THEMATIC ANALYSIS OF SPOKEN TEXTS IN THE ENGLISH DIALOGUE (A Study at the VIII Grade of SMP N 16 Semarang in the Academic Year of 2016/2017)

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Abstract

This study reported that the language had the aims or goals which brought the essential meanings and notions in order that a hearer or a speaker impeccably understood. So, to get the central goal of the arrangement of the information on the sentences or utterances needed the appropriate device; theme and rheme. This study tried and investigated how the spoken texts were organized through the analysis of theme-rheme. The descriptive qualitative method was used to realize this study, and that used descriptive analysis as data analysis with the following records; the recording of students' dialogue and its transcript. The analysis of the data was done with several steps; first, to divide the texts into three parts namely; topical, interpersonal, and textual, second, to find the components of theme, and third, to label each of three components. After analyzing the data, it was found that students applied three types of theme in their dialogue, that were topical, interpersonal, andtextual. Then, it was found that the dominant theme was topical theme. It was also revealed from the analysis that students did not apply one single strategy of Thematic development in their text but three of rhematic development; reiteration theme, linier pattern theme, and multiple or derived theme. Each text had two or three patterns of thematic development. Theme reiteration was the most often used pattern in students' writing. It was because the pattern was the easiest way that students could use in developing texts.

Key words: Semantic features, Theme-rheme, and Spoken texts

INTRODUCTION

As Chomsky (in Halliday and Hasan:1985) (1957:4)states that language is the tools or terms which are explained the human mind's process and it can possibility produce the whole significance things. Moreover, as explained by BosanacSinisa, (2009:4)there are the numbers of language that are spoken (dialects) by many people, as the form of every single human' life which they have to cover communication by language. Furthermore, language as their routine to do the deal, argument, business or dialogue it is as the important part of human's need included sign, symbol, speech, or talk cannot be separate.

Typically, the language thatstated by Prastikawati and Musarokah (2010:5)is contextualized as it happens as social, coherence-text (the unit of genre). Furthermore, As Nunan (1993:6)models the text as the term which refers to some writing footage of the communication events. In addition, Crystal citing by Nunan(1993:6) claims the definition of text is a unit regularly effects to the spoken, written or sign which has a purpose.

In context area, Nunan (1993:7-8) apparently demonstrates that context has the urgent role in discourse analysis concept. Since language known as the human's fundamental properties, it also has the entrenching connection with what traditionally context serves. Furthermore,

language has an additional interpretation which recognized as spoken term. Halliday (1985:46)defines spoken language or spoken mode as non-essential features writing characteristic which is easier to produce, and it is labeled as spontaneous conversation. In addition, He conceptually argues that spoken is classified to speech, conversation, or dialogue that brings out the essential different from written form.

Moreover, the language has the aims or goals which carry out the meanings and notions in order to hearer or speaker impeccably understand (Thomson, 2014:117).So, to get the main goal of the arrangement of the information on the sentences or utterances need the appropriate device; theme and rheme (Daniel Dejica, dkk, 2013:891).Because theme is called as the first position that frequently takes place as the old information from a particular context, in other words, the texts can be categorized cohesive and coherence. And it is followed by rheme as the remainder of the theme (Halliday, 2004:164).

Based on the preceding case of spoken text that the pattern of the sentences must be organized linguistically within the text as a whole, so that so the hearer can catch the point of the speaker' information. Theme-Rheme's structure allows information to flow from one clause to another smoothly. The logical flow helps to create cohesiveness of the text.

From the case above, the researchers focus on thematic analysis of spoken texts in English dialogue with a research question; how are thematic meanings realized in the spoken test of the English dialogue at the VIII grade of SMP N 16 Semarang in the academic year of 2016/2017?

RESEARCH METHOD

In this study, the researchers used descriptive qualitative method which the study described the thematic analysis of spoken text in English dialogue.The instruments were needed in collecting the data; audio recording and transcription. The audio recorder was as the appropriate device in order to get the voice or utterance of students' dialogue. The second way to get the valid data before analyzing was transcription. After getting the dialogue's recording from students, the researcher kept it in writing form.

This study was conducted at the eighth grade of Junior High School of 16 N Semarang in academic year 2016/2017, which was located in Ngaliyan Semarang. This study involved the students who were in practice with the following categories; for those who master in composing the texts cohesively and had a well-pronounced. After all students had being observed through two admissions, only two students fulfilled the categories.

To analyze the data, the related and suitable approach was applied by; descriptive analysis. The qualitative descriptive analysis was used to describe information which recorded from students' dialogue, then to go to analyze the transcription which was classified into some parts. And another word, the qualitative descriptive research would be *the umbrella* for analyzing the data

RESEARCH FINDINGS

Realization of Thematic Structure from the Point of View of Theme + Rheme System
After analyzing the data had gotten in first dialogue was appeared *53 clauses*, for the second

were *47 clauses*, and for the third were*44 clauses*. And also there was non-theme-rheme which was called by *minor clause (dialogue 1, 2, and 3),* and it was appeared *8, 1, and 5 times*.

Obviously, there were significant differences in number among those three Themes. For each dialogue the topical theme was dominant than two others theme types, as explored in the first dialogue that topical theme was released *54 times*. And then, that was followed by interpersonal theme which was released *32 times*, and the textual was *20 times*.

Topical theme; marked and unmarked theme

The result would be presentedthe kinds of unmarked and marked theme. The topical theme had the unmarked theme was realized with nominal (or noun), nominal group, and embedded clause, and the other one, marked theme which was realized with prepositional phrase and adverbial phrase. Obviously, unmarked theme was released *30 times* and the marked theme was *5 times.*

Interpersonal theme

There were 26 numbers of interpersonal themes. The total of interpersonal which occurred in the first was *32 times*. As mentioned in front that interpersonal theme had a lot of units which each function. Moreover, in the first dialogue, vocative was occurred only once, polarity *3 times*, comment *5 times*, Wh-Interrogative *12 times*, Yes/No-Interrogative *3 times*, and mood adjunct *8 times*.

Textual theme

The textual theme in the first dialogue encompassed two units; continuative and conjunction. The total number's 18 was already occurred 20 unit of textual theme; continuative happened *15 times*, and conjunction happened*5 times.*
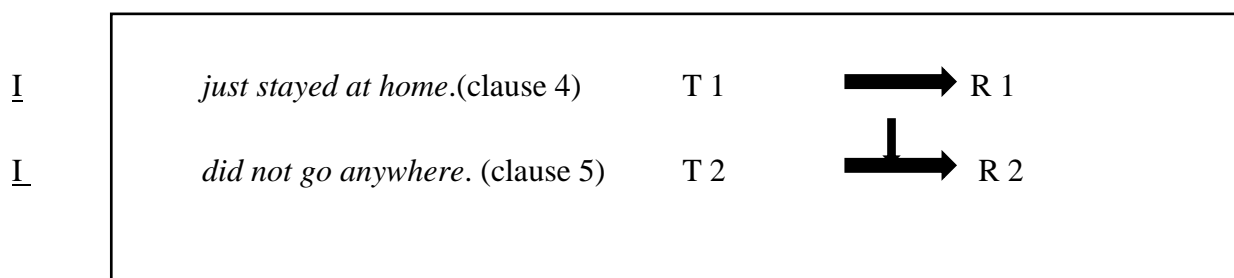
Multiple theme

The first dialogue showed the big quantity of multiple themes; textual & topical happened *9 times*, Interpersonal & topical was *18 times*, and the textual, interpersonal & topical was *12 times*. The second dialogue showed the occurrence of three themes in the clause which represented the different number of each column. Textual & topical happened *13 times*, Interpersonal & topical was *14 times*, and the textual, interpersonal & topical was *17 times*.
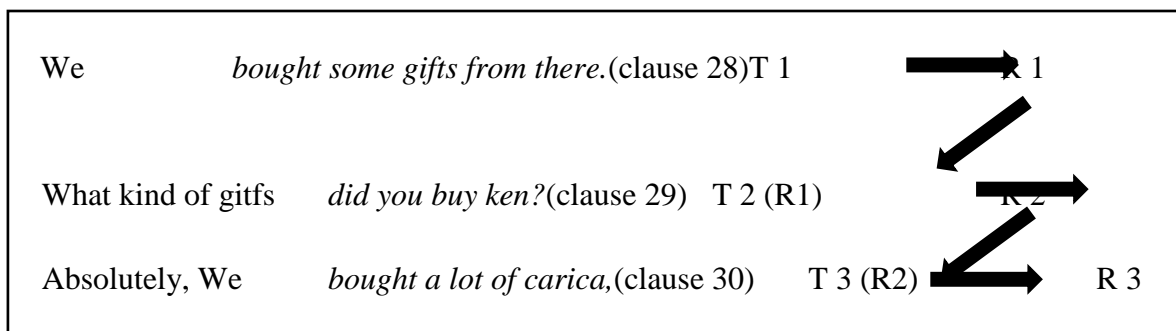

Thematic development

Theme's re-iteration or constant

This was the kind of thematic development which concernedwith preceding theme that was repeated in the next of clause.Example:

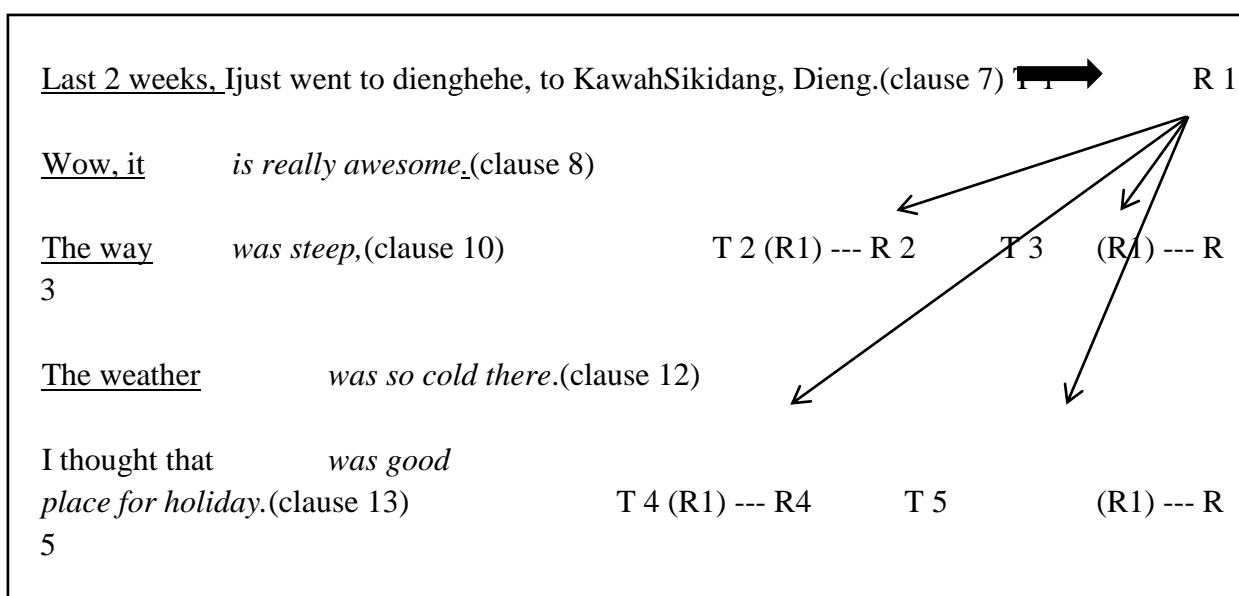| I | *just stayed at home.*(clause 4) | T 1 | ⟶ R 1 |
| I | *did not go anywhere*. (clause 5) | T 2 | ⟶ R 2 |

Theme's Zig-zag or linier Pattern

This was section theme's development of English dialogue that focused on the rheme of the clause which was being the theme in the next clause. The instances were like dialogue I below;

We	*bought some gifts from there.*(clause 28)T 1	R 1
What kind of gitfs	*did you buy ken?*(clause 29) T 2 (R1)	R 2
Absolutely, We	*bought a lot of carica,*(clause 30) T 3 (R2)	R 3

Theme's Multiple-Theme or derived Pattern
This scope comprised of the first main rheme which was divided into some parts, as exampledialogue I provided below;

Last 2 weeks, Ijust went to dienghehe, to KawahSikidang, Dieng.(clause 7) T 1   R 1

Wow, it   *is really awesome.*(clause 8)

The way   *was steep,*(clause 10)   T 2 (R1) --- R 2   T 3   (R1) --- R 3

The weather   *was so cold there*.(clause 12)

I thought that   *was good*
place for holiday.(clause 13)   T 4 (R1) --- R4   T 5   (R1) --- R 5

DISCUSSION

Based the previous research question in this study, it was about the thematic meaning. As demonstrated by *M.A.K. Halliday, SuzzaneEggins, and J R Martin Christian and groups* that thematic meaning was classified into three components; topical or ideational, interpersonal, and textual. Moreover, those three taxonomies certainly related each other in the texts such as presented in those examples above.

Basically, the information or utterances in the spoken texts (dialogue) were grammatically organized by theme-rheme system. Furthermore, theme was the first departure of the clause or the single and combined words in the first clause, and rheme was the remainder of the clause (theme) which occasionally had the new information. So, the thematic system was very fit and acceptable when it was used in the any genres; descriptive, recount, or the others as the tool to organize or construct the flow of information in the texts. It showed that there

was a pattern of construction among the clauses in the text, which was called thematic development or thematic progression.

This study concerned with thematic meaning which applied in the spoken texts, exactly English dialogue. And from three previous dialogues above could be found some thematic meaning; topical, interpersonal, and textual. And each of thematic meaning was still classified into some components. First, topical theme was divided into two points; marked and unmarked theme, second, interpersonal theme was so many; vocative, polarity, comment, Wh-Interrogative, Wh-Yes/No, and mood adjunct, and third, textual theme which had continuity and conjunction.

CLOSING

Based on the previous result, there were three types of theme which were found in the students' dialogues; topical or ideational theme, interpersonal theme, and textual theme. Obviously the topical or ideational theme was the most dominant from three kinds of theme with the different numbers *54 times* for topical, *33 times* for interpersonal, and *20 times* for textual in the students' dialogue.

Additionally, topical theme was divided into two elements; unmarked theme which was realized from nominal, nominal group, and/or embedded clause and marked theme that was realized from prepositional phrase and adverbial phrase. It was found unmarked theme was released *30 times* and the marked theme was *5 times*.

In the interpersonal theme, itwas occurred *once* for vocative, *3 times* happen in polarity, comment was *5 times*, Why-Interrogative was *12times*, *3 times* for WH-Yes/No and 8 times belonged to mood adjunct.Furthermore, the textual theme elements were continuative and conjunction. Based on the analysis, it was found the continuative *15 times* and *5 times* for conjunction.

The next conclusion was thematic progression where students basically composed the dialogue did not use the single strategy. On the other word, they employed three types of thematic progression; constant theme, linier theme, and derived theme. Apparently, constant theme was the most strategic in the dialogue although there were some linier and derived theme in the content of dialogue. It was implied that the students were able to compose the dialogue using constant theme system to develop their own ideas in the texts.

After observing and analyzing, it could be inferred that the employment of linier and derived theme were rarely show and used in the dialogue because it was difficult so they preferred to use the easy method to construct and organize their ideas.

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