Textual Function in English Morphology Online Classroom

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ARTICLE INFO	ABSTRACT
	A clause is a unit of message. As a message a clause divide into two parts, namely the Theme and Rheme. The aim of this present research is to analyze textual function in English Morphology online classroom. The scopes of this research are analysis of textual function in English Morphology online classroom, classification of Theme in English Morphology online classroom and kinds of Theme dominantly used in English online classroom. The researcher applied descriptive qualitative research to collect the data from the discourse of the lecturer and the students in English Morphology online classroom at Universitas Islam Negeri Sumatera Utara. The data was obtained into three phases namely separated the text into clauses, analyzed each clause in terms of the textual function (i. e Theme and Rheme) and classified elements of the Themes (into the four types of Theme). The data indicated that the lecturer and the students used textual function in their discourse in online classroom. Kinds of textual function they used were 7 Unmarked Simple Theme (UST), 3 Unmarked Multiple Theme (UMT), 16 Marked Simple Theme (MST), and 2 Marked Multiple Theme (MMT). In this case, MST was dominant used by the leacturer and the students in English online classroom.

I.   INTRODUCTION

Discourse is one of the four systems of language, the others being vocabulary, grammar and phonology. Discourse has various definitions but one way of thinking about it is as any piece of extended language, written or spoken, that has unity and meaning and purpose. To understand the communication, we must be able to master the language and its elements such as vocabulary, structure, and so forth, Rezeki and Sagala (2019).

The function of language to arrange or weave the message in a clause is termed as textual function, Halliday (2004) and Saragih (2011). The textual function indicates how a chunk of message is arranged or interwoven in such a way that the chunk, piece or part of message is chained with another or the other parts so that the bits of message become united or forms a unity or oneness. This is another way of saying that textual function creates relevance of one chunk of the message to another so that a relatedness and unity forms. The relatedness and unity is called the texture. One of the fundamental characteristics of a text is that its texture.

Because of the varieties of people's discourse especially in weaving the message, the reasearcher was interested to conduct this research. In this case, the varieties of the discourse

found in English Morphology online classroom. The scopes of this research are analysis of textual function in English Morphology online classroom, classification of Theme in English Morphology online classroom, and kind of Theme dominantly used in English online classroom. Based on the background of the study, the aims of this study are to analyze kinds of textual function in English Morphology online classroom, to classify The Theme used in English Morphology online classroom and to investigate kinds of the Theme dominantly used in English Morphology online classroom.

In English (and other languages such as bahasa Indonesia) the Theme is determined by order that is to say that the Theme in English occupies the initial functional position of the clause. This operationally clarifies that the Participant, Circumstance or Process may function as a Theme in English. The rest of the clause after the Theme is called the Rheme. Table 1. 1 shows the Theme and Rheme in English clauses.

Table 1
Theme and Rheme

THEME	RHEME
Your reporter	repeatedly interrupted her replies.
Repeatedly	your reporter interrupted her replies.
Her replies	were repeatedly interrupted by your reporter.
Your health	we care
We	care (for) your health
Open	the door please
Write	the letter now

Halliday (2004) distinguises the Theme into unmarked and marked. An unmarked Theme is one which carries a common or usual way of conveying message in a clause. In contrast, a marked Theme conveys message in a clause not in a common way. In English the markedness of Theme is related to the interpersonal function. It can be said that an unmarked Theme is determined with reference to the Mood. The Theme is unmarked if the Theme and the Subject are conflated. In other words, when the Theme of the clause also functions as the Subject in a declarative mood, the Theme is unmarked. In an imperative Mood clause, the Theme is conflated with the Process. Further, in an interrogative clause, the Theme is conflated with the finite.

Halliday (2004) also explains the Theme of a clause may be simple or multiple. A simple Theme occupies only one functional position in a clause. The functional position may be the Participant, Circumstance or Process. A simple Theme may be constituted or filled by one or more than one word, phrase or clause. Examples of clauses with the four kinds of Theme are displayed in Table 1.2.

Table 2
Theme Generated by its Markedness and Complexity

THEME	RHEME	REMARKS
My uncle	bought a new car for my mother yesterday	UST
Yesterday	my uncle bought a new car for my mother.	MST
So my uncle	bought a new car for my mother yesterday.	UMT
So yesterday	my uncle bought a new car for my mother.	MMT
John, pass	me the salt.	UMT
Pass	the salt here, John	UST
Well, well did you	see my uncle at the party?	UMT
Your health	we care	MST

We	care (for) your health.	UST
They	did not pay the bill	UST

Note. U = Unmarked; M = Marked; S = Simple; M = Multiple; T = Theme.

Textual function is one of interesting topic to be researched by other researchers. First, Amalia (2016) did a research about Textual Function Variations of Foreign Embassies' Press Releases and Their Implications for Translaton Teaching. The result shows that the global overall textual function variation of the translational texts is very low which is represented by the mean of 1.25. In other words, the difference between Text 1 in Bahasa Indonesia (T1) and Text 2 in English (T2) is not significant. Second, Briones (2016) conducted a research about Textual Analysis through Systemic Functional Linguistics. His research identified the similarities and differences between two texts, a movie review and a news article that dealt with the same topic, namely, the movie "Star Wars: The Force Awakens". Third, Kazemi (2016) analyzed a work about Textual Metafunction in Persian Economic and Sports Texts. Data analysis of the project presented that all kinds of themes (simple, multiple, marked and unmarked) are used in sports and Economic press texts. However, they both share similarities and diversities. The difference in the mentioned texts is that the economic ones contain more multiple themes. But in sports texts simple themes are applied.

This study is expected can give contribution theoretically and practically. Theoretically, the result can give knowledge, experience, perception and material in research methodology application especially the description of analysis focuses on textual function. Practically, this study is conducted to know analysis of textual function in online classroom so that it can be a reference for English teaching-learning especially in Discourse Analysis.

II. METHODS

The method of this research is descriptive qualitative as Trochim and William (2006) stated that the descriptive qualitative research is used to investigate the social phenomenon. Moreover, Bogdan and Biklen (1992) also quote that descriptive qualitative is one of the research procedures which produce of descriptive data in form of speech and the behavior of those being observed.

The data of this research was the discourse of the lecturer and the students in English Morphology online classroom at Universitas Islam Negeri Sumatera Utara and it was analyzed based on the textual function by Halliday (2004). The data was obtained into three phases namely separated the text into clauses, analyzed each clause in terms of the textual function (i. e Theme and Rheme) and classified elements of the Themes (into the four types of Theme). In collected the data, researchers used instruments namely literature review, documentation and note technique by Sugiyono (2011) and to check the data validation, the triangulation was used in this research by combining the information from both the discourse of the lecturers and the students in English Morphology online classroom and the techniques of data collection.

III. RESULT AND DISCUSSION

3.1 Result of the Study

3.1.1. Analysis of Theme and Rheme

The analysis of clause is presented in Table 3.1. The table shows what elements constitute the Theme and at the same time specifies the markedness and complexity of the Theme.

Table 3

Analysis of Theme and Rheme

THEME	RHEME
1. We	are from group 6
2. Today	we will discuss about the process of words formation
3. Please	watch our video carefully and seriously
4. The first explanation	From me, Chairunnisa
5. The next explanation	Will be continued by Rizky viola

6.	The next explanation	By Zahra
7.	Now	We will open question and answer section
8.	So this is	your time
9.	We	Choose 6 person only
10.	I	Wanna ask you
11.	Please	Explain specifically according to your Group
12.	Can	You please give me the example of word formation in a compounding form?
13.	In page 3 about derivation	There are example kinds of word formation process
14.	So I	Wanna ask you about the example of adejctives to noun
15.	I	Want to ask group six
16.	And my question	Is what the difference between inflection and derivation is?
17.	My question	Is compound nouns should not be confused with nouns modified by adjective, verb and other nouns
18.	How	Are the compound noun form?
19.	Please	Give us time to answer the question
20.	Thank you	For your question
21.	I	Will answer Zein's question
22.	That	Is my answer
23.	Do	You understand?
24.	Is	It clear the answer we have given?
25.	I	Think all questions have been answered well
26.	Thank you	For your participation today
27.	And thank you	For sending assignment on time
28.	Your names	Can be seen in elearning.uinsu.ac.id

3.1.2 Classification Theme

After analyzing the discourse and separating into clauses, it is found that the discourse employs the four types of Theme. In other words, the classification of Theme results in four types of Theme: UST, UMT, MST and MMT. The proportion of each type of Theme is summarized in Table 3.2 as the following.

Table 4
Themes and the Proportion in the Discourse

NO.	TYPES OF THEME		NUMBER	PERCENTAGES
1	Unmarked Simple Theme	(UST)	7	25
2	Unmarked Multiple Theme	(UMT)	3	11
3	Marked Simple Theme	(MST)	16	57
4	Marked Multiple Theme	(MMT)	2	7
	Total		**28**	**100**

It is found that out of the four kinds of textual function i.e Unmarked Simple Theme (UST), Unmarked Multiple Theme (UMT), Marked Simple Theme (MST) and Marked Multiple Theme (MMT) were used by the lecturers and the students in English Morphology online classroom. The Marked Simple Theme is dominantly used with the proportion of 57%. In other words, more than one half of the processes in the discourse belong to Marked Simple Theme (MST).

3.2 Discussion

The overall discussion of this study is to analyze textual function used by the lecturer and the students in English Morphology online classroom. As Halliday (2004) and Saragih (2011) state that the function of language to arrange or weave the message in a clause is termed as textual function. The textual function indicates how a chunk of message is arranged or

interwoven in such a way that the chunk, piece or part of message is chained with another or the other parts so that the bits of message become united or forms a unity or oneness. The researcher is interested to conduct this study because of the varieties of people's discourse especially in weaving the message. In this case, the varities of the discourse found in English Morphology online classroom.

By applying Halliday's and Saragih's theories about textual function, the finding indicates that the lecturers and the students used textual function in their discourse during teaching-learning process. The four kinds of textual function found in their discourse namely Unmarked Simple Theme (UST), Unmarked Multiple Theme (UMT), Marked Simple Theme (MST) and Marked Multiple Theme (MMT). In this case, Markd Simple Theme (MST) is dominant used by the lecturers and the students in English Morphology online classroom.

IV. CONCLUSION

Based on the result finding, it can be concluded that the lecturers and the students of English Morphology class at Universitas Islam Negeri Sumatera Utara realized textual function in their discourse during the process of teaching-learning in online classroom. It means that the online classroom has varieties of discourse in terms of textual function which is limited on Theme and Rheme.

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