CHAPTER I

INTRODUCTION

This chapter presents background to the study, research question, objectives, significance to knowledge and framework of the theories.

1.1 Background to the study

According to Halliday and Matthiessen (2004), theme is the element that functions as the starting point and how the clause is developed. It means that theme serves as the beginning information that can give the message in the clause to the reader. The theme is always in the first of the clause. The theme is the central focus in the clause that the author wants to deliver to the reader.

Related to the explanation about the theory of theme above, theme may contain in the brochures since the language elements in the brochures direct to the information of place or the activity. Theme, which is represented by the form of language in the brochures, leads directly to the main information becoming the focus of the information that the author wants to deliver. The forms of language are varied such as verbal group and adverbial group. This variety produces clear, practical and simple information. For example in the verbal group *Visit the National Museum (former King's Palace) displaying a collection of personal artifacts of the royal family.* the theme in the clause is *Visit* since it is the focus of information about the activity that the reader should do. The theme *Visit* explains about the activity that the reader *Visit* the interesting place that is *the National*

Museum (former King's Palace) displaying a collection of personal artifacts of the royal family. Then the example in adverbial group *After breakfast transfer to the airport for Lao Airlines flight to Luang Prabang.* the theme in the clause is *After breakfast* because it emphasizes the information in the beginning of the clause for the reader. The theme *After breakfast* describes about the time of event in the clause that the event will do *After breakfast* not before breakfast.

From the explanation, it can be deduced that the language element in the brochures of tour and travel itinerary destined Asia focuses more on the constituent showing the content about the activity or the information of place in the first of the clause. This case is in contrast with the content of the clause occurring in the common form. They are seldom initiated with subject such as *I, We, You* or *People* in the beginning of the clause as the focus information.

In relation to this research, there is previous research about theme that has been conducted. It is the research from Anistya Rachmawati (2010). The title of her research is "*Thematic Progression in Gail B. Stewart's Cuba (Place in The News)".* It focuses on types of thematic progression and kind of cohesion devices, though, her research explains about the theme. However, the writer more focuses on the form of the theme, the group of the clause in the theme and the types of the theme. Therefore, this research is entitled *"Theme in Clauses in The Brochures of Tour and Travel Itinerary Destined Asia: A Functional Grammar Analysis".* The data analyzed by the theory of theme from Halliday and Matthiessen (2004), Bloor and Bloor (2004), and Gerot and Wignell (1994).

1.2 Research Questions

In this research, the detailed problems to investigate are as follows:

1. What forms of theme are applied in the clause?
2. What groups of the clause are found in the theme?
3. What types of theme are contained in the clause?

1.3 Objectives

In line with the research questions, the objectives of this research are:

1. To describe the forms of theme applied in the clause.
2. To describe the groups of the clause are found in the theme.
3. To describe the types of theme contained in the clause.

1.4 Significance to knowledge

The research is expected to have significant benefit, whether it is theoretically or practically. Theoretically, it is expected to give knowledge about the forms of theme, the group of the clause in the theme, the types of the theme in the clauses contained in brochures tour, and travel itinerary destined Asia to the reader. Practically, it is expected to give understanding about the theme in the clauses contained in brochures tour and travel itinerary destined Asia to the reader, so the reader can understand the content more clearly with the analysis of theme. The constituent of theme occurs in the beginning of the clause is as the focus information for the reader does that the author wants to deliver.

1.5 Framework of the Theory

In this research, the writer uses the theory of theme by Halliday and Matthiessen (2004). Theme is starting point of the clause to deliver the message in the context, or the element that is developed. The theme is given information that has already been mentioned in the context. The theme stands in the first of the clause.

In addition to that theory, according to Bloor and Bloor (2004), theme has the forms, those are the simple theme and the multiple theme. Simple theme is the clause that has one thematic constituent that is in the clause with only one theme in the beginning of the clause. Similarly, multiple themes are some clauses that have more than one theme such as in the clause with two themes; one textual theme in first of the clause and it is followed by one topical theme.

Further, according to Gerot and Wignell (1994), Theme has 3 types, those are topical theme, textual theme and interpersonal theme. Topical theme is always in the beginning of the clause as the nominal group or subject known as unmarked theme, but it may be adverbial groups or preposition group that are including to the marked theme. Textual theme can be conjunctive adjunct in the clause. Interpersonal theme presents before the topical theme, it can be modal adjunct or vocative.