

BAB IV

FINDINGS AND DISCUSSION

This chapter revealed the research findings and discussions which explained the textual meaning realized in the dialogue and the types of theme used in the dialogue.

A. Findings

The results of the analysis were the outcomes of the analyses of spoken texts; English dialogue at X grade. The analysis was done by means of using thematic analysis which is realized by theme rheme as the system to create the texts organization. The results of the analyses were presented:

1. Application of Textual Meaning in English Dialogue

Textual meaning can realized by using thematic analysis. As stated before in the chapter II 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 analyze. So, how textual meaning realized in English dialogue is the researcher broken up the dialogue into clause then analyzed the Theme and Rheme that would be the textual meaning that realized in a clause. In addition, theme-rheme system is used to analyze the core or point of the utterances or sentences and this research focused on dialogue.

As the explanation before, analysis of thematic represents clause as a message which shows us that the clause has a character of the message. It shows the textual meaning of clause that using thematic analysis which has two elements, they are theme

and rheme. Theme and rheme are two constituents of thematic structure which realizing the clause in textual meaning.

2. The Types of Theme that Found in the Dialogue

The results of the thematic structure analyses were presented into several tables which were showed the frequency of each theme types appeared in the English dialogue.

For the clear information it can see on *Table 4.1 The Analysis of Theme Types In English Dialogue of 10th Grade English Textbook:*

CHAPTER	Dialogue	Total Clause	Topical Theme	Interpersonal Theme	Textual Theme
Chapter 1	Dialogue 1	11	11	2	2
Chapter 2	Dialogue 2	25	15	-	4
	Dialogue 3	5	5	-	1
	Dialogue 4	4	4	-	1
	Dialogue 5	5	4	-	-
	Dialogue 6	4	3	-	-
	Dialogue 7	5	3	-	1
	Dialogue 8	24	17	-	3
	Dialogue 9	23	19	1	2
	Dialogue 10	15	12	1	4
	Dialogue 11	31	25	3	8
	Dialogue 12	2	1	-	-
	Dialogue 13	2	1	-	-
	Dialogue 14	2	1	-	-
	Dialogue 15	2	2	-	-
	Dialogue 16	3	3	-	-
Chapter 3	Dialogue 17	42	29	10	11
Chapter 7	Dialogue 18	39	33	1	11

Chapter 8	Dialogue 19	23	19	2	4
Chapter 9	Dialogue 20	14	13	-	6
Chapter 10	Dialogue 21	16	16	2	2
7 Chapters	TOTAL	297	236	23	60

Table 4.1 The Analysis of Theme Types In English Dialogue of 10th Grade English Textbook

Based on the *Table 4.1* the analysis of Theme types as was investigated in the dialogues showed that dominant types of Theme that used in English dialogue was Topical or Ideational theme, followed Textual Theme and the last was Interpersonal Theme. It can concluded that the authors of the textbook more often used topical Theme in making a dialogue rather than Interpersonal and Textual Theme.

B. Discussion

1. Application of Textual meaning in English Dialogue

The researcher has identified and analyzed the textual meaning into tables. This study concerned with thematic analysis which applied in the spoken texts, exactly in English dialogue. Based on the previous research question in this study, it was about the textual meaning. Textual meaning is near with the most accurate tool for analyzing the texts due to find and know the totality message clearly; Theme-rheme. The textual meanings were identified and analyzed based on the thematic analysis which has two elements; Theme and Rheme.

The first analyze was done by using the element of textual meaning namely Theme and Rheme which in 21 dialogues with totally 297 clauses. The result was displayed in the tables above that showed the occurrence of theme rheme and its element. Therefore, here is the example of textual meaning realized in a dialogue. As an example from Dialogue 1 which has 11 clauses:

Dialogue 1

Edo : Hello, I am Edo. (Clause 1) May I know your name please? (Clause 2)

Slamet : Sure, I am Slamet (Clause 3) I am from Jepara (Clause 4) What about you? (Clause 5)

Edo : I am from Raja Ampat (Clause 6) I work in a tourism resort (Clause 7)

Slamet : I work for a furniture company (Clause 8) Have you heard about Ukir Jepara? (Clause 9)

Edo : Yes, I want to know more about that (Clause 10)

Slamet : It's a specific carving pattern created in Jepara. (Clause 11)

Dialogue 1

Edo: Hello, I am Edo. (Clause 1)

Hello, I	am	Edo
S	F	P
Theme	Rheme	

Edo: May I know your name please? (Clause 2)

May	I	know	your	name	please
Finite	S	P	C		
Theme		Rheme			

Slamet: Sure, I am Slamet (Clause 3)

Sure	I	am	Slamet
Cont Adj	S	F	P
Theme		Rheme	

I am from Jepara (Clause 4)

I	am	from	Jepara
S	F	P	
Theme	Rheme		

What about you? (Clause 5)

What	about	you?
Wh- Interrogative	Rheme	

Theme	
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I am from Raja Ampat (**Clause 6**)

I	am	from	Raja Ampat
Actor	F	P	
Theme	Rheme		

I work in a tourism resort (**Clause 7**)

I	work	in	a	tourism	resort
Actor	P	C			
Theme	Rheme				

I work for a furniture company (**Clause 8**)

I	work	for	a	furniture	company
Actor	P	C			
Theme	Rheme				

Have you heard about Ukir Jepara? (**Clause 9**)

Have	you	heard	about	Ukir Jepara
F	Actor	P	C	
Theme		Rheme		

Yes, I want to know more about that (**Clause 10**)

Yes	I	want	to	know	more	about	that
Cont Adj	Actor	P	C				
Theme		Rheme					

It's a specific carving pattern created in Jepara. (**Clause 11**)

It	's	a	specific	Carving	Pattern	created	in	Jepara
S	F	P				C		
Theme	Rheme							

From Dialogue 1 above it can concluded that textual meaning realized after divided the sentences in the dialogue into clauses and then analyzed the Theme and Rheme that would be the thematic meaning that realized in a clause. After knowing the Theme and Rheme, the next is decided the types of Theme through the three kinds of theme namely; Topical (or ideational), Interpersonal, and Textual theme

2. The Types of Theme Used in the Dialogue

The Theme was classified into 3 types. First, topical theme was divided into two points; marked and un-marked. Topical Theme is included Circumstance (Time, Agent, etc), Behavior (job, etc), and Actor. Second, Interpersonal Theme includes mood, finite, vocative, polarity, and comment. The third is Textual Theme which had Continuity and Conjunctive Adjuncts. In this part, the researcher will explain the types of the theme used in the dialogue as follows:

a. Topical Theme; Marked and Unmarked Theme

There are some parts of Topical Theme, they are Circumstance, Behavior, Actor, and Carrier. If those parts put at the beginning of the clause, it will be the theme of the clause. This theme has two main points. They are Marked and Unmarked Theme.

Marked Theme is the unusual term in the clause, whereas the Unmarked Theme is the usual term in the clause. The Marked Theme might be adverbial, prepositional phrase or complement in the clause, whereas the Unmarked Theme usually included to a nominal group, etc.

In all of the dialogues, the most dominant theme is Topical Theme. The total of Topical Theme used in the dialogue is *236 times* which divided into *3 times* for Marked Theme and *233 times* for Unmarked Theme.

The examples of Topical Marked Theme and Un-marked used in dialogue as follows:

In fact, she plans to graduate this June. (Clause 3)

In fact	She	plans	to graduate this June
Circ Adj (Matter)	S	P	C
Marked Th Top Th	Rheme		

Table 4.2 Topical Theme Analysis in Dialogue 3 (Marked Theme; Matter)

The analysis of textual meaning in this clause divides into two components. They are Theme and Rheme element. The theme of this clause is Topical Theme only which included to Marked Theme, it happened because the first word of the clause is using the atypical term of Circumstantial Adjunct as Matter ‘*In fact*’ which followed by the Rheme element. Those words are as the message of the clause. The word ‘*She*’ is as the point of the message that she plans to graduate on June. It named Un-marked Theme because it used the typical term. Because we have found the Topical Theme so that the next word until the end included to Rheme element. The another example of Marked Theme:

Today we have very special guests, Orville and Wilbur Wright. (Clause 2)

Today	we	have	very special guests
Circ. Adj (Time)	S	F	P
Marked Th Top Th	Rheme		

Recently, I took a newly designed airplane (Clause 29)

Recently	I	took	a newly designed airplane
Adj: Circ. (Time)	S	P	C
Marked Th Top Th	Rheme		

Table 4.3 Topical Theme Analysis in Dialogue 18 (Marked Theme; Time)

The theme of this clause is Topical Theme only which included to Marked Theme, it happened because the first word of the clause is using the atypical term of Circumstantial Adjunct as Time ‘*Today*’ and ‘*Recently*’. Those words are at the point of the message of this clause. Because we have found the Topical Theme so that the next word until the end included to Rheme element. Here are the examples of Un-marked Theme:

You deserved it, Man. (**Clause 2**)

You	deserved	it, man
S	P	C
Un-Marked Topical Th	Rheme	

I cannot forget your collaboration with me, (**Clause 8**)

I	cannot	forget	your collaboration with me
S	F	P	C
Un-Marked Topical Th	Rheme		

Table 4.4 Topical Theme Analysis in Dialogue 2 (Unmarked Theme)

The theme of this clause is Topical Theme only which included to Un-marked Theme, it happened because the first word of the clause is Actor 'You' and 'I' in transitivity structure so that it called Topical. The word 'You' is as the point of the message that She/He deserved to get it. The word 'I' is as the point of the message that She/He cannot forget her/his collaboration with someone. It named Un-marked Theme because it used the typical term. Because we have found the Topical Theme so that the next word until the end included to Rheme element.

b. Interpersonal Theme

Interpersonal Theme is a mood label which puts at the beginning of the clause. Interpersonal theme concerns to enacting people, and it had mood, finite, vocative, polarity, or comment.

In the dialogues, Interpersonal Theme occupied in the last number after the Textual Theme. It appeared in *24 times*. The Interpersonal Theme in this dialogue might be the mood, finite, Vocative, polarity, or comment. The examples of Interpersonal Theme used in the dialogues as follows:

May I know your name please? (Clause 2)

May	I	know	your	name	please
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Finite	S	P	C
Interpersonal	Un-Marked Top Th	Rheme	

Table 4.5 Interpersonal Theme Analysis in Dialogue 1 (Finite)

There are two themes in this clause. They are two Interpersonal Themes and one Topical Theme. The first Interpersonal Theme is ‘*May*’ because the position of that word is as the Finite of the clause.

Definitely! My dad and I are going to go fishing. (Clause 11)

Definitely!	My dad and I	are	going	to go fishing
Comment	S	F	P	C
Interpersonal Th	Un-marked Top Th	Rheme		

Table 4.6 Interpersonal Theme Analysis in Dialogue 17 (Comment)

The theme of this clause in Table 4.6 is Interpersonal Theme and Topical Theme which started with Comment of Interpersonal Theme it happened because the first word of the clause is using Comment ‘*Definitely*’.

No. (Clause 13)

No
Polarity
Interpersonal Th

Table 4.7. Interpersonal Theme Analysis in Dialogue 17 (Polarity)

The theme of this clause is Interpersonal Theme only which included to Polarity, it happened because the first word of the clause is only using a word of ‘*No*’ so that it called Interpersonal Theme. After analyzed all of the dialogues there is not found of Mood and vocative in the dialogue.

c. Textual Theme; Continuity and Conjunctive Adjuncts

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 continuity and conjunctive. The textual theme in the dialogue

encompassed two units; continuity and conjunctive. Between Continuity and Conjunctive adjuncts, the most dominant type of Textual Theme of the dialogue is using Continuity adjuncts. From *66 clauses* of Textual Theme, there are *43 clauses* is Continuity adjuncts whereas Conjunctive adjuncts is *23 clauses*.

Continuity is one of a small unit of words which connect as movement within a text; in dialogue, speech, or conversation. The continuity usually appears in the clause; *oh, well, now, yes, or no*. Hence, here are some examples of continuity adjuncts:

Now, that you are the director of the company will develop even faster. (In Dialogue 2; Clause 6)

Now	that you	are	the director of the company will develop even faster.
Cont Adj	S	F	C
Textual Th	Un-Marked Topical Th	Rheme	

Oh, she's in college. (In Dialogue 3; Clause 2)

Oh	She	's	in college
Cont Adj	S	F	C
Textual Th	Un-marked Top Th	Rheme	

Yes, I won the second prize last week. (In Dialogue 8; Clause 20)

Yes	I	won	the second prize last week
Cont Adj	S	P	C
Textual Th	Un-Marked Top Th	Rheme	

Table 4.8 Textual Theme Analysis (Continuity Adjuncts)

From the Table 4.8 above, the word “*Now, Oh, Yes*” is using Continuity adjuncts of Textual Theme. Continuity Adjuncts are words which are used in spoken dialogue to indicate that the speaker's contribution is somehow related to (continuous with) what a previous speaker has said in an earlier turn. The commonest continuity items

are: *Oh, Well. Yes.* and *No* are also continuity items when these are not used as stand-ins for clause ellipsis, but as the first item in a clause.

In the other hand, 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.* Both kinds of conjunctions (Continuity and Conjunctive) are described as Textual Theme when they occur before the first Topical Theme in a clause. These examples below were the last part of illustration of Conjunctive adjuncts in textual theme:

But I still have to learn a lot. (In Dialogue 2; Clause 20)

But	I	still	have	to learn a lot
Conj Adj	S	F	P	C
Textual Th	Un-marked Top Th	Rheme		

when she went to Singapore. (In Dialogue 9; Clause 7)

when	she	went	to Singapore
Conj Adj	S	P	C
Textual Th	Un-Marked Top Th	Rheme	

Or will you go fishing with me and my dad? (In Dialogue 17; Clause 34)

Or	will	you	go	fishing with me and my dad?
Conj Adj	F	S	P	C
Textual Th	Interpersonal Th	Rheme		

Table 4.9 Textual Theme Analysis (Conjunctive Adjuncts)

The examples above was represented the Conjunctive adjuncts. The two words “*But When, Or*” referred to conjunctive since it responded or continue of last discourse.

Based on the result, that had been presented the findings is related with Halliday and Eggin’s theory. Halliday (1994:16) argues that there are different kinds of

meanings constructed in language. Thus, any text is the realization of not just one meaning, but more than one kind of meaning. Eggins (1994, 82) argued that any text is the realization of three kinds of meanings, i.e. ideational, interpersonal, and textual meanings which are called metafunction. Based on three metafunction in Halliday's theory, there are three metafunctions. They are interpersonal, textual, and ideational metafunction which are realized throughout the grammar of a language. In this research, researcher focused on textual metafunction. It appears as a clearly delineated motif within the grammar. This metafunction applies thematic analysis which consisted of theme and rheme elements. Grammatically, theme is a useful category for helping students to organize information at a sentence level so that it is thematically linked to the overall message of the text.