

LAPORAN PENELITIAN



**PENGEMBANGAN TEMA
DALAM ABSTRAK BERBAHASA INGGRIS**

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RINGKASAN

Penelitian ini mencoba menjelaskan pola pengembangan tema pada abstrak yang ditulis oleh mahasiswa Program Studi Sastra Inggris, FBIB Unisbank Semarang. Datanya, 12 abstrak yang diperoleh dengan *sampling acak*, dianalisis berdasarkan teori pengembangan tema yang dikemukakan oleh Danes (1974), dan hasilnya menunjukkan bahwa mahasiswa menerapkan pola pengembangan tema Theme Derived (36%) dan Simple Linier (33%). Penelitian ini juga mencoba menjelaskan bagaimana mahasiswa mengemas konten atau pesan dengan menggunakan teori *speech function*, dan hasilnya menyatakan bahwa pesan atau isi abstrak skripsi tulisan mahasiswa dikemas dengan *speech function* berkategori *Representatives* (93%) dan *Directives* (7%). Implikasinya adalah mahasiswa piawai dalam menulis abstrak, setidaknya dari dua sudut pandang, yaitu pengembangan tema dan penerapan tindak tutur atau *speech function*. Namun untuk memberikan justifikasi apakah abstrak berbahasa Inggris karya mahasiswa telah memenuhi standar penulisan abstrak, penelitian lanjutan mengenai penulisan abstrak perlu dilakukan utamanya yang terkait dengan *schematic structure* dan *thought pattern*. Harapannya kajian tentang abstrak akan lebih komprehensif dan dapat digunakan sebagai acuan untuk memberikan pembelajaran mengenai penulisan abstrak yang baik, khususnya bagi mahasiswa FBIB Unisbank Semarang.

Key words: pengembangan tema (*thematic progression*), abstrak, tindak tutur (*speech function*)

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PRAKATA

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Abstract

This study examines the pattern of thematic progression in the abstracts written by English students of FBIB Unisbank Semarang. Twelve abstracts are randomly taken from which the sentences are analyzed to show their thematic patterning. The theory proposed by Danes (1974) was used as the framework to analyze the pattern employed in the abstracts and the result of which indicates that the Theme Derived TP pattern (36%) is realized in the abstracts and Simple Linear thematic pattern (33%) is also noticed. The study also describes that the link between linguistic thematic progression and the messages is characterized by the use of speech functions as Representatives (93%) and Directives (7%). It is sufficient to say that students display good experience in writing their abstracts but to further justify that the abstracts are standard ones future researchers may conduct similar studies by employing more data. This may cover an analysis on schematic structure and thought pattern.

Key words: *thematic progression, abstract, speech function*

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BAB I PENDAHULUAN

1.1 Latar Belakang Masalah

Memiliki pengetahuan mengenai pengembangan tema, yang sejatinya merupakan bagian kajian ilmu bahasa fungsional, secara teknis dapat meningkatkan kualitas teks. Terkait dengan itu Not (1996: 4) mengatakan bahwa pengembangan tema diperlukan bagi penyusunan teks agar teks memiliki koherensi yang optimal dan kohesi yang secara gramatikal tepat. Dalam ilmu bahasa fungsional pengembangan tema sebenarnya merupakan elaborasi modus wacana atau *mode of the discourse* yang memiliki fungsi untuk mengakomodasi medan makna atau makna ideational dan makna pebahasa atau makna interpersonal. Artinya penjelasan mengenai peristiwa di luar dan di dalam diri pembicara serta bagaimana pembicara melakukan negosiasi diakomodasi dalam wacana lisan atau tulis dan bermula dengan sebuah tema (*topik*), yaitu sebuah titik awal bagi pembicara atau penulis untuk memulai menyampaikan pesannya dan selanjutnya mengakhirinya dengan rema atau komentar. Pengikut teori ilmu bahasa fungsional yang dikembangkan Halliday menganggap tema sebagai sarana yang fundamental bagi pembicara atau penulis untuk membangun sebuah sudut pandang baginya untuk menyampaikan pesan. Karenanya mereka memiliki kebebasan untuk menentukan bagian kalimat mana yang akan dipentingkan dan tentunya menjadi tema.

Kajian mengenai pengembangan tema dalam teks ilmiah telah dilakukan oleh Dubois (1987), Nwogu and Bloor (1991). Kedua kajian ilmiah tersebut dilakukan dengan menggunakan data empiris dan hasilnya menyatakan bahwa pola linier sederhana (*the simple linier TP pattern*) dan pola konstan (*the constant/continuous TP pattern*) banyak dijumpai dalam mengembangkan tema dalam teks ilmiah.

memiliki panjang enam kalimat. Kadang penulis menggabungkan beberapa kalimat yang memiliki keterkaitan gagasan.

Kies (2008) juga menyatakan bahwa abstrak dapat digolongkan kedalam dua jenis, yaitu deskriptif dan informatif. Menurutnya abstrak deskriptif mencakup elemen (1) tujuan, (2) skop dan (3) metode dan tidak perlu panjang. Berbeda dengan abstrak deskriptif, abstrak informatif merupakan versi panjang abstrak deskriptif. Abstrak informatif menambahkan elemen yang ada pada abstrak deskriptif dengan (4) hasil, (5) kesimpulan dan (6) rekomendasi.

2.2 Menyusun Pesan

Bahasa memiliki fungsi dan makna tekstual, yaitu mengorganisasi medan makna dan makna pebahasa kedalam teks yang kohesif dan koheren. Karena itu menulis paragraf atau teks seperti abstrak hakikatnya sama dengan mengorganisasi medan makna dan makna pebahasa kedalam teks yang kohesif dan koheren dengan menggunakan bahasa. Penulis harus mampu meyakinkan pembaca mengenai apa yang hendak dikomunikasikan dan mulai dari mana dia harus mengkomunikasikannya. Istilah gramatika yang digunakan dalam menggambarkan bagian ungkapan untuk memulai menyampaikan ide dikenal dengan tema. Firbas (1976) mendefinisikan tema dalam dua konsep: (1) bagian awal ungkapan—yaitu bagian dimana pembicara atau penulis memulai menyampaikan pesan, dan (2) landasan ungkapan—yaitu apa yang pembicara atau penulis bicarakan atau sampai. Bagian setelah tema dikenal dengan rema—yaitu bagian yang mengungkapkan sesuatu yang baru atau yang belum diketahui dalam konteks sebelumnya.

Pada kalimat "*The boy chased the pretty girl anywhere*" pesan yang disampaikan adalah tentang "*the boy*". Sementara pada kalimat "*The pretty girl was chased by boy anywhere*" pesan yang disampaikan adalah tentang "*the pretty girl*".

BAB II

TINJAUAN PUSTAKA

Pada bagian ini dibahas kerangka teoritis yang peneliti gunakan sebagai dasar untuk melakukan analisis yang hasilnya dapat dipergunakan untuk menjawab pertanyaan sebagaimana dalam sub bahasan perumusan masalah.

2.1 Abstrak

Ringkasan bersifat niscaya dalam sebuah karya tulis dan biasanya muncul pada bagian akhir dan berfungsi untuk menyampaikan atau menggambarkan inti sebuah pembahasan atau pemaparan. Tulisan yang bersifat akademis seperti essay, artikel dan review seringkali diawali dengan ringkasan yang disebut abstrak. Abstrak sebenarnya merupakan intisari sebuah karya tulis yang bersifat akademis karenanya harus jelas, seimbang dan menyeluruh. Sebuah abstrak biasanya ditulis belakangan namun ditempatkan di awal sebuah karya akademis, setelah judul dan sebelum pendahuluan. Kies (2008) menyatakan bahwa abstrak memiliki bentuk standard dan menyampaikan kepada pembaca mengenai enam hal.

- **tujuan** (ide utama dan alasan penulis membuat karya akademis)
- **skop** (fokus dan perhatian penulis)
- **metode** (bukti dan cara untuk meyakinkan pembaca mengenai kesahihan ide utama penulis)
- **hasil** (konsekuensi masalah atau isu yang dibahas)
- **kesimpulan** (deskripsi hubungan sebab akibat atau kesimpulan)
- **rekomendasi** (pemecahan masalah dan rekomendasi)

Abstrak biasanya tidak panjang — satu paragraf. Jika tiap elemen dari keenam elemen pada abstrak ditulis dalam satu kalimat, maka sebuah abstrak hanya akan

Sebagai hasil karya ilmiah sarjana ilmu bahasa, tepatnya sarjana sastra dengan konsentrasi ilmu bahasa dan sastra maka abstrak pada skripsi mereka pasti memiliki pola pengembangan tema tertentu. Pola mana yang diterapkan, seperti, a belum ada yang mampu memberikan jawaban secara meyakinkan. Atas dasar inilah maka peneliti bermaksud mengadakan penelitian mengenai pengembangan tema abstrak skripsi mahasiswa. Selanjutnya penelitian ini juga bermaksud mengungkap keterkaitan antara pengembangan tema abstrak skripsi dengan penyampaian pesan dalam kerangka tindak tutur (speech functions).

1.2 Perumusan Masalah

Pertanyaan utama yang dapat diajukan dalam penelitian ini adalah: "Bagaimanakah tema abstrak skripsi mahasiswa FBIB Unisbank Semarang dikembangkan?"

Agar dapat melakukan proses analisis dengan sistematis maka peneliti mengembangkan pertanyaan tersebut ke dalam sub pertanyaan sebagaimana berikut:

- (1) Pola pengembangan tema yang bagaimanakah yang dianut mahasiswa dalam menuliskan abstrak skripsi mereka?
- (2) Pola hubungan seperti apakah yang dibangun diantara pengembangan tema pada abstrak dan penyampaian pesan dalam kerangka tindak tutur?

3. TEMA INTERPERSONAL merupakan elemen yang menunjuk an interaksi antar participant, dan meliputi Finite dalam Interrogative clauses, Vocatives dan Mood Adjuncts (*surprisingly, in my opinion, fortunately*).

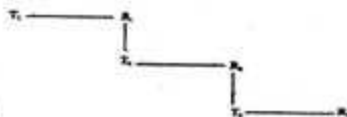
May	we	have some butter for the royal slice of bread?
Jessica,	come	here
Could	the team	have beaten the grant finalists?
Probably	they	could.
Interpersonal	Topical	Rheme
Theme	Theme	

2.3 Pengembangan Tema

Downing (2001) menyatakan bahwa pengembangan tema terkait dengan koherensi wacana. (text connexity). Sementara Danes (1974) mengidentifikasi dua jenis pengembangan topik—pengembangan tema dan rema. Davies (1984) menjelaskan bahwa bila tema suatu klausa terkait dengan tema klausa sebelumnya, maka pengembangan topiknya bersifat tematis. Ketika tema suatu klausa merujuk rema klausa sebelumnya, maka pengembangan topiknya bersifat rematis. Pengembangan rema yang berlebihan harus dihindari agar tidak menyusun teks yang tidak koheren.

Danes (1974) menyatakan ada empat jenis pengembangan tema, yaitu pola simple linier, pola konstan atau kontinu, pola theme-derived dan pola split rheme.

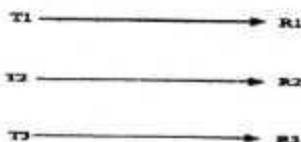
1. Pola Simple Linier TP. Setiap rema menjadi tema dalam klausa berikutnya. Diagramnya adalah sebagai berikut:



Contoh teksnya adalah:

The stomach produces gastric juice (1), which contains dilute hydrochloric acid (2). The acid kills most of the bacteria in the food (3). The partly digested food passes next into the duodenum (4).

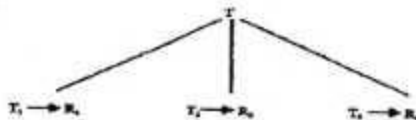
2. Pola Constant (continuous) TP. Tema yang sama muncul sebagai tema pada klausa berikutnya. Fries (2001) menyebutnya dengan pola topically linked TP. Diagramnya adalah:



Contoh teksnya adalah:

The brain contains 10 billion nerve cells, making thousands of millions of connections with each other (1). It is the most powerful data processor we know (2). And it is under intensive investigations by scientists nowadays (3).

3. Pola Theme-Derived TP. Semua tema terkait dengan tema utama atau hypertheme. Diagramnya sebagai berikut:



Contoh teksnya adalah:

New Jersey is that along the coast and southern portion (1), the north-western region is mountainous (2). The coastal climate is mildly (3) but there is considerable cold in the mountainous areas during the winter months (4). Summers are fairly hot (5). The leading industrial production includes chemicals... (6)

4. Pola Split Rheme TP. Pola ini merupakan kombinasi pola satu hingga tiga. Diagramnya adalah:



Contoh teksnya adalah:

The only other considerable region in the world lies in Japan (1). This country shows a remarkable fusion of both densely populated rural and urban communities (2). Japanese peasant farmers, who constitute 45 percent of the population, practice a typical monsoon Asian subsistence economy (3), whereas the millions of people living in vast industrial cities have much in common with counterparts in Europe and North American (4).

2.4 Tindak Tutur dalam Teks

Searle (1969) menyatakan ada lima jenis tindak tutur utama:

1. Representative, untuk menyatakan, menyimpulkan dan mengklaim.
2. Directive, untuk menyuruh, meminta, memohon orang melakukan sesuatu.
3. Comissives, untuk janji, menyumpah, menawarkan, mengancam.
4. Expressive, untuk berterimakasih, menyambut.
5. Declarations, untuk menikah, memecat.

BAB III

TUJUAN DAN MANFAAT PENELITIAN

Tim peneliti, pada bab ini, menguraikan tujuan penelitian dan manfaat penelitian.

3.1 Tujuan Penelitian

Sejalan dengan pernyataan masalah dalam penelitian ini maka tujuan penelitian pada proposal ini adalah untuk menjelaskan bagaimanakah tema abstrak skripsi mahasiswa FBIB Unisbank Semarang dikembangkan. Tujuan di atas dapat dirinci sebagai berikut:

- (1) Menjelaskan pola pengembangan tema yang dianut mahasiswa dalam menuliskan abstrak skripsi mereka
- (2) Menjelaskan pola hubungan yang dibangun diantara pengembangan tema pada abstrak dan penyampaian pesan dalam kerangka tindak tutur

3.2 Manfaat Penelitian

Hasil penelitian mengenai pengembangan tema pada abstrak skripsi berbahasa Inggris ini diharapkan dapat memberikan beberapa kontribusi terhadap jurusan, antara lain:

- (1) Secara umum memberikan gambaran yang sesungguhnya mengenai kepiawaian mahasiswa Sastra Inggris dalam menulis abstrak berbahasa Inggris.
- (2) Secara khusus memberikan wacana mengenai (a) bagaimanakah cara mahasiswa mengembangkan idenya di dalam abstrak, (b) pola hubungan yang dibangun diantara pengembangan tema pada abstrak dan penyampaian pesan dalam kerangka tindak tutur.

4.2 Unit analisis

Unit analisisnya adalah klausa. Data yang berujud klausa yang diperoleh melalui transkripsi ulang abstrak skripsi akan diidentifikasi dan dikategorisasi menurut jenis pengembangan tema serta tindak tuturnya, kemudian diberikan anotasi dan interpretasi.

4.3 Teknik pengumpulan data

- Teknik pengumpulan datanya adalah dengan melakukan transkripsi ulang pada abstrak skripsi.
- Setelah ditranskripsi ulang abstrak skripsi dipenggal berdasarkan unit analisisnya, yaitu klausa.
- Klausa yang telah disegmentasi tersebut diidentifikasi temanya, bagaimana tema dikembangkan dan tindak tutur apa yang digunakan didalamnya.

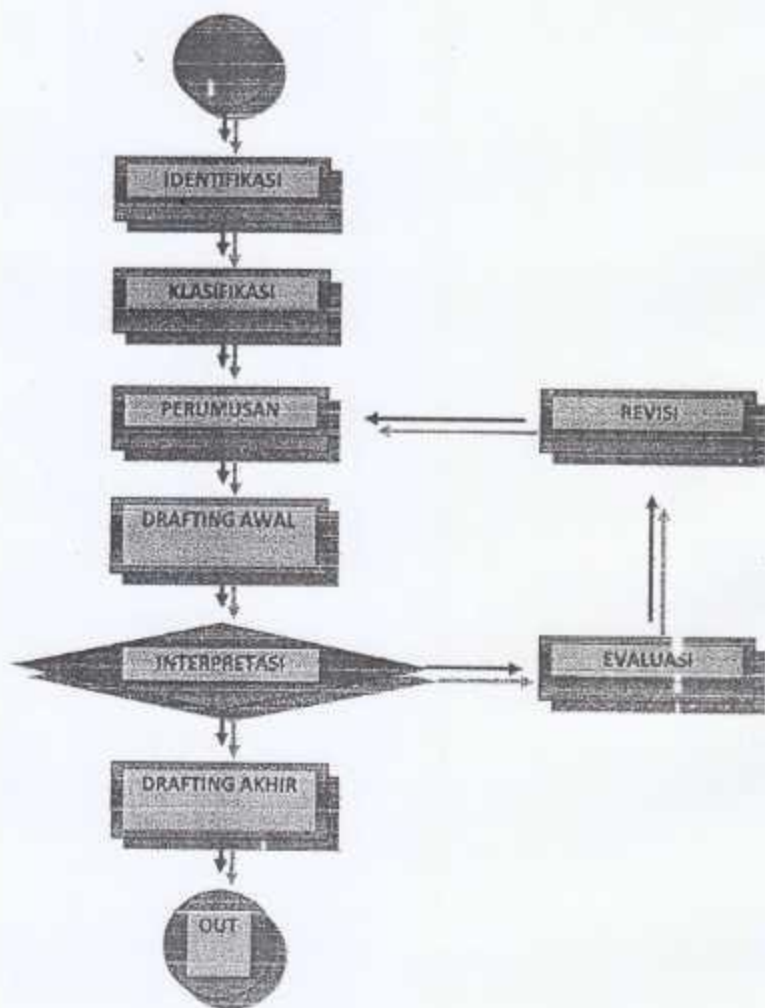
4.4 Teknik sampling

Teknik samplingnya adalah on site random sampling. Ini berarti setiap subjek penelitian, dalam hal ini abstrak skripsi mahasiswa FBIB Unisbank Semarang, yang ditemui di wilayah penelitian (perpustakaan Program Studi Bahasa dan Sastra Inggris) mendapatkan kesempatan yang secara acak sama untuk diambil sebagai data.

4.5 Teknik analisis data

Agar dapat menganalisis secara benar data yang diperoleh maka perlu digunakan teori analisis Systemic Functional Grammar, tepatnya yang membahas *Clausa as Message*, *Thematic Progression* dan *Speech Acts*. Adapun langkahnya adalah sebagai berikut:

1. Melakukan identifikasi terhadap pola tema-remas pada data yang telah berujud klausa.



Gambar 4.1: Proses pengolahan data

BAB IV

METODE PENELITIAN

Bab ini membahas langkah-langkah dan cara-cara secara ilmiah yang diambil oleh tim peneliti untuk melaksanakan penelitian dengan tema pengembangan tema pada abstrak berbahasa Inggris. Karenanya secara rinci akan dibahas hal-hal yang berhubungan dengan desain penelitian, unit analisis, teknik pengumpulan data, teknik sampling, dan teknik analisis data.

4.1 Desain penelitian

Penelitian ini merupakan penelitian kualitatif deskriptif. Maksudnya penelitian ini hanya menjelaskan fenomena yang terdapat di dalam data yang dikumpulkan secara acak mengenai bagaimanakah tema dalam abstrak dikembangkan. Disamping itu penelitian ini juga menjelaskan fenomena yang terdapat dalam data mengenai pola hubungan yang dikenali diantara pengembangan tema dan penyampaian ide dalam kerangka tindak tutur.

Prosesnya dapat digambarkan dalam diagram berikut:

- (3) Secara umum memberikan gambaran awal mengenai standar tidaknya bentuk dan struktur abstrak berbahasa Inggris yang ditulis oleh mahasiswa.
- (4) Memberikan gambaran mengenai apa yang dapat dilakukan berkaitan dengan pandangan Jurusan Sastra Inggris FBIB Unisbank terhadap hasil penelitian mengenai penulisan abstrak berbahasa Inggris. Misalnya dengan memberikan pelatihan mengenai cara menulis abstrak berbahasa Inggris atau memasukkan kegiatan menulis abstrak sebagai bagian yang menyatu dengan matakuliah yang terkait.

2. Melakukan kategorisasi pola pengembangan tema yang dianut oleh setiap abstrak skripsi.
3. Melakukan kategorisasi tindak tutur terhadap klausa dalam abstrak skripsi
4. Memberikan anotasi atau interpretasi terhadap jenis pola pengembangan tema dan tindak tutur yang dianut dalam abstrak skripsi.

BAB V HASIL DAN PEMBAHASAN

Dalam bab ini diuraikan secara berturut turut temuan dalam penelitian dan pembahasannya.

5.1 Pengembangan tema dalam abstrak berbahasa Inggris

Dari data yang terkumpul dapat dijelaskan bahwa abstrak berbahasa Inggris yang ditulis oleh mahasiswa jurusan Sastra Inggris memiliki pola pengembangan tema yang cukup beragam. Tujuh dari dua belas abstrak dikembangkan dengan pola Theme Derived (7 abstrak). Tiga abstrak dikembangkan dengan pola Simple Linier. Tabel 5.1 menjelaskan pola pengembangan abstrak yang diteliti.

Tabel 5.1: Pola Pengembangan Abstrak

Abstract	Constant Theme	Theme Derived	Simple Linier	Split Rheme	Label
1	1	2	6	2	Simple Linier
2	3	3	8	2	Simple Linier
3	1	4	5	5	Simple linier or Split Rheme
4	5	6	8	9	Split Rheme
5	2	5	1	1	Theme Derived
6	2	4	2		Theme Derived
7	3	7	4	3	Theme Derived
8		1	9	3	Simple Linier
9	3	5	4		Theme Derived
10	1	9	2		Theme Derived
11	1	5			Theme Derived
12	1	4	2		Theme Derived
	23	55	51	25	154
%	15	36	33	16	

Dengan demikian dapat dikatakan bahwa abstrak yang ditulis mahasiswa cenderung dikembangkan dengan pola Theme Derived (36%) dipadukan dengan Simple linier (33%).

Sebaran pola pengembangan pada setiap abstrak bukan berarti tidak melibatkan pola selain Theme Derived dan Simple Linier. Kenyataan pada data menunjukkan bahwa hampir setiap abstrak dikembangkan dengan cara menggunakan lebih dari dua pola.

Pada contoh berikut dijelaskan bahwa sebuah abstrak (Abstrak 10) dikembangkan dengan pola Constant Theme (1), Theme Derived (9) dan Simple Linier (2) namun dengan dominasi pada Theme Derived.

Abstract 10

[1] **This thesis** has two objectives: first, to find out the processes, participants and circumstances in Sukarno's biography as contributed by Colin Brown to Encarta, Microsoft Corporation, and second, to describe how the field of the discourse is created.

[2] **The data of this research** were collected by randomly picking one of the biographies in Encarta. [3] They were then segmented into clauses, and afterwards they were categorized into their transitivity system by using the theory of Functional Grammar. [4] **The field of the discourse in the biography**, on the other hand, was explained and interpreted using David Butt's theory.

[5] **The findings** show that there are 43 clause complexes which consist of 145 clauses, ten of which are left unanalyzed because they are minor clauses. [6] **The other 135 clauses** are major clauses, and subject to analysis. [7] **The most dominant processes** are material processes (57.8%). [8] **In line with the domination of material process in the study**, Actor (26.6%) and Goal (24.6%) significantly dominate over the other participants. [9] **For the circumstance - Time (45.2%)** significantly dominates over the other circumstances.

[10] **The experiential domain of the discourse** is Sukarno's experience before and after his being appointed as the first president of the Republic of Indonesia. [11] **While the short term goal of the discourse** concludes that the author of the biography being analyzed wanted the readers to know what Sukarno did as a young Sukarno, as a youth struggling for independence and eventually declaring the proclamation, and as the president of the Republic of Indonesia. [12] **The long term goal of the discourse** concluded that the author might expect that the readers after reading the biography text would create or at least add more image of who Sukarno is and what he did. [13] **In addition, readers** may learn something from Sukarno's experience and position themselves to be more alert in making any decision.

Clause 1 dengan Theme: **This thesis**

Clause 2 dengan T DERIVED of Theme of Cl 1

- Clause 3 dengan CONSTANT T of the Theme of Cl 2
- Clause 4 dengan SIMPLE LINIER of the Rheme of Cl 3
- Clause 5 dengan T DERIVED of Theme of Cl 1
- Clause 6 dengan T DERIVED of Theme of Cl 5
- Clause 7 dengan T DERIVED of Theme of Cl 5
- Clause 8 dengan T DERIVED of Theme of Cl 5
- Clause 9 dengan T DERIVED of Theme of Cl 5
- Clause 10 dengan T DERIVED of Theme of Cl 4
- Clause 11 dengan T DERIVED of Theme of Cl 10
- Clause 12 dengan T DERIVED of Theme of Cl 10
- Clause 13 dengan SIMPLE LINIER of the Rheme of Cl 12

5.2 Identifikasi dan kategorisasi Tindak Tutur dalam Abstrak

Dari data yang dikumpulkan, abstrak berbahasa Inggris, diketahui bahwa 93% bertindak tutur Representative dan hanya 7% bertindak tutur Directive. Sementara Commissive, Expressive dan Declaration tidak dijumpai dalam abstrak. Ini berarti bahwa abstrak berbahasa Inggris yang dikembangkan mahasiswa cenderung difungsikan untuk memberikan penjelasan atau gambaran dan deskripsi mengenai sesuatu. Ini sesuai benar dengan fungsi teks abstrak. Sebagian kecil dari abstrak juga berfungsi menyarankan atau merekomendasikan sesuatu. Dalam hal abstrak ini fungsi Directive dijumpai pada ungkapan atau kalimat yang merekomendasi pembaca untuk melakukan penelitian lanjutan atau replika dalam konteks data, subjek, objek dan setting yang berbeda. Kalimat *"The writer finally suggests that any reader interested in similar topic may conduct a study with a larger data that he or she could provide list of problems and suggest the method of teaching and the teaching materials."* Dapat dikategorikan sebagai Directive sebab kata kerja *"suggests"* mengimplikasikan bahwa isi kalimat tersebut menyarankan seseorang, dalam hal ini pembaca abstrak, untuk melakukan penelitian lanjutan dengan menggunakan data yang lebih besar.

Berikut adalah sebuah contoh abstrak dengan identifikasi dan kategorisasi penggunaan tindak tutur.

2. Untuk melaksanakan saran pertama setidaknya para dosen FBIB terlebih dahulu melakukan pembahasan atau bahkan melakukan penelitian mengenai bagaimanakah abstrak sebaiknya ditulis sehingga dapat secara inheren membantu mengembangkan kewicaraan dan keaksaraan (literacy) mahasiswa dalam bidang penulisan abstrak.

BAB VI KESIMPULAN DAN SARAN

Kesimpulan yang dapat diambil dari hasil penelitian mengenai pengembangan tema pada abstrak berbahasa Inggris dan pembahasannya dapat dinyatakan sebagaimana berikut:

1. Subjek dalam penelitian ini atau mahasiswa FBIB telah memiliki kemampuan untuk menuliskan gagasannya kedalam abstrak berbahasa Inggris. Pola pengembangan temanya cukup beragam, namun yang dominan adalah Theme Derived (36%) dan disusul dengan Simple Linier (33%). Pada kenyataannya setiap abstrak yang ditulis mahasiswa tidak hanya dikembangkan dengan satu pola saja tetapi biasanya dipadukan dengan pola-pola lain. Jadi satu abstrak dapat dikembangkan dengan pola Theme Derived yang dipadukan dengan Simple Linier, Split Rheme dan Constant.
2. Gagasan dalam abstrak cenderung diungkapkan dengan tirakat tutur Representative (93%) dipadukan dengan Directive (7%). Ini sesuai dengan fungsi abstrak, yaitu menyatakan, menjelaskan dan merekomendasikan sesuatu. Ketiga tirakat tutur lain, seperti Commissive, Expressive dan Declaration tidak dijumpai dalam abstrak yang ditulis oleh mahasiswa.

Dengan berpijak pada hasil penelitian dan kesimpulan yang dapat diambil maka tim peneliti menyarankan hal-hal seperti berikut:

1. Pengetahuan dan ketrampilan mengembangkan tema belum berarti piawai dalam hal menuliskan abstrak sesuai dengan kelaziman atau pakem dalam tata tulis abstrak. Abstrak biasanya memiliki scaffolding atau struktur tersendiri agar dapat berfungsi dengan baik. Karena hal-hal tersebut perlu ditetapkan model penulisan abstrak yang dianut oleh lembaga dan memang berfungsi sebagaimana mestinya.

Bekal teori dan praktik tentang pengembangan tema memang perlu karena dengan pengetahuan dan ketrampilan tentang bagaimana paragraph dikembangkan dapat membantu mahasiswa menulis paragraph dengan baik. Tetapi abstrak bukanlah paragraph biasa, yaitu yang hanya dapat dikembangkan dengan teori dan praktik pengembangan tema. Abstrak memiliki kelaziman atau pakem tersendiri dalam penulisannya. Dalam teori linguistik, pakem tersebut dikenal dengan istilah *staging*, struktur atau *scaffolding* yang biasa dipergunakan untuk menyampaikan fungsi tertentu dan membangun koherensi.

Sebagaimana diungkapkan dalam bab 2 pada laporan penelitian ini bahwa menurut Kies (2008) abstrak memiliki bentuk standard dan menyampaikan kepada pembaca mengenai enam hal, yaitu:

- **tujuan** (ide utama dan alasan penulis membuat karya akademis)
- **skop** (fokus dan perhatian penulis)
- **metode** (bukti dan cara untuk meyakinkan pembaca mengenai kesahihan ide utama penulis)
- **hasil** (konsekuensi masalah atau isu yang dibahas)
- **kesimpulan** (deskripsi hubungan sebab akibat atau kesimpulan)
- **rekomendasi** (pemecahan masalah dan rekomendasi)

Abstrak biasanya tidak panjang — satu paragraf. Jika tiap elemen dari keenam elemen pada abstrak ditulis dalam satu kalimat, maka sebuah abstrak hanya akan memiliki panjang enam kalimat. Kadang penulis menggabungkan beberapa kalimat yang memiliki keterkaitan gagasan. Jika demikian halnya maka perlu ada satu ketetapan mengenai teori mana yang dianut untuk menulis abstrak dan sekaligus mensosialisasikannya kepada mahasiswa.

Abstrak 1

This thesis has two objectives: first, identifying the temporal dimension and hesitation phenomena emerging in an English exchange created by some English students of the English Study Program of Stikubank University. [REP]

Second, explaining why temporal dimension and hesitation phenomena emerged in the exchange. [REP]

In order to get the data, students randomly selected were asked to make an exchange about reason issue – thesis writing. [REP]

This conversation was recorded, transcribed and analyzed quantitatively. [REP]

The results of the analysis showed that the students could not avoid displaying temporal dimension and hesitation phenomena when they had to execute a task in an exchange. [REP]

The temporal dimension of the exchange that the students performed were short pauses (21.1%), long pauses (5.1%), lengthening or draws (1.9%) and unfinished speech (3.2%); the hesitation phenomena were indicated with filler (15.2%), cajoler (0.5%), gambit (1.9%), repeat oneself (19.3%) and other (10.4%), repair oneself (5.9%) and other (0.5%). [REP]

The findings indicate that the speakers encountered difficulties and experienced hesitation in executing their task in the exchange. [REP]

The phenomena indicate that the students' speaking readiness is low. In other words, when communicating their ideas or feeling the students encountered a lot of problems that the communicative goal is difficult to achieve. [REP]

These may be triggered by such factors as: (1) the need of time to collect information to participate in the exchange. (2) the cognitive difficulty in executing the task (3) the need of a time gaining device to select the intended lexical items (4) the want to facilitate the insufficient communication skill (5) the want to eliminate the hesitation and (6) the want to correct the unintended expression. [REP]

The writer finally suggests that any reader interested in similar topic may conduct a study with a larger data that he or she could provide list of problems and suggest the method of teaching and the teaching materials. [DIR]

5.3 Implikasi pedagogis

Menuangkan gagasan ke dalam sebuah abstrak perlu dilakukan dengan hati-hati. Konsep kehati-hatian menuntut adanya tuntunan dan latihan. Karena fungsi abstrak yang begitu penting kiranya tidak berlebihan bila mahasiswa dibekali teori dan praktik yang memadai agar mereka dapat menuliskan abstrak mereka dengan benar.

Nwogu, K. and Bloor, T. 1991. *Thematic progression in professional and popular medical texts*. In Ventola, E. ed. *Functional and Systemic Linguistics: Approaches and Uses*. Berlin: Mouton de Gruyter (369-384)

Searle, J.R. 1969. *Speech Act*. Cambridge: Cambridge University Press.

LAMPIRAN

A. Identifikasi dan kategorisasi pengembangan tema abstrak

Abstrak 1

[1] **This thesis** has two objectives: [2] **first**, identifying the temporal dimension and hesitation phenomena emerging in an English exchange created by some English students of the English Study Program of Stikubank University. [3] **Second**, explaining why temporal dimension and hesitation phenomena emerged in the exchange.

[4] **In order to get the data**, students randomly selected were asked to make an exchange about reason issue – thesis writing. [5] **This conversation** was recorded, transcribed and analyzed qualitatively.

[6] **The results of the analysis** showed that the students could not avoid displaying temporal dimension and hesitation phenomena when they had to execute a task in an exchange. [7] **The temporal dimension of the exchange that the students performed** were short pauses (21.1%), long pauses (5.1%), lengthening or draws (1.9%) and unfinished speech (3.2%); the hesitation phenomena were indicated with filler (15.2%), cajoler (0.5%), gambit (1.9%), repeat oneself (19.3%) and other (10.4%), repair oneself (5.9%) and other (0.5%).

[8] **The findings** indicate that the speakers encountered difficulties and experienced hesitation in executing their task in the exchange. [9] **The phenomena** indicate that the students' speaking readiness is low. [10] **In other words, when communicating their ideas or feeling** the students encountered a lot of problems that the communicative goal is difficult to achieve.

[11] **These** may be triggered by such factors as: (1) *the need of time to collect information to participate in the exchange*. (2) *the cognitive difficulty in executing the task* (3) *the need of a time gaining device to select the intended lexical items* (4) *the want to facilitate the insufficient communication skill* (5) *the want to eliminate the hesitation* and (6) *the want to correct the unintended expression*.

[12] **The writer** finally suggests that any reader interested in similar topic may conduct a study with a larger data that he or she could provide list of problems and suggest the method of teaching and the teaching materials.

Clause 1 dengan Theme: **This thesis**

Clause 2 dengan SPLIT R of the Rheme of Cl 1

Clause 3 dengan SPLIT R of the Rheme of Cl 1

Clause 4 dengan T DERIVED of Theme of Cl 1

Clause 5 dengan SIMPLE LINIER of the Rheme of Cl 4

Clause 6 dengan SIMPLE LINIER of the Rheme of Cl 5

Clause 7 dengan SIMPLE LINIER of the Rheme of Cl 6

- Clause 8 dengan CONSTANT T of the Theme of Cl 6
 Clause 9 dengan SIMPLE LINIER of the Rheme of Cl 8
 Clause 10 dengan SIMPLE LINIER of the Rheme of Cl 9
 Clause 11 dengan SIMPLE LINIER of the Rheme of Cl 10
 Clause 12 dengan T DERIVED of Theme of Cl 1

Abstract 2

[1]The thesis entitled *Adjacency Pairs Analysis on the Oprah Winfrey Show on "Dr. Oz, Medical Interventions"* has two objectives. [2]First, is to identify the types of adjacency pairs found in The Oprah Winfrey Show on "Dr. Oz, Medical Interventions". [3]Second, is to describe adjacency pair which significantly dominates in the conversation in The Oprah Winfrey Show on "Dr. Oz, Medical Interventions".

[4]This research uses qualitative method as the research method since the data analyzed only describe the data. [5]The researcher uses the conversation taken from the Oprah Winfrey Show as the source of the data recorded before. [6]During the research, researcher considers these following four steps in analyzing the data: first of all, researcher segmenting the dialogue into turns; next is identifying the adjacency pairs; then, classifying the adjacency pairs and the last is interpreting the findings.

[7]From the data analysis, it can be found that there are 252 turns which consist of 24 categories of Adjacency pairs mentioned as follows: Salutation, Greeting-Greeting, Information Seek-Information Provide-Information Check, Opinion Seek-Opinion Provide-Comment, Clarification Seek-Clarification-Clarification Provide, Continuation, Agreement, Acceptance, Warning-Acknowledgement, Blame-Denial, Self Repair, Question-Answer, Request, Compliment, and Leave Taking.

[8]Based on the single adjacency, Acceptance turns out to be the dominant adjacency (35 existence or 13.89 %) over the others. Based on pairs of adjacency pairs, however, the adjacency pairs information seek-information provide-information check (51 existences, or 20.24 %) dominates over the adjacency pairs.

[9]Based on the second conclusion, there are two different results of the dominating Adjacency pairs categories appear. [10]Consider to the result of the single adjacency category of Adjacency pairs, it is implied that the conversation done involves more than two speakers playing as the first pair part and second pair part. [11]From the conversation, Dr. Oz rolled as the resourcer, who has the capability to explain about the topic discussed to the listener, indicated as Oprah, guests and the audiences and viewer. [12]Oprah, however, has the same understanding about the topic being discussed, but has difficulties to elaborate the information caught. [13]It is also done by other speakers recognized as guests. [14]This response is known as acceptance, which plays as the universal second pair

- Clause 20 dengan SPLIT R of the Rheme of CI 19
- Clause 21 dengan SPLIT R of the Rheme of CI 19
- Clause 22 dengan SPLIT R of the Rheme of CI 19
- Clause 23 dengan T DERIVED of Theme of CI 22
- Clause 24 dengan SPLIT R of the Rheme of CI 19
- Clause 25 dengan SIMPLE LINIER of the Rheme of CI 24
- Clause 26 dengan SIMPLE LINIER of the Rheme of CI 25
- Clause 27 dengan CONSTANT T of the Theme of CI 26
- Clause 28 dengan T DERIVED of Theme of CI 1 or of CI 4
- Clause 29 dengan CONSTANT T of the Theme of CI 19

Abstract 5

[1] **This thesis** has two objectives: first, to find out what kinds of the code switching performed in a casual exchange and second, to construe why the speakers in the dialogue switched.

[2] **The data of this research** were collected on purpose by recording some English students of the Faculty of Languages and Cultural Studies talking about something which was not decided in advance. [3] **They** were then segmented into turns, and were afterwards construed on the bases of the kinds code switching performed and the purposes for the participants of the casual exchange in performing the switches.

[4] **The findings** show that, in the casual exchange, the English students performed switches at both the clause and word levels. [5] **At the clause level they** performed (1) inte-sentential code switching (38.5%) as in *Dia Tanya kita taadi ngomong pake bahasa apa?*; (2) intra-sentential code switching (61.5%) as in *I'm ngelu. You know ngelu?* [6] **Intra-sentential code switching** performed by the students, in fact, comprise three types: switch or mix (50.0%), borrowing or calques (8.3%), and transfer (41.7%). [7] **Besides they** also performed external code switching (100%) as in *So..apa ya? Don't ask about private* but none could be categorized as internal code switching.

[8] **The psychological background underlying the switch created by each speaker in his or her turn** was mostly dominated by Appealing to the literate (28.3%), Easing communication, i.e., utilizing the shortest and the easiest route (17.9%), and Communicating more effectively (17.9%), Reiterating point (12.8%), and Capturing attention, i.e., stylistic, emphatic, emotional (12.8%). [9] **The least dominant psychological purpose for each speaker to switch** was Conveying a more exact meaning (2.6%), Establishing goodwill and support (2.6%), and Identifying with a particular group (5.1%).

classification of roles in exchange proposed by Halliday. [7]Next is analyzing the discourse structure. [8]That is used several steps: [9]First, identifying the move of the chats. [10]Second is labeling the move into its function. [11]And for last, the writer are interpreting and providing explanation of the findings.

[12]The findings show that there are four basic types of speech function: Statement, Offer, Command, and Question. [13] And some speech functions are classified under the categories of acceptance, compliance, acknowledgement, answer, disclaimer and contradiction. [14]According to the excerpts, the participants used more statement and question rather than offer and commands. [15]The reason is the speaker and the interlocutor are strangers. [16]They never meet before. [17]So, they need more information about each other. [18]They use a little command because it used for close relationship.

[19]The structure in all of the data consists of three main stages. [20]Those are opening stage, middle stage, and closing stage. [21]An opening stage used greeting and introducing to start the conversation. [22]The middle chat usually consists of Information Provide and Information Seek. [23]Because, between the participant need more information. [24]The last is closing stage. [25]They are Pre Closing and Real Closing. But sometimes, there is no pre closing. [26]Because one of the participants is not interested with the topic. [27]So, he or she decided to finish the conversation. [28]Clearly, we can see in table of Chat 2 of the excerpts. [29]So, the structure of chatting from all of the data is then could be written as follows: OS [G ^ Introd.] ^ MS [Tr. ^ Content] ^ CS [(Pre Cl.) ^ Real Cl.].

Clause 1 dengan Theme: **The study**

Clause 2 dengan SIMPLE LINIER of the Rheme of Cl 1

Clause 3 dengan T DERIVED of Theme of Cl 1

Clause 4 dengan T DERIVED of Theme of Cl 1

Clause 5 dengan T DERIVED of Theme of Cl 1

Clause 6 dengan CONSTANT T of the Theme of Cl 5

Clause 7 dengan SPLIT R of the Rheme of Cl 6

Clause 8 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 9 dengan SPLIT R of the Rheme of Cl 8

Clause 10 dengan SPLIT R of the Rheme of Cl 8

Clause 11 dengan SPLIT R of the Rheme of Cl 8

Clause 12 dengan T DERIVED of Theme of Cl 1

Clause 13 dengan SIMPLE LINIER of the Rheme of Cl 12

Clause 14 dengan SIMPLE LINIER of the Rheme of Cl 6 or 9

Clause 15 dengan SIMPLE LINIER of the Rheme of Cl 14

Clause 16 dengan SIMPLE LINIER of the Rheme of Cl 15

Clause 17 dengan CONSTANT T of the Theme of Cl 16

Clause 18 dengan CONSTANT T of the Theme of Cl 16

Clause 19 dengan SPLIT R of the Rheme of Cl 3

someone is telling someone else to (not) do something. [11]Exclamative, like the open interrogatives, are formed with an initial Wh - word

[12]As for the speech function the speakers in the short story displays different pairs speech functions. [13]They are mostly created as follows: (1) Question-answer (12%), Statement-no response (22%), Statement-acknowledgement (12%), Command-statement (10%), Command-no response (8%), Statement-command(7%), Command-question (7%).

[14]From the results of the study, the writer concluded that Ray's short story manages to adopt different mood types in the dialogue. [15]It also provides dynamic pairs of speech functions. [16]The use of speech functions develops so dynamically that it does not limit the adjacency pairs of the speech function up to what is theorized on tolex in exchange.

- Clause 1 dengan Theme: **This thesis**
- Clause 2 dengan T DERIVED of Theme of Cl 1
- Clause 3 dengan T DERIVED of Theme of Cl 1
- Clause 4 dengan SIMPLE LINIER of the Rheme of Cl 3
- Clause 5 dengan T DERIVED of Theme of Cl 1
- Clause 6 dengan SIMPLE LINIER of the Rheme of Cl 5
- Clause 7 dengan SPLIT F. of the Rheme of Cl 6
- Clause 8 dengan CONSTANT T of the Theme of Cl 7
- Clause 9 dengan SPLIT R of the Rheme of Cl 6
- Clause 10 dengan SPLIT R of the Rheme of Cl 6
- Clause 11 dengan SPLIT R of the Rheme of Cl 6
- Clause 12 dengan SPLIT R of the Rheme of Cl 4
- Clause 13 dengan SIMPLE LINIER of the Rheme of Cl 12
- Clause 14 dengan T DERIVED of Theme of Cl 1
- Clause 15 dengan SIMPLE LINIER of the Rheme of Cl 14
- Clause 16 dengan SIMPLE LINIER of the Rheme of Cl 15

Abstract 4

[1]The study to discuss the role in exchange and the structure of conversation in relation discourse analysis. [2]This conversation focuses on chatting in an internet.

[3]The objectives of this thesis are explaining how the exchanges are created in chatting and identifying the conversational structure of chatting.

[4]To collect the data, the writer used several steps: First, contacting three people, asking them to chat with people from abroad, asking the three people to conduct several chats and save them and finally printing the chats.

[5]The techniques of data analysis are analyzing the exchange. [6]Those are segmenting the chats into utterances and categorizing the utterances into the

part. [15]It may response any kind of first pair part categories, especially on the conversation involving more than two participants. [16]Meanwhile, based on pairs of Adjacency pair categories, it may imply that Dr. Oz is the information provider for his capability as the resourcer in the topic discussed, by responding any kinds of question by giving valid answer to the question. [17]On the other hand, Oprah and guests rolled as information seeker, since there is the lack of the information about the topic discussed by asking certain question on that topic to the resourcer.

Clause 1 dengan Theme: **This thesis ... Medical Interventions**

Clause 2 dengan SPLIT R of the Rheme of Cl 1

Clause 3 dengan SPLIT R of the Rheme of Cl 1

Clause 4 dengan T DERIVED of Theme of Cl 1

Clause 5 dengan T DERIVED of Theme of Cl 1 or that of Cl 4

Clause 6 dengan CONSTANT T of the Theme of Cl 5

Clause 7 dengan SIMPLE LINIER of the Rheme of Cl 6

Clause 8 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 9 dengan T DERIVED of Theme of Cl 7

Clause 10 dengan SIMPLE LINIER of the Rheme of Cl 9

Clause 11 dengan SIMPLE LINIER of the Rheme of Cl 10

Clause 12 dengan SIMPLE LINIER of the Rheme of Cl 11

Clause 13 dengan SIMPLE LINIER of the Rheme of Cl 12

Clause 14 dengan SIMPLE LINIER of the Rheme of Cl 13

Clause 15 dengan CONSTANT T of the Theme of Cl 14

Clause 16 dengan CONSTANT T of the Theme of Cl 15

Clause 17 dengan dengan SIMPLE LINIER of the Rheme of Cl 16

Abstract 3

[1]This thesis talks about Mood Types and Speech Functions as found in Ray Bradbury's short story "A Sound of Thunder". [2]The goals of this study are to describe the mood and speech function employed by the speakers in the short story.

[3]To reach that goal, the writer used a descriptive quantitative research as the method of this thesis because the data are descriptively analyzed. [4]This means the writer explained the types of mood and speech functions used by the speakers in the short story.

[5]From the analysis, the writer found four mood types applied in the short story. [6]They are (1) Declarative (52.13%), (2) Interrogative (17.02%), (3) Imperative (26.59%), (4) Exclamative (4.26%). [7]Declaratives are the most straightforward sentence type. [8]They are syntactic configurations which usually display an *unmarked* (i.e. expected) order of the functional categories Subject, Predicator, Direct Object, etc. [9]Interrogatives are normally used to ask questions. [10]Imperatives are sentences that are normally interpreted as directives, i.e.

[10]The researcher, then, concludes that a speaker may switch through a certain kind of code switching and for a certain purpose.

Clause 1 dengan Theme: **This thesis**

Clause 2 dengan T DERIVED of Theme of Cl 1

Clause 3 dengan CONSTANT T of the Theme of Cl 2

Clause 4 dengan T DERIVED of Theme of Cl 1

Clause 5 dengan SIMPLE LINIER of the Rheme of Cl 4

Clause 6 dengan SPLIT R of the Rheme of Cl 5

Clause 7 dengan CONSTANT T of the Theme of Cl 5

Clause 8 dengan T DERIVED of Theme of Cl 4

Clause 9 dengan T DERIVED of Theme of Cl 8

Clause 10 dengan T DERIVED of Theme of Cl 1

Abstract 6

[1]This thesis has two objectives: first, to find out the processes and agentive participant in the Jakarta Post's Editorial published in April 2007, and second, to construe how the field of the discourse is created.

[2]The data of this research were collected by randomly picking one of the editorials of the Jakarta Post. [3]They were then segmented into clauses, and afterwards they were categorized into related processes and agentive participants in the transitivity system of Functional Grammar. [4]The field of the discourse in the editorial, on the other hand, was explained and interpreted using David Butt's theory.

[5]The findings show that there are 20 clause complexes which consist of 65, one of which is left unanalyzed because it is a minor clause. [6]The other 64 clauses are major clauses, and subject to analysis. [7]The most dominant processes are material process (40.6%). [8]Thus, actors—the agentive participants—dominate over the other agentive participants.

[9]The field of the discourse is described in (a) the experiential domain i.e. resuming sending the bird flu vaccine, using the bird flu vaccine, giving a guarantee for not producing commercial bird flu vaccine; (b) the short term goal is discussing how WHO and Indonesia overcame problems pertaining to sharing the bird flu vaccine; and (c) the long term goal is maintaining the relationship and building the trust between WHO, Indonesia and International private companies in respect to the bird flu vaccine.

Clause 1 dengan Theme: **This thesis**

Clause 2 dengan T DERIVED of Theme of Cl 1

Clause 3 dengan CONSTANT T of the Theme of Cl 2

Clause 4 dengan SIMPLE LINIER of the Rheme of Cl 3

Clause 5 dengan T DERIVED of Theme of Cl 1

- Clause 6 dengan SIMPLI: LINIER of the Rheme of Cl 5
 Clause 7 dengan T DERIVED of Theme of Cl 4
 Clause 8 dengan T DERIVED of Theme of Cl 4
 Clause 9 dengan CONSTANT T of the Theme of Cl 4

Abstract 7

[1]This thesis entitled MOOD ANALYSIS ON INTERVIEW SCRIPTS FEATURING INDONESIAN PRESIDENTS (The present president: 'SBY' and the former presidents: 'GUSDUR', and 'HABIBIE') has three objectives. [2]The first is to find out mood types of the clauses of utterances in the interview scripts. [3]The second is to identify mood adjuncts employed in the interviews. [4]The last is to describe tenor of discourse built in interviews.

[5]Systemic functional grammar is used in this thesis to study about mood which exists in the interview scripts, because systemic functional grammar describes not only the form but also the functional term; it focuses on the purposes and uses of language. [6]Mood is a system through which interpersonal meanings are realized within the conversation. [7]It consists of two parts: (1) the subject, which is a nominal group, and (2) the finite operator, which is part of a verbal group, and the remainder of those parts are called residue. [8]In this research, the data used are in form of spoken texts which are realized in written texts. [9]The data of this research are interview scripts which are included in interviews for information.

[10]This research uses a descriptive qualitative method, in which the data are taken from all clauses of the utterances in the interview scripts. [11]The data are analyzed in table forms. [12]Descriptive qualitative method, as well as library method is employed in this research, because the data and the theories of this research are taken from internet websites and some libraries.

[13]The data analysis in this research is 304 clauses. [14]The Mood types of clauses in the interview scripts are: 247 (81, 2 %) Declarative, 32 (10, 5 %) Interrogative, 2 (0, 7 %) Imperative, and there is no result in Exclamative, because the researcher does not find it in the 3 interview scripts. [15]The remainders of those three mood types are 23 (7, 6 %) non finite clauses. [16]The Mood Adjuncts of clauses in the 3 interview scripts are: 13 (33, 4 %) Polarity, 1 (2, 5 %) Probability, 6 (15, 4 %) Usuality, 6 (15, 4 %) Time, 6 (15, 4 %) obviousness, and 5 (12, 8 %) Intensity and there are no result in readiness, obligation, typically and degree because the researcher does not find them in the interview. [17]The Tenor of Discourse built in the 3 interviews; the characters are three Indonesian presidents (as interviewees) with three journalists of magazines from U.S and Australia (as interviewers) in which SBY is interviewed by TIME, Gusdur is by Libforall, and Habibie is by CNN. [18]Their statuses are unequal in which the three Indonesian presidents are lower than the journalists who interview them.

- Clause 1 dengan Theme: **This thesis**
- Clause 2 dengan SPLIT R of the Rheme of Cl 1
- Clause 3 dengan SPLIT R of the Rheme of Cl 1
- Clause 4 dengan SPLIT R of the Rheme of Cl 1
- Clause 5 dengan SIMPLE LINIER of the Rheme of Cl 1
- Clause 6 dengan SIMPLE LINIER of the Rheme of Cl 5
- Clause 7 dengan CONSTANT T of the Theme of Cl 6
- Clause 8 dengan T DERIVED of Theme of Cl 1
- Clause 9 dengan CONSTANT T of the Theme of Cl 8
- Clause 10 dengan T DERIVED of Theme of Cl 1
- Clause 11 dengan SIMPLE LINIER of the Rheme of Cl 1
- Clause 12 dengan T DERIVED of Theme of Cl 1 or of Cl 10
- Clause 13 dengan CONSTANT T of the Theme of Cl 11
- Clause 14 dengan T DERIVED of Theme of Cl 13
- Clause 15 dengan T DERIVED of Theme of Cl 14
- Clause 16 dengan T DERIVED of Theme of Cl 13
- Clause 17 dengan T DERIVED of Theme of Cl 13
- Clause 18 dengan SIMPLE LINIER of the Rheme of Cl 17

Abstract 8

[1]The thesis entitled *Transitivity Analysis of James Ross' Short Story of "Zippo"* has three objectives. [2]The first is to find out the processes in the short story of "Zippo" on every clause. [3]The second is to find out the participants involved in the short story of "Zippo". [4]And the third is to know how the field of the discourse is created.

[5]This research uses documentation method to collect the data, which were downloaded from the internet. [6]The data of this study were analyzed by using seven steps; first, reading the short story; second, segmenting the data into clauses; third, identifying the types of transitivity; fourth, the data were classified using the theory of Systemic Functional Linguistics; fifth, explaining the field of the discourse using David Butt' theory; then interpreting the data; the last step is drawing the conclusion.

[7]There are 164 clauses of transitivity found in the short story entitled "Zippo". [8]Material process (40.24%) is dominates over the other [9]In the second number there is mental process (21.95%), and relational proces (20.12%). [10]The others are behavioral process (10.37%), verbal process (5.49%) existential process (1.22%), and meteorological process (0.61%).

[11]Based on the participant, it is found that actor (22.81%) dominates over the other participants. [12]While in the second number is the sense (14.47%) and the others are goal (12.72%), carrier (11.84%), attribute (9.21%), phenomenon

(7.46%), behavior (5.70%), sayer (4.37%), range (3.51%), sayer (3.51%), beneficiary (2.63%), token (2.19%), reciever (1.75%), existent (0.88%), value (0.88%), and the last verbiage (0.44%). [13]For the participant, circumstance place (35.21%) is the dominant over the circumstances, then circumstance time (28.17%) in the second place, after that there are circumstance manner (22.54%), circumstance accompaniment (7.04%), circumstance matter (4.22%) and circumstance cause (2.82%).

[14]The field of discourse is realized in short term goal by sharing the experience and problems and in long term goal by maintaining the relationship and building the trust.

Clause 1 dengan Theme: This thesis

Clause 2 dengan SPLIT R of the Rheme of Cl 1

Clause 3 dengan SPLIT R of the Rheme of Cl 1

Clause 4 dengan SPLIT R of the Rheme of Cl 1

Clause 5 dengan T DERIVED of Theme of Cl 1

Clause 6 dengan SIMPLE LINIER of the Rheme of Cl 5

Clause 7 dengan SIMPLE LINIER of the Rheme of Cl 6

Clause 8 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 9 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 10 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 11 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 12 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 13 dengan SIMPLE LINIER of the Rheme of Cl 7

Clause 14 dengan SIMPLE LINIER of the Rheme of Cl 1

Abstract 9

[1]This thesis is about "The Metaphoric Expression in Jane Austen's *Pride and Prejudice* as The Culture Reflection of The Author's Life Time Period. [2]The aims of this thesis are to know any kinds of metaphoric expression that Austen uses in her famous literary work *Pride and Prejudice* and also to find the correlation with her culture background. [3]The experience of finding a metaphorical expression in a literary work might give a positive impact to someone who interest in literature, especially students of Language and Cultural Studies of Unisbank Semarang.

[4]The scope of the study of this thesis is around the metaphoric expressions in Jane Austen's film *Pride and Prejudice*. [5]The study is conducted by referring to literary work pertaining to *Pride and Prejudice* movie, *Pride and Prejudice* novel and internet files.

Clause 6 dengan SIMPLE LINIER of the Rheme of Cl 5
Clause 7 dengan CONSTANT T of the Theme of Cl 5
Clause 8 dengan SIMPLE LINIER of the Rheme of Cl 7

of Martin's Categories, finally explaining the field of the discourse created in the short story.

[5]The findings are as follows: mental process (34.3%), material process (32.8%), behavioural process (1.8%), verbal process (5.6%), attributive process (24.7%), and existential process (0.8%). [6]Participants involved, sener (17.3%), phenomenon (13.9%), actor (15.4%), goal (14.9%), sayer (3.4%), carrier (15.9%), attribute (15.9%), existent (0.5%), and for the extra participants: receiver (0.9%), and the last verbiage (1.9%).

[7]The field of the discourse created on the Eliza Riley's short story **Return to Paradise** concludes that the short term goal of Eliza Riley's short story **Return to Paradise** is unfolding Lisa's feeling and the long term goal is building a social relationship.

- Clause 1 dengan Theme: **The study**
- Clause 2 dengan CONSTANT T of the Theme of Cl 1
- Clause 3 dengan T DERIVED of Theme of Cl 1
- Clause 4 dengan T DERIVED of Theme of Cl 1
- Clause 5 dengan T DERIVED of Theme of Cl 1
- Clause 6 dengan T DERIVED of Theme of Cl 5
- Clause 7 dengan T DERIVED of Theme of Cl 1

Abstract 12

[1]This thesis is entitled an analysis on morpheme classes in the rubric culture of kang guru magazine published in June 2007. [2]The aim of the study is to describe, identify, classify and analyze morpheme classes as found in the rubric culture of kang guru magazine published in June 2007.

[3]The data of this study are taken from kang guru magazine. [4]The methods, which the writer used was descriptive qualitative that the writer only described and explained everything related to the unit of analysis, i.e. morphemes. [5]The writer finally found out that there were 82 sentences in the rubric. [6]They consisted of four content words, nouns (20), adjectives (16), verbs (18) and adverbs (8). [7]The writer also concluded that derivational morpheme is a morpheme that can change the part of speech and the meaning of the stem. [8]On the other hand, the inflectional morpheme is a morpheme that does not change the part of speech and the meaning.

- Clause 1 dengan Theme: **This thesis**
- Clause 2 dengan T DERIVED of Theme of Cl 1
- Clause 3 dengan T DERIVED of Theme of Cl 1
- Clause 4 dengan T DERIVED of Theme of Cl 1
- Clause 5 dengan T DERIVED of Theme of Cl 1

processes are material processes (57.8%). [8]In line with the domination of material process in the study, Actor (26.6%) and Goal (24.6%) significantly dominate over the other participants. [9]For the circumstance – Time (45.2%) significantly dominates over the other circumstances.

[10]The experiential domain of the discourse is Sukarno's experience before and after his being appointed as the first president of the Republic of Indonesia. [11]While the short term goal of the discourse concludes that the author of the biography being analyzed wanted the readers to know what Sukarno did as a young Sukarno, as a youth struggling for independence and eventually declaring the proclamation, and as the president of the Republic of Indonesia. [12]The long term goal of the discourse concluded that the author might expect that the readers after reading the biography text would create or at least add more image of who Sukarno is and what he did. [13]In addition, readers may learn something from Sukarno's experience and position themselves to be more alert in making any decision.

Clause 1 dengan Theme: **This thesis**

Clause 2 dengan T DERIVED of Theme of Cl 1

Clause 3 dengan CONSTANT T of the Theme of Cl 2

Clause 4 dengan SIMPLE LINIER of the Rheme of Cl 3

Clause 5 dengan T DERIVED of Theme of Cl 1

Clause 6 dengan T DERIVED of Theme of Cl 5

Clause 7 dengan T DERIVED of Theme of Cl 5

Clause 8 dengan T DERIVED of Theme of Cl 5

Clause 9 dengan T DERIVED of Theme of Cl 5

Clause 10 dengan T DERIVED of Theme of Cl 4

Clause 11 dengan T DERIVED of Theme of Cl 10

Clause 12 dengan T DERIVED of Theme of Cl 10

Clause 13 dengan SIMPLE LINIER of the Rheme of Cl 12

Abstract 11

[1]The study entitled An Analysis on transitivity of Eliza Riley's short story Return to Paradise written by Karina Mayangsari, discusses the experiential meaning of a discourse, precisely a written discourse of a short story Return to Paradise.

[2]This is important due to the need of providing linguistic explanation on a certain discourse.

[3]The objectives of this thesis are: finding the processes and participants in the short story. Second finding the circumstances in the short story and third explaining the field of the discourse created in the short story.

[4]To conduct the analysis, the writer employed several steps: first, segmenting the data into clauses, identifying and classifying the clauses on the basis

[6]The writer uses the structural approach in order to analyze the novel. [7]By watching *Pride and Prejudice* movie the writer can clearly analyze the metaphors uses. [8]Besides, literary work from different sources, such as books, electronic files, which are related to *Pride and Prejudice* are used to find information about metaphors, cultures, literatures, etc.

[9]Landscape and dance are two important metaphoric expressions in *Pride and Prejudice* that the writer found. [10]In short metaphors are a vital resource for the task of articulating movie and novel insights into the human condition or refining old ones. [11]An essential part of poetic expression is capturing something recognizably universal through an image which is concrete and particular. [12]The concrete image provides a vehicle for the expression of something general. [13]Metaphor is an essential device for performing this distinctive but important task.

Clause 1 dengan Theme: This thesis

Clause 2 dengan T DERIVED of Theme of Cl 1

Clause 3 dengan SIMPLE LINIER of the Rheme of Cl 2

Clause 4 dengan T DERIVED of Theme of Cl 1

Clause 5 dengan CONSTANT T of the Theme of Cl 1

Clause 6 dengan T DERIVED of Theme of Cl 1

Clause 7 dengan CONSTANT T of the Theme of Cl 1

Clause 8 dengan T DERIVED of Theme of Cl 7

Clause 9 dengan SIMPLE LINIER of the Rheme of Cl 8

Clause 10 dengan SIMPLE LINIER of the Rheme of Cl 9

Clause 11 dengan T DERIVED of Theme of Cl 10

Clause 12 dengan SIMPLE LINIER of the Rheme of Cl 11

Clause 13 dengan CONSTANT T of the Theme of Cl 10

Abstract 10

[1]This thesis has two objectives: first, to find out the processes, participants and circumstances in Sukarno's biography as contributed by Colin Brown to Encarta, Microsoft Corporation, and second, to describe how the field of the discourse is created.

[2]The data of this research were collected by randomly picking one of the biographies in Encarta. [3]They were then segmented into clauses, and afterwards they were categorized into their transitivity system by using the theory of Functional Grammar. [4]The field of the discourse in the biography, on the other hand, was explained and interpreted using David Butt's theory.

[5]The findings show that there are 43 clause complexes which consist of 145 clauses, ten of which are left unanalyzed because they are minor clauses. [6]The other 135 clauses are major clauses, and subject to analysis. [7]The most dominant

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A Genre-based Model for Teaching How to Write a Discussion to Students of English as a Foreign Language. Dalam *Jurnal Dinamika Bahasa Vol. II/ No.1* (2008)

Alih Kode dan Alih Bahasa di Pengadilan Negeri Kota Semarang (2008)

Genre Analysis on English Friday Sermon Prepared by the Islamic Religious Council of Singapore. Unpublished thesis (2003)

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An Analysis of IELTS-Based Literacy Levels: A Case Study at the Fifth Semester Students of FBIB, UNISBANK Semarang. ' Dalam Jurnal Dinamika Bahasa Vol. II/ No.2 (2008)

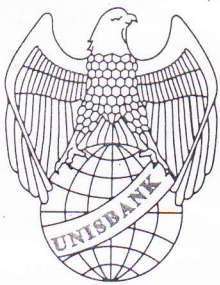
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Literacy in the Language Classroom'. Dalam *Jurnal Dinamika Bahasa* Vol. II/
No.1 (2008)

Alih Kode dan Alih Bahasa di Pengadilan Negeri Kota Semarang (2008)
Teacher's Scaffolding Talks in Reading Classes. Unpublished thesis (2006)



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Nomor : 276/J.01/Unisbank/ST/2009

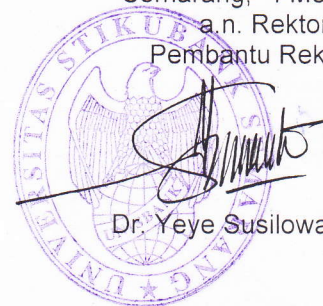
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