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 ex-changed 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.

The researcher tries to analyze the thematic progression more detail in this thesis entitled "Thematic Progression of Reader's Letters on The Jakarta Post Newspaper". It is in order to have more description of how thematic progression is realized in a letter, especially in *The Jakarta Post* newspaper. So the researcher chooses *The Jakarta Post* newspaper October 2011 edition as the object.

1.2 Statements of the Study

The problems of this study can be stated as follows:

1. How the theme and rheme were presented in Reader's Letters found in The Jakarta Post newspaper October 2011 edition?

2. What types of thematic progression are found in Reader's Letters of *The Jakarta Post* newspaper October 2011 edition?

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 Reader's, Letters is written in English, are ones from *The Jakarta Post* October 2011 edition.

2. The analysis on thematic progression of the data uses functional grammar approach proposed by Butt (2001).

1.4 Objectives of the Study

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

1. To find out the theme and rheme of Reader's Letters in the Jakarta Post October 2011 edition.

2. To describe the types of thematic progression patterns in Reader's Letters found in The Jakarta Post October 2011 edition.

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 thematic progression.

2. A great knowledge of this study for myself to understand about the theme and rheme as well as the thematic progression pattern on the Reader's letters.

3. A great knowledge of this study for anybody who reads this thesis.

1.6 Thesis Organization

This thesis should be 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 introduction. It explains background of the study, scope of the study, statements of the problems, objectives of the study, significance of the study, and thesis organization.

Chapter two is review of related literature. It contains the opinion from scientists of education or linguist. It consists of language as a means of communication, levels of language, theme and rheme, theme and mood, clause as theme, theme/rheme: the system, types of theme, thematic progression, coherence, coherence in paragraph, and thematic progression patterns.

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

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

Chapter five is conclusion and suggestion. It contains 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 language as a means of communication, levels of language, theme and rheme, theme and mood, clause as theme, theme/rheme: the system, types of theme, thematic progression, coherence, and coherence in paragraph. The complete discussions of each theory above are given in the following subchapters.

2.1 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.

2.2 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 all*. (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:

Context ⟷ Text
Semantics ⟷ Lexicogrammar
(Meanings)

Field ⟷ Ideational ⟷ Transitivity
(what's going on) (Processes, Participants, Circumstances)

Tenor ⟷ Interpersonal ⟷ Mood and Modality
(social relations) (speech roles, Attitudes)

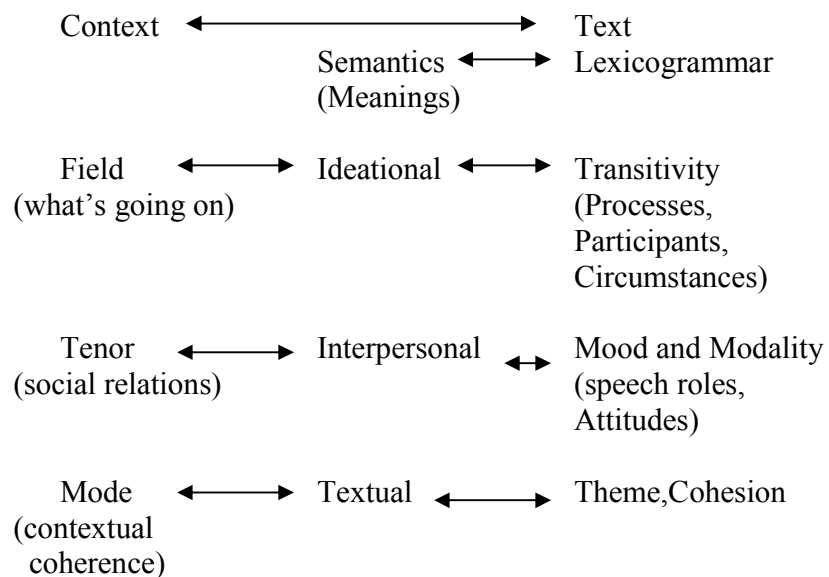Mode ⟷ Textual ⟷ Theme,Cohesion
(contextual coherence)

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.

2.3 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 the information that links to the clause to what has come before. For example, placing conjunctions at the beginning of clauses because they provide a logical link with what has gone before. Information can indicate 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 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

From the sentence above, 'I' at the beginning, tell 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. The identity of 'I' outside the text is 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. Onto the next line: **where Mister, when you're young.** The new information from the previous line is 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.

Theme   Rheme

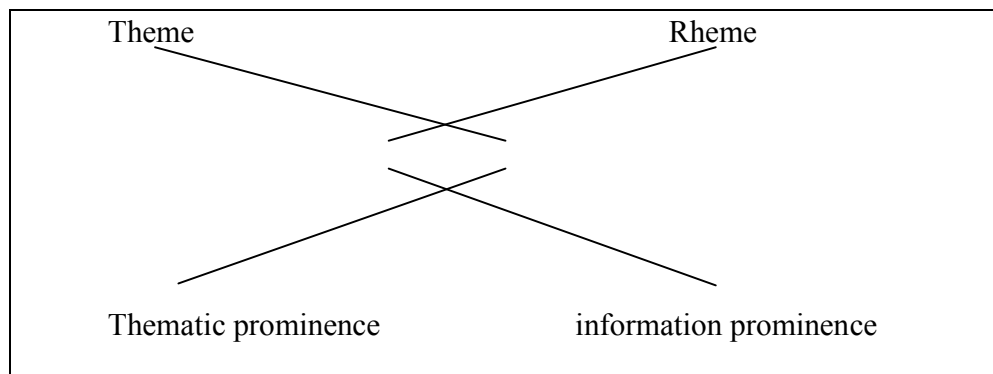Thematic prominence   information prominence

Figure 2.2: The interaction of theme and rheme (Based on Gerot and
Wignell 1994:103)

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

2.4 Theme and Mood

A theme that is something other than the subject, in a declarative clause, we shall refer to as a MARKED THEME. The most usual from of marked Theme is an adverbial group, e. g. today, suddenly, somewhat diffractedly, or prepositional phrase, e. g. at night, in the corner, without much hope, functioning as adjunct in the clause. Least likely to be thematic is a COMPLEMENT, which is a nominal group that is not functioning as subject something that could have been a subject but is not, (Halliday, 1994:44).

Every independent clause select for mood some, like john ! and good night, are minor clause they have no thematic structure and so will be left out of account. The others are major clauses. An independent major clause is either indicative or imperative in mood: If indicative, it is either declarative, it is either declarative or interrogative. (Halliday, 2004:75).

2.5 Clause as Themes

Up to now we have been considering Theme-Rheme have been considered purely of a structure within the clause, a structure whose elements are therefore constituents of the clause; and basically this is what it is. But at sometime thematic organization is found appearing in different guises throughout

the system of the language, with manifestation both above the clause and bellow it.

Well	But	Then	Ann	surely	Wouldn't	the best idea	be to join the group
Cont	Str.	Conj.	vocative	modal	Finite	topical	
Textual			Interp.			experiental	
Theme							Rheme

Figure 2.3 maximally extended Theme (Haliday, 1994:54)

2.6 Types of Theme

The Theme is divided into 3 categories: Ideational, Textual and Interpersonal (Gerot and Wignell1994:104).

Ideational or Topical 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.

Because the theme is the starting point from which experiment are unfolded in a clause, it must include the whole of the first item in the experiential meanings. This means that the division between theme and rheme in a finite clause always comes at the end of the first group or phrase relevant to the experiential function and meaning, whether this first element is participant, process or circumstance. Because it is the place

13

where the experiences in the clause begin, this first element is known as the Topical Theme (Butt, 2001:136).

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.

a. **Unmarked Topical Theme**

Martin, Matthiessen and Painter (1997:24) state about unmarked topical theme: "If the first topical theme of a declarative clause is also the subject of the clause, then the theme choice is a neutral or 'unmarked' one, which gives the theme no special prominence".

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

b. Marked Topical Themes

"However, when the topical theme of a declarative clause is not the subject, it gains a greater textual prominence. Non-subject themes are 'marked' themes and are often important in structuring the larger discourse" (Martin, Matthiessen and Painter, 1997:24).

Adverbial Theme

Away   the bird flew

Theme	Rheme

Prepositional phrase as Theme

Her sweater   she made

Theme	Rheme

The Topical Theme was extended and include 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.

1. Textual Themes

Textual Themes can be continuatives and/or Conjunctive Adjuncts and Conjunctions. "Adjunct themes tend to serve a particular function in signaling textual organization" (Thompson, 1996:122).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.

1. *The procedure was simple*

   but, nevertheless was very effective.

2. *The procedure was simple*

   but was, nevertheless, very effective.

3. *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.

"A continuative is one of a small set of words which signal a move in the discourse: a response, in dialogue, or a new move to the next point if the same speaker is continuing" (Halliday, and Matthiessen, 2004:81). 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 carries 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

2. **Interpersonal Themes**

Thematic are also the Topical Theme before occurring Interpersonal elements. "Modal adjuncts as themes can be referred to simply as Interpersonal Themes" (Lock, 1996:230). Interpersonal themes may be Modal Adjuncts, Vocatives, Finite or WH-elements (see Themes in Interrogatives below).

a. **Modal Adjunct**

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

b. 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 clause below the person's name is not used as a Vocative; therefore it is Topical and not Interpersonal.

Simon   hoped to survive until tomorrow

Topical	Rheme
Theme	

Anyway   Simon   we   hoped to survive until tomorrow

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

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

Voc.	Finite	Topical	Rheme
Interper.		Topical	
Theme			

But,   Simon,   surely   we   can hope until tomorrow

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

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

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

2.7 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. A coherent paragraph consists of interrelated sentences which move in such a way that they smooth the way, one for another.

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: 4) as cited in Malmkjer (1991:465).

2.8 Coherence in Paragraph

A paragraph is usually a series of sentences that develop one topic. A paragraph can be as long or as short as necessary to develop the topic. The purpose of paragraphing is to show a change of thought or change of topic. For that reason, each paragraph must be limited to a single topic. The topic is most often expressed in the topic sentence, which is usually the first sentence of the paragraph. The other sentences in the paragraph develop the main idea of the paragraph. Any sentences that do not relate to the topic sentence should be removed.

Many sentences combine to make up a paragraph, paragraphs combine to form composition. Each paragraph is a building block in the structure of the composition and, such as, must make its specific contribution to the composition.

2.9 Thematic Progression

The notions of theme and rheme are also employed in the examination of thematic progression, or method of development of a text. Thematic progression refers to the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme. Thematic progression in Cherie's

text, *a good teacher* and *the teacher* are the predominant themes, appearing in clauses 1,2,3 and 4 (table 2.1).This kind of pattern has been referred to as theme reiteration or constant theme pattern. It is illustrated in figure 2.4.

Theme	Rheme
A good teacher	needs to be understanding to all children
He or she	must also be fair and reasonable
The teacher	must work at a sensible pace and not one thing after another
The teacher	also needs to speak with a clear voice

Table 2.1: Theme and rheme: A reiteration/constant theme.
(based on Butt et.al, 2001:142)

Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Theme 4 ⟶ Rheme 4
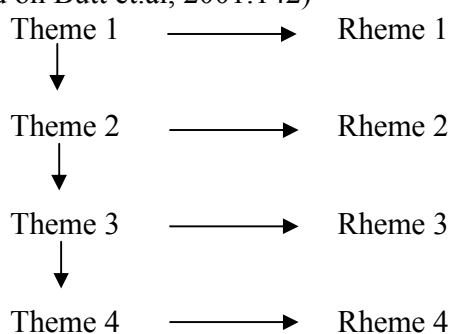
Figure 2.4: Thematic Progression: Theme reiteration/constant theme.

Another common pattern of thematic progression is when the subject matter in the rheme of one clause is taken up in the theme of a following clause. This pattern is illustrated in Figure 2.5. The text analyzed in table 2.2 shows an example of this kind of progression. This is referred to as a zigzag or linear theme pattern.

Theme	Rheme
The American Psychological Association	specifies a documentation format required by most psychology, sociology, communication, education and economics instructors.
This format	includes parenthetical documentation in the text that refers to an alphabetical reference at the end of chapters.

Table 2.2: Theme and rheme: A zigzag/linear theme pattern.
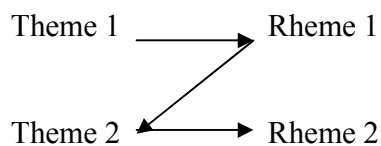(based on Clogg and Wheeler 1991:83).

Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Figure 2.5 Thematic progression: A zigzag/linear theme pattern.

Equally, texts may include reiteration and zigzag patterns as well as other kinds of progression such as a *multiple-theme* or split rheme patterns. In multiple theme or split rheme progression, 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 analysis of the text in Table 2.3 and the illustration of its thematic progression in figure 2.6 include an example of multiple theme progression. In this particular text, the two pieces of information in rheme 2 ('two alphabets' and 'Chinese ideograms') are picked up in themes 2 and 3 respectively. Also 'Hiragana' in rheme 3 and 'katakana' in rheme 3 are picked up in theme 4

(hiragana), and themes 5 and 6 (katakana), respectively (although in the case of theme 6 the theme, 'katakana', is ellipsed). This text also includes an example of *theme reiteration* between the first two clauses ('Japanese' and 'they') and a simple zigzag pattern between the references to 'kanji' in rheme 4 and theme 6.

Theme	Rheme
When Japanese people	write their language
They	use a combination of two separate alphabets as well as ideograms borrowed from Chinese.
The two alphabets	are called hiragana and katakana.
The Chinese ideograms	are called kanji.
Hiragana	represents the 46 basic sounds that are made in the Japanese language.
Katakana	represents the same sounds as hiragana
but	is used mainly for words borrowed from foreign languages and for sound effects.
Kanji	are used to communicate an idea rather than a sound.

Table 2.3: Theme and Rheme: A multiple theme/split rheme pattern.
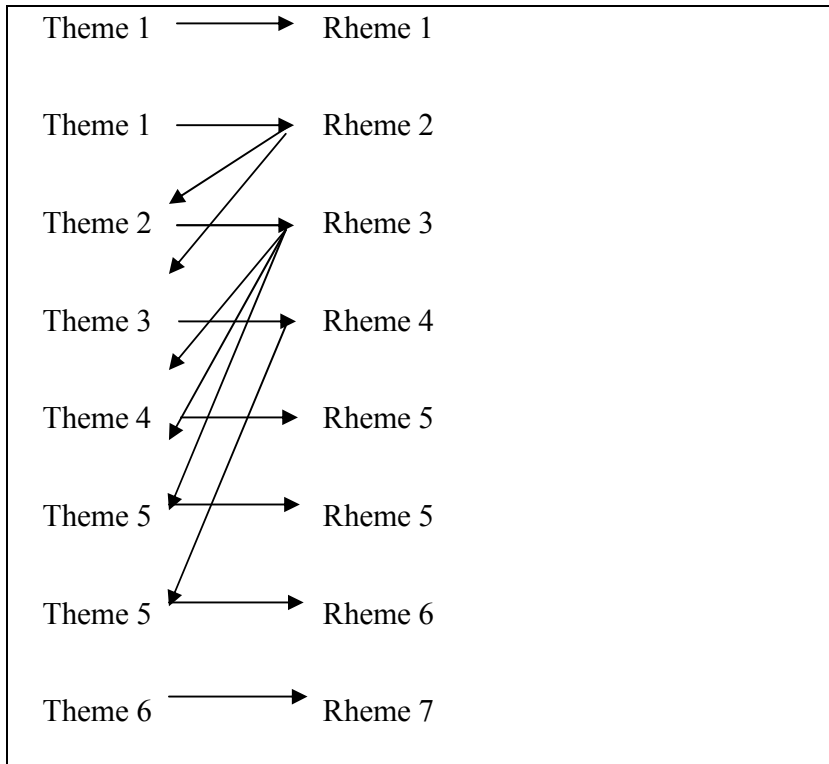(based on Nesbitt *et al*. 1990:21)

Theme 1 → Rheme 1

Theme 1 → Rheme 2

Theme 2 → Rheme 3

Theme 3 → Rheme 4

Theme 4 → Rheme 5

Theme 5 → Rheme 5

Theme 5 → Rheme 6

Theme 6 → Rheme 7

Figure 2.6: Thematic progression: A multiple theme/split rheme pattern
(based on Nesbitt et al. 1990:21)

CHAPTER III

RESEARCH METHOD

In conducting this research, it is important for a researcher to determine the research method that the 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 Research 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, factually, and accurately (Maxwell, 1996: 10). It describes the thematic progression on Reader's Letters in *The Jakarta Post* newspaper October 2011 edition.

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 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 its data.

3.2 Unit of Analysis

The unit of the analysis of this research focused on every clause in the Reader's Letters from *The Jakarta Post* Newspaper October 2011 edition. So the unit of analysis is clauses.

3.3 Source of Data

The data of the study are in the form of Reader's Letters. The subject of the study was taken from 8 Reader's Letters in *The Jakarta Post* Newspaper October 2011 edition written in English.

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 Reader's Letters in *The Jakarta Post* newspaper October 2011 edition.

2. Reading the Reader's Letters. By reading the Reader's Letters, 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.

2. Identifying the Theme and Rheme for each clause.

3. Identifying the types of theme in each clause.

4. Describing the thematic progression of the Reader's letters.

5. Drawing the thematic progression pattern of the Reader's letters.

CHAPTER IV

DATA ANALYSIS

In this chapter, the result of data analysis is given and arranged to answer the problem of this research. The problems are to identify the theme and rheme, and the coherence of the sentences of the Reader's letters as well as to describe the types of thematic progression in the Reader's letters. This thesis analyzes 8 Reader's letters which were taken from the Jakarta Post October 2011 edition.

The analysis is divided into 5 sections:

1. Segmenting the data into clauses.

2. Identifying the Theme and Rheme for each clause.

3. Identifying the types of theme in each clause.

4. Describing the thematic progression of the Reader's letters.

5. Drawing the thematic progression pattern of the Reader's letters.

4.1 The Finding of Thematic Progression Pattern on the Reader's Letters of the Jakarta Post October 2011 Edition

No	Thematic progression	Reader's Letters								Σ
		1	2	3	4	5	6	7	8	
1.	Reiteration	6	2	1	2	3	1	1	-	16
2.	Zig –zag	2	4	5	2	2	1	4	-	20
3.	Multiple	2	2	2	1	-	7	2	-	16
	Total	10	8	8	5	5	9	7	-	52

As shown in the table above, it can be seen that the most dominant thematic progression pattern found in the reader's letters is reiteration theme patterns. Then, it is followed by zig-zag theme pattern and the last is multiple the patterns. The brief explanation of the finding can be seen in the following subchapter.

4.2 The Analysis of Thematic Progression Pattern of the Reader's Letters

4.2.1 Thematic Progression Analysis of Reader's Letter 1

Letter: Should we prosecute drug users?

This is a comment on a news report entitled "Indonesian student charged with cannabis possession, (Oct. 10). The possession of cannabis by students is not a matter for the police or the courts; it is an issue for their parents and academic counselors.

An end to the "war on drugs" is long overdue, given the overwhelming evidence that it has caused vastly increased consumption of many of the drugs whose use it purports to prevent, has encouraged corruption on an epidemic scale, has fuelled the exponential growth of armed gangs and conflict, has contributed massively to the spread of HIV and other diseases and, by no means least, has incubated a political and media culture of deception, dogmatism and demonization.

Thus, although the genetic, physiological, psychological and social issues relating to drug use, both beneficial and harmful, are increasingly well understood by scientists, the implementation of policies and practices oriented to encouraging the beneficial use of drugs and minimizing the harmful use of drugs will require not only a firm scientific foundation, but also a transformation of the current mindset allowing the mystification of drug use as a vehicle for other political goals.

John Hargreaves
Jakarta

After the data of reader's letter 1 was analyzed, it is found that there are three paragraphs in the letter above, it is divided into clauses afterward it is classified into theme and rheme. The themes and rhemes of paragraph 1 of reader's letter 1 are as follows:

Clause	Theme	Rheme
1.	This	is a comment on a news report titled "Indonesian student charged with cannabis possession, (Oct. 10).
2.	The possession of cannabis by Students	is not a matter for the police or the courts;
3.	It	is an issue for their parents and academic counselors.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter. The reader develops his writing by employing multiple pattern and zig-zag pattern like shown in the following figure.

Theme 1 ⟶ Rheme 1
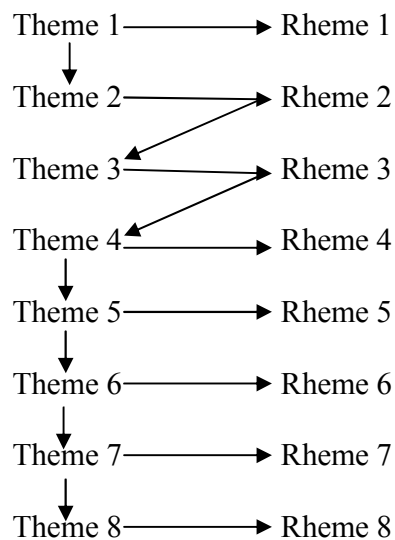Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3
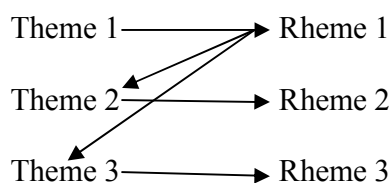
Figure 4.1 Thematic Progression Pattern of Paragraph 1 of Reader's Letter

Paragraph 2

After paragraph 1 of reader's letter was divided into theme and rheme, it is found that there are three clauses in paragraph 1 above. The themes and rhemes of paragraph 2 of reader's letter 1 are as follows:

Clause	Theme	Rheme
1.	An end to the "war on drugs"	is long overdue, given the overwhelming evidence
2.	that it	has caused vastly increased consumption of many of the drugs
3.	whose	use it purports to prevent,
4.	(it)	has encouraged corruption on an epidemic scale,
5.	(it)	has fuelled the exponential growth of armed gangs and conflict,
6.	(it)	has contributed massively to the spread of HIV and other diseases and, by no means least,
7.	(it)	has incubated a political
8.	And (it)	media culture of deception, dogmatism and demonization.

The figure below describes the thematic progression pattern of paragraph 2 of reader's letter 1. The reader develops his writing by employing constant pattern and zig-zag pattern like shown in the following figure.

Figure 4.2 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 1

Paragraph 3

After paragraph 3 of reader's letter 1 was divided into theme and rheme, it is found that there are five clauses in the paragraph 3 above. The themes and rhemes of paragraph 3 of reader's letter 1 are as follows:

Clause	Theme	Rheme
1.	Thus, although the genetic, physiological, psychological and social issues relating to drug use, both beneficial and harmful,	are increasingly well understood by scientists,
2.	the implementation of policies and practices oriented to encouraging the beneficial use of drugs and minimising the harmful use of drugs	will require not only a firm scientific foundation, but also a transformation of the current mindset allowing the mystification of drug use as a vehicle for other political goals.

The figure below describes the thematic progression pattern of paragraph 3 of reader's letter 1. The reader develops his writing by employing constant pattern like shown in the following figure.
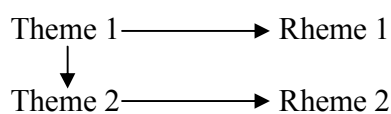
Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Figure 4.3 Thematic Progression Pattern of Paragraph 3 of Reader's Letter 1

4.2.2 Thematic Progression Analysis of Reader's Letter 2

Letter: Reading culture revolution

I firstly read the article entitled "Reading culture: a long journey to a developing country" last Saturday, Oct. 15, with two of my colleagues in a coffee shop. The three of us agreed with almost all the points that Betsy Sahetapy, the author, provided in the article. It's true that perhaps most of us, especially youngsters, are interested in reading books.

I agree with the thoughts of Filipo Giancarlo in his letter of Oct. 18. Betsy has disregarded the affect of technology in today's living. I believe that the presence of smartphones, tablets and netbooks, all supported with an Internet connection, have revolutionized our reading culture. Recently, audiences have become less interested in reading printed books. They are more captivated by reading handy and mobile electronic books.

However, I disagree with Giancarlo's point regarding the suppression of television or other media. I am optimistic that among the majority of poor quality programs on our TV, there are still some good ones. I have seen some. Also, TV is another channel from which we can learn new perspectives, just like the essence of reading. Blaming TV for bad education is not adequate as it does not solve the problem.

Gilang Reffi Hernanda
Jakarta

After the data of reader's letter 2 was analyzed, it is found that there are three paragraphs in the letter above. After that, it is divided into clauses afterward, it is classified into theme and rheme that there are 5 clauses found in the first paragraph. The themes and rhemes of paragraph 1 of reader's letter 2 are as follows:

Paragraph 1

Clause	Theme	Rheme
1.	I	firstly read the article entitled "Reading culture: a long journey to a developing country" last Saturday, Oct. 15, with two of my colleagues in a coffee shop.
2.	The three of us	agreed with almost all the points
3.	that Betsy Sahetapy, the author,	provided in the article.
4.	It	's true
5.	that perhaps most of us especially youngsters,	are interested in reading books.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter 2. The reader develops his writing by employing zig-zag pattern like shown in the following figure.

Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Theme 4 ⟶ Rheme 4

Theme 5 ⟶ Rheme 5
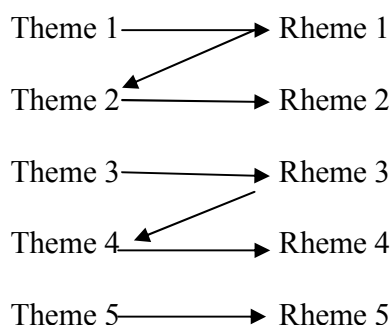
Figure 4.4 Thematic Progression Pattern of Paragraph 1 of Reader's Letter 2

Paragraph 2

After paragraph 2 of reader's letter 2 was divided into theme and rheme, it is found that there are six clauses in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 2 are as follows:

Clause	Theme	Rheme
1.	I	agree with the thoughts of Filipo Giancarlo in his letter of Oct. 18.
2.	Betsy	has disregarded the affect of technology in today's living.
3.	I	believe
4.	that the presence of smartphones, tablets and netbooks, all supported with an Internet connection,	have revolutionized our reading culture.
	Recently, audiences	have become less interested in reading printed books.
6.	They	are more captivated by reading handy and mobile electronic books.

The figure below describes the thematic progression pattern of paragraph 2 of the reader's letter 2. The reader develops his writing by employing constant and zig-zag pattern like shown in the following figure.
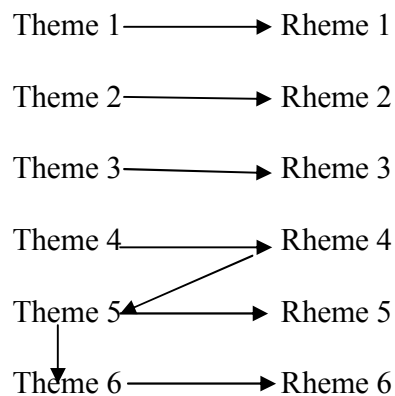
Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Theme 4 ⟶ Rheme 4

Theme 5 ⟶ Rheme 5

Theme 6 ⟶ Rheme 6

Figure 4.5 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 2

Paragraph 3

After paragraph 3 of reader's letter 2 was divided into theme and rheme, it is found that there are seven clauses in the paragraph 3 below. The themes and rhemes of paragraph 3 of reader's letter 2 are as follows:

Clause	Theme	Rheme
1.	However, I	disagree with Giancarlo's point regarding the suppression of television or other media.
2.	I	am optimistic
3.	that among the majority of poor quality programs on our TV, there	are still some good ones.
4.	I	have seen some.
5.	Also, TV	is another channel from which we can learn new perspectives, just like the essence of reading.
6.	Blaming TV for bad education	is not adequate
7.	as it	does not solve the problem.

The figure below describes the thematic progression pattern of paragraph 3 of the reader's letter 2. The reader develops his writing by employing constant and zig-zag pattern like shown in the following figure.
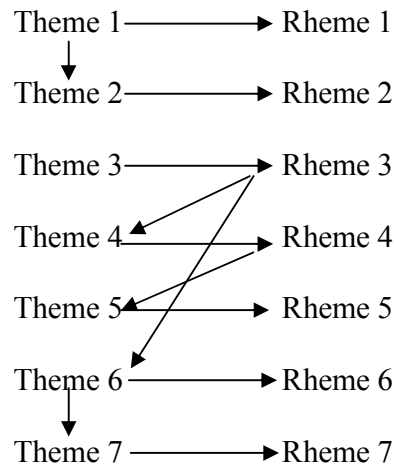
Theme 1 ⟶ Rheme 1
Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3
Theme 4 ⟶ Rheme 4
Theme 5 ⟶ Rheme 5
Theme 6 ⟶ Rheme 6
Theme 7 ⟶ Rheme 7

Figure 4.6 Thematic Progression Pattern of Reader's Letter 2 of Paragraph 3

4.2.3   Thematic Progression Analysis of Reader's Letter 3

Letter: RIM's commitment to RI's high-tech

"Love Indonesia" is more than an award winning BlackBerry app that has been downloaded by more than half a million customers. It is also a great example of how local Indonesian application developers and entrepreneurs are emerging as an important part of a new and growing sector of the economy. Apps like "Love Indonesia" are at the heart of a new idea that we at Research In Motion (RIM) are working on with several departments within the Indonesian government. The idea is for RIM to further invest in Indonesia and collaborate closely with government ministries and higher education institutions, in order to ultimately help Indonesian developers build applications that can be marketed locally and exported around the world.

And where better for RIM to do this than in Indonesia, which is an important growing market in Southeast Asia? Today, through the global BlackBerry network, Indonesian app developers can reach a global audience of over 70 million customers, who currently download over 3 million apps a day. That's an attractive market for any new startup enterprise.

After the data of reader's letter 3 was analyzed, it is found that there are two paragraphs in the letter above then, it is divided into clauses afterward it is classified into theme and rheme and it can be seen that there are seven clauses found. The themes and rhemes of paragraph 1 of reader's letter 3 are as follows:

Paragraph 1

Theme	Rheme
1. Love Indonesia"	is more than an award winning BlackBerry app
2. that	has been downloaded by more than half a million customers.
3. It	is also a great example of how local Indonesian application developers and entrepreneurs are emerging as an important part of a new and growing sector of the economy.
4. Apps like "Love Indonesia"	are at the heart of a new idea that we at Research In Motion (RIM) are working on with several departments within the Indonesian government.
5. The idea	is for RIM to further invest in Indonesia
6. And (it)	collaborate closely with government ministries and higher education institutions, in order to ultimately help Indonesian developers build applications
7. that	can be marketed locally and exported around the world.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter 3. The reader develops his writing by employing multiple pattern and zig-zag pattern like shown in the following figure.
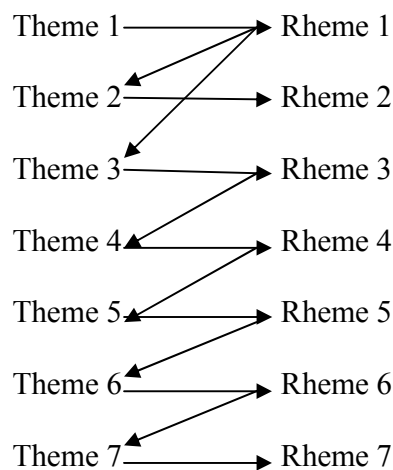
Theme 1 ⟶ Rheme 1
Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3
Theme 4 ⟶ Rheme 4
Theme 5 ⟶ Rheme 5
Theme 6 ⟶ Rheme 6
Theme 7 ⟶ Rheme 7

Figure 4.7 Thematic Progression Pattern of Paragraph 1 of Reader's Letter 3

Paragraph 2

After paragraph 2 of reader's letter 3 was divided into theme and rheme, it is found that there are only three clauses in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 3 are as follows:

Clause	Theme	Rheme
1.	And where better for RIM to do this than in Indonesia, which	is an important growing market in Southeast Asia?
2.	Today, through the global BlackBerry network, Indonesian app developers	can reach a global audience of over 70 million customers, who currently download over 3 million apps a day
3.	That	's an attractive market for any new startup enterprise.

The figure below describes the thematic progression pattern of paragraph 2 of the reader's letter 3. The reader develops his writing by employing constant and zig-zag pattern like shown in the following figure.
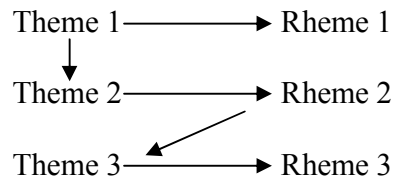
Theme 1 ——————→ Rheme 1

Theme 2 ——————→ Rheme 2

Theme 3 ——————→ Rheme 3

Figure 4.8 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 3

4.2.4 Thematic Progression Analysis of Reader's Letter 4

Letter: Hog is the new Bull

A decade ago, 9/11 changed the American skyline forever. Three years back, the collapse of Lehman Brothers changed the picture on the street, that is, Wall Street. Thereafter, bailing out the rest of the too-big-to-fail candidates became the norm challenging the ground reality of free market capitalism. In spite of the quality seeding and a double dose of nourishing nutrients, growth remains stunted notwithstanding exceptions, such as the Apple tree.

On the other hand, there is lot of hunger in the world, in those nations that are trying to catch up. They have a genuine appetite that needs to be fed and thus the emergence of BRIC. It is no wonder then that China is galloping and distinctly ahead of the others. After all, who else but the Chinese know how to make a Great Wall from bricks?

As this force works to move the engine of economy, it needs to consume to replenish the spent energy. In a consumptive society, wouldn't it be more appropriate to use a consumption volume index instead of a consumer price index as the barometer of growth? In this context, whenever we see the soybean and corn prices rally, bullishness of these feed ingredient prices would seem more hoggish.

After the data of reader's letter 4 was analyzed, it is found that there are three paragraphs in the letter above then, it is divided into clauses and afterward it is classified into theme and rheme and it can be seen that there are four clauses found. The themes and rhemes of paragraph 1 of reader's letter 4 are as follows:

Paragraph 1

Clause	Theme	Rheme
1.	A decade ago, 9/11	changed the American skyline forever.
2.	Three years back, the collapse of Lehman Brothers	changed the picture on the street, that is, Wall Street.
3.	Thereafter, bailing out the rest of the too-big-to-fail candidates	became the norm challenging the ground reality of free market capitalism.
4.	In spite of the quality seeding and a double dose of nourishing nutrients, growth	remains stunted notwithstanding exceptions, such as the Apple tree.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter 4. The reader develops his writing by employing multiple pattern and zig-zag pattern like shown in the following figure.
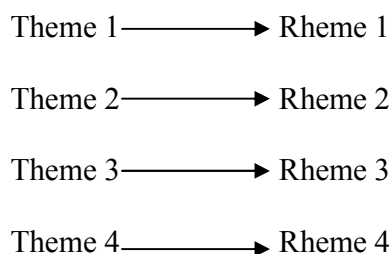
Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

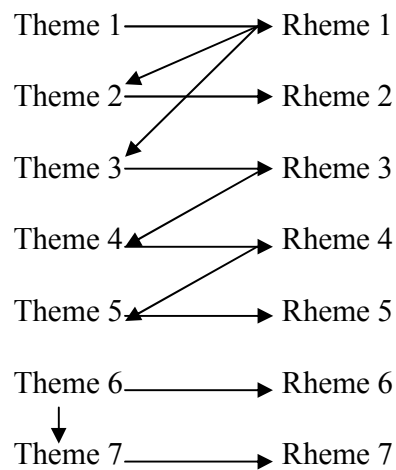Theme 3 ⟶ Rheme 3

Theme 4 ⟶ Rheme 4

Figure 4.9 Thematic Progression Pattern of Paragraph 1 of Reader's Letter 4

Paragraph 2

After paragraph 2 of reader's letter 4 was divided into theme and rheme, it is found that there are seven clauses in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 4 are as follows:

Clause	Theme	Rheme
1.	On the other hand, there	is lot of hunger in the world, in those nations
2.	that	are trying to catch up.
3.	They	have a genuine appetite
4.	that	needs to be fed and thus the emergence of BRIC.
5.	It	is no wonder then
6.	that China	is galloping and distinctly ahead of the others.
7.	After all, who	else but the Chinese know how to make a Great Wall from bricks?

The figure below describes the thematic progression pattern of paragraph 2 of the reader's letter 4. The reader develops his writing by employing multiple and zig-zag pattern like shown in the following figure.

Theme 1 ——→ Rheme 1
Theme 2 ——→ Rheme 2
Theme 3 ——→ Rheme 3
Theme 4 ——→ Rheme 4
Theme 5 ——→ Rheme 5
Theme 6 ——→ Rheme 6
Theme 7 ——→ Rheme 7

Figure 4.10 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 4

Paragraph 3

After paragraph 3 of reader's letter 4 was divided into theme and rheme,
it is found that there are three clauses in the paragraph 3 below. The themes and
rhemes of paragraph 3 of reader's letter 4 are as follows:

Clause	Theme	Rheme
1.	As this force works to move the engine of economy, it	needs to consume to replenish the spent energy.
2.	In a consumptive society, wouldn't it	be more appropriate to use a consumption volume index instead of a consumer price index as the barometer of growth?
3.	In this context, whenever we	see the soybean and corn prices rally, bullishness of these feed ingredient prices would seem more hoggish.

The figure below describes the thematic progression pattern of paragraph
3 of the reader's letter 4. The reader develops his writing by employing constant
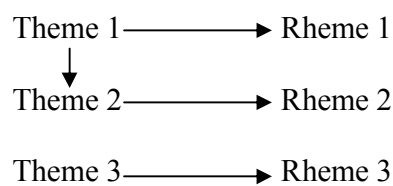pattern like shown in the following figure.

Theme 1 ⟶ Rheme 1
↓
Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Figure 4.11 Thematic Progression Pattern of Paragraph 3 of Reader's Letter 4

4.2.5 Thematic Progression Analysis of Reader's Letter 5

Letter: Students' business simulation

As an entrepreneurship freelance trainer and visiting lecturer at the School of Business and Economics at Brawijaya University, I feel how difficult it is to get academic faculty members, especially those who possess authority, to understand that students need to be encouraged to produce and market products.

In entrepreneurship class we put students into several groups and ask them to produce a business concept after identifying some aspects recommended through a SWOT analysis (strengths, weaknesses, opportunities and threats) of their members.

And as we know, most of our campuses do not have special and strategic places to introduce and sell students' business products. What campuses usually have are canteens, whose managements do not represent students of business schools.

Aries Musnandar
Malang, East Java

After the data of reader's letter 5 was analyzed, it is found that there are three paragraphs existed in the letter above

In the first paragraph, it can be seen that there are four clauses found. The themes and rhemes of paragraph 1 of reader's letter 5 are as follows:

Paragraph 1

Clause	Theme	Rheme
1.	As an entrepreneurship freelance trainer and visiting lecturer at the School of Business and Economics at Brawijaya University,	I feel how difficult
2.	it	is to get academic faculty members, especially those
3.	who	possess authority, to understand
4.	that students	need to be encouraged to produce and market products.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter 5. The reader develops his writing by employing multiple, constant and zig-zag pattern like shown in the following figure.
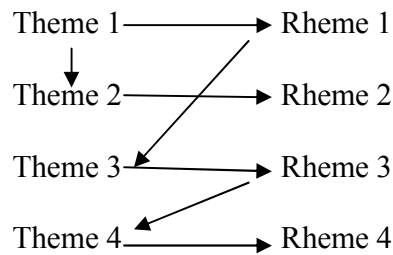
Theme 1 ⟶ Rheme 1
Theme 2 ⟶ Rheme 2
Theme 3 ⟶ Rheme 3
Theme 4 ⟶ Rheme 4

Figure 4.12 Thematic Progression Pattern of Paragraph 1 of Reader's Letter 5

Paragraph 2

After paragraph 2 of reader's letter 5 was divided into theme and rheme, it can be seen that there are seven clauses in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 5 are as follows:

Clause	Theme	Rheme
1.	In entrepreneurship class we	put students into several groups
2.	And (we)	ask them to produce a business concept after identifying some aspects recommended through a SWOT analysis (strengths, weaknesses, opportunities and threats) of their members.

The figure below describes the thematic progression pattern of paragraph 2 of the reader's letter 5. The reader develops his writing by employing constant theme pattern like shown in the following figure.
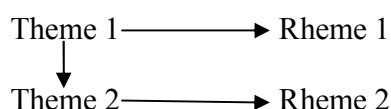
Theme 1 ──────► Rheme 1
   │
   ▼
Theme 2 ──────► Rheme 2

Figure 4.13 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 5

Paragraph 3

After paragraph 3 of reader's letter 5 was divided into theme and rheme, it can be seen that there are four clauses in the paragraph 3 below. The themes and rhemes of paragraph 3 of reader's letter 5 are as follows:

Clause	Theme	Rheme
1.	And as we	know,
2.	most of our campuses	do not have special and strategic places to introduce and sell students' business products.
3.	What	campuses usually have are canteens
4.	whose managements	do not represent students of business schools.

The figure below describes the thematic progression pattern of paragraph 3 of the reader's letter 5. The reader develops his writing by employing constant and zig-zag patterns like shown in the following figure.
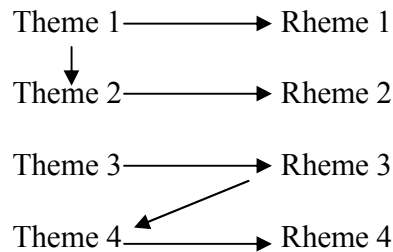
Theme 1 ——————→ Rheme 1
  ↓
Theme 2 ——————→ Rheme 2

Theme 3 ——————→ Rheme 3

Theme 4 ——————→ Rheme 4

Figure 4.14 Thematic Progression Pattern of Paragraph 3 of Reader's Letter 5

4.2.6 Thematic Progression Analysis of Reader's Letter 6

Letter: The ban on the Greenpeace director

This refers to a news report titled "Greenpeace director denied entry to Indonesia," (thejakartapost.com, Oct. 14). If it deems the ban was in its national interests, Indonesia has the right to ban people. Having followed this story with some interest, I understand that the Indonesian Law and Human Rights Ministry informed John Sauven of the visa cancellation through Indonesia's Embassy in London.

Our government cannot pursue a single-issue strategy. If Greenpeace were to contextualize its messaging within the government's development strategy, it is likely that Greenpeace would be welcomed back to Indonesia in an advisory capacity.

Also, comments like those by Friends of the Earth International, which assert that some countries' political structures need to be changed to protect the environment, are unhelpful, single-minded and beyond arrogant.

Indonesians — more than anyone else — understand the task at hand in Indonesia, and there is little room for over-emotiveness and no room for neocolonialism.

Alan Davies
The UK

After the data of reader's letter 6 was analyzed, it is found that there are four paragraphs in the reader's letter above.

In the first paragraph, it can be seen that there are seven clauses found. The themes and rhemes of paragraph 1 of reader's letter 6 are as follows:

Paragraph 1

Clause	Theme	Rheme
1.	This	refers to a news report titled "Greenpeace director denied entry to Indonesia," (thejakartapost.com, Oct. 14).
2.	If it	deems
3.	the ban Indonesia	was in its national interests,
4.	Indonesia	has the right to ban people.
5.	Having followed this story with some interest,	-
6.	I	understand
7.	that the Indonesian Law and Human Rights Ministry	informed John Sauven of the visa cancellation through Indonesia's Embassy in London.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter 6. The reader develops his writing by employing multiple, constant and zig-zag pattern like shown in the following figure.
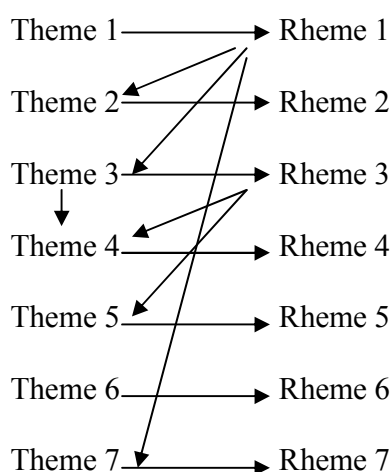

Figure 4.15 Thematic Progression Pattern of Paragraph 1 of Reader's Letter 6

Paragraph 2

After paragraph 2 of reader's letter 6 was divided into theme and rheme, it can be seen that there are four clauses in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 6 are as follows:

Clause	Theme	Rheme
1.	Our government	cannot pursue a single-issue strategy.
2.	If Greenpeace	were to contextualize its messaging within the government's development strategy,
3.	it	is likely
4.	that Greenpeace	would be welcomed back to Indonesia in an advisory capacity.

The figure below describes the thematic progression pattern of paragraph 2 of the reader's letter 6. The reader develops his writing by employing constant theme pattern like shown in the following figure.
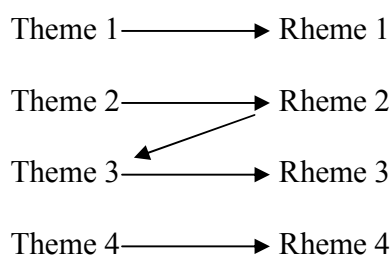
Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Theme 4 ⟶ Rheme 4

Figure 4.16 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 6

Paragraph 3

After the paragraph 3 of the reader's letter 6 was divided into theme and rheme, it can be seen that there is only a clause found in the paragraph 3 below. The theme and rheme of paragraph 2 of reader's letter 6 is as follows:

Clause	Theme	Rheme
1.	Also, comments like those by Friends of the Earth International, which assert that some countries' political structures need to be changed to protect the environment,	are unhelpful, single-minded and beyond arrogant.

The figure below describes the thematic progression pattern of paragraph 3 of the reader's letter 6. The reader develops his writing by employing constant theme pattern like shown in the following figure.

Theme 1————▶ Rheme 1

Figure 4.17 Thematic Progression Pattern of Paragraph 3 of Reader's Letter 6

Paragraph 4

After paragraph 4 of reader's letter 6 was divided into theme and rheme, it can be seen that there are three clauses found in the paragraph 4 below. The theme and rheme of paragraph 4 of reader's letter 6 is as follows:

Clause	Theme	Rheme
1.	Indonesians	more than anyone else — understand the task at hand in Indonesia,
2.	and there	is little room for over-emotiveness
3.	and (it) (is)	no room for neocolonialism.

The figure below describes the thematic progression pattern of paragraph 4 of the reader's letter 6. The reader develops his writing by employing zig-zag and multiple theme pattern like shown in the following figure.
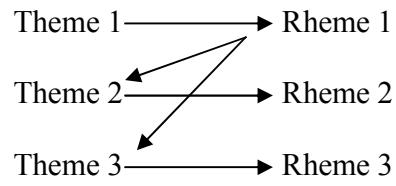
Theme 1 ──────→ Rheme 1

Theme 2 ──────→ Rheme 2

Theme 3 ──────→ Rheme 3

Figure 4.18 Thematic Progression Pattern of Paragraph 4 of Reader's Letter 6

4.2.7 Thematic Progression Analysis of Reader's Letter 7

Text your say: Cabinet reshuffle

Your comments on the Cabinet reshuffle, a hot topic of public debate since being announced by President Susilo Bambang Yudhoyono: Because the President is doubtful, I am never proud of him.

Muhammad Yasin

Why do they have no concern for other important issues in Indonesia? There is only so much impact the reshuffle can have.

Ali Kusno

Regardless of the political issues, the reshuffle is necessary to pick qualified candidates to lead the ministries, as the current situation demands significant changes in terms of corporate governance by the government.

Gentur Susetyo Ali

I don't think the Cabinet reshuffle will provide any meaningful impact to the people's welfare but will instead only add new problems.

Many experiences have so far shown that officials cannot work together, and most are more concerned with their own egos.

Therefore, President SBY, do the best for the nation and the country: do not hesitate to make a decision, I believe that many people will support the President.

Bambang Utomo
Jakarta

After the data of reader's letter 7 was analyzed, it is found that there are six paragraphs existed in the reader's letter 7 above.

In the first paragraph, it can be seen that there are 2 clauses found. The themes and rhemes of paragraph 1 of reader's letter 7 are as follows:

Paragraph 1

Clause	Theme	Rheme
1.	Your comments	on the Cabinet reshuffle, a hot topic of public debate since being announced by President Susilo Bambang Yudhoyono:
2.	Because the President	is doubtful, I am never proud of him.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter 7. The reader develops his writing by employing zig-zag theme pattern like shown in the following figure.
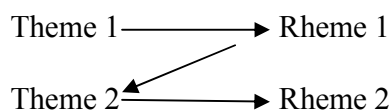
Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Figure 4.19 Thematic Progression Pattern of Paragraph 1 of Reader's Letter 7

Paragraph 2

After paragraph 2 of reader's letter 7 was divided into theme and rheme, it can be seen that there are only two clauses in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 7 are as follows:

Clause	Theme	Rheme
1.	Why	do they have no concern for other important issues in Indonesia?
2.	There	is only so much impact the reshuffle can have.

The figure below describes the thematic progression pattern of paragraph 2 of the reader's letter 7. The reader develops his writing by employing constant theme pattern like shown in the following figure.
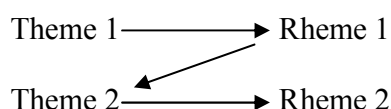
Theme 1 —————→ Rheme 1

Theme 2 —————→ Rheme 2

Figure 4.20 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 7

Paragraph 3

After paragraph 3 of reader's letter 7 was divided into theme and rheme, it can be seen that there are only two clauses in the paragraph 3 below. The themes and rhemes of paragraph 3 of reader's letter 7 are as follows:

Clause	Theme	Rheme
1.	Regardless of the political issues, the reshuffle	is necessary to pick qualified candidates to lead the ministries,
2.	as the current situation	demands significant changes in terms of corporate governance by the government.

The figure below describes the thematic progression pattern of paragraph 3 of the reader's letter 7. The reader develops his writing by employing constant theme pattern like shown in the following figure.
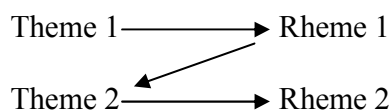
Theme 1 —————→ Rheme 1

Theme 2 —————→ Rheme 2

Figure 4.21 Thematic Progression Pattern of Paragraph 3 of Reader's Letter 7

Paragraph 4

After paragraph 4 of reader's letter 7 was divided into theme and rheme, it can be seen that there are three clauses in the paragraph 4 below. The themes and rhemes of paragraph 4 of reader's letter 7 are as follows:

Clause	Theme	Rheme
1.	I	don't think
2.	the Cabinet reshuffle	will provide any meaningful impact to the people's welfare
3.	but (it)	will instead only add new problems.

The figure below describes the thematic progression pattern of paragraph 4 of the reader's letter 7. The reader develops his writing by employing zig-zag theme pattern like shown in the following figure.
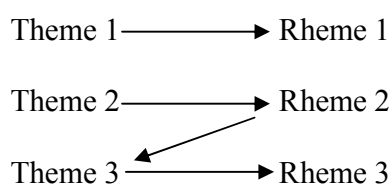
Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Figure 4.22 Thematic Progression Pattern of Paragraph 4 of Reader's Letter 7

Paragraph 5

After paragraph 5 of reader's letter 7 was divided into theme and rheme, it can be seen that there are three clauses found in the paragraph 5 below. The themes and rhemes of paragraph 5 of reader's letter 7 are as follows:

Clause	Theme	Rheme
1.	Many experiences	have so far shown
2.	that officials	cannot work together,
3.	and most	are more concerned with their own egos.

The figure below describes the thematic progression pattern of paragraph 5 of the reader's letter 7. The reader develops his writing by employing constant theme pattern like shown in the following figure.
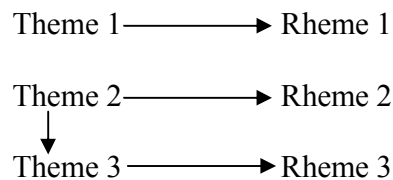
Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Figure 4.23 Thematic Progression Pattern of Paragraph 5 of Reader's Letter 7

Paragraph 6

After paragraph 6 of reader's letter 7 was divided into theme and rheme, it can be seen that there are three clauses found in the paragraph 6 below. The themes and rhemes of paragraph 6 of reader's letter 7 are as follows:

Clause	Theme	Rheme
1.	Therefore, President SBY,	do the best for the nation and the country: do not hesitate to make a decision,
2.	I	believe
3.	that many people	will support the President.

The figure below describes the thematic progression pattern of paragraph 6 of the reader's letter 7. The reader develops his writing by employing constant theme pattern like shown in the following figure.

Theme 1 ⟶ Rheme 1

Theme 2 ⟶ Rheme 2

Theme 3 ⟶ Rheme 3

Figure 4.24 Thematic Progression Pattern of Paragraph 6 of Reader's Letter 7

Thematic Progression Analysis of Reader's Letter 8

Issue: Jakarta rejects proposals for 7 malls

The Jakarta administration has denied the construction proposals of seven new shopping malls in Jakarta, in line with its decision to hold a moratorium on mall construction in the capital.

"We have refused seven mall construction proposals since June," the Jakarta administration's spatial planning agency head, Wiriyatmoko, said on Friday as quoted by tempointeraktif.com.

The Jakarta administration had finally decided to conduct a moratorium on mall construction after seeing the emergence of a great number of malls with empty retail space, and in light of an aggressive campaign to restrict the building of new shopping malls.

After the data of reader's letter 8 was analyzed, it is found that there are four paragraphs in the reader's letter 8 above.

In the first paragraph, it can be seen that there is only one clause found. The themes and rhemes of paragraph 1 of reader's letter 8 are as follows:

Paragraph 1

Clause	Theme	Rheme
1.	The Jakarta administration	has denied the construction proposals of seven new shopping malls in Jakarta, in line with its decision to hold a moratorium on mall construction in the capital.

The figure below describes the thematic progression pattern of paragraph 1 of the reader's letter 8. The reader develops his writing by not employing theme pattern like shown in the following figure.

Theme 1——————▶ Rheme 1

Figure 4.25 Thematic Progression Pattern of Paragraph 1 of Reader's Letter 8

Paragraph 2

After paragraph 2 of reader's letter 8 was divided into theme and rheme, it can be seen that there are only one clause in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 8 are as follows:

Clause	Theme	Rheme
1.	"We	have refused seven mall construction proposals since June," the Jakarta administration's spatial planning agency head, Wiriyatmoko, said on Friday as quoted by tempointeraktif.com.

The figure below describes the thematic progression pattern of paragraph 2 of the reader's letter 8. The reader develops his writing by not employing theme pattern like shown in the following figure.

Theme 1————→ Rheme 1

Figure 4.26 Thematic Progression Pattern of Paragraph 2 of Reader's Letter 8

Paragraph 3

After paragraph 3 of reader's letter 8 was divided into theme and rheme, it can be seen that there are only two clauses in the paragraph 2 below. The themes and rhemes of paragraph 2 of reader's letter 8 are as follows:

Clause	Theme	Rheme
1.	The Jakarta administration	had finally decided
2.	to conduct a moratorium on mall construction	after seeing the emergence of a great number of malls with empty retail space, and in light of an aggressive campaign to restrict the building of new shopping malls.

The figure below describes the thematic progression pattern of paragraph 3 of the reader's letter 8. The reader develops his writing by not employing theme pattern like shown in the following figure.

Theme 1————→ Rheme 1

Theme 2————→ Rheme 2

Figure 4.27 Thematic Progression Pattern of Paragraph 3 of Reader's Letter 8

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

After analyzing the data, the researcher concludes in 8 reader's letters of the Jakarta Post October 2011 Edition. The researcher can conclude that.

1. Based on the data analysis outcome, the types of theme which the reader's letters mostly employed are Topical and Textual Themes. Topical theme is type of theme that mostly used in it, for example: it, that, she or he. Textual themes that the students mostly employ are 'and', 'but', 'so'. Interpersonal themes are not used in thesis abstracts because a thesis abstract is a referential text rather than affective one.

2. In their writings most of the reader's letters employed the thematic progression of theme reiteration or constant theme. The second preferred in zig-zag pattern. While, multiple pattern is rarely employed in their writing.

5.2 Suggestions

After concluding this study, the researcher suggests that:

1. The readers of the Jakarta Post should understand and know about the thematic progression patterns in order to make a good writing or cohesive paragraph.

2. Everyone who wants to do the same research is suggested not only to analyze the written data but also spoken ones.

BIBLIOGRAPHY

Butt, D. 2001. *Using Functional Grammar: An Explorer's Guide.* Sydney: National Centre for English Language and Research.

Eggins, S. 1994. *An Introduction to Systemic Functional Linguistics*. London: Pinter Publisher.

Halliday, M. A. K. 1985. *An Introduction to Functional Grammar.* London: Edward Arnold.

Halliday, M. A. K. 1985. *An Introduction to Functional Grammar*: Second Edition. London: Edward Arnold.

Halliday, M. A. K, and Matthiessen, C. 2004. *An Introduction to Functional Grammar*. London: Oxford University Press.

Holmes, J. 2001. *An Introduction to Sociolinguistics.* England: Pearson Education Limited.

Malmkjaer, K. 1991. *The Linguistics Encyclopedia.* Great Britain: Routledge.

Martin, J. R. 1992. *English Text*: *System and Structure*. Philadelphia: John Benjamin Publishing Company.

Martin, J. R. Matthiessen, C, and Painter, C. 1997. *Working with Functional Grammar.* New York: St. Martin's Press.

Paltridge, B. 2000. *Making Sense of Discourse Analysis*. Merino Lithosgraphics: Brisbane.
Thompson, G. 1996. *Introducing Functional Grammar.* New York: St. Martin's Press.

Schiffrin, D. 1994. *Approaches to Discourse.* Oxford: Blackwell Publishers.