A DISCOURSE ANALYSIS ON THEMATIC PROGRESSION PATTERNS FOUND IN "OPINION" ARTICLES IN JAKARTA POST NEWSPAPER

THESIS

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2014

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THESIS

Presented to

Maulana Malik Ibrahim State Islamic University of Malang

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2014

STATEMENT OF AUTHENTICITY

I declare that the work presented in this thesis is original and my own work, to accomplish the requirement for the degree of Sarjana Sastra (S.S) in English Language and Letters Department, Humanities Faculty, Maulana Malik Ibrahim State Islamic University of Malang. It does not incorporate any material previously written or published by another person, except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, April 8, 2014

The researcher

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APPROVAL SHEET

This is to certify that Siti Muthoharoh's thesis entitled *A Discourse Analysis*

on Thematic Progression Patterns Found in "Opinion" Articles in Jakarta Post

Newspaper has been approved by the thesis advisor for further approval by the Board

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MOTTO

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اَلْإِجْتِهَـــــــــــــــادُ اَسَـــــــــــــاسُ النَّجـَــــاحِ

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"Struggle is the way to get success"

DEDICATION

This thesis is especially dedicated to:

My beloved husband,

Ahmad Syafi'ie

My father and mother,

Bapak Thohir and Ibu Juwariyah

For the endless great love, trust, and prayer.

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Alhamdulillah, all praises belong to Allah SWT, that always gives me formidable ways and opportunities to study many things. Sholawat and Salam are also delivered to the Prophet Muhammad SAW bringing Islam as the religion of rahmatan lil al-alamin.

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Finally, I am fully aware of some weaknesses of my research. Therefore, I expect endless constructive criticism and feedback for my research improvement to help the future researchers produce much better researches in Linguistics.

Malang, April 8, 2014

The researcher

Siti Muthoharoh

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ABSTRACT

Muthoharoh, Siti. 2014. *A Discourse Analysis on Thematic Progression Patterns Found in "Opinion" Articles in Jakarta Post Newspaper*. Thesis, English Language and Letters Department, Humanities and Culture Faculty, Maulana Malik Ibrahim State Islamic University of Malang.

The Advisor: Dr. Hj. Like Rascova Oktaberlina,M. Ed

Key words: Theme, Rheme, Thematic Progression

This research examines the patterns of thematic progression found in "opinion" articles in Jakarta Post newspaper. The theory is purpose by Halliday (1994), which proposes the uses of themes and rhemes of the clauses as the framework to analyze the pattern employed in the "Opinion" article in Jakarta Post newspaper. This research is very important to conduct because by analyzing thematic progression patterns, it can be known how the progress of written text.

This research aims to answer the question: (1) what kinds of thematic progression patterns found in "opinion" articles of Jakarta post Newspaper? and (2) how do thematic progression patterns found in "Opinion" articles in Jakarta Post newspaper work? This research uses qualitative, because the data do not involve statistical analysis. It does not measure the attribute of a thing or phenomenon. It aims to explore and to describe sentence structure based on discourse analysis perspective and also to understand and to interpret how the thematic progression patterns in the text applied. The data of this study were taken from the "Opinion" articles in Jakarta Post newspaper published in May 2013. The techniques of data collection were collecting the "Opinion" articles in Jakarta Post newspaper and reading the whole of the articles. Then, choosing the paragraph of the articles illustrated thematic progression patterns that should be analyzed by reading and understanding. Finally, arrange the data systematically in accordance with the problems of the study.

The findings of this research are thematic progression patterns which is the one way to analyze the text or article in knowing the extension of the articles. The extension articles can help the reader understand what the author informs, but it must be relevant between sentences in the article. This analysis also helps the writers or authors to beware in their writing to achieve the perfect written that is good structure and progression in their articles or texts.

Penelitian ini menguji pola perkembangan thematic dalam artikel "Opini" di surat kabar Jakarta Post. Teori yang digunakan yaitu Halliday (1994), yang mana menegaskan penggunaan theme dan rheme dalam sebuah klausa sebagai kerangka untuk menganalisis pola perluasan thematic dalam artikel "Opinni" di surat kabar Jakarta Post. Penelitian ini sangat penting untuk dilakukan karena dengan menganalisis pola perkembangan thematic, dapat diketahui bagaimana sebuah teks berkembang.

Penelitian ini bertujuan untuk menjawab pertanyaan: (1) Apa jenis pola perkembangan thematic yang ditemukan dalam artikel "Opini" di surat kabar Jakarta Post? Dan (2) Bagaimana aplikasi jenis pola perkembangan thematic yang ditemukan dalam artikel "Opini" di surat kabar Jakarta Post? Penelitian ini menggunakan kualitatif, karena data tidak melibatkan analisis statistic. Ini juga tidak mengukur suatu benda atau fenomena. Hal ini bertujuan untuk mengeksplorasi untuk menggambarkan struktur kalimat berdasarkan perspektif analisis wacana dan juga untuk memahami dan menafsirkan bagaimana pola perkembangan thematic dalam teks diterapkan. Data penelitian ini diambil dari artikel "Opini" di surat kabar Jakarta Post yang diterbitkan pada bulan Mei 2013. Teknik pengumpulan datanya yaitu mengumpulkan artikel "Opini" dari surat kabar Jakarta Post dan membaca keseluruhan artikel. Kemudian, memilih paragraph dari artikel yang menggambarkan pola perkembangan thematic yang akan dianalisa dengan membaca dan pemahaman. Kemudian, mengatur data secara sistematis sesuai dengan masalah penelitian.

Temuan dari penelitian ini adalah pola perkembangan thematic yang merupakan salah satu cara untuk menganalisis teks atau artikel untuk mengetahui perkembangan sebuah artikel. Perluasan kalimat dapat membantu pembaca memahami apa yang penulis informasikan, akan tetapi kalimat harus relevan antara kalimat yang lainnya dalam artikel tersebut. Analisis ini juga membantu para penulis untuk berhati-hati dalam tulisannya untuk menghasilkan struktur kalimat dan tulisan yang baik dan perkembangan kalimat dalam sebuah artikel.

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CHAPTER I
INTRODUCTION

This chapter presents research background, research question, research object, research significant, scope and limitation, definition of key terms and research method.

1.1 Background of the Study

This research examines thematic progression patterns found in "Opinion" articles of Jakarta Post newspaper. Thematic progression is the way how to develop sentence to be good text. Thematic progression in this study is analyzed by using discourse analysis which analyzes word, sentence and phrase of texts. Thematic progression is also a means to keep the text cohesions. It is a part of systematic functional linguistics and technically supports the written knowledge of discourse. Paltridge (2006: 148) defines thematic progression as the process in which the theme of the clause carried up or recurred a meaning from preceding theme or rheme. It is the way in which information flow is formed in a text. In addition, Eggins (2004: 324) elaborates thematic shifting that can be attained either 'coincidentally', with the new theme coming outside the text, or cohesively, it is also called as thematic progression. Thematic progression is the pettern of paragraphs, it can be seen from the theme and rheme in each clause in the sentences. According to Halliday (1994: 38), a message consists of a theme combined with a rheme. In developing writing text, a text will develop by the patterns of thematic progression. It is used by the

writer or the author to progress and develop a written text, such as an article, thesis, books and others.

Some studies have been done related in this topic are; Sujatna (2013) investigated thematic progression in Sundanese texts. He found that the dominant thematic progression used by Sundanese female writers is the two elements of thematic progression as the part of multiple thematic progressions. Ebrahimi and Ebrahimi (2012) investigated the development in EFL students' composition writing. His research centered on scrutinizing the status of thematic progression patterns in EFL students' composition. The result illustrated significant differences between the three groups of students regarding their used linear and constant thematic progression pattern. Patpong (2013) explored thematic progression on Thai Song Dam Folktales. In his research the pattern of thematic progression explores a way of revealing the textual organization of the folktales and the local progression achieved by thematic selection of successive clause. His research revealed that the primary methods of folktale development are those of temporal and spatial organization. Yang (2008) tested thematic progression analysis in teaching explanation writing. It was how experiential and textual meanings are organized in a linear and coherence way.

Another relevant research was carried out by Jalilifar (2009), he investigated thematic development and progression in English academic text and translation in Persian. His research revealed significant differences in original texts and their translation regarding thematic schemes. Fontaine and Codratoff (2003) tested

thematic progression in the text by comparing native and non-native writer. He used text linguistic in his study. He found some of specific difficulties non-native writers face in managing the structure of their text. Li (2011) studied on a contrastive analysis of thematic progression patterns of English and Chinese Consecutive interpretation text. He found that theme and rheme are the important role in organizing and analyzing discourse. All of this studies investigated on thematic progression in contrastively and comparisons.

In this research, the researcher focuses on the analysis of thematic progression patterns found in "Opinion" article in Jakarta Post newspaper. This research studies how the application of thematic progression patterns develop and progress the text to be a structured article to represent the information or to convey the message presented by the author. The important is to produce good article, it should keep the connection between sentences in paragraph and should also keep the relation of each clause.

To find out the gap among this research with the researchers before, in this research the researcher focuses on the analysis application of thematic progression. In addition, this study is different from Jalilifar (2009), Fontaine and Codratoff (2003) and Li (2011)'s research because the researcher in this research analyzes the application of four patterns of thematic progression in "Opinion" articles in Jakarta Post newspaper, while three of them analyze thematic progression in contrastively and comparisons. It is also different from Sujatna (2013), Ebrahimi and Ebrahim (2012), Patpong (2013), Yang (2008)'s research, who examined the same topic but in

different part of thematic progression. While, this research just examines the application of four patterns of thematic progression.

1.2 Research Problems

This study is done to answer the following questions:

1. What kinds of thematic progression patterns found in "Opinion" articles of Jakarta Post Newspaper?

2. How do thematic progression patterns found in "Opinion" articles in Jakarta Post newspaper work?

1.3 Objectives of the Study

The objective of the study is to:

1. Find thematic progression patterns in "Opinion" articles in Jakarta Post newspaper.

2. Describe thematic progression patterns found in "Opinion" articles in Jakarta Post newspaper work.

1.4 Significances of the Study

This research is conducted to analyze discourse analysis on how thematic progression patterns work in the article used by the writer in Jakarta Post newspaper. It aims to examine the powerful effect of thematic progression patterns applied on this article. In addition, Halliday (1994)'s construct is used, which proposes the themes and rhemes in clauses as the way to analyze thematic progression. Therefore,

by doing so, it is expected that the theory becomes more familiar and applicable to another discourse analysis interested in the field.

Practically, through this research, by analyzing the data, it makes the writer understands how to use thematic progression to develop cohesion and to progress her or his writing texts or articles. Furthermore, for the readers, especially for the next researchers they will have guidance in analyzing some articles or text using thematic progression patterns.

1.5 Scope and Limitation

This research focuses only on the analysis of thematic progression patterns found in "Opinion" articles of Jakarta Post newspaper. The researcher took the data from "Opinion" articles in Jakarta Post newspaper from 17 May to 28 May 2013. This research only analyzes four types of thematic progression patterns based on Halliday (1994)'s model of analysis. It is to know how the patterns work in the text to show the information is presented by the writer.

1.6 Definition of the Key Terms

To avoid misunderstanding the terms used in this study needs to define:

1. *Theme* is the first clause or the main idea of the sentence that speaker and writer are talking about.
2. *Rheme* is what speaker or writer says about the main idea.
3. *Thematic Progression is* the exchange or linking between theme and rheme in the paragraph of the text.

1.7 Research Method

This title consists of detailed description of research design, data sources, research instrument, data collection and data analysis.

1.7.1 Research Design

This research uses qualitative design because the data not involve statistical analysis. It does not measure the attribute of a thing or phenomenon. It aims to explore and to describe sentence structure based on discourse analysis perspective and also to understand and to interpret how the thematic progression patterns in the text are applied. In this case, Hallyday's model of analysis is used because it indicates the use of analysis thematic progression pattern. This research uses data in the form of word, sentence in the text of "Opinion" articles in Jakarta Post newspaper.

1.7.2 Data Source

This research focuses on the analysis of paragraphs of the texts in "Opinion" articles in Jakarta Post newspaper published from 17 May to 28 May 2013. Those articles are selected because the articles contain of thematic progression patterns and related to the structure of the text that convey the utterances which can be analyzed by discourse.

The researcher takes those articles as the data source that is taken from Jakarta posts online; *http://www.thejakartapost.com/channel/opinion*. This link is taken because it is credible, everyone can browse from internet to find it easily. From the data source the researcher analyzes and investigates the strategy of the writers in giving information through their writing using thematic progression patterns.

1.7.3   Research Instrument

Research instrument is very important to procure the result of the study. It is part of the methods used to collect the data. In accordance with the research design the researcher herself as the instrument for obtaining the data and analyzing the data. Therefore, the research instrument of this research is the one who analyzes by interpreting the data objectively.

1.7.4 Data Collection

The data collection was done based on Creswell (2007: 118) as a series interrelated activities aimed at gathering good information to answer the research question and to find places to study and to gain access and to establish rapport with participants to provide good data. The data of this research are taken from paragraph in the "Opinion" articles in Jakarta Post newspaper published in May 2013. The procedures of data collection are; firstly, collecting the "Opinion" articles in Jakarta Post newspaper published from 17 May to 28 May 2013. Secondly, reading the whole of the articles. Thirdly, choosing the paragraph from the articles that should be analyzed by reading and understanding. The paragraphs were chosen to find out the paragraph which related to the thematic progression patterns. Finally, arranging the data systematically in accordance with the problems of the study.

1.7.5 Data Analysis

In analyzing the paragraphs on selected "Opinion" article, the first step was taking up the clause or sentence one by one in the paragraph and then separated it into two parts between theme and rheme. Secondly, making the graph arrow between theme and rheme from every clause to illustrate what thematic progression patterns found in the paragraph. Thirdly, making the description or explanation of analyzing the present patterns of thematic progression in paragraph form and how thematic progression patterns are applied in the text.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents some reviewed theories that are related to this research. The discussion involves discourse analysis, discourse and grammar, clause as message, theme, rheme and thematic progression pattern.

2.1 Discourse Analysis

Discourse analysis sometimes is defined as the analysis of language beyond the sentence. It is about studying and analyzing the use of language or the way in which the language is used in the text and context. Paltridge (2006: 2) states that discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. Then, the analysis of discourse can help a writer to develop his or her articles become coherence and help the readers get their clearly information because it attempts to interpret what the writer intends to convey.

The analysis of discourse includes spoken and written communication in what speakers and writers conduct and also what the hearers and readers think of and interpret. In written text, the writer usually has a time to think about what to say and how to say it.

In discourse there are two minds that can be separated those are coherence and cohesion. Cohesion is used to describe the way of certain words or grammatical

features of a sentence can connect that sentence to its predecessors and successors in a text (Hoey, 1996). According to Tarnyicova (2009), cohesion presents a surface structure linkage between elements of the text, while coherence is a feature of the underlying structures of texts. This point is a part of grammar that can be analyzed by discourse.

2.2 Discourse Grammar

Both discourse and grammar are complementing each other. Discourse can be understood as the domain of language use, with the writer or speaker makes functional choices at all levels of structure across sentence and a large of unit, inside clause or phrase, or within words of sentence. Grammar gives the structure of linguistic action, and practically gives rise to linguistic structure. Hengeveld and Mackenzie (2008: 1) states that functional discourse grammar takes the discourse act as the basic unit of analysis. Discourse as what the speaker or writer is presented to convey the utterance and grammar as the means used by speaker or writer to arrange a sentence become a discourse. Then, discourse depends on grammar which in turns depends on discourse. Grammar on discourse can be found in the part of paragraph, sentence and word. In the sentence, there is clause which informs the ideas of the writer. This clause gives message with different form or part.

2.3 Clause as Message

In all languages, the clause has the character of a message; it is some form of organization whereby it fits in with, and contributes to the flow of discourse. Halliday (2004: 64) states that there are lines of meaning in turn, beginning with the one that gives the clause, its character as message, and the structure which carries this line of meaning is known as thematic structure. It means that language consists of the clauses. Therefore, message is structured linearly, it has a starting point and an end or structured from the beginning to the end. Then, messages are structured from the theme and move to the rheme. From this arrangement thematic progression is formed from the theme and rheme in each clauses of sentences. There are two points of view to look clause as message; those are writer and reader or speaker and listener. Message is expected to be structured from known to unknown and message is structured from old information to new information.

2.4 Theme

There are only two positions of constituents recognized in a clause: the first part and the last part. The first part of the clause is called as theme. Halliday (1985: 39) says that theme is the starting point for the message that informs what the clause is going to be about.

Theme as topic of the sentence in a clause, as Martin (1997: 21-22) defines that theme is element which serves as the point of departure of clause as massage

which possesses the initial position in the clause. The definition suggests that the first part of the clause has the most influential factor to the rest of the message in a clause. Putting the same word in different position of the clause influences the way the reader comprehend the message in the clause. Then, the theme is the point of departure of the message. The example of this theme and rheme structure can be seen in example 1 bellow:

Theme (T)	Rheme (R)
Turn	has given my aunt that teapot.
My aunt	has been given that teapot by the duke.
that teapot	the duke has given to my aunt.

Example 1: Theme Rheme Structure (Halliday, 1994)

In the chart above, number 1, 2, and 3 are the form of clauses. The first column is a theme, as the main idea that the writers are talking about what the clause is going to be about.

Theme in clause 1 is "The duke",

Theme in clause 2 is "my aunt", and

Theme in clause 3 is "that teapot".

Then, the illustration above shows that theme is the element which comes in the beginning or in the first position of the clause.

2.5 Rheme

The second position in a clause from figure 2.4 is the rheme. It is the last part of the clauses. Eggins (2004: 300) says that rheme is a part of the clause in which the theme is developed. Additionally, Martin (1997) categorizes rheme as the element of the clause that follows the theme where the presentation moves after the point of departure. The theme of the clause is identified; the rheme can be easily recognized. The rheme contains the information that controls the development of the theme. Rheme is also the reminder of the clause. It shows the information that controls the development of theme. The example is in example 1:

rhreme in clause 1 is "has given my aunt that teapot"
rheme in clause 2 is "has been given that teapot by the duke"
rheme in clause3 is "the duke has given to my aunt"

Three of them are from the last position in the clause, which the writer says about the main idea.

The study of theme and rheme is mainly derived from systemic functional linguistic that analyzes language from its main function. There are three main functions of language or three types of theme based on Eggins (2004: 300), to talk about the experiences (experience function) and to show the logical relationship between them (logical function), to interact and/or to express a point of view (interpersonal function), and to organize the experience, logical and interpersonal

meaning into coherence whole (textual function). Theme and rheme are the realizations of how our experiential, logical, and interpersonal meanings are organized. Difference organization of ideas in a clause influences its theme meaning.

The relationship of theme and rheme can also show the progression of information in a clause. The information can be either given or new. Given information contains the information which is relatively familiar and is generally put in the first part of the clause. Rheme also contains new information. The pattern of given and new information can be used to guide the readers effectively through the texts. If the writer cannot control the information progression from the theme to rheme, this will make the readers difficult to understand his/her writing.

2.6 Thematic Progression Patterns

The coherence text can be seen from how the information in the clause goes on; it is the progression from theme to rheme in a clause. This development according to Eggin (2004: 324) is called thematic progression. In addition, Paltrid (2006: 148) defines thematic progression is the way in which theme of a clause may pick up or repeat a meaning from the previous theme or rheme. Thematic progression gives significant contribution to keep the text coherent. For example, in most of articles many build by paragraph certainly has a topic which will distribute. The topict in each of paragraphs is usually mentioned and tends to the tittle on the article. It is also identified by the sentence. The topic of sentence is usually presented in the begining

of sentence. Then, thematic progression can be seen from the patterns of theme and rheme used in the text. The study about theme and rheme is taken from systematic functional linguistic that analyzes the language from the main function. According to Halliday (2004: 61), there are four technical names for the metafunctions: experiential, interpersonal, textual and logical. In addition, Butt (2000: 5-6) also said that there are three main functions of language: experiential function (it is about telling experience), and logical function (it is to show the logical relation between them), interpersonal experience (to express point of view) and textual function (organize the experience, logical, and interpersonal meaning to be coherence). Then, theme and rheme are realized how the experiential, logical and interpersonal meaning in the text organized.

There are some types of thematic progression; are the simple linier thematic progression, the constant theme progression, theme derived and the split rheme. Thematic progression patterns based on Eggin (2004: 324)'s book, he postulates two types of thematic development are zig-zag pattern and multiple themes. According to Paltridge (2006: 148), there are three kinds of thematic progression pattern: constant theme, linear theme and split rheme. In addition, Danes (1974) in Rosa (2009)'s research, the theme derived is also part of thematic progression pattern.

This pattern is often used by the author or writer in writing text, articles or book. The description is as follows:

2.6.1   The Simple Liner Thematic Progression Pattern

The simple liner thematic progression happens when each rheme in this pattern becomes the theme of the utterance. This pattern is also called zig-zag pattern of thematic development (Eggins, 2004: 324), where the rheme of the first clause becomes the theme in the second sentence; the rheme of the second sentence becomes the theme of the third clause, and so on. This pattern can be seen in example 2:

Example 2:

"On the other day, the mouse went to the shoemaker. The shoemaker accepted to sew his tail if the mouse brings him some sewing-cotton from the carpet maker. The carpet maker listened to the mouse's story and promised to help him".
Example 2: Simple Liner TP (Ebrahimi and Ebrahimi: 2012)

The structure of themes and rhemes from the example 2 are:

Clause	Theme	Rheme
1	On the other day, the mouse	went to the shoemaker
2	the smoker"	accepted to…….the carpet marker
3	the carpet maker	listened to…"

The chart of this explanation can be drawn as bellow:

                                        T1 ----------------> R1   (the shoemaker)

(the smoker)   T2 (R1) ----------------> R2   (the carpet marker)

(the carpet marker)   T3 (R2) --------------→ R3
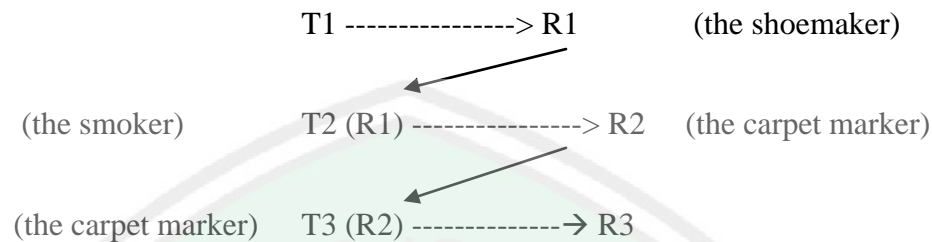
From the example above, "the smoker" as the rheme of the first clause (R1) becomes the theme in the second clause (T1). It is shown by arrow symbol (↙) and "the carpet maker" as the rheme of the second clause (R2) becomes the theme in the third clause (T3). This sentence arranged zig-zaging in conveying the information.

2.6.2   The Constant (continuous) Thematic Progression Pattern

It is called constant thematic progression pattern when there are same patterns appear in series of utterances with possibly identical arrangement of words. Where a common theme is shared by each clause and this theme equated with given information, Theme 1 picked up and repeated in theme 2 and 3. This pattern can be seen in the figure as bellow:

Example 3:

The example; Oprah Winfrey was born in Mississippi on January 29, 1954 (1). When she was 19 years old (2), she became the first African-American news anchor on WTVF-TV in Nashville (3). She began *The Oprah Winfrey Show*, one of the most popular talk show in the United States (4). She got remarkable

success in this program (5). <u>She</u> finally formed a company and bought her own

show (6).

Example 3: Constant thematic progression (Bloor, 2004:88).

The structure of themes and rhemes from example 3 are:

Clause	Theme	Rheme
1	<u>Oprah Winfrey</u>	was born in Mississippi on January 29, 1954
2	when <u>she</u>	was 19 year old
3	<u>She</u>	became the first African-American news anchor on WTVF-TV in Nashville
4	<u>She</u>	began *The Oprah Winfrey Show*, one of the most popular talk show in the United States
5	<u>She</u>	got remarkable success in thisprogram).
6	<u>She</u> finally	formed a company and bought her own show "

It can be drawn as follows:

Oprah Winfrey   T1 + R1

She   T2 (=T1) + R2

She   T 3 (=T1=T2) + R3

She   T 4 (=T1=T2=T3) + R4

She   T 5 (=T1=T2=T3=T4) + R5

She   T 6 (=T1=T2=T3=T4=T5) + R6
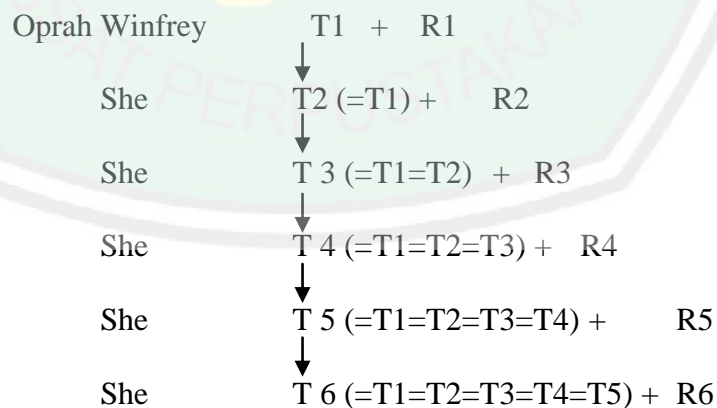
In example 2 the arrow symbol (↓) shows constant (continuous) themes. It means that the word "Oprah Winfrey" as the theme of the first clause continuously picked up in the theme "she" in clauses 2, 3, 4, 5, 6 and 7.

2.6.3   The Theme Derived

The theme derived, when the particular themes in following clause are derived from a hyper theme or from the same overriding theme. The following is the example:

Example 4:

(1) **Ecuador** is situated on the equator in the northwest of South America. (2) The economy is based on oil and agricultural products. (3) More oil is produce in Ecuador than any other South American country except Venezuela. (4) Banana, coffee, and cocoa are grown there. (5) The people are mostly of Indian origin. (6) Several Indian Languages are spoken there. (7) The currency is called the Sucre.
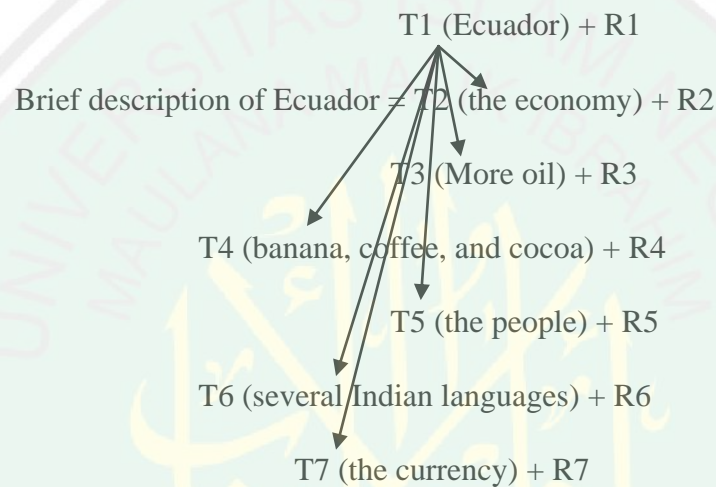
Example 4: Theme derived thematic progression (Rosa: 2009)

The structure of themes and rhemes from example 4 is:

Clause	Theme	Rheme
1	Educator	is situated on the equator in the northwest of South America
2	the economy	is based on oil and agricultural products

3	more oil	is produce in Ecuador than any other South American country except Venezuela
4	banana, coffee, and cocoa	are grown there
5	the people	are mostly of Indian origin
6	several Indian languages	are spoken there
7	the currency	is called the Sucre.

The following is a chart of the explanation above:

T1 (Ecuador) + R1

Brief description of Ecuador ≠ T2 (the economy) + R2

T3 (More oil) + R3

T4 (banana, coffee, and cocoa) + R4

T5 (the people) + R5

T6 (several Indian languages) + R6

T7 (the currency) + R7

From example theme derived thematic progression in example 4, the arrow symbol shows derived thematic progression where the theme 1 (T1) "Ecuador" of clause 1 is a hyper theme which has a brief description in theme 2 (T2) to theme 7 (T7). Each of this theme gives brief description about "Ecuador". It is how the sentences developed by derived Thematic Progression.

2.6.4   The Split Rheme Thematic Progression Pattern

The split rheme thematic progression pattern happens when the theme of the first clause is split into two items or the rheme split to the two or three theme after it.

Paltridge (2006: 150) states in multiple split rheme, a rheme may include a number of different pieces of information. The following is the example of split rheme pattern taken from Eggins (2004: 325).

Example 5:

> The three main reasons babies cry are <u>hunger, cold, and illness</u> (1). <u>Hunger</u> can be determined by considering when the baby was last fed (2). <u>Babies feel cold</u> more a cutely than we do and the smaller the baby, the more warmly it should be wrapped up (3). Finally, <u>sickness or pain</u> may also be signaled by crying…(4)

> Example 5: Split Rheme thematic progression pattern (Eggins, 2004: 325).

The structure of themes and rhemes is in example 5:

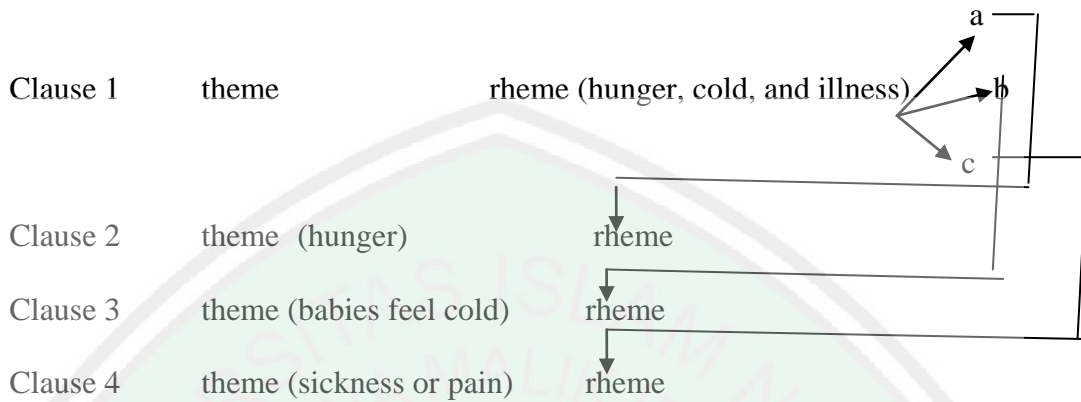| Clause	Theme	Rheme
1	The three main reasons babies cry	are <u>hunger, cold, and illness</u>
2	<u>Hunger</u>	can be determined by considering when the baby was last fed
3	<u>Babies feel cold</u> more a cutely	than we do and the smaller the baby, the more warmly it should be wrapped up
4	Finally, <u>sickness or pain</u> may also	be signaled by crying…

The explanation above can be drawn as follows:

			a
Clause 1	theme	rheme (hunger, cold, and illness)	b
			c

Clause 2   theme (hunger)   rheme

Clause 3   theme (babies feel cold)   rheme

Clause 4   theme (sickness or pain)   rheme

Example 4: the arrows (↓) is the symbol of split rheme where rheme 1 (R1) "hunger, cold, and illness" of the clause 1 taking up in theme "hunger (T2), babies feel cold (T3), sickness or pain (T4)" of clause 2, 3, and 4. The progression of the sentences using split rheme thematic progression pattern is shown in theme in the clauses 2, 3 and 4.

CHAPTER III
FINDINGS AND DISCUSSION

This chapter discusses the finding of the research that presents the analysis of thematic progression patterns found in "Opinion" articles in Jakarta Post newspaper. The data were taken from articles published in May 2013. The analysis is by choosing the paragraphs which mostly describe thematic progression patterns. Then, taking up the paragraph to analyze clause by clause and sentences by sentence and then explaining how those patterns work. Fontaine and Kodratoff (2003), in their study, it is found that the analysis of thematic progression is one way to work through the text sentence by sentence.

3.1 Finding

There are four kinds of thematic progression patterns found in "Opinion" articles in Jakarta Post newspaper in May 2013:

1. *The Simple linier thematic progression pattern* teken from "Opinion" article under the title "*Third spark in 58 years of Asia-Africa spirit*" in Jakarta Post newspaper (*Havas Oegroseno and Mari Pangestu, Brussels | Opinion | Fri, May 24 2013, 11:18 AM. p.7*). This pattern is found in paragraphs 2, 9,10 and 15.

2. *Constant (continuous) thematic progression pattern* is taken from "Opinion" article under the title: "*Girls and women, Drivers of Development*", (*Melinda*

Gates, Kuala Lumpur | Opinion | Tue, May 28 2013, 11:03 AM. P.7). This pattern is found in 8 paragraphs, those are 1, 3, 4, 9, 13, 19 to 22.

3. *Derived thematic progression pattern*; the analysis of this pattern is illustrated in selected article under the title *"Pesantren' and radicalization"* published in "Opinion" article in Jakarta Post newspaper, (*Abdurrahman Mas'ud, Jakarta | Opinion | Fri, May 17 2013, 10:40 AM. P).* This pattern found in paragraphs 1, 3, 4 and 14.

4. S*plit rheme thematic progression pattern* is found in paragraphs 3, 5 to 7 and 13 from the "Opinion" article under the title *"Assessment is Education"* in the Jakarta Post newspaper *(Totok Amin Soefijanto, Jakarta | Opinion | Fri, May 24 2013, 10:55 AM, p.6).*

The following is the finding analysis and the explanation of the pattern work in the articles:

3.1.1 The Simple Linear Thematic Progression Pattern

The formula of simple linear pattern (Eggins, 1994) is where the rheme of the first clause becomes the theme of the second clause, and the rheme of the second clause becomes the theme of the third clause. The analysis is as follows:

Paragraph 2

The Asia Africa Conference in 1955 in Bandung was the first real spark of self awareness and collective pride among world's colonized countries. The first spark was political in nature, to gain political independence from colonialism and build new states.

The following is the structure of theme and rheme in each clause of the paragraph 2:

Clause	Theme (T)	Rheme (R)
1	The Asia Africa Conference in 1955 in Bandung	was the first real spark of self-awareness and collective pride among world's colonized countries
2	The first spark	was political in nature, to gain political independence from colonialism and build new states.

The following is a chart of simple linear thematic progression pattern from theme and rheme from two clauses in paragraph 2 above:

T1 ----------------→ R1   (the first real spark)

(The first spark)   T2 ←----------------→ R2

Paragraph 2 shows the linear thematic progression pattern, as shown by the arrow symbol (✦). This pattern is proven by the first rheme (R1) *"the first real spark"* of clause 1 is picked up in theme 2 (T2) *"the first spark"* of the clause 2. The theme 2 (T2), a topic sentence of clause 2, explains and gives information about rheme 1 (R1) *"the first real spark"*. Then, the progression in this paragraph is demonstrated in clause 2, where the theme and rheme in this clause give a development of the clause before.

Paragraph 9 and 10

 9). The new Asia Africa spirit should be revitalized in economic terms. In facing the slowdown of the world economy, we need to ensure increased investment and trade flows in a mutually beneficial way. South-South Cooperation can make the system better in terms of trade and investment flows and capacity building. The reduction of
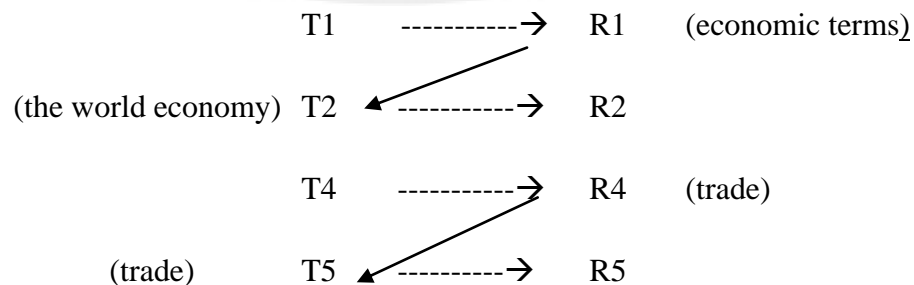
economic dependence on certain markets and certain products, and increased South-South cooperation will also benefit global trade.

10).Trade as an engine of growth should be done under the WTO framework and the importance of a single, global, rules based and fair trading system that is the most fair for developing, least developed and poor countries.

The following is the structure of themes and rhemes from the clauses in

paragraph 9 and 10 related to simple linear thematic progression pattern;

Clause	Theme (T)	Rheme (R)
1	The new Asia Africa spirit	should be revitalized in economic terms.
2	In facing the slowdown of the world economy, we	need to ensure increased investment and trade flows in a mutually beneficial way.
4	The reduction of economic dependence on certain markets and certain products, and increased South-South cooperation	will also benefit global trade.
5	Trade as an engine of growth	should be done under the WTO framework and the importance of a single, global, rules based and fair trading system that is the most fair for developing, least developed and poor countries.

The chart of simple linear thematic progression pattern from themes and rhemes in

the table above is:

T1 ----------→ R1 (economic terms)

(the world economy) T2 ◄----------→ R2

T4 ----------→ R4 (trade)

(trade) T5 ◄----------→ R5

Explanation:

In paragraphs 9 and 10, rheme 1 (R1) *"economic term"* in the first clause is picked up in theme 2 (T2) *"the world economic"*. The function of taking up R1 in T2 is to develop the paragraph by explaining T2 as the topic in clause 2.

The word *"Trade"* in clause 4 as a rheme 4 (R4) is picked up into theme 5 (T5) in clause 5. It is the progression of the sentence in this paragraph, because Rheme 5 gives more information about "trade".

Paragraph 15

Fifth, enhancing African Economic Integration 2017-2025 under a WTO framework. WTO should collaborate with African countries and regional groups. And such collaboration with African countries alongside development partners need to ensure that trade can be transformative to Africa, drawing relevant experience such as in Asia.

The structure of them and rheme from each clause in paragraph 15 which illustrate simple linear is:

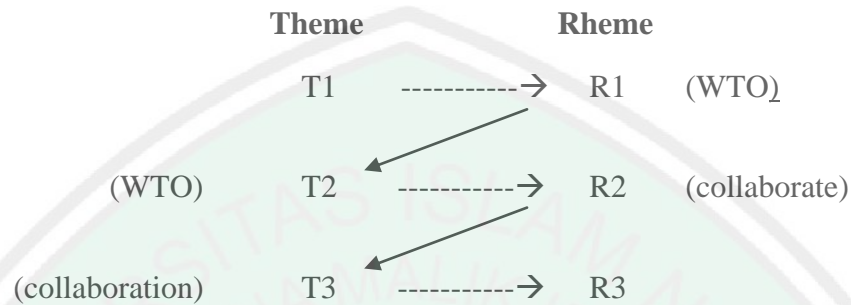| Clause	Theme (T)	Rheme (R)
1	Fifth,	enhancing African Economic Integration 2017-2025 under a <u>WTO</u> framework.
2	<u>WTO</u>	should <u>collaborate</u> with African countries and regional groups
3	And such <u>collaboration</u>	with African countries alongside development partners need to ensure that trade can be transformative to Africa, drawing relevant experience such as in Asia.

The chart of simple linear thematic progression pattern from themes and rhemes in the table is illustrated by arrows symbol in theme and rheme bellow:

	Theme		**Rheme**	
	T1	-----------→	R1	(WTO)
(WTO)	T2	-----------→	R2	(collaborate)
(collaboration)	T3	-----------→	R3	

Explanation:

The chart above shows simple linear thematic progression pattern where; clause 1 with the rheme (R1) "WTO" is picked up into the theme 2 (T2) in clause 2, this theme explains new information about "WTO". While, clause 2 with the rheme "collaborate" also shows simple linear thematic progression pattern which taken up into theme 3 (T3) in clause 3, and it also gives wide explanation about "collaborate" of clause 2 by explain "collaboration" in clause 3 or (T3).

1.1.2 Constant (continuous) Thematic Progression Pattern

This pattern shows the theme of the first clause becomes the theme of the clause after it. The analysis is illustrated as the selected paragraphs below:

Paragraph 1

In development, there are lots of statistics. Sometimes, the digits start to cross in your head, but every once in a while a number jumps out at you because it expresses a complicated truth in simple terms.

The following is themes and rhemes of the clauses from the paragraph 1 which shows constant thematic progression pattern:

Clause	Theme (T)`	Rheme (R)
1	In development, there	are lots of statistics.
2	Sometimes, the digits	start to cross in your head,
3	but every once in a while a number	jumps out at you
4	because it	expresses a complicated truth in simple terms

The constant (continuous) thematic progression pattern from themes above can be drawn and shown by the arrows symbol as follows:

(the digits)   T2   ------→   R2

(a number)   T3   ------→   R3

(it)   T4   ------→   R4
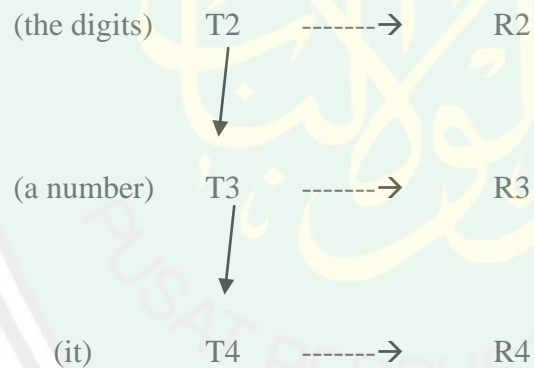
Explanation:

Clause 2 establishes a theme "*the digits*" with the rest as rheme.

Clause 3 is the constant thematic progression pattern, since the theme "*the digits*" of clause 2 remains the theme of clause 3 "*a number*" as the reference of "*the digits*".

Clause 4 is also the constant thematic progression pattern, since the theme "*a number*" of clause 3   remains the theme of clause 4 "*it*" as the reference of "*a number*". It is the way how constant thematic progression pattern develop the text.

Paragraph 3

Women know what's best for their families. They invest in healthcare, nutritious food and education. The tragedy is not just that most women don't control household budgets; it's that many don't control the circumstances of their own lives. If women everywhere had the power to determine their futures, the world would be forever transformed.

The structure of theme and rheme of each clause in paragraph 3 is describes as follows:

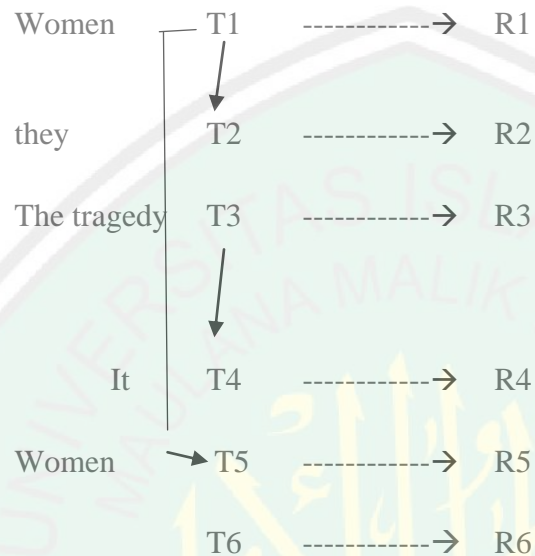| Clause	Theme (T)	Rheme (R)
1	Women	know what's best for their families.
2	They	invest in healthcare, nutritious food and education.
3	The tragedy	is not just that most women don't control household budgets;
4	It	is that many don't control the circumstances of their own lives.
5	If women everywhere	had the power to determine their futures,
6	the world	would be forever transformed.

The chart of constant (continuous) thematic progression pattern from themes above is illustrated by the arrows symbol as follows:

```
Women        T1    ------------→   R1
                    │
                    ↓
they          T2    ------------→   R2

The tragedy   T3    ------------→   R3
                    │
                    ↓
It            T4    ------------→   R4

Women      ↗ T5    ------------→   R5

              T6    ------------→   R6
```

Explanation:

Clause 1 establishes the theme "*women*" with the rest as rheme,

Clause 2 is the constant thematic progression pattern, since the theme "*women*" of clause 1 remains the theme of clause 2 "*they*" as the reference of "*women*".

Clause 3 establishes the theme "*the tragedy*" with the rest as rheme,

Clause 4 is constant thematic progression pattern, since the theme "*the tragedy*" of the clause 3 remains the theme of the clause 4 "*it*" as the reference of theme 3 "*the tragedy*".

Clause 5 is also constant thematic progression pattern, because the theme "*women*" is the reference of the theme "*women*" in clause 1 and theme "*they*" in clause 2.

Paragraph 4

*That's why I'm proud to attend the Women Deliver conference this week in Kuala
Lumpur. I'll be joined by more than 3,000 people who have dedicated their careers to
empowering women and girls.*

The structure of themes and rhemes in two clauses of the paragraph above are:

Clause	Theme (T)	Rheme (R)
1	That's why I	'm proud to attend the Women Deliver conference this week in Kuala Lumpur.
2	I	'll be joined by more than 3,000 people who have dedicated their careers to empowering women and girls.

The chart of constant theme of two clauses above is shown by the arrow symbol

bellow:

I   T1   ------------→ R1

I   T2   ------------→ R2
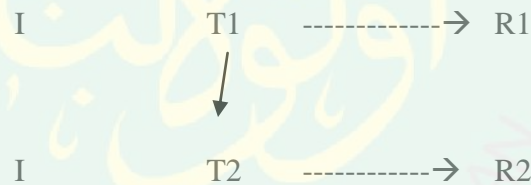
Explanation:

Clause 1 establishes a theme "*I* "with the rest rheme.

Clause 2 is constant thematic progression, since the theme "*I*" of clause 1 repeated in

the theme of clause 2 "*I,* as the subject of clause 2 and reference of theme "*I*"

of clause 1. It gives different information of the first clause but it must relate.

Paragraph 9

Take, for example, a girl in Niger, where 75 percent of girls are married before their 18th birthday. Of course, Niger is small and has the highest rate of child marriage in the world, but there are large countries (including Bangladesh, Ethiopia, India and Tanzania, with a total of 1.5 billion people) where more than 40 percent of girls become brides.

The structure of themes and rhemes from the clauses above which illustrates constant theme is:

Clause	Theme (T)	Rheme (R)
1	Take, for example, a girl in Niger,	are married before their 18th birthday.
2	Of course, Niger	is small
3	and (Niger)	has the highest rate of child marriage in the world,…

The figure of the themes and rhemes above is:

Niger   T1   -------------------→   R1

Niger   T2   -------------------→   R2

And (Niger)   T3   -------------------→   R3
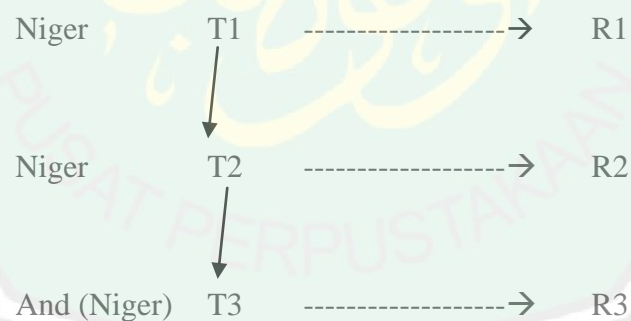
Explanation:

Clause 1 establishes theme "*Niger*" with the rest as rheme.

Clause 2 and 3 are constant theme because the theme (T2) "*Niger*" of clause 2 and

the theme 3(T3) "*and (Niger)*" of clause 3 do not change, it is continuing to

describe and give explanation about the information, and it's the process of

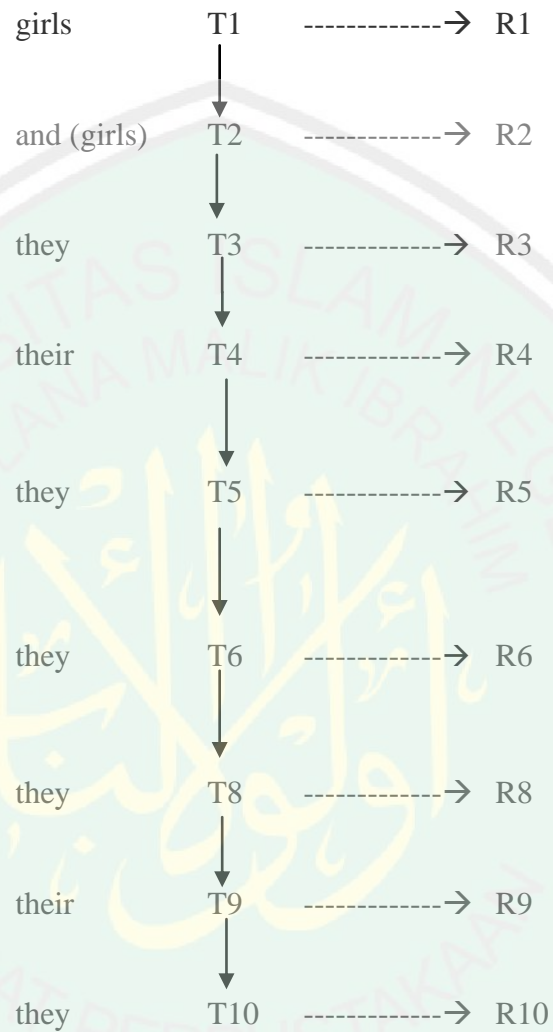the progress of sentence.

Paragraph 13

However, if these girls don't get pregnant and are able to stay in school, everything changes. They will be healthier. Their children will be healthier. Because they finished their schooling, they will be able to earn more money.
14. That money will stretch further, because they will be supporting a smaller family. Their children will be set up to lead a better life than they did, which is the goal of every parent I know.

The themes and rhemes which explain constant thematic progression pattern in

clauses in paragraph 13 are:

Clause	Theme (T)	Rheme (R)
1	However, if these girls	don't get pregnant
2	and (girls)	are able to stay in school, everything changes.
3	They	will be healthier.
4	Their children	will be healthier.
5	Because they	finished their schooling,
6	they	will be able to earn more money.
7	That money	will stretch further,
8	because they	will be supporting a smaller family.
9	Their children	will be set up to lead a better life
10	than they	did, which is the goal of every parent I know.

The figure of constant thematic progression from themes and rhemes above is:

girls	T1	------------→	R1
and (girls)	T2	------------→	R2
they	T3	------------→	R3
their	T4	------------→	R4
they	T5	------------→	R5
they	T6	------------→	R6
they	T8	------------→	R8
their	T9	------------→	R9
they	T10	------------→	R10

Explanation:

Clause 1 establishes the theme "*girls*" with the rest rheme.

Clause 2, 3, 4, and 5 with the theme "*they*" are constant themes, because the word

"*they*" in this clause refers back and clarifies the theme "*girls*" of clause 1,

and each of them gives new information relevant to the theme "*girls*" of clause 1.

Clause 6, 7, 8, 10 with the theme "*they"* and clause 9 with the theme (T9) *"their"*

also refer back to the theme 1 (T1) *"girls"*. Those themes give progression the

paragraphs by giving new information about topic sentence in the first theme

(T1) "girls" in each clause.

Paragraph 19 to 22

19. *Women do the majority of the agricultural work across Africa and South Asia (1),*
but they don't have equal access to information and farm supplies (2). As a result,
plots of land worked by women generate lower yields than plots   worked by men —
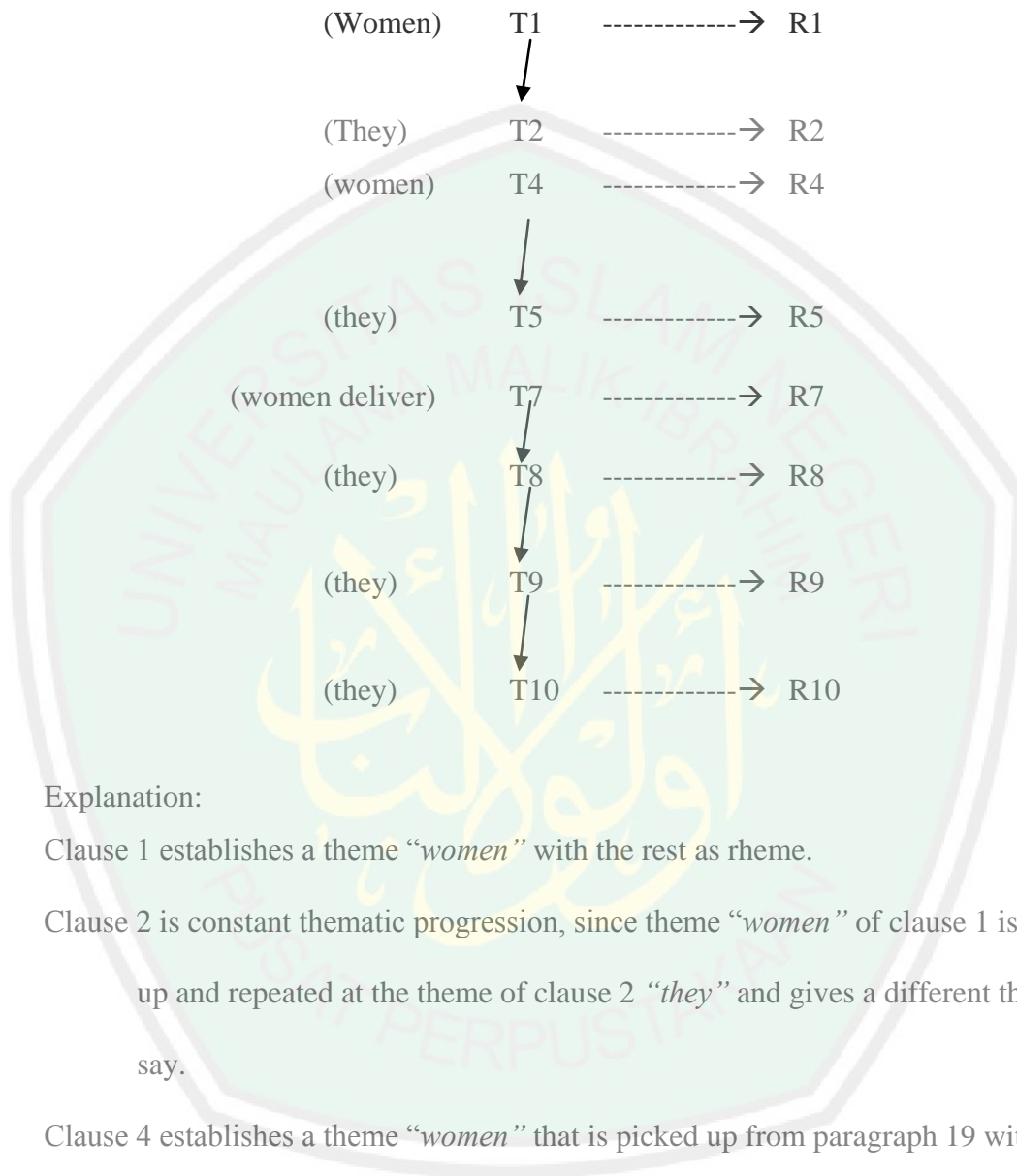*as much as 40 percent lower(3).*
20. *If women can get the right training, high-quality seeds, and access to irrigation*
and fertilizer(4), they will be able to grow more and more nutritious food while
producing a surplus they can sell for a profit(5). Those are resources they can
convert into a better life for their children(6).
21. *Women Deliver is organized around the conviction that women and girls can*
start a virtuous cycle of development(7). They just need a little support to get it
started(8).
22. *They need to be able to plan their pregnancies(9). They need to be able to grow*
enough food to support their families(10). Once these basics are in place, the only
limit is women's ambition for the future(11)

Paragraphs 19 to 20 are continuously as the constant thematic progression

pattern. To make it easier in analyzing, the number in parenthesis is the clauses, and

the underlined words above are the themes which show constant theme.

It can be drawn as bellow:

(Women)   T1   -------------→ R1

(They)   T2   -------------→ R2

(women)   T4   -------------→ R4

(they)   T5   -------------→ R5

(women deliver)   T7   -------------→ R7

(they)   T8   -------------→ R8

(they)   T9   -------------→ R9

(they)   T10 -------------→ R10

Explanation:

Clause 1 establishes a theme "*women*" with the rest as rheme.

Clause 2 is constant thematic progression, since theme "*women*" of clause 1 is picked

up and repeated at the theme of clause 2 *"they"* and gives a different thing to

say.

Clause 4 establishes a theme "*women*" that is picked up from paragraph 19 with the

rest as the rheme.

Clause 5 is constant thematic progression since the theme "*they*" of the clause refers

back to the theme women of clause 4.

Clause 7 establishes a theme "*women*" with the rest as rheme.

Clause 8, 9 and 10 are constant thematic progression, since the theme "*they*" of

clause 8, 9, and 10 are refer back to the theme "*women deliver*" of the clause

7.

1.1.3 Theme Derived Thematic Progression

This pattern highlights the one general theme from the paragraph of articles

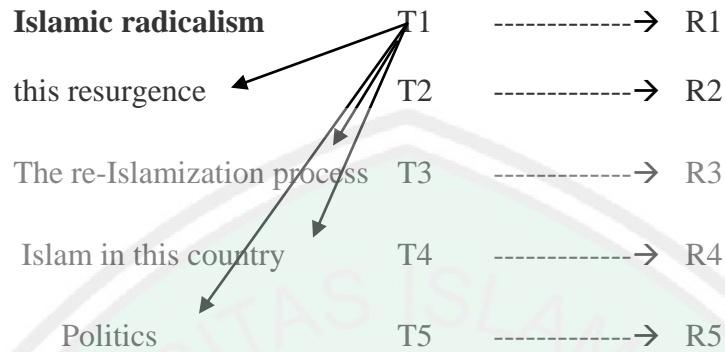which the other themes are derived. The analysis is as follows:

Paragraph 1

*The Islamic radicalism that evolved after the 1998 reform depicts a revival of Islam.
Unfortunately, this resurgence also indicates a cultural and historical decline of
Islam in Indonesia. The re-Islamization process in this matter is of course contrary to
the nature of Islam in Indonesia which is cultural, tolerant and substantive.*
*Islam in this country is considered cultural, which is why politics is rarely used as a
tool in conveying Islamic teachings.*

Below is theme and rheme of each clause from paragraph 1 as derived theme

which author uses in progressing his writing article.

Clause	Theme (T)	Rheme (R)
1	The **Islamic radicalism** that	evolved after the 1998 reform depicts a revival of Islam.
2	Unfortunately, this resurgence also	indicates a cultural and historical decline of Islam in Indonesia.
3	The re-Islamization process in this matter	is of course contrary to the nature of Islam in Indonesia which is cultural, tolerant and substantive.
4	**Islam in this country**	is considered cultural,
5	which is why politics	is rarely used as a tool in conveying Islamic teachings.

The below is the chart of derived theme from every clause in paragraph 1:

Islamic radicalism   T1   ------------→ R1

this resurgence   T2   ------------→ R2

The re-Islamization process T3   ------------→ R3

Islam in this country   T4   ------------→ R4

Politics   T5   ------------→ R5

Explanation:

The figure illustrates a superior theme (hyper theme); in other words the themes 2, 3, 4, 5 in the sentences above are smaller part of hypertheme *"Islamic radicalism"*.

The figure shows that theme 2 (T2) *"this resurgence"*, theme 3 (T3) *"The re-Islamization process"*, the theme 4 (T4) *"Islam in this country"* and the theme 5 (T5) *"politic"* give some information concerning *"Islamic radicalism"*. They serve as the sub-themes from the hyper-theme (brief description of Islam radicalism).
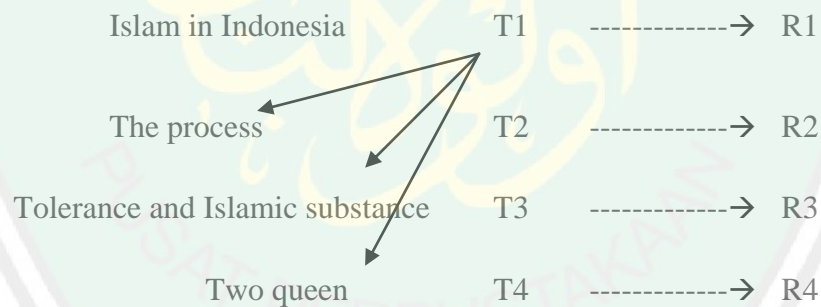
Paragraph 3 and 4

3. On the contrary, Islam has been firmly entrenched in the culture of the country. Thus, Islam in Indonesia has given birth to a variety of manifestations of "Indonesian-Islamic culture" which are different from Islam in Middle East. This is the result of a process of indigenization of Islam, rather than re-Islamization, which has occurred since the 13th century AD.

4. The process of this inter-cultural encounter is considered a tolerant and substantive practice of Islam. Interestingly, tolerance and Islamic substance were developed by two religious disciplines regarded as "queens of the knowledge of Islam" in the country, especially in pesantrens or Islamic boarding schools. The two queens are sufism and fiqh, or Islamic jurisprudence. It seems that these "two queens of knowledge" could become the solution to Islamic radicalism.

The structure of themes and rhemes in clauses in paragraph 3 and 4 which illustrate theme derived is:

Clause	Theme (T)	Rheme (R)
1	On the contrary, Islam	has been firmly entrenched in the culture of the country.
2	Thus, Islam in Indonesia	has given birth to a variety of manifestations of "Indonesian-Islamic culture" which are different from Islam in Middle East.
3	The process of this inter-cultural encounter	is considered a tolerant and substantive practice of Islam
4	Interestingly, tolerance and Islamic substance	were developed by two religious disciplines regarded as "queens of the knowledge of Islam" in the country, especially in pesantrens or Islamic boarding schools.
5	The two queens	are sufism and fiqh, or Islamic jurisprudence.

The theme derived pattern from paragraph 3 and 4 draw by arrows symbol as below

Islam in Indonesia   T1   -------------→   R1

The process   T2   -------------→   R2

Tolerance and Islamic substance   T3   -------------→   R3

Two queen   T4   -------------→   R4

Explanation:

Clause 1 establishes the theme "*Islam in Indonesia* " with the rest of rheme, it is as a

hyper theme in this paragraph.

Clause 2 is derived thematic progression since the theme "*Islam in Indonesia*" of

clause 1 is derived the theme "*process*" of clause 2 which is explains about the theme *"Islam in Indonesia"*.

Clause 3 is also derived thematic progression because the theme *"tolerance and Islamic substance"* in clause 3 gives brief explanation about the theme 1 (T1) *"Islam in Indonesia"* of the first clause by giving other information about tolerance of Islam in Indonesia.

Clause 4 is also derived thematic progression since the theme "*Islam in Indonesia*" of clause 1 is developed by giving new information in clause 4 which is shown by theme "*two queen*".

Then, theme 2 *(process)*, the theme 3 *(tolerance and Islam substance),* and the theme 4 *(two queen)* as smaller part of theme 1 *"Islam in Indonesia"* give some information concerning about *"Islam in Indonesia"*. They are served as the sub-themes from the hyper-theme *(brief description of Islam in Indonesia).*

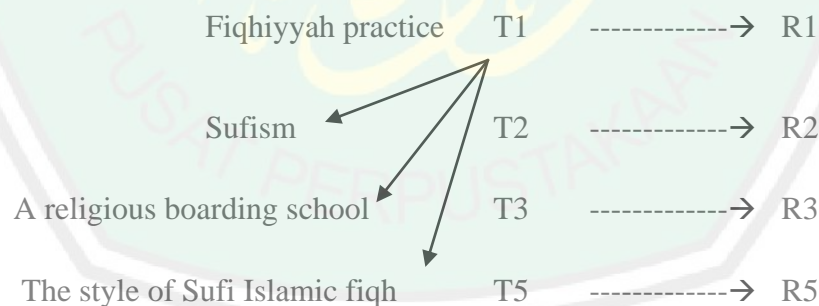Paragraph 8 and 9

8. Why? Because <u>fiqhiyyah practices</u> are conducted in the framework of spirituality. In the words of Rumi, "<u>Sufism</u> changes the law into wisdom". Hence, <u>a religious boarding school</u> is not an escape: ignorant and isolated from the world.
9). From these explanations, a conclusion can be drawn. Islamic radicalism can be cured through the introduction of Islamic legal rationality and the spirituality of Islam. At this point, <u>the style of Sufi Islamic fiqh</u> that strongly characterizes Indonesian Islam could be an ideal model for "healing" Islamic radicalism.

The structure of themes and rhemes which included of theme derived from paragraphs above is:

Clause	Theme (T)	Rheme (R)
1	Why? Because <u>fiqhiyyah practices</u>	are conducted in the framework of spirituality
2	In the words of Rumi, "<u>Sufism</u>	changes the law into wisdom".
3	Hence, <u>a religious boarding school</u>	is not an escape: ignorant and isolated from the world.
5	<u>the style of Sufi Islamic fiqh</u> that strongly characterizes Indonesian Islam	could be an ideal model for "healing" Islamic radicalism.

The underlined words are themes (T) of the clauses which draw as the theme derived thematic progression. The figure below illustrates a superior theme (hyper-theme), in other words the themes of clause 2, 3 and 5 are the smaller part of hyper-theme.

Fiqhiyyah practice   T1   -------------→   R1

Sufism   T2   -------------→   R2

A religious boarding school   T3   -------------→   R3

The style of Sufi Islamic fiqh   T5   -------------→   R5

Explanation:

Clause 1 establishes a theme "*fiqhiyyah practice*" with the rest as rheme.

Clauses 2, 3, and 5 are derived thematic progression pattern since the theme

"*fiqhiyyah*" of clause 1 is derived or explained more by the theme 2 "*Sufism*"

of the clause 2, theme 3 *"a religious boarding school"* of clause 3, and the theme the *"style of Sufi Islamic Fiqh"* of clause 5. These themes as the smaller part of theme 1 "fiqhiyyah practice" are used by the author in this article to progress and develop the paragraph to give more information to the reader or public.
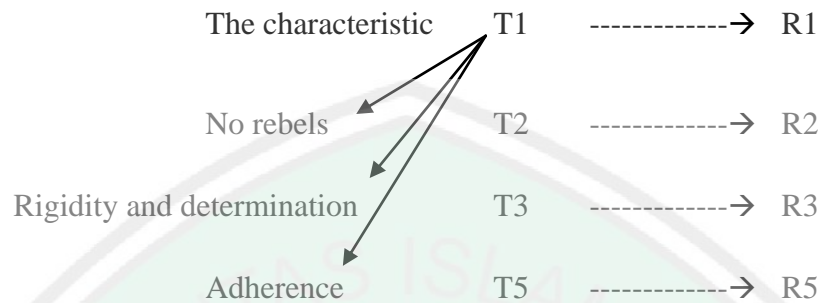
Paragraph 14

The characteristics of moderate Islamic boarding schools are basically the same as findings of my historiographical quest concerning Sunni Islam from the perspective of Western scholars, namely: 1) no rebels against the established system; 2) rigidity and determination to maintain unity against all forms of disintegration and chaos; 3) preference for the concept of the congregation, and the supremacy of the sunnah, more widely known as the ahlussunah wal jama'ah; 4) adherence to the middle ground, tawassuth, striking a balance between theology and extreme politics (Khawarij) and Shia; 5) to manifest themselves as "a normative society" by maintaining the principle of spiritual freedom and upholding ethical standards and sharia.

The structure of theme and rheme from every clause in paragraph 14 is described as theme derived as follows:

Clause	Theme (T)	Rheme (R)
1	The characteristics of moderate Islamic boarding schools	are basically the same as findings of my historiographical quest concerning Sunni Islam from the perspective of Western scholars, namely:
2	no rebels	against the established system;
3	Rigidity and determination	to maintain unity against all forms of disintegration and chaos
4	Preference	for the concept of the congregation, and the supremacy of the sunnah, more widely known as the ahlussunah wal jama'ah;
5	Adherence	to the middle ground, tawassuth, striking a balance between theology and extreme politics (Khawarij) and Shia;

The underlined words are themes derived which the figure is illustrated as follows:

The characteristic	T1	------------→	R1
No rebels	T2	------------→	R2
Rigidity and determination	T3	------------→	R3
Adherence	T5	------------→	R5

Explanation:

Paragraph 14 also shows derived thematic progression pattern where the theme 1 (T1) *"the characteristic"* has the smaller part in theme 2 (T2) *"No rebe"*, the theme 3 *(T3), "Rigidity and determination",* and the theme 5 (T5)"*Adherence"*, give more information about theme 1.

From the analysis about derived thematic progression pattern above. Each paragraph draws and illustrates how the writer uses this type of thematic progression to make his writing article develop (continuing) and be cohesion.

1.1.4 Split Rheme Thematic Progression Pattern

The following is the analysis of the finding paragraphs in multiple/split rheme thematic progression pattern. This pattern is taking up the rheme of the clause to the two or more themes of the clause after it.
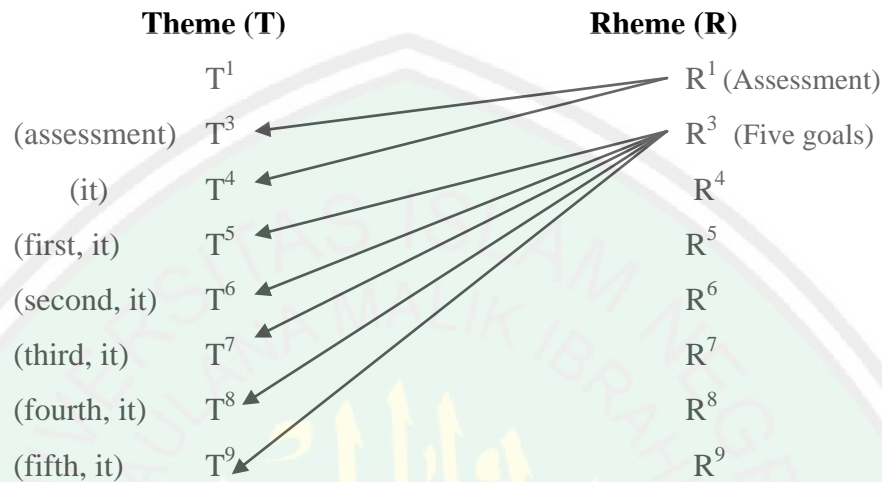
The analysis is as follows:

Paragraph 3

Education has at least three important processes: curriculum, instruction and assessment. Let us discuss the last part of the process. Assessment takes an important role in education because it has at least five goals. First, it provides information about the students' understanding of the subject matter. Second, it emphasizes the important aspects of the subject matter that students must master. Third, it gives teachers an important tool to adjust and adapt the subject matter. Fourth, it guarantees an objective evaluation of students and teachers. Fifth, it inculcates good values in society, such as discipline, fairness,honesty and promptness.

The structure of themes and rhemes from the clauses above explains as split rheme

thematic progression pattern as follows:

Clause	Theme (T)	Rheme (R)
1	Education	has at least three important processes: curriculum, instruction *and assessment*.
2	Let us	discuss the last part of the process.
3	Assessment	takes an *important* role in education
4	because it	has at least *five goals.*
5	First, it	provides information about the students' understanding of the subject matter.
6	Second, it	emphasizes the important aspects of the subject matter thatstudents must master
7	Third, it	gives teachers an important tool to adjust and adapt the subject matter.
8	Fourth, it	guarantees an objective evaluation of student and teachers.
9	Fifth, it	inculcates good values in society, such as discipline, fairness, honesty and promptness.

The following is the figure of split rheme thematic progression pattern from

paragraph 3:

<div align="center">

Theme (T)   **Rheme (R)**

T^1 R^1 (Assessment)

(assessment) T^3 R^3 (Five goals)

(it) T^4 R^4

(first, it) T^5 R^5

(second, it) T^6 R^6

(third, it) T^7 R^7

(fourth, it) T^8 R^8

(fifth, it) T^9 R^9

</div>

Explanation:

In split rhematic progression, the rheme of the first clause is split into two or

more themes. Jalilifar (2009) splits rheme progression in which the theme of the first

clause is split into two or more ideas, and those ideas are developed in the theme of

subsequent clauses.

The chart above, the left line is the theme, and the right one is rheme. In this

text, the information in rheme 1 (*assessment*) is picked up in theme 3. Clauses 1 to 4

are the split rheme thematic progression since the theme (*because it*) of clause 3 is the

split of the rheme element referring to the rheme element 1 *(assessment)*.

Clause 4 to 5, 6, 7, 8 and 9: are multiple split rheme, since theme *first, (second)*,

(*third*), (*fourth*), (*fifth*) of clauses 5, 6, 7, 8, and 9 are the split of the rheme element

referring to the rheme element (*five goals)* of clause 4. Splitting progression in this

paragraph gives the statement that this paragraph is developed by the topic sentence, it is shown in the first clause and it becomes developed on the 3-8 clauses. So, the information of this paragraph can be understood by the reader clearly after the present writer makes this paragraph develop.

In the third sentence, the theme is "assessment" which is as split rheme of the first clause, means that the writer explains or tells us widely about assessment by developing in the rheme 4, then the writer splits the rheme 4 to the themes 5, 6, 7, 8 and 9 in the clauses or sentences 5, 6, 7, 8 and 9.

Paragraph 5 to 7

5. *There are two types of assessment: formative and summative. National exams or other high-risk testing are summative type. In summative testing, a student is assessed in the end of learning process, one time and one chance only. An interesting analogy by Stake, R. as cited in Earl (2004) as the following, "When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative."*
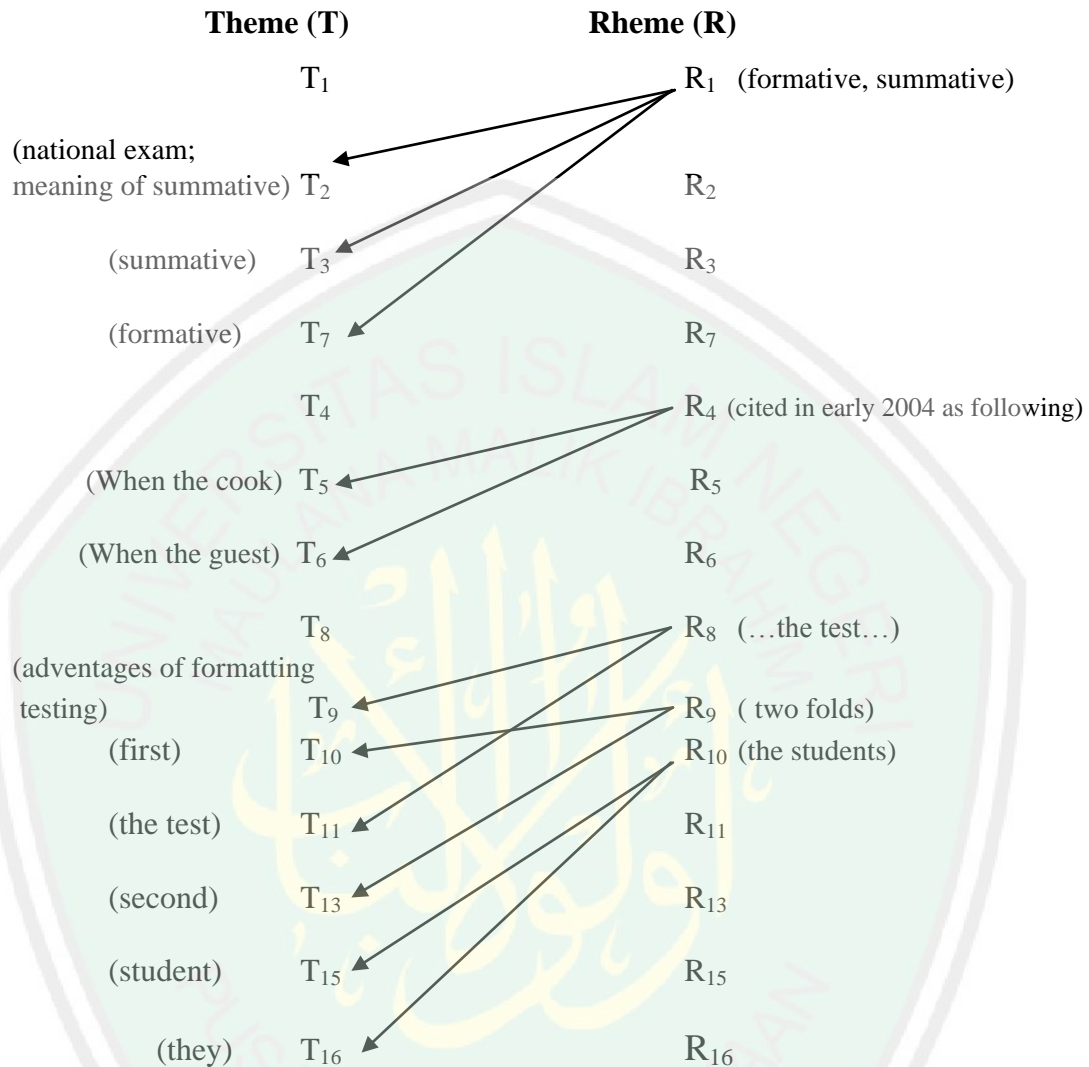
6. *Formative testing type, on the other hand, is a continuous assessment during the learning period. Students take the test on a daily, weekly or monthly basis. The advantages of formative testing are twofold. First, it gives the students an early warning to study now, not later. The test persuades students to study frequently, to be aware of his or her gap between what s/he knows and what s/he should know in certain stage of learning subject matter. Cramming, studying in a hurry just before the test day is discouraged.*

7. *Second, it provides the teachers information about the students' comprehension and gives warnings to adjust, adapt and improve the teaching process. Formative evaluation facilitates a meaningful and constructive learning process. Students learn new things based on what they have known; meanings were developed and created by the students from their reflection and experience.*

The following is the structure of theme and rheme from each clause which explains split rheme thematic progression:

Clause	Theme (T)	Rheme (R)
1	There	are two types of assessment: <u>formative and summative.</u>
2	<u>National exams or other high-risk testing</u>	are summative type.
3	<u>In summative</u> testing, a student	is assessed in the end of learning process, one time and one chance only.
4	An interesting analogy by Stake, R.	as <u>cited in Earl (2004) as the following,</u>
5	"<u>When the cook</u>	tastes the soup, that's formative;
6	<u>when the guests</u>	taste the soup, that's summative."
7	<u>Formative</u> testing type, on the other hand,	is a continuous assessment during the learning period
8	Students	take <u>the test</u> on a daily, weekly or monthly basis.
9	<u>The advantages of formative testing</u>	are <u>two folds.</u>
10	<u>First</u>, it	gives the students an early warning <u>to study</u> now, not later.
11	<u>The test</u>	persuades students to study frequently, to be aware of his or her gap between what s/he knows and what s/he should know in certain stage of learning subject matter.
12	Cramming, studying in a hurry just before the test day	is discouraged
13	<u>Second</u>, it	provides the teachers information about the students' comprehension and gives warnings to adjust, adapt and improve the teaching process.
15	<u>Students</u>	learn new things
16	based on what <u>they</u>	have known; meanings were developed and created by the students from their reflection and experience.

The figure of split rheme thematic progression from themes and rhemes above is

illustrates as follows:

Theme (T)   **Rheme (R)**

              T_1 R_1 (formative, summative)

(national exam;
meaning of summative) T_2 R_2

      (summative) T_3 R_3

      (formative) T_7 R_7

              T_4 R_4 (cited in early 2004 as following)

  (When the cook) T_5 R_5

  (When the guest) T_6 R_6

              T_8 R_8 (…the test…)

(adventages of formatting
 testing) T_9 R_9 (two folds)

    (first) T_{10} R_{10} (the students)

    (the test) T_{11} R_{11}

    (second) T_{13} R_{13}

    (student) T_{15} R_{15}

    (they) T_{16} R_{16}

The multiple/split rheme in this paragraph is employed by picking up the rheme 1 (*formative and summative*) into theme 2, 3 and 7. The rheme 2 (*summative type*) is picked up in theme 3 which explains about that rheme.

Clause 4 to 5 and 6: The rheme 4 *(cited in Earl (2004) as the following)* is taking up by explaining in theme 5 *(when the cook)* and theme 6 *(when the guests).*

Clause 8 to 9 and 11: the split rheme thematic progression, since the theme (*the*

advantages of formative testing) of clause 9 is picked up from the rheme

element *test* of clause 8.

Clause 9 to 10 and 13 is the split rheme thematic progression, since the theme "*first*

It" of clause *(10)* and *"second it"* of clause *(13)* are split of the rheme element

"*two folds"* of clause 9.

Clause 8 to 11 is also split rheme thematic progression, since the theme "*the test"* of

clause 11 is taking   up the rheme *the test* of clause 8.

Clause 10 to 15 and 16: split rheme TP, since the theme (students and base on what

they) of clause 15 and 16 is taking up from the rheme (students) of clause 10.

Related to the message of clause; in the second sentence the writer conveys

the message *"national exams or other high-risk testing"*as the explanation of the

rheme 1 in the first sentence as split rheme. Then, it is developed widely in the third

sentence. In sentence 9, the theme *"the advantages of formative testing"* means the

writer will tell us about "the test" in the rheme 8 and the writer develops it by

splitting the rheme "two folds" in clause 9 to the themes 10 and 11. "*the student"* of

the rheme 10 developed in clauses 15 and 16. In the rheme 13 *"teaching process"* the

writer explains in theme 14.

Paragraph 13

A good assessment develops good learning; good learning builds good education.
Indeed, it is a beautiful concept that first and foremost requires qualified teachers.

We need to train and upgrade our teachers, especially in assessment and research skills.

The structure of theme and rheme in each clause of paragraph 13 which draws split rheme thematic progression pattern is:

Clause	Theme (T)	Rheme (R)
1	A good assessment	develops good learning;
2	good learning	builds good education.
3	Indeed, it	is a beautiful concept that first and foremost requires qualified teachers.

The figure of split rheme thematic progression from the clauses above is illustrated as follows:

	Theme (T)	Rheme (R)
	T_1	R_1 (good learning)
(good learning)	T_2	R_2
(it)	T_3	R_3
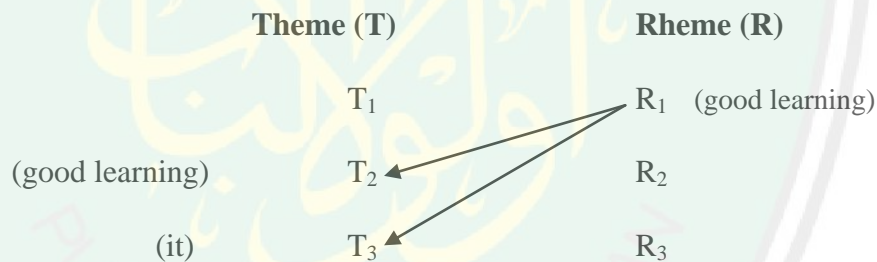
Explanation:

Clause 1 to 2 are split rheme thematic progression since the theme (*good learning*) of the clause 2 is taken up from the rheme (*good learning*) of the clause 1.

Clause 1 to 3: split rheme thematic progression since the theme (*indeed,it*) of the clause 3 is picked up from or referring the rheme (*good learning*) of the clause 1 that developed in the second sentence.

The theme "*A good assessment*" in clause 1 means that the writer wants to tell us about "*a good of assessment*" and the rheme of the first sentence is as the explanation of the first theme. While the rheme of the second clause "*Good learning*" is split rheme, it means that the writer develops the first clause to tell us about "*good learning*" in the second clause. The rheme "*good learning*" of second clause means that the writer wants to tell us about good learning in the third clause by using pronoun "it". It describes the importance of the theme and rheme in developing sentence and the important in meaning of the clause.

1.2 Discussion

The analysis of thematic progression patterns above shows how the articles can be improved in term of cohesion. It also shows the structure word by word, and sentence by sentence. It also explains how the types of thematic progression patterns are applied and work in the clause of sentences. The clause that contains of two parts; theme and rheme are as the implement of knowing the types of thematic progression patterns to develop and progress the sentence of article.

In this analysis the researcher just presents some of paragraphs from the articles in May 2013 describing the relevant patterns of thematic progression. The patterns of thematic progression; those are simple linear or zig-zag, constant (continuous) theme, theme derived and split rheme are developed the sentences by taking up the theme or rheme of the clause to the clause before it. These theme and rheme one connected each other between sentence in the text, they use the form of

thematic progression patterns to progress the sentences of articles and to combine the ideas of the author/writer in conveying the information.

From the analysis, the simple linear pattern develop sentence in the paragraph by repeated the rheme of the clause into the theme after it. Then, the progression of simple linear pattern was shown in the theme of the clauses of the sentences. The progression of paragraph in constant thematic progression pattern was shown in themes of the clauses. While, the progression of theme derived in the paragraph, existed in every clause of the sentence which is relates to the topic sentence. The progression of the paragraph by split rheme thematic progression pattern is shown in repeated themes from the rheme of the related clauses. All of those patterns work as tool to arrange the sentence and combine the ideas become a good text.

Based on previous contrastive analysis, the researcher draws the conclusion: Firstly, most of researcher analyzes thematic progression pattern in quantitative research, most of them found the application of thematic progression pattern in students writing skill, how many of them used the easy one of the pattern in writing, but in this research used qualitative design, because it just analyze thematic progression pattern in article. Secondly, the subject of this research is article in Jakarta Post newspaper is messier than students writing skill, because the ideas in most sentences in articles were not continuing each other. Therefore, in this analysis thematic progression do not found in full of text but in some of the paragraphs.

BAB IV

CONLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion is made based on the data analysis; while the suggestion is given to the next researcher who is interested in doing research relevant in this study.

4.1 Conclusion

From the types of thematic progression above, the researcher found the application of each pattern in the "Opinion" articles in Jakarta Post newspaper, those are: (1) Simple linear, by taking up the rheme of the first clause becomes the theme in second clause and the rheme of the second clause becomes the theme in the third clause and so on; (2) Constant thematic progression, the application is the theme of the first clause becomes the theme of the following clauses; (3) Theme derived thematic progression, the application is when the theme of the second clause and the theme after it as a smaller part of the first theme, then the first theme as a hyper-theme; (4) Spilt rheme, by taking up the rheme of the clause to the two or more themes of the clause after it. Through this analysis, it can be concluded that thematic progression patterns is one way to analyze the text or article in knowing the extension of the article. Because the extension articles can help the reader understand what the author informs, but it must be relevant between sentences in the articles.

4.2 Suggestion

After doing this research, the researcher admits that there are some weaknesses and limitation from this study and they should be covered by the next researchers. As the present study, this study analysis four types of thematic progression found in "Opinion" articles in Jakarta Post newspaper. The researcher believes that the result of the analysis is still too general. Therefore, the researcher suggests to the next researchers to focus on discussing and analyzing on one type of thematic progression.

Moreover, the data sources on selected article from "Opinion" article in Jakarta Post newspaper are very difficult to analyze because the ideas in sentences are not continuing in one paragraph. Therefore, the researcher suggests to the next researchers to use some texts like the abstract of the thesis or novel. By applying this suggestion, it is expected that the next research in this area will be better and will provide more tangible descriptive knowledge.

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APPENDIX

Selected Data from "Opinion" Articles in Jakarta Post Newspaper

Third spark in 58 years of Asia-Africa spirit

Havas Oegroseno and Mari Pangestu, Brussels | Opinion | Fri, May 24 2013, 11:18 AM. P.7

(1) In Indonesia and Africa, the Asia-Africa conference holds a special place in history. It was a moment of great national pride, which has defined modern Indonesia to develop our nation state as an independent nation and engaging internationally on our terms.

(2) The Asia Africa Conference in 1955 in Bandung was the first real spark of self awareness and collective pride among world's colonized countries. The first spark was political in nature, to gain political independence from colonialism and build new states.

(3) The movement was created to support each other in this process and fight for each other's behalf. The Non Aligned Movement for South-South Cooperation was intended to help the colonized world became independent and to help develop our nation states.

(4) In 1995 Indonesia created the NAM Center for South-South Cooperation and thus the beginning of South-South cooperation, could be said was founded through the Asia Africa Conference. This would be the second spark, whereby technical assistance especially relating to rural development experiences is being conducted among Asia-African countries themselves. Indonesia has hosted thousands of African farmers for training of specific agricultural techniques for years.

(5) Fast forward 58 years later, we have shown resilience through challenging times. Our economies have weathered the recent global and financial crisis well. In the

most recent IMF Economic Outlook, out of the 20 highest growth countries 11 were from Sub Saharan and North Africa, one from Middle East and eight from Asia. This has been due to sound macro basis and fiscal space to undertake stimulus, and increased south-south trade as source of growth as well as switching to domestic and regional sources of growth.

(6) African nations are now also experiencing more stability, an ongoing process of democratization and reforms, and are opening up to more trade, including with each other. Africa now trades 50 percent with developing countries and reduced its share with West Europe from 51 percent to 28 percent. Out of the 50 percent of trade 30 percent is with Asia and 10 percent is intra African trade.

(7) African countries have shown resilience through the crisis and some have also succeeded in reducing poverty and have sustainable programs to address MDG goals. Although challenges remain, there is optimism and high hope. The Economist's article on Africa Rising earlier this year captures this image.

(8) The challenge is how to attract investment and increased exports, and not just primary products but increased processed products and manufactures.

(9) The new Asia Africa spirit should be revitalized in economic terms. In facing the slowdown of the world economy, we need to ensure increased investment and trade flows in a mutually beneficial way. South-South Cooperation can make the system better in terms of trade and investment flows and capacity building. The reduction of economic dependence on certain markets and certain products, and increased South-South cooperation will also benefit global trade.

(10) Trade as an engine of growth should be done under the WTO framework and the importance of a single, global, rules based and fair trading system that is the most fair for developing, least developed and poor countries.

(11) This means a few things.

First, facilitating the accession of the remaining 11 out of the 53 countries in Africa who have not yet acceded to the WTO to accede.

(12) Second, to ensure the conclusion of the Doha Round and ensuring the trade and development agenda remains central in negotiations. This includes the removal of trade distorting policies in agriculture and that defensive interests of

poor farmers are safeguarded. It is also key to ensure that negotiations and implementation of agreements reflect simple, effective and operational special and differential treatment, as well as effective aid for trade so that the benefits of trade can accrue to all.

(13) Third, to ensure that trade is a means to development, complementary policies will be needed. These include investment in infrastructure, ensuring the capacity to produce and diversity exports from primary products, reaching production with economies of scale, upgrading and training of human capital and ensuring transfer of technology. That is physical and soft infrastructure is critical to get product and services to market.

(14) Fourth, the so called "early harvest" in the WTO negotiations currently being discussed includes trade facilitation, which focuses on ensuring goods will flow faster and more effectively crossing borders. To ensure that the agreement can be implemented and benefit developing and least developing countries, there needs to be effective aid for trade on trade facilitation.

(15) Fifth, enhancing African Economic Integration 2017-2025 under a WTO framework. WTO should collaborate with African countries and regional groups. And such collaboration with African countries alongside development partners need to ensure that trade can be transformative to Africa, drawing relevant experience such as in Asia.

(16) While multilateral trading system is working on those elements, we could also in parallel develop the third spark of Asia-Africa Spirit, namely inter-regional trade and investment activities between Asia and Africa. Indonesia could lead to an even more robust, wider and deeper trade and investment alliance between Asia and Africa.

(17) On the 58th Anniversary of Asia-Africa Conference, let us keep the Bandung spirit and take it to the next level of cooperation that will bring more jobs, prosperity and standard of living of Asia-Africa through common vision, perceptions and actions

(18) Havas Oegroseno is Ambassador of Republic of Indonesia, Brussels and Mari Pangestu is Tourism and Creative Economy Minister. All views are personal views of the writers and were conceived in reflecting on the 58th anniversary of

the Asia-Africa Conference and views expressed at the Crans Montana Forum on Africa and South-South Cooperation, Brussels March 2013.

Girls and women: Drivers of development

Melinda Gates, Kuala Lumpur | Opinion | Tue, May 28 2013, 11:03 AM. P.7

1. In development, there are lots of statistics. Sometimes, the digits start to cross in your head, but every once in a while a number jumps out at you because it expresses a complicated truth in simple terms.

2. Here's one that jumped out at me: 20 percent. That's how much more likely it is that a child will survive when its family's budget is controlled by the mother.

3. Women know what's best for their families. They invest in healthcare, nutritious food and education. The tragedy is not just that most women don't control household budgets; it's that many don't control the circumstances of their own lives. If women everywhere had the power to determine their futures, the world would be forever transformed.

4. That's why I'm proud to attend the Women Deliver conference this week in Kuala Lumpur. I'll be joined by more than 3,000 people who have dedicated their careers to empowering women and girls.

5. The specifics of our work differ, but we're all united by a single, powerful idea: empowered women and girls will save lives, make families more prosperous, and help the poorest countries in the world build stronger economies.

6. One key to empowerment — and an issue that's a personal priority for me — is letting women decide when to have children.

7. Right now, more than 200 million women around the world say they don't want to have a child but are not using contraceptives.

8. Some of these women will die from complications of pregnancy. Some will give birth to a child who dies. Many mothers who survive (and have children who survive) won't have the resources to feed or educate them.

9. Take, for example, a girl in Niger, where 75 percent of girls are married before their 18th birthday. Of course, Niger is small and has the highest rate of child marriage in the world, but there are large countries (including Bangladesh, Ethiopia, India and Tanzania, with a total of 1.5 billion people) where more than 40 percent of girls become brides.

10. What happens to a child bride from one of these countries? If she can't use contraceptives, she gets pregnant, leaves school and probably never goes back.

11. If she continues having children one after the next — "one on the back and one in the belly", as women have said to me — her health will deteriorate, along with the health of her babies. By the time her children are school age, they are likely to be malnourished and stunted, so even if they go to school, they won't be ready to learn.

12. Unfortunately, there's a real probability that this very same cycle will start again

13. However, if these girls don't get pregnant and are able to stay in school, everything changes. They will be healthier. Their children will be healthier. Because they finished their schooling, they will be able to earn more money.

14. That money will stretch further, because they will be supporting a smaller family. Their children will be set up to lead a better life than they did, which is the goal of every parent I know.

15. Last year, at the London Family Planning Summit, the world came together on a goal to reach 120 million more women and girls around the world with the family planning options they want for their families.

16. Since the summit, almost two dozen countries have developed plans to make sure that women have access to contraceptives.

17. Family planning is just the start. Women who have the power to decide when to get pregnant also must have the power to vaccinate their children, feed them

healthy food, and pay their school fees. Each of these things is a link on a chain of good health and prosperity.

18. Take agriculture. The vast majority of the world's poorest people farm small plots of land to grow their food and earn an income.

19. Women do the majority of the agricultural work across Africa and South Asia, but they don't have equal access to information and farm supplies. As a result, plots of land worked by women generate lower yields than plots worked by men — as much as 40 percent lower.

20. If women can get the right training, high-quality seeds, and access to irrigation and fertilizer, they will be able to grow more and more nutritious food while producing a surplus they can sell for a profit. Those are resources they can convert into a better life for their children.

21. Women Deliver is organized around the conviction that women and girls can start a virtuous cycle of development. They just need a little support to get it started.

22. They need to be able to plan their pregnancies. They need to be able to grow enough food to support their families. Once these basics are in place, the only limit is women's ambition for the future.

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23. More than 200 million women around the world say they don't want to have a child but are not using contraceptives.

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24. The writer is cochair of the Bill & Melinda Gates Foundation, which extensively supports family planning, sanitation, agriculture, health and education programs in Indonesia

'Pesantren' and radicalization

Abdurrahman Mas'ud, Jakarta | Opinion | Fri, May 17 2013, 10:40 AM, P.7

1. The Islamic radicalism that evolved after the 1998 reform depicts a revival of Islam. Unfortunately, this resurgence also indicates a cultural and historical decline of Islam in Indonesia. The re-Islamization process in this matter is of course contrary to the nature of Islam in Indonesia which is cultural, tolerant and substantive.

2. Islam in this country is considered cultural, which is why politics is rarely used as a tool in conveying Islamic teachings.

3. On the contrary, Islam has been firmly entrenched in the culture of the country. Thus, Islam in Indonesia has given birth to a variety of manifestations of "Indonesian-Islamic culture" which are different from Islam in Middle East. This is the result of a process of indigenization of Islam, rather than re-Islamization, which has occurred since the 13th century AD.

4. The process of this inter-cultural encounter is considered a tolerant and substantive practice of Islam. Interestingly, tolerance and Islamic substance were developed by two religious disciplines regarded as "queens of the knowledge of Islam" in the country, especially in pesantrens or Islamic boarding schools. The two queens are sufism and fiqh, or Islamic jurisprudence. It seems that these "two queens of knowledge" could become the solution to Islamic radicalism.

5. At the beginning of this Islamization, fiqh-sufism appeared as the method and content of Islamic preaching. These particular methods of understanding and practice of sharia are carried out through tassawuf or spirituality. The discipline of law and spirituality began to be developed simultaneously by wise preachers known as Walisongo.

6. The wave of peaceful Islamization was historically enhanced by the Javanese ulema network in Mecca. After their return to the country at the beginning of the 20th century, they established pesantrens. In these schools, Islamic preachers such as Kiai Hasyim Asya`ari, Kiai Khalil Bangkalan, Kiai Mahfudz Termas, etc sharpened methods of sharia science in a comprehensive manner. In this way, the progress of Islamization in the archipelago fueled by the establishment of schools appeared to be based on fiqh-Sufi Muslims. What this meant to the level of religious behavior is that Islamic boarding schools were made up of people who adhered to fiqh through the deepening of tassawuf.

7. The Sufi nature of Islamic fiqh boarding schools not only renders Islamic law, but also holds it as a particularly spiritual religion. This results in two positive attitudes. For one thing, the Islamic fiqh boarding schools are neither rigid, nor black-and-white and completely conservative.

8. Why? Because fiqhiyyah practices are conducted in the framework of spirituality. In the words of Rumi, "Sufism changes the law into wisdom". Hence, a religious boarding school is not an escape: ignorant and isolated from the world.

9. From these explanations, a conclusion can be drawn. Islamic radicalism can be cured through the introduction of Islamic legal rationality and the spirituality of Islam. At this point, the style of Sufi Islamic fiqh that strongly characterizes Indonesian Islam could be an ideal model for "healing" Islamic radicalism.

10. The discourse of Islamic boarding schools nowadays is generally moderate in nature. This belies some findings that show the phenomenon of radicalism in the pesantren world. For example, studies released by the Nanyang Technical University of Singapore (NTUS) in 2010, listed 102 Islamic boarding schools as radical.

11. If this data is examined thoroughly, the 102 schools listed as radical are located in 15 provinces. The influence and networks of these Islamic boarding schools to the mainstream, moderate Islamic boarding schools are questionable. Another analysis shows that mainstream Islamic boarding schools do not or have not been contaminated by the radical movement.

12. Criteria used to classify one Islamic boarding school as radical should also be examined. For example, MAN I Serang Banten is categorized as a radical Islamic boarding school simply due to the fact that Bali bomber Imam Samudra studied at the institute. The reality is that MAN I was not what influenced the terrorist. It is also incorrect that madrasah and Islamic boarding schools are the same. As an Islamic educational institution, a madrasah is entirely obedient to government regulations.

13. Contradictory to these findings, a research conducted by the Indonesian Religious Affairs Ministry uses a framework based on the ideological history of pesantren, namely the ideology of Islamic boarding schools that are based upon tawassuth (middle way), tasammuh (tolerance) and tawazun (equilibirium). Most of the Islamic boarding schools in Indonesia, especially those affiliated with Nahdlatul Ulama (NU), prefer salafiyah as an ideological basis for science-based classics and ahlussunah wal jama'ah as the methodology in the teachings.

14. The characteristics of moderate Islamic boarding schools are basically the same as findings of my historiographical quest concerning Sunni Islam from the perspective of Western scholars, namely: 1) no rebels against the established system; 2) rigidity and determination to maintain unity against all forms of disintegration and chaos; 3) preference for the concept of the congregation, and the supremacy of the sunnah, more widely known as the ahlussunah wal jama'ah; 4) adherence to the middle ground, tawassuth, striking a balance between theology and extreme politics (Khawarij) and Shia; 5) to manifest themselves as "a normative society" by maintaining the principle of spiritual freedom and upholding ethical standards and sharia.

15. In our studies, pesantrens are mostly moderate; only 0.38 percent of existing 27,218 Islamic boarding schools share potentially radical ideology.

16. Strategic steps to counter radicalism have been so far taken:
(1) dissemination of moderate thinking. This activity is carried out in several places through dialogue, focus groups and seminars. Moderate thinking in Islamic boarding schools is an example of one topic being raised. (2) Research Action. This activity is carried out through assistance to pesantrens that are potentially radical. One example of this is the action research in economics

mentoring at al-Islam pesantren in Lamongan, East Java. Through these action research activities, a shift in ways of thinking toward openness and acceptance of others has occurred.

17. In the future, affirmative action is still needed both in the form of dissemination of ideas and development of moderate education in Islamic boarding schools that are assumed to be radical, more specifically in the development of national education standards.

18. The writer, a UCLA graduate, is head for the Religious Education Research and Development Center at the Religious Affairs Ministry. The views expressed are personal.
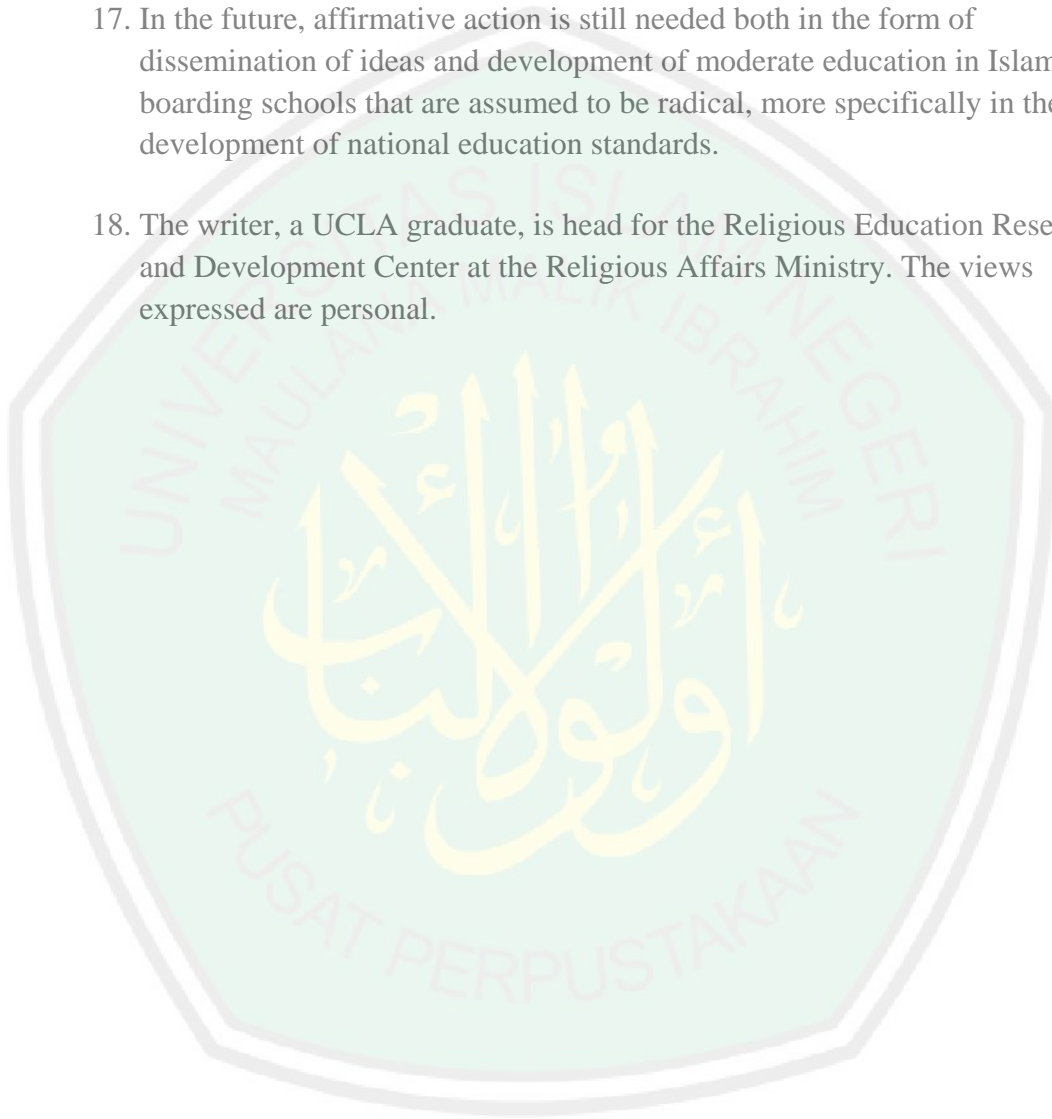
Assessment is education (split rheme)

1. The national exam was an unfortunate series of events and the troubles are pouring in like Lemony Snicket's thought-provoking fiction. They keep coming and disturbing everyone, certainly for the test taker students, their parents and teachers alike.

2. However, we have a delusional education and culture minister who finds excuses at every turn of the exam process. The public is left in the dark about the role of assessment in education.

3. Education has at least three important processes: curriculum, instruction and assessment. Let us discuss the last part of the process. Assessment takes an important role in education because it has at least five goals. First, it provides information about the students' understanding of the subject matter. Second, it emphasizes the important aspects of the subject matter that students must master. Third, it gives teachers an important tool to adjust and adapt the subject matter. Fourth, it guarantees an objective evaluation of students and teachers. Fifth, it inculcates good values in society, such as discipline, fairness, honesty and promptness.

4. What is important in meaningful learning, according to Dietel, Hermann and Knuth (1991), is how and whether students organize, structure and use the learning subject matter in the context to solve complex problems. Have we educated our children properly? More importantly, have we assessed our students properly as well?

5. We have been conducting high-risk testing annually and dutifully, amid the criticism. The National Education Law is a blanket guarantee for the national exams. Indonesian educators, bureaucrats and I may overlook the essence of assessment due to the gravity of routine and administrative tasks around us. We learned from history that this kind of attitude might shoulder a risk of sacrificing the bright minds of future generations all over the country.

6. There are two types of assessment: formative and summative. National exams or other high-risk testing are summative type. In summative testing, a student is assessed in the end of learning process, one time and one chance only. An interesting analogy by Stake, R. as cited in Earl (2004) as the following, "When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative."

7. Formative testing type, on the other hand, is a continuous assessment during the learning period. Students take the test on a daily, weekly or monthly basis. The advantages of formative testing are twofold. First, it gives the students an early warning to study now, not later. The test persuades students to study frequently, to be aware of his or her gap between what s/he knows and what s/he should know in certain stage of learning subject matter. Cramming, studying in a hurry just before the test day is discouraged.

8. Second, it provides the teachers information about the students' comprehension and gives warnings to adjust, adapt and improve the teaching process. Formative evaluation facilitates a meaningful and constructive learning process. Students learn new things based on what they have known; meanings were developed and created by the students from their reflection and experience.

9. Assessment is not a rocket science. Why can't we conduct formative and summative assessment harmoniously in our schools? The answer is teachers. Our teachers are not trained to conduct proper assessments. Some experts believe that teachers with good assessment skills will overcome many learning problems in their classrooms because they know what is needed to deliver the subject matter. A skillful teacher can integrate assessment in a classroom action research through a quantitative or qualitative method or both.

10. For example, teacher A just delivered the theory of gravity. At the end of session, she asked students to fill out a quiz that neatly listed all the knowledge items from the subject matter. The quiz can be arranged as building blocks of gravity theory and its each relation to the teaching and learning techniques that have been implemented. Teacher A then could build a schematic platform that describes the relationships between students' comprehension and the teaching techniques.

11. In the next session, the teacher can adjust her teaching technique to the one that is most effective in conveying the knowledge to students. This test-and-adjust process runs along the learning process until the end of semester or year. At the end of the learning period, the teacher can be rest assured that the students can take a local, regional or national level summative assessment.

12. The national exam in this scheme is assembled on the formative assessments. Students have been taking the tests and building their knowledge on the subject matter from day one. Ideally, the formative tests are conducted every time students complete certain stages of the learning process. Students learn from their mistakes and successes because assessment is an important part of teaching and learning.

13. A good assessment develops good learning; good learning builds good education. Indeed, it is a beautiful concept that first and foremost requires qualified teachers. We need to train and upgrade our teachers, especially in assessment and research skills.

14. In conclusion, assessment must be done thoroughly by teachers. Failure in managing assessment is a failure in managing education.

15. The writer is the deputy rector for academics, research and student affairs at Paramadina University, Jakarta.

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