THE ANALYSIS OF THE TEXT IN SIBOLGA HISTORY BROCHURE BY USING SISTEMIC FUNCTIONAL LINGUISTIC (SFL)

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Abstract: This Study deals with textual functions in the text of Sibolga History. The objectives of the study were to: (1) describe the types of themes in the text of Sibolga History brochure and (2) identify the social contexts in the text of Sibolga History brochure. This research applied qualitative descriptive design to describe the data analysis. The qualitative analysis was applied in order to find out theoretically related to the research questions. The source of data was the text of Sibolga History brochure which consists of 22 paragraphs. The source was taken through documents that were written in the text of Sibolga History. The data was analyzed by Miles and Huberman model. The theme focused on Topical theme and there are 103 clauses of theme. The text was analyzed with the reference to the theories of Systemic Functional Linguistic (SFL). The finding showed that the proportions are: (1) Marked Simple Theme is 53%, (2) Marked Multiple Theme is 5%, (3) Unmarked Simple Theme is 41% and the last (4) Unmarked Multiple Theme was not found. It was concluded that the Marked Simple Theme are used in large number and Marked Multiple Theme are used in smaller number. The social context in this text can be seen through the field, tenor and mode of the text of Sibolga History brochure.

Keywords: Analysis, Systemic Functional Linguistic, Sibolga History brochure

INTRODUCTION

Systemic Functional Linguistic is concerned with metafunction, they are ideational, interpersonal and textual. The analysis was focused on textual function which talks about Theme and Rheme. Halliday (1994:38), characterizes Theme as "what message is
concerned with or the point of departure for what speaker is going to say”, while Rheme is “presentation which moves after the point of departure.

Sibolga is a multi ethnic city, the adhesive religious people, located on the west coast of North Sumatera Province. This town is located on the beach side of the Tapian Nauli by facing the Indian Ocean. Sibolga city is very potential. The main attractions for the tourists are the beauty of mountainous scenery, islands, the calm beaches and traditional food/culinary served in many places in Sibolga. Siboga city has many historical places and views such as Tanggo saratus, Poncan Gadang Island, Ujung Sibolga Beach, Poncan Ketek Island, Sarudik Island, Tor Simarbarimbing, and The Top of TVRI’s Transmitter.

The writer has written about textual functions especially the topical theme of Sejarah Sibolga. The writer is interested in studying this matter because she believes that the brochure of Sejarah Sibolga can be developed by introducing the culture through brochure. The way they wrote the brochure was analyzed based on Systematic Functional Linguistics theory.

LITERATURE REVIEW

Metafunction

The function that is discussed here can be also called metafunction. Metafunction is simply defined as language function in language use by the language speaker. There are three metafunctions: (1) Ideational metafunction, (2) Interpersonal metafunction, (3) Textual metafunction. The Ideational metafunction is the resource for representing phenomena-sequences of process configurations, configurations of processes, participants, and circumstances, objects, qualities, quantities and so on. The interpersonal metafunction is the resource for interaction between speaker and listener, i.e. for establishing and maintaining the communicative relationship between them. The textual metafunction is the one that enables the speaker to present ideational and interpersonal meanings as text in context (Matthiessen, 1992:65).

Interpersonal Metafunction

The interpersonal metafunction relates to a text's aspects of tenor or interactivity. Like field, tenor comprises three smaller areas: the speaker/writer persona, social distance, and relative social status. Social distance and relative social status are applicable only to spoken texts.

The speaker/writer persona concerns the stance, personalization and standing of the speaker or writer. This involves looking at whether the writer or speaker has a neutral attitude, which can be seen through use of positive or negative language. Social distance means how close the speakers are, e.g. how use of nicknames shows the degree to which they are intimate. Relative social status asks whether they are equal in terms of power and knowledge on a subject, for example, the relationship between a mother and child would be considered unequal. Focuses here are on speech acts (e.g. whether one person tends to ask questions and the other speaker tends to answer), who chooses the topic, turn management, and how capable both speakers are of forming evaluations on the subject.
Textual Function

Halliday (1994:37) defines that textual function is one of the various structures which, when mapped on to each other, make up a clause, and will be considered first the one which gives the clause its character as a message.

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.

Bloor and Bloor (1995:88) by referring to Halliday identified that the textual component of the grammar of English is associated with two groups of resources: structural and the cohesive units. The structural component consists of 1. Given and New: Information Structure and Focus; 2. Theme and Rheme: The Textual functions. The cohesive component consists of Reference and Ellipsis and Substitution.

The textual analysis relates to “what information is taken as given” or new, and “what distance is constructed between reader/writer, and between writer and event” (Eggins, 2000: 331).

Theme and Rheme

Theme in a clause is based on Halliday (1994), who states that “theme extends from the beginning of the clause and up to (and including) the first element that has a function in transitivity” (Halliday, 1994:53).

Thus, according to Halliday (1994), the theme of a clause “ends with the first constituent that is participant, circumstance, or process” (Halliday, 1994:52). Furthermore, Thomson (2004: 143) also state that theme is the first constituent of a clause. White (2000:153) also describes it as the “angle or departure of a clause...[it] is what each utterance is about...” The Theme is the starting point of a clause and includes the first Participant, Process or Circumstance (White, 2000:154).

Additionally, Halliday and Matthiessen(2004: 64 cited in Thompson, 2004: 143) explain the Theme as “that which locates and orients the clause within its context.” As it is the first element of a clause it signals for readers or listeners what a writer’s or speaker’s message is about. It functions as a signpost for what will be developed within a text because it contains textual meanings within the first position of the clause (Butt et al., 2003: 135). A consequence of having different Themes is that clauses will develop different textual meanings (White, 2000:154).

Rheme is “the remainder of the message” (Halliday, 1994:67), i.e. everything which is not theme. The definition of the rheme is that it is part of the clause in which the theme is developed. Since we typically depart from the familiar to head towards the unfamiliar, the rheme typically contains unfamiliar or new information.

Types of theme in textual function

a. Topical Theme
The topical theme creates the topic that the speaker chooses to make the point of departure of the message. Topical theme is coded by the first element of transitivity system. It means the topical theme could be process, participant and circumstances.

<table>
<thead>
<tr>
<th>Alright,</th>
<th>George,</th>
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<th>The bicycle</th>
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<tbody>
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<td>Textual</td>
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<td>Topical</td>
<td>Rheme</td>
<td>Theme</td>
</tr>
</tbody>
</table>

Topical theme is divided into two; they are marked and unmarked theme. Martin (1995: 24) identifies if the first topical element of a declarative clause is also the subject of the clause then the theme choice is a neutral or “unmarked” one which gives the theme no special prominence. By making use of the system of voice (the alternation between ‘active’ and ‘passive’) it is possible to vary the choice of unmarked theme. Besides, Tomlin (1987: 135) stated that the references to the topic we discuss is called unmarked case. Topic continuity of predictability in thus expected in cohesive units of discourse. The marked case is topic change or discontinuity. Discontinuous or new topics are surprising and therefore need adequate coding to clearly identify their referents.

**Unmarked Topical Themes**

1. Nominal group as Theme

   | Jack | Went up the hill |
   | Theme | Rheme |

   Source: Gerot and Wignell, (1994 :104)

2. Nominal group complex as Theme

   | Jack and jill | Went up the hill |
   | Theme | Rheme |

   Source : Gerot and Wignell, (1994 :104)

3. Embedded Clause

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

   Source : Gerot and Wignell, (1994 :104)

**Marked Topical Themes**

1. Adverbial as Theme

   | Down | Jack fell |
   | Theme | Rheme |

   Source : Gerot and Wignell, (1994 :104)

2. Prepositional phrase as Theme

   | Up the hill | Jack and jill went |
   | Theme | Rheme |

Example Analysis of Theme and Rheme
Pantai Barat Sumatera, mempunyai kaitan panjang dalam lintasan sejarah.

<table>
<thead>
<tr>
<th>Pantai Barat Sumatera</th>
<th>Mempunyai kaitan panjang dalam lintas sejarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unmark theme</td>
<td>Rheme</td>
</tr>
</tbody>
</table>

Source: Sejarah Sibolga Brochure

- Sejak dulu daerah ini telah dikunjungi para pelautnya yang datang dari dalam dan luar negeri dengan tujuan berdagang.

<table>
<thead>
<tr>
<th>Sejak dulu daerah ini</th>
<th>Telah dikunjungi parapelaot yang datang dari dalam dan luar negeri dengan tujuan berdagang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marked theme</td>
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Source: Sejarah Sibolga Brochure

- Masyarakat pedalaman di dataran Sumatera bagian barat sangat butuh akan hasil laut dan garam yang diproduksi di sekitar pantai barat Sumatera, sebaliknya masyarakat pesisir pantai memerlukan hasil pertanian dan hasil hutan.

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Source: Sejarah Sibolga Brochure

- Pada waktu itu orang-orang dari Batak Toba membeli garam dari penduduk yang mengolah garam di pulau Mursala, namun ada juga sebagian yang pergi ke pantai timur Sumatera.

<table>
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<th>Pada waktu itu orang-orang dari Batak Toba</th>
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Source: Sejarah Sibolga Brochure

The following examples are the realization of unmarked and marked theme:

Peter Piper picked a pack of pickled peppers
Unmarked Theme/ Subject Rheme
A pack of pickled peppers was picked by Peter piper
Marked Theme/ Subject Rheme

However, when the topical theme in declarative clause is not the subject, it gains a greater textual prominence. Non-subject themes are ‘marked’ themes and are often important in structuring the larger discourse. Here are some examples of marked themes.
Someday, you’ll understand that
(Unmarked Theme) (Rheme)
Jasmine, I love the smell of cake
(Marked Theme) (Rheme)

b. Interpersonal Theme

Interpersonal Theme covers one or more elements of (1) finite, typically realized by an auxiliary verb, (2) a Wh – element, signaling that an ‘answer’ is required from the addressee, (3) vocative, identifying the addressee in the exchange and (4) an adjunct, typically coded by an adverb.

The interpersonal Themes that indicate Finite are underlined in the following clauses.
Should we close the door?
Did you go to school yesterday?
Don’t close the door!

The interpersonal Themes that indicate Wh – elements are underlined in the following clauses.
Where did you go?
When did they go to party?
Why can’t you come over night?
How did she push up?

Vocative indicates (the name of) persons of whom information is asked (Saragih, 2007). In the following clauses the vocatives are underlined.
Mary, have you finished your homework?
Denny, did you go to market last Tuesday?

Adjunct commonly function as the Theme, and the Theme is realized by an adverb. In the following clauses the underline adverb are Themes of the clauses.
Often he came late in the morning.
Probably, they will do the test tomorrow.
The interpersonal theme preceding the topical theme occur when a constituent is assigned a mood label (vocative), addressed by the constituent George as shown in the above clause.

Example:

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Textual theme

The element of textual Theme includes (1) Conjunction, (2) Relatives, (3) Conjunctives, and (4) Continuatives. Structural conjunction links two clauses in a coordination or dependency on another. Conjunction such as and, but so, whether, when, while, etc.
She was ill so she could attend the meeting. He went when the chef was cooking.

Relatives relate a dependent clause to another clause. The underlined relatives are Themes in the following clauses. News of the bombing threat alarmed the visitors, who were listening to the music. Conjunctives provide a cohesive link back to previous discourse. In the following clauses the conjunctives are underlined.

Furthermore, this alternative is too costly. In addition, the news may shock his mother. As the matter of fact, he is the doctor we’re looking for.

Continutives indicate relationship previous discourse. The underlined parts of clauses in the following are Theme.

Well, there was a little bit of understanding in this matter. Oh, I like that cake. Yup, you have to go now.

The textual theme in grammatical function as Adjunct Continuative gives thematic prominence to textual elements and has the function of linking one clause to another clause.

Example:

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For the ideational (topical), interpersonal, and textual themes related to grammatical functional and classes and their realizations in clauses, consult the table below cited from Matthiessen (Sinar, 2007:83).

Text

Based on Webster Dictionary (Hornby: 1980), a text is “the original words and form of a written or printed work”. A text can be functioned the information easier though it. The way to write the text is various and based on the writer herself. The result will be decided by the writer or the individual.

Text which is written by amateur is called a “free writing”. Free writing is done by individuals who have writing as their hobby. The condition cannot be decided as professional writing. The professional one will focused the writing process by considering the genre, the structure (topic sentence, supporting sentence and the concluding sentence) and also the expert’s opinions. A text here can be categorized in to non-fiction. Non-fiction talks about cause and effect, sequence, problem/solution, description and compare-contrast.
METHOD

Research Design

The study was based on qualitative descriptive research design. Descriptive research design describes about the data analysis in order to get novelties of the research. The qualitative analysis was applied in such away in order to find out theoretically related to the research questions.

Related to the type of data source, that can be classified as official document. As stated that such things as memos, minutes from meeting, newsletters, policy documents, proposals, code of ethics, dossiers, students’ records, statement of philosophy, news release, and the like calling these as official documents “data” (Bogdan, 135: 1992).

Technique of Data collection

This study was attempted to see how the textual structures of the text of Sejarah Sibolga. It was taken through document that is written in the text of Sejarah Sibolga brochure.

Technique of Data Analysis

The data were analyzed through following some steps. The data analysis were done based on the interactive model of Miles and Huberman (1984) that involves data collection, data display, data reduction, and conclusion.

1. Data collection was conducted to get sufficient data for data analysis. The writer collects the data first from the text in Sejarah Sibolga.
2. The major challenge in practical qualitative research was data reduction. Everything looks important, especially at the outset, and the analyst wants to get it all. Ultimately, however, thousands of pages of interviews and observations must be reduced to a shot report. Valid counting techniques were essential. Otherwise interesting, vivid or observer-preferred data distort the conclusions. In short, data reduction is the process to reduce the raw data which are unnecessary for the study. It enables qualitative results to be reducing into simple matrix forms for plotting and further analysis. In this study data reduction was the total clause of the text which was not include the topical theme. There are 117 clauses in the text and after reduction process the clause left 103.
3. Data display is a key element in Miles and Huberman’s qualitative methodology. It has become convinced that better displays are Major Avenue to valid qualitative analysis. All displays will designed to assemble and organize information in an immediately accessible, compact form; so that the analyst can see what is happening and either draws justified conclusions or move on to the text next-step analysis which the display suggests may be useful. In brief, data display is the process to show the data which is meant to see the pattern of recurrent. The data display through table and chart.
4. Drawing Conclusion was the process to summarize the findings of the pattern after repetitive verification, data reduction, and data display.

FINDINGS AND DISCUSSION

Findings
Based on the result of data analysis, the findings of this study are formulated as in the following:

1. There are four types of Theme found in this research: 1) Marked Simple Theme (MST) are found 61 clauses, 2) Unmarked Simple Theme (UST) are found 47 clauses, 3) Marked Multiple Theme (MMT) are found 6 clauses, 4) Unmarked Multiple Theme (UMT) not found. By doing analysis that can be seen in Appendix, it has been found that the classification of theme are 32 for interpersonal theme, 65 for textual theme and 92 for experiential theme.

2. The social context include: Field, tenor and Mode. Field describes where the action taking parts, in this text the action taking parts are in (1) North West of Sumatera, (2) Tapian Nauli, (3) Simaninggir, (4) Sibilga. Tenor; it describes who is taking place in the text. (1) Ompu Datu Hurinjag Hutagulung, (2) King Luka Hutagulung, (3) VOC and Dutch, (4) Gerad de Roij and Laurens Decker. Mode; it describes the language of the text. The text genre is a kind of historical recount text, the text features past tense, the text function of constructing history of Sibilga, the history of the text told about how struggle the indigenous people in that time in facing colonized and build settlement in Sibilga. That text also adds information and knowledge to the reader about the history of Sibilga.

Discussion

After analyzing the data and see the result, some phenomena can be discussed:

Types of Theme in Sibilga History Brochures

Types of Theme of Sejarah Sibilga are Simple Theme, Multiple Theme, Marked Theme, and Unmarked Theme are the types of theme found in data analysis and finding, the specific one the types of theme are Marked Simple Theme (MST), Marked Multiple Theme (MMT), Unmarked Simple Theme (UST) and the last Unmarked Multiple Theme (UMT). The largest number of the theme type is Marked Simple Theme (MST), as Martin (1985 :24) states that identifies if the first element of a declarative clause is also the subject of the clause then the theme choice is a neural or “Unmarked”.

Besides, Tomlin (1987 :135) also argue that the references to the topic we discussed is called Unmarked case, as what the researcher found in data analysis that the Unmarked theme of the text of Sejarah Sibilga are the subject of being discuss in each clauses. And By doing analysis that can be seen in Appendix, it has been found that the classification of theme are 32 for interpersonal theme, 65 for textual theme and 92 for experiential theme.

The Social Context in Sibilga History Brochure

The social context include: 1) context of situation, 2) context of culture, 3) context of ideology. In SFL, the social context of situation is seen as comprising three components, called field, tenor and mode. Field concerns the kind of action taking place and its social nature; Tenor regards the interactive roles involved in the text creation (who is taking part, his or her status and discourse roles), and Mode refers to the function of language in organization of the text.
As found in data analysis and finding are Field, tenor and Mode. field; describes where the action taking parts, in this text the action taking parts are in (1) North West of Sumatera, which is the place that the history begin. (2) Tapian Nauli which is the place where the people lived when Sibolga still empty,(3) Simaninggir which is the place near to Sibolga about 10 km west Sibolga, this place was located in the height that could observed Tapian Nauli, in he text told that at last this place turned to be a transit area.(4)Sibolga which is a nick name that turn to a name of a settlement.

Tenor; it describes who is taking place in the text. (1) Ompu Datu Hurinjom Hutagulung is an honorable person in Sibolga at that time he built a settlement for people and he also a person who help the indigenous people to find a way facing European , (2) King Luka Hutagulung is a son of Ompu Datu Hurinjom who was named Tuangku Dorong because he was succeeded to push the people to move to get closer to the beach and the settlement named Si Balga ,( 3) VOC and Dutch are the people who took part and tried hard to take over the trading in Tapian Nauli and Dutch also start a conflict with indigenous people. (4)Gerard de Roij and Laurens Decker are the Dutch people who led the ship to do the trade in Tapian Nauli that at that time they bought spices and forest products in Tapian Nauli. (5)William Marsden is the secretary of Port Marlborough who made a research for almost 9 years about the ethnics and culture in Sumatera. (6) Governor Van Soematera’s Westkust, (7) English is the colonized who did a struggle with Dutch, (8) Jhon Price is the residence of England made a policy to set up an appointment among King in the gulf , (9) Governor Van Soematera’s Weskust is the Governor General of Dutch who was stated Sibolga as the Capital of Tapanuli Resident.

Mode; it describes the language of the text. The text genre is a kind of historical recount text, the text features past tense, the text function of constructing history of Sibolga, the history of the text told about how struggle the indigenious people in that time in facing colonized and build settlement in Sibolga. That text also adds information and knowledge to the reader about the history of Sibolga.

The three variables of the social context of situation illustrated above, i.e. field, tenor and mode, affect our language choices because they are linked to the three main functions of language that language construes, which Halliday calls semantic metafunction, i.e. the Ideational, Interpersonal and Textual Function. To put it briefly, Ideational Function are result of language being used to represent experience, Interpersonal, of the need for a text to be a coherent and cohesive whole.

CONCLUSIONS

After analyzing the data conclusion are drawn as the following:(1) There are four types of theme in the text of Sejarah Sibolga Brochure, there are Marked Simple Theme (MST), Marked Multiple Theme (MMT), Unmarked Simple Theme (UST) and the last Unmarked Multiple Theme (UMT).(2)The social context are: Field, tenor and Mode. field; (1) Nort West of Sumatera, (2) Tapian Nauli which,(3) Simaninggir (4) Sibolga.Tenor; (1) Ompu Datu Hurinjom Hutagulung, (2) King Luka Hutagulung,( 3) VOC and Dutch (4)Gerard de Roij and Laurens Decker . (5)William Marsden (6) Governor Van Soematera’s Westkust,(7) English, (8) Jhon Price,(9) Governor Van Soematera’s Weskust. Mode; The text genre is a kind of historical recount text, That text add information and knowledge to the reader about the history of Sibolga.
The new information in the clause ‘down in the valley’ in this case, is a prepositional phase (realizing a circumstance) and comes at the end. In English, the theme can be identified as that or those element(s) which come(s) first in the clause this represents the point of departure of this message from the previous one. The rest of the point cause is called the rheme. New information is typically contained in the rheme.

Theme is, broadly speaking, what the clause is going to be about. Or in terms of theme and rheme, Theme represents ‘this is what I’m talking about’ and rheme is ‘this is what I’m saying about it’. In terms of looking at a clause as message, the rheme points both backwards, relating the current message to what has gone before. The rheme points both backwards and forwards by picking up on information, which is already available and adding to it, and by presenting information that was not there before. The interaction between theme and rheme governs how the information in a text develops.

REFERENCES


