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THE ANALYSIS OF THEME AND RHEME IN SHORT STORY OF CINDERELLA WITH A SYSTEMIC FUNCTIONAL LINGUISTIC

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Abstract

This paper describes the themes and rhemes of Charles Perrault's short story "Cinderella" as a systematic approach to Systemic functional linguistics. The purpose of this study was to identify the theme and context, classify the types and components of the theme, and describe the relationship between the theme and textual development. The method used in this study is a qualitative method. The data is taken from the short story Cinderella by Charles Perrault. The data were analysed using several theories based on functional English grammar. As a result of this study, we found three types of themes (topical, textual and interpersonal).

Keywords: *Systematic Functional grammar, Theme, Rheme*

INTRODUCTION

The growing interest in functional grammar approaches continues to attract the attention of researchers. The emphasis on describing language use in the context of systematic functional language models (Halliday et al., 1994) has increased from a scientific and pedagogical perspective and is prevalent in educational institutions around the world. As the theory of language evolved, linguists also discovered the theory of systemic functional linguistics (SFL), now known as functional grammar (FG).

It is the best-known component of the broader social sign system of language, first articulated by Halliday in the 1960s. It is a linguistic approach that treats language as a system. Systematic functional grammar is primarily concerned with the choices the grammar offers to speakers and writers. According to Halliday (Halliday et al., 1994), he has three meanings in this phrase.

1) Topics act as messages in a sentence structure. Terms are meant as notices or informational statements. There are elements that the speaker chooses to "ground" what he or she is trying to say.

2) The subject acts as a replacement in sentence structure. Sentences have meaning as exchanges and translations between speakers and listeners. Covered is a replacement warranty. It is the element that holds the speaker accountable for the correctness of his statements.

3) Actors serve as representations of clause structures. Clauses have meaning as representations, constructions of ongoing processes in human experience. Actors actively participate in this process. This is the element that the speaker refers to as the person doing the deed. The theme is seen as a universal element in every language, there is a means for identifying what the clause is about.

Halliday defines a subject as a function that ``accords a special status to

the clauses of which it is a part" (Halliday et al., 1994). In English, the subject can be identified as the element that comes at the beginning of a sentence. It is realized by what is placed in the first position in the sentence, and this first position gives the subject a special status in the sentence. Building on the theme of (Gerot, L., & Wignell, 1994), the rest of the clause is called the rheme. In other words, theme represents the idea represented by the initial component of the sentence, and the rhyme represents the rest of the message. Rheme often refers to new information and topic refers to given information. Given refers to the known or predictable, and new refers to the unknown or unpredictable. Halliday elaborates on the distinction between 'given' and 'new' as 'information presented to the listener by the speaker as recoverable (given) or unrecoverable (new)' (Halliday et al., 1994).

Themes can be categorized into ideal or topical, textual, and interpersonal. The topical theme is the first ideal component, which can be a participant, a process, or a situation. Textual Themes are those that are used to link, argue, and relate to context, and interpersonal Themes function to make visible the rhetorical role of the writer (Coffin, CaCoffin, C., & Hewings & Hewings, 2005).

Several studies have been done on topic and phrase studies. First, hamid (HAMID, 2012), Gunawan (Gunawan, 2017), and Sugiarto (Angelisa & Mulatsih, 2013). In this study, the researchers discussed the same topics as the previous researchers and explained clause and phrase analysis. However, researchers used short stories as data for this study. In particular, the purpose of this research is 1) themes and rheme of short story Cinderella, and 2) Description the analysis with qualitative method. This research is

expected to contribute to the further development of linguistics. Considering my research background, the researcher titled this study "An Analysis of Themes and Rheme in Cinderella's Short Story".

Systematic functional linguistics is primarily concerned with the choices that grammar makes available to speakers and writers. One such expert in developing and researching functional grammars is Michael Halliday. Halliday, in his Introduction to Functional Grammar (Halliday & Matthiessen, 2014) of his book, states that "grammatical structures are explained by reference to meaning." Based on this statement, learning functional grammar is not only about structure, but also about meaning. Therefore, the meaning and structure of language are correlated. Furthermore, Gerot and Wignell (Gerot, L., & Wignell, 1994) explain that "functional grammars view language as a resource for making meaning". This explanation suggests that functional grammar learning is not only concerned with structure, but with how structure constructs meaning to describe language as it is actually used in texts and contexts.

In order to account for this meaning-making potential of language, as introduced above, Halliday (Halliday et al., 1994) proposes three meta-functions at a lexica-grammatical level:

Ideational/Topical - "Building an experience model".

Interpersonal - "enacting social relationships".

Textual - "creating relevance to context".

Often topical and interpersonal themes are perceived simultaneously through the same words and phrases. For example, we usually represent the views of the participants, the living problem, like the empirical and current problem we-company. On the other hand, when referring to both the author and the reader

but can also be analysed as an interpersonal subject (Berry, 2008).

In English, the subject, the “starting point” of a sentence, is also one of the ways in which the sentence is structured as a message. The theme is the “glue” that builds and connects ideals and interpersonal meanings (Dashela, 2021). Topics therefore play an important role in the focus and structure of your message, contributing to its coherence and success. Martin in (Martin, 2020) argues that choosing which comes first is a “textual resource used systematically” to influence various patterns. Martin adds that the different patterns and meanings produced by the choice of subject matter can be manipulated and utilized by authors, consciously or unconsciously, to convey their own “point of view” or point of view (Dashela, 2021).

Rheme is everything that is not on topic. The part of the sentence in which the theme develops (Halliday et al., 1994). The English message structure consists of topics and frames. There is an order to the structure: the subject comes first, the rhyme follows, and the subject comes first (Halliday et al., 1994).

Rheme often refers to new information and topic refers to given information. “Given” refers to the known or predictable, and “New” refers to the unknown or unpredictable. Halliday distinguishes between “given and new” as “information presented by the speaker to the listener as recoverable (given) or irrecoverable (new)” (Halliday et al., 1994) explains in detail. Furthermore, Martin (Martin, 2020) also points out that the topic

is equated with “what the speaker is saying” whereas the new is a “listener-oriented” structure (Martin, 2020).

METHOD

A research method is a tool by which a researcher collects data. In addition, this research uses qualitative research using descriptive methods. According to Mauch (Mauch, J.E., & Park, 2003) qualitative research strives for a complete and accurate description of any complex phenomenon, seeks to discover and clarify assumptions underlying events and behaviour, and uses the natural environment as primary data. To do. Qualitative research deals primarily with oral statements and questions, and detailed descriptions of settings and events. Therefore, it is considered appropriate to use this research method.

In addition, this study is about the analysis of short story texts and also uses descriptive methods. Kothari (2004: 2) explains that 'writing involves various types of research and information gathering'. Based on theory, the main feature of these methods is that the study cannot control variables. We can only repeat what happened or what is happening now. Therefore, to understand these explanations, the authors describe all data descriptively.

FINDINGS AND DISCUSSION

Gerot and Wignell (Gerot, L., & Wignell, 1994) state Through this research, researchers found that some of the subject matter of the source text was altered in the target text.

Once upon a time in a land much like yours and mine,	lived a young girl	named Ella.
Textual	Topical	
Theme		Rheme

(Grimm, 2017)

Once upon a time in a land much like yours and mine in the clause is the Textual Theme because used to relate to context. **Lived a young girl** in the clause is the topical theme because it is the first

ideational component that can be a participant, a process, or a circumstance. **"Named Ella"** is rheme because it provides information about the theme.

She	was born in a small house with her mother, Lily,	And	her father, a hardworking merchant.
Topical		Textual	
Theme	Rheme	Theme	Rheme

(Grimm, 2017)

In the source text, the themes are **She**, which is classified into topical themes, and the word **was born in a small house with her mother, Lily** classified into

Rheme. The next themes in the source text are **and** classified into the textual theme, and the word **her father, a hardworking merchant.** is classified into rheme.

Her mother	was kind, loving, patient,	And	her father	was happy
Topical		Textual	Interpersonal	
Theme	Rheme	Theme	Theme	Rheme

In the source text, the themes are **Her mother**, which is classified into topical themes, and the word **was kind, loving, patient**, classified into Rheme. The next themes in the source text are **and**

classified into the textual theme, and the word **her father** is classified into the Interpersonal Theme and the text **was happy** is classified into Rheme.

They	were a gracious family,	who	saw wonderful success.
Topical Theme	Rheme	Textual Theme	Rheme

(Grimm, 2017)

In the source code, the topic **"They"** is categorized as a topical theme, and the word **"was a gracious family"** is categorized as a rheme. **Who** is classified

into the textual theme because that is used to link the clause. **Saw wonderful success** is the rheme because give information about the theme.

Ella	loved the the lily gardens around the estate	and	spent much of her time there In these gardens
Topical		Textual	
Theme	Rheme	Theme	Rheme

(Grimm, 2017)

In the source text, the themes are **Ella**, which is classified into topical themes, and the word **loved the the lily gardens around the estate** classified into Rheme. **And** is classified into the textual theme

because that is used to link the clause. **Spent much of her time there In these gardens** is the rheme because give information about the theme.

In these gardens	She	met an odd, yet charming array of friends:
Textual	Topical	
Theme		Rheme

(Grimm, 2017)

The clause **In these gardens** is the textual of the theme because it is used to establish a contextual connection. **She** in the clause is the topical theme because it is the first ideational component that can be a

participant, a process, or a circumstance. Text **met an odd, yet charming array of friends:** is the rheme because give information about the theme.

three	blind mice
Theme	Rheme

(Grimm, 2017)

Three in the clause is the Textual Theme because it is element which come first in the clause. **blind mice** are the rheme

because give information about the theme.

spider monkey	named Zuzu	who had escaped from her wealthy neighbor's menagerie
Interpersonal	Topical	
Theme		Rheme

(Grimm, 2017)

Spider monkey is classified into the Interpersonal Theme, **named Zuzu** which is classified into topical themes, **who had**

escaped from her wealthy neighbor's menagerie are the rheme because give information about the theme.

Months after they arrived however,	Ella's mother	fell sick.
Textual	Topical	
Theme		Rheme

(Grimm, 2017)

The phrase **months after they arrived** is the textual of the theme as it is used to refer to context. **Ella's mother** is grouped

into topical subjects, and fell sick is rheme because give information about the theme

.She	died shortly after, leaving a heartbroken husband.
Topical	
Theme	Rheme

(Grimm, 2017)

She in the clause is the Topical Theme because it is the first that can be a participant, died shortly after, **leaving a**

heartbroken husband is the rheme because give information about the theme

.After her death,	he	left on business more regularly	and	left Ella alone to grow into a woman of parallel kindness to her mother.
Textual	Topical		Textual	

Theme	Rheme	Theme	Rheme
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(Grimm, 2017)

After her death in the clause is the Textual Theme because used to relate to context, **he** in the clause is the Topical Theme because it is the first that can become a participant, **left on more regularly in business**, because it provides

information on the topic, **and** rheume, because it falls into the topic of the text, **left Ella alone to grow into a woman of parallel kindness to her mother** is classified into rheme.

During one of his travels,	Ella's father	met a woman
Textual	Topical	
Theme		Rheme

By the time	he	arrived home on the day of Ella's 16th birthday,	he	was married once more.
Textual	Topical		Topical	
Theme		Rheme	Theme	Rheme

The woman	arrived in an extravagant horse-drawn carriage with her two daughters
Topical	
Theme	Rheme

The three ladies	stepped out head-to-toe in silk, lace, gems, and fur. ¹		
Topical			
Theme	Rheme		
Ella	smiled and greeted her new stepfamily	but,	disregarding her kindness, they huffed and hollered at the coachman.
Topical	Textual		
Theme			Rheme

"it's like	he	purposefully drove over all those potholes."
Textual	Topical	
Theme		Rheme

"I	have bruises ALL over And my haaair"	Whined	the youngest.
Topical			Interpersonal
Theme	Rheme	Rheme	Theme

¹ Grimm, B. (2017). *Cinderella*. Desember 7. <https://www.dltk-teach.com/fairy-tales/cinderella/story.htm>

Ella	watched wide-eyed as the newcomers spent the next weeks changing everything about the estate
Topical	
Theme	Rheme

Walls	Walls were painted pink,	grass	was replaced with stone,	And	the lily gardens	were removed and changed for rose ones.
Topical		Topical		Textual	Topical	
Theme	Rheme	Theme	Rheme	Theme		Rheme

As months passed,	her father's	business began to decline.
Textual	Topical	
Theme		Rheme

He	turned solely to trade	And	was away for months at sea
Topical		Textual	
Theme	Rheme	Theme	Rheme

While travelling,	Ella	was Cinderella, a name given to her by her terrible stepfamily.
Textual	Topical	
Theme		Rheme

She	cleaned, and cooked, and did everything for them.
Topical	
Theme	Rheme

But when	her father	came home for short periods of time,	Ella	was Ella.
Textual	Interpersonal	Textual	Topical	
Theme				Rheme

She	was ignored by her stepsisters	but	treated with false-kindness by her stepmother.
Topical		Textual	
Theme	Rheme	Theme	Rheme

Ella	never dared to tell her father about the wickedness of his new wife.
Topical	
Theme	Rheme

She	could not bear to have her poor father's heart broken again.
Topical	

Theme	Rheme
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One evening at dinner,	her father	sat beside his beloved Ella and whispered to her: "I received a letter today."
Textual	Topical	
Theme		Rheme

"A letter? Who from?"	she	whispered back, avoiding the hot glare from her stepmother.
Textual	Topical	
Theme		Rheme

Ella	patted her lap and Zuzu hopped down.	
Topical		
Theme		Rheme

He	grabbed a piece of bread from her plate and ran out of the large dining hall.	
Topical		
Theme		Rheme

Ella's father	reached into his tailcoat, pulled out an engraved letter,	and	handed it to Ella.
Topical		Textual	
Theme	Rheme	Topical	Rheme

She	read the handwritten words aloud:	"On behalf of the King, Their Graces the Duke and Duchess of Devonshire, you are invited to attend the Prince's Masquerade Ball to be held in a fortnight."
Topical	Textual	
Theme		Rheme

For the next two weeks,	the women	scampered around the house in frenzy;	they	could not contain their excitement.
Textual	Topical		Interpersonal	
Theme		Rheme	Them	Rheme
Ella	took freedom's opportunity to spend time with her father.			
Topical				
Theme	Rheme			

They	replanted a small lily garden behind manor.			
Topical				
Theme	Rheme			

On his last night at home,	Ella's father	brought her a large box with a white ribbon on it.
Textual	Topical	
Theme		Rheme

She	opened it to find a pastel pink dress inside	
Topical		
Theme	Rheme	

She	could, again, feel the glare from her stepmother	
Topical		
Theme	Rheme	

Ella	bid a sad farewell to her father, scooped up the three blind mice hiding under her new dress, and ran up the stairs to her room.	
Topical		
Theme	Rheme	

Zuzu	and the rest of her tiny friends	followed her.
Topical	Textual	
Theme		Rheme

Ella	shut her door before her stepmother could finish.	
Topical		
Theme	Rheme	

Sleeping soundly that night,	she	had wonderful dreams of the prince and the ball.
Textual	Topical	
Theme		Rheme

The next morning,	she	awoke to loud shouts and screams.
Textual	Topical	
Theme		Rheme

She	swept the floors with the corn broom, washed the walls with the sponge, pruned the gardens with the cutters, and prepared breakfast, lunch, and afternoon tea	
Topical		
Theme	Rheme	

The ladies	sat out in the rose garden on white chairs, hidden under an excessively frilly umbrella	
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Topical	
Theme	Rheme

For the rest of the day,	Cinderella	primped the ladies for the ball.
Textual	Topical	
Theme		Rheme

The eldest stepsister	wore Cinderella's pastel pink gown	and	scolded her for working so slowly.
Topical		Textual	
Theme	Rheme	Theme	Rheme

Cinderella	curled their wigs, sewed their masquerade masks, hemmed their dresses, and powdered their faces.		
Topical			
Theme	Rheme		

Then	the women	left for the ball in the same extravagant horse-drawn carriage they had first arrived in.	
Textual	Topical		
Theme		Rheme	

Cinderella	ran to her room and wept softly on her bed.		
Topical			
Theme	Rheme		

Based on the above data, this is a description of the theme and text development of the first - ten paragraphs of the entire Cinderella story. In the text's subject matter and rhema structure, sentence by sentence, we gain insight into its structure and understand how the author reveals to us the nature of his underlying concerns. When teaching English, students need to know how to structure topics and prosody to write good sentences. From the above analysis it is clear that there is an element that serves as a starting point for the message. That's what clauses deal with. The rest of the message is called rheme. This story had 50 dates on topics and rhemes. Topical themes and textual themes dominated in this text.

CONCLUSION

Themes and rhemes deal with organization within a section of text. For this study, researchers obtained data from the Cinderella short story by Charles Perrault. There were 50 data on theme and rheme. After analysing the texts described in the results above, three types of topics were found most frequently: themes, textual, and interpersonal topics. In addition, components of the textual subject category are subjunctive additions, subjunctives, constructions, continuations, and conjunctions.

The next researcher can use this research as a reference to do another research in the same field. They are also expected to cover the shortcomings of this study and provide more detailed

information about it. Text analysis is read through the subject and rhetoric is highly recommended for future researchers.

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