

**THEME ANALYSIS OF THE EDITORIAL
IN THE JAKARTA POST FEBRUARY 19th 2010
EDITION**

THESIS

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for the completion of Strata 1 Program of the
English specialized in linguistics**



by:

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STATEMENT OF ORIGINALITY

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

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MOTTO

- “We all live in suspense, from day to day, from hour to hour; in other words we are the hero of our own story”. (Mary McCarthy, American writer)
- “People will forget what you said, people will forget what you did, but people will never forget how you made them feel”. (Bonnie Jean Wasmund)
- “If you want to get somewhere, you have to know where you want to go and how to get there. Then never, never, never give up”. (Norman Vincent Peale)

DEDICATION

I dedicate this thesis to:

1. My beloved parents who always support me either in happiness or sorrow and also give me courage to stand when I fall and give me spirit when I am hopeless.
2. All my friends who love me.

AKNOWLEDGEMENT

At this moment, I wish a prayer to the Almighty Jesus Christ who blessed me during the writing of this thesis.

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8. My brother in the Orphanage House, thank you for supporting me;
9. Kitty Ndutie, You are always in my heart

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

Semarang, August 2011

The writer

ABSTRACT

This thesis entitled *theme and rheme of the Editorial on the Jakarta Post edition February 19th, 2010* has two objectives. The first is to identify Theme and Rheme realization in the editorial of The Jakarta Post newspaper and the second is to find out types of Theme in the editorial of The Jakarta Post newspaper.

The qualitative research is a procedure of research, in which the collected data will not be created by statistic procedure. The researcher selects the data which are considered to be typical of the wider population. The data of this thesis was analyzed by using some steps, they are segmenting the sentences into clauses, identifying the *theme* and *rheme* for each clause, determining the type of *theme* and *rheme* for each clause, and drawing conclusion.

After analyzing the data of the editorial about “Buttom – up Buggeting” taken from the Jakarta Post newspaper, it can be seen that there are 16 paragraphs existed in the editorial. From those sixteen paragraphs, there are 62 clauses found. As a result, the researcher concludes that from 62 clauses, there are 55 clauses belong to topical theme. Topical theme functions to emphasis the subject that this subject is the main goal of the editorial topic. Then, the second is textual theme with 13 themes. In this textual theme, the editorial’s writer employs some conjunctions to connect the clauses one another such as *but*, *and*, *since*, *because*, and *after*. The last is interpersonal theme which is the least number with 8.

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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, a tribe, a country, even a world society. It is hard to imagine how people convey messages without a language. Language is a resource for making meaning. Language has many different aspects such as the sound system, grammatical structures, vocabulary, and many more. Grammar is one of the aspects that often make the English learners find difficulties in learning English. Grammar seems to be one of the most difficult aspects for a language learner because there are many students who fail in using a good grammar in their conversation. Nevertheless, learning grammar is important because we will deal with structure and rules that we need when we want to produce utterances in English. Even though learning grammar is important, some people believe that language learners do not need to be good in grammar to make other people understand what they are saying. In other words, they pay less attention to the importance of learning grammar. Their lack of attention to the importance of grammar might be the major reason why they tend to make mistakes when they are speaking and writing in English. They do not use English correctly. As the English learners, we all agree that there are some difficulties in learning English grammar. One of the difficulties that English learners face is the different concept between English and Indonesian. The

learners have to adjust themselves with some different concepts in English, such as the notion of past, present, and the future tenses, the auxiliary verbs, which do not exist in Indonesian. Moreover, there are of many kinds of English grammar; *Formal grammar* which is concerned to describe the structure of individual sentences; *Functional Grammar* which views language as a resource for making meaning (Gerot and Widgnell 1994: 3).

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 Martin (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 says "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 part. 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. These terms mean that language is used to express our ideas or thought.

English is a very important language in real communication in the world, so many people are interested in learning this language. There are four skills in studying English: reading, listening, writing and speaking. Either spoken or written language is used to make a communication in the society.

Relating to this, editorial is also an important means of communication that can be found in spoken and written forms. Editorials contain messages to the readers. There are many different media that can be used in editorial. Each has its own system conveying messages, especially in using language. The media are radio, television, business journal, theater, magazine, newspaper, billboard media and poster. Printed media is a media that offers the visual message and contains some sentences, picture and photos in interesting colour. Magazine is one of printed media that contains more writing form, so it is easy to understand its language. Language is most important point to attract people to buy the product since the advertisement does not involve a motion picture. Language here refers to

the structure pattern, diction and the other elements, that is going to be discussed more through the analysis of discourse

Discourse is in most everything that we do; which can be spoken or written, or both. A more than less picture is a discourse. Even this paper is also the discourse. It does not only take language to create communication, but also takes media such as picture, gesture, movement, body language, etc.

A text is encoded in sentences, which can be distinguished from a random list of sentences. The former forms a unified whole element which should correlate each other in building the meaning. By this way, the readers are able to interpret it well. While the letter has no relation at all to one another among its element as a disconnected sequence of sentences. Therefore, it is important to know how the parts of a text linked together and how sentences are related to other sentences by referring to text as semantic unity in meaning . This unity is expressed through cohesion among sentences which compose the text.

In English theme can be identified as that or those elements which comes first in the clause. This represents the point of departure of this message from the previous one. The rest of the clause is called the rheme. New information is typically contains rheme. 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 (Gerot and Widgnell 1994:102).

Newspaper is one example of media which gives much information to its readers. As a result, there are many readers give their comment to the news they read. Therefore, the writer is interested in identifying theme on the editorial of the Jakarta Post newspaper. So the writer chooses The Jakarta Post as the object of this study to be investigated since the Jakarta Post is the only one English newspaper in Indonesia.

1.2 Statements of the Problem

The problem of this study can be stated as follows.

1. How is Theme and Rheme realized in the editorial in The Jakarta Post newspaper?
2. What types of Theme are found in the editorial in The Jakarta Post newspaper?

1.3 Scope of the Study

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

1. The data of this thesis proposal, which are in the form of written in English, are ones taken from The Jakarta Post newspaper February 19th 2010 edition entitled “Buttom – up Buggeting”.
2. The analysis on theme of the data uses systemic functional grammar approach proposed by Gerot and Widgnell (1994:104).

1.4 The Objectives of the Study

1. To identify Theme and Rheme realization in the editorial of The Jakarta Post newspaper.
2. To find out types of Theme in the editorial of The Jakarta Post newspaper.

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 departement of faculty of languages and letters. It is expected that by reading this thesis, students will be encouraged to seriously learn subjects related to the textual meaning in writen advertisements.
2. A great knowledge of this study for myself to understand about the textual meaning more detail in writen advertisement
3. A great knowledge of this studies 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. Those are theme and rheme, Clause as Theme in a Clause Complex, thematic equatives, predicated theme, theme in interrogatives, thematic progression, coherence, and coherence in paragraph.

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

RIVIEW 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 meta-functional nalaysis and textual metafuntion, language as a means of communication, communication, levels of language, theme and rheme, theme and mood, clause as theme, theme/rheme: the system, types of theme, magazine as a media of advertisement, thematic progression, coherence, and coherence in paragraph. The complete discussions of each theory above are given in the following subchapters.

2.1 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 Halliday (1994) 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?*

2.2 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. 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 (1994:48) 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.

2.3 Language as a means of communication

People use language to communicate with others. It means that language is used as a means of communication. Communication takes place when a move made by a participant gets a response from the other participant. In communication, people use language to convey information and to lead each other toward an interpretation of meanings and intentions. In other words language is used as a medium of communication. In relation to this, Ventola (1979:267) states that :

Language as a means of communication can be used not only for the transmission of informative messages but also for establishing and maintaining contact between people. Establishing and maintaining social relationships with others are very needed. Everyday people express their social function of language when they interact casually with one another.

From Ventola's statement above there is a fact that language is used as means for people to conduct their social interaction. It is clear that in communication there is an exchange of meaning among the interactants. They construe their experiences in meaning and communicate it to each other through language. Here, language plays an important role to present the meaning above.

2.4 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. 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.

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.

2.5 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 lexicogramatically by the system of Transitivity. Interpersonal meanings construing Tenor are realized lexicogramatically by system of Mood. Textual meanings construing Mode are realized lexicogramatically 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:

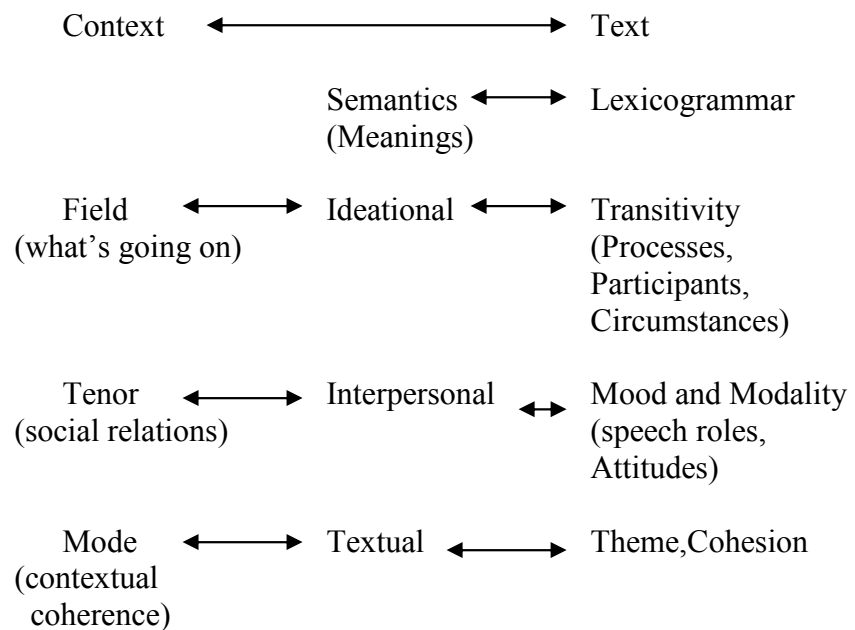


Figure 2.1 The Relationship Between Context, Meaning and Wordings

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.

2.6 Language, Text, and Texture

Language is a system of human communication which consists of the structure arrangement of sound into larger units such as morphemes, words,

phrases, sentences, utterances, and text. Language is used to communicate with others whether written or spoken. Spoken language is used directly to say something and spoken language is more understandable. Written language is a language which reflects to a written form. Language is one of the important materials in constructing the text. Text is used in linguistic to refer to any passage, spoken or written ones. A text may be written or spoken, prose or verse, dialogue or monologue. It may be anything from a single proverb to a whole play. Halliday and Hasan (1994) say that “a text is a unit not of form but of meaning as a semantic”. Text has its texture that distinguishes a text from disconnected sequence of sentences. There will be certain linguistic features present in that passage which can be identified as contributing to its total unity and giving its texture.

2.7 Spoken and Written Language

Spoken language is not the same as written one. They have different characteristic features. Since this study focuses on the students’ talk that is spoken language, it is important to know the differences between spoken and written language. Gerot and Wignell (1994:158) say that spoken and written language differ in a number of ways. Written language is not simply speech written down. Speaking and writing are manifestations of the same linguistic system but in general they encode meaning in different ways because they have evolved to serve different purposes.

The term “written language” does not only refer to language which is written down. Likewise the term “spoken language” does not only refer to language which is said aloud. For example if someone reads an academic paper aloud, the features of the language are more like those of written language than spoken language. Similarly if we transcribe language, the written down version has more in common with spoken language than it does with written. What is at issue here is not just the medium through which language is transmitted but, more importantly, the way meanings are encoded. The key register here is the mode and the key difference between spoken and written language is the relationship between language in the context of speaking (or writing).

Eggins (1994:57) mentions the differences between spoken and written language as shown in table 2.1:

Table 2.1 Characteristic Features of Spoken and Written Language

Spoken language	Written language
Turn-taking organization	Monologic organization
Context dependent	Context independent
Dynamic structure - interactive staging - open-ended	Synoptic structure - rhetorical staging - closed, finite
Spontaneous phenomena (false start, hesitations, interruptions, overlap, incomplete clauses)	“Final draft” (polished) indications of earlier drafts removed
Everyday lexis	“Prestige” lexis
Non-standard grammar	Standard grammar
Grammatical complexity	Grammatical simplicity
Lexically sparse	Lexically dense

Source: (Eggins,1994:57)

From the two dimensions of mode above, the basic contrast between spoken and written language can be characterized. The situations where spoken

language is used typically interactive situations, i.e. our stretch of talk organized turn by turn. The speakers keep taking turns by certain mechanism. On the other hand, this kind of turn-by-turn sequencing of talk is not found in any written language.

2.8 Text in Contexts

A good place to start is to say more precisely what functional linguistic 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 meaning appropriate 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 the 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 element appropriate to their purpose and context.

Actually, a text always occurs in two contexts, one within the other. This is represented visually in Figure 2.2. The outer context around the text is known as the CONTEXT OF CULTURE. When you think of the difference 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 sometime described as all the sum of the meanings it possible to mean in that particular culture.

Within the context of culture, speakers and writers use language in many more specific context of situation. Each of these is an inner context which functional linguistics calls the **CONTEXT OF SITUATION**. The combination of context of culture and context 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.

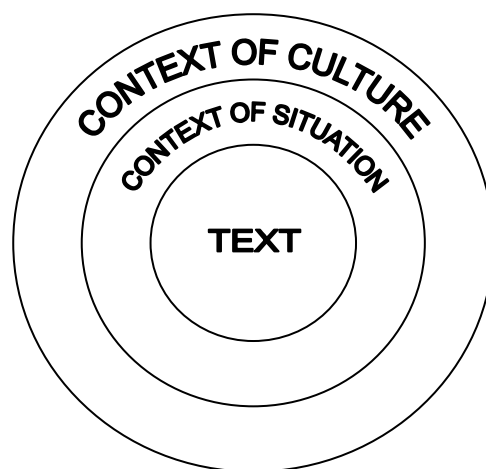


Figure 2.2 Text in context
(David Butt, 1994 : 4)

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 conciously or subconciuously 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 linguistics refers to these three aspects, or parameters, of the context of situation as FIELD, TENOR, and MODE OF DISCOURSE. We see this represented visually in Figure 2.3

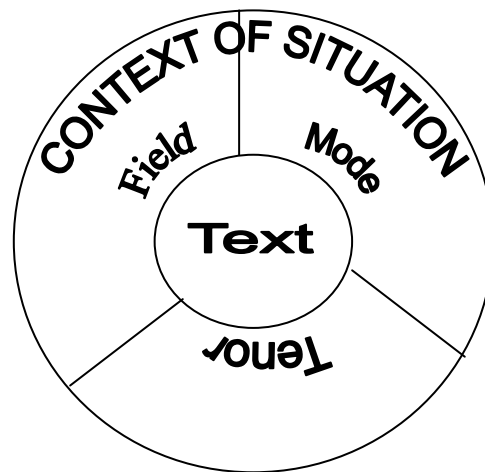


Figure 2.3 Parameters of context of situation
(David Butt, 1994 : 4)

2.9 Field, Tenor and Mode

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

Field : what is to be talked or written about : the long and the short 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 with 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 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 Widgnell, 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. The topical information is also usually related to something, which has been introduced earlier in a text or is retrievable from the context. Look at the following 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 languages 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 consists 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 is not there before. The interaction of Theme and Rheme governs how the information in a text develops. Information prominence can be summarized in the following diagram.

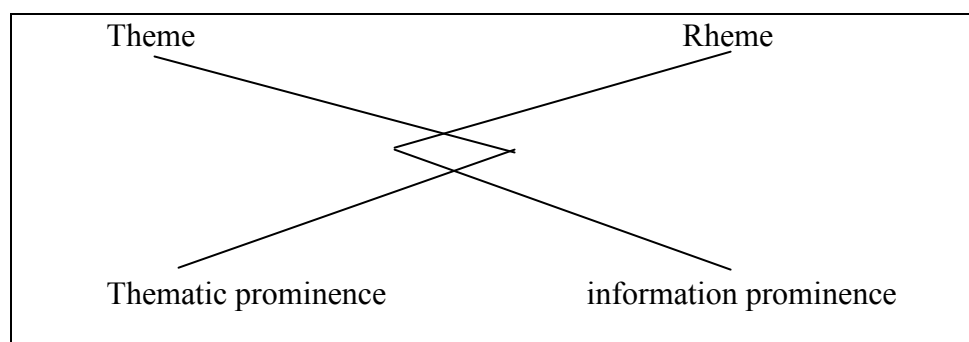


Figure 2.2 Information Promince of Theme

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

2.11 Types of Theme

Theme is divided into 3 categories: Ideational, Textual and Interpersonal (Gerot and Widgnell, 1994:104).

1. Ideational Themes

The ideational or topical Theme is usually but not always the first nominal group in the clause. It can be nominal group complexes, adverbial groups, prepositional phrases or embedded clauses. The subject is also the topical theme in the unmarked case, and it is called a marked topical theme if it is not the subject. The term marked is used because it stands out. It is not what we normally expect to find because it attracts attention.

1) Unmarked Topical Theme

Nominal group as Theme

John	wrote the letter
Theme	Rheme

Nominal group complex as Theme

John and Jessica	wrote the letter
Theme	Rheme

Embedded clause

((What John and Jessica did))	was write the letter
Theme	Rheme

2) Marked Topical Themes

Adverbial Theme

Away	the bird flew
Theme	Rheme

Prepositional phrase as Theme

Her sweater	she made
Theme	Rheme

The Topical Theme was extended and included the theme of a clause.

Thematic are also elements which precede the topical theme, but that are not elements which come after the topical theme.

2. Textual Themes

Textual themes can be continuatives and/or conjunctive adjuncts and conjunctions. The difference is that conjunctive adjuncts are more free to move in a clause whereas conjunctions adjuncts pretty well restricted to being at the beginning. Thus, in the example below, at the beginning at the second clause in each pair, the conjunction 'but' had remain, and in various positions in the clause the conjunctive adjunct 'nevertheless' can occurred.

The procedure was simple
but, nevertheless was very effective.

The procedure was simple
but was, nevertheless, very effective.

The procedure was simple
but was very effective nevertheless.

Structural themes are conjunctions tend to provide textual themes within a clause complex. conjunctive adjuncts tend to (but don't always) join text outside of clause complexes.

Continuatives are a small set of items which, if they are there, 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.

Ok, what we do now is clean our classroom.

Cont.	Topical	Rheme	
Theme			

They signal to the listeners that someone is about to start, resume or continue speaking related to the context of speaking. By providing a logical link between messages conjunctives related the clause to the preceding text.

Well, on the other hand, they would come

Cont.	Conjunctive	Topical	Rheme
Theme			

A clause at the beginning and carry the logico-semantic relations between clauses always occurred almost conjunctions.

Well, on the other hand, if they

Cont.	Conjunctive	Structural	Topical
Theme			

come on Sunday...

Rheme

3. Interpersonal Themes

Thematic are also the topical theme before occurring interpersonal elements. They may be modal adjuncts, vocatives, finite or WH-elements.

1) Modal Adjunct

Maybe	we	must go home now
Modal	Topical	Rheme
Interper.		
Theme		

2) Vocatives

Vocatives (a name or nickname used to address someone) are only thematic if they occur before the topical theme, a finite verb or a modal adjunct.

Dearly beloved	we	are gathered here today
Vocative	Topical	Rheme
Theme		

Simon,	we	hoped to survive until tomorrow
Vocative	Topical	Rheme
Theme		

In the all clauses below the person's name is not used as a vocative; therefore it is topical and not interpersonal.

1. Simon hoped to survive until tomorrow

Topical	Rheme
Theme	

2. Anyway Simon we hoped to survive until tomorrow

Cont.	Vocat.	Top.	Rheme
Text.	Int.	Top.	
Theme			

3. Simon, didn't we hope to survive until tomorrow?

Voc.	Finite	Topical	Rheme
Interper.		Topical	
Theme			

4. But, Simon, surely we can hope until tomorrow

Conj.	Voc.	Modal	Top.	Rheme
Text.	Interpersonal		Top.	
Theme				

The maximum possible theme in a clause would be something like:

5. Well, but alternatively Simon surely wouldn't the best thing

Cont.	Str.	Conj.	Voc	Modal	Finite	Topical
Textual			Interpersonal		Topical	
Theme						

be to survive?

Rheme

2.12 Clause as Theme in a Clause Complex

Eggs (1994:29) states that “The use of the term clause complex which refers to the association of clause in sequence, in either written text, or in spoken text”. In addition Eggs (1994:290) states that “Sentences, whether in speech or writing, typically consist of a number of clauses linked together by a conjunction which expresses the logical connection between the two clauses”. One of the major differences between the ways clauses are linked is whether each clause is largely independent of each other (paratactically related), or whether one clause is dependent upon the other hypotactically related).

Example:

If the dependent clause comes first

Str.	Topical	Rheme
Theme		
Theme		

then it is the Rheme for the whole Complex.

Str.	Topical	Rheme
Theme		
Rheme		

2.13 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 2.1: 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 2.2: 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 2.3: 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 2.4: 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 2.5 : 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)

CHAPTER III

RESEARCH 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, and source of data, collection and technique of data analysis.

3.1 Reseach Design

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, faculty, and accurately. It describes the Theme of the editorial on The Jakarta Post newspaper.

The qualitative research is a procedure of research, in which the collected data will not be created by statistic procedure. In this research, the collected data is often called 'soft data'. It usually reaches in people description that is also not easy done by statistic procedure. So this research is not only limited on collecting and arranging the data orderly, but also analyzing and interpreting the meaning of the data.

3.2 Unit of Analysis

The unit of the analysis of this research will be focused on every clause in the editorial on The Jakarta Post newspaper February 19th 2010 edition. So, the unit of the analysis is clauses.

3.3 Source of Data

The data of the study are in the form written ones. The subject of the study was taken from the editorial in The Jakarta Post newspaper February 19th 2010 Edition. <http://www.thejakartapost.com/news/editorial-bottomup-budgeting.html>

3.4 Tehniques of Data Collection

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

1. Searching the data by collecting the editorial in The jakarta Post newspaper.
2. Choosing the editorial in English in The Jakarta Post newspaper.

2.5 Tehniques of Data Analysis

The steps in analysing the data are as follows :

1. Segmenting the sentences into Clauses.
2. Identifying the Theme and Rheme for each clause.
3. Determining the type of Theme and Rheme for each clause.
4. Drawing conclusion.

CHAPTER IV

DATA ANALYSIS

After the data of the editorial of the Jakarta Post newspaper edition 2010 were classified and analyzed, it can be found that there were 16 paragraphs found in the editorial entitled *Buttom – up Budgeting*. The brief analysis of theme and rheme for each clause of each paragraph can be seen in the following figures and analysis.

4.1 The Findings of Theme and Rheme of the Editorial of The Jakarta Post

After the paragraphs of the introduction are distributed into clauses and classified into theme and rheme. The result of the analysis can be seen in the following table 4.1 below:

Table 4.1 Types of Themes found in *The Editorial of The Jakarta Post Newspaper*

No	Types of Theme	Paragraph of The Editorial of The Jakarta Post																Σ
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	Topical	4	2	6	3	3	2	3	3	4	4	4	4	3	1	4	5	55
2.	Textual	2	1	4	-	4	-	-	-	-	1	-	-	1	-	-	2	15
3.	Interpersonal	-	-	-	1	-	-	1	2	1	-	1	1	-	-	-	-	8

As it is shown in table 4.1 above, it can be seen that topical theme is the most dominant theme found in the editorial of the Jakarta Post newspaper entitled *Buttom – up Budgeting*. The total numbers of topical theme found in clauses is 55 themes. The most occurrences of topical theme are found in the third paragraph with 6 numbers. The examples of topical theme can be seen below:

1. As long as Jakarta Governor Fauzi Wibowo and the City Council stick to the old paradigm,
2. where the two institutions "who know best" have sole rights
3. they will keep missing our targets.
4. They have no choice
5. Millions of Jakartans are currently paying the price for the dispute over the 2008 city budget between the governor and the councilors.

Afterwards, the most occurrence of textual theme is found in the third and the fifth paragraph with 4 each. The examples of textual theme can be seen below:

1. but to involve the public fully, from the very beginning, in the decision-making process for the city's development goals, processes and budget-making.
2. because they were made
3. and city government officials, are held in closed-door sessions
4. and (they) prevented the public from following the budgetary process from the start.
5. and officials can make the deal to their advantage.

Meanwhile, the most occurrence of interpersonal can be seen in the eighth paragraph with 2 themes. The examples of interpersonal theme can be seen below:

1. Whatever the reasons, the delays are regrettable.
2. Following the cuts, the city government has sealed off a number of classrooms in such poor condition
3. Unfortunately, legislators' budgetary decision-making authority has not always been used in the community's best interest.
4. Instead, they often use this power
5. For example, by skipping proper tender procedures the process becomes less transparent

4.2 The Analysis of Theme and Rheme of the Editorial of The Jakarta Post.

After the data of the editorial entitled “Button – up Budgeting” were segmented into each clause, it can be found that there are 16 paragraphs existed in the editorial. The brief explanation of each clause as well as each type of theme is described in the following analysis.

Paragraph 1

1. As long as Jakarta Governor Fauzi Wibowo and the City Council stick to the old paradigm,

As long as	Jakarta Governor Fauzi Wibowo and the City Council	stick to the old paradigm,
Textual	Topical	RHEME
THEME		

2. where the two institutions "who know best" have sole rights to decide the city's aims and goals,

where	The two institutions "who know best"	have sole rights to decide the city's aims and goals,
Textual	Topical	RHEME
THEME		

3. they will keep missing our targets.

they	will keep missing our targets
Topical	
THEME	RHEME

After data of the paragraph one is segmented into each clause as well as each type of theme and rheme, it can be seen that there are three clauses existed in the paragraph 1 above. Type of theme mostly employed by the writer is topical theme. The editorial's writer uses a personal pronoun *they* which can be seen in the fourth clause. The editorial's writer employs the personal pronoun *they* in his writing because he wants to tell the readers about the goals and aims of the governor of Jakarta and the city Council. There are 3 topical theme types found in all the clauses. Then, the other theme type found in the clauses above is *textual* theme which can be seen in the first and second clause with "as long as and where". It tells to the readers that there are 2 institution where they have sole rights to decide the city's aims and goals.

Paragraph 2

1. They have no choice

they	have no choice
Topical	
THEME	RHEME

- but to involve the public fully, from the very beginning, in the decision-making process for the city's development goals, processes and budget-making.

but	to involve the public fully, from the very beginning, in the decision-making process for the city's development goals, processes and budget-making.
Conj.	RHEME
THEME	

- Millions of Jakartans are currently paying the price for the dispute over the 2008 city budget between the governor and the councilors.

Millions of Jakartans	are currently paying the price for the dispute over the 2008 city budget between the governor and the councilors.
Topical	RHEME
THEME	

After data of the paragraph two is segmented into each clause as well as each type of theme and rheme, it can be seen that there are three clauses existed in the paragraph 2 above. In the three clauses above, type of themes mostly employed by the editorial's writer is topical theme with 2 themes and 1 textual theme. The editorial's writer uses a personal pronoun *they* which can be seen in the first clause. The editorial's writer employs the personal pronoun *they* in his writing because he it refers back to the personal pronoun in the first paragraph about the goals and aims of the governor of Jakarta and the city Council. Meanwhile, there are 2 topical theme types found in all the clauses. Then, the other theme type found in the clauses above is textual theme which can be seen in the second clause with conjunction "but". This textual theme is the only type of theme found in the second paragraph. It tells the readers that there is a contrast ideas about a decision making process of the government.

Paragraph 3

1. Fauzi complained the City Council turned the final budget draft upside down,

Fauzi	complained the City Council turned the final budget draft upside down,
Topical	RHEME
THEME	

2. despite the fact it was approved by legislative

despite the fact	it	was approved by legislative
Conj.	Topical	RHEME
THEME		

3. and executive in the middle of January.

and	executive	in the middle of January.
Conj.	Topical	RHEME
THEME		

4. But the public will never know the real reasons behind the delays

But	the public	will never know the real reasons behind the delays
Conj.	Topical	RHEME
THEME		

5. because of the lack of transparency in the deliberation process.

RHEME

6. Many budgetary meetings, between councilors

TOPICAL
THEME

7. and city government officials, are held in closed-door sessions

and	city government officials	are held in closed-door sessions
Conj.	Topical	RHEME
THEME		

8. to which the public are denied access.

RHEME

After data of the paragraph three is segmented into each clause as well as each type of theme and rheme, it can be seen that there are eight clauses existed in the paragraph 3 above. In the eighth clauses above, type of themes mostly employed by the editorial's writer is topical theme with 6 topical themes out of eight clauses and 4 textual themes. The editorial's writer uses a personal pronoun "it" which can be seen in the second clause. The editorial's writer employs the personal pronoun *it* in his writing because he it refers back to the final budget draft. Another topical themes are also found in the first clause, the third clause, the fourth clause, the sixth clause and the seventh clause. Then, the other theme type found in the clauses above is textual theme which can be seen in the second clause with conjunction "despite", the third and the seventh clauses with conjunction "and", and the last is the fourth clause with conjunction "but". The textual theme found in the fourth clause where conjunction "but" is applied means that there is a contrast ideas with the previous statement about the reasons why it is deleyed. Meanwhile, conjunctions "and" in the third and the seventh clauses have a similar meaning, where both conjunctions function as connector with the previous statements. Then, conjunction "despite" here means that it shows the readers the fact about the budget.

Paragraph 4

1. Whatever the reasons, the delays are regrettable.

Whatever the reasons	the delays	are regrettable
Interpersonal	Topical	RHEME
THEME		

2. Fauzi and several other officials say the cuts affect budget allocations including those for education, road damage repairs, flood mitigation projects and poverty eradication.

Fauzi and several other officials	say the cuts affect budget allocations including those for education, road damage repairs, flood mitigation projects and poverty eradication.	
Topical	RHEME	
THEME		

3. Councilors have reportedly shifted funding into less urgent items.

Councilors	have reportedly shifted funding into less urgent items.	
Topical	RHEME	
THEME		

After data of the paragraph two is segmented into each clause as well as each type of theme and rheme, it can be seen that there are three clauses existed in the paragraph 4 above. In the three clauses above, type of themes mostly employed by the editorial’s writer is topical and it is applied in all those three clauses and there is only one interpersonal theme found in the clause above. It is occurred in the first clause with “whatever”. The editorial’s writer uses a personal pronoun *they* which can be seen in the first clause. The editorial’s writer employs the personal pronoun *they* in his writing because he it refers back to the personal pronoun in the first paragraph about the goals and aims of the governor of Jakarta and the city Council.

Paragraph 5

1. The cuts not only violate budgetary deliberation procedures

The cuts	not only violate budgetary deliberation procedures	
Topical	RHEME	
THEME		

2. because they were made

because	they	were made
Conj.	Topical	RHEME
THEME		

3. after the draft budget's approval –

after	the draft budget's approval	
Conj.	RHEME	
THEME		

4. but also confirm

but	also confirm	
Conj.	RHEME	
THEME		

5. that Jakarta legislative councilors are insensitive to the urgent needs of the people.

that	Jakarta legislative councilors	are insensitive to the urgent needs of the people.
Conj.	Topical	RHEME
THEME		

After data of the paragraph five is segmented into each clause as well as each type of theme and rheme, it can be seen that there are five clauses existed in the paragraph five above. In the fifth clauses above, type of themes mostly employed by the editorial's writer is topical theme with 3 topical themes out of five clauses and 4 textual themes also found there. The editorial's writer uses one personal pronoun "they" which can be seen in the second clause. The editorial's writer employs the personal pronoun *they* in his writing because it refers back to

the previous statement about procedures of violate budgetary deliberation. Another topical themes are also found in the first clause and the fifth clause where both of these clauses are not applied the use of personal pronouns. Then, the other theme type found in the clauses above is textual theme which can be seen in the second clause with conjunction “because”, the third clause with “after”, the fourth clause with “but” and the the last clause, the fifth, with that”. The textual theme found in the econd clause with conjunction “because” indicates that there is cause and effect of the previous statement. It can be seen in the statement of the first clause that it tells the readers about violate budgetary deliberation procedures, as a result it produses a reason which is written in the following clauses “because they were made”. And then conjunction “after” in the third clause isdicates that the statement in the second clause will be done after there is an approval of the budgeting. So that is why a statement “after the draft budget's approval “ is produced. The last is the fourth clause where conjunction “but” is applied. It means that there is a contrast ideas with the previous statement about the budget approval. Meanwhile, conjunction “that” in the last clause shows that it is the result of the statement of the previous clause.

Paragraph 6

1. Many roads across the capital have sustained serious damage, worsened by recent rains and flooding.

Many roads across the capital	have sustained serious damage, worsened by recent rains and flooding.
Topical	
THEME	RHEME

- Potholes not only worsen traffic congestion, but also increase the risk of traffic accidents and damage to vehicles.

Potholes not only worsen traffic congestion, but also increase the risk of traffic accidents and damage to vehicles.
Topical
Theme

After data of the paragraph sixth above is segmented into each clause as well as each type of theme and rheme, it can be seen that there are only two clauses existed in the paragraph six above. In the clauses above, type of themes mostly employed by the editorial's writer is topical themes and it can be seen that all the clauses applied topical themes. Besides that, it can be seen in the second clause that there is only consisting of theme and there is no rheme occurred there.

Paragraph 7

- Dozens of school buildings across the capital are reportedly in dire need of funding for repairs due to their age.

Dozens of school buildings across the capital	are reportedly in dire need of funding for repairs due to their age.
Topical	RHEME
THEME	

- Following the cuts, the city government has sealed off a number of classrooms in such poor condition

Following the cuts,	the city government	has sealed off a number of classrooms in such poor condition
Interpersonal	Topical	RHEME
THEME		

- they posed a serious risk of injury or even death.

they	posed a serious risk of injury or even death.
Topical	RHEME
THEME	

After data of the paragraph seven is segmented into each clause as well as each type of theme and rheme, it can be seen that there are three clauses existed in

the paragraph 7 above. In the three clauses above, type of themes mostly employed by the editorial's writer is topical and it is applied in all those three clauses and there is only one interpersonal theme found in the clause above. It is occurred in the second clause with "following the cuts". The editorial's writer uses a subject which can be determined as the theme of the clauses.

Paragraph 8

1. The council approved the 2008 city budget of Rp 20.59 trillion (US\$2.26 billion) in mid January, slightly less than the previous year's Rp 20.95 trillion.

The council	approved the 2008 city budget of Rp 20.59 trillion (US\$2.26 billion) in mid January, slightly less than the previous year's Rp 20.95 trillion.	
Topical	RHEME	
THEME		

2. Unfortunately, legislators' budgetary decision-making authority has not always been used in the community's best interest.

Unfortunately	legislators' budgetary decision-making authority	has not always been used in the community's best interest.
Interpersonal	Topical	RHEME
THEME		

3. Instead, they often use this power

Instead,	they	often use this power
Interpersonal	Topical	RHEME
THEME		

4. to strengthen their bargaining position for their own (or their peers') personal gain.

to strengthen their bargaining position for their own (or their peers') personal gain
RHEME

After data of the paragraph eight is segmented into each clause as well as each type of theme and rheme, it can be seen that there are four clauses existed in the paragraph 8 above. In the four clauses above, type of themes mostly employed by the editorial's writer is topical and it is applied in almost all of the clauses and there are two interpersonal themes found in the clause above. They are occurred in the second clause with "unfortunately" and the third clause with "instead". The editorial's writer uses a subject which can be determined as the theme of the clauses. Meanwhile, it can be seen in the third clause that the editorial's writer used personal pronoun "they" substitutes legislators.

Paragraph 9

1. Another concerning issue has been the sluggishness of the council in returning the draft budget to the city government,

Another concerning issue	has been the sluggishness of the council in returning the draft budget to the city government,		
Topical	RHEME		
THEME			

2. one month after it was approved.

one month	after	it	was approved.
Interpersonal	Textual	Topical	RHEME
THEME			

3. The finalization should have lasted only a few days.

The finalization	should have lasted only a few days.		
Topical	RHEME		
THEME			

4. We deserve an explanation for this.

We	deserve an explanation for this.		
Topical	RHEME		
THEME			

After data of the paragraph nine is segmented into each clause as well as each type of theme and rheme, it can be seen that there are four clauses existed in the paragraph 9 above. In the four clauses above, type of themes mostly employed by the editorial's writer is topical and it is applied in all of the clauses. Meanwhile, there are other types of theme also found in the paragraph above. Those are interpersonal and textual themes which are found in second clause. These interpersonal and textual themes occurred in the same clause. The editorial's writer employ personal pronoun "it" in the second clause treated as topical theme. It refers to the draft budget which is going to be approved by the city council. Then, another personal pronoun is also existed in the the fourth clause with "we". This pronoun indicates that the pronoun "we" refers to the editorial readers. Another types of produced by the editorial's writer is interpersonal theme which is found in the second clause with "one month". It explains that the draft budget will be finished in a month. Then, the last is textual theme which is also found in the second clause with conjunction "after". This conjunction indicates time where it explain about the previous interpersonal theme "one month".

Paragraph 10

1. Both the city administration and the legislature have contributed to the problems.

Both the city administration and the	have contributed to the problems.
--------------------------------------	-----------------------------------

legislature	
Topical	
THEME	RHEME

2. They treated the draft budget

They	treated the draft budget
Topical	
THEME	RHEME

3. which should be a public document -- as confidential papers,

which	should be a public document -- as confidential papers,
Topical	
THEME	RHEME

4. and prevented the public from following the budgetary process from the start.

and	(they)	prevented the public from following the budgetary process from the start.
Textual	Topical	
THEME		RHEME

After data of the paragraph ten is segmented into each clause as well as each type of theme and rheme, it can be seen that there are four clauses found in the paragraph 10 above. In the four clauses above, type of themes mostly employed by the editorial's writer is topical and it is applied in all of the clauses. Meanwhile, there is one type of theme also found in the paragraph above. That is textual theme which is found in the fourth clause. The editorial's writer employs personal pronoun "they" in the second clause treated as topical theme. It refers to both the city administration and the legislature. Another types of theme produced by the editorial's writer is textual theme which is also found in the fourth clause with conjunction and". This conjunction indicates that there is an equal between the previous clause where the city administration and the legislature are going to prevent the confidential papers from the public.

Paragraph 11

1. Learning from previous years, many city government agencies have failed to spend their allocated funds,

Learning from previous years, many city government agencies	have failed to spend their allocated funds,
Topical	
THEME	RHEME

2. which they have blamed on sluggish budgetary disbursements.

which	they	have blamed on sluggish budgetary disbursements.
Interpersonal	Topical	
THEME		RHEME

3. Many urgent projects have failed to meet deadlines

Many urgent projects	have failed to meet deadlines
Topical	
THEME	RHEME

4. since most agencies had only received some 25 percent of allocated funding by the third quarter of each year.

since	most agencies	had only received some 25 percent of allocated funding by the third quarter of each year.
Textual	Topical	
THEME		RHEME

After data of the paragraph eleven is segmented into each clause as well as each type of theme and rheme, it can be seen that there are four clauses existed in the paragraph 11 above. In the four clauses above, type of themes mostly employed by the editorial’s writer is topical and it is applied in all of the clauses. Meanwhile, there are other types of theme also found in the paragraph above. Those are interpersonal and textual themes which are found in second and the fourth clauses. The editorial’s writer employ personal pronoun “they” in the second clause treated as topical theme. It refers to many city government agencies

which fail in spending the allocated funds. Another types of produced by the editorial’s writer is interpersonal theme which is found in the second clause with “which”. It explains that the failure of the city government agencies in spending the funds. Then, the last is textual theme which is also found in the last clause with conjunction “since”. This conjunction indicates the reason where the city government agencies have receive 25 percent of allocated fundings.

Paragraph 12

1. The disbursements have also created inefficiency.

The disbursements	have also created inefficiency
Topical	RHEME
THEME	

2. Limited timeframes for developers to complete projects often result in poor quality workmanship in related projects.

Limited timeframes for developers to complete projects	often result in poor quality workmanship in related projects.
Topical	RHEME
THEME	

3. Time constraints may also leave opportunities for corrupt officials to play games.

Time constraints	may also leave opportunities for corrupt officials to play games.
Topical	RHEME
THEME	

4. For example, by skipping proper tender procedures the process becomes less transparent

For example,	by skipping proper tender procedures the process	becomes less transparent
Interpersonal	Topical	RHEME
THEME		

5. and officials can make the deal to their advantage.

and	officials	can make the deal to their advantage.
Textual	Topical	RHEME
THEME		

After the data of the paragraph twelve is segmented into each clause as well as each type of theme and rheme, it can be seen that there are five clauses existed in the paragraph 12 above. In five clauses above, type of themes mostly employed by the editorial's writer is topical theme and it is applied in all of the clauses. Meanwhile, there are other types of theme also found in the paragraph above. Those are interpersonal and textual themes which are found in fourth and the fifth clauses. There is no personal pronouns found in the paragraph above. The editoial's writer, but most of the subjects produced by the editoial's writer are treated as the theme of each clause. Another types of produced by the editorial's writer is interpersonal theme which is found in the fourth clause with " for example". This means that this clause gives an example about the ofical corruption. Then, the last is textual theme which is also found in the last clause with conjunction "and". This conjunction indicates that there is a relation to the previous clause where the example of skiiping proper tender tender between officials can make the deal to their advantage.

Paragraph 13

1. City leaders must make the budget deliberation process completely transparent

City leaders	must make the budget deliberation process completely transparent
Topical	

THEME	RHEME
-------	-------

2. because the public has the right to know

because	the public	has the right to know
Textual	Topical	RHEME
THEME		

3. how their tax money will be spent.

how their tax money	will be spent.
Topical	RHEME
THEME	

After data of the paragraph thirteen is segmented into each clause as well as each type of theme and rheme, it can be seen that there are only three clauses found in the paragraph 13 above. In three clauses above, type of themes mostly employed by the editorial's writer is topical and it is applied in all of the clauses. Meanwhile, there is one type of theme also found in the paragraph above. That is textual theme which is found in the second clause. There is no personal pronoun used in the clauses above but the subjects of all three clauses have indicated that those are topical themes. Another types of theme produced by the editorial's writer is textual theme which is also found in the second clause with conjunction "because". This conjunction indicates that there is a reason of how to make the budget deliberation process completely transparent.

Paragraph 14

1. City leaders should also learn from other smaller and poorer regencies and provinces like Donggala, Central Sulawesi, West Sumatra and Yogyakarta.

City leaders	should also learn from other smaller and poorer regencies and provinces like Donggala, Central
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	Sulawesi, West Sumatra and Yogyakarta.
Topical	RHEME
THEME	

It can be seen above that in clause fourteen there is only one clause found. Even there is only one paragraph existed but it also consists of a topical theme. It can be seen that the subject “city leader” is treated as topical theme of the clause above and the rest is treated as the rheme.

Paragraph 15

1. People at grassroots levels in these areas are able to get involved in the budget-drafting process.

People at grassroots levels in these areas	are able to get involved in the budget-drafting process.
Topical	RHEME
THEME	

2. It is unacceptable

It	is unacceptable
Topical	RHEME
THEME	

3. to say Jakartans are incapable of knowing

to say Jakartans	are incapable of knowing
Topical	RHEME
THEME	

4. what is the best for the city.

what	is the best for the city.
Topical	RHEME
THEME	

After data of the paragraph eleven is segmented into each clause as well as each type of theme and rheme, it can be seen that there are four clauses existed in

the paragraph 11 above. In the four clauses above, type of themes mostly employed by the editorial's writer is topical and it is applied in all of the clauses. Meanwhile, there are other types of theme also found in the paragraph above. Those are interpersonal and textual themes which are found in second and the fourth clauses. The editorial's writer employ personal pronoun "they" in the second clause treated as topical theme. It refers to many city government agencies which fail in spending the allocated funds. Another types of produced by the editorial's writer is interpersonal theme which is found in the second clause with "which". It explains that the failure of the city government agencies in spending the funds. Then, the last is textual theme which is also found in the last clause with conjunction "since". This conjunction indicates the reason where the city government agencies have receive 25 percent of allocated fundings.

Paragraph 16

1. The governor and councilors must accept

The governor and councilors	must accept	
Topical	RHEME	
THEME		

2. that taxpayers have the right to know

that	taxpayers	have the right to know
Textual	Topical	RHEME
THEME		

3. if their aspirations are fully accommodated in the budget.

if	their aspirations	are fully accommodated in the budget
Textual	Topical	RHEME
THEME		

4. Their money should be used for the betterment of the city and its inhabitants -- not for the interests of a small group of elites

Their money	should be used for the betterment of the city and its inhabitants -- not for the interests of a small group of elites
-------------	---

Topical	RHEME
THEME	

5. who happen to have the power to determine the future of Jakarta.

who	happen to have the power to determine the future of Jakarta
Topical	RHEME
THEME	

After the data of the paragraph twelve is segmented into each clause as well as each type of theme and rheme, it can be seen that there are five clauses existed in the paragraph 12 above. In five clauses above, type of themes mostly employed by the editorial's writer is topical theme and it is applied in all of the clauses. Meanwhile, there are other types of theme also found in the paragraph above. Those are interpersonal and textual themes which are found in fourth and the fifth clauses. There is no personal pronouns found in the paragraph above. The editoial's writer, but most of the subjects produced by the editoial's writer are treated as the theme of each clause. Another types of produced by the editorial's writer is interpersonal theme which is found in the fourth clause with " for example". This means that this clause gives an example about the ofical corruption. Then, the last is textual theme which is also found in the last clause with conjunction "and". This conjunction indicates that there is a relation to the previous clause where the example of skiiping proper tender tender between officials can make the deal to their advantage

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

An editorial, also called a leading article, is a piece of writing intended to promote an opinion or perspective. Editorials are featured in many newspapers and magazines, usually written by the senior editorial staff or publisher of the publication. Additionally, most print publications feature an editorial, or letter followed by a letters to the editor section. The American Society of Magazine editors has developed a list of editorial guidelines, to which a majority of American magazine editors commonly adhere. In this case, the researcher took the editorial from The Jakarta Post newspaper which is published in Indonesia.

After analyzing the data of the editorial about “Bottom – up Budgeting” taken from the Jakarta Post newspaper, it can be seen that there are 16 paragraphs existed in the editorial. From those sixteen paragraphs, there are 62 clauses found. As a result, the researcher concludes that from 62 clauses, there are 55 clauses belong to topical theme. Topical theme functions to emphasize the subject that this subject is the main goal of the editorial topic. Then, the second is textual theme with 13 themes. In this textual theme, the editorial’s writer employs some conjunctions to connect the clauses one another such as *but*, *and*, *since*, *because*, and *after*. The last is interpersonal theme which is the least number with 8.

5.2 Suggestion

After concluding this study, the researcher suggests that:

1. The editorial writer should understand and know about the the use of types of theme where these kinds of theme could help the writers to make a good paragraph.
2. Everyone who wants to do the same research is suggested not only to analyze the written data but also spoken ones.

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APPENDIX

Friday, February 19, 2010 8:12 AM

Editorial: Bottom-up budgeting

Sat, 03/01/2008 3:26 AM | Opinion

As long as Jakarta Governor Fauzi Wibowo and the City Council stick to the old paradigm, where the two institutions "who know best" have sole rights to decide the city's aims and goals, they will keep missing our targets.

They have no choice but to involve the public fully, from the very beginning, in the decision-making process for the city's development goals, processes and budget-making.

Millions of Jakartans are currently paying the price for the dispute over the 2008 city budget between the governor and the councilors.

Fauzi complained the City Council turned the final budget draft upside down, despite the fact it was approved by legislative and executive in the middle of January.

But the public will never know the real reasons behind the delays because of the lack of transparency in the deliberation process. Many budgetary meetings, between councilors and city government officials, are held in closed-door sessions to which the public are denied access.

Whatever the reasons, the delays are regrettable. Fauzi and several other officials say the cuts affect budget allocations including those for education, road damage repairs, flood mitigation projects and poverty eradication. Councilors have reportedly shifted funding into less urgent items.

The cuts not only violate budgetary deliberation procedures -- because they were made after the draft budget's approval -- but also confirm that Jakarta legislative councilors are insensitive to the urgent needs of the people.

Many roads across the capital have sustained serious damage, worsened by recent rains and flooding. Potholes not only worsen traffic congestion, but also increase the risk of traffic accidents and damage to vehicles.

Dozens of school buildings across the capital are reportedly in dire need of funding for repairs due to their age. Following the cuts, the city government has

sealed off a number of classrooms in such poor condition they posed a serious risk of injury or even death.

The council approved the 2008 city budget of Rp 20.59 trillion (US\$2.26 billion) in mid January, slightly less than the previous year's Rp 20.95 trillion.

Unfortunately, legislators' budgetary decision-making authority has not always been used in the community's best interest. Instead, they often use this power to strengthen their bargaining position for their own (or their peers') personal gain.

Another concerning issue has been the sluggishness of the council in returning the draft budget to the city government, one month after it was approved. The finalization should have lasted only a few days. We deserve an explanation for this.

Both the city administration and the legislature have contributed to the problems. They treated the draft budget -- which should be a public document -- as confidential papers, and prevented the public from following the budgetary process from the start.

Learning from previous years, many city government agencies have failed to spend their allocated funds, which they have blamed on sluggish budgetary disbursements. Many urgent projects have failed to meet deadlines since most agencies had only received some 25 percent of allocated funding by the third quarter of each year.

The disbursements have also created inefficiency. Limited timeframes for developers to complete projects often result in poor quality workmanship in related projects. Time constraints may also leave opportunities for corrupt officials to play games. For example, by skipping proper tender procedures the process becomes less transparent and officials can make the deal to their advantage.

City leaders must make the budget deliberation process completely transparent because the public has the right to know how their tax money will be spent.

City leaders should also learn from other smaller and poorer regencies and provinces like Donggala, Central Sulawesi, West Sumatra and Yogyakarta.

People at grassroots levels in these areas are able to get involved in the budget-drafting process. It is unacceptable to say Jakartans are incapable of knowing what is the best for the city.

The governor and councilors must accept that taxpayers have the right to know if their aspirations are fully accommodated in the budget. Their money should be used for the betterment of the city and its inhabitants -- not for the interests of a

small group of elites who happen to have the power to determine the future of Jakarta