

CHAPTER II

LITERATURE REVIEW

2.1. Thematic Structure

The phenomenon of thematic structure has been widely discussed for many decades starting from Mathesius in 1939 until the study from Halliday in 1989 which are used as the basic foundation of the minor yet detailed researches. Thus, there are two basic definition of theme brought by Mathesius and Halliday. However, this research only focus on Halliday's term because the methodology used is based on Halliday. To get into details of theme, one should understand the term of thematic structure. thematic structure is the grammatical system of theme/rheme which is one of the bipartite structures realization known as textual metafunction (Halliday, M.A.K & Matthiessen, C.M.I.M.,2004) In English, the first "slot" from a clause is the departure point of the writer's message (Halliday, Michael A.K., 1985) This is commonly known as the theme of the clause, while rheme is the part in which the theme is developed (Halliday, Michael A.K, 1985).

As quoted from (Hasan & Fries, 1995), theme is used to construe some textual meaning – a point that Halliday (1997b) demonstrated by an exercise in "theme scrambling".

Both native and non-native English speaking students have the same difficulties in differing the same sentence with different order (Fries P. H., 2002).

Example:

- 1) He gave a flower to me, yesterday.
- 2) Yesterday, he gave a flower to me.

He and Yesterday serve as orienting function; both of them set up a context in which the remainder of the sentence is to be interpreted. These issues concern with the flow of information in a text: how the information presented in a given sentence is to be interpreted and related to its context. In other words, He and Yesterday concern with the role of the text as message.

2.2. Types of Themes

There are three types of themes as stated by Halliday, they are: textual themes, interpersonal themes and topical themes. There are two basic assumption of theme: Theme of a clause consist of one structural element and it is represented by one unit of nominal group, adverbial group or prepositional phrase (Halliday, M.A.K & Matthiessen, C.M.I.M., 2004). This implicates to topical theme, where theme can be as participant, process, or circumstance. However, there are two more slots before topical theme, they are: textual theme and interpersonal theme.

Textual theme helps structure the text by linking clauses to other clauses and is realised by conjunctive adjuncts, e.g. and, however, conjunctions, e.g. before, after and relatives, e.g. how, which. Interpersonal theme functions to explicitly construe writer viewpoint and is realised by modal adjuncts, e.g. unfortunately, in my opinion, generally. The one feature they have in common,

Halliday notes, is that they do not exhaust the potential of theme and cannot be counted on their own as the theme of a clause.

Textual themes are typically thematic since they relate the clause to the preceding text and thus usually come first in order to realise this linking role. textual themes such as conjunctive adjuncts (however, in conclusion, as a result) are typically thematic, although they can occur other than in initial position in a clause. They signal the coherence of the text, being concerned with the way in which the meaning expressed in one clause is related to that expressed in another, and are thus textual in nature. There is a list of conjunctive adjuncts, together with text examples. In the first column, Halliday groups the conjunctive adjuncts into three groups: I, II and III. Although he does not explicitly state the rationale for this numbering, from the grouping it can be inferred that the three groups realise elaboration (I), extension (II), and enhancement (III).

	Type	Meaning	Examples
I	appositive	'i.e., e.g.'	that is, in other words, for instance
	corrective	'rather'	or rather, at least, to be precise
	dismissive	'in any case'	in any case, anyway, leaving that aside
	summative	'in short'	briefly, to sum up, in conclusion
	verifactive	'actually'	actually, in fact, as a matter of fact

II	additive	‘and’	also, moreover, in addition, besides
	adversative	‘but’	on the other hand, however, conversely
	variative	‘instead’	instead, alternatively
III	temporal	‘then’	meanwhile, before that, later on, next, soon, finally
	comparative	‘likewise’	likewise, in the same way
	causal	‘so’	therefore, for this reason, as a result,
	conditional	‘(if ...) then’	in that case, under the circumstances, otherwise
	concessive	‘yet’	nevertheless, despite that
	respective	‘as to that’	in this respect, as far as that’s concerned

Table 1. Conjunctive Adjunct Table

Textual themes also include conjunctions and relatives, which commonly occur in thematic position. Conjunctions are different from Conjunctive Adjuncts as they not only establish semantic relationships between meanings, but are grammatical in that they “construct two parts into a single structural unit” (Halliday, 1994:50).

Interpersonal themes are not necessarily obligatory elements of Theme as they can occur in other positions in the clause. However, as Halliday points out, they are commonly in thematic position because “If the speaker includes within the message some element that presents his or her own angle on the matter, it is natural to make this the point of departure: ‘I’ll tell you what I think’” (Halliday, 1994:49).

Modal Adjunct has two sub-types, Comment Adjuncts and Mood Adjuncts. Comment Adjunct is realised by expressions which comment on the clause as a whole, such as generally, unfortunately (this can be compared to the traditional term ‘disjuncts’ by Quirk et al. (1985:612-31)). Mood Adjunct is more commonly linked to the Finite within the clause, for example of course, in my opinion, in general.

If a textual Theme, Modal Adjunct, Conjunctive Adjunct, conjunction or relative occurs thematically, it “may not exhaust the thematic potential of the clause” (Halliday, 1994:52), and is thus considered only part of the Theme in the clause. Therefore a Theme may comprise several Themes, i.e. textual, interpersonal and topical Themes, and such a composite Theme is referred to as ‘multiple Theme’ by Halliday (1994).

2.3. Purpose of Discussion Section

The discussion section aims to explain the meaning of the finding (Hess, 2004). The issues addressed in the Discussion Section are mainly about how to deliver the findings and how to convince the readers about the merit of those findings. Therefore, the urge to explain the findings through arguments and maintain the cohesion between them is needed.

The discussion section is the part that makes one research article different from others, because it has to show the findings and results of the research and convince the readers that its findings and results are worth it. Other comment that shares the same point of view might be: “The function of the discussion section is

seen as simply a way to “sell the paper” and as such it is “the weakest part of the paper . . . careful explanation gives way to polemic.” (Edwards, 2000).

2.4. Themes in the Discussion Section

The definition of theme as proposed by Halliday is the departure point of the writer’s message (Halliday, 1985). To help reader differ where theme stops and rheme starts, an explanation is added: theme extends from the beginning of the clause until the first element that has function in transitivity. This means theme ends in whether participant, process, or circumstance. Those three are the parts of topical theme. There are still other two themes: textual theme and interpersonal theme. While textual theme consists of continuative, structural and conjunctive, the interpersonal theme consists of vocative, modal, and mood marking. Along with rheme, theme form as the bipartite structures realization known as textual metafunction. To differ each part of terms above, these tables gives explanation for them.

Well,	but	then	surely	Jean	wouldn’t	the best idea	be to join in
cont.	stru	conj	modal	voc	finite	topical	
Theme							Rheme

Table 2. Theme-Rheme analysis example

The first three tables are parts of the textual theme, the next three are parts of the interpersonal theme, while ‘the best idea’ is the topical theme. Theme would stop in the topical theme whether acts as participant, process or circumstance. Since the topical theme is the important theme, every clause will have one of the topical theme as the theme. The other two themes, textual and interpersonal are additional themes. If a textual Theme, Modal Adjunct, Conjunctive Adjunct, conjunction or

relative occurs thematically, it “may not exhaust the thematic potential of the clause” (Halliday, 1994:52), and is thus considered only part of the Theme in the clause. Therefore, a Theme may comprise several Themes, i.e. textual, interpersonal and topical Themes, and such a composite Theme is referred to as ‘multiple Theme’ by Halliday (1994).

However, the topical theme is parallel with the transitivity process. Both of them consist of participant, process and circumstance. The transitivity system construes the world of experience into a manageable set of process types. Therefore, themes can also be seen from transitivity point of view. The topical themes names of the division of the transitivity processes, and participants are presented in the table below:

TRANSITIVITY PROCESS TYPES	
PROCESS	PARTICIPANTS
Material	Actor, Goal, Recipient & Beneficiary
Behavioural	Behaver
Mental	Senser & Phenomenon
Verbal	Sayer, Addressee & Verbiage
Relational Atributive	Carrier & Attribute
Relational Possessive	Possessed & Possessor
Relational Identifying	Token & Value
Existential	Existent

Table 3. Transitivity Process Types

2.5. Themes and Transitivity

Since the transitivity and topical themes can be assimilated because they consist of the same things. The naming can also follow the pattern of Participant as Themes, Process as Themes and Circumstance as Themes. By knowing the process types of the clause, the readers can also know the function of using the process in

the discussion section. In the declarative clause, the most typical arrangement of the clause is that Theme conflates with Subject (Halliday, 1994). Thus, the participants is the unmarked theme.

2.6. Novice and Proficient English Writers

Although many novice researchers are encouraged to write and publish for the benefit of their careers, not many of them can publish their study in the top-tier journals (Low, 2013). One of some difficulties that novice writers encounter in writing for academic purposes is distinguishing the content and the structure (Shah, 2009). This makes the students do not know to do: whether to put more words or to make a simple sentence. While proficient English writers usually do not encounter this difficulties because they use the language more often than the novice writers.

To classify the novice writers and proficient writers, this present study put the undergraduate students of English Education Study Program of UNJ as the novice writers because English is not their first language and they are still in training to be proficient English users and the writers of TESOL Quarterly as the proficient English writers because they can publish their studies in the reliable journal. As for international journals, the selection is firm, which is different with the Skripsi requirements. Besides, for international journals, some editors will check the appropriateness of the content and the structure while for Skripsi, the only editor is the lecturer that becomes the thesis supervisor that cannot check all the words of the students one by one.

Although there are many aspects of conducting a good writing, this present study will focus on the cohesion or the organization structure in the Discussion section. Therefore, theme is used to analyze the flow of thought or arguments in the Discussion section.

2.7. TESOL Quarterly

TESOL (Teaching English to Speakers of Other Languages) Quarterly is an international journal on English Language Teaching (ELT) that was first published in 1967. This journal encourages submission of previously unpublished articles on topics that are concerned with English language teaching and learning and standard English as a second dialect. TESOL Quarterly also invites manuscripts on a wide range of topics, especially in the following areas: psychology and sociology of language learning and teaching, issues in research and research methodology, testing and evaluation, professional preparation, curriculum design and development, instructional methods, materials, and techniques, language planning, professional standards.

2.8. Skripsi of English Department Universitas Negeri Jakarta

Skripsi is a set of thesis (in this research it is plural because it is the data) conducted by students of English Department in Universitas Negeri Jakarta as a requirement for the degree of Sarjana Pendidikan. There is usually one supervisor for the Skripsi and the length of the research may vary from 6 months until it is done.