CHAPTER 1

INTRODUCTION

1.1 Background of Study

In English, grammar is the main capital for learners of English as a reference in all English skills to understand and compose a sentence that will understand for readers. As mentioned by Bavali and Sadighi (2008:11),

> Recent developments in theories of language (grammars) seem to share a number of tenets which mark a drastic shift from traditional disentangled descriptions of language: emphasis on a big number of discrete grammatical rules or a corpus of structure patterns has given way to a more unitary, explanatory powerful description of language informed by a sound theory of language acquisition, on the one hand, and verified/refuted by observations on samples of language use, on the other.

Grammar itself is divided into two types, namely traditional grammar and systemic functional grammar. Traditional grammar is a framework for the description of language structures that can be contrasted with more modern grammar theory in theoretical linguistics, which grew out of traditional descriptions. Generally classify the words into the parts of the speech. They describe the pattern of syntax with words that are combined into sentences. While traditional grammars attempt to describe how to understand the language of knowledge and ability. Traditional grammar is often preferred by prescriptive grammars and can be considered unscientific by those working in the field of linguistics

Just as described by Batroli-Dutra and M. Bissaco (2006), Systemic Functional Grammar is a system of meanings associated with three Metafunctions, each indicating how the language was structured to be used. The users interact not only to exchange sounds, words or sentences, but to create meanings in order to understand the world around them and one another. The three Metafunctions are related to 1) Interpersonal meanings, which focus on the social function of language, more specifically, the participants; 2) Ideational meanings, focusing on how language is used, that is, the verbal choices, and; 3) Textual meanings, which focus on how the message is organized, that is, what information is chosen to appear first (or last) in a sentence or text.

We include information in the clause telling us about where it came from and where it was going. In the English clause there are two points of excellence, beginning and ending. The beginning of the clause is where we put the information that links the clause to what has happened before. For example, we find conjunctions at the beginning of the clause because they provide a logical connection to what has happened before. We also found information about the topic clause, what is the clause. This information is contained in the first nominal group in the clause. There are exceptions to this, as when the prepositional phrase precedes the first nominal group. Topical information is also usually associated with something that has been introduced before in the text or can be taken from the context.

In English, the preparation of a sentence or presentation of information is composed of clauses that have a Theme of what is delivered. As well as those described by Wei Jing (2005: 180),

The Theme extends from the beginning of a clause up to (and including) the first element that has a function in transitivity. This means that the Theme of a clause ends with the first constituent that is participant, circumstance, or process, which is referred to as the topical Theme. The topical Theme may be preceded by elements which are textual and/or interpersonal in function, and they are called textual Theme and interpersonal Theme respectively in SFG. This typology of Themes into topical, textual and interpersonal Themes is made in terms of textual metafunction.

According to Wei Jing (2014) the Themes connect to the Themes and Rhemes of preceding clauses in various ways, picking up or repeating the important concepts and developing them further. In this case it can be said that the Theme is a core that is interconnected with Rheme aand other clauses that can expand widely in terms of deepening the meaning or extend the Theme itself. Beside that Montes, Borboza, and Olascoaga, (2014:104) explained that it is important to understand that a sentence is organized by using a subject, verb, and the complement to define Theme and Rheme.

As stated in the books of Gerot and Wignel, Themes can be identified as elements or elements that are (first) in the clause. This is the starting point of the message from the previous message. The rest of the clause is called Rheme. New information is usually contained in Rheme (Gerot and Wignel, 1994: 102-103).

But unlike the statements above, Bloor and Bloor in their book explains that the most important aspect in the functional grammar is the preparation of information in communication. When we communicate with someone in speech or writing, we will automatically try to set our grammar to be more easily understood by the other person. In Systemic Functional Grammar itself there are two interrelated parallel analysis systems of clause structures related to the message sequence. The first is Given and New which in it analyzes the structure of

information and its compilation. The second is Theme and Rheme which it analyzes the thematic structure and its composition (Bloor and Bloor, 2004: 64).

According to Park & Lu (2013:82), Theme comes at the beginning of the clause and typically carries familiar or given information. In line with Park & Lu's opinion, Katrini & Farikah, (2015:552) stated that Theme is the starting point a message that is the first element is the clause and the rest of the Theme called Rheme, while the clause part where Theme is developed. So, in every clause there can be a Theme and Rheme. So Theme functions as a starting point of the message and Rheme serves as a provider of information developed from Theme.

The Rheme is "the part of the clause in which the Theme is developed". It comes after the Theme and typically carries unfamiliar or new information. Together, the Theme and Rheme constitute the 'Theme System', and the Theme-Rheme structure within the clause is referred to as "thematic structure". The Theme system is instrumental to packaging the clause into a message in a way that expresses the intended meaning. Typically, the Theme establishes the common ground between the previous message and the following new message whereas the Rheme develops ideas and arguments in the new message based on this common ground.

Whereas in general, in the preparation of information in a sentence or utterance there will be an advantage or interest to be conveyed by the speaker or author to various information. The Theme is a formal grammatical category that refers to the initial element in a clause. This is the element in which the sentence

is arranged, and the sentence the author wishes to address. Everything that follows this Theme is known as Rheme (Nunan, 1993: 45).

Similarly, Nunan's statement, Brown and Yule explained in his book that we can use the term Theme to refer to the formal category, since every simple sentence has the Theme of the 'speech starter point' and Rheme. In his book, Brown and Yule not only explain the Theme in sentence statements, but rather focus on imperative sentences (Brown & Yule, 1983: 126-127).

In the analysis, not only speeches and written texts can be used as media for discourse analysis of Themes, many other types of text that can be used as media analysis, such as article, poetry and even the lyrics of the song. Speaking of lyrics, the lyrics are rhythmic poems, because the lyrics are contained or made from poetry which is then rhythmized so that poetry can be sung with sounds, rhythms and music that contain information about social culture and some of them. Delivered by lyricist or singer.

Same with Mayer, Neumayer and Rauber statements, that the individual's view of music is influenced by many factors. The part of the music that sounds, the voice, definitely contributes, but only one aspect to be reckoned with. Cultural information affects how we experience music, as well as song text and sound. In addition to the search for symbolic and audio music information, which focuses on music sounds, song lyrics, lyrics can be used to improve the classification or similarity of music ratings. The lyrics of the song display certain properties that are different from traditional text documents - many lyrics as they are arranged in rhyming verses, and may have different frequencies for a particular part-of-speech

when compared to other text documents (Mayer, Neumayer, & Rauber, 2008: 337).

Explained more specifically in the Oxford Dictionary, the lyrics are the words that make up a song that usually consists of verses and choruses. The lyricist is a lyricist. Words for an expanded musical composition such as the opera, however, are usually known as "libretto" and its authors, as "librettist". The meaning of the lyrics can be explicit or implicit. Some of the lyrics are abstract, almost in comprehensible, and in that case their explanation emphasizes form, articulation, meter, and symmetry of expression (Oxford English Dictionary 1st ed lyric, adj. and n. 1903).

Regarding the lyrics, Crying in the rain is a song that fits the meaning. This song tells about how we hide the willingness and the pain and strive to be rigid. This song teaches listeners to be rigid and smile with whatever happens even though his will is very painful to us. The words used in these lyrics are largely composed of clauses, which sometimes carry figurative meanings. The lyrics use some correct trope language in the Theme analysis. Readers can easily understand the Theme type. Crying in the Rain Lyrics is one of the works of literature where readers and listeners can find many advantages in mastering English as a foreign language, judge by the functional grammar in Theme and Rheme.

Based on the above background, the author is interested in writing a research entitled "Theme of Crying in the Rain Lyrics Analysis by Art and Garfunkle: Comparative Study Systemic Functional Grammar and Discourse Analysis".

1.2 Statements of Problems

To be able to understand the lyrics *Crying in the Rain* in Theme, the writer will work on the problem as follow:

1. What Themes that we can find in Crying in the Rain song lyrics based on Functional Grammar Analysis?

2. What Themes that we can find in Crying in the Rain song lyrics based on Discourse Analysis?

3. Are there any similarities between both analysis?

4. Are there any differences between both analysis?

1.3 Objective of Research

To be able to understand the lyrics *Crying in the Rain* in Theme, the writer has objectives as follow:

1. To determine the Theme in Crying in the Rain song lyrics based on Functional Grammar Analysis.

2. To determine the Theme of Crying in the Rain song lyrics based on Discourse Analysis.

3. To find any similarities between both analysis.

4. To find any differences between both analysis.

1.4 Significance of Research

1. For Teachers

   Hopefully, this research can give the representation about Theme between other definition and interpretation in analyzed.

2. For Students

   Hopefully, this research can increase their grammar, especially in Theme of lyrics. They can practice and know well about the aspects of Theme.

3. For Readers

   Hopefully, this research gives the representative about the aspects of Theme in lyrics.

1.5 Thesis Organization

To make the readers understand the content of this thesis, the researcher is written systematically as follows:

Chapter 1	INTRODUCTION
	It containts background of the study, statement of the problem, objective of the study, significance of the study, and thesis organization.
Chapter 2	REVIEW OF RELATED LITERATURE
	It consisted by the theories related to the topic to analyze the data and consist of previous researches and theoritical review.
Chapter 3	RESEARCH METHODOLOGY
	In this chapter are containt of type of research, unit of analysis, technique of data collection, and technique of data analysis.
Chapter 4	DISCUSSION

In this chapter are consist of findings and discussion. It explain the deep analysis about the explanation of the data.

Chapter 5   CONCLUSION AND SUGGESTION

In this chapter consist of conclusion and suggestion are summarizes the result of the study that come from the data analysis.