them out.

| | |
|---------|---------------------|
| You | can check them out. |
| Topical | Rheme |
| Theme | |

26. Nita : That's be great! (minor clause)

Dialogue III
Theme-rheme
“Unforgettable moments on Sunday Morning”

Turn Speaker Expression

1. Ken : Nita, let’s go to canteen!

| | | | |
|---------------|---------------|---------|----------------|
| Nita, | Le.. | ..t | go to canteen! |
| Interpersonal | Interpersonal | Topical | Rheme |
| Theme | | | |

1. Ken : The bell has rung

| | |
|----------|----------|
| The bell | has rung |
| Topical | Rheme |
| Theme | |

2. Nita : What will you buy there?

| | | |
|---------------|---------|---------------------|
| Wha.. | ...at | will you buy there? |
| Interpersonal | Topical | Rheme |
| Theme | | |

3. Ken : I want to drink orange juice

| | |
|---------|----------------------------|
| I | want to drink orange juice |
| Topical | Rheme |
| Theme | |

4. Nita : Nice, let me take my money first

| | | | |
|---------|---------------|---------|------------------------|
| Nice | Le.. | ..t | me take my money first |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

5. Ken : Yeah, be quickly. (minor clause)

6. Nita : Okay, eh ken, just now Mrs Tati ordered me to compose the last unforgettable moment,

| | | | |
|---------|---------------|----------|---|
| Okey | Eh Ken | Just now | Mrs Tati ordered me to compose the last unforgettable moment, |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

6.Nita : and I wrote my last week hangout in Simpang lima on Sunday.

| | | |
|---------|---------|---|
| And | I | wrote my last week hangout in Simpang lima on Sunday. |
| Textual | Topical | Rheme |
| Theme | | |

7. Ken : Yes, she gave me the assignment too.

| | | |
|---------|---------|-----------------------------|
| Yes | She | gave me the assignment too. |
| Textual | Topical | Rheme |
| Theme | | |

8. Nita : What do you think ken

| | | |
|---------------|---------|------------------|
| Wh.... | ..at | do you think ken |
| Interpersonal | Topical | Rheme |
| Theme | | |

8. Nita : if we talk more about our last moment,

| | | |
|---------|---------|----------------------------------|
| If | We | talk more about our last moment, |
| Textual | Topical | Rheme |
| Theme | | |

8. Nita :do you agree?

| | | |
|---------------|---------|--------|
| Do | You | agree? |
| Interpersonal | Topical | Rheme |
| Theme | | |

9. Ken : No problem. You share first nit.

| | | |
|------------|---------|------------------|
| No problem | You | share first nit. |
| Textual | Topical | Rheme |
| Theme | | |

10. Nita : Actually, my last vocation was not happy

| | | |
|---------------|---------|------------------------|
| Actually | My last | vocation was not happy |
| Interpersonal | Topical | Rheme |
| Theme | | |

10. Nita : because I went there alone.

| | | |
|---------|---------|-------------------|
| Because | I | went there alone. |
| Textual | Topical | Rheme |
| Theme | | |

11. Ken : Oh, where did your parents go?

| | | | |
|---------|---------------|---------|----------------------|
| Because | Whe.. | ..re | did your parents go? |
| Textual | Interpersonal | Topical | Rheme |
| Theme | | | |

11.Ken : Were they on busy?

| | | |
|---------------|---------|----------|
| Were | They | on busy? |
| Interpersonal | Topical | Rheme |
| Theme | | |

12. Nita : Yes, they spent their time to go a long for meeting.

| | | |
|---------------|---------|--|
| Yes | They | spent their time to go a long for meeting. |
| Interpersonal | Topical | Rheme |
| Theme | | |

13. Ken : Unlucky you Nit, what did you do there?

| | | | |
|---------------|-------|---------|-------------------|
| Unlucky you | Wh... | ..at | did you do there? |
| Interpersonal | | Topical | Rheme |
| Theme | | | |

13.Ken : Did you only hangout?

| | | |
|---------------|---------|---------------|
| Did | You | only hangout? |
| Interpersonal | Topical | Rheme |
| Theme | | |

14. Nita : I just took a walk and bought some drinks.

| | | |
|---------|---------------|-------------------------------------|
| I | Just | took a walk and bought some drinks. |
| Topical | Interpersonal | Rheme |
| Theme | | |

15. Ken : What did you think about simpang lima?

| | | |
|---------------|---------|-----------------------------------|
| Wh.. | ..at | did you think about simpang lima? |
| Interpersonal | Topical | Rheme |
| Theme | | |

16. Nita : There were many people

| | |
|---------|------------------|
| There | were many people |
| Topical | Rheme |
| Theme | |

16.Nita : Whom I met,

| | | |
|---------|---------|--------|
| Wh.. | ..om | I met, |
| Textual | Topical | Rheme |
| Theme | | |

16.Nita : They were on busy,

| | |
|---------|---------------|
| They | were on busy, |
| Topical | Rheme |
| Theme | |

16.Nita : and there were many traders.

| | | |
|---------|---------|--------------------|
| and | There | were many traders. |
| Textual | Topical | Rheme |
| Theme | | |

16. Nita : Simpang lima was always crowded on Sunday.

| | |
|--------------|------------------------------|
| Simpang lima | was always crowded on Sunday |
| Topical | Rheme |
| Theme | |

17. Ken : Did you ride the public transportation?

| | | |
|---------------|---------|---------------------------------|
| Did | you | ride the public transportation? |
| Interpersonal | Topical | Rheme |
| Theme | | |

18. Nita : Yes, I do, and that made me unhappy.

| | | | |
|---------------|---------|---------|------------------|
| Yes, I do | and | That | made me unhappy. |
| Interpersonal | Textual | Topical | Rheme |
| Theme | | | |

18. Nita : Now, tell me your story!

| | | |
|---------|---------|----------------|
| Now | Tell | me your story! |
| Textual | Topical | Rheme |
| Theme | | |

19. Ken : I and my best friend went to marina beach to fish.

| | |
|----------------------|-------------------------------|
| I and my best friend | went to marina beach to fish. |
| Topical | Rheme |
| Theme | |

20. Nita : Wow, that was great,

| | | |
|---------|---------|------------|
| Wow, | That | was great, |
| Textual | Topical | Rheme |
| Theme | | |

20. Nita : at least you were not alone.

| | | |
|---------------|---------|-----------------|
| At least | You | were not alone. |
| Interpersonal | Topical | Rheme |
| Theme | | |

21. Ken : Yeah, we loved fishing,

| | | |
|---------|---------|----------------|
| Yeah | We | loved fishing, |
| Textual | Topical | Rheme |
| Theme | | |

21.Ken :and we got many fish.

| | | |
|---------|---------|----------------|
| and | We | got many fish. |
| Textual | Topical | Rheme |
| Theme | | |

22. Nita :How did you go to marina beach?

| | | |
|---------------|---------|-----------------------------|
| Ho.. | ..w | did you go to marina beach? |
| Interpersonal | Topical | Rheme |
| Theme | | |

23. Ken : We rode our motorcycle

| | |
|---------|---------------------|
| We | rode our motorcycle |
| Topical | Rheme |
| Theme | |

24. Nita : What did you think about marina beach ken?

| | | |
|---------------|---------|---------------------------------------|
| Wh.. | ..at | did you think about marina beach ken? |
| Interpersonal | Topical | Rheme |
| Theme | | |

25. Ken : Marina beach was good beach in Semarang,

| | |
|--------------|-----------------------------|
| Marina beach | was good beach in Semarang, |
| Topical | Rheme |
| Theme | |

25.Ken : there were a lot of people

| | |
|---------|----------------------|
| There | were a lot of people |
| Topical | Rheme |
| Theme | |

25. Ken : who took a walk or bought the food.

| | | |
|---------|---------|---------------------------------|
| Wh.. | ..o | took a walk or bought the food. |
| Textual | Topical | Rheme |
| Theme | | |

26. Nita : Yes, I agree with you.

| | | |
|---------|---------|-----------------|
| Yes | I | agree with you. |
| Textual | Topical | Rheme |
| Theme | | |

27. Ken : In Semarang, there are many beaches

| | |
|--------------|------------------------|
| In Semarang, | there are many beaches |
| Topical | Rheme |
| Theme | |

27. Ken : but the best beach is marina.

| | | |
|---------|----------------|------------|
| But | The Best beach | is marina. |
| Textual | Topical | Rheme |
| Theme | | |

28. Nita : Thank you ken for sharing the story (minor clause)

29. Ken : Okey, you are welcome (minor clause)

30. Nita : Let's go back to the class

| | | |
|---------------|---------|----------------------|
| Le.. | .t | go back to the class |
| Interpersonal | Topical | Rheme |
| Theme | | |

31. Ken : Yes, see you Nita (minor clause)

32. Nita : See you too (minor clause)

Appendix V
Recapitulation of theme metafunction

Dialogue I
“Talking about holiday”

| No | Topical theme | Interpersonal theme | Textual theme |
|-----------|----------------------|----------------------------|----------------------|
| 1 | 1 | 1 | - |
| 2 | 1 | - | - |
| 3 | 1 | 1 | 1 |
| 4 | 2 | 1 | - |
| 5 | 1 | 1 | - |
| 6 | 1 | - | - |
| 7 | 2 | 1 | - |
| 8 | 3 | - | 1 |
| 9 | 1 | 1 | 1 |
| 10 | 4 | 1 | 3 |
| 11 | 1 | 2 | - |
| 12 | 1 | - | 1 |
| 13 | 2 | 2 | 1 |
| 14 | 1 | 1 | - |
| 15 | 1 | - | - |
| 16 | 2 | 2 | 1 |
| 17 | 1 | 1 | - |
| 18 | 1 | 1 | 1 |
| 19 | 1 | - | 1 |
| 20 | 1 | - | - |
| 21 | 1 | 1 | - |
| 22 | 3 | 3 | 1 |
| 23 | 2 | 1 | 1 |
| 24 | 2 | 1 | 1 |
| 25 | 2 | 1 | - |
| 26 | 2 | 1 | 2 |
| 27 | 1 | - | 1 |
| 28 | 1 | 1 | - |

| | | | |
|-------|----|----|----|
| 29 | 3 | - | - |
| 30 | 2 | 1 | 1 |
| 31 | 1 | 1 | 1 |
| 32 | 1 | 1 | 1 |
| 33 | 2 | 2 | - |
| 34 | 1 | - | - |
| 35 | 1 | - | - |
| Total | 54 | 32 | 20 |

Table I (The column of theme metafunction of dialogue I)

Dialogue II
“How was your vacation?”

| No | Topical theme | Interpersonal theme | Textual theme |
|-----------|----------------------|----------------------------|----------------------|
| 1 | 1 | 2 | 1 |
| 2 | 2 | 1 | - |
| 3 | 2 | - | 1 |
| 4 | 1 | 1 | 1 |
| 5 | 1 | - | - |
| 6 | 2 | 2 | 1 |
| 7 | 5 | - | 2 |
| 8 | 1 | 1 | - |
| 9 | 1 | 2 | - |
| 10 | 4 | 1 | 3 |
| 11 | 1 | 1 | - |
| 12 | 2 | 1 | 1 |
| 13 | 3 | 1 | 1 |
| 14 | 1 | - | - |
| 15 | 1 | 1 | - |
| 16 | 2 | 1 | - |
| 17 | 3 | 2 | - |
| 18 | 3 | - | 2 |
| 19 | 2 | 1 | 1 |
| 20 | 3 | 1 | 2 |
| 21 | 1 | 2 | - |
| 22 | 1 | 2 | 1 |

| | | | |
|-------|----|----|----|
| 23 | 1 | 2 | - |
| 24 | 1 | 1 | 1 |
| 25 | 2 | - | 1 |
| Total | 47 | 26 | 18 |

Table II (The column of theme metafunction of dialogue II)

Dialogue III
“Unforgettable moments on Sunday morning”

| No | Topical theme | Interpersonal theme | Textual theme |
|----|---------------|---------------------|---------------|
| 1 | 2 | 2 | - |
| 2 | 1 | 1 | - |
| 3 | 1 | - | - |
| 4 | 1 | 1 | 1 |
| 5 | 2 | 1 | 2 |
| 6 | 1 | - | 1 |
| 7 | 3 | 2 | 1 |
| 8 | 1 | 1 | - |
| 9 | 2 | 1 | 1 |
| 10 | 2 | 2 | 1 |
| 11 | 1 | 1 | - |
| 12 | 2 | 3 | - |
| 13 | 1 | 1 | - |
| 14 | 1 | 1 | - |
| 15 | 5 | - | 2 |
| 16 | 1 | 1 | - |
| 17 | 2 | 1 | 2 |
| 18 | 1 | - | - |
| 19 | 2 | 1 | 1 |
| 20 | 2 | - | 2 |
| 21 | 1 | 1 | - |
| 22 | 1 | - | - |
| 23 | 1 | 1 | - |
| 24 | 3 | - | 1 |
| 25 | 1 | - | 1 |

| | | | |
|-------|----|----|----|
| 26 | 1 | - | 1 |
| 27 | 1 | 1 | - |
| Total | 43 | 23 | 17 |

Table III (The column of theme metafunction of dialogue III)

Appendix VI
Recapitulation of interpersonal theme

Dialogue I
“talking about holiday”

| No | Vocative | Polarity | Comment | Wh- Inte | Yes/no- Inte | Mood Adjunct |
|--------------|----------|----------|----------|-------------|-----------------|-----------------|
| 1 | - | - | - | 1 | - | - |
| 2 | - | - | - | 1 | - | - |
| 3 | - | - | - | - | - | 1 |
| 4 | - | - | - | - | 1 | - |
| 5 | - | - | - | - | - | 1 |
| 6 | - | - | - | - | - | 1 |
| 7 | - | - | - | - | - | 1 |
| 8 | - | - | 1 | 1 | - | - |
| 9 | - | - | - | 2 | - | - |
| 10 | - | - | - | - | - | 1 |
| 11 | - | - | - | 1 | 1 | - |
| 12 | - | 1 | - | - | - | - |
| 13 | - | - | - | 1 | - | 1 |
| 14 | - | - | - | 1 | - | - |
| 15 | - | - | 2 | 1 | - | - |
| 16 | - | - | - | - | 1 | - |
| 17 | - | 1 | - | - | - | - |
| 18 | - | - | - | 1 | - | - |
| 19 | - | - | - | 1 | - | - |
| 20 | - | 1 | - | - | - | - |
| 21 | - | - | - | 1 | - | - |
| 22 | - | - | 1 | - | - | - |
| 23 | - | - | - | - | - | 1 |
| 24 | - | - | 1 | - | - | - |
| 25 | 1 | - | - | - | - | 1 |
| Total | 1 | 3 | 5 | 12 | 3 | 8 |

Table IV (The column of interpersonal theme of dialogue I)

Dialogue II
“How was your vacation?”

| No | Vocative | Polarity | Comment | Wh-Inte | Yes/no-Inte | Mood Adjunct |
|--------------|-----------------|-----------------|----------------|----------------|--------------------|---------------------|
| 1 | 1 | - | - | 1 | - | - |
| 2 | - | 1 | - | - | - | - |
| 3 | - | - | - | - | - | 1 |
| 4 | - | - | - | - | - | 1 |
| 5 | - | - | - | 1 | - | - |
| 6 | - | - | - | - | 1 | - |
| 7 | - | 1 | - | - | 1 | - |
| 8 | - | 1 | - | - | - | - |
| 9 | - | - | - | - | 1 | - |
| 10 | - | 1 | - | - | - | - |
| 11 | - | - | - | 1 | - | - |
| 12 | - | - | - | 1 | - | - |
| 13 | - | - | - | - | 1 | - |
| 14 | - | 1 | - | 1 | - | - |
| 15 | - | - | - | 1 | - | - |
| 16 | - | - | - | - | - | 1 |
| 17 | - | - | 2 | - | - | - |
| 18 | 1 | - | - | - | 1 | - |
| 19 | - | 1 | - | - | 1 | - |
| 20 | - | 1 | - | - | - | - |
| Total | 2 | 7 | 2 | 6 | 6 | 3 |

Table V (The column of interpersonal theme of dialogue II)

Dialogue III
“Unforgettable moments on Sunday morning”

| No | Vocative | Polarity | Comment | Wh-Inte | Yes/no-Inte | Mood Adjunct |
|-------|----------|----------|---------|---------|-------------|--------------|
| 1 | 1 | - | - | - | - | 1 |
| 2 | - | - | - | 1 | - | - |
| 3 | - | - | - | - | - | 1 |
| 4 | 1 | - | - | - | - | - |
| 5 | - | - | - | 1 | 1 | - |
| 6 | - | 1 | - | - | - | - |
| 7 | - | - | 1 | - | - | - |
| 8 | - | - | - | 1 | 1 | - |
| 9 | - | 1 | - | - | - | - |
| 10 | - | - | 1 | 1 | 1 | - |
| 11 | - | - | - | - | - | 1 |
| 12 | - | - | - | 1 | - | - |
| 13 | - | - | - | - | 1 | - |
| 14 | - | 1 | - | - | - | 1 |
| 15 | - | - | 1 | - | - | - |
| 16 | - | - | - | 1 | - | - |
| 17 | - | - | - | 1 | - | - |
| 18 | - | - | - | - | - | 1 |
| Total | 2 | 3 | 3 | 7 | 4 | 5 |

Table VI (The column of interpersonal theme of dialogue III)

Appendix VII
Recapitulation of textual theme

Dialogue I
“Talking about holiday”

| NO | Continuative | Conjunction |
|--------------|---------------------|--------------------|
| 1 | 1 | - |
| 2 | 1 | - |
| 3 | - | 1 |
| 4 | 1 | - |
| 5 | 2 | 1 |
| 6 | 1 | - |
| 7 | 1 | - |
| 8 | 1 | - |
| 9 | 1 | - |
| 10 | - | 1 |
| 11 | 1 | - |
| 12 | - | 1 |
| 13 | 1 | - |
| 14 | 1 | - |
| 15 | 1 | - |
| 16 | 1 | - |
| 17 | - | 1 |
| 18 | 1 | - |
| Total | 15 | 5 |

Table VII (The column of textual theme of dialogue I)

Dialogue II
“How was your vacation?”

| NO | Continuative | Conjunction |
|--------------|---------------------|--------------------|
| 1 | 1 | - |
| 2 | 1 | - |
| 3 | 1 | - |
| 4 | 2 | - |
| 5 | - | 3 |
| 6 | 1 | - |
| 7 | - | 2 |
| 8 | 1 | - |
| 9 | - | 2 |
| 10 | 1 | - |
| 11 | - | 1 |
| 12 | 1 | - |
| Total | 9 | 8 |

Table VIII (The column of textual theme of dialogue

Dialogue III
“Unforgettable moments on Sunday morning”

| NO | Continuative | Conjunction |
|--------------|---------------------|--------------------|
| 1 | 1 | - |
| 2 | 1 | 1 |
| 3 | 1 | - |
| 4 | - | 1 |
| 5 | - | 1 |
| 6 | 1 | - |
| 7 | - | 2 |
| 8 | 1 | 1 |
| 9 | 1 | - |
| 10 | 1 | 1 |
| 11 | - | 1 |
| 12 | 1 | - |
| 13 | - | 1 |
| Total | 8 | 9 |

Table IX (The column of textual theme of dialogue III)

Appendix VIII

Recapitulation of unmarked and marked topical theme

Dialogue I

“Talking about holiday”

| No | Unmarked theme | | | Marked theme | |
|-------|----------------|---------------|-----------------|--------------|------------------|
| | Nominal | Nominal Group | Embedded Clause | Prep Phrase | Adverbial Phrase |
| 1 | 1 | - | - | - | - |
| 2 | 2 | - | - | - | - |
| 3 | 1 | - | - | - | - |
| 4 | - | - | - | - | 1 |
| 5 | 1 | - | - | - | - |
| 6 | 3 | - | - | - | 1 |
| 7 | 1 | - | - | - | - |
| 8 | 2 | - | 1 | - | 1 |
| 9 | 1 | - | - | - | - |
| 10 | 1 | - | - | - | - |
| 11 | 1 | - | - | - | - |
| 12 | 1 | - | - | - | - |
| 13 | - | - | - | 1 | - |
| 14 | 1 | - | - | - | - |
| 15 | 2 | - | - | - | - |
| 16 | 1 | - | - | - | - |
| 17 | 1 | - | - | - | - |
| 18 | 1 | - | - | - | - |
| 19 | 1 | - | - | - | - |
| 20 | 1 | - | - | - | - |
| 21 | 1 | - | - | 1 | - |
| 22 | 2 | - | - | - | - |
| 23 | 1 | - | - | - | - |
| 24 | 1 | - | - | - | - |
| 25 | 1 | - | - | - | - |
| Total | 29 | 0 | 1 | 2 | 3 |

Table X (The column of unmarked and marked topical theme of dialogue I)

Dialogue II
“How was your vacation?”

| No | Unmarked theme | | | Marked theme | |
|-------|----------------|---------------|-----------------|--------------|------------------|
| | Nominal | Nominal Group | Embedded Clause | Prep Phrase | Adverbial Phrase |
| 1 | 2 | - | - | - | - |
| 2 | 2 | - | - | - | - |
| 3 | 1 | - | - | - | - |
| 4 | - | - | - | - | - |
| 5 | 5 | - | - | - | - |
| 6 | 1 | - | - | - | - |
| 7 | 1 | - | - | - | - |
| 8 | 2 | - | 1 | - | 1 |
| 9 | 1 | - | - | - | - |
| 10 | 2 | - | - | - | - |
| 11 | 1 | - | - | - | - |
| 12 | - | - | - | - | 1 |
| 13 | 1 | 1 | - | - | - |
| 14 | 2 | - | - | - | - |
| 15 | 3 | - | - | - | - |
| 16 | 2 | - | - | - | - |
| 17 | 3 | - | - | - | - |
| 18 | 1 | - | - | - | - |
| 19 | 1 | - | - | - | - |
| 20 | 1 | - | - | - | - |
| 21 | 1 | - | - | - | - |
| 22 | 2 | - | - | - | - |
| Total | 34 | 1 | 1 | 0 | 2 |

Table XI (The column of unmarked and marked topical theme of dialogue II)

Dialogue III
“Unforgettable moments on Sunday morning”

| No | Unmarked theme | | | Marked theme | |
|-------|----------------|---------------|-----------------|--------------|------------------|
| | Nominal | Nominal Group | Embedded Clause | Prep Phrase | Adverbial Phrase |
| 1 | 1 | - | - | - | - |
| 2 | 1 | - | - | - | - |
| 3 | 1 | - | - | - | 1 |
| 4 | 1 | - | - | - | - |
| 5 | 2 | - | - | - | - |
| 6 | 1 | - | - | - | - |
| 7 | 1 | - | - | - | - |
| 8 | 1 | - | - | - | - |
| 9 | 1 | - | - | - | - |
| 10 | 1 | - | - | - | - |
| 11 | 1 | - | - | - | - |
| 12 | 4 | - | - | - | - |
| 13 | 1 | - | - | - | - |
| 14 | 1 | - | - | - | - |
| 15 | - | 1 | - | - | - |
| 16 | 2 | - | - | - | - |
| 17 | 2 | - | - | - | - |
| 18 | 1 | - | - | - | - |
| 19 | 2 | - | - | - | - |
| 20 | 1 | - | - | - | - |
| 21 | - | - | - | - | 1 |
| Total | 26 | 1 | 0 | 0 | 2 |

Table XII (The column of unmarked and marked topical theme of dialogue III)

Appendix IX
Recapitulation of multiple themes
Dialogue I
“Talking about holiday”

| No | Textual & topical | Intepersonal & topical | Textual, Interpersonal & topical |
|-------|-------------------|------------------------|----------------------------------|
| 1 | - | 1 | - |
| 2 | | 1 | |
| 3 | | 1 | |
| 4 | 1 | 1 | - |
| 5 | 1 | - | 1 |
| 6 | - | - | 1 |
| 7 | 1 | - | 1 |
| 8 | - | - | 1 |
| 9 | 1 | - | - |
| 10 | - | 1 | 1 |
| 11 | - | 1 | - |
| 12 | - | 1 | - |
| 13 | - | 1 | - |
| 14 | - | - | 1 |
| 15 | - | - | 1 |
| 16 | - | 1 | - |
| 17 | - | 2 | 1 |
| 18 | 1 | 1 | - |
| 19 | 1 | 1 | - |
| 20 | - | 1 | - |
| 21 | 1 | - | 1 |
| 22 | 1 | - | - |
| 23 | - | 1 | - |
| 24 | 1 | - | 1 |
| 25 | - | - | 1 |
| 26 | - | - | 1 |
| 27 | - | 2 | - |
| 28 | - | 1 | - |
| Total | 9 times | 18 times | 12 times |

Table XIII (The column of multiple themes in the dialogue I)

Dialogue II
“How was your vacation?”

| No | Textual&top ical | Intepersonal&to pical | Textual,Interpersonal&t opical |
|-------------------|---------------------------------|--------------------------------------|---|
| 1 | - | - | 1 |
| 2 | - | 1 | - |
| 3 | 1 | - | - |
| 4 | - | - | 1 |
| 5 | - | 1 | - |
| 6 | - | 1 | 1 |
| 7 | 2 | - | - |
| 8 | - | 1 | - |
| 9 | - | 1 | - |
| 10 | 3 | - | - |
| 11 | - | 1 | - |
| 12 | - | - | 1 |
| 13 | 1 | 2 | - |
| 14 | - | 1 | - |
| 15 | - | 1 | - |
| 16 | - | 2 | - |
| 17 | 2 | - | - |
| 18 | 1 | 1 | - |
| 19 | 2 | 1 | - |
| 20 | - | - | 1 |
| 21 | - | - | 1 |
| 22 | 1 | - | 1 |
| Tot al | 13 times | 14 times | 7 times |

Table XIV (The column of multiple themes in the dialogue II)

Dialogue III
“Unforgettable moments on Sunday morning”


| No | Textual&top ical | Intepersonal&to pical | Textual,Interpersonal&t opical |
|-------------------|---------------------------------|--------------------------------------|---|
| 1 | - | 1 | - |
| 2 | - | 1 | - |
| 3 | - | - | 1 |
| 4 | 1 | - | 1 |
| 5 | 1 | - | - |
| 6 | 1 | 2 | - |
| 7 | - | 1 | - |
| 8 | 1 | 1 | - |
| 9 | - | - | 1 |
| 10 | 1 | 1 | 1 |
| 11 | - | 2 | - |
| 12 | - | 1 | - |
| 13 | 1 | - | - |
| 14 | 1 | 1 | - |
| 15 | 2 | - | - |
| 16 | - | 1 | - |
| 17 | - | 1 | - |
| 18 | 1 | - | - |
| 19 | 1 | - | - |
| 20 | - | 1 | - |
| Tot al | 11 times | 14 times | 3 times |


Table XV (The column of multiple themes in the dialogue III)


Appendix X
Recapitulation of thematic progression


Dialogue I
“Talking about holiday”


A. Theme’s re-iteration or constant

1. I just stayed at home. (clause 4)
T 1  R 1

2. I did not go anywhere. (clause 5)
T 2  R 2

3. Then, you could see the beautiful view from the
top of dieng. (clause 15)
T 3  R 3

4. In the early morning you can see for a while the
gorgeous sunrise.(clause 16)
T 4  R 4

5. Karang jahe beach was the beautiful beach that ever I
visited, (clause 35)
T 5  R 5


6. And the view was wonderful with the white sand.
(clause 36)
T 6  R 6

Diagram I (the example of constant theme in dialogue I)

B. Theme's Zig-zag or linier Pattern

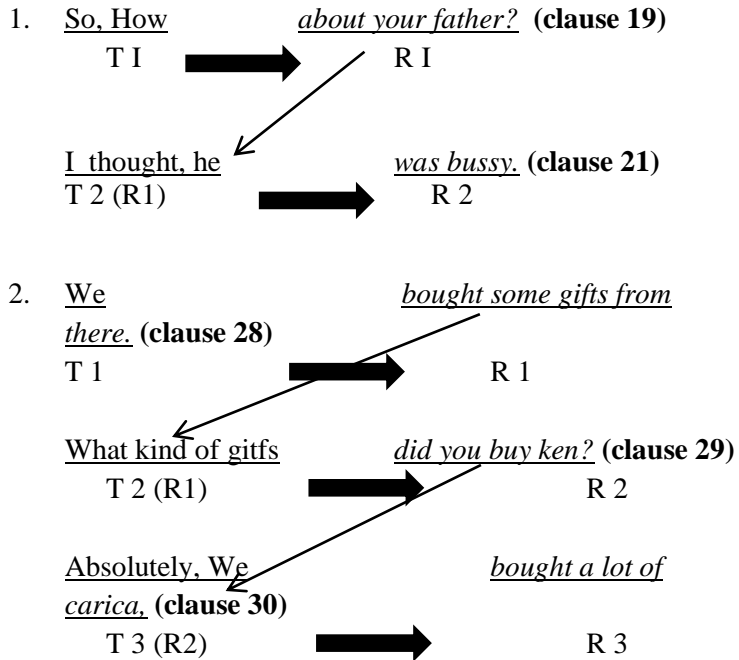


Diagram II (the example of Zig-zag theme in dialogue I)

C. Theme's Multiple-Theme or derived Pattern

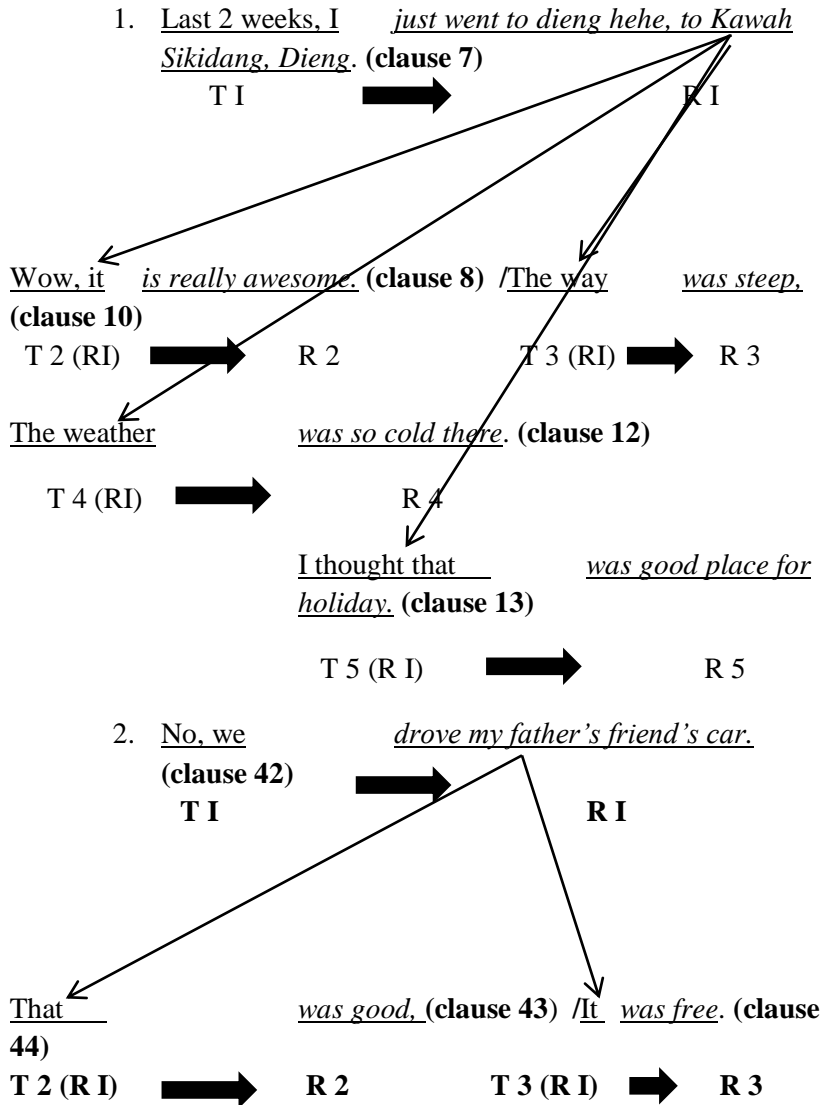


Diagram III (the example of Multiple-Theme in dialogue I)

Dialogue II

“How was your vacation?”

A. Theme's re-iteration or constant

1. I got the project to make the recount text,
(clause 2)

T 1  R 1

2. that was about my last holiday, and you? (clause 3)

T 2  R 2

3. I spent my time with family. (clause 11)

T 3  R 3

4. We went to the zoo in our city, Mangkang.(clause 12)

T 4  R 4

5. And I was so excited, (clause 13)

T 5  R 5

6. because this was first time to me. (clause 14)

T 6  R 6

7. There I met elephant, snake, monkey, etc. (clause 15)

T 7  R 7

8. Yeah, when I was in 5th years old. (clause 18)

T 8  R 8

9. I went to the zoo with my father and my mother,(clause 19)

T 9  R 9








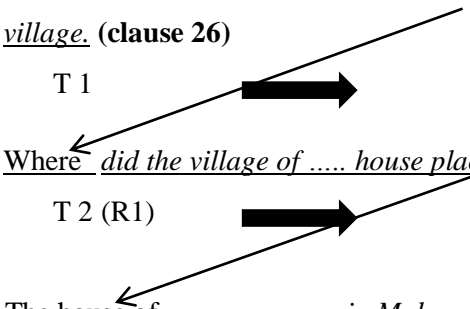
10. but I *was not enjoyed* (clause 20)
 T 10  R 10
11. because in the zoo there *was no my favorite animal; Tiger.* (clause 21)
 T 11  R 11
12. Ken this *was the best vacation I had ever had in my life* (clause 39)
 T 12  R 12
13. because I could *meet my grandfather and grandmother.* (clause 40)
 T 13  R 13
14. and I *could stay there for a few days.* (clause 41)
 T 14  R 14

Diagram IV (the example of constant in dialogue II)

B. Theme's Zig-zag or linier Pattern

1. During holiday, I *was going to in the village.* (clause 26)
 T 1  R 1
- Where *did the village of house place?* (clause 27)
 T 2 (R1)  R 2
- The house of *was in Malang city.* (clause 28)
- 



C. Theme's Multiple-Theme or derived Pattern

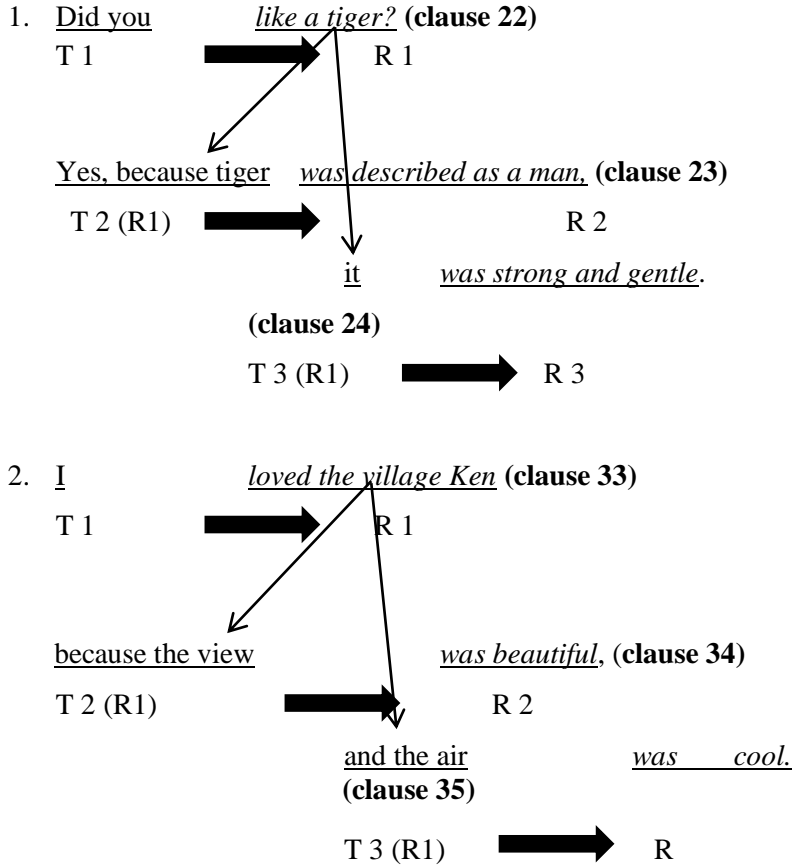


Diagram VI (the example of Multiple-Theme in dialogue II)

Dialogue III

“Unforgettable moments on Sunday morning”

A. Theme’s re-iteration or constant

1. Yeah, we *loved fishing.* (clause 33)

T 1  R 1

and we *got many fish.* (clause 34)

T 2  R 2

Diagram VII (the example of constant Theme in dialogue III)

B. Theme’s Zig-zag or linier Pattern

1. Oh, where *did your parents go?* (clause 15)

T 1  R 1

Yes, they *spent their time to go a long for meeting.* (clause 17)

T 2(R1)  R 2

Diagram VIII (the example of Zig-zag Theme in dialogue III)

C. Theme's Multiple-Theme or derived Pattern

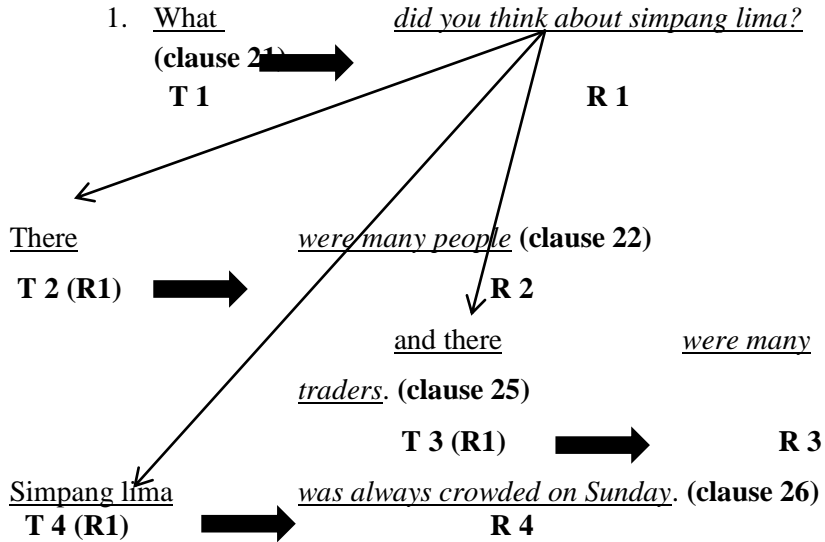


Diagram IX (the example of Multiple-Theme in dialogue III)

SYMBOLS

1. T = THEME
2. R` = RHEME

CURRICULUM VITAE

A. PERSONAL IDENTITY

Name : Muhamad Zayyinul Muttaqin
Place and date of birth : Semarang, 17th of June 1993
Sex : Male
Nationality : Indonesian
Marital status : Single
Address : Jln Dinar Mas 12 Rt 03 Rw 16 No 17
Kel Meteseh Kec Tembalang Kab
Semarang
Religion : Islam
Phone : 085875119693
Email : ziiaiant891@gmail.com

B. EDUCATIONAL BACKGROUND

| | | |
|--|-----------------|-----------------|
| TK pertiwi | Semarang | Graduation 1999 |
| MI Al-Mutaalimin | Semarang | Graduation 2005 |
| Ponpes Darusalam Gontor (junior and senior high school) | Ponorogo | Graduation 2011 |
| Walisongo State Islamic University “English Education Department” | Semarang | Graduation 2017 |

C. PERSONAL AWARDS

| No | Theme | Organized | Date | exp |
|----|--|--|---------------|---------------------------------------|
| 1 | Modul Bahasa Inggris “Grammar&Speaking” | WEC | August, 2014 | Module |
| 2 | Modul bahasa inggris | Biro bahasa PMII rayon Abdurahman | May, 2016 | Module |
| 3 | Peran Pancasila Terhadap Gerakan Radikalisme untuk Mewujudkan Keutuhan NKRI” | LKAP PMII Gus Dur dengan tema“Pancasila Dalam Pusaran Gerakan Agama” | May, 2016 | “Anthology” |
| 4 | “The Role of Youth to Make Community Aware to Children Rights” | Forchildren | January, 2016 | “certificate” |
| 5 | National Plan Business Competition 2017 | Bangka Belitung State University | May, 2017 | “Certificate, fresh money, and trophy |
| 6 | Essay Competition FSLN 2017 | FSLN, Jakarta State University | May, 2017 | certificate |
| 7 | Essay Competition Leviosa ‘17 | Unisulla | June, 2017 | “fresh money, and trophy |



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 16 SEMARANG

Jalan Prof. Dr. Hamka Ngaliyan Semarang 50181 Telepon (024) 7606676 / 7618848

SURAT KETERANGAN

Nomor : 070 / 170.A / 2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 16 Semarang menerangkan kepada :

Nama : M Z MUTTAQIN
NIM : 133411096
Perguruan Tinggi : Universitas Islam Negeri Walisongo
Program Studi : Fakultas Ilmu Tarbiyah Dan Keguruan

Telah melaksanakan Riset untuk menyusun Skripsi/Tugas Akhir di SMP Negeri 16 Semarang dengan judul :

“ Thematic Analysis Of Spoken Text On The English Dialogue (a study at VIII grade student of SMP 16 Semarang i academic year 2016/2017) “

Adapun pelaksanaannya telah dilaksanakan selama sebulan, 15 Maret s.d 13 April 2017.

Demikian keterangan ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 14 April 2017

Kepala Sekolah



Dra. Yuli Heriani, MM

NIK 19610718 198710 2 001