CHAPTER I

INTRODUCTION

1.1 Background to the Topic

People usually consult tour and travel agency to have suggestion for their vacation. They need complete information on packages based on their financial ability, such as transportation and hotel. Regarding to that, there is an issue relating to information deliverance in tour and travel itinerary. It is the missing the role of “subject” in sentences.

The problem in sentences in brochures Tour and Travel Itinerary destined Vietnam is missing role of “subject” in sentences and it’s more focus to the predicate. However to be a complete sentence, that should contain a role of "subject" and the predicate. The role of both is the main problem that identified in this report. This report used the theory of Halliday and Matthiessen (2004: 64) to explain the theme, and the theory of Suzanne Eggins (2004: 300) to explain the rheme.

According to the theory of Halliday and Matthiessen (2004: 64), Theme is the subject in the sentence, and given information that is already known to the reader. While according to the theory of Suzanne Eggins (2004: 300), rheme is a predicate after subject, and new information for the reader. Therefore, the title for the research report is “The Use of Theme and Rheme in Sentences in Brochures Tour and Travel Itinerary Destined Vietnam”.

1.2 Scope

This report analyzed theme and rheme in sentences in brochures tour and travel itinerary destined Vietnam. Discussion topics identified:

1. Why the theme is not including in sentences?
2. Why sentences are more focused to the rheme?

1.3 Objectives

Other than to fulfill the job training course, the purpose of this paper is as in the following:

1. To explain the theme is not including in sentences.
2. To explain sentences are more focused to the rheme.

1.4 Significant to Knowledge

The report is expected to have significant benefit, whether it is a theoretically the topic raised because in terms of theme theory by Halliday and Matthiessen (2004: 64) and rheme theory by Suzanne Eggins (2004: 300) that supported to be discussed, and practically gives new information for the reader and the writer. Theoretically, it is expected to give knowledge about theme and rheme to the reader and the writer. This report shows that with knowing theme and rheme in a especially sentence of brochures Tour and Travel Itinerary destined Vietnam may help the reader to have a better understanding about the information contained in theme and rheme. Practically, it is expected to give the writer an understanding of how theme and rheme give the information to the reader and the writer.

1.5 The Framework of the Theory

Theme is old information and theme is coming first in an independent clause, while rheme is new information and rheme is after a theme. Theme and Rheme complement each other to be a sentence. But in sentences in brochures Tour and Travel Itinerary destined Vietnam, there is no role of subject or theme in sentences, the sentences are more focused to rheme or predicate as new information, such as destination and hotel information. In this report, the writer used the theory of theme by Halliday and Matthiessen (2004: 64) from Suzanne Eggins's book titled "An Introduction to Systematic Functional Linguistic, 2nd Edition" (2004).

> *"The definition of Theme is that it is the element which serves as 'the starting-point for the message: it is what the clause is going to be about'. Since we typically depart from places with which we are familiar, the Theme typically contains familiar, or 'given', information. i.e. information which has already been mentioned somewhere in the text or is familiar the context."* (Halliday and Matthiessen, 2004: 64)

From the quotation above, theme is the element which functions as the beginning of an order, theme forming the clause would be like, it is starting from something we knew before; the theme usually contains old information, it is the information that has been mentioned in the text or context.

And the writer used the theory of rheme by Suzanne Eggins (2004: 300) from her book titled "An Introduction to Systematic Functional Linguistic, 2nd Edition" (2004).

> *"The definition of Rheme is that it is the 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."* (Eggins, 2004: 300)

From Eggins's statement above, rheme is a part of the clause linking to the theme. Therefore, it is usually information that is already known first, and then the new information, rheme normally contains foreign information or new information.

1.6 Research Method

The method used to analyze the data in this report is descriptive. In this method the theory described by Dawson theory:

> "*Descriptive research attempts to describe systematically a situation, problem, phenomenon, service or program, or provides information about, say, living condition of a community, or describes attitudes towards an issue".* (Dawson, 2002)

Therefore, descriptive research is explaining the systematically a situation such as a problem, the phenomenon, service or program, or provide information about the situation, the word, the condition of a society, or explain the attitude towards the problem.

Systematically is describing and to formulate a problem in the relation between the existing problem related with the theory, and it discussed and analyzed a regular basis and logically, thus forming a complete system, detailed, and able to explain the structure of cause and effect related to the problems that exist in the sentence.

Data were collected by way of grouped, each of 2 sentences from 3 brochures tour and travel itinerary destined Vietnam, it taken were randomly that represent the data needed or according to the discussion of the writer, a total of 6 sentences were discussed. Sentences are grouped with each brochure for each

brochure is different destination location, but still in the one country, namely in Vietnam, and analyzed based on the theory.

The writer did the job training in *PT DAGO WISATA INTERNATIONAL*, located at Jl. Puter No. 7, Bandung. The timing of the job training began on 13 August until 01 September 2014, within approximately 17 days. It began on weekdays, starting at 08.00 A.M until 04.30 P.M. In *PT DAGO WISATA INTERNATIONAL*, the writer was placed at Editor Brochure Tour and Travel Itinerary Office; the writer worked as a staff that inputted the document data.