



**UPPER-CLASS MEN AND MIDDLE-CLASS WOMEN'S LANGUAGE
VARIATIONS FOUND IN THE MOVIE SCRIPT
'PRIDE AND PREJUDICE (2005)'**

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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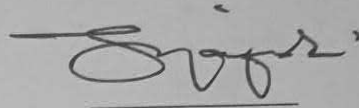
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This final project entitled *Upper-class Men and Middle-class Women's Language Found in The Movie Script 'Pride and Prejudice (2005)'* has been approved by Board of Examination of the English Department and officially verified by Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on August 2019.

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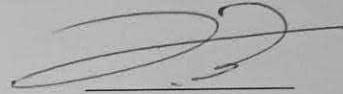
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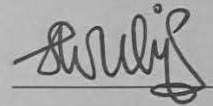
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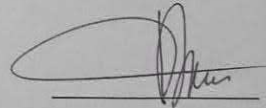
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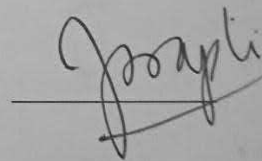
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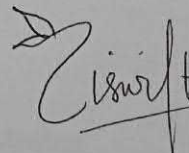
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DECLARATION OF ORIGINALITY

I, Febriana Siswi Artiani, hereby declare that this final project entitled *Upper-class Men and Middle-class Women's Language Variations Found in the Movie Script Pride and Prejudice (2005)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived in the text and a list of references are given in the references.

Semarang, August 2019



Febriana Siswi Artiani

MOTTO AND DEDICATION

Oh you who believe! Seek assistance through patience and prayer; surely Allah is
with the patient (Al – Baqara, verse 153)

To my Father and my Mother

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The first and foremost, I wish to take the opportunity to express my greatest gratitude to Allah SWT the Almighty for His blessing, grace, love, and strength leading to the completion of this final project.

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Most importantly, none of this would have feasible without the love and patience of my family who never stop supporting me. My mother and father, to whom this final project is dedicated, always strengthen me so that I can pass hard times and situations. The deepest thanks are also given to my beloved brothers, Angga and Nanda for the warm and care.

I realize that a lot of mistakes may be found in this final project. Therefore, I always look forward to any feedback for the betterment of it. I hope this final project will bring benefits for the readers.

Semarang, August 2019

Febriana Siswi Artiani

ABSTRACT

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Keywords: *Dialogues, Textual Meaning, Theme, Rheme, Thematic Structure, Language Variations, Social Class, Gender*

In learning conversation, there are various sources that students can use easily, for example movie. Dialogue in the movie can be utilized for learning sources of the language. Also, students can learn not only about the expression, but also how a message or idea is delivered through a conversation. This study investigates the thematic structures of the sample dialogues between Fitzwilliam Darcy and Elizabeth Bennet in the movie script *Pride and Prejudice (2005)*.

The analysis intends to figure out what thematic structures are displayed and what upper-class men and middle-class women's language variations are found in the Fitzwilliam Darcy's and Elizabeth Bennet's utterances. Thematic structures display what kind of theme which is defined as starting point that comes in the beginning of a clause and rheme which is the remainder of the clause.

This research used qualitative approach. Thematic structure analysis was used to answer the research problems. The units of analyses of this study were clauses of Fitzwilliam Darcy's utterances which represents upper-class men's language and Elizabeth Bennet's utterances which represents middle-class women's language taken from the movie script *Pride and Prejudice (2005)*. There were several steps done to analyze the data. The data was broken down into clauses. Then, each clause was analyzed using theme-rheme system.

The findings of analysis show that there were 104 themes in 81 clauses used by Fitzwilliam Darcy. Mostly, the theme used in the Fitzwilliam Darcy's utterances was unmarked topical theme with 70 (86.42%) cases, followed by textual theme with the total of 20 (24.69%) cases and 12 (14.81%) cases of interpersonal theme and then followed by the least appeared theme which is marked topical theme with 2 (2.47%) cases. Meanwhile, from 85 themes, unmarked topical theme was the most occurred theme used by Elizabeth Bennet in her all 74 clauses, it appeared in 58 (78.38%) cases, followed by textual theme with 16 (18.27%) cases, interpersonal theme with 6 (8.11%) cases and 5 (6.76%) cases of marked topical theme.

It reveals that upper-class men use predicator of unmarked topical theme and finite of interpersonal theme in their language more often rather than middle-class women in their language. Also, middle-class women tend to use prepositional phrase of marked topical theme and structural of unmarked topical theme more often rather than upper-class men.

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CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study, the reasons for choosing the study, the research problems, the purposes of the study, the significances of the study, the scope of the study, the outline of the report, and the definition of terms.

1.1 Background of The Study

Language is crucial in a communication. It is a means for speaker or writer to deliver ideas, opinions, feelings, attitudes, and information to listener or reader. A communication can be said successful in exchanging meanings when it occurs. In this sense, language becomes an important tool to realise those meanings. Based on this consideration, it is known that language plays an essential role in communication—either in verbal or in non-verbal communication.

Text—written or spoken—is constructed in a communication and is used to exchange meaning among people. A written text is identified as a text which is constructed when a person is conveying his idea through written form, such as a newsletter, short story, novel, and etc. While, spoken text is identified as a text which is constructed when a person is conveying his idea through verbal communication, such as oral stories, interviews, phone conversations, discussions, role plays, public speeches or any other piece of spoken language.

Spoken language is divided into two types, which are monologue and dialogue. Both monologue and dialogue are learned in school-based curriculum. Brown (2001, p. 251) states that monologue occurs when one speaker uses spoken

language for any length of time. However dialogue is in play when two or more speakers are engaged in conversation with one another.

There are various learning sources that students can use easily to learn conversation. For instance, students can learn conversation from a movie. According to Hornby (1995, p. 43) movie is a set of moving pictures to be shown on television or at the cinema. In a movie, language learners may watch movie that uses the target language they learn. Beside the performance of the actors and actresses, their dialogue can be utilized for learning sources of the language. It is so as the movie goes together with real life conversation of target language. Moreover, it also provides a lot of conversation. Thus, students can learn not only about the expression, but also how a message or idea is delivered through a conversation.

The present study utilises an approach which views language as making-meaning resource (Halliday, 1978, 1994; Halliday & Matthiessen, 2014). In this case, Systemic Functional Linguistics (SFL) comes as a way of looking grammar in term of not only how words are structured but also how those structures construct meaning. There are three strands of meanings theorised in SFL: ideational meanings which are meanings about things and ideas, interpersonal meanings which express a speaker's attitudes and judgement, and textual meanings which express the relation of language to its environment.

The present study focuses more on the textual metafunction for a number of reasons. Textual meanings concern with how we construct information in what we are saying or writing hang together and relate to what was said before. It is a

meaning about the message inside the text which relates to the context around it. Each clause has meaning that will correlate to the next clauses. Furthermore, the meaning of a text will be easier to be understood when it has correct grammatical structures, systematic organization and relates to its context. Moreover, the meaning of a text will be intelligible for the listeners or the readers when it relates to its context.

Textual meaning becomes main point in this study. The textual meaning of the clause is expressed by what is put first (the theme); by what is phonologically prominent (and tends to be put last – the New, signalled by information focus); and by conjunctions and relatives which if present must occur in initial position (Halliday & Matthiessen, 2014, p. 387). According to Eggins (Eggins, 2004, p. 298), the system of theme is realized through a structure in which the clause falls into just two main constituents: a theme (the first part of the clause) and a rheme. The rest of the clause is called the rheme. New information is typically contained in the rheme. In conclusion, textual meanings mean a correlation and relation of each clause that is organized as a message for the readers.

This study investigates what textual meanings are implemented by upper-class men and middle-class women. Talking about social class, some societies are still based on the structure of social class. In the language learning, language and society cannot be separated, as well as in the study of sociolinguistics. The study between language and society called Sociolinguistics. Biber, D & Finegan, E (1994, p. i) states that:

Sociolinguistics is the study of language in use. It focusses on the relationship between language and society. It is the principal concern

address linguistic variation across social groups and the range of communicative situations in which women and men deploy their verbal repertoires.

Sociolinguistics could become a field of study for their selections in language use. The field of sociolinguistics is focused on the possibility of choice that can be made within the community regarding the use of language varieties. It aims to explain this variation and to show how it reflects social structure influenced by some factors such as the user's region, class, ethnic group, age, and gender.

Marshall (2004, p. 5) states that "language variation provides an explanation of how transmission takes place". Language variation is not random, but rather strictly controlled, often by extra-linguistic factors, and the specification of these factors may help us account for change (McMahon, 1994, p. 226, as cited in Marshall, 2004, p. 5). The language variations which occur are influenced by age, sex, social class, and attitude.

Eckert and Rickford (2001, p. 185) also mention that class or sex or age correlates as supposed determinants of language variations. They affect the use of language, such as in sex, males tend to use –logic and strict to the point-statements instead of females.

1.2 Reasons for Choosing the Topic

There are some reasons which are taken into account in choosing the topic of this study. First, creating a good conversation in text is not a simple thing for English as foreign language students or learners. They have to know how to combine and put the words together into a good order, grammatically correct and to have

meanings. That is the reason I want to find out the textual meanings implied in dialogues between Fitzwilliam Darcy and Elizabeth Bennet in the movie *Pride and Prejudice* (2005) through the thematic structures used in the clauses of their utterances.

Second, I choose movie because it is one of the sources that students can easily use to improve their conversation skill. The movie, *Pride and Prejudice* is a popular movie which made from the novel of Jane Austen's who is a great novel writer. I analyze the dialogues between Fitzwilliam Darcy and Elizabeth Bennet in *Pride and Prejudice* movie because they represent the gender and social class' variations which I focus on in this study. In this movie, Fitzwilliam Darcy as an upper-class man and Elizabeth Bennet serves as a middle-class woman. Fitzwilliam Darcy is described as the son of a wealthy, well-established family and master of the great estate of Pemberley, Darcy is Elizabeth's male counterpart. Elizabeth is described as a smart, funny and bright young woman. She lives in a simple and ordinary house with her parents and four sisters.

Third, based on the general background stated above, it can be seen that language use varies according to social factors (e.g., speaker's gender, ethnic group, social class or age). The variation in the language use can linguistically be seen in the way they create interpersonal, ideational and textual meanings. This study is especially concerned with textual meanings in their use of the language/English. So, as language users, we need to know more about differences between people in making meanings. In this case, I choose language variations of

upper-class men which represented by Fitzwilliam Darcy's utterances and middle-class women which represented by Elizabeth Bennet's utterances.

1.3 Research Questions

In this study, the problems that will be discussed are stated in the following questions:

1. What thematic structures are displayed in Fitzwilliam Darcy's utterances?
2. What thematic structures are displayed in Elizabeth Bennet's utterances?
3. What upper-class men and middle-class women's language variations are found in dialogues between Fitzwilliam Darcy and Elizabeth Bennet?

1.4 Purposes of the Study

Based on the formulation of the problems above, this research is intended to describe:

1. To analyze thematic structures displayed in Fitzwilliam Darcy's dialogues in order to explain what theme and rheme are implemented by upper-class men.
2. To analyze thematic structures displayed Elizabeth Bennet's dialogues in order to explain what theme and rheme are implemented by middle-class women.
3. To analyze dialogues between Fitzwilliam Darcy Elizabeth Bennet and in order to find out what variations found in the dialogues between upper-class men and middle-class women's language.

1.5 Significances of the Study

The study hopefully will give some significance to the readers and writer. The significances are described as follows:

Theoretically, this study may be used for readers who are interested in the use of language by upper-class men and middle-class women in organizing their message. In addition, this study provides me, as the writer, further knowledge about discourse analysis, especially textual meaning.

Practically, the study may be able to support English learners especially students of English Department program as the future teachers who have interest in speaking English or even in analyzing the textual meanings of a spoken text. Moreover, it can motivate them and their future students to produce a better speaking in communication.

Pedagogically, the study can provide some references for the readers to use of theme and rheme to unveil the textual meaning in a spoken or written text. By this study, further research about textual meaning is expected to be conducted, as well.

1.6 Scope of the Study

In this study I focus on analyzing the textual meanings that are implemented by upper-class men and middle-class women. In textual meaning analysis I investigate the theme and rheme which exist in the clauses of the utterances of Fitzwilliam Darcy and Elizabeth Bennet in the movie.

The dialogues that are used in analyzing the textual meaning are from movie entitled *Pride and Prejudice*. I choose the dialogues between Fitzwilliam Darcy and Elizabeth Bennet because they represent the gender and social class which I focus on in this study. In this movie, Fitzwilliam Darcy serves as an upper-class man and Elizabeth Bennet serves as a middle-class woman. *Pride and Prejudice* is

a romance movie directed by Joe Wright in 2005 and based on Jane Austen's novel in 1813.

1.7 Definition of Terms

In this study, there are some terms or keywords that will be needed to help readers in understanding the content of the study and avoid misinterpretation. Here are the definitions of terms:

1. Textual meanings

According to (Halliday & Matthiessen, 2014, p. 387) the textual meaning of the clause is expressed by what is put first (the Theme); by what is phonologically prominent (and tends to be put last – the New, signalled by information focus); and by conjunctions and relatives which if present must occur in initial position.

2. Social class

Social class or class is group of people. There are three types of class which are upper class, middle class, and lower class. But, according to the movie of *Pride and Prejudice*, it only reflects two structure of the society, those are upper class and middle class.

Upper class live in stately homes, the hereditary elite whom wealth and position are based on property and title. This class belongs to very rich industrial and business family. They usually stay in the luxurious and elite estate. It is also completed with a beautiful park in front of the house as a symbol of their social status. On the other hand, middle class live in semi-detached houses, belongs to business and professional people; doctors, lawyers, architects, etc.

3. Gender

Gender refers to the socially constructed characteristics of women and men—such as norms, roles, and relationships of and between groups of women and men.

4. Dialogues

In this study, I choose a spoken text of dialogues of Fitzwilliam Darcy and Elizabeth Bennet. Dialogues exist when there is a conversation between two or more people. In this case, they are making meanings by delivering it using spoken text. The term either ‘spoken’ or ‘written’ does not concern about the medium through which language is transmitted, but the way the meanings are encoded.

1.8 Outline of the Report

This study consists of five chapters; they are Chapter I, Chapter II, Chapter III, Chapter IV, and Chapter V.

Chapter I deals with the introduction which explains about general background of the study, reasons for choosing the topic, problems of the study, purposes of the study, significance of the study, scopes of the study, outline of the report, and the definition of terms.

Chapter II presents the review of related literature which contains the theoretical reviews, the previous study, and the theoretical framework.

Chapter III elaborates the method of investigation which includes research approach, object of study, roles of the researcher, procedure of data collecting, unit of analysis, procedure of data analysis, and presentation of the result.

Chapter IV includes the findings and discussions of findings supported by the analysis.

Chapter V covers the conclusions of the study and also some suggestions in relation to the result of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature that has been conducted to strengthen the ideas of this study. This chapter consists of three parts. They are review of the previous studies, review of the theoretical studies, and theoretical framework. In the first part, I present the previous studies related to this study which have similarities and differences that can support my study. The second deals with the theories that underlie this study. In the last part of this chapter, there is the theoretical framework of this study.

2.1 Review of Previous Studies

There are many previous studies conducted related to textual meaning. These studies show that textual meaning is a topic which is interesting and useful in learning English.

The first study was conducted by Faiz (2010). This study is about the textual meaning in man and woman's language. The aim of this study is to describe the difference of textual meaning in man and woman's language. It can be seen that Faiz's study focuses only on gender while this study focuses on gender and social class. In order to gather the data, he designed qualitative research which it is the same as my design. Although in both research conducted by Faiz and I have the same research design, they do differ in the main data for the analysis. The data of Faiz's research came from the debate transcription obtained from the official website of CNN and the debate video taken from the Internet, Youtube. Man's

language was represented by Obama's utterances and woman's language was represented by Clinton's utterances. Meanwhile, I use the transcription of the dialogues in *Pride and Prejudice* (2005) movie. In this movie, upper-class man's language is represented by Fitzwilliam Darcy's utterances and middle-class woman's language is represented by Elizabeth Bennet's utterances. Theme and rheme become the main point analyzed by Faiz and I. The result of Faiz's research showed that Obama tends to use marked ideational theme in his utterances and Clinton tends to use adjunct interpersonal theme in her utterances. It describes that in the man's language, marked ideational theme is mostly used in dialogues. In the woman's language, adjunct interpersonal theme is used in the most dialogues.

The next study is from Arunsirot's research. He is a Thai and the title of his study is *An Analysis of Textual Metafunction in Thai EFL Students' Writing*. Arunsirot (2013) conducted research related to textual metafunction in Thai English as Foreign Language (EFL) students' writing skill. Moreover, the students' writing quality can be seen by investigating the text cohesiveness; how they use the conjunctions, vocabularies, and many more. He did not only analyze the theme-rheme but also the cohesiveness of the texts completely. In this present study, I can find similarity between Arunsirot's study and my study; that is the aims to reveal textual meaning in text through thematic structure. However, the type of text used is different where on the one hand the previous study put written text that was produced by Thai EFL learners, and on the other hand this study uses spoken text of the dialogues between Fitzwilliam Darcy and Elizabeth Bennet in

Pride and Prejudice (2005) movie. In this study, I use theme-rheme system to unveil language variation found in the dialogues in the movie *Pride and Prejudice* (2005).

The next reference is a study by Yang Q., Ramires J.A., and Harman R. (2007). The title of this study is *EFL Chinese Students and High Stakes Expository Writing: A Theme Analysis*. The objective of this study is to compare expository text written by Chinese students as EFL students and North American students as native speakers. This study is qualitative research which means it had no numerical data; in addition, it used descriptive method in which the researcher collected, analyzed the data, and finally drew the general conclusion. Here, there is similarity and difference between the study written by Yang Q., Ramires J.A., and Harman R. and the present study. The similarity is both studies analyze the theme of clause. They differ in the objectives of the studies; if the previous study only focused on the theme analysis of the expository text, the present one investigates about the thematic structure analysis of the spoken text. Moreover, the current study describes the implementation of textual meaning influenced by gender and social class. It can elaborate how an upper-class man applies textual meaning in his utterances. It also reveals how a middle-class woman uses textual meaning in her utterances.

Then, there is a study by Pambudi (2015) entitled *Thematic Structures and Thematic Progressions on Students' Speeches (A Study on Speeches of the 3rd Semester Students of English Department Semarang State University in the Academic Year 2014/2015)*. This study investigates the thematic structures and

thematic progressions of the 3rd semester students' speeches taken from the final test of Speaking for General Purposes course. Based on that, it can be recognized that one of the similarity between the previous and the current studies is that they use spoken text. Pambudi's study found out the use of thematic structures and thematic progression by analyzing speeches while, in this current study, I use dialogues between Fitzwilliam Darcy and Elizabeth Bennet in *Pride and Prejudice* (2005) movie as the data analyzed. Furthermore, by using qualitative descriptive method, both studies intend to figure out what thematic structures are displayed. Thematic structures show what kind of starting point (theme) comes in the beginning of a clause and what is the remainder of the clause (rheme).

This research is different from those previous studies. Although the main focus is same i.e. textual meaning, it has difference in the factors that influence the use of textual meaning in the study. This study reveals how gender and social class influence the implementation of textual meaning. Such study has never been conducted by other researchers as far as I know. Therefore, it brings me motivation to conduct a study related to implementation of textual meaning which is influenced by gender (man and woman) and social class (upper- and middle-classes).

2.2 Reviews of Theoretical Studies

This part presents review of theoretical studies. It consists of systemic functional linguistics, textual meaning, social class, gender and dialogues.

2.2.1 Systemic Functional Linguistics

Systemic Functional Linguistics (SFL) is a model of grammar that was developed by Michael Halliday (2004). It is part of a broad social semiotic approach to language called systemic functional linguistics. The term "systemic" refers to the view of language as "a network of systems, or interrelated sets of options for making meaning"; The term "functional" (Adenan, 2000) indicates that the approach is concerned with meaning, as opposed to formal grammar, which focuses on word classes such as nouns and verbs, typically without reference beyond the individual clause.

Systemic Functional Linguistics (SFL) is a study of language. SFL views that language has two characteristics, systemic and functional. It is systemic because SFL uses a theory of meaning as a choice, by which a language or any other semiotic system is interpreted as networks of interlocking options (Halliday, 1994, p. 16). It emphasizes meaning as the fundamental element in analyzing language. Language is also functional because it is designed to account for how language is used.

The fundamental components of meaning in language are functional components. Halliday (2004, p. 198) introduces three functional modes of meanings of language from the point of the semantic system: (1) ideational (experiential and logical); (2) interpersonal; and (3) textual. He states that they are 'different kinds of *meaning potential* that relate to the most general functions that language has evolved to serve'. Furthermore, Martin in *English Text* states that

Halliday refers to these different types of meaning as metafunctions-the experiential, the interpersonal, and the textual respectively (1992, p. 8).

2.2.2 Textual Meaning

Halliday (1970, p. 140-165) states that the context of a situation is arranged in three categories namely field, tenor and mode. In relation with that, Halliday analyzes language into three broad metafunctions those are experiential, interpersonal and textual metafunctions.

- a) The ideational/experiential meaning is the meaning function to represent patterns of experiences. It enables human being to build a mental picture of reality, to make sense of their experience of what goes around them and inside them.
- b) Interpersonal meanings tend to be scattered prosodically throughout the unit; while textual meanings tend to be realized by the order in which things occur, and especially by placing of boundaries (Halliday & Matthiessen, 2014, p. 387).
- c) The textual meaning is concerned with the organization of the text in which the experiential, logical and interpersonal are bound together into a coherent.

It can be said that the textual meaning is meaning about the message for example foregrounding/salience; types of cohesion (Eggins & Slade, 1997, p. 49). The textual meaning of the clause is expressed by what is put first (the theme); by what is phonologically prominent (and tends to be put last – the New, signalled by information focus); and by conjunctions and relatives which its present must

occur in initial position. Thus it forms a wave-like pattern of periodicity that is set up by peaks of prominence and boundary markers (Halliday & Matthiessen, 2014, p. 387).

2.2.2.1 Thematic Structures

The structure in which clauses are arranged together to convey message is called thematic structures. It contains two elements: theme and rheme. The theme functions in the structure of the **clause as a message**. A clause has meaning as a message, a quantum of information; the theme is the point of departure for the message. It is the element the speaker selects for ‘grounding’ what he is going on to say (Halliday & Matthiessen, 2014, p. 83).

Based on Eggins (1994, p. 275), rheme is defined as the part of the clause in which the theme is developed. The rheme typically contains unfamiliar or new information. The criteria to identify the rheme are simple: everything that is not the theme is the rheme.

There are three types of theme; there are ideational theme or topical theme, interpersonal theme, and textual theme.

2.2.2.1.1 Ideational (Topical) Theme

Ideational/ topical theme is usually but not always the first nominal group in the clause. Topical theme may also be nominal group complexes, adverbial groups, and prepositional phrases or embedded clauses.

(a) Marked Topical Theme

Marked topical theme is a topical theme which is not the subject, in a declarative clause. The term *marked* is used because it stands out. The most common form of

marked topical theme is an adverbial group, prepositional phrase, and complement, which is nominal group that is not functioning as subject. These are the components of marked topical theme as stated by Gerot and Wignell (1994, p. 105).

i. Adverbial as Theme

Down	Jack fell.
Adverbial	RHEME
Topical (marked)	
THEME	

ii. Prepositional Phrase as Theme

Up the hill	Jack and Jill went.
Prepositional Phrase	RHEME
Topical (marked)	
THEME	

iii. Complement as Theme

His crown	he broke.
Complement	RHEME
Topical (marked)	
THEME	

(b) *Unmarked Topical Theme*

Unmarked topical theme put the theme as subject of the declarative clause. In daily conversation, pronoun, nominal group such as common or proper noun, and

nominalization (embedded clause) are the items functioning as unmarked topical theme. These are the examples stated by Halliday (1994, p. 44).

i. Pronoun

I	had a little nut-tree.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

ii. Common Noun as Head

A wise old owl	lived in an oak.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

iii. Proper Noun as Head

London Bridge	is fallen down.
Subject (proper noun)	RHEME
Topical (unmarked)	
THEME	

iv. Nominalization

What I want	is a proper cup of coffee.
Subject (nominalization)	RHEME
Topical (unmarked)	
THEME	

In different types of mood, unmarked theme is when the constituent that is theme is playing as subject (in a declarative clause), finite (in an interrogative) predicator (in an imperative), WH-element (in a WH-interrogative).

2.2.2.1.2 *Interpersonal Theme*

Interpersonal theme elements occurring before the topical theme are also thematic. They may be modal adjuncts, vocatives (a nickname or name used to address someone), finite verbal operator (in yes/no interrogative) or WH-elements.

i. Finite Verbal Operator

Can	you	take my bag for me?
Finite	Subject (pronoun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

ii. Modal Adjunct

Maybe	Stephen	would help.
Adj.: modal	Subject (proper noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

iii. Vocative

Jack,	do	You	want to leave now?
Vocative	Finite	Subject (pronoun)	RHEME
Interpersonal	Interpersonal	Topical (unmarked)	
THEME			

2.2.2.1.3 Textual Theme

Textual theme relates the clause to its context. They can be continuatives and conjunctives. Continuatives are a small set of items which they are always at the beginning of the clause and signal that a new move is beginning. For example, *well, right, OK, now, anyway, of course*.

i. Continuative

Right,	what we need today	is revise for our test.
Continuative	Subject (nominalization)	RHEME
Textual	Topical (unmarked)	
THEME		

ii. Conjunctive Adjunct

On the other hand,	it	would be less crowded.
Adj.: conjunctive	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

iii. Structural (Conjunction or WH- relative)

And	he	proposes marriage.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

2.2.2.1.4 Multiple Theme

While it is possible for a clause to realize only one thematic element, it is far more common for clauses to contain a sequence of themes, with often several textual and/or interpersonal themes occurring before the obligatory topical theme.

Well,	but	alternatively	Mary	Surely	wouldn't	the best thing	be to wait?
Cont.	Str.	Conj.	Voc.	Modal	Finite	Subject	RHEME
Textual			Interpersonal			Topical	
THEME							

2.2.6.1.5 Theme and Mood

Thematic structures vary in different mood (declarative, yes-no interrogative, wh-interrogative, imperative, and exclamative) (Eggsins, 1994, p. 284-288).

i. Declarative

You	probably haven't got much more than 8.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

ii. Yes-no interrogative

Did	This	happen?
Finite	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

iii. WH-interrogative

Where	did he put the box?
Wh.	RHEME
Topical (unmarked)	
THEME	

iv. Imperative

Take	this.
Predicator	RHEME
Topical (unmarked)	
THEME	

v. Exclamative

What a beautiful day	it is.
Wh./complement	RHEME
Topical (unmarked)	
THEME	

2.2.6.1.6 Other Cases of Theme Analysis

Thematic structures also occur in some cases as follows (Eggs, 1994, p. 290-294):

i. Theme in Existential Processes

There	was a bomb in her bag.
Subject	RHEME
Topical (unmarked)	
THEME	

ii. Theme in Clause Complexes

Well	I	will bring those out		so	you	don' t have to carry them.
Cont.	Subject	RHEME		Str.	Subject	RHEME
Textual	Topical			Textual	Topical	
THEME				THEME		

iii. Predicated Theme

It	was Diana		who	had donated blood for 36 times
Subject	RHEME		Str./Subject	RHEME
Topical			Topical	
THEME			THEME	

2.2.3 Social Class

Social class is the social group in a society. The term of social class or class also refers to the stratification in a society. Class is the structure of relationships between groups where people are classified based on their attitudes, education, profession, and income. In Cambridge Advanced Learner's Dictionary (2008), the meaning of social is an occasion when the members of a group or organization meet informally to enjoy themselves, and class means a group of people within society who have the same economic and social position. It can be concluded that the meaning of social class is the rank and position of the group of people in society. There are three major divisions or groups of people in a society. They are upper class, middle class, and lower class.

Class is one of the social factors that plays a role in language variation. Every class has a different language variety. It means that someone from one class can use different words, articulate the words in different way, or use different

rules regarding to grammar than someone from another class. For instance, we can take a look at the chart below.

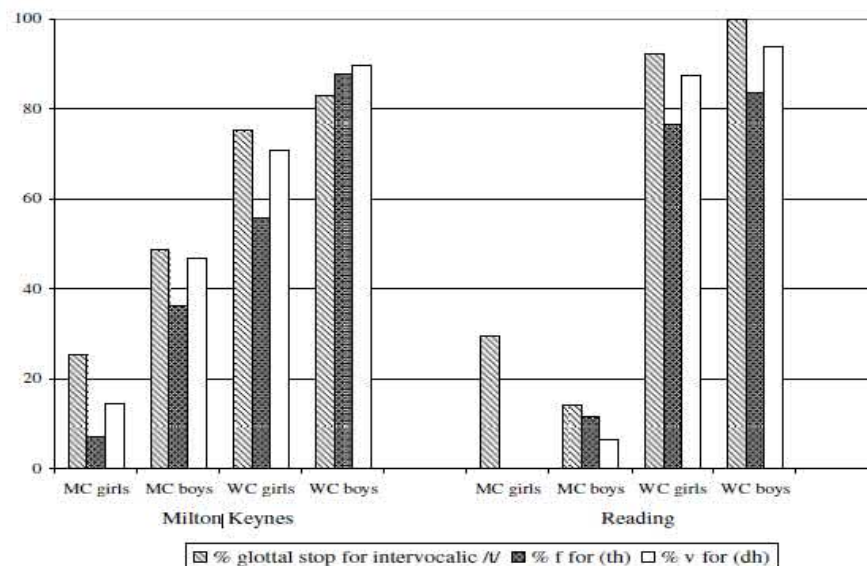


Figure 2.1 Percent use of non-standard forms of three consonantal variables among adolescents in Milton Keynes and Reading.

Key: MC = middle class, WC = working class

(Cheshire et al., 2005, p. 146).

In the Figure 2.1 above, it is showed that the middle class use less of the non-standard forms than the working class use. This divergence is happened much stronger in the old town of Reading, where polarization exists, however it is not found in the new town, Milton Keynes: significant difference of the two classes is showed. However, even in Milton Keynes it turns out that there is an almost categorical class divide in the use of non-standard grammatical features.

In this study, I analyze the implementation of textual meaning influenced by upper class men' and middle class women' language. Class divisions are essentially based on status and power in a society. Status refers to whether people are respected and deferred to by others in their society (or, conversely, looked down on or ignored), and power refers to the social and material resources a person can command, the ability (and social right) to make decisions and influence events. Differences of status and power are the essence of social class distinctions.

Max Weber as a quoted by Gelles and Levine (1995, p. 280-283) states that social class depends on the distribution of three resources, these are:

- (1) Power
Power is the ability or opportunity of individuals or groups to do something or to act. This resource is known as politic resource.
- (2) Prestige
It is a social standing to the degree of respect a person receives from others. It is based on good reputation, past achievement, etc. This resource is known as status groups.
- (3) Wealthy
It is right over socially desirable objects as well as the ownership of the objects themselves. This resource is known as economical resources.

From the definition above, we can say that power, prestige, and wealth are always used in grouping people in society into some classes. People who have bigger power, higher prestige, and more wealth will be considered to be the upper class, but people who do not have any will be considered to be the lower class.

In society, upper class and lower class people differ not only in some aspects such as power, prestige, and wealth, but also from the other aspects.

According to Smelser (1981, p. 205), classes in the society are categorized based on:

- (1) Life expectancy and health. The lower class has poorer housing, sanitation, and medical care than the upper class.
- (2) Family life. In family life, the upper class affects the role of husbands and wives, the lower class staying closer to traditional roles.
- (3) Leisure. Leisure activities appear to be affected by class as well as people's education, income, and circle of friends all contribute to their decision about what leisure activities to pursue.

Social class refers to a lack of social equality, where individuals in a society do not have equal social status. Areas of potential social inequality include voting rights, freedom of speech and assembly, the extent of property rights and access to education, health care and other social goods. Social inequality is also linked directly to racial inequality and wealth inequality. The way people behave socially, whether it's discrimination, racism, etc, it tends to trickle down on the opportunities and wealthy individuals can generate for themselves.

In this world, there are many divisions of social classes from some different opinions. Some sociologists say that there are three categories of class; upper class, middle class, and lower or working class. Some of them also say that there are 6 categories in which they are used to describe a stratification system. In this analysis, I want to make it clear and try to limit the divisions of social class which have been used by many people in society.

(1) Upper Class

The upper class is a concept in sociology that refers to the group of people at the top of a social hierarchy. Members of an upper class often have great power over

the allocation of resources and governmental policy in their area. The phrase "upper class" has had a complex range of meanings and usages.

Upper-class status commonly derived from the social position of one's family and not from one's own achievements or wealth. Much of the population that comprised as the upper class consisted of aristocrats, ruling families, titled people, and religious vassals. These people were usually born into their status and historically there was not much movement across class boundaries.

This class generally does not work full time and their incomes come from inherited-land and investment. In society, upper class people usually will not socialize with people from different levels. Smelser (1981, p. 205) states that 'if someone is beneath us, we may choose not to socialize with him/her and we feel comfortable with people whose status is equal or close to us'. As the upper class has a higher position, they who are in this class should have a high social status and they have to live in a certain style of life which shows that they belong to an exclusive class.

(2) Middle Class

There are three sub-groups of middle class:

(a). Upper Middle Class

The upper middle class is a sociological concept referring to the social group constituted by higher-status members of the middle class. This is in contrast to the term of lower middle class used for the group at the other end of the middle class scale and the regular middle class. There is considerable debate as to how the upper middle class might be defined. By most people, the standards the upper

middle class are those who enjoy well above average lifestyles and most of the times don't have to worry about things like car payments and other bills commonly the stress of lower members of the middle class. The upper middle class consists of well-educated professionals with graduate degrees and comfortable incomes.

(b). Middle Class

Middle class is the group of people in contemporary society who are between the working class and capitalists. This socioeconomic class includes professionals, highly skilled workers, and lower and middle management. Middle class people are also viewed as those people with a shared set of cultural values, commonly associated with professionals. In other class societies middle class refers to people between the laboring masses and the ruling class. The size of the middle class depends on how it is defined, whether by education, wealth, environment of upbringing, social network, manners or values, etc.

(c). Lower Middle Class

The lower middle class is a sub-division of the greater middle class which constitutes by far the largest socio-economic class. Universally the term refers to the group of middle class households or individuals who have not attained the status of the upper middle class associated with the higher realms of the middle class. The lower middle class, also sometimes simply referred to as middle class, consists of roughly one third of households, roughly twice as large as the upper middle class. Common occupation fields are semi-professionals, such as school teachers or accountants, small business owners and skilled craftsmen.

(3) Working Class

As with many terms describing social class, working class is defined and used in many different ways. The term typically incorporates references to education, occupation, culture, and income. When used non-academically, it typically refers to a section of society dependent on physical labor, especially when compensated with an hourly wage. Working classes are mainly found in industrialized economies and in urban areas of non-industrialized economies.

The working class did not exist in large numbers. Instead, society conceived of most people as the labouring class, a group which united different professions, trades and occupations. A lawyer, craftsman and peasant were all considered to be a part of the same social unit, a "third estate" of people who were neither aristocrats nor church officials. Working-class people are generally paid wages, usually on a weekly or monthly basis. In popular American political discourse, medium-income skilled workers and trades people are termed "middle class", despite having minimal investment income, as are college-educated white-collar workers.

2.2.4 Gender

The word 'gender', originally a grammatical term, has come to refer to the social roles and behaviour of individuals arising from their classification as biologically male or female. According to Giddens (1989), sex is biological or anatomical differences between male and female, whereas gender concerns the psychological, social and cultural differences between man and woman. In addition, Gender is

not something we are born with, and not something we have, but something we do- something we perform (Butler, 1990, p. 302).

The gender difference referred in language, is a kind of language phenomenon in the display of society, culture, customs and other considerations of language users. It has a rich cultural background, historical connotation and profound social reality, reflecting the social psychology, folk psychology and the special and cultural value orientation. Gender has relation with class in the language use in society. Class interacts with gender, and men's and women's usages differ in systematic ways even within a class. This differences is taken to result from what is called socialization, the growing into a society from early childhood onwards.

Gender roles are presented to infants and lead them along paths full of preconceived opinions. According to Karlsson (2007), there is a discussion about the characters used by men and women showed below:

The women character uses:

- Intensifiers: so, such
- Hedges: I think, you know, I really, I mean, I suppose
- Tag questions: You didn't- did you?
- Minimal responses: yeah, mhm, right
- Words which are supposed to be user more frequently by women than men: oh, my goodness
- Polite language: please
- Formal language: I cannot

The men character uses:

- Strategy in order to control the conversation
- Minimal responses in order to let the woman know that he is not interested in what she has to say
- Taboo words; the man uses taboo words which are supposed to be more frequently used among men than women. The words are: Shit! God damn it!
- Commands: ‘give me some paper!’, ‘Hand me the sport magazine by the sofa!’

2.2.5 Dialogue

Spoken language has varieties models, one of them is dialogue. Dialogue which is understood as system communication among people becomes the popular activities although it is just informal form or utilized for interaction between speakers and hearers, but it has also a meaning. In additional, dialogue is very unique and special process in social relevance as human achievement based on Sara Hannessy and groups (2016).

According to Oxford English Dictionary (2010), there is a difference between dialogue and conversation. Dialogue is recognized as enacting two people social relationship which is included questions and answers or requests and information for its purposes. In contrast, conversation is well-known as informal interchange of thought or information among people or more than two.

2.3 Theoretical Framework

In Systemic Functional Linguistics (SFL) theory, language has a function to make meaning in the text (spoken or written language). Based on SFL, in a text there must be three strands of meanings that can be found by the readers; those are textual meaning, interpersonal meaning, and ideational meaning. In this study I investigate the thematic structures that exist in the dialogues between Fitzwilliam Darcy and Elizabeth Bennet in *Pride and Prejudice* (2005) movie.

The textual meaning of those texts will be realized by encoding the meaning of the texts. The analysis based on the SFL theory clause by clause of each text. In the textual meaning analysis, I will investigate the thematic structures (theme-rheme). Below is the framework of this study.

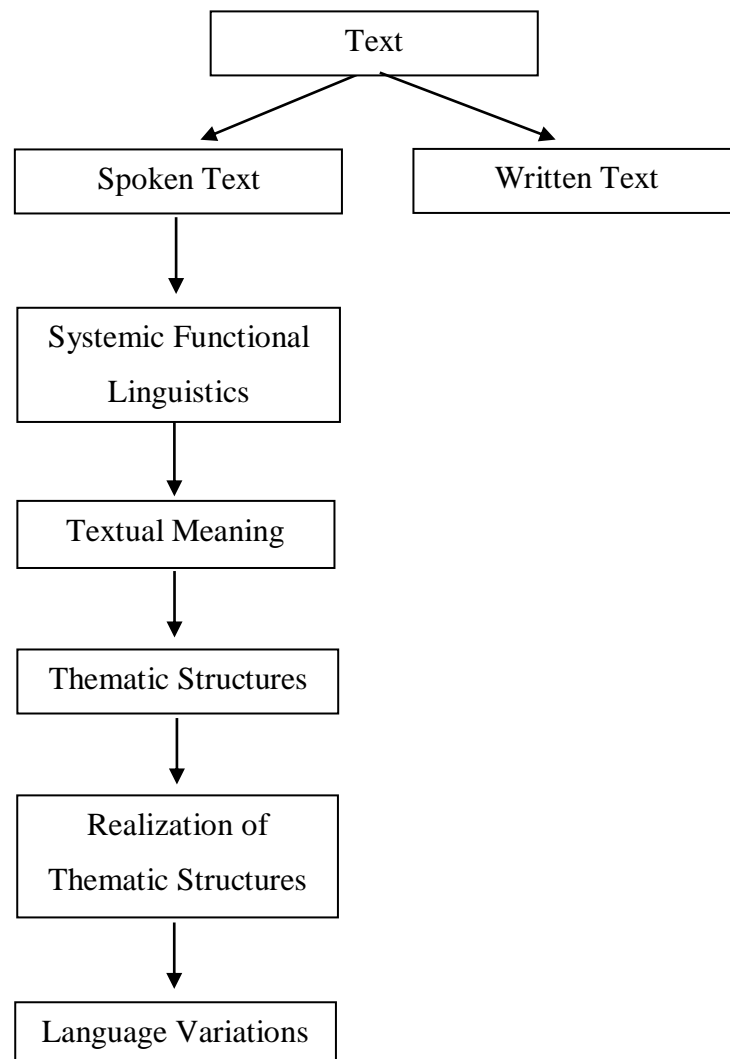


Figure 2.2 Framework of the Study

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter in this study consists of conclusion based on the findings in the earlier chapter and the suggestion that are addressed to future English/ English teachers, English department students, and the researchers who have an interest about such study.

5.1 Conclusion

Studying thematic structure which the theme is the point of departure for the message means that we are trying to understand the element which the speaker selects for 'grounding' what he is going to say. Moreover, this study investigates thematic structures displayed on the sample dialogues between Fitzwilliam Darcy who represents upper-class men and Elizabeth Bennet who represents middle-class women and reveals upper-class men and middle-class women's language variations found in *Pride and Prejudice* (2005) movie. According to the data analysis and the results of the study in the previous chapter, the conclusions can be drawn as follows.

There were three types of theme which were found in the four dialogues; topical or ideational theme, interpersonal theme, and textual theme. Obviously the topical or ideational theme was the most dominant from three kinds of theme.

First, unmarked topical theme is dominantly employed in both the utterances of Fitzwilliam Darcy and Elizabeth Bennet compared to the marked one. This occurs as the sample dialogues mostly consist of declarative clauses

which put subject in the beginning of the clause. Also, the subject is also highly dominated by pronoun rather than common noun and proper noun, embedded clause, existential, structural, predicator, and Wh. elements. On the other hand, marked topical theme takes a slight part in the sample dialogues. From three constituents of marked topical theme, adverbial group do not appear in Fitzwilliam Darcy's utterances and complement do not appear in Elizabeth Bennet's utterances.

In addition, dialogues allow interpersonal features to occur, and in the sample dialogues, finite is the one which mostly occur in both the utterances of Fitzwilliam Darcy and Elizabeth Bennet. It is used to express the speaker questions through yes/no interrogative. The constituent, modal adjunct is also found in both the utterances of Fitzwilliam Darcy and Elizabeth Bennet in the sample dialogues. However, only in Elizabeth Bennet's utterances, vocative is found.

Then, structural which is one of the constituents of textual theme is dominantly used by Fitzwilliam Darcy and Elizabeth Bennet in the sample dialogues. All kinds of the constituent are employed in Fitzwilliam Darcy's utterances. On the other hand, one of the constituent which is conjunctive adjunct does not occur in Elizabeth Bennet's utterances.

In brief, it reveals that upper-class men use predicator of unmarked topical theme and finite of interpersonal theme in their language more often rather than middle-class women in their language. Also, middle-class women tend to use

prepositional phrase of marked topical theme and structural of unmarked topical theme more often rather than upper-class men.

5.2 Suggestions

Referring to the results and the conclusion of the study above, I suggest that this study will be useful for future English/English teachers, English department students, and the researchers who interested in conducting such study. This study had the importance implementation for assessing the students' writing skills. Moreover, thematic structure provides the huge advantages to develop the idea within texts, included a dialogue. It can be the alternative for teachers to use theme-rheme system in teaching writing in order that students could expand their writings, especially writing dialogues. By knowing theme and rheme structures, students could learn grammar and aware of the message delivered in a clause. By being aware about the message that is delivered, students can know what they are going to say and how the language suits the context of language. Thus, students can communicate effectively both in spoken or written language.

Then, the other researchers who especially are interested in conducting such study, could implement this study for their studies with another object or data. They can discuss and investigate another kinds of texts, both written and spoken through the theme and rheme structures. For spoken texts have none of good structure, it will be preferable to observe or analyze written texts through theme-rheme system.

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