THEME IN DAILY THE JAKARTA POST TEXTS

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Abstract

This descriptive qualitative research deals with Theme in the Daily Jakarta Post texts. The objectives are to find out the dominant from types of Themes in Daily The Jakarta Post texts, to explore and to describe the Types of Theme in daily The Jakarta Post texts. Themes are the aspects which are involved all clauses and the aspects which are discussed in thematic structure. In English, the theme is indicated by the position in the clause. This study specifically focused to describe the patterns of themes are used in the daily Jakarta Post texts and to find the reason why the structures of themes are used in the daily Jakarta Post texts. The data were taken from the daily Jakarta Post texts that is sports article. It was taken by applying a documentary technique.

The document is read and analyzed to specify the theme in the daily Jakarta Post texts. The findings showed that all patterns of themes are occurred in the sports article, but proportion of each is different. Topical theme is dominant than textual and interpersonal theme. It is occurred because topical theme as starting point of sentences and it is an obligatory element of theme itself.

Key words: *Metafunction, Textual function, Theme, Types of Theme, Analysis daily The Jakarta Post texts.*

Abstrak

Penelitian kualitatif deskriptif ini membahas Tema dalam teks Harian Harian Jakarta Post. Tujuannya adalah untuk mengetahui jenis Tema yang dominan dalam teks Harian The Jakarta Post, untuk mengeksplorasi dan mendeskripsikan Jenis Tema dalam harian The Jakarta Post texts. Tema adalah aspek yang melibatkan semua klausa dan aspek yang dibahas dalam struktur tematik.

Dalam bahasa Inggris, temanya ditandai dengan posisi di klausa. Penelitian ini secara khusus difokuskan untuk mendeskripsikan pola-pola tema yang digunakan dalam teks-teks harian Jakarta Post dan untuk mengetahui mengapa struktur tema digunakan dalam teks-teks harian Jakarta Post. Data diambil dari teks harian harian Jakarta Post yang merupakan artikel olahraga. Hal itu dilakukan dengan menerapkan teknik dokumenter. Dokumen tersebut dibaca dan dianalisis untuk menentukan tema dalam teks harian harian Jakarta Post. Temuan menunjukkan bahwa semua pola tema terjadi di artikel olahraga, namun proporsi masing-masing berbeda. Tema topikal lebih dominan daripada tema tekstual dan interpersonal. Hal ini terjadi karena tema topikal sebagai titik awal kalimat dan merupakan elemen wajib dari tema itu sendiri.

Kata kunci*: Metafungsi, Fungsi tekstual, Tema, Jenis Tema, Analisis harian Teks The Jakarta Post.*

INTRODUCTION
BACKGROUND

Nowadays, English is admitted by all countries in the world as an international language, therefore it is very important to be mastered.Communication is an important part of life which is the process exchanging of information and transmission of meanings. Mass communication as one of the types of communication which is technically refers to the process of tranferring or transmitting a message to a large group of people, typically, this requires the use of some form of media such newspaper, magazine, television, radio or the internet.

Newspaper as a medium communication is one of the mass media which has an important role in delivering its ideas to people. The

massmedia are that vehicles that carry the message to the mass audience in presenting a report of an action. Newspaper use language of news in delivering and it is different in writing of the other text. Based on the functional grammar, the language used in newspaper will be different with the language used in other texts and different topics such as politic, economic, science, sport text. In newspaper, the writer keeps on using many types of process in order to make meaningful sense of sentences.

Based on the focus of the study "how Theme in Daily *The Jakarta Post* Texts", then the problems are formulated operationally as in the following
1. What various Patterns of Theme used in daily *TheJakarta Post* Texts?
2. Why the structures of Theme used in daily *The Jakarta Post* texts?

THEORETICAL FRAMEWORK

Metafunction

Halliday (1985:11) has sought to create an approach to linguistics that treat language as foundational for the building of human experience. The insight and publications from an approach is called Sytematic Functional Linguistic (SFL). One of Michael Halliday's major contributions to linguistic analysis is his development of a detailed functional grammar of modern English (Halliday 19941), showing how simultaneous strands of meanings (the ideational, interpersonal and textual functions) are expressed in clause structures. Halliday's (meta) functionaI grammar is now accessible not only through Halliday's own substantial text (Halliday 1994 and now further extended in Halliday and Matthiessen 2004). Metafunctions are analysis of text and context functions.

First function is the Ideational function. It means that language as used to organize, to understand and to express perceptions on the world and consciousness. It can be classified into experiential and logical. The experiential function is largely concerned with content or ideas. While, the logical function is concerned with relationship among the ideas. In the other hand, a clause is analyzed into Process, Participants, and Circumstances, with different participant types for different process types.

Second function is the Interpersonal function. This function is to enable the participation in communicative acts with other people, to take on roles and to express and to understand feelings, attitudes and judgements. In the other word, language used as a participation. In addition a clause is analyzed into Mood and Residue, with the mood element further analyzed into Subject and Finite.

Third function is the Textual function. It means that it involves the use of language to organize the text itself. In the other word, language as used to relate what is said or written to the real world and to other linguistic events. Moreover a clause is analyzed into Theme and Rheme.

Textual Function

Textual function is an organizing message that has relevant to context (linguistic and social). A clause as a unit of message is constituted by Theme, or it is metafunction relates to *mode*; the internal organization and communicative nature of a text. It is to say that Textual function makes message relevant to its context. In line to (Saragih, 2007;III) that, a clause as a unit of message is constituted by Theme and Rheme. In the other, Halliday (1985) points out the thematic structure are various structures which, when mapped into each other,

make up a clause, we shall consider first the one which gives the clause its character as a message.

The reason for this case is that the textual function the way language is organized as a message is what pre occupies the authors the textual function is concerned with the ordering of your information, with what comes first, middle and in the last. With what links the parts of a piece of writing to each other. In looking at the textual function of language were looking at the ways language is selected and combined in order to create a message.

Thus, it can be concluded that textual function is very important role in written text which means way how to organize message in read a text which is applied in daily *The Jakarta Post* texts.

Theme

As it is already elaborated previously that thematic structure are involved it all clauses. Themes are the aspects which are discussed in thematic structure. In English the Theme is indicated by the position in the clause. in the other hand, the main idea that it is talking about and lets the reader or listener know what the clause is going to be about it is a Theme. It is to say that, Theme is the starting point of the message, point of departure or local context of the clause as a piece of text. Halliday (1994) in Saragih (2006) stated that the Theme is functionally occupied by the first element of the transitivy system of clause.

The clause is organized as a message. Halliday (1994:37) emphasizes that Theme is the element which serves as the point of departure of the message; it is that which the clause is concerned. Since, English is indicated by the position of the clause the thematic status is sig-naled by its position which is located as the first. It is clear that the Theme is the element which serves as the point of departure of the message.

Based on the above views, it can be elaborated that Theme is the important element to be considered in the clause which gives the point of the message to the readers. It is to say that Theme plays in all clauses which means to give the point of the messages to the readers clearly. The writer understands that the Theme is a part of Thematic structure operates at the level of the clause and it is the idea that represented by the constituent at the starting point of the clause.

Types of Themes

Topical (ideational) theme,

The Topical theme creates the topic that the speaker chooses to make the point of departure of the message. Topical theme is coded by the first elemnt of transitivy system. It means the Topical theme could be *process, participant and circumstance.*

The first element of the experiential meanings. It can be participant, process, or circumstance. Topical Theme is means that the element of represented experience. If there is only one a simple Theme in a clause, the theme is just labled as Theme not topical Theme. According to Gerot and Wignell (1994:104) the ideational or topical theme is actually but not always the first nominal group in the clause. topical themes may also as nominal group complexes, adverbial group, prepositional phrases or embedded clauses. In the Unmarked case the Topical Theme is also the Subject. A Topical Theme which is not the Subject is called a Marked Topical Theme. The term Marked is used because it stands out. It attracts

attention because it is not what we normally expect to find.

Unmarked Topical Themes

Nominal group as Theme

Jack	Went up the hill
Theme	Rheme

Nominal group complex as Theme

Jack and Jill	Went up the hill
Theme	Rheme

Embedded clause

What Jack and Jill did	Was go up the hill
Theme	Rheme

As it is already explains previously that the Theme has only one syntactic and semantic unit that is Unmarked as a subject or pronoun in traditional grammar. The Theme is conflated with or mapped on to the subject (Saragih. 2007:III). It is clear that the starting point which is functioned as subject or pronoun labeled as Unmarked. For example: ***Barcelona played in La Liga yesterday***. ***Barcelona*** in this case is Unmarked Theme as it is reffered to the theory.

Unmarked Theme is when the constituent that is Theme is also playing one of the following roles: as Subject in a declarative clause, Finite in an interrogative, Predicator in an imperative and WH element in WH interrogative.

In the other words, unmarked Theme is when Theme conflates with the Mood stucture

constituent that typically occurs in first position in clauses of that Mood class, like example:

Table 2.3.1.1.1

Unmarked Theme

Example	Role conflation	Mood class
I'm heating the soup up	Theme / Subject	Declarative
Did this really happen?	Theme / Finite	Polar interrogative
Where did she go to?	Theme / WH element	WH interrogative
Pass me the soup	Theme / Predictor	Imperative

In contrast, **Marked Theme** is unusual Theme which is located as point of departure in the clauses. Generally, the structure of a clause is normally the subject or pronoun are in the beginning of the sentences or the starting point. To make it easier, it can be seen in the example: *yesterday Rizal played food ball*. It means that *yesterday* belongs to Marked Theme.

In the other case, up the hill Rizal and Romi went. It means that the word up the hill is as a second participant. Of course it would be Marked as a Theme. Normally, second participant takes place the end of the clause.

In contrast, Marked Theme is unusual Theme located as the starting point of the message in the clauses. Because, in traditional grammar, the structure of a clause is normally the subject or pronoun would be starting point. For example: ***Yesterday Barcelona played in La***

Liga. It means that *Yesterday* belongs to Marked Theme

In the other case, At the Spanish Barcelona and Iniesta went. This sentence means that the word at the Spanish is as a second participant. Of course it would be Marked as a Theme. Normally, second participant takes place at the end of the clause.

So, it is clear that Unmarked Themes is usual which is normally located in the starting point and it is coded by the first element of transitivy system. Meanwhile, Marked Theme is unusual Theme which is located as the starting point of the message in all clauses. The same case could be seen from Jakarta Post Newspaper edition Sport news in table 2.3.1.1.2

Table 2.3.1.1.2 Marked Theme

Iniesta	Played for the first time since damaging a calf muscle at the end of October
Topical	
THEME	**RHEME**

Iniesta in the clause is identified as Theme since it is the starting point of the message; while the rest of the clause is coded by Rheme. Since the use of Theme is usual stucture which is normally located in starting point, so it is called Unmarked Theme.

Marked Theme is contrary of the Unmarked; the unusual Theme is located as the starting point of the message in the clause. this case is also found in the table 2.3.1.1.2

	Where	You try a shot from out side the area sometimes it goes in, the self effacing Iniesta?
Prepo WH-		
Interpersonal		
THEME		**RHEME**

The word *Where*show the different starting point of a clause. normally a clause is be started by normally located of starting point; coded by the first element of transitivy system, but it begins with something unusual one; that is why it is called Marked Theme.

There are the element of Marked Themes:

Marked Themes

a. Adverbial as Theme

Down	Jack fell
Theme	Rheme

b. Prepositional phrase as Theme

Up the hill	Jack and Jill went
Theme	Rheme

c. Complement as Theme

His crown	he broke
Theme	Rheme

The Theme f a clause extends to and includes the Topical Theme. Therefore, elements which precede the Topical Theme are also thematic but elemnt which come after the Topical Theme are not.

Textual Theme,

The text-creating meanings and is any combination of continuatives (yes, no, well, oh, now), conjunctions (and, because, who) and conjunctive adjunct (for instance, in addition, likewise). Textual theme relates to the clause to the context. It means that it always constitutes the first part of the Theme, coming before any interpersonal Theme. They give thematic prominence to textual elements with

a linking function. The elements of textual theme include conjunctions, relatives conjunctivas, and continuities. Structural conjuntion links two clauses in a coordination or dependency on another.

Conjunction links two clauses in a coordination relation or dependency on another. Some correlations or conjuncctions are *and, because, so, then, but,* and etc. Conjunction is in bold and italic like in the clause he can not come **because** he is getting sick. God paints the universe **because** His live.

Relative conjunction relate a dependent clause to another clause such *what, when, where, who, whom, that,* and etc. unmarked to relate r change nominal and the same time inserts clause or bigger clauses like the clause (relative pronoun is in bold and italic) the cake **what** I gave you yesterday was pancake from durian fruit.

Conjuctive adjunct provides a cohesive link lack to previous discourse. The word or phrase functions to relate meaning between one clause and other clauses, paragraph and paragraph, or text and other text. The significant differential is between conjunction and conjunctive adjunct is conjunction as the structural relation of clauses, meanwhile conjuctive adjunct relates meaning in clauses and text.

Word and phrase likes *moreover, in addition, equally, hence, thereby, in line, with that, on that account, and thereby* function to relate clauses even structurally is not coherent. The text (conjuctive adjunct are in italic and bold) we shall not go down with this problem. *Moreover* the problem is not so hard to solve.

Continuative indicates a relationship previous discourse. This is expression of sound, word or phrase that they function to form con-

text so that sent text before and after continuative and each other create one meaning and context. The expression like oh, ah, mm, well, aa, ee, that they show stuttering and punctilious, are the symbols of continuative. We can see the example in a clause **well well**, I think **e e** we shall be in there on Monday.

Continuatives are a small set of items which, if they are there, are always at the beginning of the clause and signal that a new move is beginning. For example:

Well, right, ok, now, anyway, of course

Right,	What we need to do today	Is revise for our test
Cont / Textual		Rheme
Theme		

Conjunctives relate the clause to the preceding text by providing a logical link between messages.

Well,	On the other hand,	We	Could wait
Cont.	Conjunctive	Topical	Rheme
	Textual Theme		

Likewise Conjunctions almost occur at the beginning of a clause and carry the logico semantic relations between clauses.

Well,	On the other hand,	If	We	Wait until Tuesday
Cont.	Conjunctive	Structural	Topical	
Textual Theme				Rheme

Interpersonal theme,

The first element of the clause which indicates an interaction between speakers. This may include the finite in interrogative clauses

where it precedes the subject, vocatives (personal name used to address) and mood adjuncts (surprisingly, in my opinion, fortunately). interpersonal theme that element occur before the topical theme. Furtheremore, Interpersonal theme is to show the exchange of the Theme. Interpersonal theme covers one or more of elements. It covers *interrogative marker, question word,vocative* and *modus*. The interrogative marker is unmarked as yes/no or finite question like *is, am, are, do, does, did, have, has, had, shall, will, should, would, can, could, may, might, etc*, like in the clause *"would you go to the campus?"*

Moreover, WH-elements are also involved to signal the responds. The word like as *where, when, why, what, whose, which and how* as in the clause: *"whats matter with you Susi?"* in addition, vocative also means to identify the addressee in the exchange or indicates the names of persons. In the other, whom information is asked such located in the clause: *"Susi where you go?"*Interpersonal elements occuring before the Topical Theme are also thematic. They may be Modal Adjuncts, Vocative, Finite or Wh elements.

Modal Adjunct

Perhaps	We	Can wait until next week
Modal		
Interpersonal	Topical	Rheme
Theme		

Vocative

Vocatives (a name or nickname used to address someone) are only thematic if they occur before the Topical Theme, a Finite verb or a Modal Adjunct.

Dearly beloved	We	Are gathered here today

Vocative		
Interpersonal	Topical	Rheme
Theme		

Marry,	We	Decided to wait until next week
Vocative	Topical	
Interpersonal		Rheme
Theme		

RESEARCH METHOD

The Design of the Study

In this research, descriptive method was conducted by the researcher. Furthermore, design is defined as a reseacrher's plan of how to proceed (Bogdan and Biklen, 1992: 58). A descriptive design was applied in this study. In the other word, this research is based on descriptive design. It means that the data of this research were described descriptively.

Descriptive design simply describes what is going on what data shows; because it focuses on the natural characteristics of the data. In the other word, how a theory works in different phenomena. The perpose of using the descriptive design is simply because through this design, the fact of the area of interests is able to gather and to describe systematically. And this research is designed with single case system, where it will be conducted only in reading texts in Newspaper at Jakarta post.

In addition, this reasearch also applies descriptive explanative. means that it will explain why Textual Function: Theme and Rheme is applied in reading texts in Newspaper and it needs some reasons. Descriptive is the collection of data to give explanation or description about the even or accuracy of the report. By using this method the data will be analyzed,

and the result of the research is the description of Theme in daily the Jakarta Post Text

The Data Source

The data source of the study from text in daily The Jakarta Post texts. The text is article sports who focus make the information from all headline news of sports. The reason for choosing this text was so far no researcher has been conducted on Textual Function especially in Theme in daily The Jakarta Post texts. It was a project research for other researchers to be more concerned in newspaper text as it has great contributions to teaching and learning.

Basically the text from daily in Jakarta Post texts contains vocabulary, information, news, advertising, crime, and other by providing picture, sign, stories in form of texts.

Technique of Data Collection

The data collected by applying a documentary technique. The document is read and analyzed to find types Theme in texts of daily in The Jakarta Post. The procedures of administrating the data were; selecting the texts contained in the English newspaper in Jakarta Post, retyping the passage of the text, editing the passage by breaking the clauses to become a data, and printing out the data.

Moreover, the study attempts to see how the development of message by considering Theme, then second to describe what the dat show based on the analysis of Textual Function in Theme and Rheme. In other words, it attempts to make sense of the social phenomenon by contrasting, classifying the object of the study. The process is classified in order to find out which type of Textual Function in

Theme and Rheme and dominate each reading English text in daily of Jakarta Post.

Technique of Data Analysis

In analyzing the data, the technique used a descriptive analysis to draw Theme in daily The Jakarta Post text. The data collected are texts (redaing text in the newspaper English) and it was analyzed by comparing what happened during all phenomena involved are related to the theories of Theme

Theme is realized in the texts. This step is perfored in order to figure out which text is best in aiding how meaning in conveyed and understood. The data analysis were administered in some steps as follows.

1). Identifying how Theme were stuctured in daily The Jakarta Post texts
2).Describing what various types of textual development were used indaily The Jakarta Post
3). Explainig the reason why the structures of Theme were used in daily The Jakarta POST

DATA ANALYSIS

Data Analysis

After having the data, then the data were analyzed into: selecting the Sport Article from the newspaper text in Jakarta Post. In this case, to make it easier in getting the data, so the selected sport article were identified which could be seen in appendix (I). After identifying the selected the article, then the sentences were divided into clauses number as the largest grammatical unit.

The Types of Theme in the Jakarta Post Newspaper Text

After having the description of the clauses number, then the clause numbers were analyzed into Theme structures. Then, it is be described due to types of Theme structures found in the clauses such as Topical Theme consists of Unmarked and Marked Theme, Textual Theme and Interpersonal Theme. It can be seen in the following

Table 4.1.1 Proportion of Themes

n o	Types of Theme	Numb er	percenta ge
	1. Topical Theme		
	a. Unmarked theme	56	58,9%
	b. Marked theme	3	3,15%
	2. Textual Theme	34	35,7 %
	3. Interpersonal Theme	2	2,1%
	Total	95	100

Topical Theme

Topical theme as in this analysis, it is fouund that the of represented experience, were exist by employing the nominal group. The topical themes were Unmarked and Marked Themes.

Unmarked Theme

Clause 31 "The victory lifted Arsenal into sixth place, 13 point behind Chelsea." (App. 2/31)

The victory	lifted Arsenal into sixth place, 13 point behind Chelsea.
Participant	
Topical theme	Rheme
Theme (Unmarked theme)	

In clause 31 showed Unmarked Theme as theme and it consisted of Simple Nominal group of the Victory as the Participant in the clause.

Clause 8 "The performance of the seemingly ageless Drogba earned high praise from his team mate Hazard"(App. 2/8)

The example of the clause above as Unmarked Theme because the starting point which is functioned as Subject or pronoun labeled as Unmarked Theme, as itshow in

The performance of the seemingly ageless Drogba	earned high praise from his team mate Hazard.
Participant	
Topical Theme	Rheme
Theme (Unmarked Theme)	

clause 21 and 6.

Marked Theme

Clause 23 "At the Argentine we are seeing very high performances from him"(App. 2/23)

At the Argentine	We	Are seeing very high performaces from him.
Circumctance	Participant	
Topical theme		Rheme
Theme (Marked Theme)		

In Clause 23 *At the Argentine* as represented by Cirsumstance and showed the located of the starting point of the clause.

Clause 88 "A win for Carlo Ancelotti's men at the Bernabeu will extend their club-recod winning streak to 18 matches." (App 2/88)

A win for Carlo Ancelotti's men at the Bernabeu	will extend their club-recod winning streak to 18 matches.

Circumstance	
Topical theme	Rheme
Theme (Marked Theme)	

The function of Marked Theme is unusual Theme which located as the starting point of the message in all clause. because, in traditional grammar, the structured of a clause is normally the Subject or Pronoun would be starting point. In clause 16 at the Argentine is not a Subject of the clause, as similar with clause.

Textual Theme

Clause 2 "and champions Manchester City stayed second with a 4-1 center at Sunderland on Wednesday."

And	Champions Manchester City	Stayed second with a 4-1 center at Sunderlan on Wednesday
Conjunction	Participant	Rheme
Textual Theme	Topical Theme	
Theme		

From the example above to showed in the clause the proportion of Textual theme, *champions Manchester city* as a participant to showed the topical theme but in this clause "and" show the clause or sentence is the types of Textual theme.

Clause 18"He then set up Stevan Jovetic six minutes before the break, Pablo Zabaleta added a third and Aguero, in the 71st minute, completed the rout."(App. 2/18)

He	Then	set up Stevan Jovetic six minutes before the break, Pablo Zabaleta added a third and Aguero, in the 71st minute, completed the rout.

Participant	Conjunction	
Topical	Textual	
Theme		Rheme

From the example above, in clause 26 and 13 the researcher find relative conjunction and conjuntion. The elements of Textual Theme include *Conjunction, Relatives conjunction and Continuities.* As description of Textual Theme relates to the clause in the context.

Interpersonal Theme

Clause 52"Al Shamrani who's never played outside of Saudi Arabia during his 14 year professional career really the best Asian player over the past 12 months?"(App 2/52)

Al Shamrani	Who's	never played outside of Saudi Arabia during his 14 year professional career really the best Asian player over the past 12 months?
	WH element	
Interpersonal Theme		
Theme	Rheme	

Who's in this clause to explain the Al Shamrani do, with Wh element to suppose the clause who to occur the Interpersonal theme in clause. Clause 57 "Aren't the likes of Shinji Okazaki, Japanese star stiker for Bundesliga outfit FSV Mainz, Ki Sung yeung, the influential Korean midfielder with English Premier League side Swansea City, and Crystal palace and Austarlian captain Mile Jedinak more deserving of reocgnition than Al Shamrani?"

Aren't	the likes of Shinji Okazaki, Japanese star stiker for Bundesliga outfit FSV Mainz, Ki Sung yeung, the influential Korean midfielder with English Premier League side Swansea City, and Crystal palace and Austarlian captain Mile Jedinak

	more deserving of reocgnition than Al Shamrani?
Interrogative Marker	Rheme
Interpersonal theme	
Theme	

Interpersonal theme that element occur before the Topical theme.furtheremore, Interpersonal theme is to show the exchange of the Theme. Interpersonal theme covers one or more of elements, they are; *WH element, question word, vocative, modal, finite and modus.* From the clause 33 and 50 we can find the WH element cover in text, and we can diveded into Interpersonal theme.

In discussing Theme, we can find different understanding, is it important to discuss about Theme or not? The general understanding about Theme is that Theme is word that is written in the beginning of sentence. Theme enhances the understanding of language at various levels, namely 1) for clause: Theme hepls in understanding the starting point of the message, 2) Text: Theme helps us understand the way in which the message is organised, and it is a major device that helps us understand a text as coherent, 3) Genre: Theme helps us understand some of generic conventions which exist in a given genre. Other explanation of Theme based on meaning, making potential of language (Halliday, 1994), there are three Metafunction of a lexico grammatical level:

CONCLUSION AND SUGGESTION

Conclusions

After having the data analysis, conclusions are drwan as the following:

1. Textual function reveals that clause is as a message. Theme and Rheme structure of message. The message is found in a text by structuring division of clauses. Given and new information are found with reference to textual function.

2. Topical Theme was dominantly used in the Jakarta Post Newspaper with Unmarked Theme the percentage is (58,9%) and Marked Theme (3,15%) and Textual theme with percentage (35,7%) which means to intend or to highlight the actor or subjects within the clause in the texts, besides the textual is the second dominant through the whole clauses then followed by Interpersonal theme (2,1%).

3. Theme structure in the analysis message in a text and social context. Theme structure give more complete understanding and it is more practical in presenting message.

Suggestion

The relation to the conclusions the suggestions are staged as the following:

1. This study will be relevant used by learners to improve their ability to understand and produce texts which are effective in conveying meaning.

2. This study will be relevant used by the students or readers in trying to make a texts by considering the pattern of Themes found in daily *The Jakarta Post* Texts

3. This study will be the exploration of more detailed analysis of Theme Structures and the Pattern of language development in reading text specifically and discourse generally.

4. To other researchers are suggested to expand the analysis of thematic stuctures and development in texts more detailed. This

study will help in strengthening the significances of this analysis to provide a critical tool for analysis of discourse in general.

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