

R.I-D-1



INTERNATIONAL SEMINAR PROCEEDING

# LANGUAGE TRANSLATION AND LANGUAGE TEACHING

Edited by:  
Sangam Siahaan (Univ. HKBP Nommensen, Medan-Pematangsiantar, Indonesia)  
Paitoon M. Chaiyanara (NIE, NTU, Singapore)  
Tengku Silvana Sinar (Universitas Sumatera Utara, Medan, Indonesia)

ISBN: 978-981-09-1355-7

Singapore International Press

ISBN: 978-981-09-1355-7

International Seminar Proceeding

Universitas HKBP Nommensen, 07 March 2014, Indonesia

PREFACE

This preceeding is the result of an editing on the articles provided for an International seminar report on "Language and Translation: Unifying the Nation Character Through Teaching the Language Use" held at Universitas HKBP Nommensen Medan - Pematangsiantar on March 7<sup>th</sup> - 2014. The articles provided by the participants of the seminar are classified into three parts; they are Part One containing research reports on language, Part two containing ideas and research reports on applying studies and Part Three containing research reports on teaching language skills and translation in the classroom. This preceeding is intended to enrich scientific information for the readers in the field of linguistics as the science of language, translation as theories and practices and teaching language.

In this opportunity, on behalf of the editors, I would like to extend our gratitude to some people who participate in the publication of this preceeding. Our thanks should firstly go to Dr. Ir. Sanggah Transiliana, M.Sc., Dr. Paitoon M. Chaiyanara, M.A., the Director of Post Graduate Programs of Universitas HKBP Nommensen Medan - Pematangsiantar, Indonesia, and Prof. T. Silvana Sinar, M.A., Ph.D., the Director of Post Graduate Programs of Universitas HKBP Nommensen Medan - Pematangsiantar, Indonesia. We also thank to the Chairperson of the Magister Study Program of Universitas HKBP Nommensen Medan, Dr. Selwiana Ningsih, M.Hum., Chairperson of the English Language Education Study Program of FKIP Universitas HKBP Nommensen and Prof. T. Silvana Sinar, M.A., Ph.D., Chairperson of the Magister and Doctorate Linguistic Study Program of FKIP Universitas Sumatera Utara Medan for the collaboration in providing facilities and support for the publication of this preceeding.

## LANGUAGE, TRANSLATION AND LANGUAGE TEACHING

Editors:

Sanggah Siahaan (UHN Medan-Pematangsiantar, Indonesia)

Paitoon M. Chaiyanara (NIE, NTU, Singapore)

T. Silvana Sinar (USU Medan, Indonesia)

Singapore, July 2014

Prof. Paitoon M. Chaiyanara, Ph.D.

Singapore International Press  
2014

This proceeding is the result of an editing on the articles provided for an international seminar report on "Language and Translation: "Building the Nation Character through Teaching the Language Use" held at Universitas HKBP Nommensen Medan - Pematangsiantar on March 7<sup>th</sup>, 2014. The articles provided by the participats of the seminars are classified into three parts; they are Part One containing research reports on language, Part two containing ideas and research reports on translation studies and Part Three containing research reports on teaching language skills and translation in the classrooms. This proceeding is intended to enrich scientific information for the readers in the field of linguistics as the science of language, translation as theories and practices and teaching languages.

In this opportunity, on behalf of the editors, I would like to extent our gratitudes to some people who participate in the publication of this proceeding. Our thanks should firstly go to Dr. Ir. Jongkers Tampubolon, M.Sc., the Rector of Universitas HKBP Nommensen Medan - Pematangsiantar. It is his kindness for providing the facilities for the implementation of the seminar. Secondly, our thanks are also addressed to Dr. Pasaman Silaban, S.E., M.S.A., the Director of Post Graduate Programe of Universitas HKBP Nommensen Medan - Pematangsiantar, Dr. Hilman Pardede, M.Pd., First Vice Dean of FKIP Universitas HKBP Nommensen Medan - Pematangsiantar, Drs. Suprpto Manurung, M.S., Second Vice Dean of Universitas HKBP Nommensen Medan - Pematangsiantar, Dr. Sanggam Siahaan, M.Hum., Chairman of the Magister Study Program of the English Language Education of Universitas HKBP Nommensen, Dr. Selviana Napitupulu, M.Hum., Chairlady of the English Language Education Study Program of FKIP Universitas HKBP Nommensen and Prof. T. Silvana Sinar, M.A., Ph.D., Chairlady of the Magister and Doctorate Linguistic Study Program of FIB Universitas Sumatera Utara Medan for the collaborative steering committee of the seminar. We also extend our thanks all the members of the seminar committee and all the people who have given full contribution for the event of the seminar.

Last but not least, I would like to admit that this proceeding needs improvement, and consequently warm critiques are widely welcomed.

Singapore, July 2014

Prof. Paitoon M. Chaiyanara, Ph.D.

LECTURERS' BELIEFS ABOUT TEACHING READING STRATEGIES AND THEIR CLASSROOM PRACTICES: A CASE STUDY AT TEACHER TRAINING FACULTY OF HKBP NOMMENSEN UNIVERSITY PEMATANGSIANTAR.....	185
<i>Bobby Pramjit Singh Dillon</i>	
THE EFFECT OF MIND MAPPING AND GUIDED INQUIRY ON STUDENTS' ACHIEVEMENT IN READING COMPREHENSION .....	193
<i>Samuel Pangaribuan</i>	
ERROR ANALYSIS ON STUDENTS' ESSAY .....	204
<i>David Berthony Manalu</i>	
THE TEXTUAL FUNCTION OF DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL ENGLISH TEXT BOOKS.....	212 ✓
<i>Rina Octavia Simarmata</i>	

## THE TEXTUAL FUNCTION OF DESCRIPTIVE TEXT IN JUNIOR HIGH SCHOOL ENGLISH TEXTBOOKS

Rina Octavia Simarmata  
Universitas HKBP Nommensen  
Medan, Indonesia

### ABSTRACT

*This study is present a research on textual function, where the theme and rheme are structured and the information structure in descriptive paragraph in English textbooks. The research, which was conducted, is qualitative design in this case using the theories to analyze the Theme and rheme. And also in quantitative design in case of calculating the percentage of unmarked and marked theme, simple and multiple theme, given and new information. the sources of data were taken from the reading English textbook of New Let's Talk. They were taken 7 texts as the sample of descriptive text. The data analysis of theme and rheme structured in descriptive English textbooks were occurs in Unmarked and Simple theme. From seven texts there were Unmarked Theme 65 (56, 25%), Marked Theme is 50 (49, 48%), Simple Theme is 98 (85, 21%), Multiple Theme is 17 (14, 78). Given Information is 56 (65, 25%), New Information is 50 (49, 48%). It was found that Unmarked, Simple themes, and given information was dominant used in English textbooks of New Let's Talk.*

**Key word:** Theme and Rheme, Given and New information

### V. CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Error is a short word however, it is significant although it is used everywhere. It means in the classroom the communication and the other language use. In learning any language, learners will make hypothesis about the language and then they practice or use them in language performance. The rules that are acceptable if the forms that produce are acceptable in the target language, and on the other hand, they should correct the forms when are unacceptable. Learners in learning a second/foreign language, often produce erroneous sentences whether in their spoken or in their writing. They find difficulties in learning the target language since it is not as different from those of their mother tongue. These errors happen because there are influences of the mother's/first/initial language those of the target language.

## I. INTRODUCTION

Functional grammar is a way of looking at grammar in terms of how grammar is used. In the field of linguistics, the main alternative to functional grammar is formal grammar, which is concerned with the ways in which our genes constrain the shape of our grammar is not genetically oriented to our neurophysiology in this way. Rather, it focuses on the development of grammatical system as a means for people to interact each other-functional grammar. Halliday (2007:184) developed a theory of the fundamental functions of language, in which he analyzed lexicogrammar into three broad metafunctions: ideational, interpersonal and textual. Each of the three metafunctions is about a different aspect of the world, and is concerned with a different mode of meaning of clauses. The ideational metafunctions is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as representations. The interpersonal metafunctions is about the social world, especially the relationship between speaker and hearer, and is concerned with clauses as exchanges. The textual metafunctions is about the verbal world, especially the flow of information in a text, and is concerned with clauses as messages.

The textual function of language is an enabling one (Halliday and Matthiessen 1999: 7). It is the textual function that ideational and interpersonal meanings are actualized (Saragih 2004: 184). The textual function is realized in information structure and cohesion.

How an individual structures his sentences to represent his mind (idea), feeling, mood, is different among one and the others. It is influenced by many factors like education, age, experience, knowledge of the language being used, profession, etc. In connection with this, the writer was eager to know the structure of writing in New Let's Talk Junior High Schoolbooks texts. Are there any dominant characteristics of writing structure? To analyze the textual function of writing New Let's Talk Junior High School books texts especially in the description text. The writer chooses New Let's Talk book because this book contains

descriptive paragraphs that explain the person, things, and place. So, the writer is interested to analyze this book and choose the descriptive texts.

## II. REVIEW OF LITERATURE

Theme is starting points of departure of the message, point of departure of local context of the clause as a piece of text. The Theme is functionally occupied by the first element of the transitivity system of clause (Halliday 1993: 72). Theme is textual clause function: the point of departure of the clause as message. It sets up the local context for each clause. This local context often relates to the method of development of the text: the Theme is selected in such a way that it indicates how the clause relates to this method and contributes to the identification of the current step in the development. The term theme has an entirely different meaning in formal grammars (as does the term thematic roles).

### Types of Theme

The Theme has only one syntactic and semantic unit that is Unmarked as a subject or pronoun in traditional grammar. The Theme is conflated with or mapped on to the Subject (Halliday 1993: 73).

#### 1. Unmarked and Marked Theme

The bold and italic word below, she is Unmarked Theme referred to the theory. It means the Theme belongs to Unmarked Theme. For example:

**She** is a beautiful woman

The Theme is coded by the first element of the transitivity system. This implies that an element of the clause may occupy more than one function. Thus, an element of the clause may function as the Actor, subject and Theme simultaneously.

#### 2. Marked Theme

Marked theme is unusual Theme located as the starting point of the message. Because, in traditional grammar, the structure of the clause is normally the subject or pronoun would be



From the point of view of functional approach, language is seen as a resource. (Halliday 1993: 12) explains that language is structure to make three kinds of meaning simultaneously, Experiential, Interpersonal, and Textual meanings.

## Genre

Genre can be defined as a culturally specific-type which is resulted from using language. Genre is an organizing concept for cultural practices; it is very rarely useful to think of it as a kind of "text". It is based on accession, function, behavior, and interactions structures (Knapp and Watkins 2005:21)

In written, as in spoken language, genres are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre in question (Nunan, 1999:280). It will be recalled that language exists to fulfill certain function. These functions will determine not only the grammatical item that emerges as people communicate with one another. In the other words, it will have certain predictable stages.

A genre is defined as a stages and goal oriented social process (Hylan, 2007:17). It involves the interaction of participants using language in a conventional and step-wise structure. There are so many types of text, but based on generic structure and language feature dominantly used, genre is derived into several types namely; narration, description, persuasion, argumentation, exposition, spoof and news item (Pardiyono, 2007:34)

a) Narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. It focuses on specific and usually individualized participants. Narration also uses material process such as behavioral and verbal process. Narration is a text containing five component i.e. orientation, evaluation, complication, resolution, and re-orientation by which a writer amuses, entertains people, and to deal with actual or vicarious experiences. Narration deals with problematic events which lead to a crisis or

turning point of some kind, which in turn finds a resolution.

b) Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or object. Description is a text containing two components; i.e. identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his/her topic. The identification is to identify the object to describe and the description describes parts, qualities, and characteristics of the parts of the object.

## Descriptive Text

According to McClelland (2003: 156), description has a function to describe a particular person, place or thing. This genre shows the illustration about some place, or objective (living or non-living things).

- a) Social Function: to describe a particular person, animal, place or thing,
- b) Generic structure: Identification: Identifies phenomena to be described. Description: Describe parts, qualities, and characteristics,
- c) Significant features: focus on specific participants,
- d) Use of attribute and identifying process,
- e) Frequent use of adjectives and classifies in nominal groups,
- f) Using simple present tense.

## III. RESEARCH METHOD

The researcher applied descriptive and qualitative design. Descriptive design simply described what data shown or what was going on by counting the percentage what was set source of the data. Qualitative analysis was then applied to find out theoretically which one seemed to be the better text to convey meaning and system of meaning in Junior High School "New Let's Talk". Many English book for Junior High School as an example, English on Sky, English in Focus, New Let's talk, etc. From all the books of Junior High School, a Let's



Talk New book in use in the SMP Santa Maria represents all the books available. The writer takes this book, as representatives of the several books which the writer concentrates on the texts contained not on the title of that book.

In collecting data for the analysis, some steps will take as the following:

1. Choosing the books from the junior high school.
2. Find out seven of texts from the New Let's Talk book.
3. To analyze the Thematic Structure and Structure Information
4. Identify the Theme and Rheme namely; marked, unmarked, simple and multiple Themes.
5. Identify the Given and New Information.
6. Present the data. The data are presented in tables, in line with the classification of the data.

Miles and Huberman's (1988: 23) model will be used to analyze the data descriptively. This model focused on three activities, they are:

1. Data Collection

The data will collect by choosing the text from book. There is one book and the writer choose four texts about descriptive text.

2. Data Reduction

The data will reduce by analysis the texts based on theme and rheme especially in marked, unmarked, simple, multiple, given and new information of theme and rheme.

3. Data Display

Here, the data will present in tables. It will aim to present the analysis of marked, unmarked, simple, multiple, given and new information of theme and rheme will used and to present the analysis will acceptable.

4. Conclusion Drawing

After completing the analyzing of the data, then the conclusions will drawn in order to answer the research questions.

The data on this study were focuses on the analyzing of English textbook at SMP St. Maria Medan. The data were analyze from 10th February- 12nd March 2013. The data is collected from New Let's Talk English textbooks because this book has content of three

describing, they are: describing people, describing thing, and describing place.

**The data of Theme and Rheme from the texts are:**

My friend, Fine Eirene, is a beautiful girl.

My friend, Fine Eirene	is a beautiful girl.
Theme	Rheme

My friend, Fine Eirene, is a beautiful girl.

My friend, Fine Eirene	is a beautiful girl.
Theme	Rheme
Unmarked Theme	Rheme

In addition to that, she has a long black hair

In addition to that, she	has a long black hair
Theme	Rheme
Marked Theme	Rheme

My friend, Fine Eirene, is a beautiful girl.

My friend, Fine Eirene	is a beautiful girl.
Theme	Rheme
Simple Theme	Rheme

Everybody who has met her will say

Everybody	who has met her will say
Theme	Rheme
Multiple Theme	Rheme

My friend, Fine Eirene, is a beautiful girl.

My friend, Fine Eirene	is a beautiful girl.
Theme	Rheme
Given	New

In addition to that, she has a long black hair

In addition to that, she	has a long black hair
Theme	Rheme
New	Given

#### IV. FINDINGS AND DISCUSSIONS

- a. The Theme is identified as that element which comes in first position in the clause.

Indefinition is functional, as it is with all the elements in this interpretation of grammatical structure. The theme is one element in a particular structural configuration Theme + Rheme.

Unmarked Theme is where a Theme simultaneously functions as the subject the Theme is called Unmarked, which gives the Theme no special prominence.

Marked Theme is unusual Theme located as the starting point of the message. Because, in traditional grammar, the structure of the clause is normally the subject or pronoun would be starting point.

- b. Rheme is the reminder of the message. Rheme follows the theme; the presentation removes after the points of the departure. A clause as message is analyzed by the theme and rheme. The data of Theme and Rheme from the texts are:

After analyzing the data, it was founded that:

1. From seven texts there are Theme is 115 (100%), Rheme is 115 (100%), Unmarked Theme 65 (56, 25%), Marked Theme is 50 (49, 48%), Simple Theme is 98 (85, 21%), Multiple Theme is 17 (14, 78).
2. After analyzing the data there were Given Information is 56 (65, 25%), New Information is 50 (49, 48%)

#### Discussion

From the findings above, Theme and rheme structures gave contribution to see what was going on in the based on the context. This research found the elliptical semantic unit of Theme only by using the Theme and Rheme structures. This following discussion would elaborate the deviation between theory and

finding of Theme and Rheme structures were used in English textbook in descriptive text.

#### 1. Unmarked and Simple Present Tense

Relatively in English textbook of Junior High School as the one of interesting language form. Theme and Rheme Structures explained that most descriptive text was created by simple structures. This study gave clarity that English textbook was an interesting language form.

#### 2. Information Structure

Textual Function represent that clause was as a message. Theme and Rheme Structure were the structures of messages. The messages were found in a text by structuring division of clauses. Theme and Rheme Structure represent that most of descriptive text were started by Given Information than New Information. Given information coded that the information was structured simple in children's textbooks: New Let's Talk.

From the finding can see that Unmarked theme same with Given information, and Marked is same with New information.

#### V. CONCLUSION AND SUGGESTION

##### 5.1 Conclusion

The conclusion of the authors will be described below based on the background of problems, data analysis, finding and discussions that have been concluded by the author.

- a. The conclusion of the first problem

The conclusion of the first problem that raised by the writer, where the first problem what is the thematic structure occurs in New Let's Talk in Junior High School texts book and the writer conclude from the results of analyzed that the common occur in English textbook of Junior High School New Let's Talk on descriptive text is unmarked theme than marked theme. Where simple theme also occurs in the descriptive text than multiple theme. This is caused by unmarked or simple theme it easier to understand and to convey it is also very attractive, so it is more common in text descriptive text.

b. The conclusion of the second problem

The conclusion of the second problem that raised by the writer, where the second problem How much the information structure occurs in New Let's Talk in Junior High School texts book and the writer conclude from the results of analyzed that the common occurs in English textbook of Junior High School New Let's Talk is the most appearing in the text are as many as 65 times in the 115 clauses in descriptive text. This suggests that appear frequently in the clause is 65 times or 56, 25%.

### 5.2 Suggestion

After analyzing English textbook New Let's Talk considering with Theme and Rheme structures, the following suggestions are addressed.

- a. This study will be relevant used by the learners to improve their ability to understand and produce texts which are effective in conveying meaning;
- b. Theme and Rheme structures in this study can be used as models in various styles of texts especially descriptive text
- c. By having a specific study, also this study will be exploration of more detailed analysis of Theme and Rheme Structures and given and new information pattern in English descriptive text.

### BIBLIOGRAPHY

- Best, John .W and James V. Kahn. 2002. *Research in Education.7th Edition*. New Delhi: Prentice-Hall of India.
- Bloor, T & Bloor, M, 1995. *The functional analysis of English*. London : Edward Arnold
- Bodgan, R.C. & Biklen, S.K. 1982. *Qualitative Research in Education: An Introduction to Theory and Method*, Boston: Allyn & Bacon
- Gerrot, L and Wignell, P. 1994. *Making Sense of Functional Grammar*. Australia: Gerd Stabler.
- Halliday. 1973. *Explorations in the functions of language*. London: Edward Arnold.
- Halliday. 1985. *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday and Hasan. 1976. *Cohesen in English*. London: Longman. Writing Science: Literacy and Disc
- And Hasan . 1985. *An Introduction to Functional Grammar*, London: Edward Arnold.
- and Hasan. 1985. *Linguistics, Language and Verbal Arts*. Geelong, Vic: Deakin University Press; Oxford: Oxford University Press.
- . 1993. *Language as Cultural Dinamic* (Cultural Dynamics 6,1)
- Halliday and Martin, J. R. 1993. *Writing Science: Literacy and Discursive Power*: London and Washington DC: Falmer Press.
- . 1994. *Introduction to Functional Grammar*. London: Edward Arnold.
- . 1999. *An Introduction Functional Grammar* (2nd edition). London: Edward Arnold.
- Halliday and Matthiessen, Christian (forthcoming). 1999. *Construing Experience Through Meaning: A language-based approach to cognition*. Berlin and New York: de gruyter.
- Kurniawati Cicik, Bachtiar Bima Mustriana. 2007. *New Let's Talk Grade Junior High School*, Jakarta: Pakar Raya Pustaka.

Martin, J.R & Christian, M.I. Matthiessen. 1997. *Working with Functional Grammar*. London: Edward Arnold.

McClelland, D. L, & Patricia H. M. 2003. *Writing Matters! Introduction to Writing and Grammar*.

Miles, M. B. and Huberman, A. M. 1988. *Qualitative Data Analysis*. London: Sage Publication.

Pardiyono, 2007. *Teaching Genre-Based Writing*. Yogyakarta: Andi Yogyakarta