THEME AND RHEME IN PETERPAN NOVEL

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ABSTRACT

This study deals with the Theme and Rheme in Peterpan novel. The objective of this study was to find out the kinds and the dominant kind of Theme and Rheme in Peterpan novel. This study was conducted by applying descriptive qualitative research design. The data of this study were taken from Peterpan novel chapter I until chapter XVII. It was found that there were 6 kinds of Theme and Rheme in this study, namely: Simple Theme was 11 clauses or 16.41%, Multiple Theme was 9 clauses or 13.43%, Unmarked Simple Theme was 17 clauses or 25.37%, Unmarked Multiple Theme was 18 clauses or 26.86%, Marked Simple Theme was 2 clauses or 2.98%, and Marked Multiple Theme was 10 clauses or 14.92%. It meant that Unmarked Multiple Theme was the dominant kind in this study because Unmarked Multiple Theme was easier to search in each clause and can be understood by the readers.

Keywords: Discourse Analysis, Theme and Rheme, Peterpan Novel

ABSTRAK

Kajian ini berkaitan dengan Theme and Rheme dalam novel Peterpan. Tujuan kajian ini adalah untuk mengetahui jenis-jenis Theme and Rheme dan jenis yang paling dominan dalam novel Peterpan. Kajian ini dilakukan dengan menggunakan desain penelitian deskriptif kualitatif. Data kajian ini diambil dari novel Peterpan dari bab I hingga bab XVII. Ditemukan bahwa ada 6 jenis Theme and Rheme dalam kajian ini, yaitu: Simple Theme 11 klausa atau 16,41%, Multiple Theme 9 klausa atau 13,43%, Unmarked Simple Theme 17 klausa atau 25,37%, Unmarked Multiple Theme 18 klausa atau 26,86%, Marked Simple Theme 2 klausa atau 2,98%, dan Marked Multiple Theme 10 klausa atau 14,92%. Unmarked Multiple Theme adalah jenis yang paling dominan dalam kajian ini karena Unmarked Multiple Theme lebih mudah dicari di setiap klausa dan dapat dipahami oleh pembaca.

Kata kunci: Discourse Analysis, Theme and Rheme, Novel Peterpan

A. Introduction

Most of human's knowledge and culture stored and transmitted through language. Language is a systematic resource for expressing meaning in context and linguistics. It has various functions in social interactions to fulfill the human's needs, such as, to express ideas, feelings and desire. People use language not only as a social instrument to show the language users identity in a society but it is also used to insult, to promise, to agree, to criticize, to persuade or to influence beliefs or attitudes towards the others.

In English, the theme, the 'point of departure' for the clause, is also one of the means by which the clause is organized as a message. Theme is the 'glue' that structures and binds the ideational and interpersonal meanings. The belief that an understanding of the way in which theme works can be usefully incorporated into pedagogy is the motivation behind this and many other studies of theme.

Theme gives a special status to a chosen part of the clause; it helps organize the message and plays a crucial role in the success of a text from a reader's perspective. It also helps construe the intended interpretation of the clause and the text as a whole. In addition, it is commonly understood that theme is important since it extends the analysis of a text beyond the grammatical structure of individual clauses or sentences to the unit of text.

Systemic Functional Grammar of Linguistics, first introduced by Halliday and Matthiessen (2004), refers to a new approach to the study of grammar that is radically different from the traditional view in which language is a set of rules for specifying grammatical structures. Systemic Functional Linguistics (SFL) is a text-based theory of language. The key questions and applications of the theory revolve not around the syntax of sentences, but around the functions of texts in context (Bartles, 2005)

Halliday (2003: 368) divides and develops a theory of the fundamental functions of language, in which analyses lexicogrammar into three broad metafunctions: ideational, interpersonal, and textual. Each of the three metafunction is about a different aspect of the world and is concerned with a different mode of meaning of clauses. The ideational metafunction is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as representations. The interpersonal metafunction is about the social word, especially the relationship between speaker and hearer, and is concerned with clause as exchanges. The textual metafunction is about the verbal world, especially the flow of information in a text, and is concerned with clause as message.

In each metafunction, an analysis of a clause gives a different kind of structure composed from a different set of elements. In the ideational metafunction, a clause is analyzed into process, participant and circumstances, with different participant types for different process types (as in case grammar). In the interpersonal metafunction, a clause is analyzed into mood and residue, with the mood element further analyzed into subject and finite. In the textual metafunction, a clause is analyzed into Theme and Rheme.

Green, Christopher, and Mei (2000) define theme as a material immediately preceding the main verb of the main clause. The material which includes the main verb and all other remaining constituents of the sentence constitutes the rheme any clause; any text is the realization of meanings or semantics.

Based on the researcher observation and experience, most of the university students found some problems in terms of Discourse Analysis lesson, especially about theme and rheme. It showed when the researcher studied the Discourse Analysis during semester five in academic year 2014-2015. The students got difficulty in determining the kinds of theme and rheme in the novel, the students were unable in determining the dominant kinds of theme and rheme, the students were unable to find out the reason of the most dominant kinds of theme and rheme in the novel.

Novel is a fictitious prose narrative of book length, typically representing character and action with some degree of realism. Usually a novel involves a character or characters who are confronted with a conflict or crisis. In determining between theme and rheme in the novel, there are three types of theme namely: (a) ideational or topical, (b) textual, and (c) interpersonal. Ideational or topical theme consists of: (1) unmarked topical themes and (2) marked topical themes.

The researcher chose Peterpan novel for this research because the novel contains moral value which need to emulate and the story also

give personal confidence in our own lives. So, it is very interesting to analyze Peterpan novel.

B. Research Method

A qualitative descriptive method was applied in this research. According to Nazir (1996: 32), descriptive method is a method of research makes the descriptive of the situation of events or occurrences, so that this method has an intention to accumulate the basic data. Descriptive method is a way of solving a problem by describing the facts of subject of the research as a way they are. According to Moleong (2005: 3), qualitative research is procedure of research that outcome the data of descriptive such as words written or oral from people and the act while can be observed. Meanwhile Bogdan and Biklen (1992: 58) state, "Qualitative research is descriptive." It means that the data will be collected in the form of word or picture rather than number. So, descriptive method, the data, facts, and another were described by using words in the forms of descriptive.

According to Sutopo (2006: 56) the source of data is obtained by using certain methods in the form of humans, artifacts, or documents. In this study, the source of data is the Peterpan novel, Chapter I to Chapter XVII by J.M Barrie, published by Grasindo: PT. GramediaWidiasarana Indonesia.

According to Sugiyono (2013: 224) the technique of data collection is the most strategic step in research because the main purpose of the research is to get data, without knowing the data collection techniques, the researcher will not get data that meets the specified data standards. In this study, the researcher did three procedures to collect data, as follow:
1. repeatedly read of the novel as primary source of data and wrote related information;
2. set the research time or the schedule of conducting the research;
3. analyze the Theme and Rheme of the novel.

The data of this research were analyzed and classified by applying the following steps:
1. list theme and rheme as the data;
2. underline the theme and rheme found in the novel and coding the identified clause which categorized as Simple Theme with ST, Multiple Theme with MT, Unmarked Simple Theme with UST, Unmarked Multiple Theme with UMT, Marked Simple Theme with MST, Marked Multiple Theme with MMT.
3. identify the types of theme and rheme in the novel in each clause;
4. classify the kinds of theme and rheme in the novel.;
5. classify each clause to be some kinds of theme and rheme in the table;
6. count and tabulate each word types of theme and rheme in the novel;
7. calculate the percentage of theme and rheme by using the following pattern.

$$P = \frac{F}{N} \times 100\%$$

Note :
P : The percentage of the item
F : The frequency of types in theme and rheme
N : Total (in percentage) of kinds of theme and rheme

7. find out the most dominant type from the percentage;
8. determine the reason of the most dominant kinds of the theme and rheme that found in the novel.

C. Result and Discussion

The data were taken from Peterpan novel by J.M Barrie from Chapter I until Chapter XVII. Then, the data were classified into six kinds of theme and rheme namely Simple Theme, Multiple Theme, Unmarked Simple Theme, Unmarked Multiple Theme, Marked Simple Theme, and Marked Multiple Theme. The researcher identified the words and sentences belong to kinds of theme and rheme as shown below.

Simple Theme
- *Wendy* you are wrong about mothers
- *I* thought like you that my mother would always keep the window open for me
- *Peter* was such a small boy that one tends to wonder at the man's hatred of him
- *He* was often thus when communing with himself on board ship in the quietude of the night
- *He* pursued the problem like the sleuth-hound that he was
- *I* once thought of calling myself red-handed Jack

- *Michael* was naturally impressed
- *He* moved slowly away
- *Wendy* impressed on her brothers
- *They* don't want us to land
- *Wendy* had raised her arm

The sentences above were included as simple theme because there was only one functional position in a clause.

Multiple Theme
- *and the way Wendy* knew was this
- *but I* can picture him trying
- *which John* was shooting
- *but* on the whole the Neverlands have a family resemblance
- *and if they* stood still in a row you could say of them that they have each other's nose
- *but* in the two minutes before you go to sleep it becomes very nearly real
- *who* is that moving ?
- *so* uproariously gay was the dance
- *certainly* he did not want a change

Multiple theme is constituted by more than one element. The elements of multiple theme are the textual, interpersonal, and topical theme. A textual theme is constituted by four elements: conjunctions, conjunctive, relative pronouns, and continuatives. An interpersonal theme is constituted by four elements: finites, wh-question words, vocatives, and mood adjuncts. So the sentences above were included as multiple themes.

Unmarked Simple Theme
- *I* know not why he was so infinitely pathetic
- *He* wanted john to decide
- *John* clapped his hands on the ill-fated pirate's mouth to stifle the dying groan
- *Hook* tried to hearten them
- *I* think all were gone when a group of savage boys surrounded hook
- *He* invited him with a gesture to use his foot
- *I* dreamt my dear ones had come back
- *Peter's* first words tell all
- *She* wants me to unbar the window
- *The children* waited for her cry of joy
- *Wendy* was crying for it was the first tragedy she had seen
- *He* was less sorry than Wendy for tiger lily
- *We are* putting the redskin on the rock
- *She* saw his evil swarthy face as he rose dripping from the water

- *You* called over the water to us to let her go, said starkey
- *They* must be swimming back
- *He* gave Wendy one of their combs

This sentences were included as unmarked simple theme because the theme is unmarked if the theme and the subject are conflated. In other words, the theme of the clause also functions as the subject in a declarative mood. And all this sentences were called simple because only one word or sentence.

Unmarked Multiple Theme
- *And he* still adhered in his walk to the school's distinguished
- *I* don't think my mother *would* like me to be a pirate
- *Perhaps john* had not behaved very well so far
- *And he* knew that *if he* took his eyes off them now they would leap at him
- *But they* fought on the defensive only, *which* enabled the boys to hunt in pairs and choose their quarry
- *Which I* think we need not grudge him
- *And Mrs. Darling* do not go out for the evening
- *However we* should get no thanks even for this
- *But he* was never one to choose the easy way
- *Or I* will plunge my hook in you
- *Do you* agree my bullies? asked hook
- *But he* saw that they believed their words
- *Because they* would be late for bed
- *He* knew *that they* would soon be drowned
- *She* did not understand even now
- *If you* knew how great is a mother's love
- *I* do *like a mother's* love
- *Perhaps* is an half morning by this time

This sentences were included as unmarked multiple theme because the sentences theme and subject are conflated and constituted by more than one element.

Marked Simple Theme
- However much he may have degenerated
- Hiss bluff strident words struck the note sailors understand

The sentences above were included as marked simple theme because if the theme in a declarative clause is something other than the subject; it is a marked clause and only one clause.

Marked Multiple Theme
- *Have* you been good from today?
- *His intention* was to turn her face so that she should see the boys walking the plank one by one
- *Which* showed them that the more terrible sound had passed
- *But* like the dogs he had made them they showed him their fangs
- *Who* seemed to have a charmed life, as he kept them at bay in that circle of fire
- *Because* that was the charming arrangement planned by them before we left the ship
- *But* the lady would not make the best of it
- *Now* her fate would help to guard it also
- So at once her hand went out to cover his mouth
- *And* as his men showed a light to guide him he had soon reached them

The sentences above were included as marked multiple theme because a marked theme conveys message in a clause not in a common way.

After analyzing the data, the findings showed that there were six kinds of Theme and Rheme namely Simple Theme (ST), Multiple Theme (MT), Unmarked Simple Theme (UST), Unmarked Multiple Theme (UMT), Marked Simple Theme (MST), and Marked Multiple Theme (MMT). The percentage of the data can be seen in table below.

Table 1. The Calculation of Theme and Rheme

No.	The Kinds of Theme and Rheme	Total	Percentage
1	Simple Theme	11	16.41%
2	Multiple Theme	9	13.43%
3	Unmarked Simple Theme	17	25.37%
4	Unmarked Multiple Theme	18	26.86%
5	Marked Simple Theme	2	2.98%
6	Marked Multiple Theme	10	14.92%
	Total	67	100%

Based on the table above, it can be seen that there were six kinds of Theme and Rheme, namely Simple Theme, Multiple Theme, Unmarked Simple Theme, Unmarked Multiple Theme, Marked Simple Theme, and Marked Multiple Theme. Simple Theme was 11 clauses or 16.41%, Multiple Theme was 9 clauses or 13.43%, Unmarked Simple Theme was 17 clauses or 25.37%, Unmarked Multiple Theme was 18 clauses or 26.86%, Marked Simple Theme was 2 clauses or 2.98%, and Marked Multiple Theme was 10 clauses or 14.92%. It can be concluded that the Unmarked Multiple Theme was the dominant kind found in Peterpan novel. The reason for this was because each of the clauses in the sentences was begun with unmarked theme which conveyed the most interesting information to attract the readers.

D. Conclusion and Suggestion

There were 6 kinds of Theme and Rheme found in this research, namely Simple Theme, Multiple Theme, Unmarked Simple Theme, Unmarked Multiple Theme, Marked Simple Theme, and Marked Multiple Theme. There were 67 Theme and Rheme found in the novel, including 6 kinds of Theme and Rheme. There were 11 clauses or 16.41% of Simple Theme, 9 clauses or 13.43% of Multiple Theme, 17 clauses or 25.37% of Unmarked Simple Theme, 18 clauses or 26.86% of Unmarked Multiple Theme, 2 clauses or 2.98% of Marked Simple Theme, and 10 clauses or 14.92% of Marked Multiple Theme.

The dominant kind of Theme and Rheme found in the novel was Unmarked Multiple Theme with 26.86% or 18 clauses. The reason for this theme to be dominant was that the function of "markedness" is to give a special status within the clause to something other than the subject of the clause and each of the clauses was begun with unmarked theme which conveyed the most interesting information to attract the readers.

In relation to the conclusions, there are some suggestions given based on this research. It is advisable for the English Department students to learn more about Theme and Rheme in order to get the clear understanding and deep comprehending. It is advisable for the readers to read this novel because this novel contains moral value which need to in emulate and the story also given personal

confidence in our own lives. It is advisable for the teachers to teach their students by using variety of material such as a novel.

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