THEMATIC ORGANIZATION ON NEWS ITEM
OF THE GENERAL ELECTION CAMPAIGN 2009
IN THE JAKARTA POST

A THESIS
In Partial Fulfillment of the Requirements
For the Undergraduate Degree in the English Department

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PRONOUNCEMENT

The writer states truthfully that this thesis is compiled by her without taking the result from other researches in any universities, both in S1 degree and in diploma degree. In addition, the writer ascertains that she does not take the material from other publications or someone's work except those that have been mentioned in references.

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MOTTO AND DEDICATION

"If you will aid because of Allah, He will aid you, and plant your feet firmly."
(Muhammad: 7)

"For, believers are those who*, when Allah is mentioned, feel a tremor in their hearts, and when they hear His Signs rehearsed, find their faith strengthened, and put all their trust in their Lord; Who establish regular Prayers and spend freely out of the gifts We give them for sustenance; Such in truth are the Believers: they have grades of dignity with their Lord, and forgiveness, and generous sustenance."*
(Al-Anfal: 2-4)

This thesis is dedicated to my mother, my mother, and my mother.

Then, it is dedicated to my father and my brother.

ACKNOWLEDGEMENT

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ABSTRAK

Dalam menyampaikan berita kepada pembaca, jurnalis perlu memperhatikan bagaimana mereka mengorganisasi bahasa untuk menyampaikan pesan. Dalam bahasa Inggris, ada struktur informasi khusus dalam menyampaikan pesan agar dapat membantu pembaca memahami atau menangkap pesan utama dengan mudah. Stuktur informasi tersebut adalah stuktur yang mengungkapkan makna tekstual melalui pemilihan tema-rema. Elemen yang terdapat pada permulaan klausa yang berfungsi sebagai tujuan utama pesan disebut tema sedangkan pengembangan informasi baru dari tema tersebut disebut rema. Pemilihan tema-rema pada klausa berhubungan dengan informasi yang dikembangkan dalam teks.

Penelitian ini akan menganalisis hubungan tema-rema dan pengembangan tema antar teks dalam teks berita mengenai Pemilihan Umum 2009 yang merupakan moment bagi warga negara Indonesia untuk memilih dewan legislatif dan presiden. Tujuan dari penelitian ini adalah untuk memaparkan struktur tematik, pemilihan jenis *mood,* dan metode pengembangan tema yang digunakan untuk menyampaikan pesan yang dimaksud oleh jurnalis.

Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif dengan analisis kualitatif. Data yang digunakan adalah data primer karena penulis mengumpulkan data dari berita mengenai Pemilihan Umum 2009 pada tanggal 20-25 Juli 2009. Dalam menganalisis data, penulis menggunakan metode Agih, yakni metode yang membagi data menjadi satuan lingual tertentu berupa klausa. Selanjutnya dilakukan tehnik lesap untuk mengetahui element terpenting dalam menyampaikan pesan. Metode penyampaian hasil analisis dilakukan secara informal.

Hasil penelitian menunjukkan bahwa jurnalis menggunakan struktur tertentu dalam menyampaikan pesan kepada pembaca. Pertama, tema dan rema merupakan komponen utama dalam pembentuan teks yang kohesif dan koheren. Tema yang terdapat dalam teks berupa tema topikal, tema interpersonal, tema tekstual, dan tema gabungan. Selanjutnya, hampir seluruh klausa yang digunakan dalam teks berita adalah deklaratif klausa. Tujuannya untuk memberikan informasi yang berupa fakta kepada pembaca.

Untuk menyampaikan informasi secara efektif, jurnalis memperhatikan hubungan antara tema dan rema sehingga teks yang kohesif dapat terbentuk. Teks dalam teks berita menerapkan model pengembangan tema yang berbeda. Pengembangan tema gabungan biasanya digunakan pada awal teks sebab metode pengembangan tema gabungan digunakan sebagai pendahuluan dan merupakan pesan utama dari sebuah teks. Sedangkan pola re-iterate dan zig-zag digunakan untuk menjelaskan dan mengembangkan pesan utama teks berita.

Kata kunci: Tema, Rema, dan Metode Pengembangan Tema

CHAPTER I
INTRODUCTION

This chapter discusses the background why the writer uses this topic as object in conducting the research, the scope of the study, and the aims. This chapter also presents underlying theory, research method, and the organization of the research.

A. Background of the Study

News item informs readers about events of the day which are considered newsworthy or important. News item which is communication of information on current events is presented to

people by journalists. The journalists should notice how they construct words in making news item so readers will get the information as the journalists intended. In other words, when they deliver news to readers, they should look at how to organize language in conveying the message. The message of news item is presented in each clause which is in turn part of a larger text. Each clause is related either to the preceding or following clauses to construct the message. The message of news item should fit smoothly to discourse or to the context.

English speakers and writers use the first position in the clause to give information to the audience what the message is about. In English, the first position in a clause contains textual meaning because it shows the development of the text. There is particular structure to express textual meaning; a Theme and a Rheme. Theme, according to Halliday, is "the point of departure of the message". The Theme shows what the clause is going to be about and occurs in the first position of the clause. However, the definition of the Rheme is a reminder that gives new information about theme.

The general election campaign 2009 is a moment when Indonesian people used their rights to vote the next legislative members and president. People actually want to get information about the recently political condition through mass media. One of the mass media in Indonesia is the Jakarta Post that uses English to deliver information to its readers.

Based on that assumption, the writer is interested in analyzing how the news items in the Jakarta Post are organized to convey the messages or how the news items construct textual meaning through development of clauses. Hence, the writer entitles the thesis "Thematic Organization on News Item of the General Election Campaign 2009 in the Jakarta Post".

B. Scope and Problem

There are two key systems in expressing textual meaning in the clause; the System of Theme, and the System of Information Structure. The system of Theme is realized through two main constituents, namely a Theme and Rheme. However, the system of Information Structure is realized through its constituents, namely Given and New. The writer focuses on analyzing how the system of Theme is used by journalists of the Jakarta Post to express the textual meaning of the news item. The writer does not analyze the system of Information Structure since it is realized through intonation choices.

According to the background of the study, the writer presents some questions related to the research. They are:

    a. how the writer describes thematic structure of the clauses in news item of the Jakarta Post.

    b. how the writer describes the mood selection of the clauses in news item of the Jakarta Post.

    c. how the writer explains the thematic progression of the clauses in news item of the Jakarta Post.

C. Purpose and Significance of the Research

The purpose of this research is to describe the thematic structure, mood selection, and thematic progression of the clauses on news item in the Jakarta Post about the General Election Campaign 2009.

The significances of this research are:

1. for the students who want to conduct research in systemic functional grammar; this research may inspire them to arrange the research.
2. for the journalists who want to write news, this research may be used as a suggestion to construct the clauses in conveying the message.

3. for the readers, this research may be used as a reference to understand clauses as message.

D. Underlying Theory

In this research, the theory that is used by the writer is Systemic Functional Linguistic theory from MAK Halliday's book, entitled *An Introduction to Functional Grammar* (2004). This theory is used because it proposes comprehensive explanation on interpreting language that is suitable for analyzing thematic structure and thematic progression.

In systemic functional grammar, Halliday (1985, 1994, 2004) introduces a theory of Metafunction of language. It is used as a tool for analyzing the lexicogrammar and meaning of text. It shows three main functions of language, those are ideational, interpersonal, and textual. The ideational metafunction expresses how language interprets the whole of our experiences of the world. The interpersonal metafunction expresess the role relationship between speaker and hearer or between writer and reader associated with the situation. The textual metafuction expresses the relation between langauge and its enviroments. The textual metafunction also concerns on how speaker or writer organizes their message in certain situation in the case of written or spoken language.

Theme and Rheme are two terms which represent the way in which information is distributed in a sentence (Wang, 1996). The definition of Theme given by Halliday (1985:38) is given information serving as "starting point of the message". The given information is the information which has already been presented earlier in the text, or it is shared from the immediate context. Theme is developed by Rheme, a reminder that gives new information about the theme. See the example:

The lion   beat the unicorn all round the town

| Theme | Rheme |

The theme can be classified into three. First, topical theme consists of marked and unmarked theme; second, interpersonal theme; and third, textual theme consists of structural conjunction, relative, conjunctive adjunct and continuative.

The flow of information in a sentence from Theme to Rheme is important to convey the message effectively. The exchange of information between Theme and Rheme pairings in a text is called Thematic Progression (Eggins, 1994). Thematic progression constructing to the cohesive development of a text follows certain patterns. There are several main types of thematic progression, those are re-iteration pattern, the zig-zag pattern, and the multiple-theme pattern.

E. Method

The type of research applied in this research is descriptive. The writer uses the descriptive research in order to analyze the parts of the clause based on thematic structure, find out the mood selection, and explain the thematic progression of each clause.

In addition, in this research, the writer uses qualitative analysis. The qualitative analysis uses a technique of looking for, collecting, classifying and then analyzing data for portraying conclusion.

The data in this research are primary data since the writer collects the data from the document of news item of presidential electoral campaign 2009 in the Jakarta Post, 20-25 July 2009.

In analyzing the data, the writer uses distributional method by dividing the data into some lingual units. Moreover, the writer uses deletion technique in order to know the element which is crucial in conveying the message of the clause. The method of presenting data applied in this study is informal because the writer makes a systematic thesis using common words accompanied

by technical terms and tables or diagram without specific symbols or signs. The Method of this research will be explained completely in Chapter 3.

 F. Organization of Writing

This thesis consists of five chapters as follows:

Chapter I, Introduction consists of background, scope and problem, purpose, underlying theory, method, and organization of writing.

Chapter II, Review of literature consists of systemic functional grammar, metafunction of language, theme and rheme, theme and mood, and thematic progression.

Chapter III, Method consists of type of research, data sources, method of collecting the data, population and sample, and method of analyzing the data.

Chapter IV, Data analysis consist of thematic interpretation, mood selection, and thematic progression of the data.

Chapter V, Conclusion.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the writer presents the literature review of the research. Review of the literature of the thematic progression on news text of presidential electoral campaign 2009 in the Jakarta Post consists of systemic functional grammar, metafunction of language, theme and rheme, theme and mood, and thematic progression.

A. Systemic Functional Grammar

Systemic Functional Grammar (SFG), proposed by Michael Halliday, has had a great impact on language interpretation. It is different from formal and traditional grammar that formal and traditional grammar concern on how the clause is structured. On the other hand, SFG interprets language as interrelated sets of options for making meaning and finds to provide a clear relationship between functions and grammatical systems (Halliday, 1994).

According to Gerot and Wignell (1994:6), SFG identifies elements of the clauses based on the function of each element. It does not lebel element by word class or other syntax devices. Hence, SFG attempts to desribe the function of each elementt in a sentence and how they construct meaning.

B. **Metafunction of Language**

In systemic functional grammar, Halliday introduces a theory of the main function of language called metafunction of language. Matafunction of langauge is used as a tool for analyzing the lexicogrammar and meaning of text. Metafunctions of language are ideational, interpersonal, and textual. These terms are the modes of meaning presenting aspect of the world. The ideational metafunction is concerned with clauses as representation and it focuses on how language interprets the whole of our experiences of the world. The interpersonal metafunction in connection with clauses as exchange and it focuses on the role relationship between speaker and hearer or between writer and reader associated with the situation. The textual metafuction is concerned with clauses as message and it focuses on the relation between langauge and its enviroments. The textual metafuntion describes how speaker or writer organizes their message in

certain situation in the case of written or spoken language, and how to develop the flow of information.

C. Textual Meaning

Gerot and Wignell (1994:14) state that textual meanings are meaning which express "the relation of language to its environment, including both the verbal environment—what has been said or written before (co-text) and non-verbal, situational environment (context)". Textual meanings are used to organize ideational and interpersonal meanings. Without the textual systems, those ideational and interpersonal meanings could not be expressed in a coherent manner (Eggins, 1994:299). Furthermore, a message is resulted when the structure of the clauses put together in the relevant textual system.

D. Theme and Rheme

Textual meanings can be characterized through the theme and rheme representing the relation between langauge and its enviroments. Theme and Rheme are two terms which represent the way in which information is distributed in a sentence (Wang, 1996). The definition of Theme given by Halliday (1985:38) is given information serving as "starting point of the message". The given information is the information which has already been presented earlier in the text, or it is shared from the immediate context. Theme is developed by Rheme, a reminder that gives new information about the theme. New information is knowledge that a writer assumes the reader does not know. The new information may be something that has not been mentioned before and may be something unexpected. The boundary between Theme and Rheme is simple: Theme is the first element occurring in a clause; the rest of the clause is Rheme. As the examples below:

Theme	Rheme
The lion	*beat the unicorn all round the town*
All round the town	*the lion beat the unicorn*
However, the unicorn	*still did not want to bow to the lion*
The lion	*decided to beat him to death*
Would the unicorn	*give in to the lion*
When the lion got to the battle field	*the unicorn was ready for the battle*

Gerot and Wignell (1994:103) state that the Theme is element which comes first in the clause; the rest of the clause is called the Rheme. In terms of looking at a clause as message, the Theme looks backwards, relating the current message to what has gone before. The Rheme points both backwards, and forwards by picking up on information which is already available and adding to it and by presenting information which was not there before. The interaction of Theme and Rheme governs how the information in a text develops.

1. **Type of Theme**
   a. The Ideational Theme
   The ideational theme, known as topical theme, can be recognized as the first element in the clause that expresses some kind of 'representational' meaning (Martin et.al,

1997:24). If the first topical element of a declarative clause is also the Subject of the clause, the Theme choice is a neutral or 'unmarked' one, which gives the Theme no special prominence.

However, when the topical Theme of a declarative clause is not the Subject, it gains a greater textual prominence. Non- Subject Themes are 'marked' Themes and are often important in structuring the larger text.

Here are some examples of unmarked and marked themes taken from Halliday and Matthiessen (2004:74). Theme and rheme boundary is shown by #

	Fuction*	Class	Clause Example
Unmarked theme	Subject	Nominal group: Pronoun as Head	I # had a little nut-tree
			She # went to the baker's
			They # were three jovial Welshmen
		Nominal group: Common or Proper Noun as Head	A wise old owl # lived in an oak
			Mary # a little lamb
			London Bridge # is fallen down
		Nominalization	What I want # is a proper cup of coffee
Marked Theme	Adjunct	Adverbial group	Merrily # we roll along
		Prepositional phrase	On Saturday night # I lost my wife
	Complement	Nominal group: Common or Proper Noun as Head	A bag-pudding # the King did make
			Eliot # you're particularly fond of
		Nominal group: Pronoun as Head	All this # we owe both to ourselves and to the peoples of the world ((who are so well represented here today))
			This # they should refuse
		Nominalization	What they could not eat that night # the Queen next morning fried

*Function in clause as exchange

b. **Interpersonal Theme**

Interpersonal theme occurs before the Topical Theme (Gerot and Wignell,

1994:107). Butt, et.al (1995:25) state that interpersonal Theme includes Finite, Wh-element, Vocative and Adjunct.

    i) The Finite, typically realized by an auxiliary verb. Its presence in thematic position signals that a response is excepted, as in:

Should *they be doing that?*

```
|Theme      |Rheme             |
```

    ii) A Wh-element, signalling that an 'answer' is required from the addressee

Why *can't you come over tonight?*

```
|Theme      |Rheme             |
```

    iii) A vocative, identifying the addressee in the exchange:

Mr Wolf, *may we cros your golden waters?*

```
|Theme      |Rheme             |
```

    iv) An Adjunct, typically realized by an adverb. It provides the speaker's comment, assessment, or attitude towards the message.

Perhaps, *woman make better vest.*

```
|Interperson|Topical       |Rheme          |
|al         |              |               |
|Theme      |              |               |
```

c. Textual Theme

Textual Themes almost always constitute the first part of the Theme, coming before any interpersonal Themes. They give thematic prominence to textual elements with a linking function.

    i) Structural conjunctions, linking two clauses in a coordinating relation and marking one clause as dependent to another.

I love the smell of jasmine, ***but*** *napalm I adore*

```
|Top     |Rheme         |Str |Top  |Rheme         |
|Theme   |              |Theme      |              |
```

When *you don't have enough police,…*

```
|Structura|Topical     |Rheme              |
|l        |            |                   |
|Theme    |            |                   |
```

    ii) Relatives, relating a dependent clause to another clause

We heard Professor Smith's lecture,

which *was a great disappointment*

```
|Textual  |Topical |Rheme                |
|         |(ellipsi|                     |
|         |s)      |                     |
|Theme    |        |                     |
```

iii) Conjunctives, providing a cohesive link back to previous discourse:
On the other hand, *we   could wait...*

```
|Conjunctive    |Topical|Rheme            |
|Theme          |       |                 |
```

iv) Continuatives, indicating a relationship to previous discourse:
Well,   *there   was a little bit of bakelite.*

```
|Cont.   |Top. |Rheme                     |
|Theme   |     |                          |
```

```
|Well                      |But                   |Then      |Ann    |
|Theme                     |                      |          |       |
```

Maximally extended Theme (Halliday 1994:55)

2. Theme in clause complex

According to Gerot and Wignell (1994:109), in a hypotactic clause complex, if the dependent clause comes first then the dependent clause is treated as the Theme for the whole clause complex. Each clause also has its own Theme-Rheme structure.

if the dependent clause comes first
```
|Theme                            |
```

then the dependent clause is treated as the Theme for the whole clause complex.
```
|Rheme                                                        |
```

If   the dependent clause   comes first
```
|Str.|Topical              |Rheme            |
|Thema|                    |                 |
|Theme|                    |                 |
```

then   the dependent clause is treated as the Theme for the whole ...
```
|Str.|Topical              |Rheme                             |
|Theme|                    |                                  |
|Rheme|                    |                                  |
```

According to Martin, et.al. (1997:36), it is only "hypotactic" (i.e. dependent, modifying) clauses which have the possibility of occurring in the initial position as a marked Theme of the clause complex. Non-finite clauses are such type of hypotactic

clause.

Blinking nervously, he tried to think of something to say.

```
|Theme            |Rheme                              |
```

3.   Thematic Equatives

Halliday (1994: 40) uses the term 'thematic equative' because the Theme-Rheme structure is expressed in the form 'Theme=Rheme', with the '=' expressed by the Predicator 'be'. Gerot and Wignell say that thematic equatives occur in certain identifying clauses where the Theme and Rheme are equated with each other. They almost always involve nominalization. For example:

What we want to do   was waiting until next week

```
|Theme            |Rheme                  |
```

4.   Predicated Theme

According to Thompson (1996:128), there is another thematising structure which allows the speaker to pick out a single element and give it emphatic thematic status. Halliday (1994:58) prefers to call "predicated Theme", but traditionally it is called a 'cleft sentence'.

```
|It's not the technology |Which is wrong                    |
|It is the second of these |that I shall be concentrating on |
|points                |in the rest of this talk          |
|                      |that we finally came back to work|
|It wasn't until 1986   |in UK                             |
|Theme                 |Rheme                             |
```

As the examples above, the clause constituent which occurs in predicated Theme may be Subject, Complement, or Adjunct. Simply, predicated Theme takes the form *it + be +....*

5.   Elliptical Clauses

Martin et al (1997: 29) state that where two clauses are linked by coordination –in a paratactic structure- the Subject of the second clause may be ellipsed or 'understood'.

He   roar in fury   and   ( )   struggled with all his might

```
|Top.  |          |  |textua|Ellipsi|                                |
|      |          |  |l     |s of He|                                |
|theme |Rheme     |  |Theme |       |Rheme                           |
```

In such a case the ellipsed Subject of the second clause counts as the (ellipsed) topical Theme. Consequently, the Process (*struggled)* is not the Theme.

E. Theme and Mood

1. Theme in Declarative Clauses

Theme in declarative clause is straightforward. The typical pattern in declarative clause is one in which Theme is conflated to Subject. Simply, the constituents to the topical point are recognized as Theme, and the remainder of the clause is Rheme.

You   probably haven't go much more than 8

```
|Theme   |Rheme                             |
```

2. Theme in Interrogative Clauses

The typical function of an interrogative clause is to ask question; and from the speaker's point of view asking question is an indication that he wants to be told something (Halliday and Mathienssen, 2004:75). There are two types of question: one is yes-no interrogative where what the speaker wants to know is the polarity 'yes or no', the other is WH-interrogative where what the speaker wants to know the identity of some elements in the content. As the examples:

Can   I   get you some coffee?
```
|Fin|Top   |Rheme             |
|Theme      |                  |
```

When   did he give her the bomb?
```
|Theme   |Rheme                 |
```

3. Theme in Imperative Clauses

The imperative clause is normally to get the other person carry out the action. The imperative clause regularly finds the Predicator (the verb) as Theme.

Leave   the lamp here
```
|Theme   |Rheme          |
```

Don't cry   about it
```
|Theme        |Rheme      |
```

4. Theme in Exclamative Clauses

Theme in exclamative clauses consists of a Wh-element plus either a nominal group or an adverbial group.

What a beautiful day   it is
```
|Theme              |Rheme   |
```

How divinely   he dances
```
|Theme        |Rheme      |
```

F. Thematic Progression

Readers and addressees need to be reassured that they are following the development of the text. Many texts are signposted by placing elements from the Rheme of one clause into the Theme of the next, or by repeating meanings from the Theme of one clause in the Theme of subsequent clauses.

Thematic progression, as understood by Danes (1974), is the study of how Theme in a text is developed from clause to clause to build larger stretches. Eggins prefers calling Thematic development to Thematic progression. He states that the choice of Theme for any individual clause will generally relate to the way information is being developed over the course of the whole text.

Danes (1974) presents three models of Thematic Progression. Those are re-iteration, zig-zag, and multiple patterns.

1. Re-iteration Pattern

Re-iterate an element is one basic way to keep a cohesive text. This kind of pattern is exploited with greater complexity and consistency in text by making the same element as Theme regularly (Eggins, 1994:303). The re-iteration pattern can be seen in the diagram below:

Clause 1	T1	R1
Clause 2	T2	R2
Clause 3	T3	R3

The example of re-iteration pattern is:

Clause 1	T1	R1
	Once upon a time three bears	lived in…the woods
Clause 2	T2	R2
	There	was…small wee bear
Clause 3	T3	R3
	The great big bear	had a great big bowl
Clause 4	T4	R4
	The medium sized bear	had a medium…
Clause 5	T5	R5
	And the little small bear	had a teeny…

(source: Frantisek Danes, 1974)

2. Zig-zag Pattern

Zig-zag pattern is an element which is introduced in the Rheme in clause 1 gets promoted to become the Theme of clause 2. The pattern achieves cohesion in the text by building on newly introduced information. This gives the text a sense of cumulative development which may be absent in the repeated Theme pattern (Eggins, 1994:303-4). The zig-zag pattern can be seen in the diagram below:

Clause 1	T1	R1
Clause 2	T2	R2
Clause 3	T3	R3

The example of Zig-zag pattern is:

Clause 1	T1	R1
	One evening in spring, a man	moved in to a new…
Clause 2	T2	R2
	Just outside their door, there	was a garden.
Clause 3	T3	R3
	It	was a preety… a tree.

(source: Frantisek Danes: 1974

3. Multiple-theme Pattern

In this pattern, the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses (Eggins, 1994:304). The multiple-theme pattern can be seen in the diagram below:

Clause 1	T1	R1
Clause 2	T2	R2
Clause 3	T3	R3

Clause 4   T4   R4

The example of Multiple-theme pattern is:
Clause 1   T1   R1
            The three main reasons   are hunger, cold, and illness.
Clause 2   T2   R2
            Hunger   can be …last fed
Clause 3   T3   R3
            Babies feel cold   more… wrapped up.
Clause 4   T4   R4
            Finally, sickness or pain may also…crying

CHAPTER III
RESEARCH METHOD

      Determining research method is basic step before conducting and analyzing the data. Therefore, the writer would describe the research method using in this research. This chapter presents about the type of the research, data sources, method of collecting data, population and sample, method of analyzing the data, and method of presenting the research result.

A. Type of the Research

      The type of research applied in this research is descriptive. The writer uses the descriptive research in order to analyze the parts of the clause based on thematic structure, analyze the clauses based on types of theme, and analyze the mood selection the thematic progression of each clause.

      In addition, in this research, the writer uses qualitative analysis. The qualitative analysis uses a technique of looking for, collecting, classifying and then analyzing data for portraying conclusion. The writer uses qualitative research since the research is meant to achieve a brief description which can not be achieved by statistic procedures (Usman and Akbar, 1996:4). Therefore, the results of the analysis will be presented in verbal description.

B.   Data Sources

      Data sources are needed to get the condition in order to make decision. According to Data sources are divided into two; primary and secondary. Primary data are data which are directly

obtained by the researcher from the object of the research. On the other hand, secondary data are data which are obtained by the other party and are usually a copy of the original one (Sudaryanto, 1993:62).

The data in this research are primary data since the writer collects the data from the document of news text of presidential electoral campaign 2009 in the Jakarta Post, 20-25 July 2009.

C.   Method of Collecting Data

In collecting data, the writer uses a documentation method. The documentation method is used when the data collected for the research are written text such as newspaper, magazines, books, notes, and transcript (Arikunto, 1998:149). This method is used since the data are downloaded from the Jakarta post website which provides all information about presidential electoral campaign 2009. The news articles which are the data of the research are:

No	Date	Theme	Code	? Clause
1	20 July 2009	Megawati, Kalla motion for more lively debate	MK	37
2	21 July 2009	Abu Rizal, SBY supporter lends plane to Kalla	AS	27
3	22 July 2009	Survey finds Kalla popularity on the rise	SF	48
4	23 July 2009	VP candidates hardly argue in 'debate'	VP	40
5	25 July 2009	Presidential candidates get a second chance	PC	61
? Clauses of Texts				213

D.   Population and Samples

1.   Population

Population is all analysis units which will be analyzed in research (Arikunto, 1998:102). In this research, the writer selects all clauses envoling the thematic structure, types of theme, and thematic progression of the news text as population numbered in 213 clauses. These clauses are collected from the Jakarta Post, 20-25 July 2009.

2. Sample

The writer has to draw some samples from the entire population by using a significant sampling technique in order to represent the total population. Dealing with this matter, Arikunto (1998) defines sample as a small part of the population which is taken to give an idea of the quality of the whole. Therefore, sample represents population. In this research, the writer uses total sampling technique since all the data are analyzed.

E.   Method of Analyzing Data

After the data collected, the next step is analyzing the data. In this step, the writer organizes a summary of this research. The writer uses distributional method which divides the data into some lingual units (Sudaryanto, 1993:31).

Simply, the writer applies following stages in designing the research:

1) dividing all sentences into clauses.

2) numbering all the clauses

3) rewriting and labelling the parts of the clause based on the thematic structure

4) classifying the clauses based on types of theme

5) analyzing the mood selection of the clauses

6) analyzing the thematic progression of each clause

7) drawing conclusion

F.   Method of Presenting Data

The method of presenting data is the last step after analyzing the data. There are two kinds of method in presenting the data, formal and informal. Formal method uses symbols in presenting the data, on the other hand informal method uses words. The writer applies informal method because the writer makes a systematic thesis using common words accompanied by technical terms and tables or diagram without specific symbols or signs.