2.1 Introduction to Discourse Analysis

Since discourse introduction to modern science the term 'discourse' has taken various, sometimes very broad, meanings. In order to specify which of the numerous senses is analyzed in the following thesis it has to be defined. Originally the word 'discourse' comes from Latin 'discursus' which denoted 'conversation, speech'. Thus understood, however, discourse refers to too wide an area of human life, therefore only discourse from the vantage point of linguistics, and especially applied linguistics, is explained here.

There is no agreement among linguists as to the use of the term discourse in that some use it in reference to texts, while others claim it denotes speech which is for instance illustrated by the following definition: "Discourse: a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit such as a sermon, argument, joke, or narrative".

Tarigan (1987:2) says that “Wacana adalah bagian dari bahasa yang lebih lengkap dari kalimat. Dengan kata lain, wacana merupakan unit bahasa yang lebih besar dari kalimat atau klausa. Wacana dapat diklasifikasikan dalam bentuk prosa, puisi, percakapan dan text.” (Discourse is the language above level of sentence. In other words, it is larger unit than sentence or clause. He also classifies discourse into some types namely prose, poems, conversation and text).

Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. It grew out of work in different disciplines in the 1960s, including semiotics, psychology, anthropology and sociology. Discourse analysists study language use in written texts of all kinds and spoken data from conversation to highly institutional forms of talk.

In the study of discourse, we are concerned with four points, as described as follows:
a. Discourse has a topic

It means that each discourse must have topic in order to get the reader understands easily about the content of the text.

b. Discourse has audiences

It means that audience is important in discourse because the audience is considered as the supporter of discourse.

c. Discourse has channel of communication

It means that each discourse must have channel of communication in order to get people communicate in a better way in discourse.

d. Discourse has structure

It means that discourse has relationship with linguistic, so discourse must have structure, as it is related to grammar.

The term discourse analysis is very ambiguous. It can refer to the linguistic analysis of naturally occurring connected spoken or written discourse. Roughly speaking, it refers to the attempts to study about the organization of language above the sentence or above the clause, and to study larger linguistic unit, such as conversational exchanges or written texts. It follows that discourse analysis is also concerned with language use in social contexts and in particular with interaction or dialogue between speakers.

2.2 Function of Discourse Analysis

Grammatical forms and phonological forms are examined separately. Both of them are unreliable indicators of function, when they are taken together and looked at in context, so that we can come to some decisions about function. So decision about communicative function solely be the domain of grammar or phonology. Discourse analysis is not entirely
separate from the study of grammar and phonology but discourse analysis is interested in a lot more than linguistic forms.

The function of discourse analysis is to interpret grammar appropriately of a sentence or dialogue. It shows more the relationship between the speakers’ dialogue and what sort of rules they are following as their converse to one another because every situation will have their own formulas and conventions which we follow; for example interview for job, buying things on shops, conversation in phone, informally discussion in classroom, etc. They will have different ways of opening and closing the encounter, different role of relationships, different purposes and different settings. Discourse analysis is interested in all of these different factors and tries to account for them in a rigorous fashion with a separate set of descriptive labels from those used by conventional grammarians.

Above all, which are the raw material of language teaching, the overall aim is to enable learners to use language functionally.

2.3 The Scope of Discourse Analysis

As we know that discourse analysis is not only concerned with the description and analysis of spoken interaction but it also is concerned with other things. In addition to all of our verbal encounters we daily consume many written and printed words, such as: newspaper articles, magazine articles, letters, recipes, stories, instructions, notices, comics, novels, billboard leaflets pushed through the door, and others.

In this thesis, the writer focuses on magazine articles to find the textual function consisting theme and rheme. And rheme is the way exploring language use.

2.4 System Functional Linguistic
SFL (System Functional Linguistic) has been involved as a tool for participating in political processes. As the theory and practice of science and science education, it has central place in political life. It seems natural for us to adopt a systemic functional perceptively.

In Systemic Functional Linguistic (SFL), there are five orientations summarized as follows:

a. Rule/resource

SFL (System Functional Linguistic) is oriented to the description of language as resource for meaning rather than as a system of rules. This orientation has made it easier for us to focus on the semoenesis of scientific.

b. Sentence/text

SFL is concerned with text, rather than sentences as the basic unit through which meaning is negotiated. This orientation concern has made it possible for us to reason grammatically about the semantic organization of scientific text and the system of meaning they instantiate.

c. Text/context

SFL focuses on solidary relations between text and social context rather than on text as decontextualized structural entities in their own right. This orientation focus has encouraged us to shunt between science as institution and science as text, which has two complementary perspective on scientific discourse.

d. Expressing/construing meaning

SFL is concerned with language as a system for construing meaning, rather than as a conduit through which thoughts and feelings are poured. This concern has made it easier for us to focus on the role of grammar in construing the uncommon sense interpretation of reality which distinguishes science as a discipline.

e. Parsimony/extravagance
As the last orientation, SFL is concerned to extravagance rather than parsimony. For us, this oriented has meant that there is usually enough descriptive power around for the deconstructive task at hand.

According to Halliday (1994 : 608), SFL is a functional theory, and it is functional in three interrelated senses. It means that language as functional theory, using for human needs, that is to concern or focus on how people use language in order to understand it easily.

Language as functional theory, has three senses and they are:

- The first sense of functional is in the technical, grammatical sense, in which grammar is interpreted in terms of function rather than classes, to get one from the system to the text.
- The second sense is that the whole paradigmatic organization of grammar is functional, as seen in the way the systems are interrelated.
- The third sense of function is related to the two above but which is more like a common-sense use the term, where functional are.

As we know language is used by human beings to create their needs and they are making meaning in a text. From Halliday views, it may be understood that language learning is “learning how to mean” meaning that is learning how to make meanings. There are three kinds of meaning in adult language, which are referred as the ideational, the interpersonal and the textual meanings. These kinds are known as the Metafunctions of Language.

Halliday (1979: 60) said, the ideational function is language as representation or reflecting, in which the speaker as an observer of reality construes ‘natural’ reality. The interpersonal function is language as exchange or action, in which the speaker as an intruder of reality construes intersubjectives reality. And the textual function is language as message or relevance, in which the speaker construes semiotic reality by relating the realities to the contexts within which meanings are made.
In addition, SFLT (System Functional Linguistic Theory) views that language is an expression of social behavior in contexts. There are three functions of language as follows:

1. The pragmatic function of language is interpreted as a form of action
2. The magical function where language is interpreted as a means of control over the environment, and
3. The narrative function where language is interpreted as a store house filled with useful and necessary information preserving historical accounts.

2.5 Metafunction of Language

SFL views that language is functional. And as the function of language is to mean. For that reason, language has three major functional components referred to as language metafunctions and they are: (1) the ideational function or meaning, which consists of the experiential meaning and logical meaning, (2) the interpersonal function and (3) the textual meaning.

Generally, metafunction of language is a major function for its users, for reflecting on things, and means of acting on things—though the only things it is possible to act on by means of a symbolic system such as language of humans and some animals.

2.5.1 Ideational Function

The ideational meaning is the representation of experience such as our experience of the world that lies about us and also inside us. The world of our imagination or ideational meaning relates to the inner and outer worlds of reality; it is ‘language is something’ meaning from the ‘content’.

In this, Halliday categorizes the processes into three principal process, they are: material, mental, and relational. There are also three subsidiary process namely behavioral,
that is process of behaving, verbal, that is process of saying and existential, that is process of expressing that something exist or happens.

**2.5.2 Interpersonal Function**

The interpersonal function meaning is an interpretation of language in its function as an exchange, which is a doing function of language. It is concerned with language as action.

The interpersonal component represent the speaker’s meaning potential as an intruder. It is the participatory function of language, language as doing something. Besides of that, the interpersonal meaning of language (clause) and its function as an exchange. The interpersonal of the clause is that the exchanging roles in rhetorical interaction statements, questions, offers, and commands, together with accompanying modalities. The interpersonal meaning is realized by mood system. The mood system of the clause is represented by the mood structure of the clause, which comprises two major elements, i.e.: mood and residue.

The mood and residue struct

\[
\text{They are discussing about mathematik}
\]

From the structure, we may find that a mood element of an English clause typically consists of subject and a finite, whereas a residue element it consists of predicator, one or more complement(s), and any number of different types of adjuncts.

**2.5.3 Textual Function**
The textual function of language is an interpretation of language in its function as a message, which is a text forming function of language. It means that the textual represents the speaker’s text forming potential and it is that which makes language relevant. The textual meaning is concerned with how intra clausal elements are organized to make meanings in this the textual function indicates the way the text is organized or structured.

The textual meaning of language (clause) in its function as a message is realized by the theme system of language. The theme system of the clause comprises two major elements, they are theme and rheme.

The example of theme and rheme which consist of textual interpersonal and topical are:

Well, kids, tomorrow, we, will go to the zoo

<table>
<thead>
<tr>
<th>Textual interpersonal</th>
<th>topical</th>
<th>topical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Rheme</td>
<td></td>
</tr>
</tbody>
</table>

From the example above we can see the theme and rheme inside the sentence where the theme “well, kids, tomorrow we and the left clause “will go to the zoo is the rheme.

Well, kids, tomorrow we will go to the zoo

| Theme | Rheme |

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Then, based on textual function we can see that there is three kinds theme in that sentence, they are textual theme, interpersonal theme, and textual theme.

Textual theme: **well**

Interpersonal theme: **kids**

Topical theme: **tomorrow we**

### 2.6 Thematic Structure

In using discourse to communicate with others the main purpose and target is to transmit the messages. The message exists in clause and sentences make up the discourse. In order to interpret and get the message, we may analyze the structure of the clause which gives the clause its character as a message. This structure is called thematic structure.

#### 2.6.1 Theme

Halliday (1994 : 36) says that theme is a function in the clause as a message. According to Halliday, the theme is obviously the starting point that a speaker chooses for his message. Beside of that, Halliday (1994 : 39) says that theme is as general guide and the theme can be identified as the element which comes in the initial position in the clause.

Theme in a simple sentence may be simple or multiple. A simple theme is coded by one element of the clause that is a process, participant or circumstance. This simple theme is also called topical theme. However, it should be noted that where the Theme is simple the term topical is not stated in the analysis. The multiple Theme is comprised of topical, interpersonal and textual one.

The next element in the clause is also part of the theme is called a multiple themes. The principles relevant to the thematic structure are this: the theme always contains one, and only one, at these experiential elements. This means that the theme of a clause ends with the first
constituent that is either participant, circumstance, or. Since a participant in thematic function corresponds fairly closely to what is called the ‘topic’ in a topic-comment analysis.

Theme is after as the subject, but it may also be as a verb, a complement and an adverbial. Theme depends on first element of the clause. So, theme is always in the code of the clause and it follows as a rheme. When the clause changes in order of its elements the theme and rheme also changes. For examples:

1. Naeem finally proposed Fatimah
   Theme
2. Finally, Naeem proposed Fatimah
   Theme
3. Fatimah was finally proposed by Naeem
   Theme

In the first sentence, Naeem is theme as a subject, in the second sentence, Finally is theme as temporal expression and the third sentence Fatimah is theme as passive sentence.

In relation to this study, the writer will describe the form of multiple theme in history column in getting more information from the magazine, especially that in inside Sumatera magazine.

2.6.2 Rheme

Theme and Rheme are always together in connected text. The definition of the Rheme is that it is part of the clause in which the theme developed. Since we typically depart from
the familiar to head towards the unfamiliar, the rheme typically contains unfamiliar or new information.

In other statement, rheme is simply the rest of the sentence, the part which is not theme. Rheme is the comment of the clause. In other words rheme is the rest of the message of the clause after the theme. It means that rheme is where the clause moves after the point of departure.

To understand that the identification criteria for the rheme is simple. Thus, once we have identified the theme in a clause, we have also identifies the rheme. For examples:

1. Naeem is an actor
   Rheme

2. The actor is Naeem
   Rheme

2.7 The Types of Theme

2.7.1 Simple Theme

Simple theme is coded by the first element of the transtivity system. Simple theme occurs in one clause, it means that one clause consists of theme and rheme without observing other elements. For examples:

   - Nazar is my spouse
     Theme   Rheme
- They are students
  
  Theme    Rheme

- Her classmates will attend the party
  
  Theme    Rheme

2.7.2 Multiple Theme

Multiple theme is sometimes called complex theme. Halliday (1994: 52) says that the next element in the clause and the part of theme is called a multiple theme. The is the starting point of the message or the point of departure of the message, in the unfolding of the text the theme, in its turn becomes, the local context or background of the clause.

Saragih (2010: 37) says that multiple theme is comprised of topical, interpersonal theme and textual one. The theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned. As a message structure, therefore, a clause consists of a theme accompanied by a theme; and the structure is expressed by the order whatever is chases as the theme is part first.

Multiple theme can be divided into three categories, namely : Ideational theme, interpersonal theme, and textual theme.

2.7.3 Ideational Theme

Ideational or Topical theme is coded by the first element of the transitivity system. When the topical theme place at the first part in a clause, it’s meant that the theme is simple theme. But if the theme is doing not place at the first element of a clause, it’s meant that the
clause combine with the other kinds of theme and it’s mean that this kind of theme is the complex theme.

According to Halliday (1994: 53) Ideational theme is signaled by element beside the interpersonal and textual member of theme. Logically, in complex theme, the topical theme is also possible marked or unmarked theme. In conclude, topical theme is the first part of a clause when it is a simple theme and it can be not at the first part of a clause when it is a complex or as a member of the complex theme.

Ideational or topical theme can be divided into two kinds, they are marked theme and unmarked theme.

Marked theme is a theme when the first part of the transitivity system is not a subject, that’s why the theme needed to be marked. So the marked theme is the theme in a clause which the function n a clause is a not subject, it can be as verb, Adverb, etc. for example (martin (1997:24))

Someday, you’ll understand that ……

Marked theme Rheme

Unmarked theme is a theme n a clause which the function n a clause is as the subject that’s why it doesn’t have to be marked. It is the unmarked one. For this point, Halliday (1994:43) said:” We shall refer to the mapping of theme on to subject as the marked theme of a declarative clause. A theme that is something other than subject, in a declarative clause, we shall refer to as a marked theme “. In the same sense Bloor (1995:76) said:” The theme is said to be unmarked where the subject is the starting pint of the clause. However other elements are frequently found in theme position in English clause, and in this case the theme is marked “.in conclude we can say that marked theme is the theme which not conflated on to
the subject and unmarked theme is as theme which simultaneously function as subject. For example Martin (1997-24)

*Pater Piper*  
*Picked a peck of pickled peppers*

Unmarked theme  
Rheme

### 2.7.4 Interpersonal Theme

Interpersonal Theme covers one or more of the elements of finite, Wh-element, vocative and adjunct. Finite in interpersonal function is realized by an auxiliary. In a clause indicates that a respond is expected from the addressee. Finite as theme in a clause make the type of the sentence in a question or imperative form and sometimes in inversion form. If it is as simple theme, but it is as a part of complex theme, it is not must or inference the sentence or clause mood. For example: Gerot (1994: 111)

- Did we decide to wait?

A wh-element covers all of wh-question word as theme in a clause whether it is as simple or complex theme, such as: what, when , where , why , whom , which, whose, and also how. The wh-question makes the mood of the clause always in question form for the simple theme but if it is complex theme is isn’t always in question form, for example: Thomson (1985: 123)

- How often are you supposed to take them?

Vocative indicates persons or the names of the person to whom the information is asked. Vocative theme always separated by commas because in this chance the name of the person indicates as the person to whom the question is asked. Vocative always in terms of person’s name, for example: Gerot (1994: 106)

- Mary, we decided to wait until next week?
Adjunct in interpersonal theme typically is coded by an adverb in a clause. Adjunct commonly functions as theme. Adjunct as theme in a clause provide or indicates the speaker’s comment, and assessment or attitude towards the message, for example: Gerot (1994: 1069)

- Perhaps we can wait until next week.

2.7.5 Textual Theme

Textual theme covers four element of theme, they are: (1) conjunction, (2) Relative, (3) conjunctives, (4) continuatives. It is different from interpersonal. Theme, textual theme concern to the cohesive part of a clause or text, in interpersonal Theme it is concern to the part of a clause. Conjunctions link have two sentences or clause in coordination relation. So for The conjunction, it is only the coordinate conjunction such as: and, but, so, whether, When, while, etc. for example: (martin (1997:44))

- And battle line fought with tactics inherited from the age of sail.

Relatives also relate a dependent clause to another clause, relatives relate to the clause by using the relative pronouns such as: which, what, who, when, where, etc in sentence which the theme is the relative element, the sentence must consist of one independent clause and one subordinate clause. What we call as complex sentence. For example: Martin (1997:46)

- Which completely new tactics had to be devised for?

 Conjunctives indicate by a transitional signal which provides a cohesive like to the discourse. By a conjunctive and the text, the condition of the text can be cohesive. The conjunctives
such as: consequently, furthermore, in addition, in conclusion, as the matter of fact, etc. for example: Gerot (1994: 106).

- Well, on the other hand, we could wait.

Continuatives also make the condition of a text cohesive. Continuatives indicate a relationship to the previous discourse. By continuatives, we can know what the continue idea from the continue idea from the previous chapter or discourse. Continuatives such as: right, well, oh, thus, etc. For example: Gerot (1994: 106)

- Right, what we needed to do today is revise for our test.