TEXTUAL METAFUNCTION
(Clause as Message) - Theme and Rheme

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Objectives:

At the end of the lesson you are expected to be able to:

1. comprehend the textual metafunction of SFL (clause as message);
2. identify the Theme-Rheme of a text;
3. conclude the Theme-Rheme pattern of the text.
The textual metafunction

The textual metafunction creates discourse

Of the various structures which, when mapped on to each other, make up a clause, we will consider first the one which gives the clause its character as a message.

This is known as thematic structure.
The textual metafunction

We may assume that in all languages the clause has the character of a message; it has some form of organization giving it the status of a communicative event.

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 special status assigned to one part of it.

One element in the clause is enunciated as the theme; this then combines with the remainder so that the two parts together constitute a message.
The textual metafunction

creates discourse

clause as message

the linguistic expression of the other two metafunctions (ideational, interpersonal)

theme vs. rheme
The textual metafunction

The chef is preparing dinner in the kitchen.
Dinner is being prepared in the kitchen.
In the kitchen the chef is preparing dinner.
In the kitchen dinner is being prepared by the chef.
CLAUSE AS MESSAGE

To explore clauses as semiotic resources to express message.

Principles:
- language including clause is linear
- so message is structured linearly
- linearity means it is like a line which has a start and an end

This principles implies that message is structured from beginning to an end.

There are two points of views in looking at clause as message: reader’s and listener’s point of view and speaker’s and writer’s point of view.
Message from reader’s and listener’s point of view

Message is expected to be structured from ‘known’ to ‘unknown’.

Or message is structured from old information and moves to new information.

For example:
My uncle visited me last week

He stayed in my house for 2 days
Patterns of old-new information in report

Algae is a single-celled or simple multiple organism.
Old      New

It can conduct the process of photosynthesis.
Old      New

It is generally found in water
Old      New

but it can also be found elsewhere such as in rocks and trees.
Old      New
Medical bill in US have risen outrageously
Old \rightarrow New

and steps need to be taken to reverse this trend.
Old \rightarrow New

Or the American will not be able to afford medical care.
Old \rightarrow New

The major factor of the case has been the dramatic increase of hospital services.
Old \rightarrow New

But the rise in the cost of hospitalization can only be partly blamed on inflation
Old \rightarrow New

since the hospital bill in the last two decades have risen at a considerable rate.
Old \rightarrow New
Message from speaker’s and writer’s point of view

The beginning is a stepping stone to develop a message.

Message is structured from theme (topic) and moves to rheme (tail).

It is used as strategy to develop the message based on the theme or topic they think it is important.

For example:

- My uncle visited me last week.
  Theme: My uncle
  Rheme: visited me last week.

- Last week my uncle visited me.
  Theme: Last week
  Rheme: my uncle visited me.

- Luckily, we got the right bus.
  Theme: Luckily
  Rheme: we got the right bus.
Definition of Theme

the starting point of the clause message
realized in English by first position in a clause
must contain a participant, process or circumstance
includes any element preceding the first participant, process or circumstance
Types of theme

- Topical (the topic of discourse)
- Textual (connect the previous clause)
- Interpersonal (interact and transact socially)
- Unmarked (started with the Subject)
- Marked (started with complement, adjunct, or predicator)
- Conjunction; continuative
- Vocative; finite (aux); wh-
Topical theme

There are two types of topical theme: unmarked and marked.

The unmarked topical theme is the typical theme in English clauses that are usually started with subject.

The marked topical theme is non-typical theme that is characterized by other than subject such as: complement, adjunct, or predicator

For example:

My uncle visited me last week
Theme Rheme

Last week my uncle visited me
Theme Rheme
Marked
To connect logically the first and second clause

Mostly in the forms of conjunction such: and, then, after, although etc., and continuative such as: Errr..., Emm..., Well...

For example:

But he doesn’t understand
Theme Rheme
Text Top

Err... he did it
Theme Rheme
Text Top
Interpersonal theme

To realize the interpersonal meaning of the theme.

Interactional interpersonal theme is realized in vocative

Transactional interpersonal (giving and demanding information and goods and services) theme is realized in finite and wh.

For example:

John, will you be the chairman?

Theme Rheme
Int Int top
Example of combination analysis of mood and theme of English clauses

<table>
<thead>
<tr>
<th>We</th>
<th>sang</th>
<th>a song</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>F / P</td>
<td>C</td>
</tr>
<tr>
<td>Mood</td>
<td>Residue</td>
<td></td>
</tr>
<tr>
<td>Theme: Top</td>
<td>Unmarked</td>
<td>Rheme</td>
</tr>
<tr>
<td>How long</td>
<td>must</td>
<td>we sing</td>
</tr>
<tr>
<td>Wh/Adj.</td>
<td>F</td>
<td>S</td>
</tr>
<tr>
<td>Re-</td>
<td>Mood</td>
<td>-sidue</td>
</tr>
<tr>
<td>Theme:</td>
<td>Int/Top</td>
<td>Rheme</td>
</tr>
<tr>
<td>Marked</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We sang a song

How long must we sing this song?
Example of combination analysis of mood and theme of English clauses

<table>
<thead>
<tr>
<th>What</th>
<th>will</th>
<th>we</th>
<th>Sing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wh/C</td>
<td>F</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>Re-</td>
<td>Mood</td>
<td>-side</td>
<td></td>
</tr>
<tr>
<td>Theme: Int/Top Marked</td>
<td>Rheme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be</th>
<th>patient!</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>C</td>
</tr>
<tr>
<td>Residue</td>
<td></td>
</tr>
<tr>
<td>Top Marked Theme</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Well</th>
<th>Darling</th>
<th>I</th>
<th>will</th>
<th>take</th>
<th>a rest</th>
<th>for a while</th>
</tr>
</thead>
<tbody>
<tr>
<td>Con</td>
<td>Voc</td>
<td>S</td>
<td>F</td>
<td>P</td>
<td>C</td>
<td>Adj</td>
</tr>
<tr>
<td>Re-</td>
<td>Mood</td>
<td></td>
<td>-side</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td></td>
<td>Rheme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text</td>
<td>Int</td>
<td>Top</td>
<td>Unm</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


u there?
To DO List

- Check in SIKAP
- Open Google Classroom
- Fill in the Google Form as Attendance List
- Don’t forget to click submit
- Find a simple text and practice to analyze the Theme-Rheme
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0856 0304 2036

https://dosen.ikipsiliwangi.ac.id/materi/rissa-san-rizqiya/sfl/

A3: tsbgfxl  A4: dbxnspn

B1: tjlnlqg  B2: qmts4f4