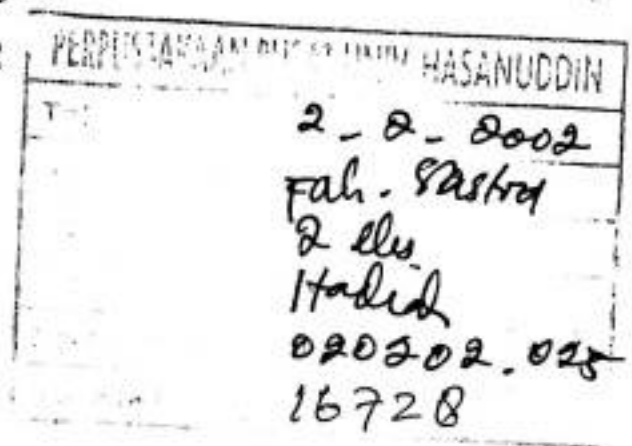




**A TEXTUAL FUNCTIONAL IN AN OPINION ARTICLE  
OF TEMPO MAGAZINE : A FUNCTIONAL GRAMMAR  
ANALYSIS**



**A THESIS**

**Submitted to the Faculty of Letters Hasanuddin University**

**In partial Fulfillment of the requirements to obtain Sarjana Degree in English  
Department**

**By**

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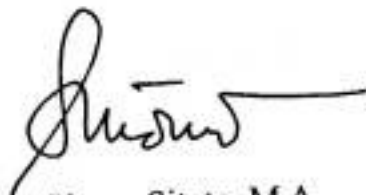
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**"A TEXTUAL FUNCTION IN AN OPINION ARTICLE OF TEMPO  
MAGAZINE"**

**(A FUNCTIONAL GRAMMAR ANALYSIS)**

Yang diajukan dalam rangka memenuhi salah satu syarat ujian akhir guna memperoleh gelar Sarjana Sastra, Jurusan Sastra Inggris Program Kebahasaan pada Fakultas Sastra Universitas Hasanuddin.

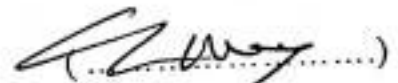
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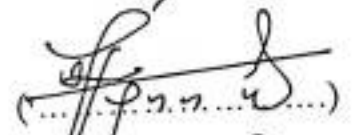
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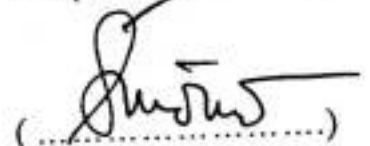
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M. Syafriel Karim H

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## ABSTRAK

Skripsi ini berjudul **A Textual Function In An Opinion Article of Tempo Magazine: A Functional Grammar Analysis** (Textual Function dalam artikel opini Majalah Tempo; suatu Analisa functional grammar).

Skripsi ini membahas dan mengidentifikasi jenis-jenis Theme yang diikuti Rheme pada setiap klausa, mengidentifikasi pengembangan tematik dan hubungan Textual Meaning dengan Konteks dalam artikel majalah Tempo, edisi 3-9 April 2001.

penulisan skripsi ini menggunakan metode penelitian pustaka dengan mengacu pada bahan pustaka yang relevan dengan topik yang dibahas dengan mengambil populasi satu edisi artikel opini majalah Tempo dari 4 edisi yang terbit selama bulan April 2001. selain itu, dalam menganalisis data digunakan Metode Deskriptif.

Setelah menganalisis data, ditemukan bahwa theme yang digunakan dalam artikel opini majalah Tempo adalah Topical Theme (Marked and Unmarked), Textual serta Interpersonal Theme yang didominasi oleh Unmarked Topical Theme. Dalam pengembangan tematik, disimpulkan bahwa pola tematik dalam teks ini terdiri atas reiteration pattern dan zigzag pattern. Selain itu, dalam analisis konteks ditemukan bahwa bahasa yang digunakan bersifat "constitutive". Sedangkan teks konteks tersebut bersifat monolog.



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

Functional grammar is a means to analyze the way a text is. It itself sees language as a system in which it is used for different purposes. It sees the language has a potential meaning with different functions. For example, in the phrase 'the red flower', each word has its own functions. 'The' is the deictic functioning to pick out, 'red' is the epithet to describe and 'flower' is the thing to be picked out and described. On the other case, *running shoes* has different meaning. It could be meant that shoes are doing sport (running) or shoes are worn to exercise. By functional grammar, through systemic grammar, we can know that the first meaning, running, is to describe and the second one is to classify. Here is the scope of systemic theory that is through functional grammar we can know that different meaning gives different functions and how grammar is used to construct a sentence.

Functional grammar theory is also called systemic grammar theory, since it contains functional components. In systemic linguistics (Halliday & Hassan (1985), there are some terms for particular types of functions as follow:

1. Micro function is that language which is used (domain of meaning) in proto-language. Before its use, metafunction have made it differentiated.
2. Macro function is language which is used between proto language and adult language in the transition.

3. Metafunction is a generalized principle of linguistic organization. There are three metafunction: Ideational (with two modes: experiential + logical), Interpersonal and textual.
4. structural function is functionally defined by constituent: e.g. subject, actor, theme .

It is also derived from the statement in the encyclopedia as follow:

While Halliday's version of systemic grammar contains a functional component, and while the theory behind functional grammar is systemic, Halliday (1985) concentrates exclusively on the functional part of grammar that is the interpretation of the grammatical patterns in terms of configuration of functions (foreward, p.x); these, according to Halliday, are particularly relevant to the analysis of text, where, by text, Halliday means everything that is said or written (Maljmker, p.24).

Based on the statement above, Maljmker says that Halliday performs systemic grammar in all written and spoken texts. The written texts like paragraph, article, etc., have function to show that written language functions to convey message. And the spoken texts are included communication is to make and to share meaning. This is related to Semantics or meanings. They do not only give us insights on linguistic structure, but also about human mind, human interaction and how language reflects strongly its social and cultural context.

Systemic grammar is functional and semantic oriented rather than formal and syntactic part. It takes rather than sentence as its object and reflects its field referring to usage rather than grammar.

According to Halliday (Maljmker: 447) in systemic functional theory, language has two main functions. First, language is a tool to reflect things. Second, language is a tool to act to things. In addition, he said that in functional grammar

theory, language is a system for making meanings or semantic systems. The term 'semantics' does not simply refer to the whole meaning as systems of language expressed by grammar and vocabulary. In fact, meaning is encoded with the wordings, the set of grammar consists of items of two kinds of lexical item like verb and noun (Maljmkker:447). Then, he calls the two functions as ideational function and interpersonal function. The two functions rely on the third, that is, textual function. It enables the two functions coherence in order to make the language elements are organized.

Systemic grammar is closely related to functional grammar that sees language as a system with some functions. It is used for particular purposes. In fact, we use language to communicate each other. It is used to express our complaint, critic, information, request, etc.,. Furthermore, we use language to make our text in coherence and cohesion so that people can understand us. Therefore, we can conclude that a language has three functions as follow:

1. When language is used to express whatever in thought and heart like hatred, favorite, idea, etc, it has ideational functions which produce ideational meanings.
2. When language is used to interact and to communicate, it has interpersonal functions which produce interpersonal meanings.
3. When language is used to make text coherence and cohesive, it has textual functions producing textual meanings.

Furthermore, ideational analyzes the meanings of verbs what they are called 'process', interpersonal analyzes auxiliary verbs and subject (mood). And textual analyzes the starting point of the clause.

## 1.2 Reason For Choosing The Title

In Textual function, we can analyze interpersonal and ideational function by searching out the themes of the clauses. Besides, Grammar pattern used by the writer to create one vision in delivering the writer's message can also be known through the analysis of the development of the theme used in every sentence as well as his thematic organizing.

Based on the reason above, the writer uses textual function to analyze texts in magazine because most of the previous writers only analyzed text in newspaper of the Jakarta Post. Therefore, the writer tries to search in different field that is magazine. In this case, Tempo Magazine is as the choice of the writer.

On the other hand, the magazine is a medium to express idea. Expressing idea through magazine, people can freely express all things like complaints, critics, opinions etc, rather than expressing idea through communicating directly. Furthermore, the readers of the magazine mostly come from middle to high people. On the other hand, expressing ideas, in communication, will not complete because there is something left to be expressed. It is sometimes influenced by a personal problem that is not used to speaking in front of people. Then, the writer takes Tempo Magazine as the object of research.

It is different from newspaper. The information which is delivered is only to fulfill the duty as daily news medium without taking care of readers' sense whether

they like it or not. There are seven kinds of news in Indonesia newspaper. Those are straight news, soft news, feature, column, readers' letter and editorial. Unfortunately, interesting news is commonly in editorial part only.

Straight news: is news written to deliver early events that should be known quickly (LP3Y, 1990:1)

Soft news: is the news of social events in a particular moment.

Story news: a creative report of an idea or event which is sometimes objective.

The purpose in spreading of the news, as written educational department (retired of Tempo Magazine), is to comfort the readers (1979:5).

Opinion article: It is about comments, meditation, or someone's analysis about current issues in surrounding people. It is writer's opinion written with popular language style. According to cognitive aspect, it can be divided in four parts containing impression, to evaluate interpretation and explanation (Siregar and Suarjana, 1995:33).

Editorial: is a formal written in newspaper. It, which is an article opinion, has good interpretation, it uses preposition as well as about macro level for a free event and phenomena / composed reality (Siregar and Suarjana, 1995 : 40-41).

As the explanation that has been shown above on textual function, the writer finally takes a choice for the title that is **“ A Textual Function In Article Of Tempo Magazine”**.

### **1.3 Identification of Problem**

In Systemic Grammar theory, language has three functions. They are ideational, interpersonal and textual function. Ideational function involves looking

for the processes in a text – processes name events taking place (go, cook, sleep and so on) or relationship to other things (is, seems, has and so on). Interpersonal function involves treating the text as a dialogue (even it has silent partner, as with monologue). Textual function involves looking for the coherence and the cohesion of a text. They analyze language that it is related to the context of culture and situation.

On the other hand, the writer just uses textual function on theme, thematic progression and relationship between functional grammar namely textual function and context that exist in Opinion side e.g. writers' comments about any aspect of Tempo Magazine on April 3-9 in 2001 edition. Therefore, this search is searched more focused and clearer.

#### 1.4 Scope of Problem

To clarify what the writer analyzes, he provides some examples of how theme, underlined, plays an important position to make clauses relate to each other in sentences based on functional grammar analysis from textual function point of view.

They are as follow:

On September 11, 2001, terrorists attacked the two buildings that were world trade center. Because of that, six thousands people were dead and some of the bodies were not found yet. It did not only shock the people there but also the people all over the world. Afterwards, the President of United States, George Walker Bush, commended his army to attack Afghanistan where the terrorists hide. In the contrary, many people did not support his act because Oshama Bin Laden and his people were not proved as the terrorists.

From the textual point of view, we can find the other metafunction namely topical theme. The writer defines further about the metafunction in the next chapter. In relation to the title of the thesis, the discussion is only limited to "Textual Function in Article of Tempo Magazine; A Functional Grammar Analysis", as one of the metafunction of language.

### **1.5 Statement of Problem**

Related to the scope of problem above, this research will be focused on functional grammar field that is textual function in the discourse of Tempo magazine. Then, the statements of problem can be set that those are based on hypothetical questions as follow:

1. How do the writers put the prominent themes in Tempo Magazine?
2. How is the thematic progression in Tempo Magazine?
3. How is the relationship between context and textual meanings of the text of the article?

### **1.6 Objective of writing**

The purpose of the writing as follow:

1. To find out the prominent themes in Tempo magazine text. The prominence is seen in unmarked and marked theme
2. To find out the thematic progression in which themes and rhemes exchange each other in clauses. In this way, the development of the theme forming text coherence is explained.
3. To find out the relationship between context and textual meanings of the text in the contextual description of mode.

## 1.7 Significance of Study

In the part of linguistic subjects, Systemic Grammar, as the selective subject, takes an important role in exploring and examining more about the linguistic context in terms of three functions. They are related to any aspect of the linguistic context in social and situation. Especially, textual function, it can be applied to any text to analyze how the text is. Not only can linguistic students can use it but also literature students can apply it to find out the unwritten meanings of the text. Although systemic grammar is just selective subject for linguistic student, the writer supposes that it is important enough to be programmed by all students of English Department in Hasanuddin University because the students can also examine their proficiency in English.

As the early writers in the same research, Aly Nasri Rembon and M. Arif, The writer means to confirm this subject that is Functional Grammar especially Textual Function analysis as a good research for a text to the readers as well as he encourages the English student to know more about this course, because functional grammar is very important to analyze all language context.

## 1.8 Sequence of Presentation

1. Chapter I is an introduction which consists of the background of writing, identification of problem, scope of problem, the statement of problem, the objective of writing, significance of study and sequence of presentation
2. Chapter II provides literature reviews about functional grammar especially Textual Function as a tool to analyze the way a text it is.



3. Chapter III is methodology. It contents methods in which the writer uses to complete this thesis.
4. Chapter IV is presentation and analysis of data
5. Chapter V is the conclusion and the suggestion.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Text

Text is concentrated with meaning and structure. Its type is that it has the same sort of meaning and the same kind of structure.

Text or discourse is the field of functional grammar. It is not just sentence as the key construction as seen in traditional grammar, structural grammar and transformational grammar. The concept 'text' is viewed as a process, not product. This is why meaning, grammatical function and context should be taken into consideration in dealing with text. (Eggins, 1994:2)

A text may be spoken or written, prose or verse, dialogue or monologue. It may be anything from a single proverb to a whole play, from a momentary cry for helping to an all day discussion on a committee. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. It is sometimes envisaged to be some kind of super sentence, a grammatical unit that is larger than a sentence but it is related to a sentence in the same way that a sentence is related to a clause, a clause to a group and so on. It is realized by *constituency*, the composition of larger units out of smaller ones. But this is misleading. It is not something that is like a sentence, only bigger; it is not something that differs from a sentence in kind. (Halliday and Hasan, 1985:1)

Text is best regarded as a semantic unit, a unit of meaning. Thus it is related to a clause or sentence by a *realization* and not by size. The term 'realization' is the coding of one symbolic system in another. The text does not consist of sentences; it

is realized by, or encoded in sentences. If we understand it in this way, we shall not expect to find the same kind of *structural* integration among the parts of a text. It is a unity of a different kind. (Halliday and Hasan, 1985:1)

If a passage of English containing more than one sentences, it is perceived as text. (Halliday & Hasan, 1985: 290)

Text is the main part of a printed or written work, as distinguish from index, pictures, notes and the like; the exact wording of a printed or written work; a recession adopted by an editor as representative of the actual wording of the writer. a subject or theme; the words of musical composition; a textbook, a passage of scriptures; a bold-faced type; a large-size hand-writing. A text is a stretch of language that seems appropriately coherent in actual use. (The new Grolier Webster International Vol.II:1972:1017)

## **2.2. Context**

Context is situation/condition that influences language choice

The extralinguistic world surrounding language provides two kinds of context, namely:

1. Context of culture
2. Context of situation

Context of culture can be seen as the sum of all of the meanings, which is possible to mean in a culture. Context of situation is an abstraction, which can be defined as the sum of the motivating feature of the text construction that makes it what it is. (Butt, and Fahey, et.al, 1995:14).

The context is realized in meaning choices. Therefore, context of culture is important in determining the way in language choices to make meaning. Language shows us the values, beliefs and attitudes that those of the types of culture. So, particular cultures classify the types of text that are made. Besides, we can know the culture values in a text through the language choices that have been produced.

The use of language in a particular context of situation consists of three main factors that influence the choices that we make.

These are:

1. Subject matter (field)

The subject matter of field of a text is related to what the text is about. This includes what is happening, who or what is involved and the circumstances in which it takes place. For instance, a text may be concerned with going shopping, learning how to skip or forecasting the weather

2. Role and relationship (tenor)

When we create and interpret a text we also concerned with the ways that the roles and relationship between them that those which are involved in the situation affect the language choices that we make. We call this the tenor because it is concerned with the status power, age, familiarity and feeling of the people. They are involved in the language situation to determine the way that we address each other, or the ways in which we ask and answer questions, or give commands. A judge, for instance, asks questions of the 'witness' or the 'accused', while the witness answers the questions, using a form of address such as 'your honour'

### 3. Mode of communication

When we use language to communicate we may use spoken or written language when we use spoken language we make choices that are different from the systems of the written language. We use the word 'mode' to refer to these differing means of communication-spoken and written. ( Halliday & Hasan, 1976:14)

#### 2.3. Functional Grammar

Halliday's functional grammar (Malmkjaer: p.7) is the interpretation of the grammatical patterns in terms of configurations of functions and its focus is the usage of the language. Here, he thinks that language has certain functions and by grammar and its users, the language is potential to have meaning. He makes no separation of grammatical and pragmatic competence; he sees grammar as a meaning potential shared by a language and its speakers.

According to Hymes (Malmkjaer: p: 142), Grammatical competence is the speaker's ability to form and to interpret sentences, and pragmatic competence is the speaker's ability to use experience and to get a desired communicative effect.

Halliday's functional grammar (Malmkjaer: p.38) is based on the premise that language has two major functions, metafunctions, for its users; it is a means of reflecting on things, and a means of acting on things-though the only things it is possible to act on by means of a symbolic system such as language are humans (and some animals). he calls these two functions the ideational 'content' function and the interpersonal function both these functions rely on a third, the textual function; which enables the other two to be realized, and which ensures that the language used is relevant. The textual function represents the language user's text forming potential.

Halliday (Malmkjaer : p. 53) shows through his analysis of the clause in English. The clause is chosen because it is the grammatical unit in which 'three distinct structures, each expressing one kind of semantic organization, are mapped onto one another to produce a single wording.

### **1. Ideational meaning**

Ideational meaning is the representation of experience: our experience of the world that lies about us, and also inside us, the world of our imagination. It is meaning in the sense of 'content'. It tells us about the shared understanding of the real world. I don't misunderstand him when he says 'come over for a cup' (it is obviously not for a cup of fish sauce or tomato sauce). In other words, speakers bring their world knowledge to communicative interaction. The ideational function of the clause is that of representing function of the clause and representing what in the broadest sense we call 'processes': actions, events, processes of consciousness, and relations.

### **2. Interpersonal meaning**

Interpersonal meaning is meaning as a form of action: the speaker or writer doing something to the listener or reader by means of language. It tells us about the relationship among speakers, listener, and writer in communication. The meaning may signal things such as degree of familiarity (eg. close, intimate, casual etc), attitudes on certain issues, feeling (lousy, inspired, enthusiastic). The interpersonal function of clause is that of exchanging roles in rhetorical interaction: statements, questions, offer and command, together with accompanying modalities.

### **3. Textual meaning**

Textual meaning is relevance to the context both the preceding (and following) text, and the context of situation. It tells us about the way the text (eg. invitation letter, conversation, a request) is constructed. How all the words, tones, intonation hang together to say what we mean to say. (Otherwise, it can be confusing, ambiguous, disjointed, or 'meaningless'.) The textual function of the clause is that of constructing a message. The message is constructed in the English clause in terms of theme and rheme. (Malmkjaer: p.143)

#### **2.4. Textual Function**

It is used to organize the two previous functions that those are Ideational and Interpersonal function. Therefore their production is not random. Shortly, it is used to organize our experiential, logical called ideational meanings and to organize interpersonal meanings into a linear and coherent whole.

##### **2.4.1. Theme and Rheme**

Theme and rheme are the part of the textual because they also discuss about the point of departure. But they more discuss about thematic structure in clauses. On the other hand, textual discusses the relationship among clauses or in texts then they have unity, construction and cohesion to deliver a message to the reader or the listener. (Halliday:p. 38-19)

The system of THEME organizes the clause to show what its local context is in relation to the general context of the text it serves in; the system is concerned with the current point of departure in relation to what has come before, so that it is clear where the clause is located in the text and how contribution fits in. This local context

or point of departure is called **Theme**. The rest of the message of the clause is what is presented against the background of the local context and it is where the clause moves after the point of departure. This is called **Rheme**. (Martin, Matthiessen, Painter: p.23)

In English language, Theme is a beginning from a message. Meanwhile, in Japanese language, whatever precedes *wa* particle, then, it is theme. Besides, Indonesian language has the same thematic structure as English language in which the first point of a clause is theme and the rest namely Rheme to develop the theme. The first position of a clause does not determine the theme but it is a means to know theme function. (Halliday: p. 38)

In communicating, theme can be known with separated intonation. It may consist of adverbial group or prepositional phrase and nominal group which does not function as subject. (Halliday: p. 40)

#### 24.1.1. Simple Themes

Simple theme may consist of one constituent only such as: *The book, I want to read* in which *The book* is theme. But, theme may also consist of more than one elements, such as *between both news and movie in TV programmes I prefer watching news programs*. Here theme is between both the TV programmes those are news and movie. This is connected to thematic equative in which theme consisting of more than one elements to form one constituent. In thematic equative, the constituent functions as theme but sometimes it may also function as rheme that is indicated with verb "be". Examples are like

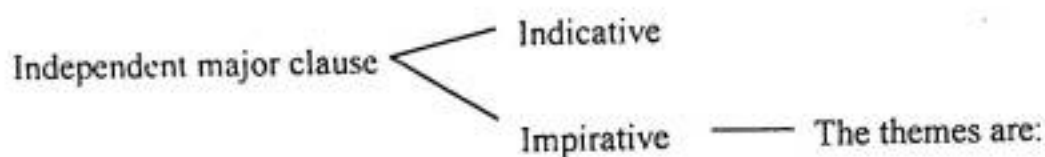
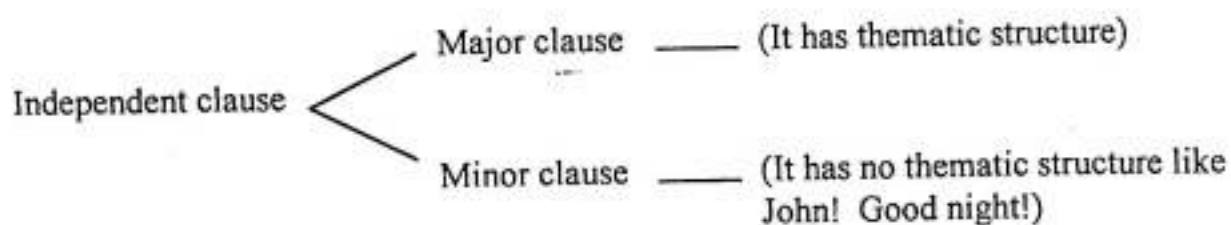


What my friend lent me	Was money
The one who gave me money	Was my friend
Theme	Rheme

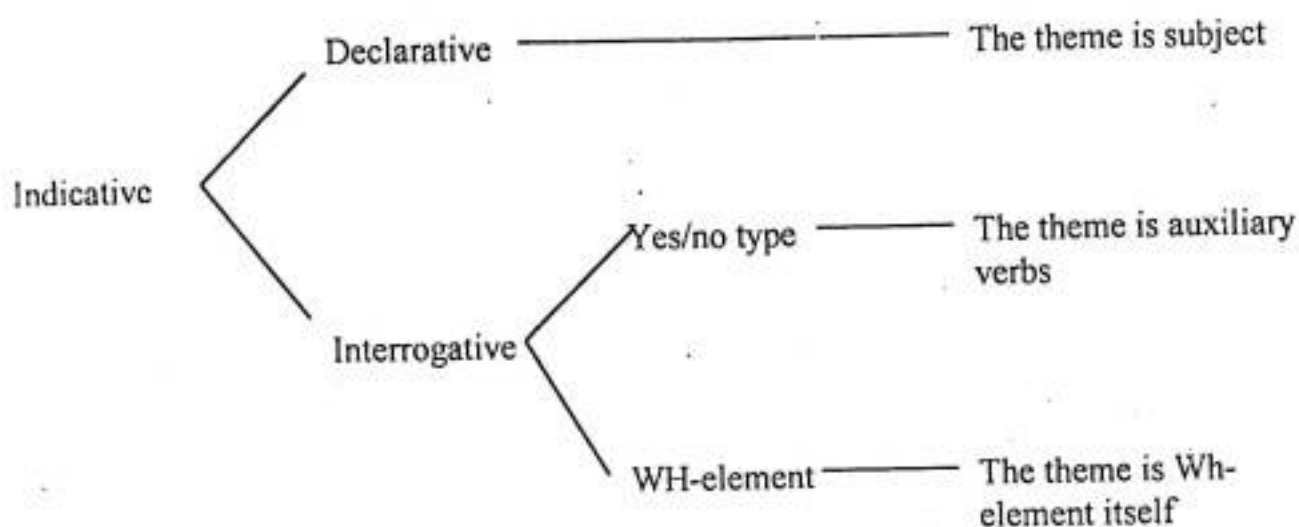
In thematic equative, it is familiar for the term nominalization that more emphasizes in meaning as what I want to. It means 'I want to tell you the one I like'. For further information, we can see the difference of the examples *some books I need* and *some books are what I need*. The both have some books as theme but the second clause means among other things or nothing else.

#### 2.4.1.2. Theme and mood

The system of MOOD belongs to the interpersonal metafunction of the language and is the grammatical resource for realizing an interactive move in dialogue. Here are the kinds of mood clauses that those are and are not potential to have theme.



- You or let's, for example, let's go
- The finite verb: do, for example, do keep quiet!
- Don't, for example, don't do



On the other hand, clauses without subject or finite verb like *keep working!* Remain to have theme implicitly in which the theme has the meaning of 'I want you to' or the verb word as theme because its position is in the beginning.

(I want you to)	Keep working
Keep	Working
Theme	Rheme

(Halliday: p.40-49)

### 2.4.1.3. Multiple Themes

Simple theme is a single unit without any further internal structure. Meanwhile, The internal structures of multiple themes are based on the functional principle. The principle is that a clause is the product of three simultaneous semantic processes. It is at one and the same time of a presentation of experience, an interactive exchange and a message. These are three kinds of meaning that are embodied in human language as a whole, forming the basis of the semantic

organization of all natural languages. We shall refer to these as 'metafunction', and use them for the terms IDEATIONAL, INTERPERSONAL and TEXTUAL.

1. The ideational element within the theme, then, is some entity functioning as Subject, Complement or Circumstantial Adjunct; we shall refer this as the Topical Theme, since it corresponds fairly well to the element identified as 'Topic' in topic-comment analysis.
2. The textual element within the theme may have any combination of (i) continuative, (ii) structural (conjunction or WH-relative) and (iii) conjunctive (adjunct) Themes
3. Within the interpersonal element we may have a (i) modal theme, (ii) the finite verb, in a yes/no interrogative clause; and also (iii) a vocative element

A simple theme consists of this topical element only. Multiple themes consist of this element plus one or more preceding elements; that is, they have some additional thematic material, interpersonal and/or textual.

### Clauses as Themes

*But honestly Mary if winter comes can spring be far behind?* This sentence consists of three clauses those are *but honestly Mary*, *if winter comes* and *can spring be far behind*. Therefore, its thematic structure could be like this:

But honestly Mary	if winter	comes	can spring	be far behind
Theme1	Rheme1			
	Theme2		Rheme2	
	Theme3	Rheme3	Theme4	Rheme4

Its thematic structure depends on the intonation, for instance, if *if winter comes* is spoken as separate tone group it is part of theme2; if not it is part of theme3. it also happens to the other clauses. (Halliday: p.53-61)

## 2.5. Thematic progression

Thematic progression is the part of the development of the text in which to place the element from rheme of one clause into the theme of the text, or by repeating the meaning from the theme of one clause in the theme of subsequent clauses.

Phonetic and phonology are concerned with speech, with the ways in which human produce and hear speech

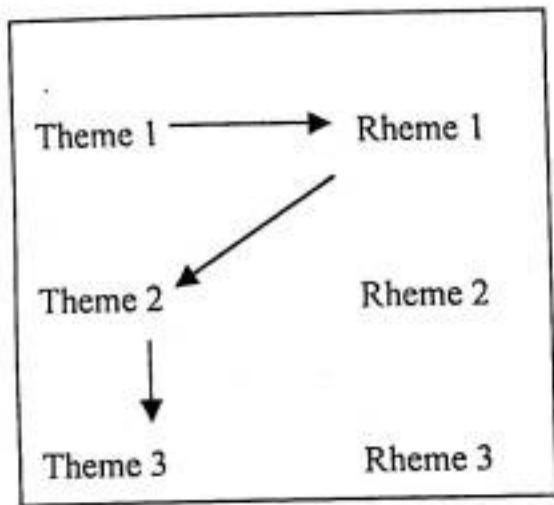
Talking and listening to each other are so much part of human life

That they often seem unremarkable

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

We find 'Phonetic and phonology' as the predominant theme. In clause 2, *Talking and listening to each other* is theme. This theme reflects the rheme of clause 1. Then, for clause 3, 'they' is theme in which it refers to the theme of clause 2.

Based on the explanation above, its thematic progression is in the following table:



(Butt, Fahey, Spinks and Yallop, 1995: 97)

## CHAPTER THREE

### METHODOLOGY

Methodology is the process of writing of a thesis. Completing this thesis, the writer uses particular methods. Therefore, this thesis has its own ways from the first ways until the last ways so that its contents have continuity and relationship among the chapters. Because this thesis is only an analysis research then the methods, which are used, are related to it. Therefore, the writer uses the following steps.

#### 3.1 Method of collecting data

In this part, there are two methods. Those are:

1. Library research
2. Technique of collecting data

##### 3.1.1 Library research

Library research is a method to find references that they concern with the problems in Tempo magazine opinion texts towards textual function. And the references are mostly in the library that those are added by some other sources like Internet and books from out of the library. That is why it is called library research. By using this method, the writer finds secondary data, that it concerns with the problems.

##### 3.1.2 Technique of collecting data

In this part, the writer collects all clauses from a text in opinion article in Tempo Magazine on April 3-9, 2001. Then, they are analyzed in clause forms by using textual function analysis from Functional Grammar theory. There are two techniques that the writer uses, namely:

1. Identification and Classification
2. Note-Taking

The first technique means all of the data are identified and classified. Then, note taking technique comes after them in order to get the data well structured. As a result, they can be analysed easily.

### **3.2 Populations and Sample**

#### **3.2.1 Population**

The population of this work is all the clauses in Tempo Magazine on April 3-9, 2001, and the writer concentrates on Opinion Articles as the object of this writing.

#### **3.2.2 Sample**

For all clauses existing in Tempo Magazine, the writer only takes 55 clauses of the text of opinion article. Then, these clauses are classified and analysed based on functional grammar analysis, precisely from textual function theory.

### **3.3 Method of Analysis of Data**

At this phase, the writer uses the following steps to explain how the analyses are run.

They are:

Step 1: Searching for clauses in data that those are taken from the magazine

Step 2: Analysing the clauses to find their theme and rheme. In this analysis, the

writer finds out about the identification of theme. The identification is

whether the theme has simple theme or multiple themes, what type it has and

whether it is potential or not to be an independent theme.

Step 3: Claiming the prominent theme. In this step, the theme roles to keep regularity

and continuity of the text are found.

Step 4: Explaining the thematic progression about the changes of theme as well as  
rheme in all clauses

Step 5: Finding relationship between context and semantics namely textual function.



## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

In this chapter, the writer presents data and their analysis. The data are taken from Tempo Magazine that were issued in April 3-9, 2001. In Tempo Magazine, there are some articles such as about Law, Regions, Environment, Opinion and some other articles. In this case, the writer takes Opinion article. This article is analyzed towards textual function. The analysis includes the classifications of theme, thematic progression and context.

#### 4.1 Presentation data and analysis of data

These data are taken from opinion article of Tempo magazine with the title **What's Wrong With Wahid?**. In analysis of data, the writer analyzes the clauses of the opinion article of Tempo magazine to find out the kinds of themes and the thematic progression. This article is separated into clauses with one parallel line/ among clauses and two parallel lines // among sentences.

##### 4.1.1 Kinds of Theme

To find out the kinds of their theme, the writer uses tables as follow:

1. Today's political turbulence still centers on/

Unmarked Topical	Rheme
Theme	

This clause is a dependent clause in which **today's political turbulence** is the thematic choice namely Unmarked Topical Theme. Even though, this clause is not preceded by a conjunction, then, it is tied to neighbor clause. Theme and rheme, however, construct this clause, because it has participant or subject as the

topic and process or intransitive verb. Furthermore, **today's political turbulence** is going to be the main thought of the thematic choice in the neighbor clauses.

2. Whether or not president Abdurrahman Wahid needs to be replaced//

Textual	Unmarked Topical	Rheme
Theme		

**Whether or not** and **President Abdurrahman Wahid** are the point of departure in this clause. If we take a look, the theme is multiple themes. This is caused by the theme that consists of two elements. The elements are textual and ideational. In this case, whether or not is yes/no type. It functions as conjunction namely textual function. On the other hand, President Abdurrahman Wahid is subject or participant for ideational term. Moreover, the Theme is not potential because textual theme precedes topical theme. It means that it has relation to the previous clause and cannot be an independent theme.

The two clauses can be combined to be a complex clause. In this case, the first clause is theme because it is the main clause, and the second clause is rheme that it explains the main clause, or it is called the additional clause. The following tables show it:

Today's political turbulence still centers on/

Unmarked Topical
Theme

Whether or not president Abdurrahman Wahid needs to be replaced//

Rheme
-------

3. The debate has found manifestation in mass action at the grass root level, a level vulnerable to conflicts//

Unmarked Topical	Rheme
Theme	

The internal structure of this clause is simple theme. It is single unit that constructs this message. The theme is **the debate** namely unmarked topical theme. It has ideational meaning functioning as the point of departure for the message. A determiner used indicates this theme refers to **Today's political turbulence** functioning as the point of departure in clause 1. Additionally, it has a potential theme because there is no conjunction tying to the previous clause.

4. The problem is simple/

Unmarked Topical	Rheme
Theme	

The thematic choice is ideational theme, namely unmarked topical theme. The writer puts **The problem** as theme. As the thematic organization, he would like to keep the continuity among the themes of the clauses by using unmarked topical theme. In this case, **The problem** refers to the first theme. It is indicated by determiner '*the*' preceding '*problem*'. In addition, if we pay attention in its structure, this clause has the same case as the second clause. In this case, it brings the potential theme. The reason is **The problem** namely unmarked topical theme is not preceded by Textual Theme that ties it to the previous clause.

5. It is not about the need to replace or keep him/

Unmarked Topical	Rheme
Theme	

Here, **It** is the theme as the unmarked topical because it is the direct subject of the clause. It refers to the first clause that is **today's political turbulence**. Because its thematic choice is using unmarked theme, this clause has the potential theme. Therefore, the message can stand-alone. Moreover, this theme is simple theme that is a single unit without any further internal structure.

6. But about whether he can proceed with his present leadership/

Textual	Unmarked Topical	Rheme
Themes		

This clause employs **But about whether** namely textual theme and **He** namely unmarked topical theme. Because of that, the themes are multiple themes because they have textual and ideational elements. Furthermore, textual precedes ideational, then, it is not potential. This means that this message is tied to the previous clause, then, it doesn't have the potential theme because it could not stand-alone.

7 If he stays in office//

Textual	Unmarked Topical	Rheme
Theme		

This clause has textual function. It is indicated by conjunction at the beginning of the clause. It means that it is tied to the previous clause. **If** and **he** are themes because **if** takes the position as the point of departure and **he** indicates what the message is about. This clause does not take the potential theme because the conjunction in the beginning of the clause.

8. Wahid's administration has performed poorly//


Unmarked Topical	Rheme
Theme	

This clause is simple clause because it only contains participant, process and circumstance. And this clause has simple theme because there is only one theme that is unmarked topical theme. In addition, it has a good signpost because topical element or participant or subject is at the beginning of the clause.

9. The economy is worsening/

Unmarked Topical	Rheme
Theme	

The writer puts **The economy** in the beginning of the clause. It means that it is theme for the clause. Because the theme only consists of one element, it is simple



theme. The thematic structure is topical theme with rheme to construct the message. Fortunately, the clause only employs ideational meaning without textual meaning precedes it. This means this message has potential to be an independent message.

10. Rupiah has dropped to its record low/

Unmarked Topical	Rheme
Theme	

This clause has simple theme in which **Rupiah** is the subject. Because of the subject of this clause, it is called unmarked topical theme. Furthermore, it has only one theme, then, it has simple theme. The message has the potential theme because it has no textual theme.

11. Negotiation with the IMF is neglected/

Unmarked Topical	Rheme
Theme	

In this clause, the message has **Negotiation with the IMF** as the theme and is developed with **is neglected** as the rheme. The combination of the both makes the message as an independent one. The reason is that its thematic choice is unmarked theme. Then, The internal structure of the message is simple theme. Because of that, this theme has no relation to the previous clause.

12. Post of the Supreme Justice is still vacant/

Unmarked Topical	Rheme
Theme	

This clause has the same case as the previous clause. This clause is constructed by simple theme. It is a single unit without any further internal structure. The theme is **post of the supreme justice** namely unmarked topical theme. Additionally, because the theme is a simple theme, it has potential to make the message as an independent one.

13. The question of Aceh is yet to be properly settled/

Unmarked Topical	Rheme
Theme	

Participant, process and circumstance are the structures of this clause. A Participant is realized by a person, a place or an object and nominal group. A process is realized by verbal group i.e. **is**. Besides, adverbial group and prepositional phrase realize a circumstance i.e. **yet to be properly settled**. Because participant takes the first position or the point of departure, it is theme of this clause. Furthermore, the theme has potential to make this message independently.

14. And million of refugees live in misery in many places//

Textual	Unmarked Topical	Rheme
Themes		

This clause is the same as the previous clauses where textual theme or conjunction begins it. It means that this clause is related to the previous clause then, it has no the potential theme because of the relation. But this clause has multiple themes because it has two meaning. They are textual meaning and ideational meaning (topical). Therefore, the theme consists of textual theme and ideational (topical) theme.

15. Graft remains a political problem/

Unmarked Topical	Rheme
Theme	

**Graft** is the theme because it does not only take the first position but also it is the topic of the clause. Furthermore, the signpost, in which graft is the unmarked topical theme, makes it has the thematic potentially to be an independent clause.

16. Not only because AG Marzuki Darusman has achieved a little/

Textual	Unmarked Topical	Rheme
Theme		

In this clause, the writer takes **Not only because** and **AG Marzuki Darusman** as the point of departure or theme because they are the topic in this clause. In



addition, the clause has relation to the previous clause because **not only** because is conjunction and takes position in the beginning of the clause. Therefore, this clause does not bring the thematic potentially because it is tied to the previous clause.

17. But also because other cases such as financial scandals related to Bulog and the

Sultan of Brunei's donation

Textual	Unmarked Topical
Themes	

have cropped up//

Rheme
-------

Both tables are one clause. The clause has **But also** because and **other cases such as financial scandals related to Bulog and Sultan Brunei's donation** as themes. The themes are multiple themes those are textual and topical. Unfortunately, the message has no potential theme because it is begun by textual theme tied to the previous clause.

18. To make matters worse, aside from this mountain of problems,

Marked Topical
Theme

the president, as is known to everybody, is physically handicapped/

Rheme
-------

Both tables are one clause. The clause is 'To make matters worse, aside from this mountain of problems, the president, as is known to everybody, is physically handicapped'. In this clause, **to make matters worse, aside from this mountain of problems** is theme because the writer considers it is the topic. This clause talks about the things that make the problem worse. And one of them is that the president is imperfection person. **To make matters worse, aside from this mountain of problems** is marked topical theme because it is non-subject of this clause. Moreover, the theme, in this clause, is simple theme because marked topical is the only theme. Based on the table, conjunction is not in the beginning of the clause but adjunct is, then, the theme makes this clause dependent on the previous clause.

19. A condition he was in/

Marked Topical	Rheme
Theme	

In this clause, **a condition** is theme namely marked topical because it is non-subject. The theme, however, is a simple theme because it only has one element namely topical. This clause does not bring a potential theme because adjunct is in the beginning of it.

20. Even before he was elected president//

Textual	Unmarked Topical	Rheme
Themes		

This simple clause has multiple themes. They are textual theme and unmarked topical theme. But the themes do not provide the message to be an independent one because the thematic choice puts textual element at the first position.

21. The basic mistake of Gus Dur, to use the president's popular name,

Unmarked Topical
Theme

began soon after his swearing-in//

Rheme
-------

This clause has the basic mistake of Gus Dur, to use the president's popular name as the theme namely unmarked topical because it is subject in this clause. Because the basic mistake of Gus Dur, to use the president's popular name is the theme, then the clause is not tied to the previous clause.

22. He failed to garner support from the house//

Theme	Rheme
Unmarked Topical	

'He' is the topic in this clause. Therefore, This clause employs 'He' as the theme. Fortunately, the clause is not preceded by conjunction, then, it can be an independent clause. Actually, based on the tonic accent, he failed and to garner support from the house can be separated but in thematic structure it cannot. Because to garner support does not have theme and rheme in which a clause should at least has a subject.

23. And ( ) belittled it instead//

Themes		Rheme
Textual Topical	(elliptical) unmarked Topical	

This clause has subject not mentioned literally that is He. Therefore, the subject is called elliptical. Because it is theme, then, it is said elliptical unmarked topical theme. Unfortunately, this clause is preceded by 'and' as conjunction. Therefore, it is tied to the previous clause.

24. It is still fresh in our memory/

Theme	Rheme
Unmarked Topical	

This clause conveys 'It' as theme. 'It' is called unmarked topical theme because it is a subject in this clause. Furthermore, this clause does not employ conjunction in the beginning, then, it conveys the potential theme.

25. How he went beyond a joke/

Interper./ Textual	Unmarked Topical	Rheme
Themes		

In this clause, 'How' plays two roles, it is interpersonal and textual. In this situation, it employs Wh-element function and conjunction this clause and the previous clause. On the other hand, 'he' is subject, then, it is unmarked topical theme. Because the Wh-element 'How' is also conjunction, the message cannot be an independent one.

26. When he likened the House to kindergarten//

Textual	Unmarked Topical	Rheme
Themes		

This clause employs **when** as conjunction and **he** as subject. Even though, 'when' is Wh-element but its meaning is conjunction. Therefore, it only has textual meaning. Additionally, they both take position at the beginning of the clause, then, they are themes. Because of that, this clause has multiple themes.

27. It was as if he were ignorant of the fact/

Theme	Rheme
Unmarked Topical	

The theme 'it' is the signpost for the point of the departure in this clause. Therefore, it is called unmarked topical theme. In addition, it is the signpost to invite the readers to think that 'it' is the topic. 'It' begins this clause, then, this clause has the potential theme to stand-alone

28. That he had been elected by the MPR//

Textual	Unmarked Topical	Rheme
Themes		

The signpost for this clause is 'that he' as theme. It means that this clause would like to emphasize **that he** is the topic. Because **that** is conjunction, it ties this

clause with the previous clause. This indicates that the clause does not take the potential theme.

29. 500 of whose members are the present House members/

Unmarked Topical	Rheme
Theme	

'500 of whose members' is the signpost for this clause. Because of that, it is theme in this clause. '500 of whose members' is also subject of the clause. Therefore, it is called unmarked topical theme. This clause has the potential theme because subject begins it.

30. Which made it absolutely necessary for him to muster political support//

Unmarked Topical / Interper.	Rheme
Theme	

'Which' is claimed unmarked topical + interpersonal because it takes the role as subject in this clause and has Wh-element function. In addition, it is the signpost for the point of departure because it is the topic in which it invites the readers to think about 'which'. Then, rheme functions to explain it. This clause does not have a good signpost because 'which' makes its message depend on the previous clause.

31. Gus Dur, however, was used neither to parliamentary politics nor to listening to argument and other forces' voices//

Unmarked Topical	Textual	Rheme
Themes		

This clause is different from other clauses because it employs conjunction after subject. The subject and the conjunction are the signposts for the point of departure. They are topic in this clause. Therefore, they have position as themes. Because subject begins the clause, the themes make this clause to be an independent one.

32. The impression was that/

Theme	Rheme
Unmarked Topical	

In this clause, subject is at the beginning without conjunction. That means the only signpost, as the point of departure, is subject. Therefore, the clause employs ideational meaning as simple theme. Because there is no conjunction at the beginning, the clause has the potential theme.



33. He had no need for this support//

Unmarked Topical	Rheme
Theme	

In this clause, 'He' is theme namely unmarked topical. This clause employs simple theme because there is only one theme. Furthermore, conjunction does not precede the clause, then, it brings the potential theme.

34. In fact, the National Awakening Party (PKB), his main supporter,

Interper.	Unmarked	Topical
Themes		

secured only 11 percent of seats in the House/

Rheme
-------

This clause employs multiple themes. They are interpersonal and topical. In this clause, adverb begins it followed by subject. Because adverb begins it, this clause is tied to the previous clause as the continuity clause or the neighbor clause.

35. And the PDKB, another supporter, only has five seats//

Textual	Unmarked Topical	Rheme
Themes		

This clause employs multiple themes because there are two themes those are textual and topical at the beginning. Furthermore, they are the topic of the clause. Because conjunction precedes it, it takes the potential theme.

36. Obviously, he enjoys only a minimum of support//

Interpersonal	Unmarked Topical	Rheme
Themes		

This clause has the same case as the previous clause. It is tied to the previous clause because adverb begins it. Fortunately, adverb and subject are the signposts for the point of departure. Therefore, they are the topics, the main thought of the clause. Because of its relation to the previous clause, its message cannot stand-alone.

37. His supporters, flocking in great numbers to Jakarta last week

Unmarked Topical		Rheme
Theme		

should have known/

Rheme
-------

The clause, *his supporters, flocking in great numbers to Jakarta last week should have known*, employs 'His supporters, flocking in great numbers to Jakarta last week' as theme namely unmarked topical theme. This is simple theme because the theme consists of one element. Furthermore, there is no conjunction preceding topical theme. Therefore, the theme has potential to be an independent one.

38. And ( ) (been informed) /

Textua	Elliptical Unmarked Topical	Rheme
Themes		

'And' begins this clause. Besides, it has elliptical theme that refers to the theme in clause 36. Because 'and' functions as conjunction, this clause is tied to the previous clause. There are two themes in which textual and topical in them. Therefore, they are a multiple theme. On the contrary, they cannot be independent ones because conjunction is the first theme.

39. There were other ways to "take actions"//

Theme	Rheme
Unmarked Topical	

In this clause, 'there' is the signpost for the point of departure. Beside its first position, it is also the topic in which it is the main thought of the clause. This clause has a good signpost because conjunction does not start it. Therefore, it takes the potential theme.

40. With his lame actions, Gus Dur can always strive to seek coalition in the cabinet/

Marked Topical	Rheme
Theme	

This clause has 'With his lame actions' namely marked topical theme. The thematic choice is not potential because it is preceded by an adjunct that makes it tie to the previous clause. Furthermore, this clause has a simple theme because there is only one theme that is topical theme.

41. And ( ) pursue his politics of compromises//

Textual	(elliptical) Unmarked Topical	Rheme
Themes		

This clause has conjunction to start it. In addition, the subject does not seem literally but it really exists. Therefore, it is said elliptical. Conjunction 'And' and ellipsis are the signposts for the point of departure. It means that they are the topic reflects the main thought of the clause. Because of their first position, they are called themes. Because each element represents its own function that is textual and Ideational (topical), the clause has multiple themes. Unfortunately, conjunction stars this clause, then, it does not take the potential theme.

42. It may be too late, though//

Theme	Rheme
Unmarked Topical	

In this clause, 'It' is theme. It refers to the previous clause and this clause employs it as the point of departure. Therefore, the message has potential to stand-alone. In addition, this clause has an internal structure namely simple theme.

43. Besides, he is offering too little//

Textual	Unmarked Topical	Rheme
Themes		

This clause clearly does not take the potential theme because conjunction 'Besides' starts the clause. It means this clause has relation to the previous clause. Furthermore, the themes have multiple themes because they have more than one themes.

44. Two factors hold the key//

Unmarked Topical	Rheme
Theme	

'Two factors' functions as the topic or the main thought of this clause. In addition, it is the point of departure or the signpost. Therefore, it is unmarked topical theme. Because nominal group is the theme then, this clause brings the potential theme.

46. Second, can Megawati and the others still trust him?//

Themes			Rheme
Textual	Interpersonal	Unmarked Topical	

This clause is the same as the previous clause. There are three kinds of meanings those are experiential, interpersonal and textual meanings. This clause is the continuity of the previous clause because conjunction takes position at the first clause. Because of that, its message cannot be an independent.

47. If the answers are not in his favor/

Textual	Unmarked Topical	Rheme
Theme		

This clause does not take the potential theme because conjunction 'IF' is at the beginning of the clause. There are two semantics process as its internal structure namely multiple themes. Firstly, it is textual element i.e. conjunction. Secondly, it is topical theme i.e. subject.

48. The most constitutional political settlement today seems to be the reaction/

Unmarked Topical	Rheme
Theme	

This clause has **Nominal Group** as the theme. Because it is a subject, it is called unmarked topical theme. Nominal group is the only theme in this clause, then, this clause takes the potential theme. Therefore, its message can stand-alone because there is no conjunction preceding it.

49. The House will give to his response to its first memorandum//

Unmarked Topical	Rheme
Theme	

In this clause, there is only one point of departure that is **'The House'**. Because **'The House'** is the only theme and it has no conjunction preceding it, it makes its message cannot be independent one.

50. It is very likely/

Theme	Rheme
Unmarked Topical	

This clause has **'it'** as theme or unmarked topical theme. In this clause, there is no conjunction and it is the only theme. Based on this statement, we can



conclude this clause in two things. It has a good signpost because it is not tied to the previous clause then its message is independent. Second, the internal structure is simple theme.

It will send him a second one//

Theme	Rheme
Unmarked Topical	

This clause has the same comment as the previous clause. 'It' is the theme namely unmarked topical theme and the topic of the clause. Because there is no conjunction that ties it to the previous clause, this clause has the potential theme.

52. Whatever happens afterwards/

Theme	Rheme
Unmarked Topical	

In this clause, 'whatever' is put in the position as the point of departure. It is the topic in this clause. It would like to invite the readers 'mind that the clause discusses about 'whatever'. Because of its position, it is called theme namely unmarked topical theme. In topical theme or in experiential meaning, 'whatever' is participant namely actor (subject). On the other hand, the theme has simple theme because it is only one theme. Because of that, it is potential to make its message stand-alone.

53. It

is obvious/

Theme	Rheme
Unmarked Topical	

It is the topic and the signpost of the point of departure in this clause. Because it is the subject, it is called unmarked topical theme. In addition, this clause has the potential theme because it is not preceded by conjunction that ties a clause in another.

54. The people will have to live in uncertainty for a much longer time/

Theme	Rheme
Unmarked Topical	

In this clause, 'The People' is the topic or the main thought of the clause. Because of its first position, it is unmarked topical theme. Furthermore, this clause has no conjunction at the beginning. Therefore, it takes the potential theme.

55. And ( ) sustain greater misery//

Textual	(elliptical) Unmarked Topical	Rheme
Theme		

'And' is conjunction that ties this clause to the previous clause. Therefore, this clause has no the thematic potentially. Furthermore, it has subject ( ) that is not

don

mentioned literally but it really has. Therefore, it is called elliptical. Besides, this clause has multiple themes because textual and topical themes are the signpost of the point of departure. Because conjunction starts this clause that ties this clause to the previous clause, this clause does not take the potential theme.

The tables can be summarized in the following table:

No	Theme			Rheme
	Textual	Interpersonal	Topical	
			Unmarked	
1			Today's political turbulence	Still centers on
2	Whether or not		President Abdurrahman Wahid	needs to be replaced
3			The debate	Has found manifestation in mass action at the grass root level, a level vulnerable to conflicts

		The problem	Is simple
		It	Is not about the need to replace or keep him
6	But about whether	He	Can proceed with his present leadership
7	If	He	Stays in office
8		Wahid's administration	Has performed poorly
9		The economy	Is worsening
10		Rupiah	Has dropped to its record low
11		Negotiation with the IMF	Is neglected

		Post of the Supreme Justice		Is still vacant
		The question of Aceh		Is yet to be properly settled
		And million of refugees		live in misery in many places
		Graft		Remains a critical problem
8	Not only Because	AG Marzuki Darusman		Has achieved a little

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But also Because		Other cases such as financial scandals related to Bulog and the Sultan of Brunei's donation		Have cropped up
			To make matters worse, aside from this mountain of problems	As the president is known to everybody, is physically handicapped
			A condition	He was in even
Before		He		Was elected president

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21		The basic mistake of Gus Dur, to use the president's popular name,		Began soon after his swearing-in
22			He	Failed to garner support from the House
23	And		(Ellipsis)	Belittled it instead
24			It	Is still fresh in our memory
25	How	How	He	Went beyond a joke
26	When		He	Likened the House to kindergarten
27			It	Was as if he were ignorant of the fact

28	That		He		Had been elected by the MPR
29			500 of whose members		Are the present house members
30		Which	Which		Made it absolutely necessary for him to muster political support
31	However		Gus Dur		Was used neither to parliamentarian politics nor to listening to argument and other forces' voices
32			The impression		Was that



33			He		Had no need for this support
34	In fact		The national awakening party (PKB), his main supporter		Secured only 11 percent of seats in the house
35	And		The PDKB, another supporter		Only has five seats
36		Obviously	He		Enjoys only a minimum of support
37			His supporters flocking in great numbers to Jakarta last week		Should have known

38	And		(Ellipsis)		Been informed
39			There		Were other ways to "take actions"
40				With his lame actions	Gus Dur can always strive to seek coalition in the cabinet
41	And		(Ellipsis)		Pursue his politics of compromises
42			It		May be too late, though
43	Besides		He		Is offering too little
44			Two factors		Hold the key

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45	First	Is	He	Ready to share power with, for example, Megawati, in a truly honest manner sans any ploy or trick?
46	Second	Can	Megawati and the others	Still trust him?
47	If		The answers	Are not in his favor
48			The most political settlement today	Seems to be the reaction
49			The House	Will give to its response to its first memorandum
50			It	Is very likely

51		It		Will send him a second one
52		Whatever		Happens afterwards
53		It		Is obvious
54		The people		Will have to live in uncertainty for a much longer time
55	And	(Ellipsis)		Sustain greater misery

Based on the analysis, the writer finds that the text has thematic choice is that unmarked topical theme 59.26%, marked topical theme 3.70%, ellipsis 4.94%, textual theme 25.93% and interpersonal theme 6.17%. Unmarked topical themes are Today's political turbulence (1), President Abdurrahman Wahid (2), The debate (3), The problem (4), It (5), (24), (27), (42), (50), (51), (53), He (6), (7), (20), (22), (25), (26), (28), (36), (43), (45), Wahid's administration (8), The economy (9), Rupiah (10), Negotiation with the IMF (11), Post of the Supreme Justice (12), The question of Aceh (13), Million of refugees (14), Graft (15), AG Marzuki Darusman (16), Other cases related to Bulog and Sultan Brunei's donation (17), The basic mistake of Gus Dur (21), 500 of whose members (29), Which (30), Gus Dur (31), (40), The

impression (32), (The national awakening party (PKB), his main supporter (34)), (The PDKB, another supporter) (35) His supporter (37), There (39), Two factors (44), Megawati and the others (46), The answers (47), The most political settlement today (48), The House (49), Whatever (52), The people (54). Marked topical themes are (To make matters worse, aside from this mountain of problem) (18), A condition (19), With his lame actions (40). Besides, the thematic choice of the text is elliptical topical theme in clauses (23), (38), (41), (55). Textual themes are Whether or not (2), But about whether (6), If (7), (44), Not only (16), But also (17), Before (20), And (14), (23), (35), (38) (41), (54), How (25), When (26), That (28), However (31), In fact (34), Besides (43), First (45), Second (46). Interpersonal themes are How (25), Which (30), Obviously (36), Is (45), Can (46).

The thematic organization of the text is divided into three parts based on its structural feature. The first part is statement (question about issue) or introduction statement. It contains general statement of the article with the topic sentence that is **Today's political turbulence centers on whether or not President Abdurrahman Wahid needs to be replaced.** The second one is to tell us about the arguments that those support the statement of the writer. His statement is that **the issue is not about whether President Abdurrahman Wahid needs to be replaced but about whether he can proceed with his present leadership if he stays in office.** The last one is a considered opinion or recommendation of the writer.

The first part starts from clause (1) to clause (3). This part contains questions of President Abdurrahman Wahid's leadership whether or not he is replaced or kept in his office. The thematic choices are unmarked topical theme as the dominant

theme. In this part, the theme is represented by today's political turbulence that appears in clause 1.

The second one starts from clause (4) to clause (43). This part employs statements of argument to support the opinion of the writer. The statements are shown by giving the evidences or facts of the President Abdurrahman Wahid's failures and mistakes. In this part, the thematic choice takes all metafunction of language. The thematic choices that exist are textual, interpersonal and ideational themes. Some of them are not potential because textual themes precede ideational themes. Here, the textual function plays its role to make the text coherence and cohesion. Then, the text has well-organized themes.

The third one is conclusion towards giving solution of the political turbulence. This starts from clause (44) to clause (54). The solution is Gus Dur shares power with, for example, Megawati, and Megawati and the others should trust him. But, those are still in questions. The answers are still unclear. Finally, the writer closes his/her article with a sentence "the people will have to live in uncertainty for a much longer time and ( ) sustain greater misery. The thematic choice is potential because the themes in this part mostly employ ideational elements.

The main point of the organization is that there are two unmarked topical themes that those represent all themes in the text. They appear in every part. They are Today's political turbulence and President Abdurrahman Wahid. From the two, the meanings are developed and those produce different themes and rhemes. This is called the Development of the text. This indicates that the writer employs unmarked

topical theme to keep the regularities and constituencies in the messages. Therefore, the readers can get the messages from the text delivered.

In the text, thematic choices existing in it, some themes are and are not potential.

In the first part, it starts from clause 1 to clause 3 but there are only two clauses bring the potential themes. Those are clauses 1 and 3. They take the potential themes because the themes existing in them are not preceded by either conjunction or adjunct. Shortly, they only employ unmarked topical themes.

Meanwhile, in the second part, the clauses bringing the potential themes are clauses 4, 5, 8, 11, 12, 13, 15, 21, 22, 24, 27, 29, 32, 33, 37, 39 and 42. The clauses bring the potential themes because they have themes in which either textual or interpersonal themes are not at the beginning of the clauses. Moreover, they only employ unmarked topical themes that potential to be independent themes.

On the other hand, the third part only employs seven clauses that bring the potential themes. The clauses are clauses 48, 49, 50, 51, 52, 53 and 54. Both conjunction and adjunct do not take the first position, then, their themes are potential to be independent themes that are not tied to the previous clauses.

The text also employs the metafunction meaning in the themes. Beside topical theme, some clauses employ textual and interpersonal themes. They can be classified in themes that those are potential or non-potential themes. Besides, the topical themes that can be classified as non-potential theme are elliptical and marked topical themes. The clauses mentioned are clauses 2, 6, 7, 14, 16, 17, 20, 25, 26, 28, 31, 34, 35, 36, 43, 45, 46 and 47. They do not bring the potential themes because

they have either textual theme or interpersonal theme. Clauses that use elliptical topical themes are clauses 23, 38, 41 and 55. Elliptical topical theme is theme that is not mentioned literally but it exists. These elliptical topical themes are not potential because they employ textual theme that is 'and' in the beginning of the clauses. Marked topical themes appear in clauses 18, 19 and 40. They are not potential because they are adjuncts. In the following instances, the writer tries to explain which Theme is and is not potential.

Unmarked Topical Theme is underlined and Textual Theme is in **bold**

\* a. **Before** he was elected president

b. He failed to garner support from the House.

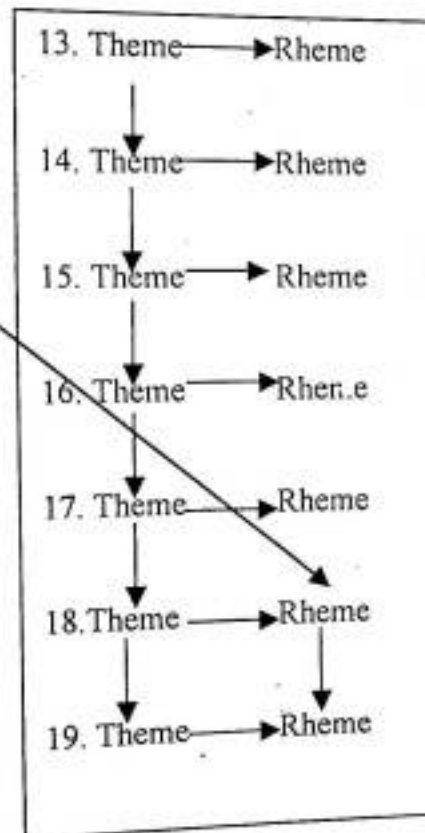
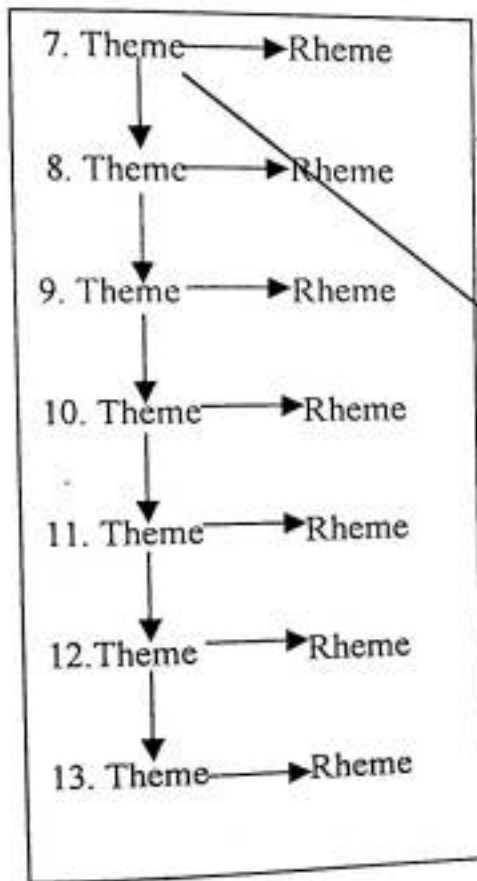
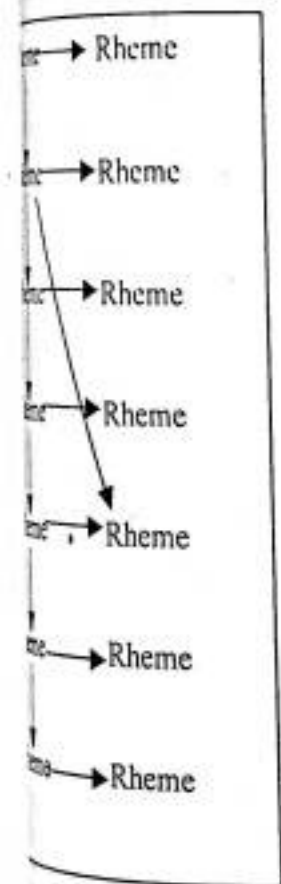
The potential theme is theme which does not employ either conjunction or adjunct. But, it only employ subject as one element of the starting point of a clause. In instance 'a', it uses conjunction in the starting point or the beginning of the clause. The conjunction is 'before'. On the contrary, in instance 'b', it only uses subject without any element precedes it. In conclusion, the clause 'a' takes the potential theme and the clause 'b' does not.

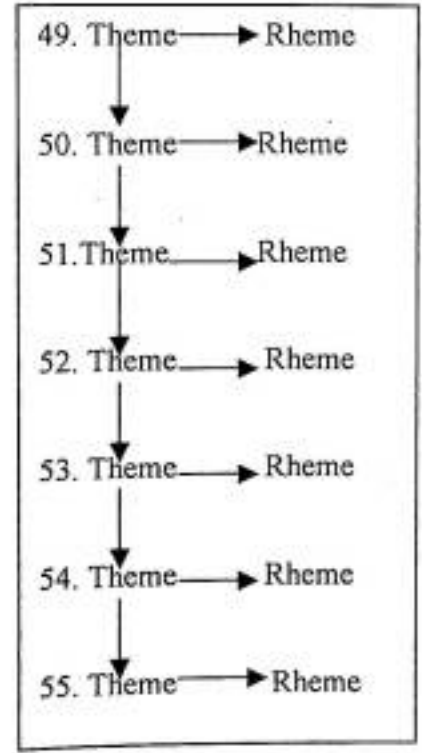
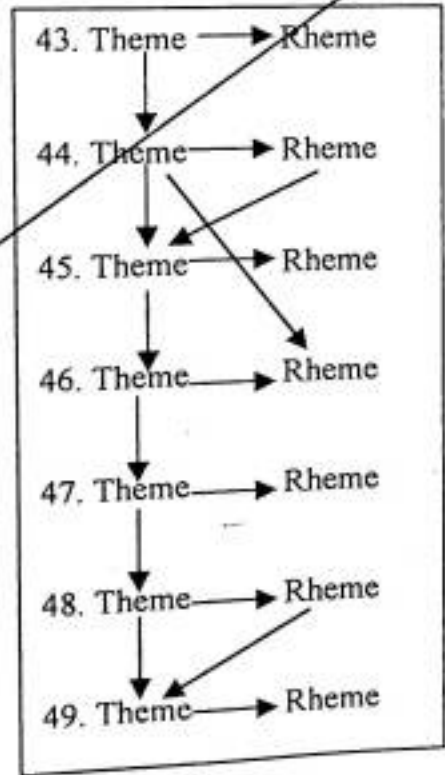
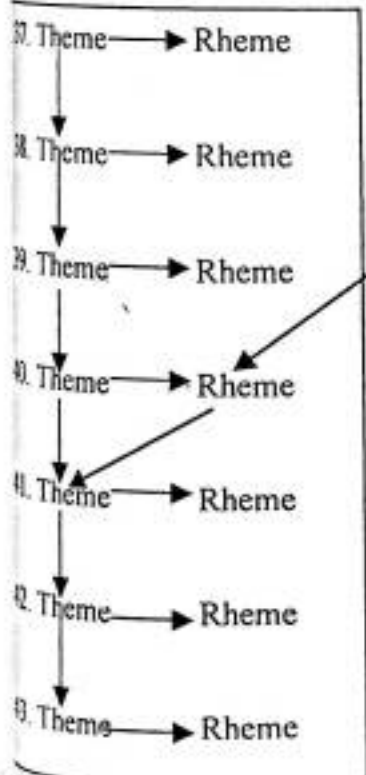
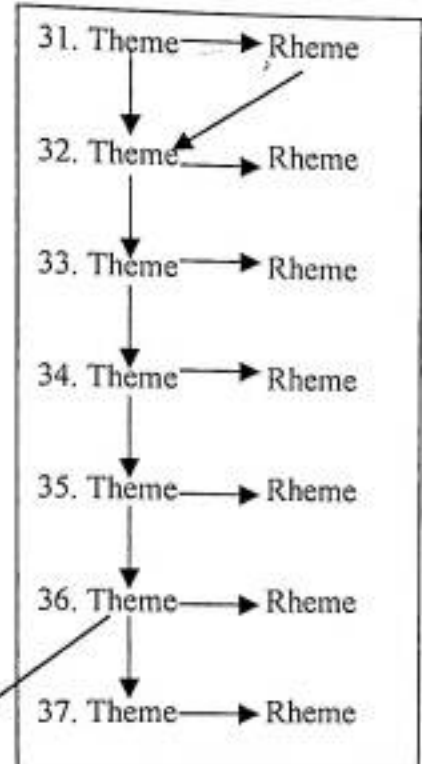
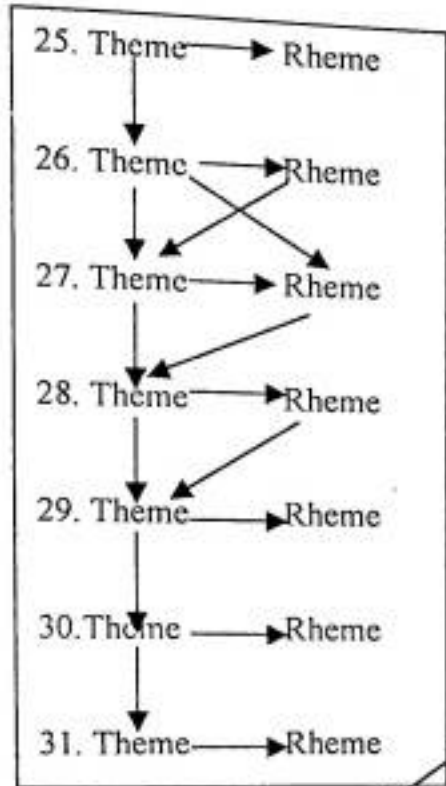
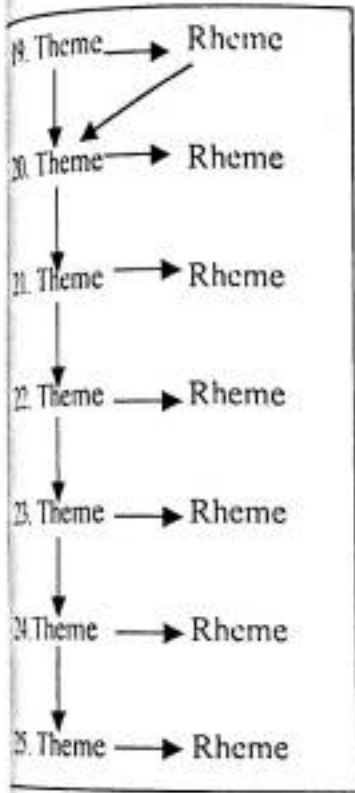


# Thematic Progression

Towards thematic progression, we can find out about the development of text by placing  
... from the rheme of one clause into the theme of the next, or by repeating the meaning of  
... of one clause into the rheme of the next. The thematic progression can be seen as the  
... tables:

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In the first part, we find today's political turbulence is theme in clause 1 that it is followed by theme 'President Abdurrahman Wahid' in clause 2. In clause 3, we find 'The Debate' as theme that it refers to the theme in clause 1.

In the second part, the problem is theme that it reflects theme of clause 1. The theme 'it' in clause 5 is pronoun of theme in clause 4. The theme 'President Abdurrahman Wahid' of clause 2 becomes rheme in clause 5. The theme 'He' in clause 6 and 7 refers to the theme 'President Abdurrahman Wahid in clause 2. Wahid's administration is theme in clause 8 that it is followed by themes 'The economy' (9), 'Rupiah' (10), Negotiation with IMF (11), Post of the Supreme Justice (12), The question of Aceh (13), Million of Refugees (14), Graft (15), AG Marzuku Darusman (16), and such as Bulog.....(17). The president which appears in clause 2 is rheme in clause 18. Then, it becomes rheme in clause 19 and theme in clause 20. It is followed by themes 'the basic mistake of Gus Dur.....(21), 'He' (22). Clause 23 employs elliptical topical theme that it refers to theme 'He' in clause 22 and 'President Abdurrahman Wahid' in clause 2. 'It' is theme in clause 24 that it refers to 'the basic mistake of Gus Dur in clause 21. It is followed by theme 'He' in clause 25 and 26. Then, it appears in rheme of clause 27. The theme 'it' in clause 27 reflects the rheme of clause 26. 'He' is theme in clause 28 that it is followed by theme '500 of whose members of clause 29 that it refers to rheme in clause 28. Clause 30 is embedded clause that it is tied to clause 29. It is followed by theme 'Gus Dur' in clause 31. The theme 'The Impression' reflects rheme of clause 31. Furthermore, the theme 'He' in clause refers to the theme of clause 31. It is followed by themes 'The National awakening Party (PKB)'.....(34), 'PDKB'.....(35), 'He' (36), 'His

supporters' (37). Clause 38 employs elliptical topical theme that it is tied to clause 37. This is followed by theme 'There' in clause 39. The rheme 'Gus Dur' of clause 40 reflects theme 'He' of clause 36. Clause 41 employs elliptical topical theme that it is tied to clause 40. The theme 'it' in clause 42 reflects rheme of clause 41. Then, it is followed by theme 'He' in clause 43.

In the third part, 'Two factors' is theme in clause 44. It is followed by 'He', which appears in previous themes, is theme in clause 45, 'Megawati and the others' is theme in clause 46, 'The answers' is theme in clause 47, 'The most political settlement today' is theme in clause 48 and 'The House' is theme in clause 49. 'It' is theme in clause 50 that it refers to rheme in clause 49. 'It' is theme in clause 51 that it refers to the theme of clause 49. 'Whatever' is theme in clause 52. It is a conclusion theme of the third part. 'It' is theme of clause 53 that it refers to the theme of clause 52. Finally, theme 'The people' in clause 54 and 55 closes this text.

In summary, we can see the explanation above in this following textual meaning:

Topical theme : Today's political turbulence, The debate, The problem, It, He, Wahid's administration, The economy, Rupiah, Negotiation with the IMF, Post of the Supreme Justice, The question of Aceh, Graft, The basic mistake of Gus Dur, 500 of whose members, Which, Gus Dur, The impression, (The national awakening party (PKB), his main supporter), His supporter, There, Two factors, Megawati and the others, The answers, The most political settlement today, The House, Whatever, The people.

Circumstance : A condition, obviously, to make matters worse, aside from the mountain of problem, with his lame action



Textual themes : Whether or not (giving choice), But about whether (expressing contrast), If (Conditional), Not only (adding information), But also (contrast), As (giving evidence), Before (expressing time), And (additional), How (giving example), When (expressing time), That (emphasizing), However (contrast), In fact (evidence), Besides (additional), First (additional), Second (additional).

Interpersonal themes : How, Which, Obviously, Is, Can.

Ellipsis : In clauses 23, 38, 41 and 55.

#### 4.1.3. Analysis of context

Towards analysis of context, the relationship between language and context can be known by exploring its textual meaning.

Topical theme is underlined, ellipsis is in bracketing, interpersonal theme is in italics and textual theme is in bold.

Today's political turbulence still centers on **whether or not** *President Abdurrahman Wahid* needs to be replaced. The debate has found manifestation in mass action at the grass root level, a level vulnerable to conflicts. The problem is simple: *it's* not about the need to replace or keep him, **but about whether** *he* can proceed with his present leadership **if** *he* stays in his office.

Wahid's administration has performed poorly. The economy is worsening, rupiah has dropped to its record low, negotiation with the IMF is neglected, post of the Supreme Justice is still vacant, the question of Aceh is yet to be properly settled and millions of refugees live in misery in many places. Graft remains a critical problem **not only because** AG Marzuki Darusman has achieved a little, **but also because** other cases such as financial scandals related to Bulog and the Sultan of Brunei's aid donation have cropped up. To make matters worse, aside from this mountain of problems, the president, as is known to everybody, is physically handicapped, a condition he was in **even before** he was elected president.

The basic mistake of Gus Dur, to use the president's popular name, began soon after his swearing-in. He failed to garner support from the House and ( ) belittled it instead. It's still fresh in our memory how he went beyond a joke when he likened the House to a kindergarten. It was as if he were ignorant of the fact that he had been elected by the MPR, 500 of whose members are the present House members, which made it absolutely necessary for him to muster political support. Gus Dur, however, was used neither to parliamentary politics nor to listening to arguments and other forces' voices. The impression was that he had no need for this support. **In fact,** the National Awakening Party (PKB), his main supporter, secured only 11 percent of seats in the House, **and** the PDKB, another supporter, only has five seats. Obviously, he enjoys only a minimum of support. His supporters, flocking in great numbers to Jakarta last week, should have known (and ( ) been informed) there were other ways to "take action".

With his lame support, Gus Dur can always strive to seek a coalition in the cabinet and ( . ) pursue his politics of compromises. It may be too late, though. Besides, he is offering too little. Two factors hold the key. **First**, is he ready to share power with, for example, Megawati, in a truly honest manner *sans* any ploy or trick? **Second**, can megawati and the others still trust him?

If the answers are not in his favour, the most constitutional political settlement today seems to be the reaction the House will give to his response to its first memorandum. It's very likely it will send him a second one. Whatever happens afterwards, it's obvious the people will have to live in uncertainty for a much longer time and ( ) sustain greater misery.

The prominent themes in the text are that those use 'he' and 'it'. 'He' refers to President Abdurrahman Wahid (2), The president (18), Gus Dur (31) and Gus Dur (40). 'It' refers to Today's political turbulence (1), the basic mistake of Gus Dur (21), Likened the House to kindergarten (attitude), to seek coalition in the cabinet and pursue his politics of compromises (strategy), its first memorandum (49), the House (49), whatever (42). The text is likely to be a discussion. This is based on its structural pattern. In this text, the writer always gives facts as his arguments to the readers to support his statement in the first paragraph. They are located in paragraph two and paragraph three. Afterwards, the writer gives solution or opinion for the current problems. He starts by saying **Two factors hold the key**. It seems like a recommendation to the President Abdurrahman Wahid to do the two factors. Firstly, he starts to give opinion, then, facts and recommendation. But, his opinion is like an argumentative statement. He says that the issue is not whether President

Abdurrahman Wahid needs to be replaced but whether he can proceed with his present leadership if he stays in his office. This statement is based on the fact or information what he have got. Therefore, it is an argumentative statement. The way he says is by recounting the real facts then the readers can see all the facts.

As the explanation of the previous paragraph, the pronoun 'he' and 'it' can be identified. This means that the readers know those pronouns. It can be known that unmarked themes of the texts employ political terms. This helps us to identify the issue. We can conclude that the issue is a political matter. Therefore, the role of language is constitutive. It is constitutive because language functions to reveal the texts. Towards its political terms used in clauses, we can identify that this discusses about political matter. The conclusions about the language of the text tell us about the MODE OF DISCOURSE. In other words, the textual signs can be called as signs of the mode of discourse. Textual sign have been shown widely in the previous items. Now, we will see its analysis of context in summary.

### **Mode of Discourse**

Role of language : Constitutive

Type of interaction : Monologue

Medium : Written

Channel : Graphic

Rhetorical trust : Recounting, recommending and rather emotional

Commentary : Beside arguments and opinions, this text has potential to be a dialogue typically. Firstly, the writer tells the real issue as the topic of discussion in paragraph one. Then, he tells the



## CHAPTER FIVE

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer gives the conclusions of the analysis and suggestions for the next writers to explore functional grammar subject.

#### 5.1 Conclusions

1. The texts employ the repetition key nouns and references. In this way, the writer keeps the continuity and the coherence of the texts.
2. Most of the clauses employ unmarked topical themes. Therefore, we can conclude that these texts employ independent messages where those are not tied to the other message of the clauses that those do not use either conjunctions or adjuncts at the beginning. In fact, the article consists of fifty-five clauses but twenty-four clauses only contain dependent messages because those are tied to the other messages of the clauses. It is because the clauses are preceded by conjunctions and adjuncts then, those depend on the previous clauses. It means that thirty-one clauses have independent messages.
3. All of the semantic processes, we can find in the texts. Even though, topical themes are the predominant but textual and interpersonal themes also exist in the texts. Textual and interpersonal themes function to keep the relationship among clauses. That's why some clauses do not have independent message because they are tied to the previous message then the clauses have continuity in another.

- end
4. Based on the thematic progression analysis, the texts employ reiteration pattern combined with some zigzag pattern in bringing the text into coherent whole.
  5. Towards contextual description, textual function plays its role to organize the texts into a linear and coherent whole. In fact, the texts employ textual meanings by using the repetition key nouns and references as the starting points. As a result, the readers can get the messages delivered.

### 5.2 Suggestions

1. For the next writer, the writer should more muster about cohesion in English. It, however, relates to language metafunction especially textual function. Therefore, the writer would be easier and wider to explore textual function.
2. The books which relate to functional grammar should get more priority because the books which concern with systemic grammar are not enough.
3. For the better thesis work, the writers who take this field for a research should make comparison between two different languages towards functional grammar.

## Appendix

This data consist of fifty-five clauses. The data are taken from an Opinion article of Tempo Magazine in April 3-9, 2001 edition.

### What's wrong with Wahid?

Today's political turbulence still centers on whether or not President Abdurrahman Wahid needs to be replaced. The debate has found manifestation in mass action at the grass root level, a level vulnerable to conflicts. The problem is simple: it's not about the need to replace or keep him, but about whether he can proceed with his present leadership if he stays in his office.

Wahid's administration has performed poorly. The economy is worsening, rupiah has dropped to its record low, negotiation with the IMF is neglected, post of the Supreme Justice is still vacant, the question of Aceh is yet to be properly settled and millions of refugees live in misery in many places. Graft remains a critical problem not only because AG Marzuki Darusman has achieved a little, but also because other cases such as financial scandals related to Bulog and the Sultan of Brunei's aid donation have cropped up. To make matters worse, aside from this mountain of problems, the president, as is known to everybody, is physically handicapped, a condition he was in even before he was elected president.

The basic mistake of Gus Dur, to use the president's popular name, began soon after his swearing-in. He failed to garner support from the House and belittled it instead. It's still fresh in our memory how he went beyond a joke when he likened the House to a kindergarten. It was as if he were ignorant of the fact that he had been elected by the MPR, 500 of whose members are the present House members, which

made it absolutely necessary for him to muster political support. Gus Dur, however, was used neither to parliamentary politics nor to listening to arguments and other forces' voices. The impression was that he had no need for this support. In fact, the National Awakening Party (PKB), his main supporter, secured only 11 percent of seats in the House, and the PDKB, another supporter, only has five seats. Obviously, he enjoys only a minimum of support. His supporters, flocking in great numbers to Jakarta last week, should have known (and been informed) there were other ways to "take action".

With his lame support, Gus Dur can always strive to seek a coalition in the cabinet and pursue his politics of compromises. It may be too late, though. Besides, he is offering too little. Two factors hold the key. First, is he ready to share power with, for example, Megawati, in a truly honest manner *sans* any ploy or trick? Second, can megawati and the others still trust him?

If the answers are not in his favour, the most constitutional political settlement today seems to be the reaction the House will give to his response to its first memorandum. It's very likely/ it will send him a second one. Whatever happens afterwards, it's obvious the people will have to live in uncertainty for a much longer time and sustain greater misery.

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