

Comparative Analysis of Theme Types in Recount Texts Between School and College Students

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Abstract

This research was conducted to see the types of themes that appeared in the recount texts between school and college students. This research aims to describe the structure and the types of dominant themes in recount texts among school and college students. Theory of Gerot and Wignell are the theories used in this research. This research uses a qualitative descriptive design with data in the form of percentages. The result of this research shows that, in junior high school, the dominant themes used are topical (63.6%) and textual (43.4%), at senior high school, the dominant themes used are textual (50.3%), and topical (49.6%), at the college students, the dominant themes used are topical (62.9%) and textual (37.0%). From the entire recount text between schools and college students, the *dominant type of themes is topical with a total of 353 themes*, and textual with a total of 246 themes.

Keywords: Recount text, Themes, Theme type you are doing

1. Introduction

Language is an effective tool used to communicate between writers and readers. Writers have a goal of expressing thoughts and feelings through a story. The story contains the intention that becomes the goal and hope for the reader, even creating meaning for the reader after reading the work. Language functions as a means of conveying messages in this case in the form of stories. The language in a story contains information that is conveyed, to present meaning that is arranged in sentences to be interpreted by the reader. Meaning is the content of the language that is conveyed and is the transfer of messages through ideas, thoughts, and feelings.

To find the implied and explicit meaning in a story, understanding the meaning must be packaged creatively so as not to obscure the actual meaning that is to be conveyed. According to Wiratno (2018: 143) a series of words arranged grammatically are needed to identify the explicit and implicit meaning in a story. In addition, one sentence or clause cannot come from the generation of another sentence or clause. This means that a series of words arranged in grammar is required, and one sentence (or clause) does not come from the generation of another sentence (or clause) (Wiratno, 2018: 143).

According to Wiratno (2018: 144), the term "lexicogrammatical" refers to words in their arrangement, as well as the meanings that arise from them, to express meaning in the relationship between grammar (grammar) and words (lexis). The choice of words that form phrases, clauses, and sentences is very important in conveying the meaning that is intended to be achieved in the story. To express the meaning of the relationship between words (lexis) and grammar, the term lexicogrammatical is used as words in permutations and all the meanings produced

(Wiratno, 2018: 144). So in other words in the text lexicogrammatical plays an important role in the discovery and interpretation of meaning.

Systemic Functional Linguistic

Students are not familiar with or even do not know about Systemic Functional Linguistics (SFL), even most students do not study SFL. SFL is a theory developed by Halliday in his book entitled *Introduction to Functional Grammar*. Robi'ah A (2017: 23) defines functional systemic linguistics, theorizing that language is used systematically based on a certain context to create meaning, and then linguistics develops. Meanwhile, according to Eggins (2001: 12), functional systemic linguistics is an approach to language that focuses on how people use language with each other in achieving everyday social life. In this approach there are four main theoretical claims about language: namely, the language used is functional because it forms meaning, then is influenced by the social and cultural context and the process of meaning through the selection of semiotics. These four points can be summarized with functional systemic linguistics, which is interested in authentic speech and writing from people who interact in a natural social context. According to Halliday (2004: 5) language is arranged into three types of meaning, namely: ideational/topical, interpersonal, and textual meaning. In this study, these three meanings will be realized and analyzed through themes-rhemes.

Theme and Rheme

One way to explain the interactional organization in a sentence is to say that the clause consists of two parts. The first part is called the theme and the second part is called the rheme (Barker, 1992). According to Halliday, the theme is an element that functions as the starting point of a message concerning the clause. A message consists of a theme combined with rhyme, so it is said that the theme is the starting point of the message in a clause.

Theme is an element that is the main topic or starting point of a message (Bloor, 2004). As a starting point, the theme is followed by a rheme and placed at the beginning of the clause. In this position, the theme also contains typical information that is familiar and already known or information that has been mentioned. Theme is the first element in a clause. Themes are divided into 3 types; ideational or topical themes, interpersonal themes, and textual themes that are relevant to the metafunction of language (Halliday in Dewi Riani, 2015). Another opinion of Gerot and Wignell explained that themes can be divided into several categories. These themes will be explained as follows.

a. Ideational / Topical Theme

Ideational or topical themes are usually not always the first nominal group in a clause. They can be nominal groups, adverbial groups, prepositional phrases, or embedded clauses. Ideational/ Topical themes are divided into two types: the first is a marked topical theme and the second is an unmarked topical theme.

1) Marked Topical Theme

A prepositional phrase as Theme

His car **he broke**

Theme	Rheme
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2) Unmarked topical Theme

Nominal group as theme

Lucy **bought the car**

Theme	Rheme
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Topical themes are also often but not always included in the first group of nominal phrases. This term does not mean that they always represent the topic of discourse in the popular sense of the term 'topic', the topical theme refers to the main topic, or what the sentence is about. In addition, the topical theme refers to the main topic, or what the sentence is about:

<u>We</u>	<u>given</u>	<u>different</u>	<u>tasks</u>
Topical Rheme			
Theme			

b. Textual

Textual themes are usually thematic because they relate the clause to its context. The textual theme is a combination of Continuatives, Conjunctive Adjuncts, and Conjunctions. The difference is conjunctive adjuncts can move freely within clauses, whereas conjunction adjuncts are quite limited to be at the beginning of the clause (Anita Rahayu, 2018: 15). Continuatives show a relationship with the previous discourse. It can be seen from the illustration below:

<u>And</u>	<u>prepare equipment</u>
Textual	Rheme
Theme	

c. Interpersonal

Thematic is also a topical theme before interpersonal elements occur. Changes occur with the addition of capital, vocatives, and finite, WH elements. (Paltridge in Carolus & Johannes, 2022) defines interpersonal themes as things that appear before the rheme that indicate the relationship between actors in the text, or the position or point of view taken in the clause. Interpersonal themes include auxiliary verbs, Wh elements, Finite, vocatives, and adjuncts, usually encoded by adverbs. This can be seen from the illustration below:

David	are	you	coming?
Interpersonal Theme			Rheme

2. Research Methods

This study investigates the types of themes and compares the types of themes that are often used in school and college students' recount texts. Therefore, this study uses a qualitative design with data in the form of percentages and is concluded descriptively. Creswell (2009) states that descriptive qualitative research design is a means to explore and understand the meaning attached to individuals or groups in a social or human problem.

The data sources of this study are 3 recount texts from each level, including junior high school, senior high school, and college students. To obtain data, documentation techniques are used. The data analysis was carried out in several stages. The first stage is to identify each clause at all levels of the recount text. Second, classify themes into textual, interpersonal, and topical themes based on the results found. The last, calculating the number of themes according to the data in the text. Finally, calculate the percentage of the use of dominant theme types at each level of junior high school, high school, and college students' texts.

In analyzing data, the researcher used the theory developed by Systemic Functional Grammar experts, Gerot and Wignell. Researchers used Gerot and Wignell's theory in terms of understanding the context to gain the necessary understanding and many examples of how to classify themes in clauses.

3. Results and Discussion

The data used in this research are in the form of Indonesian recount texts between used in school and college students. It should be noted the theme can be in the form of an actor, in the form of a non-actor, even or in the form of a circumstance that surrounds the clause, such as the description of the method, place, or time. Therefore, the theme is old information that is placed as the starting point in the clause (Syartanti et al.,2020).

Textually, there are three types of themes, the first is topical themes which are divided into marked and unmarked topical themes. A marked topical theme is a theme that is determined by identifying other information in the form of circumstance that is in front of the subject, while an unmarked topical theme is a theme that functions as a subject in a clause. The second is the interpersonal theme is a theme that is oriented to the speaker, mood descriptions, finite in polarity, or question words. Finally, a textual theme is a theme that is realized through the use of conjunctions and continuous discourse.

In this research, it was found that there are two types of themes in the recount texts such as topical theme and textual theme.

3.1 The Analysis of Theme Realized in The Recount Text

The explanation of theme-rheme realized in the recount text between used in school and college students which is described based on the type of theme, can be seen as follows:

A. Junior High School Level

Text 1

Table 1

Pada saat libur sekolah,	saya dan keluarga saya	pergi berlibur	ke pantai Kuta pada pukul 08:10 wib.
A	S	P	A
Topical		Rheme	

Theme	
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Table 2

Pada saat	Saya	sampai	ke sana,
A	S	P	A
Textual	Topical	Rheme	
Theme			

Text 2

Table 3

Pada hari libur,	saya	tidak ke mana mana.
A	S	P
Topical	Topical	Rheme
Theme		

Table 4

Selama liburan,	Saya	bermain	di rumah saya.
A	S	P	A
Textual	Topical	Rheme	
Theme			

Text 3

Table 5

Pada pagi hari,	saya	mem bantu	ibu	merapikan rumah seperti memasak, mencuci pakaian, cuci piring.
A	S	P	C	A
Topical		Rheme		
Theme				

Table 6

Pada siang hari,	Saya	melaksanakan	sholat zuhur.
A	S	P	C
Topical		Rheme	
Theme			

B. Senior High School Level

Text 1

Table 7

Di tahun lalu saat 30 Oktober,	saya	diajak	teman	untuk ikut ke event di ciwalk,
A	S	P	C	A
Topical		Rheme		
Theme				

Table 8

Katanya	Saya	punya bakat	di sana,
A	S	P	A
Textual	Topical	Rheme	
	Theme		

Text 2

Table 9

Pada liburan puasa tahun lalu	saya	belajar	motor Kopling.
A	S	P	C
Topical		Rheme	
Theme			

Table 10

karena	Saya	memiliki	Basicnya
A	S	P	C
Textual	Topical	Rheme	
Theme			

Text 3

Table 11

Kita	berhenti bermain	untuk duduk santai menikmati sunset yang kami tunggu
S	P	A
Topical	Rheme	
Theme		

Table 12

Sembari	meminum	kopi dan makan makanan ringan.
A	P	C
Textual	Rheme	
Theme		

**C. University Level
Text 1**

Table 13

Tepat di malam tahun baru, saat libur pertama perkukiahanku ,	aku bersama keluargaku	berniat	untuk meraya kannya di rumah.
A	S	P	A

Topical	Topical	Rheme
Theme		

Table 14

karena biasanya	semua	Sibuk	dengan pekerjaannya masing- masing di luar kota
A	S	P	A
Textual	Topical	Rheme	
Theme			

Text 2

Table 15

Tahun lalu,	aku dan keluargaku	Pergi	ke Cipanas Garut.
A	S	P	A
Topical	Topical	Rheme	
Theme			

Table 16

Sebelum	Kami	datang	ke pondok.
A	S	P	A
Textual	Topical	Rheme	
Theme			

Text 3

Table 17

Setelah	kembali	ke hotel,
A	P	A
Theme	Rheme	
Textual		

Table 18

aku dan keluargaku	check out	dari sana.
S	P	A
Theme	Rheme	
Topical		

3.2 The Types of Theme Found in The Recount Texts

After the clauses in the text were identified, there are two types of themes were found and appeared in the recount texts written by school and college students. The percentage of the types of themes that appeared in each level can be seen in the table below:

A. Junior High School Level

Table 19

Types of Themes

Totals	Types of themes			
	Topical		Topical	
	No	%	No	%
99	63	63,6	43	43,4

As showed in table 19, at the junior high school level, the dominant theme used is the topical theme as many as (63.6%) and followed by textual theme (43.4%).

B. Senior High School Level

Table 20
Types of Themes

Totals	Types of themes			
	Topical		Textual	
	No	%	No	%
151	75	49,6	76	50,3

As shown in table 20, at the high school level the dominant theme used is the textual theme as many as (50.3%), followed by topical theme (49.6%).

C. University Level

Table 21
Types of Themes

Totals	Types of themes			
	Topical		Textual	
	No	%	No	%
343	216	62,9	127	37,0

As shown in table 21, at the high school level the dominant theme used is the topical theme as many as (62.9%) followed by textual theme (37.0%).

3.3 Dominant Theme At The Entire Level

After seeing the dominant in each level, the researcher then concluded the dominant theme for all levels. It can be seen in the table below:

Table 22
Summary of Dominant Themes

Types of themes	Text Level			Totals
	SMP	SMA	University	
Topical	63	75	216	353
Textual	43	76	127	246

As in the table above, topical themes have a total of 353 themes, while textual themes have a total of 246. So it can be concluded that the dominant theme used at all levels (junior high school, high school, and college students) is the topical theme, with the type of recount text

4. Conclusion

Based on the research findings, several conclusions were obtained as follows:

- There are 63 (63.6%) topical themes and 43(43.4%) textual themes at the junior high school level. At the senior high school level, 475(9.6%) topical themes and 76(50.4%) textual themes. Finally, 216 (62.9%) for topical themes and 127 (37.0) for textual themes at the university level.
- The dominant type of theme is the theme topical with a total of 353. The use of topical themes in school students' and university students' writing is the dominant one. It can be concluded that students and college students in writing are more dominant in using and describing writing using topical themes

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