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A Textual Meaning Analysis of Drama Script "Diversity" Performed by the Seventh Class Students of the University of PGRI Semarang in English Drama Performance in 2016

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Abstract

The objectives of the research are: 1) to identify textual meaning realized in the dialogue of drama script "Diversity". 2) to know the dominant theme realized and the reason of dominant theme realized in the dialogue of drama script "Diversity". 3) to know the contribution of drama script on textual meaning analysis in English Language Teaching. This research is categorized as qualitative descriptive. The instrument of this research was using textual meaning analysis of drama script "Diversity" that was performed on January 6th, 2016 by the seventh students semester in English drama performance. To collect the data, the researcher found the clauses and identified the data. The clauses consist of 194 clauses. According to textual meaning analysis, the researcher found 92 clauses of topical theme, 50 clauses of interpersonal theme, 52 clauses and 50 clauses of textual theme. So, the topical theme is the dominant theme with 47,4% from all themes. This research can give a contribution to the English language teaching in learning systemic functional grammar especially in textual meaning analysis. The lecturer can use this media that is drama script as a media to explain the material about textual meaning analysis. Through this way, the students can learn easily without reading a thick book. On the basis of conclusion, several suggestions can be offered. The lecturer may use that drama script in learning systemic functional grammar especially in textual meaning analysis. The learners may use this drama script as other alternative reference in learning systemic functional grammar especially in textual meaning analysis to improve their analysis in modern grammar ability.

Keywords: Textual Meaning Analysis, Drama Script, Diversity

INTRODUCTION

Language is a system of communication. Language is also the most important part and it is used to communicate to the people in daily life. People can express and show their feelings by using the language. According to Knapp and Watkins (2005:14) language is both natural and cultural, individual and social.

In communication with the other people, we need to understand the meaning of the language. We need to apply the Systemic Functional

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Grammar to understand the meaning. In Systemic Functional Grammar, they are concerned not only to the structure of the sentences but also on how those structure construct the meaning. Language itself simultanously perform three functions. The first is the representation what we want to talk about and the time. The second function is making content interpersonally. The last function is making the whole message that is relevant to what has been said previously and the situational of the context.

Three functions of the language are called as metafunction; those are ideational meaning, interpersonal meaning, and textual meaning (Halliday, 2004:29). It is concerned with the potentials the clause offers for constituents to be organized differently, to achieve different purposes. This is the level of organization of the clause which enables the clause to be packaged in ways which make it effective given its purpose and its context. Consequently, textual meaning determines the purpose of message in one's utterance or writing as a means of communication.

Because of that, English plays an important role in placing of much information in people's daily life. The undergraduate of English department of PGRI Semarang University have many materials in seventh semester especially. Drama is one of the course that should be practiced by all of the students in English Department. All of classes have to make a drama script that will be performed in English Drama Performance. In the University of PGRI Semarang, in every year, the seventh semester students always show the drama performance as a final assigment of Prose and Drama course. English Drama Performance, cannot be separated from the script that had been written by the script writer. We can use drama script to our references in learning functional grammar.

A textual meaning is part of the functional grammar. This topic is very interesting to be analyzed. In addition a systemic functional grammar is included in to one of the courses that must be taken by the English students. This way may become an alternative way to learn a systemic functional grammar in a simple way without reading a thick book.

Based on explanation above, the researcher tries to analyze the

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textual meaning as found in the drama script of the drama entitled 'Diversity' that was performed by class 7D; the students of PGRI Semarang University.

This research is expected to answer the following problems:

1. How is textual meaning realized in the dialogue of drama script "Diversity"?

2. What is the dominant theme realized in the dialogue of drama script "Diversity"? Why is it so?

3. What is the contribution of textual meaning analysis in drama script "Diversity" to the English Language Teaching?

4.

REVIEW OF RELATED THEORIES

Systemic Functional Grammar

Systemic Functional Grammar is the form of grammatical description that is made by Halliday. In Systemic Functional Grammar, they see the language from the meaning. According to Gerrot and Wignel, Systemic Functional Grammar views the language as a resource for making the meaning (1994: 6). These grammars attempt to describe the language in actual use and focus on texts and their context. In Systemic Functional Grammar, they are concerned not only to the structure of the sentences but also on how those structure construct the meaning.

Metafunction

Meaning in Systemic Functional Grammar is a resource for making and exchanging meaning. According to Halliday and Matthiesen, every language are dedicated to that function and it called metafunction of language (2004: 29). In functional grammar, there is three function in echanging and making the meaning of the language. Those are ideational meaning, interpersonal meaning and textual meaning.

Ideational Meaning

Meaning in Systemic Functional Grammar is a resource for making and exchanging meaning. According to Halliday and Matthiesen, every language are dedicated to that function and it called metafunction of language (2004: 29). In functional grammar, there is three function in echanging and making the meaning of the language. Those are ideational meaning, interpersonal meaning and textual meaning.

Interpersonal Meaning

According to Halliday and Matthiesen the language is as an

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action, and every message is both about something and addressing someone (2014:30). Based on that statement, interpersonal meanings are meanings which express a speaker's attitude and judgment. These are meanings for acting upon and with others. Meanings are realised in wordings through what is called mood modality. Meanings of this kind are most centrally influenced by tenor of discourse. The mood element consists of subject and finite. The finite has two main interpersonal roles in the verbal group; it can be sign of 'time' in the speaker or 'modal' sign of the speaker's opinion.

Textual Meaning

According to Gerrot and Wignell, textual meanings express the relation of language to its environment, including both the verbal environment—what has been said or written before (co-text) and the non-verbal, situational environment (context) (1994: 14). These meanings are realized through patterns of theme and cohession. While Halliday and Matthiesen said that textual meaning is organizing the discursive flow and creating cohesion and continuity as it moves along (2014:30). In addition,

textual meanings are most centrally influenced by mode discourse.

1. Textual Meaning

Theme and Rheme

According to Halliday and Webster, textual meanings explored in the use of theme/rheme patterns within the discourse of children with specific language dificulties in order to explore breakdown in continuity of texts (2009:146). In English, broadly the Theme can be identified as that element which come first in the clause. This represents the point of departure of this message from the previous one. The rest of the clause is called the *Rheme.* New information is typically contained in the Rheme.

From that statemets above, it can be said that the system of theme is realized through a structure in which the clause falls into just two main constituents; a theme is the first part of the clause and a rheme. In terms of looking at a clause as a message, the Theme looks backwards, relating the current message to what has gone before. The Rheme points both backwards and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before.

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Types of Theme

The theme can be divided into a number of catogories: According to Eggins, types of elements of clause structure can be identified in to three themes, those are topical (or experiental), interpersonal elements and textual elements (2004: 301).

Ideational/Topical Theme

The ideational or Topical Theme is usually but not always the first nominal **group** in the clause. Topical Themes may also be nominal group complexes, adverbial groups, prepositional phrases or embeded clauses. When an element of the clause to which transitivity function can be assigned occurs in first position in a clause, that can be describe as a Topical Theme. In the unmarked case the Topical Theme is also the subject. A Topical Theme which is not the Subject is called a Marked Topical Theme. The term *marked* is used because it stands out. An important thing that is in the clause is that every clause must contain one and only one topical theme.

Interpersonal Theme

Interpersonal elements occuring before the Topical Theme are also thematic. They may be Modal Adjunct, Vocatives, Finite or Wh-

elements. Based on Eggins, an interpersonal theme happened when a constituent to which it would assigned a Mood label (but not a Transitivity label) occurs at the begining of a clause (2004: 302).

Textual Theme

According to Eggins, there are two main types of textual elements which can get to be Theme are Continuity Adjuncts and Conjunctive Adjunct (2004:305).

Theme and Mood

Halliday and Matthiesen said that an every clause select for mood (2014: 97). The element that is typically chosen as Theme in an English clause is depend on the choice of mood.

RESEARCH METHODOLOGY

This research used qualitative research method. It involves the use of qualitative data, such as interviews, documents, and participant observation data. Beside that, this research employed the qualitative method to explore textual meaning in drama script of English drama performance entitled "Diversity" that was performed on January 6th, 2016 by class 7D.

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The object of the research is drama script "Diversity" that was released on English Drama Performance by 7D class of English Department Students of PGRI Semarang University that held in January 6th, 2016. "Diversity" awarded as the best script in English Drama Performance.The researcher analyzed the main actions of this drama; they are Sam, Jack and Clara.

Source of the data is subject from the data got. The data are used to develop concepts and theories that can help the researcher to understand it. The data of the research was taken from drama script entitled "Diversity".

In doing the research, the researcher applied content analysis method. In this research, the document that has been analyzed by the researcher is the script of the drama entitled "Diversity". The researcher needed much information and sources to support the explanation of the research. To get the information in collecting the data, the researcher used some steps as the followings:

1. Collecting all of drama script from A-G&H class in English Drama Performance of PGRI Semarang University

2. Selecting the drama script

3. Analyzing the drama script (Theme and Rheme)

4. Identifying the drama script in term textual meaning.The researcher identified Theme and Rheme which is identified the type of clause whether topical, interpersonal, or textual theme.

5. Dividing the contribution of textual meaning in English language teaching.

The method of data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process. The researcher used an Interactive Model Data Analysis that was introduced by Miles and Huberman (1994, 10-12). The steps of that method are as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. This is part of analysis. In this step, the researcher did the data reduction by selecting the sentences of the dialogue in the drama script that were analyzed in textual meaning.

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2. Data Display

The second major flow of analysis activity is data display. A 'display' is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been narrative text. Moreover the form of display for qualitative data can be realized through the use of graphic, matix, network, and chart. In this step, the researcher used the table to make the analysis of textual meaning. The researcher applied the form of narrative text in identifying the data.

3. Conclusion/Drawing Verivication

The third stream of analysis activity is conclusion drawing and verification. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions. Final conclusions may not appear until data collection is over. This step is the last step in Interactive Model Data Analysis. The researcher drew the conclusion of the data.

FINDINGS AND DISCUSSION

1. Realization of Textual Meaning Analysis in Dialogue of Drama Script "Diversity"

To know the realization of textual meaning analysis in the dialogue of drama script "Diversity", the researcher identified the dialogue of the main characters in that drama; they are Sam, Clara, and Jack. The data which has been analyzed consist of 194 clauses. The researcher analyzed the clauses in textual meaning analysis; they are topical/ideational theme, interpersonal theme and textual theme.

In drama script "Diversity" are found topical theme that mostly used in the dialogue because the clauses used in drama script often use subject (*I, you, your, my and etc*) as an unmarked topical theme. The marked topical theme usually used the circumstancial as the first part in the clause or sentence *(Now, Tomorrow, Yesterday)*. The clause that contains Interpersonal elements occuring such as Modal Adjunct, Vocatives, Finite or Wh-elements are called Interpersonal Theme. The clauses used in the dialogue also

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contain an interpersonal elements like addressing someone or nickname as a vocative *(Sam, Dad, Father)*. Most of clauses also contain a finite and WH-Question *(will, do, is, are, why, what)* and that elements is usually used in the dialogue as an interaction between the characters as a conversation. Adjunct polarity *(yes, no)* is also included in the dialogue to give a respond the interaction in the dialogue. Moreover, sometimes in the dialogue also use some structural theme *(because, then, that, but)* as a conjunction in textual theme. Some of clauses use the continuative *(as usual, i think, yeah, okay)* as the part of clause to give more information. Most of clauses, the researcher found a number of nominal clauses with "I" as a Theme and most of the content information is found in the Rheme as new information.

The researcher analyzed the clauses in textual meaning analysis; they are topical/ideational theme, interpersonal theme and textual theme.

a. Topical/Ideational Theme

According to Gerrot and Wignell, topical theme is usually but not always the first nominal group in the clause of a subject (1994:32). The Topical theme also to be a nominal group complexes, adverbial groups, prepositional phrases or embedded clauses. It is divided into two kinds; those are Marked Topical Theme and Unmarked Topical Theme. According to Martin and Rose, Marked Theme can include circumstantial elements, such as places or times or the participant that are not the subject of the clause (2003:179). Thus, the unmarked theme consists of nominal group as a theme, nominal group as complex theme, and the embedded clause. In drama script "Diversity", the researcher found many topical themes used.

Most of the clauses that is used in the dialogue of drama script "Diversity" often used the subject as an unmarked topical theme because the sentence and the clause that is used is a declarative clause and it formed by nominal group and

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nominal group complexes. It also containt an imperative clause in the dialogue.

Example:

I'm still loving you

I	'm still loving you
Unmarked Topical THEME	RHEME

Analysis: The clause above is declarative clause that contains a topical theme (**I**) and it formed by nominal group that becomes an unmarked topical theme.

b. Interpersonal Theme

Based on Lavid, Interpersonal theme is elements which express the attitude and the evaluation of the speaker with respect to his/her message, including those expressing modality and polarity (2010:302). An interpersonal elements which occured before the topical theme are also thematic. They can include Modal Adjunct, Vocatives, Finite or Wh-elements. The dialogue of drama script "Diversity" sometimes use Modal Adjunct, Vocatives,

Finite or Wh-elements and it becomes an interpersonal theme.

Example:

Sam, we have been in a relationship for a long time.

Sam,	we	have been in a relationship for a long time.
Marked		RHEME
Vocative Interpersonal	Topical	
THEME		

Analysis: In the first clause precedes a vocative **"Sam"**, and that clause becomes an interpersonal theme.

c. Textual Theme

Based on Caffarel, textual themes are typically discourse markers, conjunctives and continuatives (2006:171). Moreover, Eggins also said that the textual elements have two main types; they are Continuity Adjuncts and Continuaive

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Adjuncts (2004:305). Indeed, it can be said that the clause that contains conjunctive and continuative adjunct is called as textual theme. Some of the clauses in the dialogue of drama script "Diversity" contains conjunctive and continuative adjunct. That becomes a textual theme.

Example:

As usual, my friends are always gossipping us.

As usual,	*my friends*	*are always gossipping us.*
Marked		
Continuative	Topical	RHEME
Textual		
THEME		

Analysis: The clause above contains a continuative adjunct **(As usual)** and that becomes a textual theme.

2. The Most Dominant Theme Realized in the Dialogue of Drama Script "Diversity" and the Reason Why the Dominant Theme Realized

The total of the clauses are 194 clauses. It consists of 92 clauses of Topical Theme; the topical theme it self consists of 11 Marked Topical and 81 Unmarked Topical, 50 clauses of Interpersonal Themes, 52 clauses of Textual Theme. Thus, the precentage of Ideational/Topical Theme is 47,4%; it consists of 5,7% Marked Topical and 41,7% Unmarked Topical, Interpersonal Theme is 25,8% and Textual Theme is 26,8%.

Based on statement above, the dominant theme that realized in the dialogue of drama script "Diversity" is Unmarked Topical Theme and the reason why it is occured is the most of the dialogue of drama script used the main subject/first group in the clause. In adition, the dialogue of drama script "Diversity" often use declarative clause and most of the sentences used in the dialogue did not use the certain emphasis on the sentences such as circumstance of time, manner and so on.

3. The Contribution of Textual Meaning Analysis in Drama Script "Diversity" to the English Language Teaching

Drama script is one of written text that consist of many clauses

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and it can be analyzed in textual meaning analysis. As we know drama can be a tool to entertain the audience through the performance. This research has contribution in English Language Teaching especially in Systemic Functional Grammar. The lecturer can use this research as a media to explain the material about Textual Meaning. This way also can be an alternative to learn a Systemic Functional Grammar in a simple way without reading a thick book.

CONCLUSION

The dominant theme that realized in the dialogue of drama script "Diversity" is Unmarked Topical Theme and the reason why it is occured is the most of the dialogue of drama script used the main subject/first group in the clause. In adition, the dialogue of drama script "Diversity" often use declarative clause and most of the sentences used in the dialogue did not use the certain emphasis on the sentences such as circumstance of time, manner and so on.

This research has contribution in English Language Teaching especially in Systemic Functional Grammar.

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