

**THEMATIC PROGRESSION ON THE HEADLINE  
“JAPANESE FIRMS MOVE INTO RI SERVICE SECTOR”**

**THESIS**

**Submitted in partial fulfillment of the requirements for the the Degree of  
*Sarjana Sastra (S.S.)* in English Language Specialized in Linguistics**



by:

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SEMARANG  
2013**

## **STATEMENT OF ORIGINALITY**

I hereby certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in this thesis are quoted or cited in accordance with ethical standard.

Semarang, 4<sup>th</sup> October 2013

Anis Herlin

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## **MOTTO**

God will never change His people's condition to be better one unless they change  
it by themselves (Qs. Ar Ra'du: 11)

## **DEDICATION**

This thesis is dedicated to:

Allah SWT.

My beloved Father and Mother

My Sister and my boyfriend

All people who support and help me to finish this thesis

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Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this, I welcome any suggestions and criticism.

Semarang, 8<sup>th</sup> October 2013

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## ABSTRACT

This thesis is entitled *Thematic Pogression on the Headline Entitled “Japanese Firms Move RI Service Sector”*. It has two objectives: first, it is aimed at finding the types of thematic progression pattern found in the headline. Second, it is aimed at describing the coherency of the headline entitled “*Japanese Firms Move RI Service Sector*”.

In analyzing the data, the researcher used the framework proposed by Paltridge (2000:140). While the steps in analyzing the data are as follows: segmenting the data into clauses, identifying the Theme and Rheme for each clause, describing the types of thematic progression of headline, and describing the coherence of the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013. The last is drawing the thematic progression pattern of the headline.

It is found that there are 32 clauses showing the 3 types of thematic progression in the 10 paragraphs of the headline. They are reiteration or constant, zigzag or linear, and multiple or split rheme. The number of the three patterns shows that there are reiteration patterns with 9, it is followed by zigzag pattern with 4. Meanwhile, multiple pattern was not found in the tenth paragraph of the headline. The most frequently used thematic progression patterns in the headline of “Japanese Firm Moves into RI Service Sector” are reiteration or constant pattern, that is 9 which indicates that the writer gives information which is as the theme of her writing and zigzag pattern with 4 meaning that the writer took the rheme of a clause becomes the theme in the following clause.

According to the finding, there are some types of thematic progression which is found in the whole paragraph. It can be conclude that most clause is coherent. But the other situation claim that it also not coherent if looked from each clause, because there are some clause which are not related with the other.

*Keywords: Headline, Systemic Functional linguistics, Thematic Progression, Theme and Rheme*

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Language plays many important roles for an individual to interact with others in society. It unites different people to be in a family, in a tribe, in a country, even in a world society. It is hard to imagine how people convey messages without a language. In this case, language is identified as a means of communication.

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior (Webster's New Collegiate Dictionary 1981: 225). By communicating using language, human can interpret their ideas, thought, reality, concept or feeling and give information to other. There are three components of communication process, they are: (1) the participants (2) the information to be communicated and (3) a means that is used in communication. The third component that is a means of communication can be in the form of language, sign, gesture, etc. According to Chaer (1995:26) 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. What most people mean when they say "language" is talk, communication, and discourse.

Discourse analysis is the study of language in the everyday sense in which most people use the term (Johnstone, 2002:2). So this study is about the relationship between language and the context as the statement “Our ability to deduce context from text, to predict when and how language we must focus not just on language, but on language use in context (Eggins, 1993:9). This context is divided into two: context of situation and context of culture. The context of situation can be specified through the use of register variables: Field, Tenor, Mode. Field refers to what is going on with reference to what. Tenor refers to the social relationships between those taking apart. Mode refers to how language is being used, whether the channel of communication is spoken or written, language is being used as a mode of affection or reflection.

The researcher tries to analyze the thematic progression more detail in this thesis entitled “Thematic Progression on the headline entitled “Japanese Firm Moves into RI Service Sector” because thematic helps the writers to organize the text flow coherently and logically, so the result of the writing will be readable and easy to understand. Besides that, it is in order to have more description of how thematic progression is realized in the headline writing of the Jakarta Post edition January 9, 2013.

## **1.2 Statements of the Problem**

The problems of this study can be stated as follows:

1. What types of thematic progression are found in the headline entitled “Japanese Firm Moves into RI Service Sector”?
2. How is the coherency of the article the headline entitled “Japanese Firm Moves into RI Service Sector”?

## **1.3 Scope of the Study**

This study is limited into the following things to avoid being broad and not being focused:

1. The data of this thesis, which are in the form of headline written in English, are ones from The Jakarta Post entitled “Japanese Firm Moves into RI Service Sector” edition January 9, 2013.
2. The analysis on thematic progression of the data uses functional grammar approach proposed by Brian Paltridge.

## **1.4 The Objectives of the Study**

In line with the statements of the study above, it can be stated that the objectives of the study are as follows:

1. To find out the types of thematic progression patterns in the headline entitled “Japanese Firm Moves into RI Service Sector”.
2. To describe the coherency of the the headline entitled “Japanese Firm Moves into RI Service Sector”

### **1.5 Significance of the Study**

It is hoped that the result of this research will be valuable contribution to Dian Nuswantoro University and everybody who reads this thesis. In detail, it is hoped that the result of this study will be:

1. A contribution to Dian Nuswantoro University, particularly for students of English department of faculty of languages and letters. It is expected that by reading this thesis, the student will be encouraged to seriously learn subjects related to the textual meaning.
2. A great knowledge of this study for myself to understand about the coherence as well as the thematic progression pattern on the readers' letters.
3. A great knowledge of this study for anybody who read this thesis.

### **1.6 Thesis Organization**

This thesis is composed systematically in order that the readers can read and understand it easily. It is divided into five chapters, and each chapter contains sub-chapters.

Chapter one is the introduction. It explains background of the study, scope of the study, statement of the problems, objective of the study, significance of the study, and thesis organization.

Chapter two is the review of related literature. It contains the opinion from scientists of education or linguists.



Chapter three is the research method. This chapter discusses research design, unit of analysis, source of data, technique of data collection, technique of data analysis.

Chapter four is the data analysis. This chapter explains the data analysis and interpretation.

Chapter five is conclusion and suggestion. It contains the conclusion from the research and suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains some brief explanation of theories used as the bases for doing the analysis in this thesis. The theories used in this study are text, systemic functional linguistics, meta – functional analysis and textual strand meaning, language as a means of communication, communication, levels of language, spoken and written language, language, text and texture, theme and rheme, theme and mood, clause as theme, theme/rheme: the system, clauses as theme in a clause complex, text in context, types of theme, and field, tenor, and mode. The complete discussions of each theory above are given in the following subchapters.

#### **2.1 Text**

A text has several criteria to fulfill in order to make it understandable and communicative. According to de Beaugrande and Dressler in Cahyono (2005:20), there are seven standard criteria to fulfill, that is textuality; namely cohesion and coherence, which both text-centered, and intentionality; acceptability; informatively; situational; and intertextuality.

1. Cohesion concerns the way in which the linguist items of which a text is composed are meaningfully connected to each other in a sequence on the bases of the grammatical rules of the languages.

2. Coherence concerns the way in which the linguistic that the text is about, called the textual world, are mutually accessible and relevant.
3. Intentionality concerns the text producer's intention to produce a cohesive and coherent text that will attain whatever goal she or he has planned that it should obtain.
4. Acceptability concerns the receiver's wish that the text should be cohesive and coherent and be relevant to him or her.
5. Informatively concerns the extent to which the occurrence of the presented text is expected with unexpected or known with unknown/ certain.
6. Situational concerns the factors which make a text relevant to a situation of occurrence.
7. Intertextuality concerns the way in which the use of certain text depends on knowledge of other texts.

## **2.2 Writing**

Writing is difficult skill for native speaker or non native speaker because a writer must balance multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanism such as capitalization (Zamel, 1982:10). According to Gere (1985:11-12) writing is governed by rules, it means that writing process takes a set of convention of rules to makes the writers' writing make sense to their readers. According to Lado in Cahyono (2005:7) "to write is to put down the graphic symbols that represent a language one

understands, so that others can read these graphics symbols if they know the language and the graphic representation”.

Communication in writing tends to involve a thinking process as suggested by Aropoff (1980:17), because writing requires the process of selecting and organizing ideas into coherence and the contents must be logical. In line with this requirement, Finocchiaro in Cahyono (2005:7) says that writing has been characterized as written thinking. Students should be encouraged to express their ideas, experiences, thought, and feelings. In addition to a thinking process, writing also deals with culture.

### **2.2.1 Writing as Process and Product**

In course books produced in the 1960s and 1970s, there is a belief that before students can be expected to write coherent paragraph, they should have mastered the language at the level of sentence. Writing as process focuses more on the various classrooms' activities which are believed to promote the development of skilled language use. Then, writing as product oriented approaches to the development of writing favor classroom activities in which the learner is engaged in imitating, copying and transforming models of correct language. According to Martin (1985:27) argues that the form of process writing encourages the development of critical thinking which in turn encourages individual to explore and challenge social reality.

According to Zamel (1987:35) the writing class should take into account the learners purposes for writing which transcend that of producing text for

teacher evaluation. Writing skill can develop rapidly when students' concern and interest are acknowledged, when they are given numerous opportunities to write, and when they are encouraged to become participants in community of writers.

### 2.2.2 Requirement of a Good Writing

A good paragraph must have a sense of completeness in paragraph; it means that the controlling idea is thoroughly developed by the use of particular information. It is usually relative to show how complex or general the topic is (Baker et al. as cited by Sakara in Cahyono 2005: 10).

Supporting his idea, Mc Crimon (1957: 109) states that "a good paragraph does its job thoroughly". Its function is to develop a unit of an outline; every sentence in paragraph should clearly be related to that unit and the sum of the sentences should make the readers feel that unit has been efficiently developed. To create this impression a paragraph should have six qualifications, such as topic sentence, unity, coherence, order, meaning, and expressiveness.

1. **Topic sentence** must have a subject and attitude. In other words, it consists of a topic or a subject matter and restricting statement. The subject tells us about what to write while the attitude shows or gives reason for writing; the subject claims **what we write** about and the attitude implies **why we write**. A topic sentence, which has no attitude, is like a dead, boring conversation. It is better for us to stop writing; having no attitude, we have no clear, interesting, useful information to inform the readers.

2. **Unity** is one important feature of an effective paragraph. Each sentence in paragraph should relate to and develop the controlling ideas in paragraph (Muhijid, 1988: 12). Unity means oneness to express the idea in one paragraph. A paragraph can be called unity if it is derived from its development of one single idea.
3. **Coherence** means to hold together; in basic that paragraph in writing has the right order with the clear process. Logical arrangement refers to the orders of the sentence and idea, the order of the sentences depends on the purpose.
4. **Order** is an organic unit in paragraph. Its movement should follow some clear order. Order in paragraph is like organization in writing, but because a paragraph is smaller in scope, it may be simpler to consider order as direction. Thus, order means chronological steps to express the ideas into written form.
5. **Meaning**  
In learning writing process the writer must understand his mother tongue and English, the target language does not have (exactly) the same rules.
6. **Expressiveness**  
In writing we put forward our messages as naturally as possible. Thus, we need to write expressiveness. Expressiveness has close connection with being to the point. If we are expressive, we will try to express freely what we intend to express. Having freedom in writing is then certainly essential. Most of us cannot write well if we are under pressure or not prepared psychologically.

### 2.2.3 Types of Writing

Different types of writing are required for different purposes. In general, (Horn, Vivian and Rosman, Esther.: 1969), divide writing into three kinds. They are narration, description, and exposition.

#### 1. Narration

Narration tells “what happened”. It tells a story. It is the kind of writing that you find in novels, short stories, and biographies.

In narration the sentences are usually organized according to time order. It means one thing happens and then another thing happens, and the events are told in the same order.

Example:

*One day a crow stole a piece of cheese from a women’s kitchen and flew with it to a tree. A fox that was very hungry saw the crow. He said to the crow, “you have a beautiful voice. Won’t you sing for me?” the crow was very pleased by the compliment. As he opened his mouth to sing, the piece of cheese fell to the ground. The fox snatched the cheese and ran a way.*

#### 2. Description

Description is type of writing which describes something look or tastes. It talks about such features are size, shape, colors, and sounds. We have seen that narration usually follows time order. Description may follow various kinds of order, depending on what is being described. If we are describing a man, you will choose different things to say than if we are describing a mountain or restaurant or a dress.

Description follows *Space Order*. It means that in space order we tell *where* things are.

Example:

*The man who opened the door I answer to my knock was an elderly man, white-haired and bent. He looked at me over his spectacles, which were far down on his nose. In spite of his age, his dark eyes were keen and his voice was clear and strong. I noticed that he was wearing a bright-colored sports shirt.*

### 3. Exposition

Exposition is writing that explains something. It often answers the questions what, how, and why. Its purpose is to present ideas and to make ideas as clear as possible.

Example:

*Our teeth are very important to us. There are two main uses for teeth. One is to chew our food, which then is easy to swallow and digest. The second use is to help us talk. We put our tongues against our teeth to make certain sounds. It is difficult to understand what a person is saying if he does not have any teeth.*

After I explain about text and writing, I try to explain about theme and rheme. “Theme is the element which serves as the point of departure of the message, it is that with which the clause is concerned. Alternatively the theme can be seen as the point of departure of the message (Halliday, 1994: 37), the remainder of the message, the part in which the Theme is developed, is called in Prague school terminology the Rheme”. “Rheme is that it is the part of the clause in which the theme is developed” (Eggins, 1994: 275).



### 2.3 Systemic Functional Linguistics

Systemic functional linguistics, often called systemic functional grammar or systemic grammar (the *functional* is often omitted), is a grammar model developed by Michael Halliday (1985) with his *Introduction to Functional Grammar* based on the model of language as social semiotics. According to Eggins (1994: 2) systemic functional linguistics is an approach to language which is centered on how people use language with each other in accomplishing everyday social life. In this approach there are four main theoretical claims about language: that language used is functional; that its function is to make meaning; that these meanings are influenced by social and cultural context in which they are exchanged; and that the process of using language is semiotic process, a process of making meanings by choosing. These four points, that language is functional, semantic, contextual, and semiotic, can be summarized by describing the systemic functional linguistics is interested in the authentic speech and writing of people interacting in naturally occurring social context.

According to Halliday (1994: xiii) language is structured to make three kinds of meanings, or metafunctions, simultaneously: ideational, interpersonal, and textual meanings. Eggins (1994: 12) defines ideational or experiential meanings as ones about how we represent experience in language. Whatever use we put language to, we are always talking about something or someone doing something. For example, utterance *I suggest we attack the reds* makes meaning about “bottles of wine” and what we should do with them. It makes meanings that

focus on the actions *we*, as human agents, should carry out, and the entities our actions will effect (*the reds*)

Simultaneously, we use language to make interpersonal meanings: meanings about our role relationships with other people and our attitudes to each other. Whatever use we put language to we are always expressing an attitude and taking up a role. For example, utterance *I suggest we attack the reds* makes meaning of friendly suggestion, non – coercive, open to negotiation; the kind of meaning we might make with friends, whose opinions we are interested in and whose behavior we do not seek to dominate.

Finally, in any linguistic event we are always making textual meanings: meanings about how what we are saying hangs together and relates to what was said before and to the context around us. Whatever use we put language to we are always organizing our information. For example, the sentence *I suggest we attack the reds* takes as its points of departure the speaker’s intention (only to suggest, not to impose) and the interactants (*we*). It is a possible answer to *What should we do now?*

#### **2.4 Meta-functional Analysis and Textual Strand Meaning**

There are three meta-function of language: the experiential /topical/ ideational, the interpersonal and the textual meta-function. Halliday (1974:97) described the textual meta-function as the “relevance” or the enabling meta-function. While, Thomson (1996:117) defines the three meta-function as “when we look at the language from the point of view of the textual meta-function, we

are trying to see how speakers construct their message in a way which makes them fit smoothly into the unfolding language event...”.

In Meta-function of language, the third and the final strand of meaning is the level organization of the clause that enables the clause to pack in ways that make it effective given purpose to its context. Thus, the textual strand of meaning is concerned with the potential clause offers its constituents to be organized differently, to achieve different purpose.

The other language expresses textual meanings differently (e.g. through the use of particles to signal the textual status of particular constituent). What seems true, however, is that all language users depend on signals, which indicate the cohesive relations between the clause, its context and its purpose.

Two key systems enter into the expression of textual meaning in the clause, the system of theme and the system of information structure. The system of theme is realized through a structure in which the clause falls into just two main constituents: a theme and a rheme. The different types of themes can be found in the clause, and that the choice of what gets to be theme in an English clause contributes very significantly to the communicative effects of the message. But to understand these points, first, we need to develop the description of the clause into its textual constituents.

Halliday (1994:34) states that the significance of these three distinct functions in the clause is subject, actor and theme. Each of the three forms parts of a different functional configuration making up a separate strand in the overall meaning of the clause. Halliday (1994:34) defines these three different strands of meaning as follows:

1. The theme functions in the structure of the clause as a message. A clause has a 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 to say.
2. The subject functions in the structure of the clause as an exchange. A clause has a meaning as an exchange, a transaction between speaker and listener; the subject is the warranty of the exchange. It is the element the speaker makes responsible for the validity of what he is saying.
3. The actor functions in the structure of the clause as a representation. A clause has meaning as a representation, a construal of some processes in on going human experiences; the actor is the active participant in that process. It is the element the speaker portrays as the one that does the deed.

These three headings-clauses as a message, clause as an exchange and clauses as representation- refer to the three distinct kinds of meaning that are embodied in the structure of a clause. Theme, subject and actor do not occur as isolates; each occurs in association with other functions from the same strand of meaning.

By separating out the functions of theme, subject and actor it is able to show that the clause is a composite entity. It is constituted not of one dimension of structure but of three, and each of three construes a distinctive meaning.

Eggin and Slade (1997:48) states that:

One of the most powerful aspects of the systemic approach is that language is viewed as a resource for making not just meaning at a time, but several strands of meaning simultaneously. In Linguistics, the simultaneously meaning can be identified in the word, phrase, clause, sentence and text.

And the three types of meanings or meta-function can be glossed as follows:

1. Ideational meaning : meaning about the world.
2. Interpersonal meaning : meaning about roles and relationship.
3. Textual meaning: meaning about the message.

In addition, Meta-functions are embodied into a clause. The clause is chosen because it is the grammatical unit in which three distinct structures, each expressing one kind of Semantics Organization, are mapped onto one another to produce a single wording. The clauses simultaneously encode three strands of meaning; they are ideational, textual and interpersonal.

## **2.5 Communication**

People within the society need a tool of communication which is called “language” (Ramelan 1991:8). By language, human being can deliver, express, and show this message, idea, and wishes to another. It is the most important tool used by the people to store their values, beliefs, and attitude (Anderson 1990:9). As defined by Priestly in Alwasilah (1990:9) who points out that “language” is a

method of conveying our ideas to the minds of other persons. Language has assisted our society in many respects due to the domino effect of the benefits achieved from the opportunity to communicate. Intentional communication is the common conversations and exchange of words and thoughts that forms and maintains social relationships in our everyday lives. In addition to the role of language in interpersonal communication, we can look to its role within individual humans and also its function within human society. So, language has become a very important communication tool in the human's life. This type of communication can be either intentional or unintentional. Succinctly, language within the individual, supports thought, rationalization and attribution, creativity, memory, self-direction, self-expression, humor, and perhaps even aspects of consciousness. It is in respect to this idea that many have developed ideas concerning the presence of a universal language in our world whereby we can communicate with one another in more ways than one and not only verbally.

As a social creature, we cannot live alone in our life. We need to interact and communicate with other people. In communication, we need a medium to express our thought and feeling. The medium is language. Language is a form of interaction. It is a part of the social and there is no need to interpose a psychological level of interpretation. It is a system of meaning, and a system of meaning is one by which meaning is created and meanings are exchanged. According to Halliday (2004:8) "A language is a resource for making meaning- a semogenic system, together with the processes which instantiate the system in the form text (spoken and written discourse)." While Ramelan (1991:8) says that

“Each member within the society needs a tool of communication which called language. By language, human can deliver, express, and shows his message, ideas, and wishes together.”

Language is the development of the basic form of communication between human beings, and in a society. Just as it is the basic form, it is also the most developed. We cannot communicate in any real sense without language, other than through gesture, we do communicate through some non-verbal forms like the visual arts-painting and sculpture-and through dance, but the culmination of true, articulate, communication is through language. It could take a number of forms. It could be unvarnished, workaday prose, it could be poetry, it could be drama, but all of these are forms of language, written, spoken and read. Language is a systematic means of communicating by the use of sounds or conventional symbols while communication is the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior.

Language is a means of communication; language also differentiates human being from other creatures. It can be said that language has a function as a distinctive feature for human being. Besides, language also plays its role as social control and medium to reveal about the human mind.

Hill (1969:91) states “Language is seen in our definition as a means through which interaction between human being takes place, and interaction – human interaction – is equated with communication”. Communication is not a process made up of total of individual expression in some action – reaction

sequence. It is a system of interaction with a structure independent of the behavior of its individual participants. One person does not “communicate to” another person; he engages in communication with him. In such communication, surely, spoken and written communication by using language occurs.

## 2.6 Levels of language

There are two levels of language, the second realizing the first. The first level is systems of meanings (SEMANTICS) which are realized in the second level, system of wording or signing (LEXICOGRAMMAR), which simply means words and the way they are arranged.

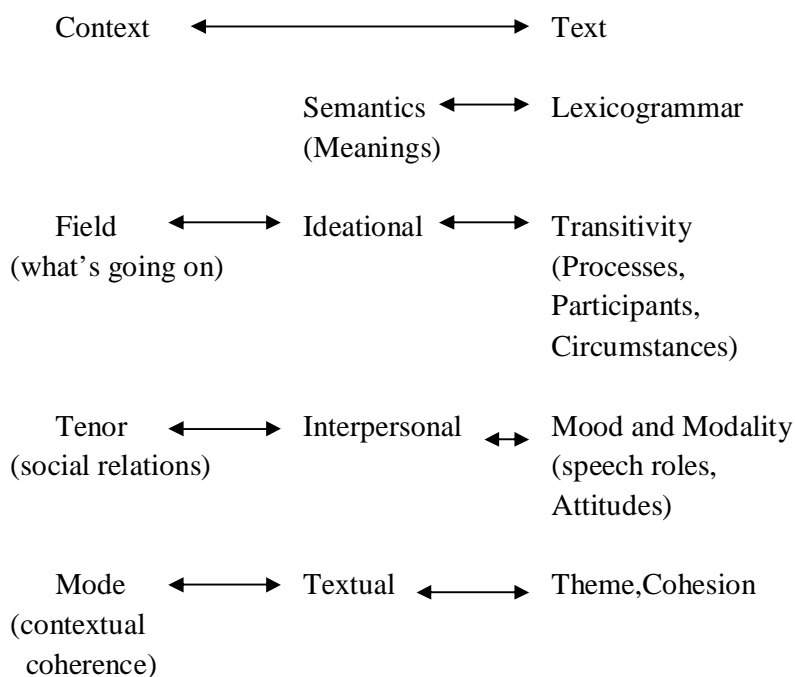
System of meanings which are experiential, interpersonal and textual is realized at the lexicogrammatical level. Experiential meanings construing field are realized lexicogrammatically by the system of Transitivity. Interpersonal meanings construing Tenor are realized lexicogrammatically by system of Mood. Textual meanings construing Mode are realized lexicogrammatically by system of Theme and Rheme. But *et al.* (1995:122) state that

... knowledge of the context allows us to make prediction about the lexicogrammar of a text. Conversely, grammatical analysis ... allows us to understand the context of a text’s production because the sum of the meanings encoded in the lexicogrammar become signs of the context.

Metalanguage is a tool for analyzing the lexicogrammar and meanings of a text. With metalanguage text can be explored by describing how different elements function to realize experiential, interpersonal and textual meaning.



The relationship between context, meanings and wordings can be summarized as shown on the figure 2.1:



**Figure 2.1 The Relationship Between Context, Meaning and Wordings**

Source: (Gerot and Wignell, 1994:15)

The figure 2.1 above shows the relation between context, meaning and wordings. The figure above explains the bi-directionality between situation and meaning, and meaning and wording, in turn, we can also move from context to text, as we do in writing or speaking. The ability to predict from context to text is critically important for text production (speaking or writing) and the ability to predict from text to context is essential for text comprehension (listening or reading). To understand something of the text-context relationship is to understand something of how literacy is possible.

## 2.7 Theme and Rheme

“In English, where we put information in a clause tells us about where the clause is coming from and where it is going to” (Gerrot and Wignell, 1994:102). In an English clause there are two points of prominence, the beginning and the end. The beginning of a clause is where we put information which links the clause to what has come before. For example, we find conjunctions at the beginning of clauses because they provide a logical link with what has gone before. We also find information about the topic of the clause, what the clause is about. This information is contained in the first nominal group in the clause. There are exceptions to this, such as when a prepositional phrase precedes the first nominal group. These will be discussed later. The topical information is also usually related to something, which has been introduced earlier in a text or is retrievable from the context. The following sentence is the example from the Bruce Springsteen song ‘The River’.

### **I come from down in the valley**

Here we find ‘I’ at the beginning, telling us that the clause is about ‘me’ (the singer). This is the *Theme* of the clause and in this case it relates the text to its context. We retrieve the identity of ‘I’ from outside the text, i.e. the person singing the song (adopting the role of the main participant in the song). ‘I’ is the Theme of the clause.

The new information in the clause ‘*down in the valley*’ is, in this case, a prepositional phrase (realizing a circumstance) and comes at the end. If we

move on to the next line: *where Mister, when you're young*. We find the new information from the previous line picked up as Theme ('where'). Information, which was already available in the text, is further developed.

In English the Theme can be identified as that or those element(s) which come(s) first in the clause. This represents the point of departure of this message from the previous one. It means that first position in the clause is important in many of the world's language and that creating a theme in the clause is a universal feature, through its realizations may vary from language to language. One way of explaining the interaction organization of sentence is to suggest that a clause consist of two segments. The first segment is called Theme and the second segment called Rheme.

The definition of Theme is given by Halliday (1994:30) as follows:

The Theme can be identified as that element which comes in first position in the clause, and it is one element in a particular structural configuration which taken as a whole, organizes the clause as a message. Within that configuration, the Theme is starting-point for the message; it is the ground from which the clause is taking off.

Theme is, broadly speaking, what the clause is going to be about. Or in terms of Theme and Rheme, Theme represents '*This is what I'm talking about*' and Rheme is '*This is what I'm saying about it*'. In terms of looking at a clause as a message, the Theme looks backwards, relating the current message to what has gone before.

The part in which the theme is developed is called the rheme The Rheme is also defined as the remainder of the message.

The definition of rheme is given by Eggins (1994:275) as follows:

Rheme is the part of the clause in which the theme is developed. Since we typically depart from the familiar to head towards the unfamiliar, the Rheme typically contains unfamiliar, or ‘new’ information. To identification the rheme are simple: everything that is not the theme is the rheme. Thus, once I have identified the theme in a clause, I have also identified the Rheme which just “everything else”.

The Rheme points both backwards and forwards by picking up on information, which is already available and adding to it, and by presenting information, which was not there before. The interaction of Theme and Rheme governs how the information in a text develops. This will be illustrated after in the discussion of texts. Information prominence can be summarized in the following diagram.

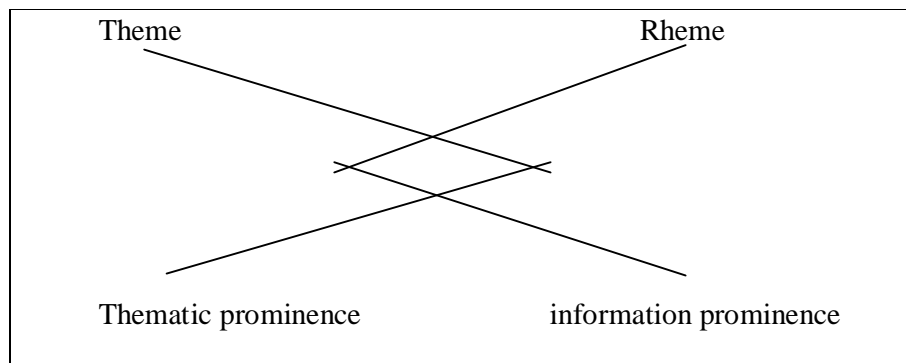


Figure 2.2. Information of prominence (source: Gerot and Wignell, 1994:103)

As thematic prominence decreases, information prominence, or Newness, increases.

## 2.8 Relation of Text and Context

The existence of text and context is always continuum. The Meaning of text can be defined as a piece of language in use; 'language that is functional' (Halliday and Hassan, 1985). According to Eggins (1994: 7) "context is in the text". It means we can find the context in text. The context that texts, whether spoken and written, are designed to key into are construct of reality as conceived by particular groups of people, representations of what they know of the world and how they think about it. It is obvious that context is an important concept in discourse analysis. Context refers to the situation giving rise to the discourse, and within which the discourse is embedded. According to Nunan (1993: 8) there are two different types of context. Those are linguistic context and non-linguistic or experiential context. Linguistic context is the language that surrounds or accompanies the piece of discourse under analysis. Whereas, non-linguistic or experimental context within which the discourse take place. Non-linguistic context include: the type of communicative events (for example, joke, story, lecture, greeting, and conversation); the topic; the purpose of the event; the setting, including location, time of day, season of year and physical aspects of the situation; the participants and the relationship between them; and the background knowledge and assumption underlying the communicative event. There are two kinds of context. Those are context of situation (register) and context of culture (genre).

## 2.9 Text in Contexts

A good place to start is to say more precisely what functional linguistics mean by TEXT. A text is a piece of language in use: that is, 'language that is functional'. A text's length is not important and it can be either spoken or written. What is important is that a text is a harmonious collection of meanings appropriate to its context. This unity of purpose gives a text both texture and structure. Texture comes from the way the meanings in the text fit coherently with each other – in much the same way as the threads of a piece of fabric or carpet are woven together to make a whole. Structure refers to the way that most pieces of language in use will contain certain obligatory structural elements appropriate to their purpose and context.

Actually, a text always occurs in two contexts, one within the other. This is represented visually in Figure 1.1. The outer context around the text is known as the CONTEXT OF CULTURE. When you think of the differences in form of address, in ceremonies, in politeness and in significant activities between one culture and another, you get some idea of the importance of context of culture in shaping meanings. The context of culture is sometimes described as all the sum of the meanings it is possible to mean in that particular culture.

Within the context of culture, speakers and writers use language in many more specific contexts of situation. Each of these is an inner context which functional linguistics call the CONTEXT OF SITUATION. The combination of context of culture and context of situation results in the differences and similarities between one piece of language and another. The spoken texts accompanying

vegetables shopping, for example, would be quite different in a North American supermarket from those in a Pacific Island market place, and both context of culture and context of situation would be implicated in the differences. The barter and trading of the island market place simply do not occur within the context of culture of the supermarket conglomerate and this cultural difference will influence aspect of the buying context of situation.

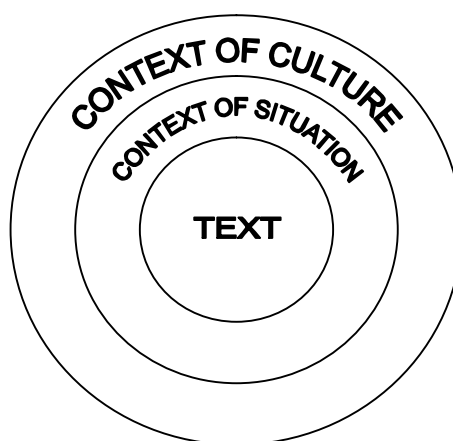


Figure: 2.3 Text in context  
(David Butt, 1994 : 4)

Context of situation is useful term to cover the things going on in the world outside the text that make the text what it is. These are the extralinguistic features of a text which are given substance in the words and grammatical patterns that speakers writers use consciously or subconsciously to construct texts of different varieties, and that their audience use the classify and interpret. Although at first it may seem astonishing, the situational differences between texts can, in fact, be accounted for by just three aspects of the context. Systemic functional linguistic refers o these three aspect, or parameters, of the context of situation as

FIELD, TENOR, and MODE OF DISCOURSE. We see this represented visually in Figure 1.2

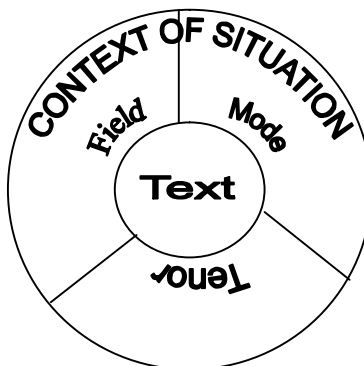


Figure 2.4 Parameters of Context of Situation  
(David Butt, 1994: 4)

### 2.9.1 Field, Tenor and Mode

In very general terms, we can define field, tenor and mode as follows:

Field: what is to be talked or writer about: the long and the sort of term goals of the text

Tenor: the relationship between the speaker and hearer (or, of course, writer and reader)

Mode: the kinds of text that is being made.

When you think about the parameters of context of situation you will realize that only one of the three needs to be different to create the substantially different text. Imagine the differences between a job application letter and a letter to a friend about your hopes of getting the job, and then compare the letter to a friend with a conversation which the same friend on the same topic. All three texts are about a job application (field) and two of them are made in the form of a letter



(mode). What particularly makes the two letters different is the difference in the relationships between writer and reader (tenor)

### **2.10 Pattern of Theme Choice: Marked and Unmarked Theme**

The final point we need to make about Theme is explaining the system in the theme network that distinguished between marked and unmarked theme.

Theme marked-ness has to do with the relationship between mood and theme structures of the clause how the functional roles assigned to constituent in a theme analysis conflate with the functional roles assigned to those some constituents in the mood structure.

Marked theme is when theme conflates with any other constituent from the Mood system. The commonest type of marked theme is to have theme conflating with an adjunct: circumstantial (which is not conflated with Wh-element).

The nature of the unmarked choice of theme depends on the interpersonal status of the clause. Unmarked theme is when the constituent that is Theme is also playing one of the following roles:

- a) Subject (in declarative clause)
- b) Finite (in an interrogative)
- c) Predicator (in an imperative)
- d) Wh-element (in a Wh-interrogative)

**Table 2.2: Examples of unmarked thematic choice.**

EXAMPLE	MOOD TYPE	ROLE CONFLATION
You woke up late today.	Declarative	Theme / Subject
Did you wake up late today?	Interrogative: Yes/No	Theme / finite
Why did you wake up late today?	Interrogative: Wh-	Theme / Wh-element
Don't wake up late today!	Imperative	Theme / Predicator

(Source: Martin, 1997:55)

**Table 2.3: Relatives**

Type	Example
Definite	Which, who, that, whose, when, where (why, how)
Indefinite	Whatever, whichever, whoever, whoseever, whenever, wherever, however

(Source: Halliday, 1994:50)

**Table 2.4: Conjunctions**

Type	Example
Co-ordinator	And, or, nor, either, neither, but, yet, so, then
Subordinator	When, while, before, after, until, because, if, although, unless, since, that whether, (in order) to  Even if, in case, supposing (that), assuming (that), seeing (that), given that, provided (that), in spite of the fact that, in the event that, so that

(Source: Halliday, 1994:50)

**Table 2.5: Conjunctive Adjuncts**

	Type	Meaning	Example
I	Appositive	'i.e. e.g.'	That is, in other words, for instance
	Corrective	'rather'	Or rather, at least, to be precise
	Dismissive	'in any case'	In any case, anyway, leaving that aside
	Summative	'in short'	Briefly, to sum up, in conclusion
	Verifactive	'actually'	Actually, in fact, as a matter of fact
II	Additive	'and'	Also, moreover, in addition, besides

	Adversative	‘but’	On the other hand, however, conversely
	Variative	‘instead’	Instead, alternatively
III	Temporal	‘then’	Meanwhile, before that, later on, next, soon, finally
	Comparative	‘likewise’	Likewise, in the same way
	Causal	‘so’	Therefore, for this reason, as a result, with this in mind
	Conditional	‘(if...) then’	In that case, under the circumstances, otherwise
	Concessive	‘yet’	Nevertheless, despite that
	Respective	‘as to that’	In this respect, as far as that’s concerned

(Source: Halliday, 1994:49)

**Table 2.6: Modal Adjuncts**

	Type	Meaning	Examples
I	probability	How likely?	Probably, possibly, certainly, perhaps, maybe
	usuality	How often?	Usually, sometimes, always, (n)ever, often, seldom
	typicality	How typical?	Occasionally, generally, regularly, for the most part
	obviousness	How obvious?	Of course, surely, obviously, clearly
II	opinion	I think	In my opinion, personally, to my mind
	admission	I admit	Frankly, to be honest, to tell you the truth
	persuasion	I assure you	Honestly, really, believe me, seriously
	entreaty	I request you	Please, kindly
	presumption	I presume	Evidently, apparently, no doubt, presumably
	desirability	How desirable?	(un)fortunately, to my delight/distress, regrettably, hopefully
	reservation	How reliable?	At first, tentatively, provisionally, looking back on it
	evaluation	How sensible?	(un)wisely, understandably, mistakenly, foolishly

	prediction	How expected?	To my surprise, surprisingly, as expected, by chance
	validation	How valid?	Broadly speaking, in general, on the whole, strictly speaking, in principle

(Source: Halliday,1994:49)

### 2.11 Thematic Development Within a Text

The choice of Theme for any individual clause will generally relate to the way information is being developed over the course of the whole text. In the following text, the overall discourse theme concerns reptiles and their subtypes; clause by clause the Theme are selected to indicate the progression from reptiles in general to ‘some reptiles’, ‘many reptiles’, and so on:

Reptiles were the first animals with backbones that could live on land all the time. Some reptiles we know today are snakes, lizards and turtles. Many of the early reptiles grew very large. Two large early reptiles were Edaphosaurus and Dimetrodon. They were each about ten feet long. Edaphosaurus and Dimetrodon had large fins on their backs. These were held up by tall, bony spines.

This progression of Themes over the course of a text is referred to as the text’s **method of development** (Fries, 1981) as cited in Martin et. al (1997: 22).

### 2.12 Thematic Progression

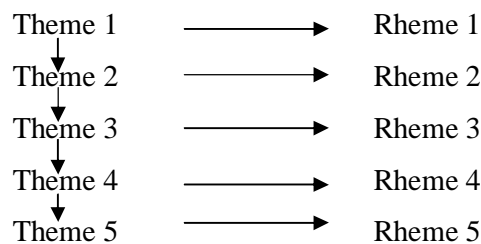
Butt *et .al.* (2000:114) say that if the Theme is the signpost for a speaker or writer’s point of departure, then each Rheme is the temporary destination. Usually the bit of the message that the writer or speaker considers interesting or important comes in the Rheme. While the first clause or clause complex in a text will probably contain all new meanings, the thematic choices for the following clauses should not be unexpected. They should be connected with ideas that we have already met in the Theme or Rheme of a clause or not too far before.

Because readers and addressees need to be reassured that they are following the development of the text, many texts are signposted by placing elements from the Rheme of one clause into the Theme of the text, or by repeating meanings from the Theme of one clause in the Theme of subsequent clauses. This kind of text development method is called thematic progression.

Thematic progression refers to the way in which the Theme of a clause may pick up or repeat, a meaning from a preceding theme and rheme. According to Martin and Rother in Paltridge (2000:140), there are three kinds of thematic development patterns, they are:

*a. Theme reiteration/ constant theme pattern*

This pattern shows that the first theme is picked up and repeated in the beginning of the next clause. This is the example of this pattern.



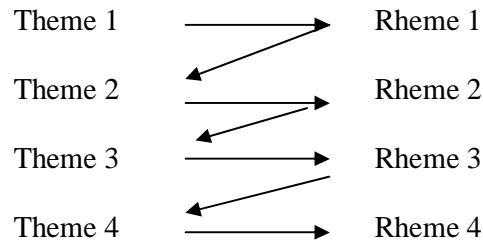
Source: (based on Butt et.al, 2001:142)

Example:

*Handphone is a communication device. It has a lot of type and brand. It is used by almost all people in the world. Because it can connect people.*

*b. A zig-zag/ linear theme pattern*

It is a pattern when the subject matter in the rheme of one clause is taken up in the theme of the following clause. The example of zig-zag pattern can be seen below:



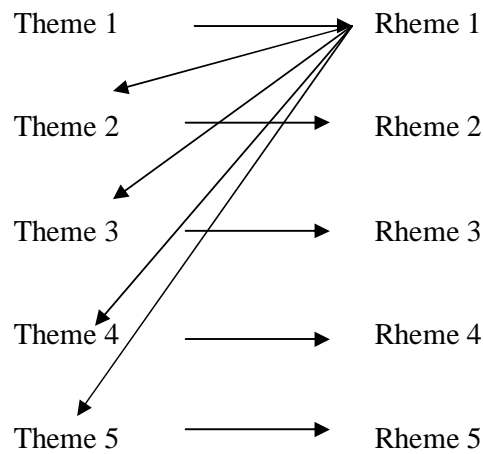
(based on Clogg and Wheeler 1991:83)

Example:

*Football is the most interesting sport game. That game is played by a group of men. Those men must work together to create a goal.*

*c. Multiple theme/ split rheme pattern*

In this pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses. The example of multiple theme patterns can be seen below.



(based on Nesbitt et al. 1990:21)

Example:

*Handphone has a lot of brand, some of them are Nokia, Samsung, and Apple. Nokia comes from Finland. Samsung comes from Korea. While Apple comes from USA.*

### **2.13 Coherence**

Coherence means to hold together, in basic that paragraph in writing has the right order with the clear process. In addition to unity, coherence plays an important role in making a paragraph read well. Every coherent paragraph contains smoothly – connected sentences. A coherent paragraph consists of interrelated sentences which move in such a way that they smooth the way, one for another (Barl Bram, 1995:23).

Coherence concerns the way in which the things that the text is about, called the textual world, are mutually accessible and relevant. The textual world is considered to consist of concept and relations. A concept is defined as a configuration of knowledge (cognitive content) which can be recovered or activated with more or less unity and consistency in the mind, and relations as the links between the concepts which appear together in a textual world (de Beaugrande and Dressler, 1981, p. 4) in Malmkjer (1991:465).

## CHAPTER III

### RESEACH METHOD

In conducting this research, it is important for a researcher to determine the research method that researcher would like to use. This chapter will discuss the research method used in this research including research design, unit of analysis, techniques of data collection and techniques of data analysis.

#### 3.1 Research Design

In conducting this research, it is important for the researcher to determine the research method that researcher would like to use.

This study is descriptive and qualitative research. The descriptive research is research conducted to describe systematically the fact and the characteristic of given population or area of interest, factually, and accurately. It describes the thematic progression and coherence of the headline about “Japanese Firms Moves into RI Service Sector” January 9, 2013.

The qualitative research is a procedure of research, in which the collected data were not created by statistic procedure. In this research, the collected data are often called ‘soft data’. They usually reach in people description that are neither easily done by statistic procedure. So this research is not only limited to collecting and arranging the data orderly, but also analyzing and interpreting the meaning of the data.



### **3.2 Unit of analysis**

Unit of analysis in this research is every clause in the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013”.

### **3.3 Source of Data**

The data of this thesis was taken from the headline in the Jakarta Post newspaper edition January 9, 2013. The data was retrieved from [www.thejakartapost.com](http://www.thejakartapost.com). It was written by Linda Yulisman.

### **3.4 Techniques of Data Collection**

The data of this study were obtained by doing the following steps:

1. Searching the data by collecting the headline in the Jakarta Post.

There are many headlines in the Jakarta Post Newspaper, in this case by using random sampling the researcher chose one out of 10 headlines to be analyzed.

2. Choosing the the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013” which is written in English.

After the data is ditermined, the researcher chose the headline entitled “headline about “Japanese Firms Moves into RI Service Sector” January 9, 2013”.

3. Reading the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013”.

By reading the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013” the researcher can analyze the data before segmenting the sentences into clauses.

### **3.5 Techniques of Data Analysis**

The steps in analyzing the data are as follows:

1. Segmenting the data into clauses.

In this part of the techniques, the data of the headline were segmented into clauses.

2. Identifying the Theme and Rheme for each clause.

After the data were divided into each clause they was analyzed in term of theme and rheme for every clause in the article.

3. Describing the types of thematic progression of headline.
4. Describing the coherence of the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013”
5. Drawing the thematic progression pattern of the headline.

## CHAPTER IV

### DATA ANALYSIS

In this chapter , the researcher explains the types of thematic progression pattern used in the headline of the Jakarta Post entitled “Japanese Firms move into RI Service Sector”. In analyzing the data, the researcher employed some steps as follows:

1. Segmenting the data into clauses.

In this part of the techniques, the data of the headline were segmented into clauses.

2. Identifying the Theme and Rheme for each clause.

After the data were divided into each clause then it was analyzed in term of theme and rheme for every clause in the article.

3. Describing the types of thematic progression of headline.
4. Describing the coherence of the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013”.
5. Drawing the thematic progression pattern of the headline.

Based on the classification of the analysis above then the researcher did the analysis. For the brief explanation, it can be seen in the findings and discussion below:

#### 4.1 Findings

Here the researcher draws the table for the findings of thematic progression patterns found in the the headline entitled “Japanese Firms Moves into RI Service Sector” January 9, 2013”. The table 4.1 below shows the results and number of the types of thematic progression pattern found in the data.

Thematic Progression	Paragraph										Total
	1	2	3	4	5	6	7	8	9	10	
Constant	1	1	-	-	2	-	2	2	-	1	9
Zig-zag	-	-	-	-	1	1	-	1	1	-	4
Multiple	-	-	-	-	-	-	-	-	-	-	-
<b>Total number</b>	1	1	-	-	3	1	2	3	1	1	13

It can be seen in the table 4.1 above that there are 13 numbers of thematic progression pattern found in the table above. The table shows that the highest thematic progression pattern is constant theme pattern with 9. It describes that the writer of the headline focusses on the topic of its discussion. Then it is followed by zig-zag theme patterns. There are four number of this patterns. It is found in paragraph 5, 6, 8, and 9. Meanwhile, the multiple theme pattern was not found in all the paragraph of the headline.

**4.2 Discussion of Thematic Progression**

There are some paragraphs found in the headline of the Jakarta Post entitled “Japanese Firms move into RI Service Sector”. Each of thematic progression found in the paragraph can be seen below:

Paragraph 1

It can be seen in paragraph 1 below that there are two clauses occurred in the paragraph 1. It can be seen as follows:

6. Indonesia is likely to see a shift in investment by Japanese companies

Indonesia	is likely to see a shift in investment by Japanese companies
Theme	Rheme

7. as investors take full advantage of the country’s huge population

As	inventors	take full advantage of the country’s huge population
Conj.	Topical	
Theme		Rheme

Based on the data above, it can be seen that the clauses are interrelated. It is found that the rheme in the first paragraph “is likely to see a shift in investment by Japanese companies” is taken up as the theme in the following clause, it is in clause 2 with theme “investors”. The topical theme “investors” in the clause 2

refers to Japanese companies in the rheme of the first clause. As a result, the two clauses in the first paragraph above is interrelated and it can be called as a coherent paragraph. Meanwhile, the type of thematic progression pattern of the first paragraph is zig-zag theme pattern because the rheme of the first clause is taken up as theme in the second clause. So, the thematic progression pattern of the first paragraph can be seen in the figure 4.1 below:

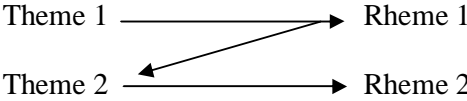


Figure 4.1 Thematic Progression of Paragraph 1

Paragraph 2

It can be seen in the paragraph below that there are two clauses occurred in the paragraph 2. It can be seen as follows:

- 1. While investment in manufacturing by Japanese firms will continue,

While	investment in manufacturing by Japanese firms	will continue
Conj.	Topical	
Theme		Rheme

- 2. new investment would go into other sectors, including services and retail, according to Yoshida Susumu, secretary general of the Jakarta Japan Club (JJC).

new investment	would go into other sectors, including services and retail, according to Yoshida Susumu, secretary general of the Jakarta Japan Club (JJC).
Topical	

Theme	Rheme
-------	-------

Based on the data above, it can be seen that the clauses are interrelated. It is found that the theme in the first paragraph “while investment in manufacturing by Japanese firms” is taken up as the theme in the following clause two with theme “new investment”. As a result, the two clauses in the second paragraph above is interrelated and it can be said that the clauses in the paragraph two is coherent. Meanwhile, the type of thematic progression pattern of the first paragraph is constant theme pattern because the theme of the first clause is taken up as theme in the second clause. So, the thematic progression pattern of the second paragraph can be seen in the figure 4.1 below:

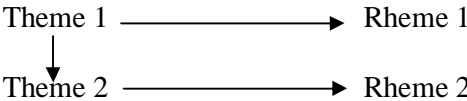


Figure 4.2 Thematic Progression of Paragraph 2

Paragraph 3

It can be seen in paragraph below that there are three clauses occurred in the paragraph 3 below. It can be seen as follows:

1. Investment in manufacturing has passed its peak.

Investment in manufacturing	has passed its peak.
Topical	
Theme	Rheme

2. Japanese businesses will now focus on [taking advantage of] the purchasing power of the Indonesian people,

Japanese businesses	will now focus on [taking advantage of] the purchasing power of the Indonesian people,
Topical	
Theme	Rheme

3. he said.

He	Said
Topical	
Theme	Rheme

Based on the data above, it can be seen that the clauses are not interrelated. It is found that in those three clause the sentences are not in relation. But each clause has its topical theme, so actually the sentences are well accepted but less coherent. So, the thematic progression pattern of the second paragraph can be seen in the figure 4.3 below:

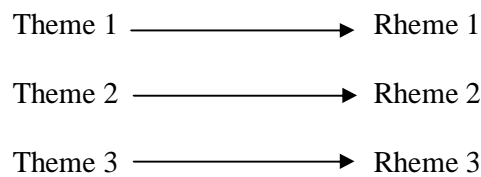


Figure 4.3 Thematic Progression of Paragraph 3



Paragraph 4

It can be seen in paragraph below that there are two clauses occurred in the paragraph 4 below. It can be seen as follows:

- 1. Given this focus, investment in sectors dealing with consumer goods or services, such as finance, information technology and health care, will likely be the next boom,

Given this focus, investment in sectors dealing with consumer goods or services, such as finance, information technology and health care,	will likely be the next boom,
Topical	
Theme	Rheme

- 2. He added.

He	Added
Topical	
Theme	Rheme

Based on the data above, it can be seen that the clauses are not interrelated. It is found that in those three clause the sentences are not in relation. But each clause has its topical theme so actually the sentences are well accepted but less coherent. So, the thematic progression pattern of the second paragraph can be seen in the figure 4.4 below:

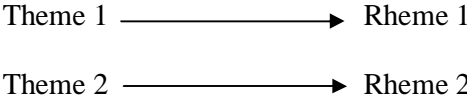


Figure 4.4 Thematic Progression of Paragraph 4

Paragraph 5

It can be seen in the paragraph below that there are four clauses occurred in the paragraph 5 below. It can be seen as follows:

1. At present, around 70 percent of investment projects by Japanese firms in Indonesia are in manufacturing, according to data from the JJC.

At present, around 70 percent of investment projects by Japanese firms in Indonesia	are in manufacturing, according to data from the JJC
Topical	
Theme	Rheme

2. “With its robust economy and huge population, Indonesia has drawn Japanese companies seeking opportunities outside their home market

“With its robust economy and huge population, Indonesia	has drawn Japanese companies seeking opportunities outside their home market
Topical	
Theme	Rheme

3. where they’re struggling with an aging population,” said Susumu,

Where	They	’re struggling with an aging population,” said Susumu
Interpersonal	Topical	
Theme		Rheme

4. whose organization represents nearly half of Japanese businesses in Indonesia.

Whose	organization represents nearly half of Japanese businesses in Indonesia
Topical	
Theme	Rheme

It can be seen in the clauses above that after the sentences are divided into clause, there are four clauses found in the paragraph 5 above. It can be seen in the clauses above that there are two types of thematic progression pattern found in the fourth clauses above. Those are zig-zag and constant pattern. The constant theme pattern can be seen in the first clause. It is found that the theme of the first clause “present, around 70 percent of investment projects by Japanese firms in Indonesia” has become the theme in the second clause with ” With its robust economy and huge population, Indonesia”. Another constant theme pattern is seen in the second clause where the theme of the second clause “With its robust economy and huge population, Indonesia” is taken up as the theme in the third clause with “where they”. Then the zig-zag patterns can be seen in the third clause where the rheme of the third clause “re struggling with an aging population,” said Susumu” becomes the theme in the fourth clause with “whose”. So, as a result, the sentences of the paragraph 5 above is interrelated and it can be said that the paragraph 5 above is coherent because the clause is related to one another. The figure of its thematic progression can be seen below:

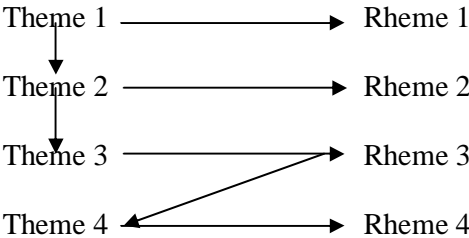


Figure 4.5 Thematic Progression of Paragraph 5

Paragraph 6

It can be seen in the paragraph below that there are two clauses occurred in the paragraph 6 below. It can be seen as follows:

- 1. Japanese retailer FamilyMart Co., convenience store operator, Lawson Inc. and Seven & I Holdings Co. are expanding operations in Indonesia to generate growth from a young consumer-oriented population.

Japanese retailer FamilyMart Co., convenience store operator, Lawson Inc. and Seven & I Holdings Co.	are expanding operations in Indonesia to generate growth from a young consumer-oriented population.
Topical	
Theme	Rheme

- 2. With a market of more than 240 million people, Indonesia was an attractive investment target compared to its Southeast Asian peers

With a market of more than 240 million people, Indonesia	was an attractive investment target compared to its Southeast Asian peers
Topical	
Theme	Rheme

Based on the data above, it can be seen that the clauses are interrelated. It is found that the rheme in the first paragraph “are expanding operations in Indonesia to generate growth from a young consumer-oriented population” is taken up as the theme in the following clause two with theme “With a market of more than 240 million people, Indonesia”. As a result, the two clauses in the sixth paragraph above is interrelated and it can be said that the clauses in the paragraph two is coherent. Meanwhile, the type of thematic progression pattern of the sixth paragraph above is zig-zag theme pattern because the rheme of the first clause is taken up as the theme in the second clause. So, the thematic progression pattern of the second paragraph can be seen in the figure 4.6 below:

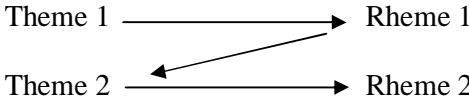


Figure 4.2 Thematic Progression of Paragraph 6

Paragraph 7

It can be seen in the paragraph below that there are six clauses occurred in the paragraph 7 below. It can be seen as follows:

- 1. Susumu added

Susumu	Added
Topical	
Theme	Rheme

- 2. that along with the shift of investment focus, Japanese firms would also tap into Indonesia’s rising middle class,

that along with the shift of investment focus, Japanese firms	would also tap into Indonesia’s rising middle class,
Topical	
Theme	Rheme

- 3. which now represents more than half the total population.

which	now represents more than half the total population.
Topical	
Theme	Rheme

- 4. “Life insurance firms, for instance, are looking to offer products

“Life insurance firms, for instance,	are looking to offer products
Topical	
Theme	Rheme

5. that suit the middle class,”

That	suit the middle class,”
Topical	
Theme	Rheme

6. he said.

He	Said
Topical	
Theme	Rheme

It can be seen in the clauses above that after the sentences are divided into clause, there are six clauses found in the paragraph 7 above. It can be seen in the clauses above that there is one of thematic progression pattern found in the seventh clauses above. That is constant pattern. The constant theme pattern can be seen in the second clause. It is found that the theme of the second clause “that along with the shift of investment focus, Japanese firms” has become the theme in the third clause with ” which”. Another constant theme pattern is seen in the fourth clause where the theme of the fourth clause ““Life insurance firms, for instance,” is taken up as the theme in the fifth clause with “that”. So, as a result, the sentences of the paragraph 7 above is not interrelated and it can be said that the paragraph 7 above is less coherent because the clause is not related to one another. There are only two constant patterns found in the data of the paragraph 7 above. The figure of its thematic progression can be seen below:

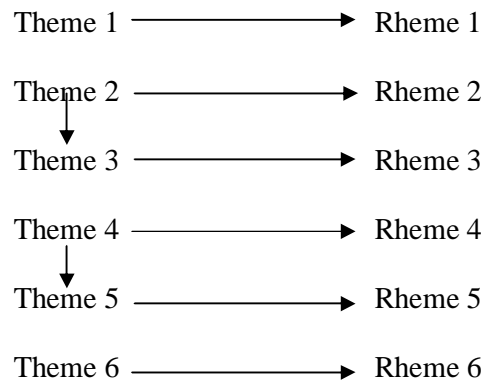


Figure 4.7 Thematic Progression of Paragraph 7

#### Paragraph 8

It can be seen in the paragraph below that there are five clauses occurred in the paragraph 8 below. It can be seen as follows:

1. Japanese External Trade Organization president director Kenichi Tomiyoshi pointed out

Japanese External Trade Organization president director Kenichi Tomiyoshi	pointed out
Topical	
Theme	Rheme

2. that Japanese firms consulting his organization in the past year expressed interest in a wide array of areas outside the manufacturing industry.

that Japanese firms consulting his organization in the past year	expressed interest in a wide array of areas outside the manufacturing industry.
Topical	
Theme	Rheme

3. “That will lead to a reduction in investment from Japan

That	will lead to a reduction in investment from Japan
------	---------------------------------------------------

Topical	
Theme	Rheme

4. because investment by non-manufacturers is much smaller than that of manufacturers,”

Because	investment by non-manufacturers	is much smaller than that of manufacturers,”
Text	Topical	
	Theme	Rheme

5. he said.

He	Said
Topical	
Theme	Rheme

It can be seen in the clauses above that after the sentences are divided into clause, there are five clauses found in the paragraph 8 above. It can be seen in the clauses above that there are two of thematic progression patterns found in the paragraph eighth above. Those are constant and zig-zag patterns. The constant theme pattern can be seen in some clauses, they are in the first clause. It is found that the theme of the first clause “Japanese External Trade Organization president director Kenichi Tomiyoshi” becomes the theme in the second clause with “that Japanese firms consulting his organization in the past year”. Another constant theme pattern is seen in the second clause is taken up as the theme in the third clause with “that”. Meanwhile, the zig-zag pattern can be seen in the rheme of the third clause with “will lead to a reduction in investment from Japan” is taken up as the theme in the fourth clause with “because investment by non-manufacturers”. So, as a result, the sentences of the paragraph 8 above is



interrelated and it can be said that the paragraph 8 above is coherent because the clauses are interrelated to one another. There are three patterns found in the data of the paragraph 8 above. The figure of its thematic progression can be seen below:

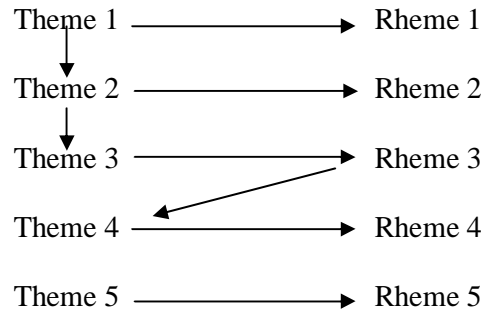


Figure 4.8 Thematic Progression of Paragraph 8

#### Paragraph 9

It can be seen in the paragraph below that there are three clauses occurred in the paragraph 9 below. It can be seen as follows:

1. Japan was the second-largest foreign direct investor in Indonesia last year, pouring US\$2.46 billion into 405 projects.

Japan	was the second-largest foreign direct investor in Indonesia last year, pouring US\$2.46 billion into 405 projects.
Topical	
Theme	Rheme

2. Investment in manufacturing such as rubber processing, textiles, pulp and paper, chemical and automotive amounted to \$2.29 billion, with a total of 269 projects.

Investment	in manufacturing such as rubber processing, textiles, pulp and paper, chemical and automotive amounted to \$2.29 billion, with a total of 269 projects.
Topical	
Theme	Rheme

3. Services, covering retail, hotels, restaurants, warehouses, industrial estates and construction, came in second place with \$159.62 million invested in 126 projects.

Services, covering retail, hotels, restaurants, warehouses, industrial estates and construction,	came in second place with \$159.62 million invested in 126 projects.
Topical	
Theme	Rheme

Based on the data above, it can be seen that after the clause were segmented into each clause, it can be said that the clauses are interrelated even there are only three clause found. It is found that the rheme in the first paragraph “was the second-largest foreign direct investor in Indonesia last year, pouring US\$2.46 billion into 405 projects.” is taken up as the theme in the following clause two with theme “investment”. As a result, the three clauses in the ninth paragraph above is interrelated and it can be said that the clauses in the paragraph nine is coherent. Meanwhile, the type of thematic progression pattern of the ninth paragraph above is zig-zag theme pattern because the rheme of the first clause is

taken up as the theme in the second clause. So, the thematic progression pattern of the second paragraph can be seen in the figure 4.6 below:

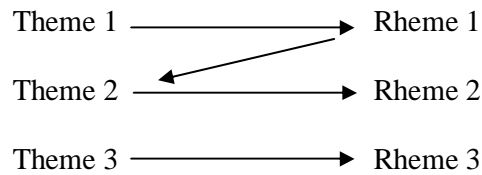


Figure 4.9 Thematic Progression of Paragraph 9

#### Paragraph 10

It can be seen in the paragraph below that there are three clauses occurred in the paragraph 10 below. It can be seen as follows:

1. Investment in 10 projects in the primary sector — mining, plantation, fisheries and animal husbandry, accounted for \$3.36 million.

Investment in 10 projects in the primary sector — mining, plantation, fisheries and animal husbandry,	accounted for \$3.36 million.
Topical	
Theme	Rheme

2. “We are confident about business prospects in Indonesia.

We	are confident about business prospects in Indonesia.
Topical	
Theme	Rheme

3. That's why we're pioneering the business to fulfill the demand of seniors living here," said Yuzurihara Kazuma, Indonesia plan leader of Longlife Group Holding Co. Ltd., the leading operator of nursing homes in Japan.

That's why we	're pioneering the business to fulfill the demand of seniors living here," said Yuzurihara Kazuma, Indonesia plan leader of Longlife Group Holding Co. Ltd., the leading operator of nursing homes in Japan.
Topical	
Theme	Rheme

Based on the data above, it can be seen that after the clause were segmented into each clause, it can be said that the clauses are interrelated even there are only three clause found. It is found that the theme in the second clause "we" is taken up as the theme in the following clause three with theme "That's why we". As a result, the three clauses in the tenth paragraph above is interrelated and it can be said that the clauses in the paragraph tenth is coherent. Meanwhile, the type of thematic progression pattern of the tenth paragraph above is constants theme pattern because the theme of the second clause is taken up as the theme in the third clause. So, the thematic progression pattern of the second paragraph can be seen in the figure 4.6 below:

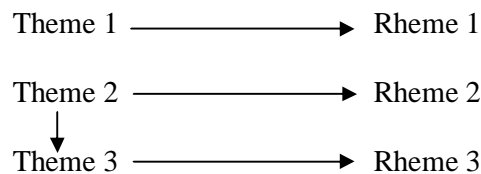


Figure 4.10 Thematic Progression of Paragraph 10

## **CHAPTER V**

### **CONCLUSION AND SUGESSTION**

#### **5.1 CONCLUSION**

After analyzing the data, 32 clauses types of thematic progression are found in the paragraphs of the headline entitled Japanese Firm Moves into RI Service Sector of the Jakarta Post. They are reiteration or constant, zigzag or linear, and multiple or split patterns. The number of the three patterns shows that there are reiteration patterns with 9, it is followed by zigzag pattern with 4. Meanwhile, multiple pattern was not found in the tenth paragraph of the headline. The most frequently used thematic progression patterns in the headline of “Japanese Firm Moves into RI Service Sector” are reiteration or constant pattern, that is 9 which indicates that the writer gives information which is as the theme of her writing and zigzag pattern with 4 meaning that the writer took the rheme of a clause becomes the theme in the following clause.

According to the finding, there are some types of thematic progression which is found in the whole paragraph. It can be conclude that most clause is coherent. But the other situation claim that it also not coherent if looked from each clause, because there are some clause which are not related with the other.

## **5.2 SUGESSTION**

From the analysis about the types of thematic progression pattern found in the headline entitled “Japanese Firm Moves into RI Service Sector” and the researcher has some suggestions as follows:.

1. The students should understand and know about the thematic progression patterns in order to make a good writing or coherent paragraph. And it is hope that someone who like writing should know about this thematic progression to make a better writing.
2. Everyone who wants to do the same research should not only analyze the written data but also the spoken ones.

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## Headlines

### Japanese firms move into RI service sector

Linda Yulisman, The Jakarta Post, Jakarta | Headlines | Mon, January 09 2013, 9:38 AM

Indonesia is likely to see a shift in investment by Japanese companies as investors take full advantage of the country's huge population.

While investment in manufacturing by Japanese firms will continue, new investment would go into other sectors, including services and retail, according to Yoshida Susumu, secretary general of the Jakarta Japan Club (JJC).

"Investment in manufacturing has passed its peak. Japanese businesses will now focus on [taking advantage of] the purchasing power of the Indonesian people," he said.

"Given this focus, investment in sectors dealing with consumer goods or services, such as finance, information technology and health care, will likely be the next boom," he added.

At present, around 70 percent of investment projects by Japanese firms in Indonesia are in manufacturing, according to data from the JJC. "With its robust economy and huge population, Indonesia has drawn Japanese companies seeking opportunities outside their home market where they're struggling with an aging population," said Susumu, whose organization represents nearly half of Japanese businesses in Indonesia.

Japanese retailer FamilyMart Co., convenience store operator, Lawson Inc. and Seven & I Holdings Co. are expanding operations in Indonesia to generate growth from a young consumer-oriented population. With a market of more than 240 million people, Indonesia was an attractive investment target compared to its Southeast Asian peers.

Susumu added that along with the shift of investment focus, Japanese firms would also tap into Indonesia's rising middle class, which now represents more than half the total population. "Life insurance firms, for instance, are looking to offer products that suit the middle class," he said.

Japanese External Trade Organization president director Kenichi Tomiyoshi pointed out that Japanese firms consulting his organization in the past year expressed interest in a wide array of areas outside the manufacturing industry. "That will lead to a reduction in investment from Japan because investment by non-manufacturers is much smaller than that of manufacturers," he said.

Japan was the second-largest foreign direct investor in Indonesia last year, pouring US\$2.46 billion into 405 projects. Investment in manufacturing such as rubber processing, textiles, pulp and paper, chemical and automotive amounted to \$2.29 billion, with a total of 269 projects. Services, covering retail, hotels, restaurants, warehouses, industrial estates and construction, came in second place with \$159.62 million invested in 126 projects.

Investment in 10 projects in the primary sector — mining, plantation, fisheries and animal husbandry, accounted for \$3.36 million. “We are confident about business prospects in Indonesia. That’s why we’re pioneering the business to fulfill the demand of seniors living here,” said Yuzurihara Kazuma, Indonesia plan leader of Longlife Group Holding Co. Ltd., the leading operator of nursing homes in Japan.