TEXT DEVELOPMENT OF EXPOSITION GENRE ESSAYS WRITTEN BY ENGLISH DEPARTMENT STUDENTS OF 2008 ACADEMIC YEAR IN DIPONEGORO UNIVERSITY

A THESIS

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PRONOUNCEMENT

The writer states truthfully that this thesis is compiled by her without taking the results from other research in any university, in S-1, S-2, and S-3 degree and in diploma. In addition, the writer ascertains that she does not take the material from other publications or someone's work except for the references mentioned in bibliography.

Semarang,   Juni 2010

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MOTTO AND DEDICATION

MOTTO

"Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu, dan boleh jadi (pula) kamu menyukai sesuatu padahal ia amat buruk bagimu; Allah Mengetahui, sedang kamu tidak mengetahui"

(Al Baqarah:216)

"Tuhan pasti kan menunjukan kebesaran dan kuasaNya bagi hambaNya yang sabar dan tak kenal putus asa"

(D'Masiv, Jangan Menyerah)

The world is a book, and those who do not travel read only a page.

(Saint Augustine in The Naked Traveler)

It is allowed to be 'out of box' but not 'out of control'.

DEDICATION

This thesis is specially dedicated to

my beloved parents

my father and

my mother

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ABSTRAK

Dalam penelitian ini, penulis memfokuskan analisisnya pada makna teks tekstual dari teks eksposisi yang ditulis oleh mahasiswa Jurusan Sastra Inggris angkatan 2008 di Universitas Diponegoro. Adapun tujuan dari penelitian ini antara lain untuk menjelaskan dan menganalisis jenis-jenis *theme, theme* dan *mood* serta *thematic structures* yang paling sering digunakan pada teks eksposisi yang ditulis oleh mahasiswa Jurusan Sastra Inggris angkatan 2008 di Universitas Diponegoro. Selain itu, penulis juga bertujuan untuk mengidentifikasi fungsi sosial dari tipe teks eksposisi dan mengidentifikasi struktur general teks eksposisi tersebut. Sehingga, pada akhirnya penulis dapat mengetahui bagaimana mahasiswa mengembangkan dan mengorganisir tulisan mereka dalam teks eksposisi agar ide, pendapat dan pesan mereka akan suatu hal dapat tersampaikan pada pembaca.

Jenis penelitian ini adalah deskriptif kualintatif dan kuantitatif, karena selain menjelaskan analisis theme-rheme, pengembangan tulisan, fungsi sosial dan struktur general teks eksposisi, penulis juga menghitung frekuensi kemunculan jenis *theme, mood* dan struktur sehingga dapat diketahui jenis *theme, mood* dan struktur dominan digunakan pada teks eksposisi. Dalam pengumpulan data, penulis menggunakan metode dokumentasi dengan teknik pancing dimana penulis memberikan tes untuk memancing mahasiswa menuliskan teks eksposisi sehingga penulis memperoleh data yang diharapkan.

Berdasarkan hasil analisis data, penulis mengidentifikasikan bahwa *topical theme*, *thematic* pada *declarative mood* dan *thematic* pada klausa kompleks merupakan jenis theme, mood dan struktur yang paling sering digunakan pada 18 teks eksposisi. Dalam pengembangan teks, metode re-iteration dan pola zig-zag adalah metode yang paling banyak digunakan oleh mahasiswa. Lebih lanjut, penulis dapat mengidentifikasi fungsi sosial 18 teks eksposisi yaitu menyampaikan pandangan maupun pendapat mengenai suatu hal. Dari, kedelapanbelas teks, penulis juga dapat mengidentifikasikan struktur general tipe teks eksposisi; *thesis, argument1, argument2, argument3* dan *reiteration*. Namun, penulis juga menemukan penyimpangan lain pada hasil analisis data. Menurut Martin, *conjuctive adjuncts* merupakan bentuk textual theme yang paling sering digunakan pada teks eksposisi. Akan tetapi, penulis menemukan bahwa bentuk textual theme yang sering digunakan adalah *conjunctions*. Hal ini dikarenakan, sebagian

besar mahasiswa salah paham dalam penggunaan *conjunctions* dan *conjunctive adjuncts*. Dalam penulisan teks eksposisi, textual theme merupakan jenis theme yang memiliki peranan peting dalam menambahkan, membandingkan dan menyusun pendapat serta membuat kesimpulan pada akhir teks eksposisi.

CHAPTER I
INTRODUCTION

A. Background of the Study

In 1980s, Systemic Functional Grammar became a new approach in linguistics. This approach is different from traditional and formal grammars. The traditional and formal grammars emphasize the structure of linguistic features so that words can be arranged into phrase, clause, sentence and discourse in the right grammatical structure. Meanwhile, the functional grammar does not only focus on the structure of linguistic features but also on the meaning of language through those linguistic features. Since the functional grammar is able to explore both of the structure and the meaning of language through linguistic features, the writer is interested in doing a research that concerns on functional grammar.

Halliday (1985, 1994, and 2004) introduces the metafunction of language in the functional grammar. The metafunction of language performs three main functions related to the meaning of language. Those functions are ideational meaning, interpersonal meaning and textual meaning. Moreover, in systemic functional grammar, the metafunction of language is analyzed in the clause, not in the word class.

Based on the metafuction of language, a clause has three different functions. When a clause illustrates the representation of the language user's experience, that clause expresses the ideational meaning. In interpersonal meaning, a clause functions as the exchange that associates a meaning among the language users. Besides, a clause also functions as the message in textual meaning.

In this research, the writer concerns with the function of clause in textual meaning, clause as the message. The textual meaning is analyzed by the writer since the textual meaning analysis is able to help the language user to get the message in the text easily. By analyzing textual meaning, the writer can find out how the language users organize their message in text. Hence, the textual meaning analysis is useful to be applied in the language academic skills such as writing and speaking.

The writing skill is the academic skill explored in this research. The writer chooses to analyze written text since the writing skill seems to be difficult academic skill for the students. Among other language academic skills, most of students find difficulties in writing a text. Therefore, the writer is interested in analyzing textual meaning of written text in order to figure out how students organize their message in written text.

The written text analyzed in this research is exposition genre text because this type of text is often found not only in academic life but also in daily life. In academic life, the students are usually asked to write an essay (exposition genre) whereas in daily life the exposition genre can be found in newspaper, magazine, etc. The writer prefers to analyze exposition genre in academic life to exposition genre in daily life since the academic life is familiar to the writer. Furthermore, the writer is going to analyze the exposition genre written by English Department students of 2008 Academic Year in Diponegoro University. The writer decides to analyze the exposition genre written by English Department students of 2008 Academic Year in Diponegoro University because the writer has some considerations in collecting the data. The writer considers to collect the data effectively so the writer joins a class in order to get many exposition texts in once of collecting data process. Besides, the writer also considers the level of writing class in which the writer collects the data. The writer chooses to collect the data in the latest level of writing lesson, the advance writing class, because in the advance class has been taught academic writing skill so the students should be able to write an essay well.

Based on the considerations and the reasons above, the writer decides to analyze textual meaning in exposition genre written by English Department Students of 2008 Academic Year. Because the textual meaning analyzed in this research focuses in theme system, the writer then entitles this research *Text Development of Exposition Genre Essays written by English Department Students of 2008 Academic Year in Diponegoro University*. The writer hopes that the results of analysis can be beneficial information for the English Department students of 2008 Academic year and English Department students from other academic year in order they can organize their writing well. Besides, the writer also expects that this research can be significant references and contributions for the further research in linguistic study, especially in Systemic Functional Grammar study.

B. Scope of the Study

This research is limited to the analysis of theme system in exposition genre. The analysis includes theme-rheme, text development and exposition genre. The theme-rheme analysis can be divided into types of theme (ideational/topical theme, interpersonal theme and textual theme), theme and mood (theme in declaratives, interrogatives, imperatives and exclamatives), and thematic structures (thematic equatives, predicated theme, thematic in WH-relatives, thematic in passive clause, thematic in elliptical clause, thematic in minor clause, thematic in complex clauses, multiple themes and preposed theme). The analysis of text development consists of theme in text development and thematic progression in its text. The exposition genre analysis includes the social function and the schematic structure of exposition genre.

C. Purpose of the Study
The purposes of this research are:

1. to explain types of theme, theme and mood, and thematic structures of exposition genre essays written by English Department students of 2008 academic year in Diponegoro University

2. to analyze the mostly appeared types of theme, theme and mood, and thematic structures in exposition genre essays written by English Department students of 2008 academic year in Diponegoro University.

3. to describe text development and thematic progression used in exposition genre essays written by English Department students of 2008 academic year in Diponegoro University.

4. to find out the social purpose of exposition genre and to describe the schematic structure of exposition genre essays written by English Department students of 2008 academic year in Diponegoro University.

D. Previous Research

As far as the writer observed, this research was not the only one research that concerns in Systemic Functional Grammar. There were many researchers interested in analyzing a discourse using Systemic Functional Grammar approach. Some researchers focused on ideational meaning (Transitivity system) and interpersonal meaning (Mood and Residue). Others explored textual meaning (Theme-Rheme). Based on the observation, the writer found three researches that had similar focus in textual meaning to this research.

The first textual meaning research was a research entitled *Thematic Interpretation of Child Songs in the Album 'Childern's Favourite Song Volume I'* that was written by Ulfatun (2007). In her research, Ulfatun described thematic structure, illustrated thematic interpretation and explained how the messages were organized in children songs. Next, the writer found a research using Bahasa Indonesia that was entitled *Analisis Tema dan Pengembangannya pada Surat Kabar The Jakarta Post.* This research was done by Lianawati (2008). In her research, Lianawati analyzed theme and thematic progression in newspaper so her study had significance in journalistic field. The recent textual meaning research was written by Wail Abdul Aziz (2009) entitled *Analisis Theme dan Rheme dalam Pidato Barrack Obawa "More Perfect Union"*. He analyzed types of theme, theme in mood and structure of theme so he could find the messages in Barrack Obama's speech.

However, those researches are different in some reasons with this research. This research does not only concern in textual meaning study but also in genre. The writer also has to analyze the social function and schematic structure of exposition genre because the data of this research is the essays of exposition genre.

E. Underlying Theory

In this research, the writer uses Systemic Functional Grammar as the basic theory in analyzing data. The systemic functional grammar used in this research includes metafunction of language (ideational, interpersonal and textual meaning) and exposition genre. From three metafunctions of language, then, the writer uses textual meaning as the main theory in analyzing data since this research's purpose is to find out how the students organize their message in writing an exposition essay. Therefore, the theory of textual meaning is the most

appropriate theory to analyze the data.

According to Eggins (1994:273), the textual meaning can be expressed in two systems of textual meaning in the clause, the system of theme and the system of information structure. To find out how the students organize their message in writing an exposition essay, the writer uses a deep comprehension of the theme system theory from Halliday and Mathienssen; Gerrot and Wignell, including the definition of theme-rheme, the types of theme, theme and mood, the thematic structure and text development. The writer also uses theory from Macken (1990:20) about social function and schematic structure of exposition genre.

F. Research Method

This research is classified as descriptive since the research is purposed to explain the data, facts and the relation among phenomena systematically, factually and accurately (Nazir, 1998:63). In addition, the writer uses qualitative method because this research is meant to achieve a brief description (Strauss and Corbinn, 1997:11). The descriptive qualitative method can explain the analysis of theme-rheme, text development and exposition genre in data briefly and factually. On the other hand, the writer also uses quantitative method to figure out the frequency of each type of theme, theme and mood, and thematic structures in theme-rheme analysis of the data.

In collecting data, the writer uses documentation methods since the data are taken from printed media (Arikunto, 1998: 158). By using the documentation method, the writer collects essays from English Department Students of 2008 academic year. According to Sudaryanto (1993:137), the writer also uses *Teknik Pancing* (the elicitation technique) in collecting the data. The instrument used in the collecting data is test. In the test paper, the writer asks the students to write an exposition essay in order to get the expected data. When the writer gives the test, the writer only elicites the students to write an exposition essay but the writer does not influence in the process of writing exposition essay. Because the writer does not participate directly in the appearance of data, this research includes *Simak Libat Bebas Cakap* (SLBC) method (Sudaryanto, 1993:134).

After giving test to the students, the writer collects eighteen essays as the data of this research. Therefore, the source of data is classified as written data.

Population is defined as all unit of analysis which will be analyzed in the research (Arikunto, 1998:130). The population of this research is eighteen essays of exposition genre written by English Department students of 2008 academic year in Diponegoro University. Sample is part of population that will be analyzed in this research (Arikunto, 1998:131). The writer uses total sampling in analyzing theme-rheme, text and theme, and exposition genre since the writer analyzes all of collected data, the eighteen essays.

The writer uses the distributional method in analyzing data because the parameter of this research is part of its language such as words, syntactical function, clause, syllable, and many more (Sudaryanto, 1993:16). The technique of distributional method used by the writer in analyzing data is the permutation technique since the writer does not have to change the number and the form of syntactical constituent meaning unit in the data (Sudaryanto, 1993:38).

In presenting result, the writer uses informal method because the result is presented in common words without using any symbols although with the technical terms (Sudaryanto,

1993:145).

G. Writing Outline

In order that the paper becomes systematic writing, the writer has organized the writing outline as follows:

Chapter I :   Introduction

Chapter I presents background of the study, scope of the study, purpose of the study, previous research, underlying theory, research method, and writing outline.

Chapter 2 :   Review of the Literature

This chapter describes systemic functional grammar, metafunctions of language (ideational, interpersonal and textual meaning), clause as message (theme and rheme, types of theme, theme and mood, thematic structures), text development (text and theme, thematic progression), and exposition genre (social function, schematic structure and thematic structure in writing exposition genre).

Chapter 3 :   Research Method

This chapter consists of type of research, method of collecting data, data and source, population and sample, method of analyzing data and method of presenting result.

Chapter 4 :   Data Analysis

The writer explains the data analysis of the research in this chapter. This analysis is divided into three sub-chapters. The first sub-chapter is the Theme-Rheme analysis which consists of type of theme analysis, theme in different mood analysis and thematic structure analysis. The second sub-chapter is text development of exposition genre and the third sub-chapter is the generic structure (schematic structure) in exposition genre.

Chapter 5 :   Conclusion

In this chapter, the writer draws the conclusion of research based on the result of analyzing data.

CHAPTER II
REVIEW OF THE LITERATURE

In this chapter, the writer is going to discuss systemic functional grammar; metafunctions of language (ideational, interpersonal and textual meaning); clause as message (theme and rheme, types of theme, theme and mood, thematic structure); text development (thematic progression in text); and writing exposition genre.

A. Systemic Functional Grammar

Gerot and Wignell (1994:4) state three grammars which have influence in analyzing text; those are traditional grammar, formal grammar and functional grammar. Traditional grammar concerns with describing the rules of producing correct sentence. Formal grammar

focuses on the structure of individual sentence. Formal grammar is similar to traditional grammar because both of them focus on the structure of sentence in order to produce the correct sentence.

Formal and traditional grammars are different from functional grammar which focuses on the meaning of language. Functional grammar describes language in actual use and focuses on texts and their context. Functional grammar concerns with both of the structures and meaning construction of the structures (Gerot and Wignell, 1994:6). The differences among traditional grammar, formal grammar and functional grammar can be summarized to the following table (Gerot and Wignell, 1994:7):

From the table above, it can be concluded that Formal (+Traditional) grammar is a theory of language which describes the structure of sentences in terms of word class so it can be used for constructing the sentences correctly. Whereas, Functional grammar can be defined to a theory of language that explains the meaning of text in terms of clause so it can help the language users to understand the text meaning.

B. Metafuctions of Language

In exploring how meanings are understood, Halliday in Thompson (1996:28) categorizes three functions in the clause which are called metafunctions of language. Those three function are experiental (ideational), interpersonal, and textual.

Ideational meanings are related to the field of discourse which refers to what is going on. The realization of ideational meanings can be illustrated through participants, processes and circumstances in the clauses (Gerot and Wignel, 1994:12). In these meanings, clauses function as representation which shows the experiences of the language users.

Interpersonal meanings are related to the tenor of discourse which refers to the social relations among the language users. The realization of interpersonal meanings can be illustrated through mood and modality in the clauses (Gerot and Wignel, 1994:13). In these meanings, clauses function as exchange which is going to associate the meaning of the language users.

Textual meanings are related to the mode of discourse which refers to how language is being used. The realization of textual meanings can be illustrated through the patterns of theme and cohesion in the clauses (Gerot and Wignel, 1994:14). In these meanings, clauses function as message that delivers what the language users mean.

To comprehend the differences of ideational, interpersonal and textual meanings those three meanings, the following clause is analyzed in those meanings.

Example (1)	Who	has	taken	my money?
Ideational	Actor	Process		Goal
Interpersonal	Subject	Finite	Predicator	Complement
Textual	Theme	Rheme		

The example (1) is a simple example in analyzing clause based on ideational, interpersonal and textual menaings. In ideational meaning, the clause is analyzed into actor, process and goal. In interpersonal meaning, the clause is analyzed into subject, finite, predicator and complement. In textual meaning, the clause is analyzed into theme and rheme.

C. Textual Meaning: Clause as Message

In encoding textual meaning, the language users rely on system that reveals the cohesive relations between the clause and the context of clause. Therefore, Eggins (1994:273) expresses two systems of textual meaning in the clause:

The expression of textual meaning

The system of Theme		The system of Information Structure	
Theme	Rheme	Given	New

Since the system of Information Structure is realized through the intonation choices which are not appropriate to written text (Eggins, 1994:273), it will not be treated in this paper.

The system of theme will be treated in this paper because the contribution of thematic organization makes the text development cohesive (Eggins, 1994:271). Thematic organization in English clause contributes very significantly to the communicative effect of the message.

1. Theme and Rheme

According to Halliday and Mathienssen (1994:64), a clause organized as a message has two parts of different status in thematic structure. The first part of the clause is named Theme and the second part is called Rheme.

Halliday in Eggins (1994:275) illustrates Theme as "the starting-point for the message" which expresses an important and separate kind of meaning. Theme is described to an element functioning as the signal of what the message is about and as the signpost in developing text (Butt, 1996:91). Meanwhile, Rheme is defined to the part of clause in which theme developed. Rheme is identified as everything else that is not theme (the rest of clause is Rheme).

To make it easier, Martin and Mathienssen (1997:22) make differences between theme and rheme into the following table.

Theme	Rheme
Point of departure of clauses as message: local context of clause as piece of text.	Non-Theme – where the presentation moves after the point of departure; what is presented in the local context set up by Theme.
Initial position in the clause	Position following initial position.

Thus, theme can be defined as "what the writer's talking about" and rheme is defined as "what the writer's saying about". Theme is summarized as thematic prominence and rheme is the information prominence (Gerot and Wignell, 1994:102).

2. Types of Theme

Based on the three dimensions of metafunctional structure, theme can be divided into three different types: Ideational, Interpersonal and Textual Theme.

a. Ideational Theme

Halliday, Eggins, Butt and Martin also call the ideational theme as Topical Theme since the theme closely refers to the topic of clause. Topical theme is described to an element of the clause to which a Transitivity function can be assigned in the first position of a clause (Eggins, 1994:276). In Gerot and Wignell (1994:104), Topical Theme can be divided into two kind of theme:

1) Unmarked Theme

If the subject in the clause is chosen as theme, it is called Unmarked Theme (Halliday and Mathienssen, 1994:73). The choice of subject as theme is a common form in clause. The unmarked theme can be formed from nominal group, nominal group complex or embedded clause.

2) Marked Theme

Beside subject, there are other constituents which can be chosen as theme in clause. Complement and Adjunct can be chosen as theme. Those uncommon choices refer to the marked theme. The following table is the example of unmarked and marked topical theme in analyzing a clause.

Examples of Topical Theme		Theme	Rheme
Unmarked Theme	Nominal Group	Jack	went up the hill
	Nominal Group Complex	Jack and Jill	went up the hill
	Embedded clause	(What Jack and Jill did)	was go up to the hill
Marked Theme	Adverbial	Down	Jack fell
	Prepotional phrase	Up the hill	Jack and Jill went
	Complement	His crown	he broke

(Gerot and Wignell, 1994:104)

In a clause, there is only one of Topical Theme but there are other elements preceding the Topical Theme, such as interpersonal and/or textual theme.

b. Interpersonal Theme

Interpersonal Theme is described to a constituent to which would be assigned a Mood label at the beginning of a clause (Eggins, 1994:278). It consists of Modal or Comment Adjuncts, Vocative, and Finite (Halliday and Mathienssen, 1994:79).

1) Modal Adjuncts

The constituents functioning as Modal Adjuncts include this following table (Halliday and Mathienssen, 1994:82):

	Type	Meaning	Examples
I	Probability	how likely?	probably, possibly, certainly, perhaps, maybe
	usuality	how often?	usually, sometimes, always,(n)ever, often, seldom
	typically	how typical?	occasionally, generally, regularly, for the most part
	obviousness	how obvious?	
			of course, surely, obviously, clearly
II	Opinion	I think	in my opinion, personally, to my mind
	admission	I admit	frankly, to be honest, to tell you the
	persuasion	I assure you	truth
	entreaty	I request you	honestly, really, believe me, seriously

```
|   |presumtion   |            |                                    |
|   |desirability|I presume   |please, kindly                      |
|   |            |how         |evidently,apparently,no doubt,      |
|   |            |desirable?  |presumably                          |
|   |reservation |how reliable?|(un)fortunately, to say            |
|   |            |            |delight/distress,                   |
|   |validation  |            |regrettably, hopefully              |
|   |            |how valid?  |at first, tentatively, provisionally,|
|   |evaluation  |            |looking back on it                  |
|   |            |how sensible?|broadly speaking in general, on the|
|   |prediction  |            |whole,                              |
|   |            |how expected?|strictly speaking in principle     |
|   |            |            |(un)wisely, understandably, mistakenly,|
|   |            |            |                                    |
|   |            |            |foolishly                           |
|   |            |            |to my surprise, surprisingly, as    |
|   |            |            |expected,                           |
|   |            |            |by chance                           |
```

Moreover, Gerot and Wignell (1994:36) also add other examples of Modal Adjuncts which have not been explained before in Halliday and Mathienssen's book.

```
|Adjuncts of    |polarity    |not, yes, no, so                      |
|polarity       |probability |probably,possibly,certainly,perhaps,may|
|and modality   |usuality    |be                                    |
|               |            |usually, sometimes, always,(n)ever,   |
|               |readiness   |often, seldom                         |
|               |obligation  |willingly, readily, gladly, certainly,|
|               |            |easily                                |
|               |            |definitely, absolutely, possibly, at  |
|               |            |all cost                              |
|               |            |by all means                          |
|Adjuncts of    |time        |yet, still, already, once, soon, just |
|Temporality    |typically   |occasionally, generally, regularly,   |
|               |            |mainly                                |
|Adjuncts of mood|obviousness |of course, surely, obviously, clearly |
|               |intensity   |just simply, merely, only, even,      |
|               |            |actually,                             |
|               |degree      |really                                |
|               |            |quite, almost, nearly, scarcely,      |
|               |            |hardly,                               |
|               |            |absolutely, totally, utterly, entirely,|
|               |            |                                      |
|               |            |completely                            |
```

By using interpersonal theme, the speaker or the writer can project their own point of view on the value of what the clause is saying (Halliday and Mathienssen, 1994:83). It can be shown to this interpersonal theme analysis below:

2) Perhaps　　　we　　　　can go now.

```
|Modal    |         |         |
|         |Topical  |         |
|         |         |Rheme    |
|Interper.|         |         |
|Theme    |         |         |
```

2) Finite in interrogatives

In interrogative structures, finite which occurs in the beginning includes Interpersonal Theme.

3) Do   you   agree with me ?

Inteper.	Topical	Rheme
Theme		

3) Vocatives

Gerot and Wignell (1994:107) explain vocative to a name or nickname used to address someone. Vocatives can only be thematic if they occur before Topical Theme, a Finite verb or a Modal Adjuncts.
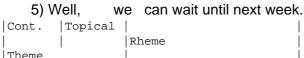
4) Erik,   I   need your help.

Vocative	Topical	
		Rheme
Theme		

c. Textual Theme

In thematic structure, textual theme does an important cohesive work in relating the clause to its context (Eggins, 1994:281). The elements include textual theme such as Continuatives, Conjunction (structural Theme), and Conjunctive adjuncts.

1) Continuatives

Continuatives relate to the context of speaking since they signal to the listeners/readers that the speakers/writers are about to start, resumed or continue speaking/writing. Because of that, continuatives are always at the beginning of the clause. **Well, right, OK, now, anyway, of course** are the examples of the continuatives (Gerot and Wignell, 1994:106).

5) Well,   we can wait until next week.

Cont.	Topical	
		Rheme
Theme		

2) Conjunctions (Structural Theme)

Conjunctions are also called Structural Themes. These elements link (paratactic) or bind (hypotactic) the clause in which occur structurally to another clause. The common conjunctions in clause are (Halliday and Mathienssen, 1994:81):

a) Paratactic : and, or, nor, either, neither, but, yet, so, then, for

b) Hypotactic: when, while, before, after, until, because, if, although, unless, since, that, whether, to, by, with, despite, as, even, if, in case, supposing (that), assuming (that), given that provided (that), so that, so as to, in order to, in the event that, in spite of, the fact that

According to Thompson (1996:134), the purpose of conjuctions is signalling the coming clause in a larger structural unit and relating other clause(s) in the clause complex.

6) If   I   were you, ...

Str.	Topical	Rheme
Theme		

3) Conjunctive Adjuncts

The function of conjunctive adjunct is to relate the clause to the preceding text by providing a logical link between messages (Gerot and Wignell, 1994:106). The elements of conjunctive adjuncts can be shown in the following table (Halliday and Mathiensse, 1994:82):

	Type	Meaning	Examples
I	Appositive	'i.e.,e.g.'	that is, in other words, for instance
	corrective	'rather'	or rather, at least, to be precise
	dismissive	'in any case'	in any case, anyway, leaving that
	summative		aside
	verificative	'in short'	briefly, to sum up, in conclusion
		'actually'	actually, in fact, as a matter of fact
II	Additive	'and'	also, moreover, in addition, besides
	adversative	'but'	on the other hand, however, conversely
	variative	'instead'	
			instead, alternatively
III	Temporal	'then'	meanwhile, before that, later on,
			next,
	comparative	'likewise'	soon, finally
	causal	'so'	likewise, in the same way
			therefore, for this reason, as a
	conditional	'(if...)	result,
		then'	with this in mind
	concessive		in that case, under the circumtances,
	respective	'yet'	
		'as to that'	otherwise
			nevertheless, despite that
			in this respect, as far as that's
			concerned

7) Well, on the other hand, we could wait

Cont.	Conjunctive	Topical	Rheme
Theme			

Both of conjunctions and conjunctive adjuncts are similar to the kinds of semantic relationships that they signal. However, conjunctive adjuncts do not link the clause into a larger structural unit (conjuctive show how two sentences relate to each other). Conjunctive adjuncts are different from conjunctions which join two clauses into one sentence (Thompson, 1996:134).

3. Theme and Mood

Theme can be analyzed in different mood classes such as declaratives, interrogatives, imperatives and exclamatives.

a. Declaratives

Most of the examples discussed in topical, interpersonal and textual theme are the example of theme in declarative mood. Moreover, themes also have to be regarded others different mood such as in interrogatives, imperatives and exclamatives mood.

b. Interrogatives

In interrogative clause, the speakers/writers ask a question for requesting an answer because they want to know some information. There are two types of interrogatives.

1) Yes-No Interrogatives

Yes-No interrogatives are also called polar interrogatives. In Yes-No interrogatives mood, theme is the finite preceding the subject which includes to Interpersonal theme(Eggins, 1994:285). Theme in this mood means that the
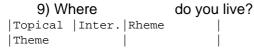
speakers/writers want to be told whether or not.

8) Can you keep a secret?

```
|Inter. |Topical  |                    |
|       |         |Rheme               |
|Theme            |                    |
```

2) WH-Interrogatives

WH-Interrogatives are the elements that request a missing piece of information. In WH-interrogatives, theme is expressed by the using of **Who, When, What, Where**, and **How** that means to tell what informations the speakers/the writers want to know (Halliday and Mathienssen, 1994:75).

9) Where do you live?

```
|Topical |Inter.|Rheme         |
|Theme           |              |
```

The WH-elements are the only one theme in the WH-interrogatives so the finite does not reckon as theme. Theme of WH-interrogatives includes to topical and interpersonal theme (Gerrot and Wignell, 1994:111).

c. Imperatives

According to Halliday and Mathienssen (1994:76), the purpose of imperatives mood is to make the listeners/readers do or not to do something. Theme in imperatives mood is a predicator. The predicator is treated as the unmarked theme (topical theme).

(10a) Turn it down.
(10b) Let's go.
(10c) Don't do that.
(10d) Do take care.

```
|Topical    |             |
|           |Rheme        |
|Theme      |             |
```

d. Exclamatives

The exclamatives mood is usually derived from WH-element which is the theme of clause. The exclamatory WH-element is treated as topical theme (Eggins, 1994:288).

(11) How beautiful you are!

```
|Topical        |             |
|               |Rheme        |
|Theme          |             |
```

4. Thematic Structures

Theme can be manipulated in different kind of structure in order to establish the specific kinds of starting points (Thompson, 1996:125). These are various kinds of thematic structures:

a. Thematic Equatives

When the theme-rheme structure is expressed in the form 'Theme=Rheme', the

structure is called thematic equatives by Halliday (1994:69). The equative signal '='
can be expressed by the predicator 'be' in the clause. According to Thompson
(1996:126), this kind of structure is traditionally called a 'pseudo-cleft'. In this structure,
theme can be derived from nominalization.

       (12a) What the duke gave to my aunt   was the teapot.
       (12b) That   is the one I like.

```
|Theme                          |Rheme             |
```

Thematic equative expressess the feature of exclusiveness in which it signals
that the relationship between Theme and Rheme is an exclusive one.

b. Predicated Theme

This structure consists of a particular combination of thematic and information
choices. Predicated theme also can be called a 'cleft sentence'. In writing, predicated
theme assumes the reader that the meaning emphasis was on the last lexical item of
each clause (Thompson, 1996:128). As a result, the constituent in predicated Theme is
not Subject. Based on Gerot and Wignell(1994:110), the form of predicated theme is
taken from :

      it + be + ...

      (13) It   was the lectures ((who   made the decision))

```
|Theme   |Rheme           |Theme   |Rheme              |
|Theme                    |Rheme                       |
```

c. Thematic in WH-Relatives

There are two values of WH-elements; as WH-Interrogatives and as WH-
Relatives. Generally, both of WH-Interrogatives and WH-Relatives function as theme of
clause. However, they include to different types of theme. Some linguists like Halliday
and Mathienssen(1994:86); Gerot and Wignell(1994:113) agree to treat WH-Relatives
as textual and topical theme.

    (14) (the book is faithful to the time) in which   it took place

```
|                          |Textual  |Topical  |Rheme       |
|                          |Theme                |          |
```

d. Thematic in Passive Clauses

When a clause is changed from active clause to passive clause, it means that the
thematic structure in that clause is also changed (Thompson, 1996:130). The
identification of theme indicated that theme is placed in the first place/beginning of the
clause as the starting point. So, the passive voice will change the theme of clause and
changes the meaning of clause.

       (15a) Indri   makes a cake.

```
|Topical    |            |
|           |Rheme       |
|Theme      |            |
```

The example (15a) tells us what Indri makes and the next clauses are going to
explain the process (how Indri makes a cake).

      (15b) A cake   is made by Indri.

```
|Topical     |              |
|            |Rheme         |
|Theme       |              |
```

The example (15b) above tells us a cake and the next clauses are going to explain the flavor or everything about the cake.

e. Thematic in Elliptical Clauses

In Elliptical clauses, thematic analysis depends on determining which constituents have been ellipsed. Eggins (1994:285) said that it is necessary to "fill out" the ellipsed constituent (only in the mind, not write them in) and then consider what Thematic analysis of the non-elliptical clause would have been.

(16a) 'down the town'   it can be filled out:
(16b) (It is)   down the town   it can be analyzed:

```
|Theme   |Rheme            |
```

In the example (16a) and (16b), the clause 'down the town' is analyzed as Rheme. Thus, that clause doesn't have Theme and have Rheme only because the Theme is what omitted in the ellipsis.

The elliptical clauses usually appear in spoken language (a conversation) in which between the speakers and listeners have understood each other to the context of speaking.

f. Thematic in Minor Clauses

Minor clauses are the clauses with no mood or transitivity structure. Minor clauses function as calls, greetings, exclamations and alarms. Several examples of minor clause are **Well done !, Good Morning !, Hello !, etc.** Those examples of minor clauses do not have thematic structure.

g. Thematic in Complex Clauses

A clause complex consists of more than one clause. The number of clauses influences on the analyzing of thematic structure in complex clauses. According to Gerot and Wignell (1994:109), if the dependent clause comes first then dependent clause is treated as the Theme for the whole clause complex and for each clause also has its own Theme-Rheme structure.

(17) If   I   were you,   I   will go to the party tonight.

```
|Str.   |Topical |        |Topical  |                              |
|       |        |Rheme   |         |Rheme                         |
|Theme           |        |Theme    |                              |
|Theme           |        |Rheme    |                              |
```

h. Multiple Theme

Most examples discussed in thematic analysis are simple theme which only have one and/or two theme in a clause. Nevertheless, there is possible to have multiple Themes (more than two themes) in a clause like Halliday and Mathienssen found below:

(18)Well but   then   surely Jean   wouldn't the best idea be to join in

```
| cont |Str |Conj |modal |Voc  |Fin |Topical    |           |
|      |    |     |      |     |    |           |Rheme      |
|Theme                                          |           |
```

i. Preposed Theme

This thematic structure usually only occurs in speech or writing which is done without any plans before (Thompson, 1996:130). The speakers/writers state their theme as a separate constituent and replace a pronoun in the proper place.

(19a)People like us,in the middle, we have to be careful about the children.
(19b)Happiness,   that's what life is about.

```
|Topical Theme                  |Rheme                          |
```

D. Text Development

1. Text and Theme

Thematic organization of the clause is the most significant factor in the development of text because it is essential to the text making sense. Thus, the speakers/writers can assure that the listeners/readers follow the development of text (Butt, 1996:98).

Furthermore, in a text, thematic structure can be extended to larger constituent. If theme is the starting point in a clause, then a dependent clause is the theme in complex clauses. Moreover, the topic sentence can act as the theme of the paragraph. Meanwhile, in an essay, the introductory paragraph is the theme for the rest of the essay. Those relationships can be looked at this pattern below (Gerrot and Wignell, 1994:114):

theme: clause = topic sentence: paragraph = introduction: essay

2. Method of Development

Method of development is very significant contribution to make the text cohesion and coherence with thematic elements. According to Eggins (1994:302), there are three main patterns of thematic development:

a. Theme in re-iteration

To keep a text focused, one of basic ways is simply to re-iterate an element. Repetition is an effective means of creating cohesive text. The using of similar elements makes thematic structures provide text with a clear focus. Nevertheless, in repetition, the theme never varied in text so the readers are bored to read because the text likes going nowhere. The problem appearing in repitition can be solved by thematic shifting which is described in the next development methods.

b. The zig-zag pattern

In the zig-zag pattern, rheme in clause 1 is going to be the theme in clauses. It can be described to this diagram:

Clause 1	Theme	Rheme
Clause 2	Theme	Rheme
Clause 3	Theme	Rheme

(Eggins, 1994:303)

The zig-zag pattern makes the text cohesive by building on newly introduced information. This pattern gives the text a sense of cumulative development which may be absent in the repeated Theme pattern before.

c. The multiple-Theme pattern

Theme in clause 1 introduces a number of different pieces of information then each of information is picked to theme in subsequent clauses. The diagram can be drawn into:

			a
Clause 1	Theme	Rheme	b
			c

Clause 2	Theme	Rheme
Clause 3	Theme	Rheme
Clause 4	Theme	Rheme

(Eggins, 1994:304)

The using of thematic progression depends on the mode, whether spoken or written mode of language. Spoken language reveals the least "planned" method of development. For example, in spoken mode of language, theme in reiteration is followed by rapid thematic shifts. Meanwhile, written mode of language use thematic progression (zig-zag and multiple theme pattern) strategies more frequently (Eggins, 1994:305).

E. Exposition Genre

Genre is a type of text defining the social purpose, or the level of context dealing with social purpose. Based on A Genre-Based Approach to Teaching Writing Years 3-6 (1990:13), genre can be divided into story genres and factual genres. Story genres consist of narrative, news story, exemplum, anecdote and recount. Whereas, factual genres consist of procedure, explanation, report, exposition, and discussion.

1. Factual Genre: Exposition

In A Genre-Based Approach to Teaching Writing Years 3-6, Macken (1990:20) classifies an exposition into factual text functioning to put forward a point of view or arguments. The exposition genre focuses more in logical than in temporal sequencing. Moreover, the exposition genre can be applied in essay and in letter to the editor.

The schematic structure of exposition genre is:
  a. Thesis
  b. Argument 1
  c. Argument 2
  d. Argument 3
  e. Reiteration

Furthemore, Macken also describes the language features to:
  a. Focus on generic human (such as children, holidays, the local activity centre, etc.) and non-human participants (such as aborigines, land, Europeans, etc.)
  b. Use more the modality (might, can, could, will, etc) and modulation (should, have every night, etc.)
  c. Use temporal conjunctive relations to show logical relations such as because, moreover, even if, firstly, finally, etc.
  d. Use verbs and nouns (abstraction) to express the reasons such as think, reason, main reason, believe, opinion, stressing, personal feeling, etc.
  e. Use material process (construct, can go, attend, etc.), relational process (can keep, have, don't, can have, will be, is, were, will have, etc.), mental process (earn, think, believe, etc.)

2. Thematic Structure of Exposition Genre Essay

In writing a text, thematic organization becomes important thing to make the text cohesive and coherence. The using of theme-rheme and thematic progression can help the writers deliver their message to the readers. The writers can combine various types of theme (Topical, Interpersonal and/or Textual Theme) and thematic structure in writing a text/an essay. The combination will influence the genre of the text because the differences of theme and thematic structure cause the differences in meaning of the text.

For instance, Butt analyzes two genres of text in his book (1996:93), one is narrative and the other is discussion text. In narrative text, he finds that the writer usually uses textual

theme (and, then) to connect the sequencial events. Hence, in discussion text, he finds more textual themes (if, although, unless, because, in order to) to introduce the dependent clauses which enhance the argument. From his analysis, Butt showed that types of text influence types of theme used in.

In *Working with Discourse*, Martin (2003:120) explained implicitly about thematic organization in writing exposition genre. Martin said that conjunctions (textual theme) are important to connect steps in arguments. Conjunctions are mostly used in exposition genre because conjunctions link logical steps of arguments in the whole text.

Textual themes in exposition genre are significant to use in adding arguments; comparing and contrasting arguments and evidence; ordering arguments in the text; and then drawing conclusion. Furthermore, Martin described the examples of textual theme in exposition genre based on their functions:

> a. In adding arguments, textual themes that can be used are conjunctive adjuncts (further, furthermore, moreover, anyway, anyhow, incidentally, alternatively) and Continuatives (now, well, alright, okay)
> b. In comparing arguments (in this case, comparing means in similar/different things), textual theme that can be used is conjunctive adjuncts (similarly, again, that is, for instance, in fact, indeed, at least, rather, on the other hand, in contrast, conversely).
> c. In ordering arguments, textual theme that can be used is conjunctive adjuncts (first, secondly, third, next, previously, finally, lastly, still, at the same time)
> d. In drawing conclusion, textual theme that can be used is conjunctive adjuncts (thus, hence, accordingly, in conclusion, consequently, after all).

What Martin explained is useful to apply in writing an exposition genre. Thematic structure is significant to organize paragraphs in the exposition. At least, an exposition must consist of three paragraphs; Introduction, Content (Development) and Conclusion. Thus, to make coherence each paragraph, the writers can apply thematic structure in writing exposition genre.

	Formal (+Traditional)	**Functional**
Primary concern structured?	How is (should) this sentence of this text realised?	How are the meanings
Unit of analysis	sentence	whole texts
Language level of	syntax	semantics concern
Language construction =something we do	= a set of rules for sentence meaning making	=a resource for = something we know