Theme and Rheme of Main Character Script in Hachiko Movie

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THEME AND RHEME OF MAIN CHARACTER SCRIPT IN HACHIKO MOVIE

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Abstract

This Study Deals with the Theme and Rheme of Main Character Script in Hachiko Movie. The Objective of the study are to find out the kinds of thematic progression that is used in Hachiko movie, to find out the kinds of Theme that is used in Hachiko movie, and to find out the dominant kinds of Theme that used in Hachiko movie. This study was conducted by using descriptive design (qualitative and quantitative method). The data were collected from the script movie of Hachiko the Dog Story. The data were analyzed by the Theme and Rheme. The findings found that there were two kinds of thematic progression those are used in Hachiko movie, they were 8 constant theme patterns and 4 linear theme patterns. There were 144 (37,01%) topical themes, 151 (38,81%) interpersonal themes and 94 (24,16%) textual themes. Unmarked theme 227 (61,51%) and marked theme 142 (38,48). Interpersonal theme dominated the Hachiko movie scripts which means that the theme was the assertive or confirmation of the previous theme, because theme of the sentence has relation with the previous sentence such as expected a response from addressee or provide speaker’s comment, assessment or attitude towards the message. Unmarked theme dominated the Hachiko movie scripts which mean that the speaker utter the most typical / usual text. In the utterance the speaker put the subject and finite in front of the sentence as the main point of the text.

Keywords : Movie script, Theme

Introduction

Language may refer either to the specifically human capacity for acquiring and using complex systems of communication, or to a specific instance of such a system of complex communication. The scientific study of language in any of its senses is called linguistics. Language has a great role in our lives. Human as social beings need language to communicate with each other. Because language is a system of communicating with other people by using sounds, symbols and words in expressing meaning, idea or thought.
One of the functions of language for human life is organize experience. Language is used to organized human experience. Language is concerned with the organization of information within individual clauses and through this, with the organization of the larger text. Every clause is organized as a message related to the unfolding of text. Message are organized the unity of information when a speaker structure a message, the information is processed into units and ordered in such a way as to produce the kinds of message that is desired. The clause as a message is organized into theme and rheme.

Theme is the point of the message. It is functionally occupied by the first transitivity system of clauses. Rheme is the rest of the message of the clause.

Text is written language but it also can be applied to spoken language. It can apply in the newspaper, magazine, text book and also script of the movie. The script is a written version of a play or movie composition used in preparing for a performance. Movie script contains the entire contents of the story and the depiction of how the movie will take place. The text in script will be applied to spoken language in the movie and played by the actors and the actress. When they play the movie, they try to convey the message of the movie to the viewers by acts and talks.

The script can be as references for the people who want to watch the movie, so that it is interesting to analyze the theme and rheme and they can catch the main point of the conversation that occurred in the movie. It is interesting to find out which is the dominant theme and rheme that they used. After finding the dominant, we can make the conclusion about theme that be used in the entire script of Hachiko movie.

**Research Question**

Based on the background above, the problems of the study are formulated as the following.

1. What kinds of thematic progression are used in the script of Hachiko movie?
2. What kinds of theme would be used in the script of Hachiko movie?
3. What kinds of theme will be dominant used in Hachiko movie?

**Review of Literature**

*Metafunctions*

Halliday (1994 : 368) devided and developed a theory of the fundamental functions of language, in which he analysed lexicogrammar into three broad metafunctions: ideational, interpersonal and textual. Each of the three metafunctions is about a different aspect of the
world, and is concerned with a different mode of meaning of clauses. The ideational
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 clauses as exchanges. The textual metafunction is about the
verbal world, especially the flow of information in a text, and is concerned with clauses as
messages.

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
analysed into Process, Participants and Circumstances, with different participant types for
different process types (as in Case Grammar). In the interpersonal metafunction, a clause is
analysed into Mood and Residue, with the mood element further analysed into Subject and Finite. In the textual metafunction, a clause is analysed into Theme and Rheme.

a. Theme and Rheme

The definition of theme as given by Halliday and Matthiessen (2004:64) is that it is
the element which serves as ‘the starting point of the message; it is what the clause is going to
be about’. The choice of theme is important because it represent the angle from which the
speaker projects the message, and partial conditions how the message develops (Downing
and Locke, 1992:223). Theme can also affect the speaker’s assumption regarding what the
listener knows or does not know about the message.

Rheme is defined as the rest of the clause in which the theme is developed. Rheme
contains of new information. Rheme can be explained as being the rest of the message (Bloor
and Bloor 1995:72). So, rheme is where the clause moves after the point if departure.

Theme and rhyme work together as a message of structure in a text as conveyer
information to the listener. A clause consists of theme and rhyme. Theme is known by its
position is the initial element of a clause, whereas the rhyme is formed by all the other
constituents which follow. The position of the theme is in the beginning of the clause and the
rheme is the rest.

Example:

- Yenni, would you like take the note of this?
  Theme rheme
- What is the point?
  Theme rheme
b. **Characteristic of Theme**

According to Halliday (1994:38) Theme is one element in a particular structural configuration which, taken as a whole, organize the clause as a message. A message consists of a theme combined with a rheme. The theme is the starting point for the message. First position in the clause is not what defines the Theme; it is the means whereby 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 be an adverbial group or portioned phrase.

Saragih (2010:37) There are two kinds status of theme, unmarked theme and marked theme. The status of the theme whether it is unmarked or marked is associated to the mood this specifies that in every kind of mood there is unmarked theme.

Example:

**Unmarked theme**

- Maria picked up a flower yesterday.

<table>
<thead>
<tr>
<th>Theme</th>
<th>rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Did</td>
</tr>
<tr>
<td>Subject</td>
<td>Finite</td>
</tr>
<tr>
<td>Mood</td>
<td></td>
</tr>
<tr>
<td>Residu</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Finite</th>
<th>Predicator</th>
<th>Complement</th>
<th>adjunct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Did</td>
<td>pick up</td>
<td>a flower</td>
<td>yesterday</td>
</tr>
</tbody>
</table>

**Marked theme**

- Yesterday Maria picked up a flower.

<table>
<thead>
<tr>
<th>Theme</th>
<th>rheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday</td>
<td>Maria</td>
</tr>
<tr>
<td>Adjunct</td>
<td>Subject</td>
</tr>
<tr>
<td>Residu</td>
<td>Mood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjunct</th>
<th>Subject</th>
<th>Finite</th>
<th>Predicator</th>
<th>complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday</td>
<td>Maria</td>
<td>Did</td>
<td>pick up</td>
<td>a flower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residu</th>
<th>Mood</th>
<th>Residu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
c. **Marked and Unmarked Theme**

Saragih (2010:37) in the clause of declarative mood where a theme simultaneously functions as the subject, the theme is called unmarked. In different way, when the theme is not conflated with or mapped on to the subject the theme is marked.

In everyday communication, the item most often function as Unmarked Theme or subject theme such as *personal pronoun* (I, you, we, they, she, he, it) *impersonal pronoun* (it, there) and nominal groups. On the other side, the most usual Marked theme is an *adverbial group* (today, suddenly); *prepositional phrase* (at night, in the corner) or it can be an *adjunct* in the clause.

For examples:

- The airplane crashed the mountain 5 days ago.
  - **Unmarked theme/subject** Rheme
  - **5 days ago,** the airplane crashed the mountain.
  - **Marked theme** Rheme

- Where did you go yesterday?
  - **Unmarked theme** Rheme
  - **Yesterday,** where did you go?
  - **Marked theme** Rheme

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*d. Types of Theme*

1 *Ideational (Topical) Theme*

Martin (1995:24) stated that Topical Theme can be recognized as the first element in the clause that expressed some kind of representational meaning. In other words, it is a function from the transitivity structure of the clause which can be participant or circumstance.

The underline words are some examples of Topical Theme:

- Josua rides the motorcycle everyday
- Last week, i got my stomach ache
- Suddenly, the tree is fallen
2 Interpersonal theme

Martin (1995:24) Interpersonal Theme covers one or more elements of:

1. The Finite, which is typically realized by an auxiliary verb. It indicates that a response is expected from the addressee. The examples of the interpersonal Theme of finite are underlined in the following clauses:
   
   (1) would you like to give me the book?
   (2) Don’t you hear me?
   (3) Does she come?

2. A Wh- element, which is signalling that an answer is required from the addressed. Wh-element include the question words such as where, when, what, why, which, whose, how. The examples are underlined below:
   
   (1) What do you do?
   (2) Where do they live?
   (3) Which one do you want?

3. A Vocative, which is indicated the name of a person of whom information is asked. Vocative also identify the addressee in the exchange. The examples are underlined:
   
   (1) Rahel, would you help me?
   (2) Dad, are you OK?
   (3) Tom, did you get your breakfast this morning?

4. An Adjunct, typically realized by an adverb. Adjunct commonly functions as the Theme. It may provide speaker’s comment, assessment, or attitude towards the message. These are the examples:
   
   (1) Maybe, she has to go.
   (2) Finally, they pass the exam.
   (3) Unfortunately, she hit the dog.

3 Textual Theme

Textual theme almost always constitutes the first part of the Theme, coming before any interpersonal themes as Martin (1995:25) stated. The element of textual theme includes conjunction, relatives, conjunctives and continuatives.

1. Conjunctions, link two clauses in a coordination relation or dependency on another. Conjunction such as and, but, so, whether, when, while, etc.

Examples:

   (1) She was cooking while you came to my house.
(2) The sun shined so bright when we walked home.
(3) I broke my leg so I can’t play football.

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

Examples:
(1) The radio which was fixed yesterday is broken again.
(2) The man who stands near the tree is my brother.
(3) I want to go to Paris which is known as the city of fashion.

3. Conjunctives provide a cohesive link back to the previous discourse.

Examples:
(1) As the result, the machine works properly.
(2) Because of it, they got bankrupt.
(3) Furthermore, the story is good.

4. Continuatives, indicate a relationship to previous discourse. It signals that a new move is beginning such as well, oh, right, of course, anyway, etc.

Examples:
(1) Anyway, we should go now.
(2) Well, it is over now.
(3) Right, that’s a good idea.

e. Multiple Themes

All clauses which have one thematic constituent are said to have simple themes. However, some clauses have more than one theme or also called as a Multiple Thematic structure. Bloor and Bloor (1995:77) says that the explanation of Multiple Theme relates to the three types of theme, they are ideational (topical) theme, interpersonal theme, and textual theme. Here are some of the examples:

```
Last night, a thief came in to our house.
Topical theme vocative rheme
Interpersonal theme
```

```
Anyway, we should go now.
Continuative Topical theme finite rheme
(Textual theme) (Interpersonal theme)
```

f. Thematic Progression

Thematic progression can be seen by using Thematic development. According to Bloor and Bloor (1995:78), there are four types of Thematic Progression. They are:
1. The Constant Theme Pattern

This pattern Bloor and Bloor (1995:78) is shared by each clause and this theme equates with given information. New information is not used to develop the following information. In the other words it means that this pattern is developing from theme to theme. Rheme is not used in this development. This pattern is common found in textbook.

The pattern can be represented as follows:

Clause 1
T1  R1

Clause 2
T2  R2

Clause 3
T3  R2

Example:
Clause 1  I chose a novel “Harry Potter”

Clause 2  I read the novel

Clause 3  I interested in this novel

2. The Linear Theme Pattern

In this type Bloor and Bloor (1995:79), the Rheme of one clause is taken up as the Theme of the subsequence clause. Rheme is used in this development. Each rheme becomes the theme of the next clause. This pattern place new information in the precious clause to be the priority in the following clause.

The pattern can be represented as follows:

Clause 1  T1  R1

Clause 2  T2  R2

Clause 3  T3  R3

Example:
Clause 1  I read a novel “Harry Potter”

Clause 2  The novel was written by J.K. Rowling, a women writer

Clause 3  J.K. Rowling is a popular novel writer in British.
3. *The Split Rheme Pattern*

This pattern, as Bloor and Bloor (1995:80) describes, occurs when the Rheme of a clause has two components, each of which is taken in turn as the theme of a subsequent clause. The first rheme becomes the theme in the next clause and the second rheme becomes the next theme in the text following clause.

The pattern can be represented as follows:

Clause 1

\[ T_1 \rightarrow R_2 + R_3 \]

Clause 2

\[ T_2 \rightarrow R_2 \]

Clause 3

\[ T_3 \rightarrow R_3 \]

Example:

Clause 1  

I see my father driving a car + when John calls me

Clause 2  

My father driving a car

Clause 3  

When John calls me

4. *The Derived Themes Pattern*

Derived Theme is more complex than the others. This pattern is used to describe expression in the theme position which is cohesively linked in meaning, but not necessarily in form, to a topic which has been stated earlier in the text (Bloor and Bloor, 1995:93). The rheme deals with more than two components. These structures serve as a way of introducing rheme, which can be taken up as theme of subsequence clause. This pattern is usually found in long text with many topics such as science and geography text books.
The pattern can be represented as follows:

```
T1   R1
   /   \
 Ra  Rb  Rc
```

```
T2   R2
```

```
T3   R3
```

```
T4   R4
```

Example:

J.K. Rowling is the popular novel writer.

The most famous novel is Harry Potter

The last chapter of her novel is “Harry Potter and The Deadly Hallow”

The novel also has the movie that realizing from all the story of the novel

*The Implication of the Dominant Type of Theme*

Based on the theory Halliday (1994) of each type of theme, it is concluded that there will be some implications of certain type of theme. The implication of the dominant of certain type of theme will be as the following:

a. Unmarked Theme

If the dominant of theme is unmarked theme, it means the speaker utter the most typical / usual text. In the utterance the speaker put the subject as the main point of the text.

b. Marked Theme

If the dominant of theme is marked theme, it means the speaker utter the most atypical / unusual text. In the utterance the speaker put the adjunct / circumstance as the main point of the text.
c. Topical theme
   If the dominant of theme is Topical Theme, it means the theme is functioning as the point of orientation for the experiential meanings of the clause.

d. Interpersonal Theme
   If the dominant of theme is Interpersonal Theme, it means the theme is functioning to code the speaker’s or the writer’s personal judgement on meaning.

e. Textual Theme
   If the dominant of theme is Textual Theme, it means the theme is functioning to relate the meaning of the particular clause to the other parts of the text.

Movie

   Movie (http://www.wikipedia.com) is a form of entertainment that enacts a story by sound and a sequence of images giving the illusion of continuous movement. Movie is a type of visual communication which use moving pictures and sounds to tell stories or inform. People in every part of the world watch movie as a type of entertainment, a way to have fun.

   There are several kinds of movie and true story movie is one of them. True story movie (http://www.wikipedia.com) is a list of movies based on actual events, inspired by a true story, inspired by actual events, or based on a true story.

   One of true story movie example is Hachiko movie. Hachiko movie is inspired by a true story that was adapted into a movie by a well-known movie director, Lars Sven Lasse Hallstrom in 2009.

Movie Script

   Kooperman (2010) script is focusing on story, dialogue, formatting, character, plot theme, momentum and document itself. The definition of the study is commonly understood as the written text which is spoken by the actor or player in movie. The used of movie script for my study is as a media which will be analyzed by theme and rheme.

Hachiko Movie

   Hachikō (http://www.wikipedia.com), also known as 'chūken Hachikō' or 'faithful dog. Hachikō, was an Akita dog that was owned by a professor Hidesaburō Ueno, who worked at the University of Tokyo in the agriculture department. Everyday Hachikō would meet the professor at the nearby Shibuya Station, until May 1925 where the professor had died from a cerebral haemorrhage. Even though the professor did not return to the station for
another 9 years Hachikō still waited for his owner, where he arrived to meet the professor's train at the exact time of its arrival. Hachikō died on March 8, 1935, and was found on a street in Shibuya. His bones were buried beside his owner’s grave and his body was stuffed and is now on display at the National Science Museum of Japan in Tokyo.

This true story was adopted in the movie and become a famous movie. Many people interested in watching this movie. After watching this movie, they feel moved and put their sympathy for the dog named Hachiko

Research Method

Research Method

This study will be conducted by using descriptive design by using both qualitative and quantitative method. Punch (1998:59) defines qualitative research is empirical research where the data are not in the form of numbers and quantitative research is empirical research where the data are in the form of numbers.

The Source of data

The data of this research is secondary data, a source of research data obtained by the script from the movie. Secondary data generally will be getting from text line of the Hachiko ‘The Faithful Dog’ movie.

Technique of Collecting Data

In this study, the data will be collected from script text in the movie. The documentary technique is used to obtain secondary data. Documentary technique is look for data about those things or variables in the form of script. The data are thematic progression, theme and rheme. The script is read to get the theme and rheme in the script. Each sentence or words will be identified based on the theory of textual function proposed by Halliday.

Technique of Analyzing Data

The data will be analyzed by the following procedures.

1. Reading the subject that obtained by text of Hachiko movie script.
2. Identifying the subject matter (Theme and Rheme).
3. Classifying the dominant type of theme in rheme in Hachiko Movie.
4. Counting the percentage of theme and rheme.

\[ X \cap \frac{F}{N} \times 100\% \]
DATA AND DATA ANALYSIS

Data

The source of data for this research was taken from the script movie of main character “Prof. Wilson Parker” in Hachiko the Dog Story.

Data Analysis

The data were analyzed by identifying theme and rheme, and also the thematic development in script movie of main character “Prof. Wilson Parker” in Hachiko the Dog Story. All data had been analyzed clause to clause in each sentence to find out the information development in Theme and Rheme.

Identification of Theme Analysis of Thematic Progression

After analyzing all clauses in the Hachiko main character’s script, interpersonal theme and unmarked theme often occurred, and the dominantly used in each sentences.

Table 4.1 Percentage of theme table

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Theme</th>
<th>Number of Data</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Topical Theme</td>
<td>144</td>
<td>37,01%</td>
</tr>
<tr>
<td>2</td>
<td>Interpersonal Theme</td>
<td>151</td>
<td>38,81%</td>
</tr>
<tr>
<td>3</td>
<td>Textual Theme</td>
<td>94</td>
<td>24,16%</td>
</tr>
</tbody>
</table>

Table 4.2 Percentage of unmarked and marked theme table

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Theme</th>
<th>Number of Data</th>
<th>Percentages</th>
</tr>
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<tr>
<td>2</td>
<td>Interpersonal Theme</td>
<td>151</td>
<td>38,81%</td>
</tr>
</tbody>
</table>

Analysis of Thematic Progression

The thematic progression that dominantly used in the Hachiko main character’s script is constant theme pattern.

The Analysis:

The Constant Theme Pattern

This pattern is shared by each clause and this theme equates with given information. New information is not used to develop the following information. In the other words it means that this pattern is developing from theme to theme.
This is the analysis

- **I** tell you, this little crate out there is broken.
  - **I** don't know what's going on but, hey, someone gonna be here for him, sorry.

- **Someone gonna be here.**
  - **Someone gonna be here Know where you went.**

- **I** promise.
  - **I** promise you, I will do that.

- **I** don't want to keep him.
  - **I** wasn't even thinking about it.

- **You** knew that already?
  - **You** did, didn't you?

- **Come here, what's with you?**
  - **Come here now, you've got a problem?**

- **I** can't play now.
  - **I** 've got to go to work.
    - **I** 'll take the ball, alright

- **I** don't know.
  - **I** am a lot older than you but I tend to think that there's an element of music that cannot be capture.

*The Linear Theme Pattern*

In this type, the Rheme of one clause is taken up as the Theme of the subsequence clause. Rheme is used in this development. Each rheme becomes the theme of the next clause. This pattern place new information in the precious clause to be the priority in the following clause.
This is the analysis:

- Yeah, **here you are.**
  
  Your blood line goes back at least 4000 years, maybe much more.

- Just **one night.**
  
  One night only, okay?

- Cathy, I can't believe **this!**
  
  This is terrific news.

- But **Edison's** didn't care, he went ahead and did it anyhow.

  He secretly recorded his marching band in a parade.

**CONCLUSION AND SUGGESTION**

**Conclusion**

After analyzing the data of the research, conclusions are drawn as the following. There were two kinds of thematic progression that is used in Hachiko movie, they were 7 constant theme pattern and 3 linear theme pattern. There were 144 (37.01%) topical themes, 151 (38.81%) interpersonal themes and 94 (24.16%) textual themes. Unmarked theme 227 (61.51%) and marked theme 142 (38.48%). Interpersonal theme dominated the Hachiko movie scripts which mean that the theme was the assertive or confirmation of the previous theme. Unmarked theme dominated the Hachiko movie scripts which mean that the speaker utter the most typical / usual text. In the utterance the speaker put the subject as the main point of the text.

**Suggestion**

In line with the conclusions the suggestions are stated as the following. People who want to analyze movie script should be learn theme and rheme so it would be easier for them to understand the main point of the utterances. The researcher also suggests the reader to use theme and rheme to analyze sentences so the reader can get the main point of the information in a text. And for students who concern with this study need to make detailed analysis about thematic progression and theme in any kinds of text.
REFERENCES


