CHAPTER I
INTRODUCTION

1.1.   Background of Study

Language plays many important roles for an individual. According to Wibowo (2001: 3) language is a system of symbols that is meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by group of human beings to give birth to feelings and thoughts. By communicating using language, human can interpret their ideas, thought, reality, concept or feeling and give information to other. There are two kinds of communication based on the means that is used. They are non-verbal and verbal communication. Non-verbal communication is a communication using a means except language, such as light, whistle, gesture, etc. While verbal communication is a communication that uses language as its means. When they say about language it mean about talk, communication and discourse. Discourse analysis is the study of language in the everyday sense in which most people use the term Jhonstone (2002: 2).

The purpose of language use and meanings come from the social contexts and the language organized to serve social functions. These are reflected in the grammar. Halliday (1994: 15) stated that Grammar is the central processing unit of language, the powerhouse where meanings are created. Language has three major functional components called as language metafunction. Three metafunction of language are identified by Halliday in Systemic Functional Linguistic, namely (1) the ideational function, (2) the interpersonal function and (3) the textual function. The textual function is realized by the theme system of language and it is language as message. So, this study is tell about language and context as statements that says in a text. Therefore, the researcher want to invite the reader to analyze theme and rheme in speech text by

Donald Trump. To analyze about theme and rheme we had to know what it is theme and rheme. Halliday and Matthiensen (2004: 64-65) states Theme is the element which serves as the point of departure of the ; it is that which locates and orients the clause within its context. The remainder of the message, the part in which the theme is developed, is called in Prague school terminology the Rheme.

Based in the writer's experience when learning subject speech and debate in third semester. The writer was found some difficulties in understood a material of speech and debate that is given by the lecturer because the writer did not know what the speech talked about. So to solve this problem , the writer wants to make a research about analysis theme and rheme. Speech is the means by which we communicate messages orally; however, we can communicate messages in other forms, including via written text. A good speech giving a positive impression to audiences.

This research is focused on analysis theme and rheme in every clause of Donald Trump's speech on immigration and democratic respons viewed from systemic function linguistic theory proposed Halliday. The writer is interested in analysis theme and rheme because through the theme we can understand the essence of a text and no one has been researching the theme and rheme because in speech like this. The writer choose Donald Trump's speech transcript on immigration and the democratic respons to be analyzed. Because Donald Trump has several advantages, among others, when talking about the issue of unemployment is always delivered on fire. Trump is considered to be siding with everyone. Especially when it comes to the US losses itself caused by globalization.

1.2   Problem of Study

Based on the background of the study above , the problem of the study are formulated as following :

1. What types of Theme are used in Donald Trump' speech transcript on immigration and democratic respons ?

2. How theme and rheme realized in Donald Trump's speech transcript on immigration and democratic respons ?

3. What is the dominant type of theme used in Donald Trump'speech transcript on immigration and democratic respons ?

1.3. The Objective of Study

In line with problems of the study above , the objective of this study are :

1. To describe the types of theme in Donald Trump's speech transcript on immigration and democratic respons.

2. To know the realization of theme and rheme in Donald Trump's speech transcript on immigration and democratic respons.

3. To derive the dominant type of theme used in Donald Trump's speech transcript on immigration and democratic respons.

1.4. The Scope of Study

There are types of meaning in meta discourse , they are : 1) ideational, 2) interpersonal, and 3) textual. This study will focus on the textual functions applied in Donald Trump's speech transcript on immigration and democratic respons. The concept of theme and rheme are textual

function which explain the most general way how a message is organized in language. The data will take from Fourth semester students of English Department of Nommensen HKBP University.

1.5.   The Significance of Study

The findings of this study is expected to be useful and relevant in two aspects ,theoretically and practically.

1. Theoretically, the findings of this study were expected to enrich the knowledge and theories of Systemic Functional Linguistic (SFL) , particularly on the use of English in Indonesian context of culture .

2. Practically , the findings of this study were expected to be useful and relevant for the researchers who are interested in doing research about theme and rheme in the speech or any other literary work as a basis fo further study .

CHAPTER II
REVIEW OF LITERATURE

2.1   Theoretical Framework

This chapter reviews the underlying theories of the present study as well as research findings dealing with theme and rheme in the subscription of Donald Trump'speech. Some references are explained in order to keep the coherence. To avoid misunderstanding and misperception, some terms are clarified.

2.2   Functional Grammar

Systemic Functional Grammar (SFG) attempts to explain and describe the organization of the 'meanig – making resources used to achieve such goals. Halliday (1994: 15) stated that there are various different versions of functional grammar- various functional 'models' for explaining how grammar work.

a.   Firstly, it is based on the nation of chose - it models grammar as a set of   option (a repertoire or resources). It means that it presents grammar as a set of   tools that can use rather than a set of rules about what not to do .

b.   Secondly, functional grammar looks at the way in which grammar is used   to construct texts in their context of use .

c.   Thirdly, functional grammar is concerned with the way in which grammar   is organized to make meaning. It is concerned with resources for ;

   `1)   Analyzing experience – what is going on

   2)   Analyzing interaction – who is communicating with whom

   3)   Analyzing that ways which message are constructed in order to model
            grammar as a context sensitive , meaning- making resource, functional
            grammar looks closely at the different contribution made by clause, phrase, group,
            and word structure to a text .

d.   At the clause level functional grammar deal with resources for

1)   Analyzing experience (process type , participant and circumstance)

2)   Participating and communication

3)   Clause as message (theme and rheme)

2.3   Metafunction

Matthiessen in Chelsea (2010: 72) stated that a clause unifies different metafunctional stands of meaning; it is realization of a message (textual), a move (proposition / proposal; interpersonal) and a figure (experiential). Each of the three metafunctions is about a different mode of meaning of clause. The ideational metafunction is about the natural world in the broadest sense, including our own consciousness, and is concerned with clauses as representations. The interpersonal metafunction is about the social world, especially the relationship between speaker and hearer, and is concerned with clause as exchanges. The textual metafunction is about the verbal world, especially the flow information in a text, and is concerned withy clause message.

In each metafunction an analysis of a clause gives a different kind of structure, composed from a different set of elements. In the ideational metafunction, a clause is analyzed into process, participant, and circumstance, with different participant types for different process (as in case grammar). In the Interpersonal metafunction a clause in analyzed into mood and residue, with the mood element further analyzed into subject and finite. In the textual metafunction, a clause is analyzed in to theme and rheme.

Table 2.1 Metafunction

	Ideational	Interpersonal	Textual
Clause	Transitivity	Mood	Theme

Verbal group	Tense	Modality	Voice
Nominal group	Modification	Person	Determination

Each metafunction has a principal system in the networks for clauses, verbal groups and nominal groups. An important theoretical point is that in general, in the system networks, the systems within each metafunction are closely interconnected, but are largely independent of systems in the other metafunctions. System interconnections across metafunction are:

1.   Experiental function

Enggins (2004: 206) stated that experiential meaning is expressed through the system of transitivity or process type, with the choice of process implicating associated participant roles and configurations. Saragih in Chelsea (2014: 61) stated that one of the functions of language is to describe experience. Realization of language as a experience is seen in a clause. This is because a clause. This is because a clause is considered as unit of experience, which is constituted by the three elements, namely process, participant(s) and circumstances. Halliday (1994 : 107) stated that a process, in principle of three components:

a)   Process

Gerot and Wignell (1994: 54) stated that processes are central to transitivity. Participants and circumstance are incumbent upon the doings, happening, feelings and beings. This suggests that there are different kinds of going on, which necessarily involve different kinds of participants in vaying Circumstance.

There are indeed seven different process types identified by Halliday.

Figure 2.1 Process in Transitivity

Example:

1.   Material

- The ice melt

- She plant the flower

- We watch the movie

2.   Mental

-       I forgot to bring my book

-       He liked the music

3.   Relational

-       Marie was beautiful

-       Marie was a teacher

4.   Behavioural

-       She smiled

5.   Verbal

-       He answered

6.   Existential

-       There was two glasses on the table

b)   Participant

Saragih in Chelsea (2014: 65) stated that the participant is divided in two : participant I, which is one that does the activity is labeled differently from participant II, to whom or to which the process is directed. Participant are labeled according to the type of process. Bloor and Bloor in Chelsea (1995: 110) stated that types of process; referring to examples such as the location of an event in time or space, its manner or its clause ; and these nation of when, where, how, how , and why the thing happens provided the traditional explanation by linking the circumstances to the for WH- forms that were adverbs rather than nouns.

c)   **Circumstance**

Halliday (2004: 260) stated that circumstances associated with or attendant with the process; referring to examples such as the location of an event in time or space, its manner, or its clause; and these nation of when, where, how, and why the thing happens provided the traditional explanation by linking the circumstances to the for WH-forms that were adverbs rather than nouns.

2.   **Interpersonal Function**

Halliday (2014: 23) stated that A language is a resource for making meaning, and meaning resides in systemic patterns of choice. As a social beings, human cannot live isolated; they need to interact with others in order to fulfill their needs. The use of language to interact is said to perform interpersonal function. The interpersonal function means as form of action; the speaker is doing something to the listener by means of language. To establish the relationship between the interaction which are interacting, we take on the different slogan function in the exchange. Interpersonal function represents the speaker's meaning potential that takes into account the interactive nature or relation between the addresser (speaker) and addressee (listener).

Halliday (2004: 328) stated that Interpersonal meanings are embodied in the person system, both as pronoun (person as thing, e.g. she, you) and aw possessive (person as deictic, e.g. her, your) in the attitudinal type of Epithet, in connotative meanings of lexical items functioning in the group, and in prosodic features such as swearwords and voice quality. The interpersonal metafunction is concerned with interaction between participants. The interpersonal relationship of interactants is realized through modality. Giving modal to a sentence is not making categorical assertion, but is rather modifying their commitment to some degree by expressing a judgement or assessment of the truth of situation.

3. Textual function

Textual function has close relation to the thematic structure. Halliday (1994: 37) stated that Thematic structure is one of the various structures which when mapped on to teach other, make up a clause and will be considered first the one which gives the clause is developed.

Halliday (2004: 64) stated that Theme is the element which serves as the point of the departure of the message. It is that which locates and orients the clause within its context. It is functionally occupied by the first element of the transitivity system of a clause. It organize the clause as a message. Theme followed by rheme. So rheme is the rest of the essage of the clause after the theme. Thus, the rheme is where the clause within its context. It is functionally occupied by the first element of the transitivity system of a clause. It organizes the clause as a message. Theme followed by rheme. So rheme is the rest of the message of the clause after the theme. Thus, the rheme is where the clause moves after the point of departure.

2.4   Concept Theme and Rheme

Halliday (2004: 64) stated that Theme is the element which serves as the point of the departure of the message. It is that which locates and orients the clause within its context. Wang (2007: 166) stated that Theme and rheme are two terms which characterize the way in which information is spread or distributed in a sentence. Halliday and Matthiessen (1994: 38) stated that theme is "what the message is concerned with: the point of departure for what the speaker is going to say" in a clause.

New information is knowledge that a writer assumes the reader does not know, but needs to have in Order to follow the progression of the argument. Theme and rheme work together as a message of structure in a text s conveyer information to the listener. A clause consist of theme and rheme. Theme is known by its position in the initial elemet of a clause , whereas the rheme is formed by all the other consituents which follow. The position of theme is in beginning of the clause and the rheme is the rest .

Example :

a)   Merry,   would you take the note of this ?

        Theme   Rheme

b)   What   is the point

        Theme   Rheme

c)   Do   you want to help me ?

        Theme   Rheme

2.4.1   Characteristic of Theme

Halliday (1994: 38) stated theme is one element in a particular structural configuration which, taken as whole, organize the clause as a message. A message consist of a theme combined with a rheme. The theme is starting point for the message. First position in the clause

is not what defines the theme; it is the means where by the function of theme is realized. There is no automatic reason why the theme function should realize in this way. But if any given language the message is organized as Theme – Rheme structure, and if this structure is expressed by sequence in which the elements occur in the clause, then it seems natural that the position for the theme should be at the beginning, rather than at the end or at some other specific point. The theme is not necessarily a nominal group; it may also been adverbial group or portioned phrase.

2.4.2   Types of Theme

a)   Ideational Theme

Martin, Matthiessen and Painter (2010: 24) stated that the ideational stage of the theme , known as a topical theme , can be recognized as the first element in the clause that expresses some kinds of 'representational' meaning. More technically, it is a function from transitivity structure of the clause. That is to say, it might be a 'participant', as in :

George Bernard Shaw was born in Dublin

The house was gloomy and uninvinting

Or it might be a 'circumstance', giving information about time, place, manner, cause, etc

In 1876, Shaw joined his mother and sister in London

On the upper floor of such premises, a tall person cannot stand erect.

Occasionally, it might be the process, as in :

Says Mr Smith: "it's to early to draw any conclusion yet"

b)   Interpersonal theme

Martin, Matthiessen, and Painter (2010: 25) stated that the interpersonal part of the theme, if present, includes one or more elements of the following :

1. The finite, typically realised by an auxilary verb. It's presence in thematic position signals that a response is expected, as in

    <u>Should</u> they be doing that ?

    <u>Are </u>you coming ?

    <u>Don't</u> touch that!

2. a Wh- element, signaling that an 'answer' is required from addressee.

    <u>Why</u> can't you come over tonight?

    <u>How</u> did school shape up ?

3. a vocative, identifying the addressee in the exchange.

    <u>Mrwolf</u>, Mr. Wolf, may we across your golden waters?

4. an Adjuct, typically realised by an adverb. It provides the speaker's comment, assessment or attitude towards the message. For example:

    <u>Sadly</u>, it doesn't look like the old place will be around much longer.

    <u>Perharps</u> women make better vets.

    One final type of interpersonal Theme consists of first and second person 'mental' clauses which express the speaker's opinion or seek the addressee's

    <u>I should think</u> there would probably be some of them that you'll never see.

    <u>I don't suppose</u> you need Old English and Anglo- Saxon.

    <u>Do you think</u> I should take an early paly like the Prometheus.

    <u>You know</u> bitter beer should be sharp.

c) Textual Theme

Martin, Matthiessen, and Painter (2010: 25) stated that textual theme almost always constitute the first part of the theme, coming before any interpersonal theme. They give thematic prominence to textual elements with a linking function:

1.   Structural conjunctions, linking two clauses in a coordinating relation:

Jasmine, I love the smell of, <u>but</u> napalm I adore

or making one clause as dependent on another:

The interviewer asked <u>whether </u>there would be a change in direction.

The minister said <u>that</u> there was no need to amend the legislation.

Developers are also putting up huge office complexes, <u>while</u> the government is racing to complete infrastructure projects.

<u>When</u> you don't have enough police, he crime rate gets higher.

2.   Relatives, relating a dependent clause to another clause.

We heard professor smith's lecture, <u>which</u> was a great disappointment.

News of the scam alarmed customers, <u>who</u> in the following two trading days demanded to cash in a estimated NT %50 billions in securities.

3.   Conjunctives, providing a cohesive link back to previous discourse:

<u>Furthermore</u> this alternative would be far too costly

Note that conjunctives may or may not be thematic depending on whether they occur first in the clause. For example,

Two days later is thematic in two days <u>later</u> the state-owned Taiwan Cooperative Bank took over Changua, but later is not thematic in He later offered a brief, televised apology.

4.   Continuatives, indicating a relationship to previous discourse:

<u>Well</u> there was a little bit of bakelite before the war, wasn't there ?

2.5 Speech

Sapir (1921: 5) stated that Speech is so familiar a feature of daily life that we rarely pause to define it. It seems as natural to man as walking, and only less so than breathing. There are process of acquiring speech is, in sober fact, an utterly different sort of thing from the process of learning to walk. In the case of the latter function, culture, in other words, the traditional body of social usage, is not seriously brought into play.

There are smallest element of Speech Sapir (1921: 14) stated that We must now lookmore closely at these elements and acquaint ourselves with the stuff of language. The very simplest element of speech—and by "speech" we shall henceforth mean the auditory system of speech symbolism, the flow of spoken words—is the individual sound, though, as we shall see later on, the sound is not itself a simple structure but the resultant of a series of independent, yet closely correlated, adjustments in the organs of speech. And yet the individual sound is not, properly considered, an element of speech at all, for speech is a significant function and the sound as such has no significance. It happens occasionally that the single sound is an independently significant element (such as French *a* "has" and à "to" or Latin *i* "go!"), but such cases are fortuitous. Coincidences between individual sound and significant word. The coincidence is apt to be fortuitous not only in theory but in point of actual historic fact; thus, the instances cited are merely reduced forms of originally fuller phonetic groups—Latin *habet*and *ad* and Indo-European *ei* respectively. If language is a structure and if the significant elements of language are the bricks of the structure, then the sounds of speech can only be compared to the unformed and unburnt clay of which the bricks are fashioned.

Speech consist of three parts, there are introduction, content and closing;

1)   Introduction or opening; introduction contains greeting, honor and thanks giving, respect the form of greeting respectfully. The figures are present in an event and to the audience.

2)   Content; content is the most important part of speech, what we will tell all package in a part of contents. Therefore, it need details that information what we will convey don't missed.

3)   Closing; closing is consist of hope or prayer that what we will convey can be useful for audience and also contain greeting closing.

2.6   Transcript of Speech

Every day, Customs and Border Protection agents encounter thousands of illegal immigrants trying to enter our country. We are out of space to hold them, and we have no way to promptly return them back home to their country. America proudly welcomes millions of lawful immigrants who enrich our society and contribute to our nation, but all Americans are hurt by uncontrolled illegal migration. It strains public resources and drives down jobs and wages. Among those hardest hit are African-Americans and Hispanic-Americans. Our southern border is a pipeline for vast quantities of illegal drugs including meth, heroin, cocaine, and fentanyl. Every week, 300 of our citizens are killed by heroin alone. Ninety percent of which floods across from our southern border. More Americans will die from drugs this year than were killed in the entire Vietnam War.

In the last two years, ICE officers made 266,000 arrests of aliens with criminal records including those charged or convicted of 100,000 assaults, 30,000 sex crimes, and 4,000 violent killings. Over the years, thousands of Americans have been brutally killed by those who illegally entered our country and thousands more lives will be lost if we don't act right now.This is a humanitarian crisis. A crisis of the heart, and a crisis of the soul. Last month, 20,000 migrant

children were illegally brought into the United States, a dramatic increase. These children are used as human pawns by vicious coyotes and ruthless gangs. One in three women are sexually assaulted on the dangerous trek up through Mexico. Women and children are the biggest victims, by far, of our broken system. This is the tragic reality of illegal immigration on our southern border. This is the cycle of human suffering that I am determined to end. My administration has presented Congress with a detailed proposal to secure the border and stop the criminal gangs, drug smugglers, and human traffickers.It's a tremendous problem. Our proposal was developed by law enforcement professionals and border agents at the Department of Homeland Security. These are the resources they have requested to properly perform their mission and keep America safe. In fact, safer than ever before.

The proposal from homeland security includes cutting edge technology for detecting drugs, weapons, illegal contraband and many other things. We have requested more agents, immigration judges to process the sharp rise of unlawful migration fueled by our very strong economy.Our plan also contains an urgent request for humanitarian assistance and medical support. Furthermore, we have asked Congress to close border security loopholes so that illegal immigrant children can be safely and humanely returned back home.

Finally, as part of an overall approach to border security, law enforcement professionals have requested $5.7 billion for a physical barrier. At the request of Democrats it will be a steel barrier rather than a concrete wall. This barrier is absolutely critical to border security. It's also what our professionals at the border want and need. This is just common sense.The border wall would very quickly pay for itself. The cost of illegal drugs exceeds $500 billion a year. Vastly more than the $5.7 billion we have requested from Congress. The wall will also be paid for indirectly by the great new trade deal we have made with Mexico.Senator Chuck Schumer, who

you will be hearing from later tonight, has repeatedly supported a physical barrier in the past along with many other Democrats. They changed their mind only after I was elected president.Democrats in Congress have refused to acknowledge the crisis and they have refused to provide our brave border agents with the tools they desperately need to protect our families and our nation.   The federal government remains shut down for one reason, and one reason only, because Democrats will not fund border security. My administration is doing everything in our power to help those impacted by the situation, but the only solution is for Democrats to pass a spending bill that defends our borders and reopens the government. This situation could be solved in a 45 minute meeting. I have invited congressional leadership to the White House tomorrow to get this done. Hopefully we can rise above partisan politics in order to support national security. Some have suggested a barrier is immoral. Then why do wealthy politicians build walls, fences, and gates around their homes? They don't build walls because they hate the people on the outside but because they love the people on the inside. The only thing that is immoral is the politicians to do nothing and continue to allow more innocent people to be so horribly victimized. America's heart broke the day after Christmas when a young police officer in California was savagely murdered in cold blood by an illegal alien, just came across the border. The life of an American hero was stolen by someone who had no right to be in our country. Day after day, precious lives are cut short by those who have violated our borders. In California, an air force veteran was raped, murdered, and beaten to death with a hammer by an illegal alien with a long criminal history. In Georgia, an illegal alien was recently charged with murder for killing, beheading, and dismembering his neighbor. In Maryland, MS-13 gang members who arrived in the United States

as unaccompanied minors were arrested and charged last year after viciously stabbing and beating a 16-year-old girl.

Over the last several years I have met with dozens of families whose loved ones were stolen by illegal immigration. I have held the hands of the weeping mothers and embraced the grief stricken fathers. So sad, so terrible. I will never forget the pain in their eyes, the tremble in their voices, and the sadness gripping their souls. How much more American blood must we shed before Congress does its job? To those who refuse to compromise in the name of border security, I would ask, imagine if it was your child, your husband, or your wife whose life was so cruelly shattered and totally broken. To every member of Congress: pass a bill that ends this crisis. To every citizen, call Congress, and tell them to finally, after all of these decades, secure our border. This is a choice between right and wrong, justice and injustice. This is about whether we fulfill our sacred duty to the American citizens we serve. When I took the oath of office, I swore to protect our country and that is what I will always do so help me god. Thank you and good night.

The Democratic Response

Speaker Nancy Pelosi: Good evening.

I appreciate opportunity to speak directly to the American people tonight the about how we can end this shutdown and meet the needs of the American people. Sadly much of what we heard from President Trump throughout this senseless shutdown has been full of misinformation and even malice. The president has chosen fear. We want to start with the facts.The fact is on the very first day of this Congress, House Democrats passed Senate Republican legislation to reopen government and fund smart, effective border security solutions. But the president is rejecting these bipartisan bills which would reopen government over his obsession with forcing American

taxpayers to waste billions of dollars on an expensive and ineffective wall, a wall he always promised Mexico would pay for.   The fact is, President Trump has chosen to hold hostage critical services for the health, safety, and well-being of the American people, and withhold the paychecks of 800,000 innocent workers across the nation, many of them veterans.He promised to keep the government shutdown for months or years, no matter whom it hurts. That's just plain wrong. The fact is, we all agree we need to secure our borders while honoring our values. We can build the infrastructure and roads at our ports of entry. We can install new technology to scan cars and trucks for drugs coming into our nation. We can hire the personnel we need to facilitate trade and immigration at the border. We can fund more innovation to detect unauthorized crossings. The fact is, the women and children at the border are not a security threat. They are a humanitarian challenge, a challenge that President Trump's own cruel and counterproductive policies have only deepened. And the fact is, President Trump must stop holding the American people hostage and stop manufacturing a crisis, and must reopen the Government. Thank you. Leader Schumer.

Senator Chuck Schumer: Thank you, Speaker Pelosi.

My fellow Americans, we address you tonight for one reason only. The president of the United States, having failed to get Mexico to pay for his ineffective, unnecessary border wall, and unable to convince the Congress or the American people to foot the bill, has shut down the government. American democracy doesn't work that way. We don't govern by temper tantrum. No president should pound the table and demand he gets his way or else the government shuts down. Hurting millions of Americans who are treated as leverage. Tonight, and throughout this debate and throughout his presidency, president trump has appealed to fear, not facts. Division, not unity. Make no mistake, Democrats and the president both want stronger border security.

However, we sharply disagree with the president about the most effective way to do it. So, how do we untangle this mess? Well, there's an obvious solution. Separate the shutdown from arguments over border security. There is bipartisan legislation supported by Democrats and Republicans to reopen government while allowing debate over border security to continue.

There is no excuse for hurting millions of Americans over a policy difference. Federal workers are about to miss a paycheck. Some families can't get a mortgage to buy a new home. Farmers and small businesses won't get loans they desperately need.Most presidents have used Oval Office addresses for noble purposes. This president just used the backdrop of the Oval Office to manufacture a crisis, stoke fear, and divert attention from the turmoil in his administration. My fellow Americans, there is no challenge so great that our nation cannot rise to meet it. We can reopen the government and continue to work through disagreements over policy. We can secure our border without an ineffective, expensive wall. And we can welcome legal immigrants and refugees without compromising safety and security. The symbol of America should be the Statue of Liberty, not a 30 foot wall. So our suggestion is a simple one. Mr. President, reopen the government, and we can work to resolve our differences over border security. But end this shutdown now. Thank you

2.7   Biography Donald Trump

Donald trump was born in 1946 in Queens, NewYork City. The fourth of five children of Frederick C. and Marry Macleoad Trump. Frederick Trump was a bulilder and real estate developer who specialized in constructing and operating middle income apartments in the Queens, Staten Island, and Brooklyn sections of Newyork. Donald Trump was an energetic and bright child, and his parents sent him to the NewYork Military Academy at age thirteen. He

entered Fordham University and then transferred to the Warton School of Finance at the University of Pennsylvania, from which he graduated in 1968 with a degree in economics.

Mr.Trump started his business career in an office he shared with his in Sheepshead Bay, Brooklyn, NewYork. He worked with his father for five years. Mr.Trump then entered the world of Manhattan Real Estate.In 1971 he become involved in large building projects in Manhattan. In 1980, he opened the Grand Hyatt, which made him the city's best known and most controversial developer. In 2004 Trump began starring in hit NBC reality series The Apprentice, which also became an offshoot for the celebrity Apprentice. On june 16, 2015, Trump formally announced his candidacy for president of The United States in 2016 election, seeking the nomination of the Republican Party.

2.8 Previous Research

The writer got inspiration to make the research from another researchers, there are some researcher have been research about theme and rheme

1. Journal from Sulistyaningsih Arik Nuril Azizah whose tittle is *"Theme And Rheme Analysis On The Donald Trump Inauguration Speech."* A study at STKIP Sidoarjo. The purpose of this research is giving way to lecturer about research design which it can be applied in the discourse class. The type of research is descriptive qualitative. The qualitative research is a procedure of research, in which collected data will not be created by statistic procedure. The data of the thesis were analyzed using some steps, there are reading, segmenting, identifying, classifying and then drawing conclusion. After analyzing the data of the inauguration speech text by Donald Trump, it can be seen that there are 18 paragraphs existed in the speech text. From it, there are 133 sentences found.

As a result, the researcher concludes that 133 clauses, there are 69% with the number of theme are 124 sentences belong to topical themes. Then the second is textual theme with 47 themes within 24% percentage. The last is interpersonal theme which the percentage is 9% and the least number with 9 themes.

2. Second, Thesis from Moh. Saeful Mujahidi whose tittle is "*The Analysis of Theme-Rheme System In Textbook Senior High School On The Second Semester In SMA Negeri 1 Susukan.*" This research have aimed to analyze on how are theme-rheme system applied in the textbook senior high school at x grade on the second semester and to analyze how are theme-rheme system constructed in thematic progression in textbook senior high school at X grade on the second semester. Therefore, the technique of qualitative method is used to collects and identify the data or text. In addition, there are several steps involved in qualitative research. First, preparing and organizing the data. Second, coding the data into categories. Third, reporting and interpreting the data. Fourth, making conclusion. In conducting this research, researcher takes and identify the texts through point of content analysis design. It is chosen because to identify the selected of some textbook through content analysis is appropriate with design method to use for this research.The researcher used content analysis for identifying characteristics of material. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material.

In conclusion, this result of research shows that the textbook that created by the authors who has different way for presenting their idea. The first result, from theme- rheme system applied by the author to build the flow information in the textbook in two selected text, the author are highly tendency build a text they prefer to used topical theme it the biggest number for type of theme-rheme system. Then, thematic progression the author tendency used zig-zag

pattern this, the way the author constructed a text with often build new information from the previous information to maintain cohesion and coherence.

3. Journal of Ismi Novitasari Sinaga whose tittle is *"Theme-Rheme Analysis On The Jakarta Post Newspaper: Interpolations, Preposed Attributive, And Reported Clause.''* The aim of this research was to determine the type of Theme and Rheme. This research used qualitative method. The unit of the analysis of this research will be focused on every clause in the editorial on The Jakarta Post newspaper May 12nd 2019 edition entitled "Handmade Boyolali sarong an Idul Fitri Tradition". The steps in analyzing the . data were; segmenting the sentences into clauses, identifying the Theme and Rheme for each clause, determining the type of Theme and Rheme for each clause, and drawing conclusion. The result analysis found that there were three types of theme that were used namely Ideational / Topical, Textual and Interpersonal. The most dominant Theme was Topical followed by Textual and Interpersonal Themes. Besides, the used of Interpolations in Theme, Preposed Attributive, and Theme in Reposted Clause was also found.

4. Thesis of Esa Whiliandi whose tittle is *"Theme Analysis Of The Editorial In The Jakarta Post February 19th 2010 Edition."* The first is to identify Theme and Rheme realization in the editorial of The Jakarta Post newspaper and the second is to find out types of Theme in the editorial of The Jakarta Post newspaper. The qualitative research is a procedure of research, in which the collected data will not be created by statistic procedure. The researcher selects the data which are considered to be typical of the wider population. The data of this thesis was analyzed by using some steps, they are segmenting the sentences into clauses, identifying the theme and rheme for each clause, determining the type of theme and rheme for each clause, and drawing conclusion. After analyzing the data of the editorial about "Buttom – up Buggeting" taken from

the Jakarta Post newspaper, it can be seen that there are 16 paragraphs existed in the editorial. From those sixteen paragraphs, there are 62 clauses found.

As a result, the researcher concludes that from 62 clauses, there are 55 clausesbelong to topical theme. Topical theme functions to emphasis the subject that this subject is the main goal of the editorial topic. Then, the second is textual theme with 13 themes. In this textual theme, the editorial's writer employs some

conjunctions to connect the clauses one another such as but, and, since, because,

and after. The last is interpersonal theme which is the least number with 8.

5. Thesis of Laura Atika Sembiring whose tittle is *"Theme And Rheme In The Frog Prince Short Story Written By Brothers Grimm."* This study deals with the theme and rheme in the text of The Frog Prince short story written by Brothers Grimm. The objectives of this study were to find out the types of Theme used, to derive the dominant type of Theme used, and to describe the types of thematic progression used in The Frog Prince short story. This study was conducted by using descriptive qualitative method. The data of this study was analyzed by using three steps : analyzed every clause of text from The Frog Prince short story, grouping the types of Theme and Rheme in to table based on the data, and providing description and arguments of the result of data analysis. The source of data were collected from the text of The Frog Prince short story.

The findings indicated that there were two kinds of thematic progression used in The Frog Prince short story, they were 8 constant theme patterns and 7 linear theme patterns. There were 77 (38.6%) topical themes, 24 (12.0%) interpersonal themes and 98 (49.2%) textual themes. The most dominant Theme used in The Frog Prince short story is Textual Theme; the total calculation is about 49.2%.

6.   Journal of Sri Yunita whose tittle is *"Theme And Thematic Progression In Students'* *Recount Texts."* This study aims to investigate the Theme and Thematic progression patterns in students' recount text in a state vocational school in Bandung. This study employs a descriptive-qualitative research design. The data were obtained from a collection of students' texts. This study uses the theory of Theme system developed by Halliday (1994) and the theory of Thematic progression proposed by Eggins (2004) as the framework to analyze the data. The findings showed that the Theme and Thematic progression supports the character of Recount text written by the students to some extents: the Topical Theme represents the students' ability to deliver what the text is about, the Interpersonal Theme helps students declare their personal comments, while the Textual Theme showed the students' ability to develop the logical relationship between clauses and make their texts more cohesive and coherent. In terms of thematic progression patterns, the Theme Reiteration pattern sign posts that the students tend to make the text focus by repeating the same element as Themes; the Zig Zag pattern showed that the students introduce newly information by promoting the Rheme in a clause to the Theme in the subsequent clause, and the Multiple Theme pattern specifies that the students develop the texts well according to the prior plan before writing those ideas in the text.

2.9   Conceptual Framework

Based on the explanation above, the study will be analyzed Theme and Rheme in Donald Trump's speech transcript on immigration and the democratic respons by the fourth semester students of English department of Nommensen HKBP University.
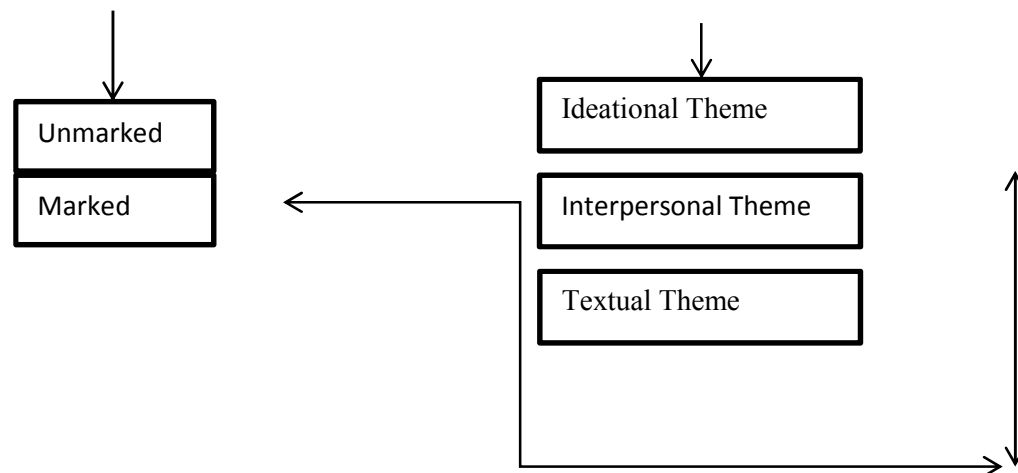
This study will be analyzed by using descriptive qualitative method which purposed to find out the types of theme pattern. The data of this study will be analyzed by sing three steps :

analyzing every clause of the text from Donald Trump's speech transcript on immigration and the democratic respons, grouping the types of theme and rheme in to table based on the data, and providing description and arguments of the result of data analysis.

The source of data of this research are the transcript of Donald Trump's speech transcript on immigration and the democratic respons that will be analyzed by the fourth semester students of English Department of Nommensen HKBP University. The linguistic features that will be used are limited into Theme and Rheme analysis.

Figure 2.2 Conceptual Framework of Analyzing Theme and Rheme

Unmarked	
Marked	

Ideational Theme
Interpersonal Theme
Textual Theme
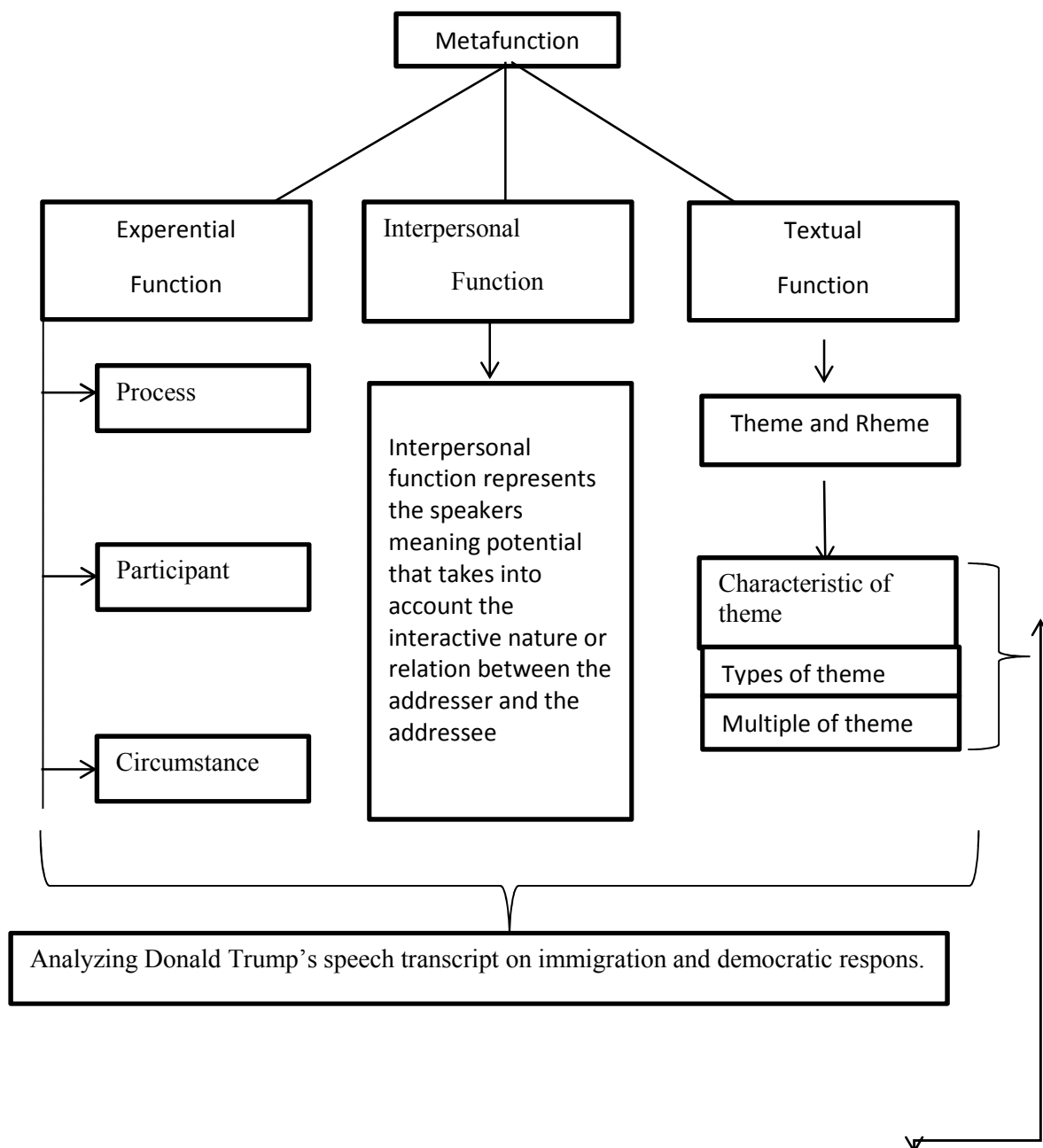
CHAPTER III
RESEARCH METHODOLOGY

3.1 Research design

The research design was conducted by using descriptive qualitative because the result of this study was to analyse theme and rheme pattern in Trumpt's speech on immigration and democratic response. Qualitative research is exploratory useful when the researcher does not know the important variables to examine. The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research was concerned with description. The analysis of the data were taken from the students.

3.2 The Source of Data

The data of the study was in the form written ones. The subject of the study was taken from Donald Trump's speech on immigration and the democratic response transcript.

3.3   The Instrument of Collecting Data

Instrument was a tool when researcher using a method. The instrument was used to achieve the accurary the data and can indicate that the writer was succeed or not in her research. There were many instruments which were used to collect the data. They were test, questioner, interview, and observation. Here, the writer collected the data by giving reading test. The instrument of the writer was used the transcript about trump speech's on immigration and democratic respons and the writer were identified the types of theme and rheme in the speech and the writer was draw conclusion.

3.4   Technique of Collecting Data

In collecting data, the writer took the following steps, namely :

1.   Searching the data by collecting the Donald Trump Speech Transcript

2.   Choosing Donald Trump's speech on immigration and the democratic   response

    transcript .

3.5   Technique of Analyzing Data

The data was analyzed by using descriptive qualitative method. The steps of the analysis include :

1.   Segmenting the sentences into Clauses.

2.   Identifying the Theme and Rheme for each clause.

3.   Determining the type of Theme and Rheme for each clause.

 4.   Drawing conclusion.

3.6 Validity (Triangulation)

The trustworthiness of the data needs to be checked to examine the validity of the data. In this research, the researcher use the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007:330) triangulation the aim is not determinate the truth about same social phenomenon rather than the purpose of triangulation is to increase ones' understanding of what ever being investigated. William Wiesrman in Sugiyono (2007: 372) also stated that triangulation is the qualitative cross-validation. It assesses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedures'. Norman Denzim (1978) identify triangulation into 4 types, they are :

1. Data Triangulation

Data triangulation relates to the use of variety data or information including time, space, and person in a research. Data triangulation is the process rechecking and comparing information by researcher which obtained in the different source. To get the data, the researcher will compare observation data with and interview data. The researcher compare students' utterances, informant information , and circumstances or perspective of different people in similar context.

2. Investigate Triangulation

Investigator triangulation relates to the use multiple researcher in getting more valid data. Researcher need to work in team to do the research to make sure the validity of the data

3. Theory Triangulation

Theory triangulation relates to the use of two or more theories which is combined when examining situation and phenomenon. Some theories supports both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

4. Methodology Triangulation

Methodology triangulation relates to the effort of checking the data or data result. The aim is conduct situation and phenomenon by using some methods. Methodology triangulation is similar with the mix of method approaches use in social science research, where the result from one method are used to enhance, argument, and clarify the result of others.

In this research the researcher will use methodology triangulation. The combined the result of data observation and data question to available the data.