

Analysis of Theme of the Analytical Exposition Texts**Written by the Third Semester Students of English Department of Tidar University****Yulia Esti Katrini¹****Farikah²**

Tidar University

Jl. Kapten Suparman No. 39 Magelang Central Java

Abstract: *A good writing is one that is cohesive and coherent. Cohesion and coherence are essential textual components to create organized and comprehensiveness of the texts. To create cohesive and coherent texts, Theme and Rheme play an important role. This qualitative research focuses on analyzing types of Theme applied by the students of English Department of Tidar University and the tendency of the students in applying the types of Theme. The unit analyses of this research are clauses of analytical exposition texts written by the third semester students of English Department, Tidar University. Based on Gerot and Wignell's theory (1994), it can be found that the types of Theme in the students' analytical exposition texts are unmarked and marked topical, textual and interpersonal Theme. Among the above types of Theme, unmarked topical Themes are mostly used by the students in their analytical exposition texts. It is 55.11%. The next type is textual Theme (36.89%), marked topical Theme (5.78%) and interpersonal Theme (2.22%)*

Key words: *Analytical Exposition Texts, Theme, Rheme.*

Abstrak

Tulisan yang baik adalah tulisan yang kohesif dan koheren. Kohesif dan koheren adalah komponen-komponen tekstual yang sangat diperlukan untuk menciptakan teks yang komprehensif dan terorganisasi dengan baik. Untuk menciptakan teks yang kohesif dan koheren, Tema dan Rema memegang peranan yang penting. Fokus dari penelitian kualitatif ini adalah menganalisis jenis Tema yang diaplikasikan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Tidar dan tendensi mahasiswa dalam menggunakan jenis tema tersebut. Penelitian ini menggunakan klausa-klausa dari teks analytical exposition yang ditulis oleh mahasiswa semester tiga program studi pendidikan Bahasa Inggris Universitas Tidar. Berdasarkan teori Gerot dan Wignell (1994) ditemukan bahwa jenis tema yang diaplikasikan oleh mahasiswa adalah unmarked dan marked topical Theme, textual dan interpersonal theme. Diantara jenis tema tersebut, unmarked topical Theme paling banyak digunakan oleh mahasiswa

dalam penulisan teks analytical exposition; yaitu 55.11%. berikutnya adalah textual Theme (36.89%), marked topical Theme (5.78%) dan interpersonal Theme (2.22%).

Kata Kunci: Teks analytical exposition, Tema, Rema.

INTRODUCTION

Writing has come to be considered as an important skill of the English language learning. To be able to write a text, the students must be able to master some elements of rhetorical structures of the text, such as mastering the social function, language features and schematic structures of the texts. In addition to that, the students must also be able to master some competencies such as organization, logical development of ideas, grammar, punctuation, spelling and mechanics and Style and quality of expression. As Richards and Renadya state in Fauziyati (2010) that it is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text.

A good writing is one that is cohesive and coherent. Cohesion and coherence are essential textual components to create organized and comprehensiveness of the texts. Coherence here refers to the quality of being meaningful or we can say that coherence is when a text hangs together. Discussing coherent of paragraph writing, it cannot be separated from the paragraph development. The ability of the students in developing the paragraph contributes to the coherency of the paragraph. To create cohesive and coherent texts, Theme and Rheme play an important role since a good organization of Theme and Rheme in a paragraph will make the paragraph coherent. The definition of Theme and Rheme as stated by Halliday (1994: 37) is as follows: Theme is the element which serves as point of departure of the message; it is that with which the clause is concerned. The remainder of the message, the part in which theme is developed is called Rheme. As a message structure, therefore, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order, whatever is chosen as a Theme is put first.

Based on the problem above, the writer conducted a study dealing with analyzing types of Theme of the analytical exposition texts written by the third semester students of Tidar University (Untidar) in 2014/2015 academic year. It will discover the types of Theme applied by the students in writing analytical exposition texts and the tendencies of the students in applying them. Hopefully, this study will be able to overcome problems faced by students in writing texts and contribute a little knowledge about how to develop coherent paragraphs.

Metafunctions-Three Strands of Meaning

Functional grammars view language as a resource for making meaning. This view attempts to describe language in actual use and so focus on texts and their contexts. In systemic functional grammar, the term 'clause' is preferred to 'sentence'. A sentence is a unit of written language; it doesn't apply to spoken language and a clause is the largest grammatical unit (Gerot and Wignell, 1994). It was also stated here that clauses simultaneously encode three strands of meaning; ideational, interpersonal and textual meaning.

Ideational Meaning

Ideational meaning is meaning about things and ideas and realized in the clause by options from transitivity (Gerot and Wignell, 1994). The system of transitivity belongs to experiential meta function and is overall grammatical resource for construing goings on. It construes a set of experiences or events.

The systems of transitivity are represented as a configuration of a process, participants involved and attendant circumstances (Martin, Mathiessen and Painter, 1997). Related to ideational meaning, Halliday and Mathiessen (1999) say that this ideational meta function is concerned with construing experience— it is language as theory of reality, as resource for reflecting on the world. Halliday (1994) classifies the types of process into Material, Behavioral, Mental, Verbal, Relational, Existential and Meteorological Process..

Interpersonal Meaning

Interpersonal meaning is meaning through which social relations have created and maintained. This meaning is realized in the lexicogrammar through selections from the system of Mood (Gerot and Wignell, 1994). In line with the above opinion Halliday and Mathiessen (1999), explain that the interpersonal meta function is concerned with enacting interpersonal relations through language, with the adoption and assignment of speech roles, with the negotiation of attitudes and so on.

The mood system consists of two parts. They are the subject, which either nominal group or others and the finite operator, which is part of a verbal group. Along with the mood, a clause has a residue; the remainder of it. The residue of a clause consists of predicate and complement or adjunct.

Textual Meaning

Textual meaning expresses the relation of language to its environment, including both the verbal environment- what has been said or written before (co-text) and non- verbal environment, situational environment (context). This meaning is realized through patterns of Theme and cohesion. It is most centrally influenced by mode of discourse (Gerot and Wignell, 1994). Related to textual meaning, Halliday and Mathiessen (1999) state that textual meta function is an enabling one; it is concerned with organizing ideational and interpersonal meaning as a discourse – a meaning that is contextualized and shared. Similar to the above idea, Butt, Fahey, Feez,

Spinks, and Yallop (2000) state that language has a textual function; so it has textual meaning. We use it to organize our experiential and interpersonal meaning into a linear and coherent whole.

Each clause is organized to convey a message. The system of Theme organizes the clause to show what its local context is in relation to the general of the text it serves it. As a message structure, a clause consists of Theme accompanied by a Rheme and the structure is expressed by the order. The following clauses show how the Theme and Rheme work.

<i>The students</i>	<i>play football.</i>
<i>My teacher</i>	<i>calls my name.</i>
<i>That book</i>	<i>has been written.</i>
Theme	Rheme

Organizing Messages: Theme

The system of Theme belongs to the textual meta function of language. It is related to the organization of information within individual clauses and through this, within the organization of larger text. In English, the Theme is indicated by position in the clause; the Thematic status is put in the first element of a clause and Rheme follows.

As stated by Johnstone (2002:99), there are several ways of labeling these functional parts of sentences, depending on the particular formulation of the idea; some functional grammarians talk about the differences between “given” and “new” information, others about “Theme” and “Rheme”, others about “topics” and “comments”. Further he explains that sentences move from familiar to the less familiar, or from the “what” to the “what about it”. It reflects that people appear to process information by first identifying what is being talked about and then attending to what is being said about it.

Theme can be defined as point of departure and the rest of the message of the clause; after the point of departure is called Rheme (Halliday,1994). It is the point of departure of a message with which the clause is concerned, not so much constituent as a movement from the beginning of the clause. Further, he characterizes Theme as ‘what the message is concerned with; the point of departure for what speaker is going to say’. It functions as a starting point. With similar point of view, Gerot and Wignell (1994) also state that Theme represents the point of departure of the message from the previous one. The rest of the clause is called the Rheme. New information is typically contained in the Rheme.

In line with Gerot and Wignell, Fries (1997) states that technical definition of Theme is the first experiential element in a clause (process, participant, or circumstance) plus any element preceding it and functional definition of Theme is the peg on which the message is hung, the starting point of the clause as a message, the orientation, the element that sets up a local context

for the clause as message. The functions are realized by first position. In English, Rheme is the opposite of Theme. It is the last element in the clause.

In line with the above statements, Butt, Fahey, Feez, Spinks, and Yallop (2000) state that what comes first in a clause expresses an important and separate kind of meaning. English speakers and writers use the first position in the clause to signal to their audience what the message is about. In English, the first position in a clause contains textual meaning because it signposts the development of a text. To analyze and discuss textual meanings, we need a simple and distinct metalanguage; we call the first element Theme and the rest of the clause Rheme.

From the above opinions, it can be summarized that Theme is point of departure of a message. It is the first element of a clause. The rest of it is called Rheme. It is part of the clause in which the Theme is developed. Thus, the clause as a message is organized into a Theme combined with a Rheme (Theme+ Rheme).

Types of Theme

Gerot and Wignell (1994) classify Theme into three types. They are Ideational (Topical), Interpersonal and Textual Theme.

(1) Ideational Theme

Ideational or Topical Theme can be recognized as the first element in the clause that expresses some kinds of 'representational' meaning. It means that when an element of the clause to which transitivity function can be assigned occurs in first position in a clause, it is regarded as a topical Theme.

Topical Theme may be nominal group, nominal group complexes, adverbial groups, prepositional phrases or embedded clause. A topical Theme which is a subject is called unmarked topical Theme while one which is not a subject is called marked topical Theme. Below is the example of ideational Theme .

Unmarked Topical Theme

Nominal group as a Theme.

<i>Jack</i>	<i>went up the hill.</i>
Theme	Rheme

Nominal group complex as a Theme

<i>Jack and Jill</i>	<i>went up the hill.</i>
Theme	Rheme

Embedded clause as Theme.

<i>(What Jack and Jill did)</i>	<i>was go up to hill.</i>
Theme	Rheme

Marked Topical Theme

Adverbial as Theme

<i>Down</i>	<i>Jack fell</i>
Theme	Rheme

Prepositional Phrase as Theme

<i>Up the hill</i>	<i>Jack and Jill went.</i>
Theme	Rheme

Complement as Theme

<i>His crown</i>	<i>he broke.</i>
Theme	Rheme

From the above statements, It can be summed up that there are two types of topical Theme. They are marked and unmarked topical Theme. We call it unmarked topical Theme, if subject is used as a Theme. In this case, it can be nominal group, nominal group complex, and embedded clause. We call it marked topical Theme if the Theme is not a subject. It can be adverb, prepositional phrase, and complement as a Theme.

(2) Interpersonal Theme

Interpersonal elements occurring before the topical Theme are also thematic. An interpersonal Theme may be (i) vocative (ii) modal adjunct (iii) finite or wh- elements (mood marking) (Gerot and Wignell, 1994).

- A vocative is any item, typically (but not necessarily) a personal name that is used to address; it may come more or less anywhere in the clause; and is Thematic if the preceding in the topical Theme.
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Below is the example.

John,	we	Want to meet you.
Vocative	Topical	
Theme		Rheme

- A modal adjunct expresses the speaker’s judgment or evaluation of the relevance of the message, e.g. *probably, certainly, occasionally, of course, no doubt, honestly, surprisingly, by chance, in my opinion, frankly*, etc.

The example can be seen below.

<i>Perhaps</i>	<i>We</i>	<i>can do it.</i>
Modal	Topical	Rheme
Interpersonal		
Theme		

- A mood marking Theme is a finite verbal operator, if preceding topical Theme, or a Wh-interrogative (or imperative Let’s) when not preceded by another experiential element (i.e. when functioning simultaneously as topical Theme), for example;

- Finite

Have you done your homework?

<i>Have</i>	<i>You</i>	<i>done your homework.</i>
Interpersonal	Topical	Rheme
Theme		

- A Wh-element

Where did you go yesterday?

<i>Where</i>	<i>did you go?</i>
Interpersonal Theme	Rheme

(3) Textual Theme

Textual Themes relate the clause and its context. They almost always constitute the first part of the Theme, coming before any interpersonal Theme. Textual Theme can include a continuative (*yes, no, well, oh*, etc. – discourse particles), a conjunction (*Structural Theme*; paratactic; *and, but, either, then, yet, or*, etc., hypotactic: *when, because, since, while, although, if*, etc.), and/ or a conjunctive adjunct (*that is, also, in addition, nevertheless, on the other hand*, etc.). These are elements which do not express any interpersonal or experiential meaning, but which are doing important cohesive work in relating the clause to its context. Below is the example.

Conjunction.

<i>Although</i>	<i>it</i>	<i>is difficult to do,</i>
Textual	Topical	Rheme
Theme		

Continuative and conjunctive

<i>Well,</i>	<i>on the other hand,</i>	<i>we</i>	<i>Can do that.</i>
Continuative	Conjunctive	Topical	Rheme
Theme			

Similar to Gerot and Wignell's opinion, Fries (1996) classifies Theme into three. They are experiential, interpersonal and textual Theme. Experiential or Topical Theme can be participant, process or circumstance. Interpersonal Theme can be vocative, modal adjunct, finite operator and Wh-(interrogative). Textual Theme can be continuative, structural conjunction, Wh-relation and conjunctive. The Theme can also be classified according to its internal structure. In this case, Halliday (1994) classifies Themes into Simple Theme and Multiple Theme.

Simple Theme

We call a Theme as a simple Theme if the Theme of the clause consists of just one structure element and that element is represented by one-unit – one nominal group, adverbial group or prepositional phrase (Halliday, 1994).

In addition to this, Butt, Fahey, Feez, Spinks, and Yallop (2000) state that a simple Theme contains only an experiential or topical element. The example of this type is as follows;

<i>In the ground</i> <i>Tony</i>	<i>small creatures live and breathe.</i> <i>has a book.</i>
Theme	Rheme

From the above opinions and examples, it can be concluded that if the Theme of the clause only consists of one topical theme either unmarked or marked topical Theme, we call it simple Theme.

Multiple Theme

We call the Theme as multiple Theme if the Theme can then be subdivided into textual, interpersonal and topical element (Butt, Fahey, Feez, Spinks, and Yallop, 2000).

Multiple Theme is the Theme that extends from the beginning of the clause up to (and including) the first element that has function in transitivity which is called 'Topical Theme'. In other words, multiple Theme consists of the topic together with anything else that comes before it. Following is the example of multiple Theme.

<i>Nevertheless,</i>	<i>the alternative</i>	<i>was not simple.</i>
Textual	Topical	Rheme
Theme		

Based on the above definition and example, I conclude that if the Theme of the clause consists of more than one type of Themes, we call it multiple Theme. In this case, it can consist of textual, interpersonal and topical element. Textual and interpersonal come before topical element.

Analytical Exposition

Analytical exposition is a factual text or factual genre. Factual texts are those which present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. As a factual text, the social function of analytical exposition is to persuade the reader or listener to accept a position on an issue (K-6 English Syllabus). In line with the above opinion, Hartono (2006) states that the social function of analytical exposition text is to persuade the reader or listener that something is the case.

The Schematic Structures of Analytical Exposition Text

An analytical exposition text is usually organized to include

- a. A statement of position which is accompanied by some background information about the issue.
- b. Stages in arguments which may be presented without supporting evidence.
- c. Summing up position. ((K-6 English Syllabus)

With similar point of view, Hartono (2006) states that the schematic structures of an analytical exposition are as follow.

- a. Thesis
- b. Arguments
- c. Reiteration/summing up.

The Language Features of Analytical Exposition Text

The common grammatical patterns in analytical exposition include:

- a. Use of generalized participants to deal with things such as issues, ideas and phenomenon
- b. Use of a variety of processes
- c. Use of timeless present tense to indicate usuality
- d. Use of nominalization to make the argument sound objective
- e. Use of Modality to reinforce viewpoint
- f. Use of casual connectives to link arguments. ((K-6 English Syllabus)

With the similar opinion, Hartono (2006) states that the language features of analytical exposition text are as follows.

- a. Focus on generic human and non human participants
- b. More use of modality and modulation
- c. Few temporal conjunctive relations.
- d. Reasoning expressed as verbs and nouns.
- e. Use of material, relation and mental process.

RESEARCH METHOD

Research Design

In this research, the writer applied qualitative approach to unfold types Theme of the students' written analytical exposition texts. In addition to that, simple quantification was also employed in order to show some tendencies in types of theme of the students' written analytical exposition texts.

Object of the Research

Since the study was devoted to investigate the types of Theme, Students' written analytical exposition texts were the objects of this research. They were in the form of paragraph in which there were more than five sentences in each paragraph. The students here referred to the students of English Department of Tidar University who took writing 2 subject in 2014/2015 academic year. There were 20 students who were involved in the research. All of them wrote analytical exposition texts.

The material used in the research was analytical exposition text. In this case, the writer did not determine the topics of the text but she only determined the genre the students should write. The students were free to choose the topics of the texts.

Unit of Analysis

In analyzing the types of the Theme of students' written analytical exposition texts, the unit that she worked with was the clause complex. It is under the consideration that in functional grammar the clause is the larger grammatical unit (Gerot and Wignell, 1994).

Discussing clause, Halliday (1994: 34) states that a clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for 'grounding' what he is going on to say. Further he states that as a message structure, therefore a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order – whatever is chosen as Theme is put first.

Technique of Data Collection

As this research is qualitative, the writer as researcher became the main instrument of obtaining the data. The data gathered were the students' written analytical exposition texts. To collect the data in this research, she asked the students to write analytical exposition texts. The first step, she distributed the examples of analytical texts, explained the social function, the Schematic Structures and the language features of the text. The second step, she asked the students to write analytical exposition texts.

Data Analysis

In analyzing the types of Theme of the student written analytical exposition texts, the writer used Gerot and Wignell's theory (1994). In analyzing this, she read the paragraph, and then identified the types of Theme of each clause in each paragraph. Finally, she observed the

tendencies of the students in employing the types of theme in their written analytical exposition texts. In this case, each clause was identified to decide whether it had topical, interpersonal or textual theme.

Validity and Reliability

LeCompte and Preissle (1993) say that reliability refers to the extent to which studies can be replicated. It is related to the consistency. It means that it does not change from one day to the next. Further they say that validity refers to the accuracy of scientific finding.

In the research, the writer applied investigator triangulation to achieve validity and reliability of the data. As said by Allwright and Bailey (1991), that investigator triangulation is one of the types of triangulation. In investigator triangulation, more than one observer contributes to the finding. In this case, she discussed the data with her colleagues in English Department of Untidar to help her to analyze the data then she compared the results of the analysis to find the correlation. It means that by this technique she found the consistency of the data analysis. The standard used in this analysis is 80%. It means that the data analyses are valid if 80% of the analyses were the same.

FINDINGS AND DISCUSSION

Description of the Data

The data used in this study are written data in the form of analytical exposition texts which were taken from the students' assignment of writing II class in English Department of Tidar University in 2014/2015 academic year. The data were then analyzed in terms of Theme following the framework provided by Gerot and Wignell (1994).

1.Types of Theme

Theme analysis was done to provide the relevant answer to the first research question posed in the previous part: What types of Theme are employed by the students in writing analytical exposition texts. The types of Theme of the analytical exposition texts written by the third semester students of Tidar University can be seen in the following table.

Table 1. Summary of Theme Analysis

Text	Number of Clause	Theme			
		Textual	Interpersonal	Topical	
				Marked	Unmarked
1.	10	2		1	7
2.	14	6		1	7
3.	18	6			12
4.	15	5			10
5.	9	4		1	4

6.	12	6		1	5
7.	11	6		1	4
8.	13	4			9
9.	11	4			7
10.	8	2	1		5
11.	12	6	1	1	4
12.	8		1		7
13.	8		1	2	5
14.	13	5		3	5
15.	9	3			6
16.	10	5	1		4
17.	11	3			8
18.	10	3			7
19.	9	3		1	5
20.	14	10		1	3
Total	225	83	5	13	124
%	100	36.89	2.22	5.78	55.11

From Theme analyses, the writer found that the types of Theme written by the students in their analytical exposition texts are dominated by unmarked topical Theme; 124 out of 225 or 55.11%. It means that most of Theme used by the students are subject as Theme. In other words, the students put the subject in initial position in each clause.

The second type of Theme written by the students in their analytical exposition texts is textual Themes. There are 83 clauses out of 225 or 33.89%. It means that the students used either continuative, conjunction or conjunctive adjunct in initial position in 83 clauses. The elements come before interpersonal or topical Theme.

The third types of Theme written by the students in their analytical exposition texts are marked topical Themes. There are 13 out of 225 clauses or 5.78 %. It means that the students use adverbial, prepositional phrase or complement as Theme. In other words, the students did not put subjects in initial position.

The last types of Theme written by the students in their analytical exposition texts are interpersonal Themes. There are 5 clauses out of 225 or 2.22 %. In this case, the students put either vocative, modal adjunct or mood adjunct in initial position. The students put them as thematic. The example of the analysis can be seen in the following parts.

a. Unmarked Topical Theme

Unmarked topical theme is clause in which subject is used as a Theme. In this case, it can be nominal group, nominal group complex, and embedded clause. Below are the examples of unmarked topical theme of analytical exposition text.

(1)

Internet	has many advantages for us to help our activities
Unmarked Topical Theme	Rheme

(2)

Internet	becomes a useful media to get much information
Unmarked Topical Theme	Rheme

(3)

The government	has to give limitation and regulation for browsing in internet
Unmarked Topical Theme	Rheme

(4)

It	provides some advantages for our lives
Unmarked Topical Theme	Rheme

Based on the above data, it can be seen that the students write their clause using subject as Theme. The words *internet*, *we*, *the government*, and *it* are any one of all things denoted by the noun. Some e nouns and pronoun here are used as Theme in the students' analytical exposition texts and we call them as unmarked topical Theme.

b. Marked Topical Theme

Marked Theme is a Theme that is something other than the subject. It can be adverbial, prepositional phrase or complement as Theme. Below is the example of marked topical theme of analytical exposition text.

(1)

In internet	we can find our friends
Marked Topical Theme	Rheme

(2)

In Indonesia	internet is very popular
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Marked Topical Theme	Rheme
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(3)

Nowadays	most of people can use internet from children until adult
Theme	Rheme

(4)

In facebook	we can also sell our products, such as clothes, bags, etc
Theme	Rheme

From the above examples, it can be seen that the prepositional phrase is used as Theme of the clause. The prepositional phrases used here are *in facebook*, *in Indonesia*. The phrases *in facebook*, *In Indonesia* are thematic. In addition, the word *nowadays* as adverb of time is also as Theme. They are all marked topical Theme. In conclusion, it can be said that if a prepositional phrase or adverb is placed at the beginning of the clause or as the first element of the clause is Thematized. It is called marked topical Theme.

c. Interpersonal Theme

Interpersonal Themes include modal adjuncts, vocatives, finite or Wh-elements as a Theme of the clause. Below is the example of interpersonal Theme of analytical exposition text.

(1)

Usually	People	people use internet to browse the information.
Interpersonal	Topical	Rheme
Theme		

(2)

Perhaps	some students	use internet for negative things
Interpersonal	Topical	Rheme
Theme		

(3)

Usually	We	Also use facebook as media for trading
Interpersonal	Topical	Rheme
Theme		

The modal adjuncts used here are *usually* in the clause *Usually people use internet to browse the information*, and *usually we also use facebook as media for trading and perhaps in perhaps, some students use internet for negative things*. The word *Usually* and *perhaps* are modal adjuncts as interpersonal Theme. They express the speaker's judgment related to the message.

d. Textual Theme

Textual Themes relate the clause to its context. It can be continuative, conjunctive adjuncts or conjunctions. Below are the examples of Textual Theme of analytical exposition text. (1)

Because	It	has many advantages for our education development
Textual	Topical	Rheme
Theme		

(2)

So	facebook	is very useful as media of information
Textual	Topical	Rheme
Theme		

(3)

Besides that	Some people	use it for browsing for negative sites
Textual	Topical	Rheme
Theme		

(4)

If	We	Want to find our friends
Textual	Topical	Rheme
Theme		

The conjunctions *because*, *if* found in the above example are subordinative conjunction. The word *because* and *if* are as textual Theme. In addition to that, the phrase *besides that* in *besides that some people use it for browsing for negative sites* is a conjunctive adjuncts function as Theme. The above examples are textual Theme.

From the above clauses, it can be seen that the students apply unmarked, marked, interpersonal and textual Theme. The words *internet*, *government and* and *it* are used as the subject of the clause and we call it as unmarked topical Theme. The phrase *in internet*, *in Indonesia*, *in facebook* are prepositional phrases used as Theme and we call it as marked topical Theme. *Nowadays* is adverb as a Theme. All are marked topical Theme. In addition, the words *Usually*, *perhaps* are modal adjuncts as interpersonal Theme. They express the speaker's judgment related to the message. The words *because*, *if* are used to relate the clause to the preceding clause in the sentence. The word *because* and *if* are subordinative conjunctions. Since the conjunctions are written in the beginning of the clause, they are thematized and we call them as textual Theme.

2. The Frequency of Theme

From the above data, it can be seen that the students tend to apply unmarked topical Theme. From the Theme analysis, the writer found that 55.11 % or 124 clauses out of 225 are unmarked topical Theme. It means that many of the students write their clauses using subject as Theme. The subjects in this case are in the forms of common noun, pronoun, proper noun, impersonal 'it' and existential 'there'. Common noun here refers to any one of all things denoted by the noun. Proper noun refers to the name of individual person, place, or object. Other type of subject as a Theme found in this research is pronoun. Many Themes are in the forms of pronouns. All are as subjects of the clause. Therefore we call them Unmarked topical Themes. Almost all of the pronouns as Theme found in this research refer to the words/ things mentioned in the previous or as the topic of the analytical exposition texts. Besides that, the writer also found some impersonal *it* and existential *there* as the subjects of the clause. They are as the theme of the clause. In addition, based on investigator triangulation, it can be said that the data analysis is also valid.

Discussions

Based on the data analysis, it can be concluded that there are three types of Theme applied by the students in writing analytical exposition texts. They are unmarked, marked, textual and interpersonal Theme. This study is supported by some previous research. Wang (2007: 164) states in his research, that by analyzing theme-rheme in a text, the students can learn to perform the same analysis in their own writings, and thus improve cohesion in their own work. The relationship between theme and rheme is essential in creating a cohesive text.

In addition to that, it is also supported by Khedri and Ebrahimi's research (2012). They state that thematic progression (Patterns of Theme-Rheme) plays a major role in organizing the message and in enabling it to be communicated and understood clearly. Furthermore as said by Ventola in Khedri and Ebrahimi, in academic texts, the theme/rheme patterns are important in guiding the reader through the logical paths constructed by the writer. Besides the above research, Yang's research (2008: 29) also supports this. Yang states that the reason for choosing thematic progression analysis (patterns of theme-rheme) in teaching explanation text is that T-P analysis can demonstrate how the writer gives new information on the basis of given information. It is further stated that new information is developed on the base of given information by repeating one of the elements in the previous clause as the theme of the next clause, in order to organize the article cohesively and orient readers from known to unknown.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussions of the research data, it can be concluded that the types of Theme found in the students' analytical exposition texts are unmarked and marked topical, textual and interpersonal Theme. Among the above types of Theme, unmarked topical Themes

are mostly used by the students in their analytical exposition texts. It is 55.11%. The next type is textual Theme (36.89%), marked topical Theme (5.78%) and interpersonal Theme (2.22%). It seems that the students tend to use subjects as Theme.

Suggestion

Based on the research findings, it is suggested that the lecturers of writing class should introduce text types together with social function, schematic structures and also language features to the students. They are recommended to apply text-based syllabus in teaching writing.

Besides that, the lecturers should also introduce Theme-Rheme to the students in order that they can write the paragraph coherently and artistically. In this case, the lecturers should introduce various sentence beginnings as Themes of the clause to the students in order that the students' paragraphs / texts will be more interesting ; not monotonous.

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