TEXTUAL FUNCTION ANALYSIS IN CORONA VIRUS NEWS

SKRIPSI

Submit in Partial Fulfilment of the Requirement
For the Degree of Sarjana Pendidikan (S.P.d)
English Education Program

By

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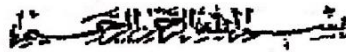**UNIVERSITY OF MUHAMMADIYAH SUMATERAUTARA**

MEDAN

2021

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I

Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Judul Penelitian	:	Textual Function Analysis in Corona Virus News

Ditetapkan   : (B+) Lulus Yudisium
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                      (   ) Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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ABSTRACT

Muthi'ah, Nurul. **1602050166.***Textual Function Analysis in Corona Virus News*. **Skripsi. English Department of Faculty of Teacher Training and Education, University of Muhammadiyah North Sumatera. Medan. 2021.**

This study discussed the textual function analysis in corona virus news. This study focused on ideational theme. Ideational theme consist of unmarked and marked theme. This research was descriptive qualitative research by Miles and Huberman, since the data were provided descriptively. The purposed of this study to find out types of theme and rheme that used in the news text, to find out the most dominant types of theme and rheme in the news text and how the theme and rheme realized in the news text. The news was taken from BBC News official website entitled "Covid : what is happening to schools?". According to the result of this study was unmarked theme as the most dominant theme that frequently appeared in the news article. The result has proved that unmarked theme is used in the news text. It means that in accordance with the purpose of this study. The findings showed that the type of ideational theme that frequently apply is unmarked theme. It has 45 themes or 88,2% appear in that news article.

Keyword: *Ideational theme, unmarked theme and news article.*

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillah praise and salutation to Allah SWT who has bring us mercy and healthy. Without the gift of Allah SWT the researcher could not finish this research. Shalawat and salam to our prophet Rassulullah SAW which has brought us from the darkness until the brightness era.

In writing this research entitled "Textual Function Analysis in Corona Virus News" with the aim of proposing partial fulfillment of requirements for a bachelor's degree in the English Department, there are so many obstacles faced by the following people, it is very difficult for researchers. I would like to say thank you to my dear parents, Salim and Nur Asiah S.Sos for their prayers, courage, advice, moral support and material from the birth until this moment. Then the researchers also want to thank:

1. Prof. Dr. Agussani, M.AP, as Rector of the University of Muhammadiyah Sumatera Utara

2. Dra. Hj. Syamsuyurnita, M.Pd, as the Dean of Faculty of Teacher Training and Education, University Muhammadiyah University Sumatera Utara

3. Pirman Ginting, S.Pd, M.Hum, as the Head of the English Education Department of FKIP UMSU. And Rita Harisma, S.Pd, M.Hum, as secretary of

the English Education Department FKIP UMSU.

4. Yessi Irianti S.Pd., M.Hum as supervisor who has provided guidance and valuable suggestions for completing this research.

5. Dr. Hj. Dewi Kesuma Nasution M.Hum as the researche reviewer who had given suggestion advice and comment for the researcher.

6. Muhammad Arifin, S.Pd, M. Pd, as the Head of librarian of UMSU who is always friendly and always spread his support to finish this research.

7. All lectures especially those from the English Education Program for guidance, advice and encouragement during the study year.

8. Library employees and FKIP UMSU Administration Bureau who have provided assistance in administrative system services complete the necessary requirements, so that all businesses can be completed easily.

9. Her beloved sisters and Brothers dr. M. Zikmal Fuad, dr. Muthiah Novisari, Zikrina Aulia S.Psi, Ageng M. Imran and M. Agung Izzulhaq

10. Her beloved bestfriends on campus, Rizky Yunida Br Panggabean, Suci Wulansari, Nisa Wardani, Ghina Farahtika, Julpan Siregar, and all member of library volunteer who always provide motivation.

11. Everyone who cannot be mentioned in this study, thank you very much. May Allah bless us.Aamiin

Hopefully this research findings are expected to be useful for those who read the study and are interested in the topic. I hope this is not the last research researcher but the beginning of research researchers for the future. Finally, the researchers realized

that this research was far from perfect even though I had done my best in completing this work. Therefore, constructive criticism, comments, suggestions are welcomed for further improvement of this study.

Wassalamualikum Warahmatullahi Wabarakatuh

Medan, 13 November 2021

The Researcher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language provides a theory of human experience, and certain of the resources of the lexicogrammar of every language are dedicated to that function. Halliday developed a theory of the fundamental functions of language, in which he analysed lexicogrammar into three broad metafunctions: ideational, interpersonal and textual. Each of the three metafunctions is about a different aspect of the world, and is concerned with a different mode of meaning of clauses. The ideational metafunction is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as *representations*. The interpersonal metafunction is about the social world, especially the relationship between speaker and hearer, and is concerned with clauses as *exchanges*. The textual metafunction is about the verbal world, especially the flow of information in a text, and is concerned with clauses as *messages*. Malinowski's influence, the ideational metafunction relates to the context of culture, the interpersonal metafunction relates to the context of situation, and the textual metafunction relates to the verbal context.

In each metafunction an analysis of a clause gives a different kind of structure composed from a different set of elements. In the ideational metafunction, a clause is analysed into *Process, Participants* and *Circumstances*, with different participant types for different process types (as in Case Grammar). In the interpersonal

metafunction, a clause is analysed into *Mood* and *Residue*, with the mood element further analysed into *Subject* and *Finite*. In the textual metafunction, a clause is analysed into *Theme* and *Rheme* (as in the Prague School).

In this study, the focus of analysis is on the textual function considering that clauses are messages in terms of the departure point of message and the arrival point. The departure point of the message is called Theme and the arrival point is called Rheme. Theme provides the settings for the remainder of the sentence. Rheme is the remainder of the message in a clause in which Theme developed, that is to say, Rheme typically contains unfamiliar or new information. The interaction of Theme and Rheme governs how the information in a text develops. However Halliday divided Theme and Rheme into three elements, they are ideational, textual and interpersonal.

Corona Virus has spread in Indonesia since March until now, and because of this there are so many news about it with variety of language especially in English. This is why the researcher interested to analyze textual function of the news particularly about ideational theme. Textual function describe clause as a message. According to Halliday, as a message structure a clause consist of theme and accompanied by a rheme. It is clear that theme connected to rheme to find out the message of the clause. People especially an English student in UMSU still did not know about theme and rheme and how theme and rheme construct in the text. Through this research, the researcher intends that analysis of theme and rheme is importance in how the news designed the idea as flow of information. In other way

theme and rheme help the reader understand how information conveyed in a clause. Since the reader especially an English student in UMSU difficult to understand the message of the text. This is why the researcher was interested in analyzing the textual function of theme and rheme in the Corona Virus news. The researcher choose BBC News of Corona to analyzed how theme and rheme construct in the news by analyzing what types theme and rheme that used in the corona virus news and what is the dominant types that appeared in the corona virus news and how the theme and rheme realized in the corona virus news in order to get how the news convey the message in the text. The researcher use Corona virus news text taken from the BBC news website entitle "Covid : What is happening to schools?". The researcher choose this title because, since corona began all of the schools department decided to closed the schools and started online schools.

B. The Identification of the Problems

The problem of the study was identified as in the following.

1. Many students didn't understand about the message on the text they read

2. The types of theme and rheme

3. How the theme and rheme realized in text

C. The scope and Limitation

The scope of this study was focused on the textual function about theme and rheme developed by Halliday (2004). There are 3 types of themes, they are

ideational , experiental and textual themes. And this study would be limited on the ideational themes analysis in corona virus news text. Theme and rheme in the corona virus news text taken from BBC News.

D. The Formulation of the Problems

The problems of the study was formulated as in the following.

1. What types of Theme and Rheme used in the Corona Virus news text?

2. What is the most dominant type of Theme and Rheme in the Corona Virus news text?

3. How is the theme and rheme realized the Corona Virus news text?

E. The Objectives of the Study

In relation to the problems, the objectives of the study were

1. to find out the types theme used in the Corona Virus news text

2. to find out the most dominant of Theme and Rheme in Corona Virus news text

3. to find out the realization of theme and rheme in the corona virus news text

F. The Significance of the Study

The findings of this study to expected give contribution based on theory and practice. This finding could contributed to all readers for those who cared about this field. These were the following significance the research is stated theoretically and practically.

1. Theoritically, the findings could add more theoretical horizon in linguistics and become reference for further studies.

2. Practically, the finding would be useful for

    a.   students who interested in functional grammar either textual function analysis.

    b.   readers were expected can understanding discourse analysis in text which have different background knowledge.

    c.   other researchers, it could gave surprising progress in pragmatic field and can be references for them to conduct in different object

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

1. Systemic Functional Linguistics

In our ordinary, everyday lives we are constantly using language. We chat to family member, organize children for school, read the paper, speak at meetings, serve customers, follow instructions in a booklet, make appointments, surf the internet, call in a plumber, unburden ourselves to therapists, record our day's thoughts and activities in a journal, chat to out pets, send and read a few emails, sing along to CDs, tead aloud to our children, write submissions. All of these ate activities which involve language. Only for rare moments, perhaps when totally absorbed in a physical activity, does language drop out of our minds. In contemporary life, we are constantly required ro react to and produce bits of language that make sense. In other words, we are required to negotiate texts (Eggins, An Introduction to Systemic Functional Linguistics 2nd Edition, 2004). SFL deals with the way texts are articulated to be appropriate for particular situations of use. According to Martin, Matthiessen and painter on journal (Dorri, 2020) that the grammar of language is interpreted as a system which helps people to interact with each other and to make sense of their world experiences. Halliday develops a Systemic Functional approach in relation to verbal language and offers a set of grammatical systems which realize the three metafunctions of language. In them, the clause can be analyzed simultaneously on the

basis of how it represents the world (experiential metafunction), how it enacts social relations (interpersonal), and finally, according to the way it contributes to the organization of the clause as message (textual) (A. Jesus, 2011)

Systemic functional linguistics, often called systemic functional grammar or systemic grammar (the functional is often omitted), is a grammar model developed by Michael Halliday (1985) with his Introduction to Functional Grammar based on the model of language as social semiotic. According to Eggins systemic functional linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life. In this approach there are four main theoretical claims about language: that language use is functional; that its function is to make meanings; that these meanings are influenced by the social and cultural context in which they are exchanged; and that the process of using language is a semiotic process, a process of making meanings by choosing. These four points, that language is functional, semantic, contextual, and semiotic, can be summarized by describing the systemic functional linguistics as a functional-semantic approach to language. Systemic functional linguistics is interested in the authentic speech and writing of people interacting in naturally occuring social contexts.

Halliday in Language as Social Semiotic (1978) makes "four theoretical claims about language" on the bases of "different research emphases or application context" of scholars. These four claims are: (a)that language use is functional, (b)that its function is to make meanings, (c)That these meanings are influenced by the social

and cultural context in which they are exchanged and (d)that the process of using language is a semiotic process, a process of making meanings by choosing. Halliday summarises that "language use is functional, semantic, contextual and semiotic" which can be summed up "by describing the systemic approach as a functional – semiotic approach to language. (1978).

Each of the three forms part of a different functional configuration, making up a separate strand in the overall meaning of the clause.As a working approximation, we can define these different strands of meaning as follows: (i) The Theme functions in the structure of the clause as a message. A clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for 'grounding' what he is going on to say. (ii) The Subject functions in the structure of the clause as exchange. A clause has meaning as an exchange, a transaction between speaker and listener; the Subject is the warranty of the exchange. It is the element the speaker makes responsible for the validity of what he is saying. (iii) The Actor functions in the structure of the clause as representation. A clause has meaning as a representation of some process in ongoing human experience; the Actor is the active participant in that process. It is the element the speaker portrays as the one that does the deed (Matthiessen, An Introduction to Systemic Functional Grammar Third Edition, 2014). This three headings refer as metafunction.

2. Meta-functional Analysis and Textual Meaning

All the more specific functions can be assigned to one or other of the three broad functions outlined above; and hence we refer to these broad functions as metafunctions. According to (Halliday & Matthiessen, An Introduction to Functional Grammar Third Edition, 2004) language is structured to make three kinds of meanings, or metafunctions, simultaneously: ideational, interpersonal, and textual meanings. The labels for each of the metafunctions are reasonably transparent: the first (using language to talk about the world) is the experiential; the second (using language to interact with other people) is the interpersonal; and the third (organizing language to fi t in its context) is the textual (Thompson, Introducing Functional Grammar Third Edition, 2014). Look at the table below; according to Mathhiessen in his book title an introduction to functional grammar, this is metafunctions and reflexes in the grammar.

Table. 2.1. Metafunctions and Reflexes in the grammar

Metafunction (technical name)	Definition (kind of meaning)	Corresponding status in clause
Ideational	Construing a model of experience	Clause as representation
Interpersonal	Enacting social relationship	Clause as exchange

Textual	Creating relevance to context	Clause as meaning

Ideational meanings are meanings about phenomena, things (living and non living, abstract, and concrete), about goings on (what the thing are or do) and the circumtances surrounding these happening and doings. These meaning are release in wording through participants, process and circumtance. Meanings of these kinds are most centrally influenced by field of discourse.

The interpersonal meanings relate to the fact that the clause is interrogative but functions as a kind of command, that it expresses the writer's assessment of probabilities and her attitude, and that it explicitly signals the writer's negotiation with the reader. Or in the other meaning Interpersonal meanings are meanings that express a speaker's attitudes and judgments. Meanings realize in wordings through what is called MOOD and modality (Thompson, Introducing Functional Grammar Third Edition, 2014)

The textual metafunction of language falls within the domain of clause as a message. Under this function, "we organise our messages in ways that indicate how they fit in with other messages around them and with the wider context in which we are talking or writing." (Thompson, Introducing Functional Grmmar Third Edition, 2014). The textual metafunction represents the relationship to textual interactivity

(which is examined with reference to disfluenciessuch as hesitators, pauses and repetitions), spontaneity (natural or unrestraint reaction) which is determined through a focus on lexical density, grammatical complexity, coordination (how clauses are linked together) and the use of nominal groups and communicative distance, which involves looking at a text's cohesion - that is how it hangs together, as well as any abstract language it uses. The textual orientation is about the verbal world, especially the flow of information in a text and is concerned with clauses as messages (Bakuuro, 2017).

3. Definition of Theme and Rheme

We may assume that in all languages the clause has the character of a message: it has some form of organization whereby it fits in with, and contributes to, the flow of discourse. But there are different ways in which this may be achieved. In English, as in many other languages, the clause is organized as a message by having a distinct status assigned to one part of it. One part of the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message. three 'lines of meaning' in turn, beginning with the one that gives the clause its character as a message. The structure which carries this line of meaning is known as thematic structure. Following the terminology of the Prague school of linguists, we shall use the term Theme as the label for this function. (Like all other functions it will be written with an initial capital.) The Theme is the element which serves as the point of departure of the message; it is that which locates and orients the clause within its

context. The remainder of the message, the part in which the Theme is developed, is called in Prague school terminology the Rheme. As a message structure, therefore, a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order — whatever is chosen as the Theme is put first (Matthiessen, An Introduction toFunctional Grammar , 2004). Or in a simple way The departure point of the message is called Theme and the arrival point is called Rheme. Theme provides the settings for the remainder of the sentence. Rheme is the remainder of the message in a clause in which Theme developed, that is to say, Rheme typically contains unfamiliar or new information. The interaction of Theme and Rheme governs how the information in a text develops (Yolanda, Putri, & Sinar, 2017).

The Duke	has given my aunt that teapot
My Aunt	has been given that teapot by the duke
That Teapot	the duke has given to my aunt
Theme	**Rheme**

As can be seen from these examples, the Theme always starts from the beginning of the clause. It is what sets the scene for the clause itself and positions it in relation to the unfolding text. In the first text the reader is being led around and invited to notice and appreciate; in the second, the reader is held firmly to the topic that is being described (Matthiessen, An Introduction toFunctional Grammar , 2004). According to (Krisnawati, 2013) the theme serves as an idea to be developed further in following sentences to make up a meaningful discourse. Since the Theme serves as

an idea to be developed in a discourse, the Theme and Rhemes in a discourse reveals the development of ideas requiring specific thinking in the formulation of clauses. Learners' ideas arerealized in clauses, and the clauses are joined by what Hulkova (2005) calls as linking devices.

3.1. Types of Theme

According to Halliday and Mathiessen, there are 3 elements of theme : Ideational, Textual and Interpersonal.

1. Ideational Themes

The clause, in its representational function, construes a quantum of human experience: some process – some change, or in the limiting case lack of change, in the external or our own internal environment. Processes are construed as a confguration of components of three types: (i) the process itself; (ii) the participants in that process; and (iii) any circumstantial factors such as time, manner or cause. The guiding principle of thematic structure is this: the Theme contains one, and only one, of these experiential elements. This means that the Theme of a clause ends with the first constituent that is either participant, circumstance or process. We refer to this constituent, in its textual function, as the topical Theme or ideational theme (Halliday & Matthiessen, An Introduction to Functional Grammar Third Edition, 2004)

The ideational or topical Theme is usually but not always the first nominal group in the clause. It can be nominal group complexes, adverbial groups, prepositional phrases or embedded clauses. The subject is also the topical theme in the unmarked case, and it is called a marked topical theme if it is not the subject. The term marked is used because it stands out. It is not what we normally expect to find because it attracts attention.

a. Unmarked Topical Theme

Nominal group as Theme

John	wrote the letter
Theme	Rheme

Nominal group complex as Theme

John and Jessica	wrote the letter
Theme	Rheme

Embedded clause

((What John and Jessica did)	was write the letter
Theme	Rheme

b. Marked Topical Themes

Adverbial Theme

Away	the bird flew
Theme	Rheme

Prepositional phrase as Theme

Her sweater	she made
Theme	Rheme

The ideational Theme was extend and include the theme of a clause. Thematic are also elements which precede the topical theme, but that are not elements which come after the topical theme.

2. Textual Themes

Textual themes can be continuatives and/or conjunctive adjuncts and conjunctions. The difference is that conjunctive adjuncts are more free to move in a clause whereas conjunctions adjuncts pretty well restricted to being at the beginning. Thus, in the example below, at the beginning at the second clause in each pair, the conjunction 'but' had remain, and in various positions in the clause 15 the conjunctive adjunct 'nevertheless' can occurred. Structural themes are conjunctions tend to provide textual themes within a clause complex. Conjunctive adjuncts tend to (but don't always) join text outside of clause complexes. Continuatives are a small set of items which, if they are there, are always at the beginning of the clause and signal that a new move is beginning. For example: well, right, OK, now, anyway, of course.

Ok,	What we do now	Is clean our classroom

Cont.	Topical	
Theme		Rheme

They signal to the listeners that someone is about to start, resume or continue speaking related to the context of speaking. By providing a logical link between messages conjunctives related the clause to the preceding text.

Well,	On the other hand,	They	Would come
Cont.	Conjucntive	Topical	
Theme			Rheme

A clause at the beginning and carry the logico-semantic relations between clauses always occurred almost conjunctions.

Well,	On the other hand,	If	They	Come on sunday
Cont.	conjucntive	Struc	Topical	
Theme				Rheme

Well, on the other hand, If They Come on Sunday Cont. Conjunctive Struc Topical Rheme Theme.

3. Interpersonal Themes

Thematic are also the topical theme before occurring interpersonal elements. They may be modal adjuncts, vocatives, finite or WH-elements.

a. Modal Adjunct

Maybe	We	Must go home now
Modal Inter	Topical	Rheme
Theme		

b. Vocatives Vocatives (a name or nickname used to address someone) are only thematic if they occur before the topical theme, a finite verb or a modal adjunct.

Dearly beloved	We	Are gathered here today
Vocative	Topical	Rheme
Theme		

When we look at language from the point of view of the textual metafunction, we are trying to see how speakers construct their messages in a way that makes them fi t smoothly into the unfolding language event (which may be a conversation, or a newspaper article, for example). As well as interacting with their listeners and saying

something to them about the world, speakers constantly organize the way their message is worded in order to signal to them how the present part of their message fits in with other parts (Thompson, Introducing Functional Grammar Third Edition, 2014).

4. Description of BBC News

BBC News is the largest broadcast news operation in the world with more than 2,000 journalists and 48 newsgathering bureaux, 41 of which are overseas. BBC News is also a global news provider reaching more than 260 million viewers through the international TV news channel BBC World and more than 150 million listeners via BBC World Service. These services are not funded by the licence fee but by grants for the World Service and commercial income for BBC World. All UK BBC News channels took part plus national and local radio services, digital and interactive TV, online, World Service and CBBC. Each event day reached over 20 million viewers and gained some of the highest peak audiences for current affairs. http://news.bbc.co.uk/aboutbbcnews/hi/this_is_bbc_news/default.stm

B. Previous Relevance Study

The study is about the textual function is particular use to analyze the contextual sentence or verbal text. The textual function use to identify theme and rheme in the sentence or text. There are some similar research studies that had been

conducted before. They are; *A Textual Analysis of Verbal Texts in the Children"s Picture Books* by (Yolanda, Putri, & Sinar, 2017) this study has purpose to discover of textual metafunction elements of the verbal text in one of the children's picture books entitled On the Move, part of the Wonderful World of English series. This study also focus on theme and rheme analysis. The method of the data analysis is descriptive qualitative. The results of the study show that the dominant element of the textual metafunction is topical themes and there are relations between textual elements and visual elements in making meaning from these children's picture books.

Second journal was made by Dr.Foroogh Kazemi and Samira Karimi, the tittle is *Textual Metafunction in Persian Economic and Sports Texts* (Foroogh Kazemi, 2016) , this is a comparative study between economic text and sports text. This project is an attempt for comparing press texts in the format of Halliday's systematic functional theory from the textual metafunctional perspective. In this survey, they are analyze kinds of theme, diversity, distribution and occurrence frequency in press texts, especially, "sport news" and "the world of economy". The difference of two texts is regarded to the first category simple/multiple theme. So, in economic texts, multiple themes are used more. But in sports texts, simple ones are applied. Their affinity is regarded to the second category marked and unmarked themes, in other words markedness. In both texts unmarked themes are used more and marked ones shows less usage; which means that structure transposition for emphasis or irony is occurred less that shows according to textual metafunction

analysis we can find out and study distinct authors" writing approaches. This conclusion also proves that clauses and sentences can be stated in different ways which has a unique and distinct effect on the addressee, especially on his comprehension. Textual metafunction is as a tool for recognizing language varieties and writing styles.

The last one is *Textual Metafunction in Donald Trump's Speech "Recognizing Jerusalem as Israel's Capital"* written by Mirsa Umiyati (Umiyati, 2019) This research aimed to discover the realization of textual metafunction and to discover kinds of mood and theme types dominated in speech. This research employed a qualitative research method and content analysis approach. In this research, the data were categorized as a written document. The data is from trusted website and using the Halliday's theory by considering the steps of data analysis proposed by Gay et al; Reading/Memoing, Describing, Classifying. There are some parts of moods that occurred in Donald Trump's speech, those are declarative clause (unmarked and marked theme) and imperative clause. Interrogative clause wasn't applied in Donald Trump's speech, polarity yes or no as well as WH-Question. Moreover, the theme types found in this research are topical theme, interpersonal theme (vocative, modal/comment adjunct), textual theme (conjunction, conjunctive adjunct). Grounded by the analysis of the study, it can be concluded that based on textual metafunction perspective, the speaker attempts to get the listeners' attention to focus on the
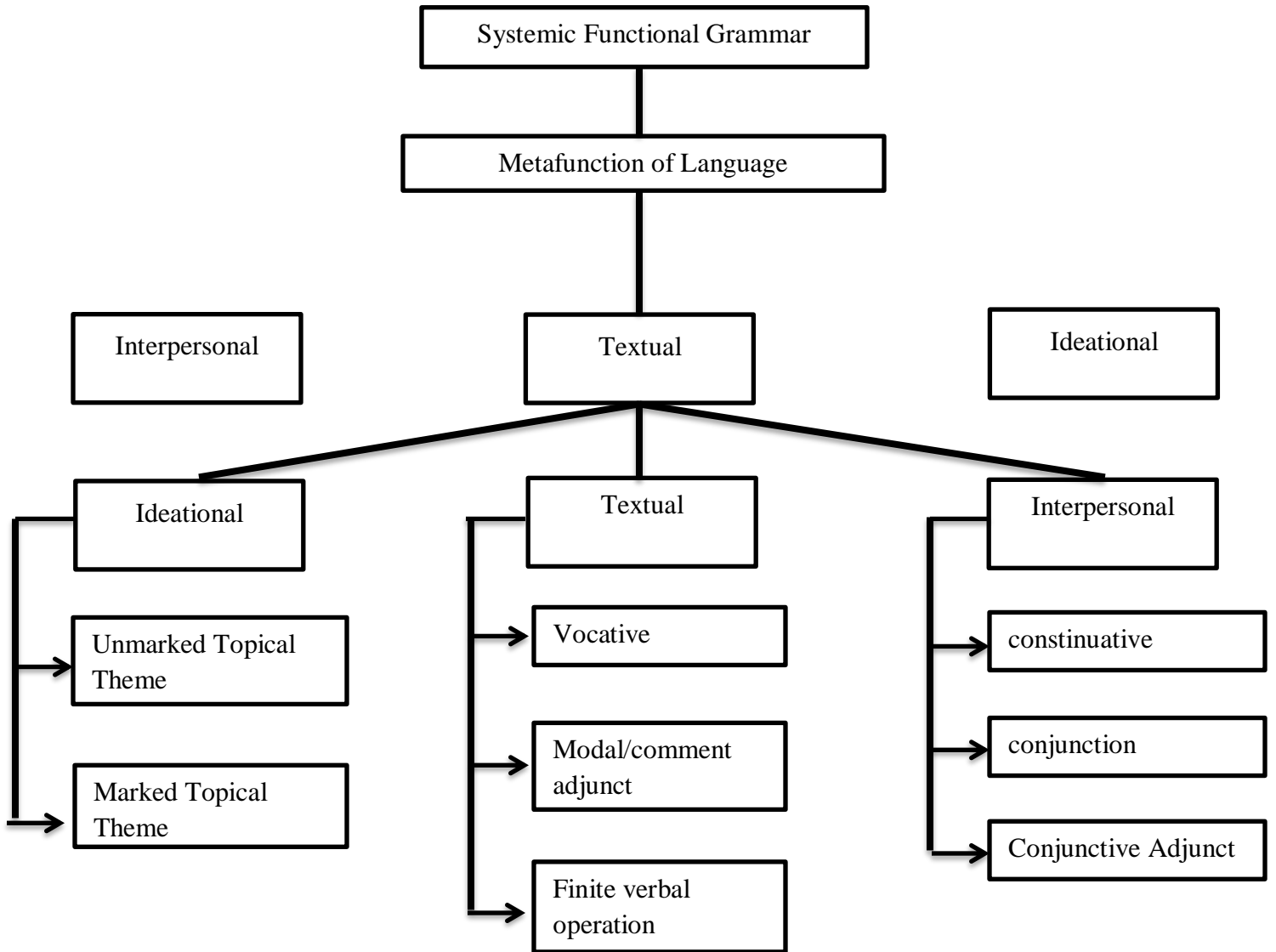
message of what is being said and giving many statements to tell the listeners his recognition that Jerusalem as Israel's capital.

C. Conceptual Framework

Metafunction is a part of systemic functional grammar. Therefore metafunctions are tools for us to analyze what kind of language the speaker uses so that there is mutual understanding in the situations involved. These metafunctions organize the various elements and systems that constitute a mode into three distinct domains of meaning, there are textual, ideational and interpersonal. These three metafunction has different fnction. According to Halliday in his book (Halliday & Matthiessen, An Introduction to Functional Grammar Third Edition, 2004) textual function is clause as a message. Ideational function is clause as representation and interpersonal function is clause as exchange. This study focuses on textual function which identify theme and rheme of the clause. Theme is the which serves departure message of the clause and theme always accompanied by the rheme which the rest of the message. However theme aways comes first and followed by the rheme. Theme and rheme involved each other in order to get the message of clause. Textual function divided into three kinds, there are ideational theme, interpersonal theme and textual theme. It can be seen in the figure below

Figure. 2.1. Systemic Functional Grammar

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                    ┌─────────────────────────────────┐
                    │   Systemic Functional Grammar    │
                    └─────────────────────────────────┘
                                    │
                    ┌─────────────────────────────────┐
                    │      Metafunction of Language     │
                    └─────────────────────────────────┘
                                    │
    ┌───────────────┐      ┌─────────────────┐      ┌───────────────┐
    │ Interpersonal │      │     Textual      │      │   Ideational  │
    └───────────────┘      └─────────────────┘      └───────────────┘
                        ┌──────────┼──────────────┐
              ┌──────────────┐ ┌──────────┐ ┌────────────────┐
              │  Ideational  │ │ Textual  │ │  Interpersonal │
              └──────────────┘ └──────────┘ └────────────────┘
                    │              │                │
        ┌────────────────────┐ ┌──────────┐ ┌──────────────┐
        │ Unmarked Topical   │ │ Vocative │ │ constinuative│
        │ Theme              │ └──────────┘ └──────────────┘
        └────────────────────┘ ┌──────────────┐ ┌────────────┐
        ┌────────────────────┐ │ Modal/comment│ │ conjunction│
        │ Marked Topical     │ │ adjunct      │ └────────────┘
        │ Theme              │ └──────────────┘ ┌─────────────────────┐
        └────────────────────┘ ┌──────────────┐ │ Conjunctive Adjunct │
                               │ Finite verbal│ └─────────────────────┘
                               │ operation    │
                               └──────────────┘
```

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CHAPTER III

RESEARCH METHODIOLOGY

A. Research Design

Qualitative approach applied in this study. Qualitative approaches to research value depth of meaning and people's subjective experiences and their meaning-making processes. These approaches allow us to build a robust understanding of a topic, unpacking the meanings people ascribe to their lives—to activities, situations, circumstances, people, and objects. Methodologically, these approaches rely on inductive designs aimed at generating meaning and producing rich, descriptive data. The researcher used descriptive-qualitative analysis in this research. According to Sharan B. Meriam (2009: 21) described qualitative research is a situated activity that locates to the observer in the world. Qualitative design attempts to describe what is going on and what data shows.

B. The Source of Data

The source of data for this research was taken from the corona virus text in BBC. It taken from the trusted website, published on 21st January 2021 http://news.bbc.co.uk/aboutbbcnews/hi/this_is_bbc_news/default.stm. The news had theme about Corona Virus that happened in march 2020. Researcher decide to take the data as the source of study.

C. The Techniques of Data Collection

In collecting the data, the document study used. It is applied to obtain the data from the source of the text. There are some steps to collect the data, they were

1. browsing and the data from the internet

2. downloading the text

3. printing the entire text from the bbc website

4. reading the data

D. The Techniques of Data Analysis

According to (Huberman & Miles, 1994) there are three ways to analyze the data, they are data reduction, data display, and conclusion drawing/verification. In this research, the researcher used Miles and Huberman's theory in analyzing the data, so there are three steps to do, they were:

1. Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.

2. Data Display

The second steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing

and action. In this step, the researcher shows or displays the data which is contains the Theme and rheme , not only as generally but specifically and clearly.

3. Conclusion Drawing/verification

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concludes the result of the research based on the research problems and theme and rheme theory that are used.

CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

A. Data Analysis

The data form in this study were taken from BBC News website about the corona virus. In analyzing the data, this research follows the step of data analysis. They were data reduction, in this step the researcher select one of the news from the BBC News website and transformed it to transcripted data. And then in data display, in this step the researcher showed or displayed the data that contained the theme and rheme specifically and clearly. The last is data conclusion/verification in this step the researcher concludes the result of the research based on the research problems and theme and rheme theory that are used. Based on the researcher explained in chapter three, all of the question must be answer completely in this study.

B. Findings

1. Types of Theme and Rheme used in the Corona Virus news text

The researcher analyzed the types of theme and rheme that contained in the BBC news text. This analysis is used to answer the formulation of this study that has been wrote previously to investigated the types that has been found in the news text. As has been said before, according to Halliday there are three types of

theme and rheme, Ideational Theme, Textual Theme and Interpersonal. And this study focused on Ideational theme and rheme analysis. A clause at least has one theme that is topic of the clause which is called as ideational theme. Ideational theme divided into 2 types they are unmarked theme and marked theme. Unmarked theme also divided into 3 types, which are nominal group as theme, nominal group complex as theme and embedded clause. Meanwhile marked theme has 2 types, they are adverbial as theme and prepositional phrase as theme.

The data collected has been compiled in the table below to determine the use of theme and rheme in every type and to know the percentage the use of theme and rheme in each of type. It conclude that what type would very frequently appear. It can be seen in the table below.

Table 4.1. Types of Ideational Theme

No	Types of Ideational Theme		Number	Percentages
1.	Unmarked Theme	Nominal group as Theme	15	29.4%
		Nominal group complex as Theme	30	58.8%
		Embedded clause	-	-
2.	Marked Theme	Adverbial as Theme	4	7.84%
		Prepositional Phrase as Theme	2	3.92%
3.	result		51	100%

As we can see from table 4.1. it would find that unmarked theme is the most frequently used in the BBC News article about Corona virus. There are about 45 themes about Unmarked theme that found in the article. Which are divided into three, namely nominal group as theme contained 15 themes or 29.4% , nominal group complex as theme contained 30 themes or 58.8% , and embedded clause didn't found in the article.

Then Marked theme is the least used in the BBC News article about Corona virus. There are 6 themes that have been found in the article, Marked theme is divided into two types, that is Adverbial as theme appeared 6 themes or 7.84% , and Prepositional phrase found only 2 themes or 3.92%. It meant that the article is commonly used subject or first pronoun to constructed the news because ideational themes functions to emphize the subject that this subject is the main goal of the news topic. According to Caffarel, Martin, and Matthiessen (2004) on journal (Paziraie, 2013) claim that the speakers (writers) are able to use the textual resources to organize the production of text, and guide the listeners (readers) in the process of interpreting the text. Therefore, they believe that these resources "are the units organized to guide the process of creating and interpreting text."

2. The most dominant type of Theme and Rheme in the Corona Virus news text

Table. 4.2. The most dominant type of theme and rheme

No	Types of Ideational Theme		Number	Percentages
1.	Unmarked Theme	Nominal group as Theme	15	29.4%
		Nominal group complex as Theme	30	58.8%
		Embedded clause	-	-
2.	Marked Theme	Adverbial as Theme	4	7.84%
		Prepositional Phrase as Theme	2	3.92%
3.	result		51	100%

The Theme functions in the structure of the clause as a message. A clause has meaning as a message, a quantum of information; the Theme is the point of departure for the message. It is the element the speaker selects for 'grounding' what he is going on to say (Halliday & Matthiessen, An Introduction to Functional Grammar Third Edition, 2004).

As described above, unmarked theme divided into nominal group as theme has been found 15 themes or 29.4%. Then nominal complex group as theme appeared 30 themes or 58.8% and embedded clause didn't found in the news article. And then marked theme is the least dominant theme that found in the news text. It can be seen on the table that adverbial as theme found 4 themes or 7.84% and prepositional

phrase found 2 themes or 3.92%. It can be conclude that unmarked theme is the most dominant type of theme and rheme in the corona virus news text. An unmarked feature is the ordinary, expected, usual form. In the explanation before, theme is usually the subject of sentence. So, the unmarked theme occur in statement (a declarative sentence) is the subject. It conclude that If theme is conflated with the subject, it is called unmarked theme. For example :

Table. 4.3. Example of Unmarked theme

The government	says training and support will be available to ensure grades are awarded fairly across the country
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

From the example above, the government referred as subject of the clause which means the theme and the remaining part as the rheme. It belongs to the unmarked theme because "the government" which means as a theme is the subject of the sentences and the rest of the sentences is the rheme. The given information is the government but the readers do not know what the government is going about or what happened to government, so in this case the rheme play its role as the new information of the clause/sentences to complete the theme that has been mentioned. Principle to remember is that every clauses must contain one and only one topical

Theme. Once you have identified a topical Theme in a clause, you can consign all the remaining clause constituents to the Rheme role. It is this principle which allows us to determine the Theme/Rheme. (Eggins, An Introduction to Systemic Functional Linguistic 2nd Edition, 2004)

As mentioned before, unmarked theme features is something expected or usual. It means that the authors of the news article want to make an article easily understanding by the readers.

3. The theme and rheme realized the Corona Virus news text

According to Halliday, the Theme is the element that serves as the point of departure of the message; it is that which locates and orients the clause within its context. The speaker chooses the Theme as his or her point of departure to guide the addressee in developing an interpretation of the message; by making part of the message prominent as Theme, the speaker enables the addressee to process the message. The remainder of the message, the part in which the Theme is developed, is called in Prague school terminology the Rheme. As a message structure, therefore, a clause consists of a Theme accompanied by a Rheme (Matthiessen, Halliday's Introduction to Functional Grammar Fourth Edition, 2014).

In conclusion the English sentences start with a Theme, Which we somehow know about or which normally contains information is called theme, the first element (given) in the sentences. And which normally tells us something new about the theme

is called a rheme. They are related to each other. As a first step we have made two assumptions: that the Theme of a clause consists of just one structural element, and that that element is represented by just one unit — one nominal group, adverbial group or prepositional phrase.

In Ideational theme there are two themes, the first one is unmarked themes which there is the subject. For example;

Table 4.4. The realization of Unmarked theme

The government	has clarified this can include children without access to a laptop at home or a quiet place to study.
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

The word *'The government'* identified as a subject. As we know that unmarked theme is a theme that explains nominal group, nominal group complex, and embedded clause. It would be the theme or the given information. And the rest of the sentences *'has clarified this can include children without access to a laptop at home or a quiet place to study,'* it would be the rheme or the new information.

and the second one is marked themes which there is no subject including adverbial groups and prepositional phrase. For example;

Table. 4.5. The realization of marked theme

In Scotland, schools	will remain closed to the majority of

	pupils until at least 1 February, with remote learning used instead.
Theme	**Rheme**
Marked theme	
Adverbial groups	

The words *'In Scotland, schools'* identified as the adverbial group especially adverb of place because the sentences starts with the location of the place and it can be conclude as a marked theme as adverbial group. As the explanation above marked theme didn't start with the subject but it starts with adverbial groups or prepositional phrase. Then the rest of the sentences *'schools will remain closed to the majority of pupils until at least 1 February, with remote learning used instead.'* we can say as a rheme. In textual metafunction, this is how we organize messages in ways to indicate how the fit in to other sentences/clause. So from one sentences/clause to another sentences/clause they are interconnected to each other. And the wider context in which we are talking/writing.

C. Discussion

Referring to the findings from BBC News article about Corona virus. The researcher found 51 ideational themes in the news article. And they are divided into 2 types. The researcher has found the type theme and rheme that used in the news article is that Unmarked theme with 45 themes and divided them into three type that is nominal group as theme found 15 themes or 29.4%. Then nominal group complex

appeared 30 themes or 58.8% and embedded clause didn't appeared into news article. Meanwhile the marked theme found 6 themes, that separated them into adverbial groups 4 them or 7.84% and prepositional phrase 2 themes or 3.92%. It makes that the unmarked theme is them most dominant theme that contained in the text. The interpretation of the the news article convey the most interesting information to attract the readers in written by simple structure. The meaning of the news text mostly consist of subjects and predicates. It can be seen that the use of pronoun and nominal subject is the most one. The writers of the news article want to use his own idea based on the fact that happened in the real life. It is shown that she/he often mentioned a person with an important role such as government.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion in the previous chapter, the writer is drawn conclusions as follows :

1. Theme and rheme that used in corona virus news was unmarked theme. Unmarked theme frequently used in the corona virus news text with 45 themes that found in the news article. It divided into three types that is nominal group as theme 15 theme 29.4%. Then nominal group complex appeared 30 themes or 58.8% and embedded clause didn't appeared into news article. Meanwhile, the marked theme found 6 themes. They separated into adverbial groups 4 theme or 7.84% and prepositional phrase 2 themes or 3.92%.

2. The most dominant theme and rheme that found in the article was unmarked. Unmarked theme used simple structure so the article can be understandable. Meanwhile marked theme did not start wit the subject whereas subject come up after the adverbial groups or prepositional phrase, it makes the readers sometimes confused.

3. Theme and rheme realized by identification the subject. Unmarked theme was followed by the subject in the beginning of the clause. Marked theme usually identified the subject by adverbial groups or

prepositional phrase.

B. **Suggestions**

With regard to conclusions, suggestions are stated as the following :

1. Textual function is good to be applied fo analyzing clause meaning. So that, the others researcher could be applied as the useful reference and information to others researcher.

2. The researcher suggest for the next researcher who wants to research systemic functional linguistics to develop this research by expanding the research object and used another metafunctions.

3. It was important to analyze theme and rheme of the text. So it will help the others to understand the message of the text.

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Appendix I Table of Analysis Textual Function Theme and Rheme in Corona Virus News Text

Title : Covid: What is happening to schools?
Teacher assessment will be used to award grades in England

Teacher assessments	will be used to award grades in England
Theme	
Unmarked Theme	**Rheme**
Nominal group complex as Theme	

after the government said that

After the Government	Said that
Theme	**Rheme**
Marked Theme	
Phrepositional Phrase	

summer exams will not take place this year.

Summer Exams	Will not take place this year
Theme	**Rheme**
Unmarked Theme	
Nominal Group complex as theme	

Exams in Scotland, Wales and Northern Ireland have also been cancelled due to the coronavirus pandemic.

Exams in Scotland, Wales and Northern Ireland	have also been cancelled due to the coronavirus pandemic.

Theme	Rheme
Unmarked theme	
Nominal group complex as theme	

In England, A-levels, AS levels and GCSE exams have been cancelled

In England, A-levels, AS levels and GCSE exams	have been cancelled
Theme	Rheme
Marked theme	
Adverbial Groups	

and teachers' estimated grades will be used instead.

and teachers' estimated grades	will be used instead.
Theme	Rheme
Unmarked theme	
Nominal group complex as Theme	

The government says training and support will be available to ensure grades are awarded fairly across the country

The government	says training and support will be available to ensure grades are awarded fairly across the country
Theme	Rheme
Unmarked theme	
Nominal group as Theme	

The government says <u>vocational exams can still go ahead this month</u>

The government	says <u>vocational exams can still go ahead this month</u>
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

if schools and colleges believe it is safe.

if schools and colleges	believe it is safe.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

If not, exams can be taken at a later date

If not, exams	can be taken at a later date
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

or a grade can be awarded

or a grade	can be awarded
Theme	**Rheme**
Unmarked theme	

Nominal group as Theme	

if students have "enough evidence to receive a certificate

if students	have "enough evidence to receive a certificate
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

that they need for progression", according to the awarding body Pearson.

that they	need for progression", according to the awarding body Pearson.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

Education Secretary Gavin Williamson also confirmed that primary school SATs will not go ahead this year.

Education Secretary Gavin Williamson also	confirmed that primary school SATs will not go ahead this year.
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

Scotland's Higher and Advanced Higher exams have been cancelled for 2021, with final grades based on teacher assessment.

Scotland's Higher and Advanced Higher exams	have been cancelled for 2021, with final grades based on teacher assessment.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

The National 5 exams have also been cancelled.

The National 5 exams	have also been cancelled.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

The Welsh government has cancelled this year's GCSE, AS and A-level exams, with grades based on classroom assessments.

The Welsh government	has cancelled this year's GCSE, AS and A-level exams, with grades based on classroom assessments
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

In Northern Ireland, no GCSE, AS and A-level examinations will go ahead this year.

In Northern Ireland, no GCSE, AS and A-level examinations	Will go ahead this year
Theme	**Rheme**
Unmarked theme	

Nominal group complex as Theme	

But it is not yet clear what alternative awarding arrangements will be in place.

But it	is not yet clear what alternative awarding arrangements will be in place.
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

Primary and secondary schools have moved to remote learning for most pupils.

Primary and secondary schools	have moved to remote learning for most pupils.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

The only exceptions will be the children of critical workers

The only exceptions	will be the children of critical workers
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

and those deemed vulnerable, who will be able to physically go to school each day.

and those deemed vulnerable, who	will be able to physically go to school each day.
Theme	**Rheme**
Unmarked theme	

Nominal group complex as Theme	

The government <u>has clarified this can include</u> children without access to a laptop at home or a quiet place to study.

The government	<u>has clarified this can include</u> children without access to a laptop at home or a quiet place to study.
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

For children learning from home, the government says it expects schools to provide 3-5 hours of teaching a day, depending on the child's age.

For children learning from home, the government	says it expects schools to provide 3-5 hours of teaching a day, depending on the child's age.
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

If parents have any concerns about their child's education,

If parents	have any concerns about their child's education,
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

they should raise it with a teacher in the first instance.

they	should raise it with a teacher in the first instance.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

If the matter is still not resolved,

If the matter	is still not resolved,
Theme	**Rheme**
Unmarked theme	
Nominal group as Theme	

parents can contact the schools watchdog, Ofsted.

parents	can contact the schools watchdog, Ofsted.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as Theme	

Colleges and universities will also have to teach students remotely until mid-February - except courses for future critical workers (including medicine and veterinary science).

Colleges and universities	will also have to teach students remotely until mid-February - except courses for future critical workers (including medicine and veterinary science).

Theme	Rheme
Unmarked theme	
Nominal group complex as Theme	

Nurseries and other Early Years settings will remain open as normal.

Nurseries and other Early Years settings	will remain open as normal.
Theme	Rheme
Marked theme	
Adverbial groups	

The government says extra funding will be available for those children who are eligible for free schools meals,

The government	says extra funding will be available for those children who are eligible for free schools meals,
Theme	Rheme
Unmarked theme	
Nominal group as a theme	

and that more electronic devices would be distributed to support remote education.

and that more electronic devices	would be distributed to support remote education.
Theme	Rheme
Unmarked theme	
Nominal group complex as a theme	

In Scotland, <u>schools will remain closed to the majority of pupils until at least 1 February</u>, with remote learning used instead.

In Scotland, schools	<u>will remain closed to the majority of pupils until at least 1 February</u>, with remote learning used instead.
Theme	**Rheme**
Marked theme	
Adverbial groups	

Schools will only open their doors to the children of key workers and vulnerable youngsters.

Schools	will only open their doors to the children of key workers and vulnerable youngsters.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

There'll be a review on 18 January as to whether schools can reopen on 1 February.

There	Will be a review on 18 January as to whether schools can reopen on 1 February.
Theme	**Rheme**
Marked theme	
Prepositional Phrase	

Colleges and universities can operate using a <u>more restricted mix of face-to-face and distance learning</u>.

Colleges and universities	can operate using a <u>more restricted mix of face-to-face and distance learning</u>.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

Until 18 January, regulated early learning and childcare - plus school age childcare services - can <u>only open in Scotland</u> for the children of key workers and vulnerable children.

Until 18 January, regulated early learning and childcare - plus school age childcare services -	can <u>only open in Scotland</u> for the children of key workers and vulnerable children.
Theme	**Rheme**
Marked theme	
Adverbial groups	

In Wales, all schools and colleges <u>will move to online learning until 18 January</u> - except for children of critical workers, vulnerable youngsters, and learners who need to complete essential exams or assessments.

In Wales, all schools and colleges	<u>will move to online learning until 18 January</u> - except for children of critical workers, vulnerable youngsters, and learners who need to complete essential exams or assessments.
Theme	**Rheme**
Unmarked theme	
Nominal groups complex as theme	

Universities in Wales have already agreed a staggered start to term.

Universities in Wales	have already agreed a staggered start to term.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

Childcare settings can remain open.

Childcare settings	can remain open.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

In Northern Ireland, many pupils will not return to school until after the half-term break in mid-February.

In Northern Ireland, many pupils	Will not return to school until after the half-term in mid-february.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

However, special schools will remain open as usual

However, special schools	will remain open as usual
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

while vulnerable children and children of key workers will also have access to schools for supervised learning.

while vulnerable children and children of key workers	will also have access to schools for supervised learning.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

The UK government says it will continue to regularly test teachers for Covid,

The UK government	says it will continue to regularly test teachers for Covid,
Theme	**Rheme**
Unmarked theme	
Nominal group as theme	

as well as those pupils still be able to attend school during the lockdown - including vulnerable students and children of key workers.

as well as those pupils	still be able to attend school during the lockdown - including vulnerable students and children of key workers.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

If one of them - or a member of staff - tests positive,

If one of them - or a member of staff	tests positive,

Theme	Rheme
Unmarked theme	
Nominal group as theme	

they must go home and self-isolate for 10 days.

they must	go home and self-isolate for 10 days.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

Anyone who has been <u>in close contact</u> with the person testing positive must also self-isolate.

Anyone who	has been <u>in close contact</u> with the person testing positive must also self-isolate.
Theme	**Rheme**
Unmarked theme	
Nominal group complex as theme	

Education Secretary Gavin Williamson says regular testing will help the government reopen schools as soon as possible.

Education Secretary Gavin Williamson	says regular testing will help the government reopen schools as soon as possible.
Theme	**Rheme**
Unmarked theme	
Nominal group as theme	

He told MPs on 6 January:

He	told MPs on 6 January:
Theme	**Rheme**
Unmarked theme	
Nominal group as theme	

"Testing is going to be the centre of our plans to return children back to school, back to the classroom, back to college, as soon as possible."

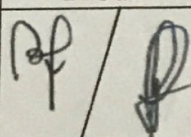| "Testing	is going to be the centre of our plans to return children back to school, back to the classroom, back to college, as soon as possible."
Theme	**Rheme**
Unmarked theme	
Nominal group as theme	

Appendix II   Wrutten Text News from BBC News Entittled Covid: What is happening with schools?
https://www.bbc.com/news/education-51643556
6 January 2021

Teacher assessments will be used to award grades in England after the government said that summer exams will not take place this year. Exams in Scotland, Wales and Northern Ireland have also been cancelled due to the coronavirus pandemic.
In England, A-levels, AS levels and GCSE exams have been cancelled and teachers' estimated grades will be used instead. The government says training and support will be available to ensure grades are awarded fairly across the country.
The government says vocational exams can still go ahead this month - if schools and colleges believe it is safe. If not, exams can be taken at a later date or a grade can be awarded if students have "enough evidence to receive a certificate that they need for progression", according to the awarding body Pearson. Education Secretary Gavin Williamson also confirmed that primary school SATs will not go ahead this year.
Scotland's Higher and Advanced Higher exams have been cancelled for 2021, with final grades based on teacher assessment. The National 5 exams have also been cancelled. The Welsh government has cancelled this year's GCSE, AS and A-level exams, with grades based on classroom assessments.
In Northern Ireland, no GCSE, AS and A-level examinations will go ahead this year.
But it is not yet clear what alternative awarding arrangements will be in place.

Primary and secondary schools have moved to remote learning for most pupils.
The only exceptions will be the children of critical workers and those deemed vulnerable, who will be able to physically go to school each day. The government has clarified this can include children without access to a laptop at home or a quiet place to study. For children learning from home, the government says it expects schools to provide 3-5 hours of teaching a day, depending on the child's age.
If parents have any concerns about their child's education, they should raise it with a teacher in the first instance. If the matter is still not resolved, parents can contact the schools watchdog, Ofsted. Colleges and universities will also have to teach students remotely until mid-February - except courses for future critical workers (including medicine and veterinary science).
Nurseries and other Early Years settings will remain open as normal.

The government says extra funding will be available for those children who are eligible for free schools meals, and that more electronic devices would be distributed to support remote education.

In Scotland, schools will remain closed to the majority of pupils until at least 1 February, with remote learning used instead.

Schools will only open their doors to the children of key workers and vulnerable youngsters. There'll be a review on 18 January as to whether schools can reopen on 1 February. Colleges and universities can operate using a more restricted mix of face-to-face and distance learning. Until 18 January, regulated early learning and childcare - plus school age childcare services - can only open in Scotland for the children of key workers and vulnerable children. In Wales, all schools and colleges will move to online learning until 18 January - except for children of critical workers, vulnerable youngsters, and learners who need to complete essential exams or assessments.

Universities in Wales have already agreed a staggered start to term. Childcare settings can remain open.

In Northern Ireland, many pupils will not return to school until after the half-term break in mid-February. However, special schools will remain open as usual while vulnerable children and children of key workers will also have access to schools for supervised learning.

The UK government says it will continue to regularly test teachers for Covid, as well as those pupils still be able to attend school during the lockdown - including vulnerable students and children of key workers.

If one of them - or a member of staff - tests positive, they must go home and self-isolate for 10 days. Anyone who has been in close contact with the person testing positive must also self-isolate. Education Secretary Gavin Williamson says regular testing will help the government reopen schools as soon as possible.

He told MPs on 6 January: "Testing is going to be the centre of our plans to return children back to school, back to the classroom, back to college, as soon as possible."

APPENDIX

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

===

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :
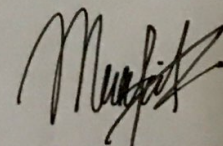
Nama	: Nurul Muthi'ah
NPM	: 1602050166
Program Studi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 135 SKS

IPK = 3,51

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
(tanda tangan)	Textual Function Analysis in Corona Virus News	
	The Use of Picture Books in Teaching Reading Comprehension	
	Experiential Function Analysis in Trump Inaugural Speech	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Mei 2020

Hormat Pemohon,

(tanda tangan)

Nurul Muthi'ah

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

==

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama   : Nurul Muthi'ah
NPM   : 1602050166
ProgramStudi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum
di bawah ini dengan judul sebagai berikut :

Textual Function Analysis in Corona Virus News

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yessi Irianti, S.Pd., M.Hum   ACC PP
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 9 Mei 2020
Hormat Pemohon,

Nurul Muthi'ah

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061) 6619056 Medan 20238
Website : fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Nomor : 825/II.3/UMSU-02/F/2020
Lamp. : ---
H a l : **Pengesahan Proposal dan Dosen Pembimbing**

Bismillahirrahmanirrahiim
Assalalamu'alaikumWr. Wb.

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proposal skripsi dan Dosen Pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Nurul Muthi'ah**
N P M : 1602050166
Progam Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Textual Function Analysis in Corona Virus News

Pembimbing : **Yessi Irianti S.Pd., M.Hum**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal skripsi dengan ketentuan sebagai berikut :
1. Penulisan berpedoman kepada ketentuan atau buku *Panduan Penulisan Skripsi* yang telah ditetapkan oleh Dekan
2. Proposal Skripsi dinyatakan *BATAL* apabila tidak selesai pada waktu yang telah ditetapkan.
3. Masa Daluarsa tanggan : *16 Mei 2021*

Medan, 23 Ramadhan 1441 H
16 Mei 2020 M
Wassalam
Dekan
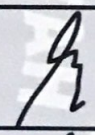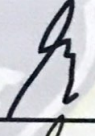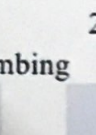
Dr. H. Elfrianto, S.Pd.,M.Pd.

Dibuat Rangkap 4 :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
(*WAJIB MENGIKUTI SEMINAR*)
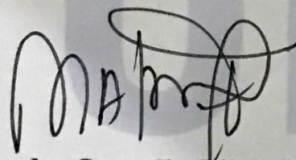
BERITA ACARA BIMBINGAN PROPOSAL

Nama   : Nurul Muthi'ah
NPM   : 1602050166
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Textual Function Analysis In Corona Virus News
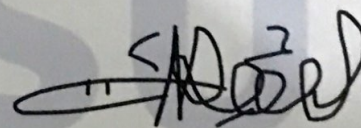
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
13/01/21	Chapter I: Introduction Chapter II: Literature Review Chapter III: Methode of The Research	
10/02/21	Chapter I: Background of the study The Identification of Problem References	
27/02/21	Chapter I: The Identification of Problem	
27/02/21	Disetujui untuk seminar	

Medan,   2021

Diketahui/Disetujui   DosenPembimbing
Ketua Prodi

Mandra Saragih, S.Pd., M.Hum   **Yessi Irianti, S.Pd., M.Hum**

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ
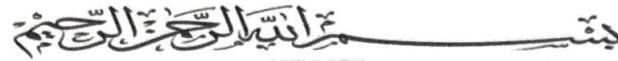
LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama   : Nurul Muthi'ah
N P M   : 1602050166
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Textual Function Analysis in Corona Virus News

Pada hari Kamis bulan April tahun 2021sudah layak menjadi proposal skripsi

Medan, 07 April 2021
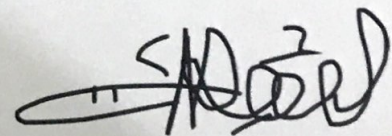
Disetujui oleh :

Dosen Pembahas   Dosen Pembimbing
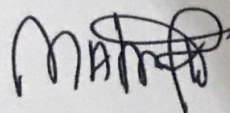
Dr. Hj. Dewi Kesuma Nst., SS., M.Hum   Yessi Irianti., S.Pd., M.Hum

Diketahui oleh
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

SURAT KETERANGAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

NamaLengkap   : Nurul Muthi'ah
NPM   : 1602050166
Program Studi   : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:
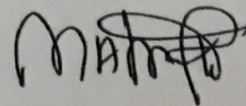
Hari   : Jum'at
Tanggal   : 07 April 2021
Judul   : Textual Function Analysis In Corona Virus News

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik, kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
Pada Tanggal   : 07 April 2021

Wassalam
Ketua Program studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd.,M.Hum.

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamu'alaikum Warahmatullahi Wabarakaatuh
Saya yang bertanda tangan dibawah ini :

Nama Mahasiswa   : Nurul Muthi'ah
NPM   : 1602050166
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : Textual Function Analysis In Corona Virus News

Dengan ini saya menyatakan bahwa :
1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 13 Oktober 2021
Hormat saya
Yang membuat Pernyataan

(Nurul Muthi'ah)

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd., M.Hum.

Nomor	: **2391** /II.3/UMSU-02/F/2021	Medan, 06 Rab. Awwal 1443 H
Lamp	: ---	13 Oktober 2021 M
H a l	: **Izin Riset**	

Kepada : Yth. Bapak Kepala Perpustakaan
Universitas Muhammadiyah Sum. Utara
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama Mahasiswa	: Nurul Muthi'ah	
NPM	: 1602050166	
Program Studi	: Pendidikan Bahasa Inggris	
Judul Penelitian	: Textual Function Analysis In Corona Virus News	

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamatlah sejateralah kita semuanya. Amin.

Wassalam
Dekan

Prof. Dr. H. Elfrianto Nst, MPd.
NIDN : 0115057302

**Pertinggal

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN
Nomor :2477/KET/II.3-AU/UMSU-P/M/2021

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Nurul Muthi'ah**
NIM	:	**1602050166**
Univ./Fakultas	:	**UMSU/Keguruan dan Ilmu Pendidikan**
Jurusan/P.Studi	:	**Pendidikan Bahasa Inggris/S-1**

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Textual Function Analysis in Corona Virus News"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, <u>07 Rabiul Awal 1443 H.</u>
13 Oktober 2021 M

Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

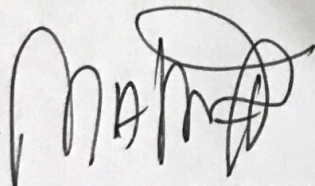## BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi   : Universitas Muhammadiyah Sumatera Utara
Fakultas   : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi   : Pendidikan Bahasa Inggris
Nama Lengkap   : Nurul Muthi'ah
NPM   : 16020150166
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Textual Function Analysis in Corona Virus News

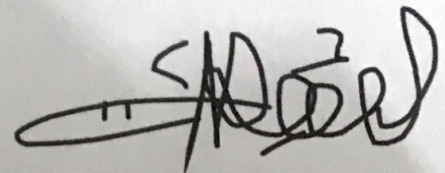| Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
22 Juni 2021	Background of study Identification of problem	
05 Agustus 2021	Identification of problem Formulation of problem	
29 September 2021	Hasil analisis data	
14 September 2021	Abstract Background of study Formulation of the study Chapter V : Discussion	
15 september 2021	Acknowledgement Chapter IV : Findings Chapter V : Conclusion and suggestion References	
5 November 2021	References	
8 November 2021	ACC	

Medan, 08 November 2021
Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Dosen Pembimbing

Mandra Saragih, S.Pd., M.Hum.

Yessi Irianti S.Pd., M.Hum

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

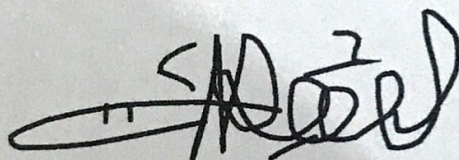Skripsi ini diajukan oleh mahasiswa di bawah ini :

Nama Lengkap	: Nurul Muthi'ah
NPM	: 1602050166
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: Textual Function Analysis in Corona Virus news

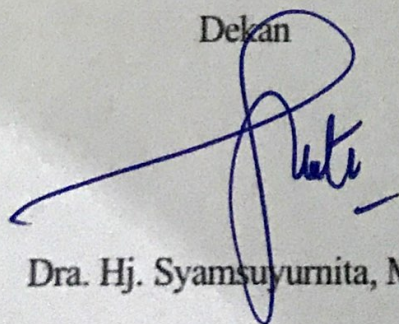sudah layak di sidangkan

Medan, 15 November 2021

Disetujui oleh

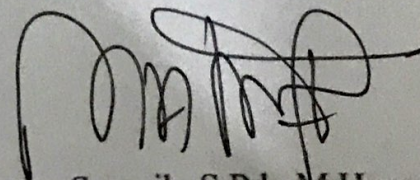Pembimbing

(Yessi Irianti, S.Pd.,M.Hum.)

Diketahui oleh :

Dekan

Dra. Hj. Syamsuyurnita, M.Pd
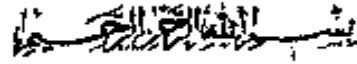
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya.

SURAT KETERANGAN
Nomor :2479/KET/II.3-AU/UMSU-P/M/2021

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	**: Nurul Muthi'ah**
NPM	**: 1707210003**
Fakultas	**: Keguruan dan Ilmu Pendidikan**
Jurusan	**: Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 07 Rabiul Awal 1443 H.
13 Oktober   2021 M

M
Kepala UPT Perpustakaan

Muhammad Arifin, S.Pd, M,Pd

CURRICULUM VITAE

PERSONAL DETAILS

Name   :Nurul Muthi'ah
Place And Date Of Birth :P. Brahrang, 06 May 1998
Sex   :Female
Adress   :Jalan Binjai-Kuala gg. Bersama Kab.Langkat
Religion   :Islam
Marital Status   :Single
Telephone Number   :082361846043
Email   :nurulmuthiah16@gmail.com

EDUCATION

University   : Bachelor Degree Of English Department
                                       University Of Muhammadiyah Sumatera Utara (2016-2022)

Senior HighSchool   : Madrasah Aliyah Negeri Binjai (2013-2016)

Junior Highschool   : Madrasah Tsanawiyah Negeri Binjai (2010-2013)

Elementary School   : SDN 054875 Sei. Limbat (2004-2010)

ORGANISATIONAL EXPERIENCE

Treasurer of UMSU Library Volunteer