
**THOUGHT PATTERNS UNDERLYING THE JAKARTA POST'S
SPECIFIC FEATURES: DO THEY REFLECT THE ENGLISH CULTURE?**

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Abstract:

A language user employs a particular thought pattern to express ideas. The author, using his or her language, knowledge, thought, experience and world-view, expresses his ideas or intention in the written text. On the other hand, the reader, using his or her knowledge, language, thought, and his or her view of the world, attempts to reconstruct or interpret what the author has expressed in the written text. Because of the obvious difference between the writer's world view and the reader's world view, perfect comprehension can never be achieved. So, communication problems sometimes arise, particularly when they (the reader and the writer) come from different cultural backgrounds. The purpose of this study is investigating the thought patterns that underlie the writing of The Jakarta Post's English specific features performed by 'matured' Indonesians. The research design of the study is as follows: 1) selecting English specific features written by Indonesians, 2) observing the profiles of every text by identifying the title, the thesis statement, the topic sentences, the relation of ideas between paragraphs (thesis statement and topic sentences) and within paragraph (between the topic sentence and supporting sentences), pattern of development. The research results show that the thought pattern underlying the English specific features written by Indonesians in The Jakarta Post is linear. The values characterize the manifestation of the thought patterns underlying the English specific features written by Indonesians are: usefulness, practicality, workable. It is suggested that 1) the language learners should be familiar with the thought pattern of the target language, 2) Language learners should be exposed with the target language because the exposure to the target language may influence their thought pattern or way of thinking when writing the texts of the target language.

Key words:

thought pattern, linear, non linear, deductive, inductive, digression, direct, indirect, coherent, incoherent

A. Background

It is commonly understood that a language user employs a particular thought pattern to express ideas. In prose, for example, the author, using his or her language, knowledge, thought, experience and world-view, expresses his ideas or intention in the written text (Ngadiman 1998; Goodman, et. al 1980). On the other hand, the reader, using his or her knowledge, language, thought, and his or her view of the world, attempts to reconstruct or interpret what the author has expressed in the written text. In other words, in producing the written text, the author turns ideas into words, while in comprehending, the reader turns the words into ideas. In other words, there is a kind of interaction between an author, expressing ideas, and a reader, understanding ideas.

Similarly, in poetry, a poet expresses his or her ideas in a poem as one form of poetry. The difference between prose and poetry lies in the characteristics of each written discourse. Prose basically employs a general generic structure, such as orientation-exposition-climax- and resolution (Martin and Rose 2003). Meanwhile, the elements of poetry includes rhythm, imaginative, concrete and pleasure (Purwanto 2008:3).

Regardless of the style of writing one may adopt, if the creation of the writer is limited to what he or she knows, so is the interpretation or the reconstruction of the reader. On the one hand, the writing reflects the writer's schema of language, background, experience, knowledge and values. On the other hand, the reader's comprehension or interpretation reflects his or her schema: background, knowledge, language, values and experience. Because of the obvious difference between the writer's world view and the reader's world view, perfect comprehension can never be achieved (Nuttal 1982; Ngadiman 1998:1). Communication problems sometimes

arise, particularly when they (the reader and the writer) come from different cultural backgrounds.

This article will report the result of the study concerning the thought patterns that underlie the writing of The Jakarta Post's English specific features by 'matured' Indonesians. A thought pattern is an interesting object of investigation in order to know whether or not the English specific features written by Indonesians in accordance with the English culture, considering that the writers are non-native speakers of English. They are Indonesians who are used to being exposed to English texts/ culture. Therefore, it is assumed that their English is good. In other words, the thought patterns employed can be used as a guide to identify to what extent the writers are culturally English.

The reason for taking The Jakarta Post as the object of the study is that The Jakarta Post is English newspaper, daily published. It is read by native speakers and non-native speakers of English. The readers of the newspaper are the people who are literate in English. It is assumed that the writers of the articles in The Jakarta Post are the readers of the newspaper who are literate in English and used to being exposed to English texts/ culture.

What is meant by The Jakarta Post's specific features are the articles about certain issues written by a writer who is expert in his / her field. The writers are regarded as 'matured' because it is assumed that they are adult, educated, capable in English, used to being exposed to English texts/ culture. Their exposure to the English culture may influence their thought pattern or way of thinking when writing English texts. Thus, the English texts they produce may reflect the English culture.

Specifically, the study is aimed at analyzing: 1) The kinds of thought patterns employed in the expository discourse written by Indonesians as reflected in the Jakarta Post' specific features, 2)The underlying values/ principles that characterize the manifestation of the thought pattern. The current study is expected to give both

theoretical and practical contributions in the development of linguistic studies. Practically, the study may provide teaching experts with beneficial information about the thought patterns that underlie the English expository discourses written by Indonesians. This information may be taken into consideration for developing English teaching materials to Indonesian learners, especially for teaching composition. Theoretically, the study will provide us with better clarification on the relationship between written discourse and culture exposure. In addition, the study will provide useful information about the study of English written texts by Indonesians as a linguistic phenomenon.

B. Review of Related Literature

1. Previous Studies

Studies on thought patterns by which the current study has been inspired was conducted by Ngadiman (1998). He explored the Javanese thought patterns as manifested in expository discourse. It was found out that Javanese people tend to have indirect thought patterns when they address an issue. More interestingly, Ngadiman suggested possibilities of conducting a similar research.

Wahab (1991) investigated compositions written in Indonesian by Indonesian scholars. The study reveals that the Indonesian rhetoric is in the process of change. The structure of paragraphs is in the process of change.

Kaplan (1980) conducted a study on compositions written by foreign students in the U.S. He reveals that each language and each culture has its preference or taste in organizing ideas.

2. Thought Pattern

The term ‘thought pattern’ as used by Guinn and Marder (1987:7) cited in Ngadiman (1998:16) refers to the ‘rhetoric operations which direct and order our perceptions, ideas, and feelings. This comprises a system of principles people have been using on daily basis since their babyhoods, namely when they began to know things by comparing one with another and by generalizing results. Thought patterns are

therefore means of understanding the world and the world of others. These operations are mostly performed in speaking and writing.

Conversely, D'Angelo (1980:70, 80), Winklers and McCuin (1988:128) both cited in Ngadiman (1989:16) use the term 'thought pattern or rhetorical pattern to refer to 'mode of development'. Thus, this term is operationally used to refer to a way or a mode in which ideas are organized or developed in an orderly manner from the beginning of an essay to its conclusion. This pattern represents stages in the writer's thinking as well sections of an entirely essay.

With respect to the current study, the thought pattern is to refer to the thinking operation in the process of writing expository discourses as reflected in The Jakarta Post's specific features. A thought pattern can be identified through the analysis of macrostructure (overall organization of a text) and on the basis of microstructure analysis (local coherence).

3. Discourse

Concerning the definition of discourse, Nunan states that up to now there is still disagreement among language scholars. Some scholars regard that discourse and text are the same. They use the two terms interchangeably. Some other scholars differentiate the definition of discourse from that of text (1993: 6). Crystal (1992: 25, 27) states that discourse is a continuous stretch language larger than a sentence, often constituting a coherent unit such as sermon, argument, joke, narrative. While text is a piece of naturally occurring spoken, written, or signed discourse identified for the purposes of analysis. Cook (1989: 156, 158) states that text is a stretch of language interpreted formally without context, while discourse is stretches of language perceived to be meaningful, unified and purposive. Nunan (1993: 6) argues that text refers to any written record of a communicative event, while discourse refers to communicative event in context. Halliday and Hasan (1976: 1) say "text is any passage, spoken or written, of whatever length that does form a unified whole."

In modern linguistics, discourse has come to mean any utterance larger than a sentence. In this sense, the term may or may not comprise the full text of an oral or written situation. In this study, the writer uses the term discourse, text, essay, composition interchangeably. The term refers to the specific features of The Jakarta Post.

A discourse or an essay has several parts, i.e. title, introduction, body, and conclusion. Each of which will be discussed below.

An essay should have a title. A good title, according to Reid (2000, 75), attracts the readers to read the composition, gives the readers an idea of what the essay is about. In English, a title should be brief and clear representing the main idea of the overall composition.

Besides having a title, an essay has an organization. The organization of an essay is: introduction, body, and conclusion. The introductory paragraph functions to introduce the topic to the reader, to orient the audience by giving a little background information about the topic, and to state the thesis of the essay for the reader. Oshima states that an introductory paragraph has two parts: general statements and a thesis statement.

General statements introduce the topic of the essay, give background information on the topic; while thesis statement states the main topic, often lists the subdivisions of the topic or subtopics, and is usually the last sentence of the introductory paragraph. Thesis statements usually have two functions. First, thesis statements of intent state just the purpose of the essay, without evaluative words. In contrast, thesis statements of opinion usually contain the purpose of the essay and the evaluative words such as best, worst, valuable, unpleasant, boring, etc.

The body paragraphs begin with a topic sentence directly related to a controlling idea in the thesis statement. The topic sentence has controlling ideas that direct the paragraph. The body paragraphs contain supporting sentences of facts, physical description, examples, and / or personal experience. They are organized according to

a method of development: process, extended definition, comparison and/or contrast, classification, cause and/or effect.

The last part of an essay is concluding paragraph. It borrows from everything that has gone before, summarizing without repeating exactly, suggesting, predicting, recommending, and/or offering a solution. It gives the essay its final shape, and it gives writers a last opportunity to show that their ideas are worthwhile.

4. Paragraph

A paragraph is a group of sentences that works together to develop a main idea. A paragraph can be short or long. The number of sentences in a paragraph is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph may stand by itself and may also be one part of a longer piece of writing such as an essay.

Paragraphs are organized differently depending on their purpose. Based on their purpose, paragraphs are divided into three big classes: narrative, descriptive, expository (Boardman, et al., 2002: 4). The most important feature of a narrative paragraph is that it tells a story. And the descriptive paragraph is used to describe what something looks like. The goal of an expository writing is to explain something to the reader.

Paragraphs have a very specific organizational pattern. It means that all paragraphs are put together in a similar way. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence.

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. It also tells the audience about the purpose of the paragraph. That is, the topic sentence tells the audience what ideas to expect in the paragraph. A good topic sentence has two parts: the topic and the controlling idea. The topic is the subject of the paragraph. It is what we are writing

about. The controlling idea limits the topic of our paragraph to the aspect of the topic that we want to explore in our paragraph.

Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, quotations, etc. (Oshima, et.al., 1999: 17). In terms of organization, there are two types of supporting sentences: major supporting sentences and minor supporting sentences. The major supporting sentences are the main details that tell us about the topic sentence. The minor supporting sentences tell us more about the major supporting sentences.

The concluding sentence of a paragraph signals the end of the paragraph and leaves the reader with important points to remember. A concluding sentence serves three purposes as follows: 1) it signals the end of the paragraph, 2) it summarizes the main points of the paragraph, 3) it gives the final comment on the topic and leaves the reader with the most important ideas to think about.

5. Coherence, Cohesion, Unity, Completeness

Good paragraphs and essays have some characteristics in common. They are coherence, cohesion, unity, completeness.

Halliday and Hasan (1976: 23) say that coherence refers to the way a group of clauses or sentences relate to the context. A text is cohered when one part of a text (a clause, a sentence or a turn at a talk) follows another part of a text (the next clause, sentence or turn at a talk). The outcome of this is that each part of the text creates the context within which the next bit of the text is interpreted. Thus, there is relationship between what is said or written and what was said or written a moment ago.

Reid (2000: 116) says that coherence means “to stick together” An essay is coherent if a) the parts of the essay are unified, b) if the essay seems logical to the reader.

From the statements above, it is clear that in order to have coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must be logical and smooth. Each sentence should flow smoothly into the next one.

Concerning cohesion, Halliday and Hasan (1976, 4) explain: Cohesion occurs where the interpretation of some element in the discourse is dependent on that of another. The one presupposes the other, in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.

Boardman (2002: 36) explains: when a paragraph has cohesion, all the supporting sentences “stick together” in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices.

There are four different types of cohesive ties: reference, substitution, ellipsis, conjunction, and lexical. Reference refers to how the writer / speaker introduces participants and then keep track of them once they are in the text. Participants are the people, places and things that are talked about in the text. The reference is among others realized by pronouns, definite articles, demonstratives. Example: *There was a little girl and she went out for a walk.*

Substitution refers to the replacement of one item by another. A substitute is a sort of counter which is used in place of the repetition of an item. Example: *My axe is too blunt. I must get the sharper one.*

Ellipsis refers to the omission of an item. It is a kind of substitution; it can be defined substitution by zero. Example: *A: Can you play piano? B: Yes, I can.*

Other characteristics of a paragraph are unity and completeness. A paragraph has a unity when all the supporting sentences relate to the topic sentence. And a paragraph is complete when it has all the supporting sentences it needs to fully explain the topic sentence and all the minor supporting sentences it needs to explain each major supporting sentence.

6. Microstructure

Microstructure is the connection between elements in sequence, that is between sentences at the paragraph level. There are several conditions that make a discourse locally coherent, such as the relation of referential identity, connective, normalcy.

The same person may be referred differently in a discourse: by proper name, by pronoun, by expressions of identity. In a discourse, we may introduce new individuals or new properties to individuals which have been introduced. In this situation, the changes of individuals, properties or relations are to operate with respect to the individuals, properties or relations which are already given.

The local coherence of a discourse is also expressed by various kinds of connectives such as conjunctions, and by normalcy. The meaningfulness of a discourse is provided not only by the ordering of sentences but also by what we assume to be normal for the facts or situation described.

7. The Macrostructure

Macrostructure of a text refers to the global meaning of a text which can be observed through the topic or theme of the text (Eriyanto, 2001:227). The term macrostructure or global coherence refers to the continuity of connection of the larger fragments or global level of discourse (van Dijk 1985:115). Thus, the macrostructure provides the overall unity of a text.

The macrostructure of a text is expressed by the connections among the title, theme, summary. They are related to one central issue or topic.

8. Thought, Culture, and Language

Thought, culture, and language are interrelated. Their interrelation is manifested in linguistic aspect and in rhetoric.

Culture refers to ways of life of communities including technologies, modes of economic organization, settlement patterns, modes of social grouping and political organization, religious beliefs and practices, languages, etc (Ngadiman, 1998: 27).

Each language is the product of a particular culture and it refers to the cultural values of the people. By value is meant things in social life. These values can be positive or negative. Ngadiman (1998: 58) gives examples of Javanese values: *toto* (in proper order), *tentrem* (peace), *rukun* (in unity in harmonious situation), *ormat* (respect), *tepo sliro* (treats others in a particular way, so that they will treat him in that way), *andhap asor* (unobtrusiveness). These values are respected in the Javanese language in which the indirection is the preferred manner in communication. Indirection is employed in order to preserve good feeling, good relationship with the interlocutors (hearers / readers).

Suparman, et.al. (2003: 48) give examples of American values: usefulness, workable, practicality, policy. These values are reflected in the English language in which directness is the preferred manner in communication in English. Directness is employed in order to achieve practicality in communication.

Triandis (1994: 16) states that culture is not static. Culture is constantly changing. Education, contact with other culture and political development play an important role in this process. This cultural change affects the pattern of thought of the members of the respective culture which in turn is manifested in the discourse they produce, including the rhetoric.

C. RESEARCH METHOD

1 The Nature of the Study

The study is descriptive and qualitative in nature. It described the observed phenomena in the form of words rather than numbers. The characteristics of the thought patterns underlying the English expository discourses written by Indonesians as well as the underlying principles will be identified and analyzed.

2 Research Design

Thought pattern and its underlying principles cannot be directly observed. They can only be learnt through what the writers express and how they express themselves in

the text. Since the objective of the study is to find out the thought pattern underlying the English expository discourses written by Indonesians and the underlying principles, the first step taken in this study is taking English expository texts written by Indonesians. The second step is observing the profiles of every text by identifying the title, the thesis statement, the topic sentences, the relation of ideas between paragraphs (thesis statement and topic sentences) and within paragraph (between the topic sentence and supporting ideas), pattern of development.

3. Method of Data Collection

The data of the study are the English expository discourses written by Indonesians as reflected in the specific features of The Jakarta Post. The data are randomly taken from The Jakarta Post Newspaper.

The investigator will make field notes concerning the profile of the expository discourses, i.e. the title, controlling idea (both the thesis statement and topic sentences), supporting ideas, the relationship between controlling and supporting ideas, paragraph unity, pattern of development.

4. Method of Data Analysis

The data are analyzed at two levels of analysis, (1) at micro or paragraph level and (2) at macro or overall composition level. Thus, each text will be analyzed at the paragraph level as well as at the overall composition level.

The data of the study will be analyzed using the following procedure: 1) Displaying the data. The data which have been selected will be displayed. Each essay will be segmented into paragraphs, into sentences, 2) observing the profiles of every text by identifying the title, the thesis statement, the topic sentences, the relation of ideas between paragraphs (thesis statement and topic sentences) and within paragraph (between the topic sentence and supporting ideas), pattern of development, 3) Drawing conclusions. (Miles and Huberman as cited by Ngadiman 1998:151)

5. Units of Analysis

The units of analysis of the study is at the paragraph level and at the overall composition level. At the paragraph level, the controlling idea which is called a topic sentence and the supporting ideas are identified. To determine the thought pattern at the paragraph level, how those ideas are organized is analyzed. The analysis includes: (a) topic sentence, (b) fullness of development, (c) coherence within paragraph and paragraph unity.

At the whole composition level, the complete picture of the text features is tried to be found out. The following points are successively analyzed at the whole composition level: (a) title formulation, (b) thesis statement, (c) discourse organization, (d) coherence between paragraphs.

6. Parameter

To determine the kinds of thought patterns underlying the English expository discourses written by Indonesians, the following parameter is used. A discourse is said to have a linear development when it has the following characteristics: (1) it has a clear thesis statement in the first or in the last paragraph as a conclusion. (2) When a thesis statement is placed in the first paragraph, it is usually preceded by general statement as the background. Then, by a series of subdivisions of this thesis statement, each is supported by examples or illustration; it is developed, related to all other ideas and employed in its proper relationships with other ideas, to prove something or perhaps to argue something. This mode of development is called deductive pattern. (3) When a thesis statement is put in the last paragraph as a conclusion, it is usually preceded by a series of examples or illustration and then these examples or illustration are related into this thesis statement. (4) A discourse is said to have non linear fashion of development when: a) it does not have a thesis statement or when it has a thesis statement but it is not clearly or indirectly stated; b)

it does not have topic sentences or it has topic sentences but they are not clearly or indirectly stated; c) the thesis statement and the topic sentences are not related.

D. RESULTS AND DISCUSSION

The thought patterns underlying the English expository discourses written by Indonesians cannot be observed directly. Only after the discourse features have been identified can they be inferred. Therefore, prior to discussing the thought patterns underlying the English expository discourses written by Indonesians, the first section of this chapter presents the profile or the features of the English expository discourse written by Indonesians.

1. The features at the Essay level

To obtain a complete picture of the whole text, the following points are analyzed: a) Title, b) Thesis statement, c) Discourse organization, d) Coherence between paragraphs.

a. Title

There are some ways of how a title of an essay is formulated. A title of an essay maybe directly formulated and closely related to the subject matter of the essay. Such a directly and clearly formulated title surely helps the reader to get the general idea of what the text is about. The following are examples of direct and clear title:

Technology in our classroom

Growing violence among girl gangs

Access of clean water: A problem for Indonesia

Democracy or Money-tocracy?

Does dress determine faith?

The above examples of title directly and clearly express the ideas to be discussed in the discourse. Reading those titles a reader can predict what the writers intend to discuss in the discourse. For example, when reading the title: *Access of clean water: A problem for Indonesia*, one will expect *what are the problems, why do they occur?, how do we overcome the problems.*

There is another variation of title formulation, i.e. broadly formulated. Such a broadly formulated title may cause the discussion unfocused.

The consequence is that the reader may get difficulty in understanding what the writer intends to expose. The following are examples of broad title:

R I and global air transportation

Reading this title, the readers will ask what the text will discuss, because there are many aspects of global transportation.

The title may be relevant or irrelevant. Relevant title means that it is revealed and further clarified in the essay. Irrelevant title is the title which is not in accordance with the content of the essay.

b. Thesis statement

There are some ways of how a thesis statement of an essay is stated. Some essays state thesis statement directly and explicitly in the opening paragraph as the preferred style in English. Deductive approach in developing the thesis is applied in this style.

Example 1:

Growing violence among girl gangs

1 (1) The number of teenage girls involved in gang violence as perpetrators and victims in Indonesia is on the rise in rate and degree of severity of violence. (2) Just recently the media widely reported gang violence toward Syarifa Mukti, a 16-year-old female senior high school student (SMU) in Makasar, the capital of Sulawesi.

The thesis of the essay above is clearly and directly stated in the first sentence of the first paragraph “The number of teenage girls involved in gang violence as perpetrators and victims in Indonesia is on the rise in rate and degree of severity of violence.”

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for Example 2:

Access to clean water: A problem Indonesia

#1 (1) Access to clean water is one of Indonesia's biggest problems. (2) According to the Millenium Development Goals (MDGs) Report 2007, published by the National Development Planning Board, piped water is accessible to 30.8 percent of households in the country's cities and 9 percent in its villages.

The thesis is stated in the first sentence of the opening paragraph "Access to clean water is one of Indonesia's biggest problems."

Example 3:

Technology in our classroom

#1 (1) Development pundits always suggest that to improve a country, you just need to work on two things: Infrastructure and education. (2) The rest, like the economy and people's wellbeing will follow.

#2 (1) One should not forget that only five years ago, Prof. Larry Cuban of Standford University found that only one in ten teachers were using computers in the classroom (in the U.S).

#3 (1) Now, computers are an integral part of teachers' daily activities.

The thesis of the essay above is clearly and directly stated in the first sentence of the first paragraph 3 "Now, computers are an integral part of teachers' daily activities." This thesis is preceded by general statements in paragraph 1 and 2 functioning as the background.

Sometime a thesis statement is indirectly and not clearly stated. Example:

Example 4:

Does dress determine faith?

#1 (1) A daughter who had suddenly turned religious asked her elderly Sundanese mother to “cover up”. (2) She said: “*Mak ayi geus kolot, nganggo acuk tong calawak teuing, era ka incu*”. (3) If we translate this statement into English, it roughly means “Mother, you’re old, you have to be modest in front of your grandchildren, don’t show your skin too much”.

#2 (1) You wonder what this elderly woman wore that made her daughter ask her to dress more decently. (2) Just like many women of her generation at that time, she wore a traditional, tight-fitting body kebaya brokat. (3) What made her daughter the most irritated was the kebaya brokat that this elderly woman used to wear, a low cutting cloth that reveals a little bit of cleavage.

#3 (1) On special occasion, this elderly woman often became an object of teasing from her then jilbab-wearing relatives. (2) She was teased not only because she wore kebaya brokat, which was transparently showed her skin, but because she wore a gold necklace which pointed straight to her cleavage, and *kelomgeulis* (Sundanese traditional sandals), which exposed her feet and nails, which were varnished so that they matched the color of her *kelomgeulis*.

4 (1) One word which was used to tease her was the same word used recently by the Governor of West Java, Ahmad Heryawan, when he criticized the traditional dress of Jaipong dancers, which he considered obscene. (2) The word is *lekbong (kelek bolong)*, which refers to the clothing that shows a glimpse of, or even a full armpit.

#5 (1) Although the teasing was mostly meant affectionately, it almost revealed generational cultural tension. (2) For her daughter, in order to be a good Muslim woman, the elderly woman needed to change her traditional Sundanese dress to more appropriate “Muslim dress” (i.e. jilbab and abaya).

#6 (1) However, did her daughter and her relatives have the right to judge her as being “not a good Muslim” just because of what she wore?

The thesis of the essay is indirectly stated or delayed after a long opening.

Some essays do not have thesis statement. Those essays are just lists of points revolving loosely around an unstated central theme.

c. Discourse organization

The organization of an essay is: introduction or opening, body, and closing.

1) The opening

The introductory paragraph functions to introduce the topic to the reader, to orient the audience by giving a little background information about the topic, and to state the thesis of the essay for the reader. Five of the 6 essays investigated in this study employ brief opening, directly state the thesis statements. One essay employs long opening, indirectly state the thesis statement.

2) The body

In this section, hopefully the thesis statement of the essay is developed or exposed in the body paragraphs. The patterns used to develop the thesis statement found out are: illustration, exemplification, fact analysis.

3) The closing

The end of the essays investigated tend to be brief concluding paragraph. The closing paragraph could be concluding, suggesting, hope.

Two of the essays close the essays by proposing suggestions, while four others close the essays by stating some hopes.

Examples:

Suggestion:

It is therefore a major challenge for Indonesian family institutions – governmental and NGOs – to deal with the tendency of the increasing level of teenage girls’

involvement in gang-related risk practices. In order to minimize the negative consequences of gang participation among young people, including young girls, a better understanding of youth and girl cultures is required.

Hope:

The Indonesian election is coming soon, may democracy win.

d. Coherence between paragraphs

The paragraphs of an essay are coherent when they are closely and logically joined together. They are related to the main topic. In other words, there is relation between the thesis statement and the topic sentences.

The English paragraphs written by the Indonesian which are investigated in this study sometimes wander off the main topic. They return to the main topic when the composition is about to end. For example, in *Technology in our classroom*. Many of its paragraphs are not related to the main topic, i.e. paragraphs #6, #7, #8, #9, #10, #11. They talk about the tax payers, the teacher low salaries, the regulation for teacher certification. Paragraphs #12, #13, #14, #15, #16, #17, #18 return to the main topic of the essay.

However, most of the paragraphs of the essays which are analyzed in the study are coherent. Most of the topic sentences are related to the thesis statement of the essay such as in the *Democracy or Money-tocracy*, *Access to clean water: A problem for Indonesia*, *Growing violence among girl gangs*.

e. Pattern of development

The pattern of development may be deductive, inductive. Inductive writing is characterized as having the thesis statement in the final position, whereas deductive style has the thesis statement in the initial position.

Most of the essays studied are developed with deductive style. Examples: in the essays entitled *Democracy or Money-tocracy*, *Access to clean water: A problem for Indonesia*, *Growing violence among girl gangs, RI and global air transportation*.

The pattern of development may be digressing. It occurs when most of the topic sentences are not related with the thesis statement. Examples: in the essays entitled *Does dress determine faith?*, *Technology in our classroom*.

2. The features at the paragraph level

A paragraph is made up of a controlling idea which is commonly called a topic sentence and supporting ideas. The analysis at the paragraph level includes the topic sentence, fullness of development, and coherence within paragraph.

a. Topic sentence

A good English paragraph must have a topic sentence. The main topic in the opening paragraph is called thesis statement.

The body paragraphs should begin with a topic sentence directly related to a controlling idea in the thesis statement. Most of the paragraphs in the essays investigated have topic sentences.

Example 1:

(1) Lack of investment in clean water is one reason PDAM gives for its limited outreach. (2) Based on a government statement, to meet the MDGs target by 2015, Indonesia needs Rp.43 trillion (US\$4.6 billion) in clean water funding. (3) The government currently provides Rp 500 billion.

The topic sentence in the above paragraph is “Lack of investment in clean water is one reason PDAM gives for its limited outreach.” It is supported by data from the authority about the lack of the clean water funding.

Example 2:

(1) Many studies report the increasing vulnerabilities of girls and young females who are involved as both victims and perpetrators of violence, in drug and alcohol abuse and drug and alcohol overdose. (2) They include incarcerations due to their participations in crime, drug use and drug dealing, pre- and extramarital sex relationships, prostitution and so on that render them vulnerable to many kinds of sexually transmitted infections, including HIV infection.

The topic of the above paragraph is “the increasing vulnerabilities of girls and young females who are involved as both victims and perpetrators of violence”

Some topic sentences are indirectly and unclearly stated. They are not related with the thesis statement. Example:

(1) The government has been enacting regulations to certify positions in the teaching profession from elementary to university levels. (2) If you are a teacher, you must be certified. (3) This certification program looks promising, but it falls short of solving our real problems.

The topic sentence above is “The government has been enacting regulations to certify positions in the teaching profession from elementary to university levels.” This topic sentence is not related with the thesis statement of the essay which is “Computers are an integral part of teachers’ daily activities.

Some paragraphs do not have topic sentence.

Example 1:

(1) The elderly woman just replied quietly: “my faith does not hang on jilbab, abaya, long beard or anything like that.

There is no topic sentence in the paragraph above. Actually it is a paragraph fragment.

Example 2:

(1) The word is *lekbong* (*kelek bolong*), which refers to clothing that shows a glimpse of, or even a full armpit.

The sentence above is not a topic sentence. This is a simple sentence of fact which cannot be developed in the supporting sentences.

b. Fullness of paragraph

There are two kinds of incomplete paragraphs. The first kind is the presence of excessive indentation. Indentation of course does not make a paragraph. Example:

(1) What can a certified teacher do in a classroom?

The sentence above is not a paragraph. It is a paragraph fragment.

The other kind of incomplete paragraph is undeveloped paragraph. Example:

(1) All would be fine if democracy was practiced only in politics and capitalism applied only in business.

The paragraph above only consists of a topic sentence that needs further development.

c. Coherence within paragraph

A paragraph is coherent when there is relation between the topic sentence and the supporting ideas. Most of the paragraphs in the essays are coherent. There is relation between the topic sentence and the supporting sentences. Example:

(1) Many studies report the increasing vulnerabilities of girls and young females who are involved as both victims and perpetrators of violence, in drug and alcohol abuse and drug and alcohol overdose. (2) They include incarcerations due to their participations in crime, drug use and drug dealing, pre- and extramarital sex

relationships, prostitution and so on that render them vulnerable to many kinds of sexually transmitted infections, including HIV infection.

The topic of the above paragraph is “the increasing vulnerabilities of girls and young females who are involved as both victims and perpetrators of violence”. This topic is developed by illustrating the young females’ participations in the violence. Thus, there is relation between the topic sentence and the supporting sentences.

3. The thought patterns underlying the English specific features written by Indonesians

Based on the discourse features presented in the previous, the thought pattern underlying the English specific features written by Indonesians will be reflected upon. This section deals with the matter.

a. Linear development of thought

A discourse is said to have a linear development when it has the following characteristics: (1) it has a clear thesis statement in the first or in the last paragraph as a conclusion. (2) When a thesis statement is placed in the first paragraph, it is usually preceded by general statement as the background. Then, by a series of subdivisions of this thesis statement, each is supported by examples or illustration; it is developed, related to all other ideas and employed in its proper relationships with other ideas, to prove something or perhaps to argue something. This mode of development is called deductive pattern. (3) When a thesis statement is put in the last paragraph as a conclusion, it is usually preceded by a series of examples or illustration and then these examples or illustration are related into this thesis statement.

Four of the essays studied in this research have linear development of thought. They are developed using deductive style. The essays are entitled *Democracy or Money-*

tocracy, Access to clean water: A problem for Indonesia, Growing violence among girl gangs, RI and global air transportation.

b. Non-linear development of thought

A discourse is said to have non linear fashion of development when: a) it does not have a thesis statement or when it has a thesis statement but it is not clearly or indirectly stated; b) it does not have topic sentences or it has topic sentences but they are not clearly or indirectly stated; c) the thesis statement and the topic sentences are not related. Two of the essays studied in this research have non - linear development of thought. They are developed in digression. The essays are entitled *Does dress determine faith?*, *Technology in our classroom.*

E. CONCLUSION AND SUGGESTION

1 Conclusion

Based on the analysis and findings, some conclusions can be drawn as follows

- a. Most of English specific features written by Indonesians are developed with deductive style. A thesis statement is placed in the first paragraph. Then, by a series of subdivisions of this thesis statement, each is supported by examples or illustration; it is developed, related to all other ideas and employed in its proper relationships with other ideas, to prove something or perhaps to argue something. Thus, the thought pattern underlying the English specific features written by Indonesian in The Jakarta Post is linear.
- b. The writers of the specific features are ‘matured’ writers because it is assumed that they are adult, educated, capable in English, used to being exposed to English texts/ culture. Their exposure to the English culture may influence their thought pattern or way of thinking when writing English texts. Thus, the English texts they produce may reflect the English culture. American values: usefulness, workable, practicality are reflected in the English language they produce in which

directness, linearity is the preferred manner in communication. Directness is employed in order to achieve practicality in communication. In other words, the values characterize the manifestation of the thought patterns underlying the English specific features written by Indonesians are: usefulness, practicality, workable.

2. Suggestion

Based on the conclusions above, some suggestions are put forward as follows:

- a. The language learners should be familiar with the thought pattern of the target language.
- b. Language learners should be exposed with the target language because the exposure to the target language may influence their thought pattern or way of thinking when writing the texts of the target language.

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