EXPLORING THEME-RHEME SYSTEM
IN EFL LEARNERS' ARGUMENTATIVE ESSAY:
A PORTRAIT ON THE MODE OF DISCOURSE

(A Research at English Language Teaching Department
of *Syekh Nurjati* State Islamic Institute Cirebon)

A THESIS

Submitted to English Language Teaching Department,
***Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon**
In Partial Fulfillment of the Requirements of Undergraduate Degree

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ABSTRACT

Khanifa Imelda Fauziyanti (14121310310) EXPLORING THEME-RHEME SYSTEM IN EFL LEARNERS' ARGUMENTATIVE ESSAYS: A PORTRAIT ON THE MODE OF DISCOURSE (A Research at English Language Teaching Department of *Syekh Nurjati* State Islamic Institute Cirebon)

This study explored the issue on how EFL learners present their information through theme-rheme system as a portrait on the mode of discourse. The investigation was inspired by Halliday and Matthiessen (2014), Eggins (2004), and Emilia (2012). In writing process, students are not aware the roles of theme-rheme; they usually tend in writing text production though theme-rheme system affect in their ideas presentation. If they are aware of that roles, it will help them to present their ideas effectively.

This study aimed on how theme-rheme system are realized by EFL learners in their argumentative essays as the flow of and to find out the information flow of discourse in EFL learners' argumentative essays at English Langauge Teaching Department of *Syekh Nurjati* State Islamic Institute Cirebon. In term of argumentative essay, this is created by learners based on the article from Eben Kirksey under the title "Don't use your data as a pillow."

Therefore, the technique of qualitative method is used to collect and identify the data or text. In addition, Frankle and Wallen (2009: 419) declared that the qualitative method addresses observation, interviewing and content analysis. In conducting this research, researcher identified the selected text through content analysis design because the research used texts to be identified and linguistics perspectives as the approach. According to Given (2008: 120) stated that content analysis is chosen because it is about research method to identify texts addresses the transcript of interview, speeches, text and other.

The result of study reveals that EFL learners tend to use different ways in presenting the information in texts. First, in three selected texts, writers are able to apply three types of theme-rheme system, which are topical, interpersonal and ideational themes. Then, topical theme are prominent used to express ideational meaning which content is densely in nominal construction. It highly proved by in unmarked theme, nominal group is prominent than others. As Halliday and Matthiessen (2014:728) stated that "nominal group is the primary resource used by the grammar for packing lexical items at high density." Second, researcher captured from second research findings about information flow of discourse created through thematic progression and higher level themes. From those way, it can be seen that three selected texts used higher level theme and three ways of thematic progression in presenting their information. However, its result was the two selected texts are not appropriate with the argumentative essay as the genre that readers expected.

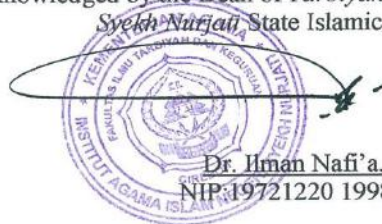**Keywords:** Mode of Discourse, Theme-Rheme System, Argumentative Essays, and Information Flow of Discourse

RATIFICATION

This thesis entitled 'EXPLORING THEME-RHEME SYSTEM IN EFL LEARNERS' ARGUMENTATIVE ESSAY: A PORTRAIT ON THE MODE OF DISCOURSE (A Research at English Language Teaching Department of *Syekh Nurjati* State Islamic Institute Cirebon)' written by Khanifa Imelda Fauziyanti, student number 14121310310 has been examined on 20 July 2016. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I
INTRODUCTION

1.1 Research Background

In writing process, students at English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute, are not aware the roles of theme-rheme; they usually tend in writing text production though theme-rheme system affect in their ideas presentation. If they are aware of that roles, it will help them to present ideas effectively and also readers will easy to present the information. Then, it can be simplify that the condition at that time is mechanical term dominated in writing process. This situation was happened unconsciously for both lecturer and students.

In term of mode of discourse related to the metafunction as well. Mode as the grammar of textual meaning enact the ideational (field) and interpersonal meaning (tenor) that will make different ways of learners in presenting information. Then, this study will explore how learners presenting their ideas in the texts and what types of theme-rheme that they use in constructing the texts. Here, writing plays an important role as social interaction that involved writers and readers bring to the text. As Hyland (2009: 42) stated that meaning realized in a unique configuration and interaction that make both writers and readers exist in the text. In this context, writers attempts to equalize their purposes with the readers' expectation through process of negotiation. In term of communication, contexts of situation in writing process play an essential role in determining meaning. As Kress in Emilia (2014:74) stated below:

> "Texts arise in specific social situations and they are constructed with specific purposes by one or more speakers or writers. Meanings find their expression in text-though the origins of meanings are outside the text-and are negotiated (about) in texts, in concrete situations of special exchange. Texts are the material form of language; in particular, texts give material realization to discourses. Hence meanings of texts are in part the meanings of the discourse which are present in and given rise to a specific text."

In term of meaning as process communication, this study will focused on the mode of discourse which is part of contexts of situation. According to Halliday in Hyland (2009: 46) stated that mode refer to how information is organized by the writer because every writers have difference ways in presenting the information. Reader can see the ways writers present their information through theme-rheme system which inside thematic pattern to identify the pattern of theme-rheme. As Emilia (2014: 241) stated that "theme used to signal what a message is about and in written language, the writer's angle on that message and to signpost the development of text. While rheme is part of the clause in which is theme developed or everything that is not the theme is the rheme." Then, it is obvious that study analysis of theme-rheme is importance in how writers patterned the idea as flow of information.

From that perspective, it implies that ideal writing is when the information are communicated effectively in sentence (Knapp, 2005: 67). This means through theme-rheme analysis, it indicates on how the information presented in the texts. Then, ideal students' written text is when the theme-rheme are organized effectively. In theme-rheme system, the measurement is objective. As Knapp (2005: 67) stated that theme is first part of sentence that build known information which shared between writer and readers. But, the focus is located in rheme as new information that will provide by the writer.

The importance of theme-rheme system in the view point of discourse as well. The previous study of theme-rheme system, such as Ebrahimi (2012) and Emmanuel (2010) focus on theme-rheme structure analysis in newspapers and see from translation framework. However, it is difference with this current study that will identify the theme-rheme system in EFL Learners Argumentative Essay. Unfortunately, those are study in Indonesian' framework of EFL learners has not received much attention. Then, this current study will explore the theme-rheme system in EFL learners' argumentative essays in locating the types of theme-rheme; to what extent the ideas are presented by EFL learners as a flow of information. Theme-rheme

system in writing here plays an important role in creating ideational meaning and interpersonal meanings. As Scleppegrell (2004: 75) stated below:

> "The three areas of contexts of situation that produced by the writers create different types of text. The different of lexical choices in ideational component have grammatical implications for interpersonal and textual structure as well. Different lexical choices in the ideational component have grammatical implications for interpersonal and textual structure as well. And as the resources for interpersonal meaning realize different stances of the writer/speaker toward what is said, they also draw on different resources from the ideational and textual components of the grammar. Textual structure is likewise affected by the resources chosen for ideational and interpersonal meanings, as these contribute to different thematic structures and different ways of presenting information."

1.2 Focus of Study

This current study refers to the theme-rheme system that become the issue which indicated as neglected area in writing process. So, the researcher will explore on how the theme-rheme system are realized by EFL learners in their argumentative essays. It means this research will explore how ideas are presented in essays as the flow of information. In term of argumentative essay, this is created by learners based on article from Eben Kirksey under the title "Don't use your data as a pillow." In these essays, the researcher will identify the types of theme-rheme system realization in the essays. Therefore, it can be concluded that this current study has the limitations to focus of attention theme-rheme dimension of discourse which is realized by metafunction in order to avoid unfocused study.

1.3 Research Question

This current research attempts to explore the theme-rheme system in EFL learners' argumentative essay. So, the areas of investigation will be formulated in the following research questions:

1. What types of Theme-Rheme system are realized in EFL learners' argumentative essays at English Language Teaching Department of *Syekh Nurjati* State Islamic Institute?

2. How does Theme-Rheme system create information flow of discourse in EFL learners' argumentative essays at English Language Teaching Department of *Syekh Nurjati* State Islamic Institute?

1.4 Aims of Research

The aims of this current research are:

1. To identify the types of Theme-Rheme system realization in EFL learners' argumentative essays at English Language Teaching Department of *Syekh Nurjati* State Islamic Institute.

2. To find out the information flow of discourse realization in EFL learners' argumentative essays at English Language Teaching Department of *Syekh Nurjati* State Islamic Institute.

1.5 The Significance of Research

Theoretically, the result of this research can be used as reference and guidance on how ideas are presented in the texts. And also, this study will give theoretical information for student in English Language Teaching Department of *Syekh Nurjati* State Islamic Institute in identifying theme-rheme system in argumentative essay where ideas will shape in EFL learners' essay. Theme-rheme system is also importance as knowledge which can help learners to organize ideas more effectively both in spoken and written form. As Knapp (2005: 67) declared that "grammatically, theme is useful category in help student organize information at a sentence level so that it is thematically linked to the overall message." Then, it can be concluded that this current research has contribution toward English Language Teaching Department.

Practically, this study will help develop students' reading skill in accessing information because through theme-rheme system, readers are able to distinguish different way of writers in presenting information. Another that, this is useful for English Language Teaching Department who are in upgrading the quality of language teaching and learning in literacy

perspective. Teacher as the main actor should teach students and throw the paradigm that writing is just mechanical term but writing is mystery in any cases. Through Theme-rheme system as direction and starting point of idea will organized, hopefully researcher will find the certain pattern of theme-rheme in each texts. As Eggins (2004: 110) stated that "theme are pattern of foregrounding and continuity in the organization of clause." So that, it helpful for both student and teacher in connecting new information and information that readily presented in texts. Then, it is obvious that this current study have a fresh enlightenment for both teachers and students at English Language Teaching Department.

1.6 Previous Studies

The previous study of theme-rheme system has been examined in some space, such as Ebrahimi and Khedri (2012) was experimented on thematic structure and progression in which play a major role in organizing the message and enabling to be understood and communicated clearly. Even they used discourse as channel to explore, but they put on the translation taking on theme-rheme as mode of discourse to reveal the effectiveness in writers' argument. In this term, they reveal that writers' increase and highlight the relationship among ideas in the text.

While Emmanuel and Panamah Hu Shuqin (2010) was experimented about the two theory of thematic structure and thematic progression in which affect network of the themes and the flow of information. This is based on the problem that occurs in academic setting is the structure of information which present by the writers in news reports as media genre. The result of this study is "Lack of the knowledge of the application of thematic structure and progression in writing task affects many forms of writing." It is on this premise that news report writers are encourage to apply thematic structure and progression in order to reach the mass audience successfully."

Therefore, theme-rheme system are one of an importance aspect in writing text production. As those studies above focus on theme-rheme

structure in newspapers and see from translation framework. Then, this study focused on revealing how EFL learners' present their ideas in argumentative essay through identifying Emilia's perspective. The gap from this study is researcher will identify in how learners as writers present their ideas effectively in argumentative essay. In the long run, this current study offesr a fresh insight on how ideas are presented by EFL learners as flow of information in academic writing milieu.

1.7 Theoretical Foundations

1.7.1 Systemic Functional linguistics (SFL)

Systemic Functional Linguistics is developed by Halliday in both theory of language and methodology for identifying texts and contexts. Systemic Functional Linguistic is a social theory of language (Emilia, 2014: 63). SFL is seen language as a meaning where this process involved people interaction with each other in given situational and cultural contexts. In this case, people construct experience, building knowledge and culture. So, the background of SFL theory is interested in how language used and produces to construe meaning.

According to Emilia (2014: 63) puts it, "the theory behind functional linguistics is known as systemic theory." It is about meaning as choice. Actually, the theory of SFL is start from the general features to more specific. As Halliday in Emilia (2014: 63) points out:

> "A message is about doing, or about thinking, or about being; if it is about doing, this is either plan action or action on something; if acting on something, it is either creating or dealing with something already created, and so on.''

Then, from the explanation above, it can be concluded that language is expressed through several level in SFL theory, as figure out by Mathiesen (1992).
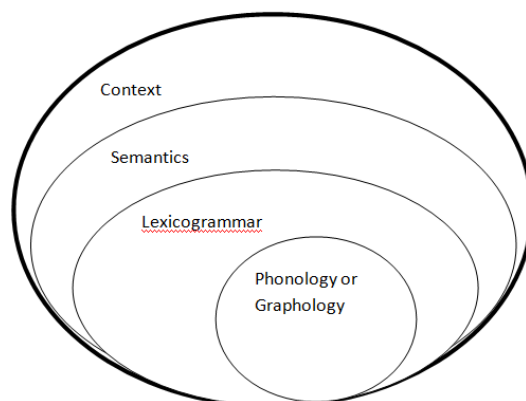
Figure 1 SFL

1.7.2 Contexts of Situation

Systemic Functional Language attempted to explore how the contexts are expressed in patterns of language use. As Halliday (Cited in Hyland, 2009: 46) has developed contexts based on the idea that text is the result of writers' language choices in particular theme-rheme system. Then, context of situation or register, can be defined as language varies and language use occurs in such contexts variation with the structure of field, tenor, and mode. Here is the table of Halliday's dimensions of context (Hyland, 2009: 46). Halliday's dimension of context

▪ Field : Refers to what is happening, the type of social action, or what the text is about (the topic together with the socially expected forms and pattern typically used to express it).

▪ Tenor : Refers to who is taking part, the roles and relationship of participants (their status and power, for instance, which influences involvement, formality and politeness).

▪ Mode : Refers to what part the language is playing, what the participants are expressing it to do for them (whether it is spoken or written, how information is structures, and so on.

1.7.2.1 Mode

According to Scleppegrell (2004: 63) declares that "the choices for mode reflect the different ways that texts is presented and organized." So, simply mode is about textual meaning that realize in

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text structurization. The difference of mode use different kind of linguistic resources in different way. It means that mode included cohesive devices, especially in conjunction, and their role in clause structurization.

Cohesion refer to way that linkages are made in texts across clause boundaries (Halliday & Hasan in Scleppegrell, 2004, p. 63). For example:

Text 7

> **That** is what society must learn, satisfaction is not having success or money or things handed to you but suffering to attain them and learning from the experience.
>
> (Scleppegrell, 2004: 64)

The 7th text use "that" to connect his/ her next sentence to the previous text. Then, in academic text, this and that are more often used to make links between segments of text.

While conjunction showed the way logical relationship in text. According to Scleppegrell (2004: 64) stated that "the focus of conjunction is as strategy for mode realizing through the way the discourse is organized, where conjunctions themselves are only one means of creating links from one part of the text another."

According to Scleppegrell (2004: 67) stated that "theme is a construct of functional grammar that reveals how a clause in English is organized as a message." The theme of an English clause is the linguistic element that occurs first in the clause. The theme means the given information and point the message that is going on and rheme is new information that contain certain unfamiliar. For example: (Scleppegrell, 2004: 69)

Theme	Rheme
The formation of sedimentary rocks	is closely associated with water. One type forms

One type	Forms
when water	carries soil, pebbles, and other particles to the ocean floor

There are three different types of theme: Ideational, Textual and Interpersonal Theme.

1.7.2.1.1 Types of Theme

The first type of theme is ideational usually called by topical theme. This theme is not usually occurs the first nominal group in the clause. Topical themes can be nominal group complexes, such as adverbial groups, prepositional phrases or embedded clause. In unmark case, the topical theme is the subject. While, topical theme which is not the subject called by marked topical theme. This term used because it stand by its own and not what we normally expect to find out.

- Nominal group as Theme

Jack	Went up the hill
Theme	Rheme

(Wignell and Gerot, 1995: 104)

- Nominal group complex as Theme

Jack and Jill	Went up the hill
Theme	Rheme

(Wignell and Gerot, 1995: 104)

- Embedded Clause

((what Jack and Jill did))	Was go up the hill
Theme	Rheme

(Wignell and Gerot, 1995: 104)

While marked topical occurs when the subject is not participants, but circumstances and process. The example below shows us that marked topical theme comes in adverbial which included in process.

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- Adverbial as Theme

Down	Jack fell
Theme	Rheme

(Wignell and Gerot, 1995: 105)

- Prepositional phrase as Theme

Up the hill	Jack and Jill went
Theme	Rheme

(Wignell and Gerot, 1995: 105)

- Complement as Theme

His crown	he broke
Theme	Rheme

(Wignell and Gerot, 1995: 105)

The second type of theme-rheme system is textual themes related which its context in the clause. In textual themes, there is continuatives and and/or conjunctive adjuncts and conjunctions. Conjunctions tend to provide textual themes within a clause complex and known by structural themes. In the other hand, Conjunctive adjuncts tend to (but don't always) participate text outside of clause complexes. They tend to have more of a text-organising function. Continuatives are always at the beginning of the clause and signal that there is a new move is beginning such as well, right, OK, now, anyway, of course and other which is move the topic to one another.

Right,	What need to do today	Is revise for our test
Cont.	Topical	
Theme		Rheme

(Wignell and Gerot, 1995: 106)

Conjunctive relate the clause to preceding text by a providing a logical link between messages.

Well,	On the other hand,	we	Could wait
Cont.	Conjunctive	Topical	
Theme			Rheme

(Wignell and Gerot, 1995: 106)

The third type of theme-rheme system is nterpersonal elements occurs before the Topical Theme are also thematic. They may be Modal Adjuncts, Vocatives, Finite or WH-elements.

- Modal Adjuncts

Perhaps	we	Can wait until next week
Modal Interper.	Topical	Rheme
Theme		Rheme

(Wignell and Gerot, 1995: 107)

- Vocatives

Vocatives is a name or nickname which use to address someone. It occurs before the Topical Theme, a Finite Verb or a Modal Adjunct.

Mary,	we	decided to wait until next week
Vocative	Topical	
Theme		Rheme

(Wignell and Gerot, 1995: 108)

The maximum possible Theme in a clause would be something like:

Well,	but	alternatively	Marry	surely	wouldn't	the best thing	be to wait?
Cont.	Str	Conj	Voc.	Modal	Finite	Topical	
Textual			Interpersonal			Topical	
Theme							Rheme

(Wignell and Gerot, 1995: 108)

After discussing the types of theme, now theme in different mood classes, which encompasses theme in interrogatives, exclamatives and imperatives. This below is the example of theme in interrogatives.

- Yes/No Interrogatives

In Yes/No interrogatives clauses, the finite before the subject functions as an interpersonal Theme.

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Do	you	understand functional grammar?
Interpersonal Theme	Topical Theme	
Theme		Rheme

(Emilia, 2014: 235)

- WH-Interrogatives

In WH-interrogatives, the WH-elements which initiate questions will function as topical Themes:

When	will	He	come	Home?
Top Theme	Rheme			

(Emilia, 2014: 235)

- Elliptical Interrogatives

In elliptical WH-interrogatives the WH-elements will always be a topical Theme. This happens because of the WH-element always occur in first position, is always fused with a clause constituent which plays a transitivity role.

Where	did you meet with uncle Tobby?
Topical Theme	Rheme

(Emilia, 2014: 235)

The second example comes from theme in imperatives. There are two ways in locating imperative clauses, either as Rheme only or treat the Process as Theme. It means in treating it, it can be look that text oriented to "doing."

Write	your name in the upper right hand corner
Rheme	

Write	your name in the upper right hand corner
Theme	Rheme

(Wignell and Gerot, 1995: 112)

The last is exclamatives consist of a Wh-elements plus either a nominal group or an adverbial group.

What a beautiful day	it is
Theme	Rheme

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How divinely	he dances
Theme	Rheme

(Wignell and Gerot, 1995: 113)

1.7.2.1.2 Thematic Progression

The term of thematic progression where text develop the ideas that they present by the writer. There are three kinds of thematic progression based on Emilia perspective.

1. The zig-zag pattern, or a linear thematic progression

According to Emilia (2014: 241) stated that "The content of Theme of the second sentence or clause derives from the content of the previous Rheme, the content of Theme 3 derives from Rheme 2, etc. In zig-zag pattern there is the effect of the use, that it achieves cohesion in a text by building on newly introduced information that will gives sense of cumulated development which may be absent in the repeated Themes."

Clause 1　　　　Theme　　　　Rheme

Clause 1　　　　Theme　　　　Rheme

Clause 1　　　　Theme　　　　Rheme
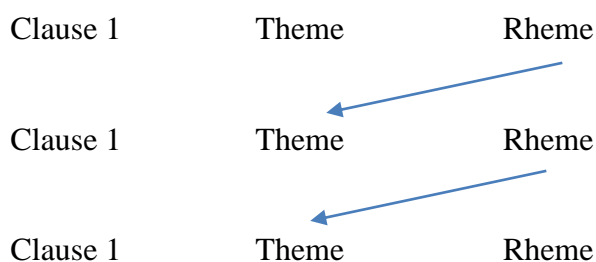
(Eggins in Emilia, 2014: 241)

For example:

Once upon a time there was a man who lived in the country side.

He had three daughters…

The youngest daughter was so beautiful…

(Emilia, 2014: 241)

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2. The theme re-iteration

According to Emilia (2014: 242) stated that "the Theme enters into relation with a number of different Rhemes, or the same element occurs regularly as Themes." In the example below, is a descriptive text:

1. Bandung is the city we love so much.

2. The city is cooler than other cities in Indonesia.

3. The city is secure.

4. The city is rich in cultural diversity

From the example above, writer use Theme on regular basis which provide text with clear focus. The Theme reiteration here will helps maintain a strong topical focus.

3. The multiple Theme pattern

According to Emilia (2014: 242) stated that "the passage as a whole concerns a single general notion, and the Themes of the various constituent clauses all derive from that general notion, but are not identical to one another." In this pattern, the Theme in clause introduce a number different pieces of information.
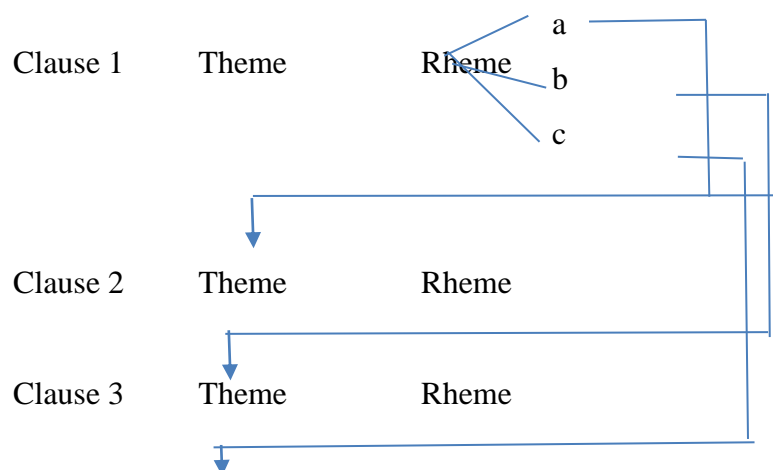
Clause 4   Theme   Rheme

This pattern common in longer expository text. For example:

In text

I personally agree with the second position (that national examination should be banned) [[based on the issues [[that are elaborated from various points of view below]]]].

First, National Examination is morally decreasing the quality of teachers and students of Indonesia…

Second, National Examination doesn't agre with the value of humanity.

Third, National Examination is against the law of National Education…

(Emilia, 2014: 241)

1.7.2.1.3 Higher Level Themes

In Theme of clause, there are also higher-level Themes which called by hyper-Theme and and macro-Theme. Hyper Theme is the Theme that occurs in paragraph which predict particular pattern of interactions among strings, chains (Emilia, 2014, p. 245). While macro-Theme which predict its overall development. The use of titles, subtitles, headings and subheadings are commonly deployed to keep track of the composition structure are being erected.

Furthermore, Emilia (2014: 246) stated that the range of meaning in a text can be woven through New. It differs with macro-theme, hyper-theme, and clause which predict its rhetorical purpose like genres, while hyper-New and and

clause-New that gather up meaning which have accumulated in the field.

For example:

Macro-Theme Text	I believe That English is important for life based on some reasons.
Hyper-Theme: Paragraph	First it is useful for communication… Second, it is good for business… Education needs English
Theme: Clause	I believe <u>That English</u> is important for life based on some reasons. <u>First it</u> is useful for communication… <u>Second, it</u> is good for business… <u>Third, Education</u> needs English
Macro-New	In conclusion…

(Emilia, 2014: 241)

1.7.3 English as Foreign Language (EFL) Learners

Indonesia is seen English subject as students need in learning and also in global era that seen English as international language. So, in Indonesia, English learning is not become the most importance subject in school and it is just for additional subject that make students have skill in learning English. That's why English in Indonesian contexts as English as Foreign Language (EFL) learners. In term of writing that assumed by EFL learners as difficult subject because it requires students to know the vocabulary, in how to write, how importance of grammatical corrects in writing, and so on.

In term of contexts of differences of L1 and L2 writer as Hyland (2003: 32) stated that the differences of L1 and L2 is in grammatical, discourse, sociolinguistics, and strategic competence. Logically, if L2 writer has the problems in writing, EFL learners also have problems in writing such as they tend to focus on mechanical term such as grammar, punctuation, and other because they rarely asked to write and hardly difficult to express their idea because they do not mastering all of vocabulary. So they have similar problems in writing English as same as L2 learners' difficulties in discourse and grammatical competence. Then, this current

research attempt to explore theme-rheme system that addresses as academic discourse to identify the meanings that construe by EFL learners.

1.7.4 Argumentative Essay

Argumentative is an essay to prove the statement whether rightness or not of its. It is important to train the learners in making arguing to build Critical-Thinking (CT) of Indonesia. As Emilia (2005), puts it, argumentative essay is relevant to the necessity to develop Critical-Thinking to explore EFL learners' potential. In addition, Knapp and Watkins (2005: 188) stated that "arguing is an important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation." Then, it is obvious that argumentative essay is one of fundamental genres of school writing to develop writing skill effectively and play their knowledge with textual form.

The structures of argumentative essay are:

1. Introduction paragraph: introduce the topics and state position
2. Body paragraph: tell why some people disagree with writer's position and give the reason, it can be two or three reasons with provide examples and citation to make readers' belief on the text
3. Concluding paragraph: restate the position but not repetition

1.7.5 The Belief on Theme-Rheme System

In writing activity, students are not aware about the role of theme-rheme system in writing text production. They are only concern in mechanical term such as punctuation, grammar, spelling and other. However, academic discourse, such as theme-rheme system is also importance because the text as message of information. The theme-rheme system as a given and new information in texts. As Emilia (2014: 226) stated that theme means writer's starting point and rheme means readers' choices of attention. So, the identification of theme-rheme system is important to reveal how text as message are organized by learners. As Scleppegrell (2004: 75) stated below:

> "The three areas of contexts of situation that produced by the writers create different types of text. The different of lexical choices in ideational component have grammatical implications for interpersonal

and textual structure as well. Different lexical choices in the ideational component have grammatical implications for interpersonal and textual structure as well. And as the resources for interpersonal meaning realize different stances of the writer/speaker toward what is said, they also draw on different resources from the ideational and textual components of the grammar. Textual structure is likewise affected by the resources chosen for ideational and interpersonal meanings, as these contribute to different thematic structures and different ways of presenting information."

1.8 Research Method

1.8.1 Research Setting

The research setting is conducted in IAIN Syekh Nurjati Cirebon which is located at Perjuangan Street in Cirebon. This is chosen because some of considerations where researcher found that phenomenon happen in this institute. In term of argumentative essay, the researcher will take students' first paragraph of argumentative essay to identify the theme-rheme system. So, the source of data in this research is first paragraph of EFL learners' argumentative essay.

Argumentative essays that will be undertaken is about Papuan aspirations for getting freedom. This story is taken from the article "Don't Use Your Data as A Pillow" by Eben Kirksey under the title book is "Anthropology Off The Shelf: Anthropologists On Writing" by Alisse Waterston and Maria D. Vesperi in 2009. In term of argumentative essay, the learners have opportunity whether they should maintain Papua as part of Indonesia or release Papua from Indonesia. These argumentative essay produced by EFL learners in the four year of semester.

1.8.1.1 Respondents

Refer to the research setting, researcher needs to calculate the respondents of EFL learners' essays will be selected. There are 120 students of English Department in fourth semester at 2014. It consists of four classes that have been produce argumentative essays. There are three selected texts that will be chosen from the three respondents in four classes. These respondents are also taken based on the

researchers' consideration in the three selected texts based on the lecturer's consideration in some suggestion to select respondents essays. Then, it can be concluded that there will be three EFL learners' essay to be identify.

1.8.2 Research Design

This current research will use qualitative method. The technique of qualitative method is collecting and identifying the data or text. In addition, Frankle and Wallen (2009: 419) declared that the qualitative method addresses observation, interviewing and content analysis. In conducting this research, researcher will identify the selected text through content analysis design. Then, content analysis is appropriate design method to be applied.

Content analysis is chosen because it is about research method to identify texts. As Krippendorf (2004:19) stated that "content analysis is one of research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use." In addition, Given (2008: 120) stated that content analysis is one of method for identifying textual data addresses the transcript of interview, speeches, text and other. It is clear that content analysis is about what the analyst does with the text.

1.9 Research System

1.9.1 Steps of The Research

In conducting this current research, the researcher adopts the steps from data analysis that included in part of qualitative research. According to Fraenkel and Wallen (2009: 425-426), there are several steps involved in qualitative research:

1. Identification of the phenomenon in the study
   Researcher mainly has to identify the particular phenomenon he or she is interested in investigating. As researcher identifying theme-rheme system in the mode of discourse.

2. Identification of participants in the study

The participants in the study constitute the sample of individuals who will be observed.

3. Data collection

    In collecting the data, researcher concerns on primary data that is study of documentation. Documentation is seen as a valuable source of information encompasses text or word. As Cresswell (2012: 223) stated that documentation is a good source for texts. It is ready to be identified without the existence of interview and observation because texts represent certain attention of the writers. From that primary data, content analysis is chosen because it is about research method to identify texts. As Given (2008:120) stated that content analysis is one of method for identifying textual data addresses the transcript of interview, speeches, text and other. It is clear that content analysis is about what the analyst does with the text.

4. Data analysis

    Analyzing the data in a qualitative study essentially involves analyzing the information that researcher conduct from various sources such as observations, interviews, and documents into a coherent description of what researcher has observed or otherwise discovered.

4. Interpretations and conclusions.

    Interpretations are made continuously through the course of a study, usually researcher make the conclusions of the research through the data that conducted by researcher.

    Refer to the steps above, the researcher considers that steps above is still general. So, specific steps of this current research is required to make the steps is well organized. Here, there are specific steps below:

1. Identify the phenomenon of study in writing at English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of *Syekh Nurjati* State Islamic Institute

2. Identify the respondents' essays will be taken

3. Documentation or data collection included preparing and organizing the data

4. Data analysis, it starts from reviewing and exploring the data, then coding the data into categories and identifying theme-rheme system,

5. Classifying the results

6. Interpret the data and describing results

7. Conclusions

1.9.2 Technique and Instrument of Collecting Data

In collecting the data, researcher concerns on primary data that is documentation. Documentation is seen as a valuable source of information encompasses text or word. As Cresswell (2012: 223) stated that documentation is a good source for texts. It is ready to be identified without the existence of interview and observation because texts represent certain attention of the writers. Then, it is clear that documentation is an appropriate technique in this research to identify theme-rheme realization in EFL learners' argumentative essays.

This instrument of this current research is researcher. Researcher plays an essential role and personally involved as the primary instrument for identifying texts. The researcher's position as primary instrument means as part of characteristic in qualitative research. As Ary, et al. (2010: 423-425) explained that there are several major characteristics of qualitative research, include concern in context and meaning, setting occurs naturally, human as instrument, data description, emergent design and inductive analysis. So, researcher has the opportunity to be a primary instrument for identifying texts.

1.9.3 Data Analysis

After collecting the data, the researcher should identify and break down the data. The analysis is conducted in following some steps. Refer to Lodico, et al, (2006: 301-302) stated that there are several steps involve in qualitative data analysis. Researcher develop steps in identifying argumentative essays through SFL as a key analytical tool in revealing how

information are presented by the writer. Then, what the researcher will do are:

1. Preparing and organizing the data
2. Reviewing and exploring the data
3. Coding the data into categories

   Coding start from one clause to the next clause until the last paragraph in order to find the meanings that produced and interpreted by EFL learners. According to Given (2008: 187) stated that "coding reflects both personal analytic habits of researcher and the general principles that flow from particular qualitative research methodologies and theoretical perspectives." So it means that coding in text is coding a whole paragraph or sentence or clause that the analysis based on the general principles or relevant literature.

4. Constructing descriptions of people, places and activities
5. Building themes
6. Reporting and interpreting data
7. Making conclusions

   From the steps above, there are steps that should be omitted because the data does not require and include that steps of data analysis. Here the steps of data analysis are:

1. Preparing and organizing the data essays
2. Reviewing and exploring the data
3. Coding the data into categories
4. Reporting and interpreting data
5. Data conclusions

   Refer to the steps above, these are lists for each coding the data:

P1	:	Participant 1
P2	:	Participant 2
P3	:	Participant 3
Ph1	:	Paragraph 1
Ph n	:	Paragraph 2,3 etc.
TP	:	Thematic Progression Pattern
T-R System	:	Theme-Rheme System

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TopTh	:	Topical Theme
Int.	:	Interpersonal Theme
TextTh	:	Textual Theme
Top Th (M) / Marked TT	:	Marked Topical Theme
Top Th (U)	:	Unmarked Topical Theme
Com-Adj	:	Comment Adjunct
Voc.	:	Vocative
Finite Verbal	:	Finite Verbal
Cont.	:	Continuative
Str.	:	Structural
Conj.	:	Conjunctive
NG	:	Nominal Group
PP	:	Prepositional Phrase
Adv	:	Adverbial
VG	:	Verbal Group Imperative
Predicated Th	:	Predicated Th
Non-F Clause	:	Non Finite Clause
WH-Clause	:	WH-Interrogative
That-Clause	:	That-Clause
GP Complexes	:	Group and Phrase Complexes
Finite	:	Finite
T-1	:	Theme 1
T-*n*	:	Theme-2,3,4,5, etc
(T-n) / (T n)	:	Theme from reiteration pattern, it followed previous theme
R-1	:	Rheme 1
R-*n*	:	Rheme-2,3,4,5,etc.
Bold and Underline Font	:	Thesis Staement
Bold and Italic Font	:	Arguments, refer to multiple pattern

1.10 Research Timeline

In conducting this current research, researcher should make a plan in finishing the essay identification for about three months, start from January to July in 2016.

NO	ACTIVITIES	JANUARY				02	03	04	MAY				JUNE				JULY				
		1	2	3	4				1	2	3	4	1	2	3	4	1	2	3	4	5
1	Identification Phenomenon	█																			
2	Preparing research proposal	█																			
	Designing research proposal		█																		
3	Identification Respondents			█																	
4	Developing research proposal			█																	
5	Revision of research proposal				█																
6	Coding the data					█															
7	Identifying theme-rheme system						█														
8	Classifying the result							█													
9	Describe the result of analysis								█	█	█										
10	Making data conclusion											█	█								
11	Completing Thesis													█	▒	▒	▒	▒			
12	Thesis Examination																			█	
13	Thesis Revision																				█

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