

CHAPTER I

INTRODUCTION

This chapter presents The Background of the Study (1.1.), Statements of the Problem (1.2.), Objectives of the Study (1.3.), Significance of the Study (1.4.), Scope and Limitation of the Study (1.5.), Definition of Key Terms (1.6.) and Previous Study (1.7.)

1.1. Background of the Study

Human beings have the passion to communicate with each other, despite the fact that each of them applies different ways of communication. Hence, humans have developed certain applications to sustain the need of communication among others. Communication, in the view of Delahunty and Garvey (2010:4), occurs when one person acts with the intention of influencing the mind of another, for example, by getting someone to entertain some idea, and when that other person recognizes the first person's intention to influence one's mind. For this communication to be successful, two elements must be in place. The first assumption is intended to influence one person in some way and the second is shared agreement about the meaning of the intentional message. By specifying a meaning for a message within communication, a little code or sort of minuscule language is created.

Language, as stated by Delahunty and Garvey (2010:5) is a code that systemically connects private thoughts with public expressions. Of all human systems, language provides the most complex items. As in Halliday's view (2003:2), it is stated that language is almost the most complicated semiotic system. It means that the systems within language are, in the sense that its own limit is unclear and in the sense that its internal organization is full of uncertainty, not easy to be understood.

In the way people communicate with others, Delahunty and Garvey (2010:7) stated that it is texts which are produced. Texts always occur in some medium, which may be in the form of auditory, visual, tactile, or some combination of these. Texts also always occur in some channels. It means that the medium travels from the text's producer to its receiver. One of the media to deliver the information is through speech. Following the view of Goody in Brown and Yule (1983:13) that states speech enabled man to construct and manipulate words into several orders in order to form particular reasoning, it can be concluded that speech has a reasonable aspect to make the speakers are able to construct and organize the words within in order to state the meaning.

One of the focuses in constructing speech is the action to organize the statements in various orders. In the process of forming the statements, Halliday (2003:68) stated that there are *theme*, what is being talked about, and *rheme*, the part within sentence that contributes the topic as an idea of sentence by giving comment or support, which act as the point of the words organization. From those statements above, *theme* can be defined as the message of sentence while *rheme* is the comment to the *theme*.

In analyzing that statements can be taken as a consideration to gather meaning, a speech is chosen to give detailed analysis. The decision goes for “I Have a Dream” by Martin Luther King Jr. as it was nominated in American Rhetoric “Top 100 Speeches.” In fact, “I Have a Dream” is ranked first out of those top hundred speeches in twentieth century. Martin Luther King (henceforth called as MLK) delivered this speech at the steps of the Lincoln Memorial in Washington, D.C. Besides MLK, as cited in Lischer’s works, was a prominent African-American clergyman, a civil rights leader and a Nobel laureate. As a political leader in the Civil Rights Movement and as a modest preacher in a Baptist church, MLK has evolved and matured across the span of a life cut short.

Based on the factors that make theme and *rheme* become important in editing or producing the effectiveness of speech above, an analysis to the theme and *rheme* is important to be conducted. Indeed, this kind of research will offer some contributions related to linguistics study in general and theme and *rheme* in particular. As far as the researcher’s concern, researches that analyze theme and *rheme* in Martin Luther King Jr. speech “I Have a Dream” are still difficult to find. Most of the researches on this speech are usually in terms of politics or rhetoric. Hence, this research, at which made to analyze theme and *rheme*, is different and offers contribution in the field of pragmatics and discourse analysis.

1.2. Statements of Problem

The background of study above portrays accumulated views that lead into a formulation of statements of problem below. As the result of those, statements of problem for this study are formed to the questions in matter of,

1.2.1. How are the statements in Martin Luther King, Jr's Speech "I have a dream" thematized?

1.2.2. What are the possible intended meanings of the thematizations in Martin Luther King, Jr's Speech "I have a dream"?

1.3. Objectives of the Study

After formulating the statements of problem as above, the researcher arranged the objectives in the form of these below statements,

1.3.1. To find and analyze how statements in the sentences of Martin Luther King, Jr's Speech "I Have a Dream" are thematized.

1.3.2. To find and analyze what the possible intended meanings of the thematization in Martin Luther King, Jr's Speech "I Have a Dream" are.

1.4. Significance of the Study

This research arranges this study as one of reference to help the other linguistic researchers who are going to arrange a study related to the analysis of the *theme and rheme*, at which those are one of the major topics in pragmatics and discourse analysis. Upon arranging this study, the researcher wants to show an alternative way to analyze a discourse text, in this case is a speech of MLK, which is mostly about the rhetorical point. The alternative point that the researcher takes is about analyzing the discourse text through the way of the sentence's organization within. The researcher refers this organization of the sentence as thematization.

1.5. Scope and Limitation

This research scopes its analysis into the matter of the *theme and rheme* and how those are thematized in the sentence. This research is limited to the analysis of the thematization on the utterance of Martin Luther King's Speech "I Have a Dream".

1.6. Definition of Key Terms

1.6.1. Theme

In the statement of Halliday and Steedman, as cited by Schiffinetal (200:804), in "*The Handbook of Discourse Analysis*", the definition of theme is asserted as,

"Information structure deals with: (1) what a speaker conveys as being the topic under current discussion and, consequently, his or her contribution to

that topic (theme vs. rheme), and (2) what a speaker takes to be in contrast with things a hearer is or can be attending to (focus vs. background)”

In another line Halliday, as cited in Paltridge's book (2006, p. 145), claims that the definition of theme comes to the element which serves as the point of departure of the message; hence it introduces the term information prominence, or *thematized*, into the clause. Based on those views above, it can be concluded that theme is what is served as the idea and affected by an event under a specific discussion. It can also be stated that theme works as the main issue in a peculiar discussion and experiences a change as the result of preceding event.

1.6.2. Rheme

Paltridge (2006: 146) stated that the *rheme* what the clause has to say about the theme or the topic. Mathesius in Brown and Yule (1983: 126-127) stated that *rheme* is everything else that follows in the sentence which consists of what the speaker states about, or in regard to, the starting point of the utterance. According to those statements above, it is possible to define *rheme* as the given statement that brings contribution or value to the topic as the focus of a discussion.

1.6.3. Thematization

Brown and Yule in “*Discourse Analysis*” (1988: 133) discussed the definition of thematisation as a ‘discoursal’ process in organizing units larger

than the sentence in linear position which contains interpretation of cumulative development. Brown and Yule preferred to say 'staging' rather than 'thematization' as it is more general and inclusive term. It is believed that the existence of 'staging' devices is important and crucial for its function to influence the process of interpretation and subsequent recall.

1.7. Previous Study

In the process of analyzing the thematization in "I Have a Dream", the researcher also considers several previous studies that are related to the analysis of thematization. Among several studies, the researcher picks a study of Maria Martinez Lirola, a student from University of Alicante and Research Fellow, Department of Linguistics, University of South Africa as one reference to the analysis of thematization. The study of Maria Martinez Lirola dealt with the reflection of the main syntactic processes of thematization in English in Alan Paton's Play Sponono. In this study, Maria analyzed how the author of Sponono emphasized the feelings and thoughts of the main characters due to the use of thematization processes in the play. The paper of Maria Martinez Lirola discussed how Alan Paton created a social reality throughout the recurrent use of these processes. In the same way, these syntactic processes contributed to the vividness of the play.

As one reference, the researcher found out that Maria's study share the same point of analysis that is the usage of thematization. Both of Maria's and the researcher's study analyze the function of thematization throughout several media. The differences

lie on the media that is used to observe the function of thematization. In Maria's study, the function of thematization is observed through a Drama, *Sponono*, in order to give emphasis of the feelings and thoughts from the main characters while in the researcher's study, the function of thematization is observed through a Speech, *I Have a Dream*, in order to determine the possible intended meaning of the author, Martin Luther King.