

CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the results from the two main sections of the analysis. The first section presents the results obtained from the transitivity analysis of the representation of Thai Muslim teachers, Thai Muslim students, and ponoh schools. The findings of a transitivity analysis of the representation of Thai Muslims in the Bangkok Post are illustrated in detail with tables presenting the results of the processes rated to each participant in the form of frequency, percentage and the meaning of the rating. In addition, the results of analysis of each participant, their associated processes and their functions are also illustrated in detail with tables. The last section presents the results obtained from investigation of the frequencies of occurrence of words used in material processes used to present Thai Muslim teachers, Thai Muslim students, and ponoh schools in the texts.

Transitivity Analysis

The analysis of clause representation is applied and interpreted focusing on verbs and associated processes. The analysis of transitivity concentrates on describing the different types of process and their associated configuration of participant roles. It also tries to identify the participant, who plays an important role in a particular clause, and who receives the consequence of the action. The transitivity analysis of clauses is divided into four categories of process types. There are as follows.

Material processes: processes of doing or action which are divided into

- Actor : doer who performs an action
- Goal : person or entity affected by the process or action

Mental processes: processes of sensing, feeling or perception

Relational processes: processes of being which are divided into

- Attributive : the kind of process is to describe of the entity
- Identifying: the kind of process is to identify one entity in terms of another

Verbal processes: processes of saying

The results of the analysis are explained firstly on the representation of Thai Muslim teachers, followed by the results of the analysis of the representation of Thai Muslim students and public schools respectively.

Representation of Muslim Teachers

Table 3 Frequency of Occurrences of the Process Types Used to Present Thai Muslims teacher in the Selected News Articles

Process Types	No. of Occurrences	%
Material: <i>Actor</i>	27	18.5
Material: <i>Goal</i>	31	21.2
Mental	5	3.4
Relational: <i>Attributive</i>	5	3.4
Relational: <i>Identifying</i>	4	2.8
Verbal	74	50.7

* Corpus = 146

As can be seen from Table 3, the total number of processes used to present Thai Muslim teachers is 146. The process types that appear to be used the most frequently to present Thai Muslim teachers are verbal processes (74 = 50.7 percent of the corpus). The second most frequent in use are material processes. Material processes that presented Thai Muslim teachers as goals of the clauses are the second most frequent in use (31 = 21.2 percent of the corpus) followed by material processes

which presented Thai Muslim teachers as actors of the clauses (27 = 18.5 percent of the corpus). Mental processes and relational attributive processes have the same range of frequency of occurrences (5 = 3.4 percent of the corpus). Relational identifying processes appeared in the last of the range of frequency of occurrences (4 = 2.8 percent of the corpus). The results of analysis of each participant, their associated processes and their functions are illustrated in detail with tables below.

Table 4 Material processes Used to Present Thai Muslims Teachers as the Actors of the Clauses in the Selected News Articles

News No./P.No.	Actor	Process	Goal	Circumstance
2/6	Mr. Waeyusoh as leader	supplied	insurgents	with weapons and terrorist training
2/6	(Mr. Waeyusoh as leader)	lured	others	into the terrorism
2/6	(Mr. Waeyusoh as leader)	funded and carried out	violent attacks	with the aim of forcing the government to give political autonomy to Yala, Pattani, Narathiwat, Songkhla and parts of Satun
2/7	they	were involved		in a June 2002 gun robbery at Bang Lang National Park in Songkhla's Bannang Sata district
2/7	(they)	were involved		in April 2003 weapon thefts from the 5th military development unit in Yala's Than To district and the 12th military development unit in

Table 4 (Continued)

News No./P.No.	Actor	Process	Goal	Circumstance
2/7	(they)	were involved		the January 2004 gun robbery at the 4th military development unit in Cho Airon district,
2/8	The eight	have denied	all charges	
3/12	The director of a ponoh in Pattani, one of 30 schools blacklisted by the military	have challenged	security forces	to raid their school
3/17	the director of Somboonsart Doloh school	challenged	the security forces	to make an inspection
4/1	Muslim religious teachers	have reacted (with dismay)	to Prime Minister Thaksin Shinawatra's plan	to investigate private Islamic schools in the South for links to terrorist groups.
6/1	An Islamic religious teacher in Yala	has confessed		he was among Muslim militants trained in Malaysia
6/8	He (Abdul Wahub Datu)	made	his confession	during the interrogations at Inkhayutthabori harn military camp in Pattani
6/15	He (Abdul Wahub Datu)	distanced	himself	from the movement after finding that those separatists had not shared the same ideology with him.
8/10	(many Islamic religious teachers)	passed	the beliefs in segregation	on to their students

Table 4 (Continued)

News No./P.No.	Actor	Process	Goal	Circumstance
8/11	They (many Islamic religious teachers)	made	those children harm state authorities and the people who help them, so no one will want to be on the same side as the government,	
10/9	Abdul Hamid Japakiya, the principal of Bamrung Islam private school in Muang district,	denied		the school had one Pakistani teacher under police watch
11/2	some religious teachers	were involved	in violent attacks	in the deep South
11/4	Abdul Wahab	withdrew	from the movement	after learning the religious teaching was distorted
12/2	Muhammad Haji We Sahak, 44	reunited	with his family	after being freed with the other suspect
13/3	27 teachers from 10 Islamic religious schools	were involved	in violent incidents	in the South
14/3	Mr. Nimahamud	had ordered	the arson	at 14 different spots in Muang, Nong Chik and Yaring districts on the night of Aug 11
15/16	Muslim academics and religious teachers	denied		ponohs received overseas funding to stage unrest in the deep South.
17/5	Mr. Ahama	denied		being involved when he was brought before a press conference at Ingkhayuthabori harn camp in Pattani yesterday.

Table 4 (Continued)

News No./P.No.	Actor	Process	Goal	Circumstance
17/6	religious teachers	launched	simultaneous arson attacks	on nine targets in Muang, Nong Chik and Yaring districts
18/2	The teachers	carried out	attacks	themselves, hoping to win back the support of local Muslims after many youths who had received armed training from them had defected to state authorities,
20/7	Mr. Muhamad and Mr. Santi	denied		any involvement in Sunday's violence in Narathiwat province, in which a group of armed men raided an army camp and killed four soldiers on guard duty before looting the arsenal
20/12	the two men(Islamic teachers)	tried	to flee	

According to Table 4, it can be noticed that Thai Muslim teachers are presented in a large number of Material processes. As they are presented as the actors or doers of the clauses, they are portrayed as entities of people who perform many negative actions, which cause serious problems in society. As can be seen from the example below, they are portrayed as groups of people who are involved in creating violence in the Deep South, weapon thefts, and people who lure others into terrorism. They are also portrayed as a group, which believes in separation and passes those beliefs to their religious students. Examples of the material processes used to present Thai Muslim teachers as actors in the texts are as follows.

- The teachers carried out attacks themselves, hoping to win back the support of local Muslims after many youths who had received armed training from them had defected to state authorities, the source said (News No.18/ P.No.2).

- The military had passed on reports that 27 teachers from 10 Islamic religious schools were involved in violent incidents in the South (News No. 13/ P.No.3).

- Reports had also come in that some religious teachers were involved in violent attacks in the deep South (News No.11/ P.No.2).

- Mr. Thaksin said many Islamic religious teachers strongly believed in segregation and passed those beliefs on to their students (News No.8/ P.No.10).

- The suit alleges that, with Mr. Waeyusoh as leader, the accused men supplied insurgents with weapons and terrorist training, lured others into the terrorism and funded and carried out violent attacks with the aim of forcing the government to give political autonomy to Yala, Pattani, Narathiwat, Songkhla and parts of Satun (News No.2/ P.No.6).

The next table, Table 5, shows the results of analysis of material processes used to present Thai Muslim teachers as the goals of the clauses in the selected news articles.

Table 5 Material processes Used to Present Thai Muslims Teachers as the Goals of the Clauses in the Selected News Articles

News No./P.No.	Goal	Process	Actor	Circumstance
2/1	Eight Islamic teachers from Yala	have been arraigned		on terrorism and related charges for their alleged involvement in murder, weapons theft and setting fire to schools, temples and government offices in the deep South from 1993-2004
3/9	More than 1,600 Islamic teachers	would be encouraged		to pursue a degree in education management
6/10	The arrest of the school principal	came		after Malaysia had handed the written confession of Mr Isama-il to Lt-Gen Pisarn
9/7	Mr. Aduenan	was taken	by the military	for interrogation for two days
11/5	Mr. Abdul Wahab	was misled.		once
12/1	One of the Islamic teachers	caught	by the military	for suspected involvement in the arson attack on 20 schools in Narathiwat on Jan 4
12/9	the teachers	had been invited		for questioning and sent home
12/11	Both teachers	were detained		at Inkha Yuthaboriharn military camp
13/3	27 teachers from 10 Islamic religious schools	had been arrested		

Table 5 (Continued)

News No./P.No.	Goal	Process	Actor	Circumstance
14/1	A religious teacher	has been arrested		on charges of plotting and ordering 14 arson attacks in three districts of Pattani province last week
14/2	Nimahamud Haji Samae, 40, a religious teacher, or usta, at two ponoh schools in Pattani Mah-addarulma-a-ref and Pattana Islam	was arrested	by soldiers	on Monday
14/3	Wae-arong Woh, 23,	arrested		on Friday
17/1	A religious school teacher (and a student)	were arrested		following one of nine arson attacks in two Pattani districts on Wednesday night
17/2	Ahama Samah, 23, an assistant religious teacher (and Mamud Heembu, 20, a native of Songkhla and student at Ma-abdarul Maharef ponoh school)	were arrested		after a Molotov cocktail was thrown at a shop.
17/2	Isma-ae Longsen, a religious teacher,	was shot		when he attacked a military outpost.
17/12	He(Isma-ae Longsen)	is being treated		at a military hospital in Ingkhayuthabori harn camp.
18/6	Abdulloh Akoh, a Muslim religious teacher, was	was arrested		
18/6	(Abdulloh Akoh)	was charged		his murder
20/1	Two Islamic religious teachers	are being detained		for questioning
20/6	the two teachers	were taken		to a secret room for further questioning.

Table 5 (Continued)

News No./P.No.	Goal	Process	Actor	Circumstance
20/12	They(the two teachers)	were later caught	by soldiers	
News No./P.No.	Actor	Process	Goal	Circumstance
6/10	Mr Isama-il (a leading separatist arrested recently in Malaysia)	implicated	several religious teachers	in the deep South.
6/13	They (separatists)	persuaded	them(teachers at religious schools)	to join the movement.
10/3	Authorities	were looking into	the involvement of some local Islamic teachers	after the body of Ustha Yaya, a Muslim teacher at an Islamic boarding school in Pattani's Yarang district, was found in Krue Se Mosque after the bloodshed on Wednesday.
10/13	authorities	were targeting	those teachers	who could be behind the youths' behavior
13/5	We(authorities)	will also register	teachers	at Islamic religious schools and ponoh schools
14/5	authorities	were also closing in	on other religious teachers	involved in a violence in Pattani, Yala and Narathiwat provinces since the beginning of this year
16/4	Authorities	have claimed	that teachers in tadikas	had perpetrated the violence in the South

Table 5 (Continued)

News No./P.No.	Actor	Process	Goal	Circumstance
16/4	(Authorities)	have claimed	that teachers in tadikas	have encouraged their students to join the separatist movement
20/11	Intelligence officers	had closely monitored	their movements	

According to Table 5, it could be noted that being presented as goals of the clauses, Thai Muslims teachers are portrayed as groups of people who were charged, caught, arrested, and monitored by police or soldiers and authorities for their involvement in murder, terrorism and separatists movement in the Southern most provinces. They are also portrayed as people who have less capability to manage education. Examples of the use of Material processes to present Thai Muslim teachers as goals of the clauses in the texts are as follows.

- Eight Islamic teachers from Yala have been arraigned on terrorism and related charges for their alleged involvement in murder, weapons theft and setting fire to schools, temples and government offices in the deep South from 1993-2004 (News No.2/ P.No.1).

- More than 1,600 Islamic teachers would also be encouraged to pursue a degree in education management (News No.3/ P.No.9).

- The military had passed on reports that 27 teachers from 10 Islamic religious schools were involved in violent incidents in the South and had been arrested (News No.13/ P.No.3)

- A religious teacher has been arrested on charges of plotting and ordering 14 arson attacks in three districts of Pattani province last week (News No.14/ P.No.1).

- Abdulloh Akoh, a Muslim religious teacher, was arrested and charged his murder (News No.18/ P.No.6).

Apart from material processes, the next two tables, Table6 and 7, show the results of the analysis of relational processes used to present Thai Muslim teachers in the selected news articles.

Table 6 Relational Attributive processes Used to present Thai Muslims teachers in the Selected News Articles

News No./P.No.	Carrier	Process	Attribute
6/15	He(Mr. Abdul Wahub)	was	afraid of being used as a tool by the separatist group
14/4	Mr. Nimamud, of tambon Baraheng, Muang district, Pattani,	has	a bachelor's degree in education from Usini University in Indonesia.
16/1	Teachers at tadikas - weekend Islamic schools for children	are	unhappy at the prospect of the supervision of their schools being transferred from the Interior Ministry to the Ministry
18/1	About 20 Muslim religious teachers	are	behind the almost daily shootings of security officials in Yala, Pattani and Narathiwat
20/10	Mr. Muhamad and Mr. Santi	had	some links to the Bersatu separatist group

Table 7 Relational Identifying processes Used to present Thai Muslims teachers in the Selected News Articles

News No./P.No.	Identified	Process	Identifier
2/3	The eight (Islamic teachers)	were	members of the Barisan Revolusi Nasional (BRN) which aims to gain independence for the deep South
12/7	the teacher (Muhammad)	was	a leader of the Bersatu separatist organisation in Pattani.
12/8	Muhammad	is	is a relative of Waedueramae Maminchi, chairman of the Pattani Islamic Committee
17/6	they	were	part of a team of assistant religious teachers and ponoh students who on Wednesday night launched simultaneous arson attacks on nine targets in Muang, Nong Chik and Yaring districts

From Table 6 and 7, it can be seen that being presented by using relational processes, it has also put an emphasis on the negative image on the Thai Muslims teachers. For instance, they are portrayed as a group who are behind the almost daily shootings of security officials in the provinces. Relational identifying processes were also found and help to create a negative image of the group. According to the table above, the entities are identified as being members of separatist movement groups which cause violence and harm to society. The relational processes used to present Thai Muslims teachers in the texts are exemplified as follows.

- About 20 Muslim religious teachers are behind the almost daily shootings of security officials in Yala, Pattani and Narathiwat, a local intelligence source said yesterday (News No.18/ P.No.1).

- The source said Mr. Muhamad and Mr. Santi had some links to the Bersatu separatist group (News No.20/ P.No.10).

- According to the suit, the eight (teachers) were members of the Barisan Revolusi Nasional (BRN) which aims to gain independence for the deep South (News No.2/ P.No.3).

- Defence Minister Gen Thammarak Isarangkura na Ayudhaya said on Friday that the teacher was a leader of the Bersatu separatist organisation in Pattani (News No.12/ P.No.7).

Apart from material processes and relational processes, mental and verbal processes were found from the analysis. Table 8 and 9 below shows the results of analysis of mental and verbal processes used to present Thai Muslim teachers in the selected news articles.

Table 8 Mental processes used to present Thai Muslim teachers in the Selected News Articles

News No./P.No.	Senser	Process	Phenomenon
3/6	Most Islamic teachers	want	ponoh schools registered
3/6	they	don't want	the state to change the way the schools teach their students
8/10	many Islamic religious teachers	(strongly) believed	in segregation
10/4	The school administrators	questioned	why security agencies still accused their schools and personnel of being behind any current violent incidents, particularly in the three Muslim dominated provinces
11/12	Teachers at Malayu Bangkok school.	were not convinced	that their principal had been involved

Table 9 Verbal processes used to present Thai Muslim teachers in the Selected News Articles

News No./P.No.	Sayer	Process	Verbiage
1/6	Niloh Jehleh	said	his school received 400,000bath in aid from the ministry
1/7	he	said	
1/8	he	said	
1/9	Mr. Niloh	said	his school had never taught distorted Islamic teachings or allowed separatist militants to use it as a terrorist training camp.
1/10	he	said	

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
1/12	Mr Niloh	said	only state officials with clear understanding of the ponoh school system should be assigned to work in the deep South
1/12	he	added	
3/15	the headmaster of Nahatatusaan ponoh school, Pradab Pulaihulu,	said	police and military officers from several agencies had asked for a list of school teachers' names, without mentioning
3/16	he	said	The school would welcome any inspections to prove its innocence, although its teachers and students were frightened by the raids on ponoh schools
3/18	School director, Kareem Naknawa	said	My school gives no weapons training and does not teach students to join separatist movements. We have taught only religious principles for more than 100 years. All our teachers are screened
3/19	he	said	I feel sorry the military and security agencies think my school is involved in terrorist movements. The government looks on us as second-class citizens and bad people
4/13	Waedueramae Maminchi, manager and headmaster of the Pattani Triam Sueksa Witthaya ponoh school	said	he was saddened that the credibility of Islamic religious teachers was in doubt.

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
4/15	he	said	Our teachers always tell the kids to study hard to prove that we are not training them for terrorist groups
6/2	Abdul Wahub Datu, 40, alias Babor Wahub, principal of Malayu Bangkok ponoh school in Yala's Muang district	said	that he travelled to Malaysia's Kelantan state last year to meet leading separatists and discuss separatist strategies, undergo self-defence training and learn how to make himself invulnerable
6/3	the Islamic teacher	said	The training was held at a jungle cave and a cemetery in Malaysia,
6/4	He (Abdul Wahub Datu)	admitted	he and Isama-il Jaafar, or Pohsu, a leading separatist arrested recently in Malaysia, had jointly written the book Berjihad Di Pattani (Fighting for a Pattani State), to encourage southern Muslims to fight for an independent Pattani
6/5	the school principal	said	After learning that the religious teaching was distorted and the work had little to do with the separatist ideology, he withdrew from the movement
6/6	Mr Abdul Wahub	said	"I have regrets. It's my mistake. I was lured to undergo self-defence training and we learned how to make ourselves invulnerable to harm, like we were put under a magic spell. I joined because I was curious,"

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
6/11	Mr. Abdul Wahub.	said	Isama-ae Rayarong, alias Ustaz Soh, persuaded him to join his group.
6/14	He(Mr. Abdul Wahub)	said	Mr Isma-ae had been paid hundreds of thousands of baht to mobilise youths to join the separatist movement
6/16	Mr Abdul Wahub.	said	"More importantly, Mr Isma-ae had lured youths from many religious schools to undergo training and join his group. I had warned him not to persuade my students,"
6/18	the school principal	said	"The April 28 uprising at Krue Se Mosque [in Muang district of Pattani] shocked me. Several students at my school had been lured to join the separatist movement, which destroyed their future and the country,"
8/6	Mr. Waedueramae	said	he was sorry and hurt that his student was a murderer
8/7	he (Mr. Waedueramae)	said	"He killed a judge. I am the Pattani Islamic Committee chairman. How can I hide myself from all these shames?"
8/7	Mr Waedueramae	admitted	security measures at his school were lax and that he himself also was negligent
8/8	He (Mr. Waedueramae)	said	Abdullah had graduated since 2002 but was allowed to stay at the school

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
8/8	Mr. Waedueramae	said	the school would step up security at its gate and check the records of its 1,000 students, 200 of whom are in school dormitories, and examine the backgrounds of 60 Islamic religious teachers.
9/5	Aduenan Che-asae, 33, the school manager	said	he was the only person left at the school.
9/6	he(Aduenan)	said	"The students occasionally return to ask when it would reopen. I said I don't know. The students have no idea why their school was closed,"
9/7	he(Aduenan)	said.	"Although the interrogators said three students had confessed to the al-Qaeda suspicion, I insisted on my innocence. The three students were later released, but I don't know where they have gone,"
9/8	Mr. Aduenan	said	the students bought the VCDs on al-Qaeda training from the market at 40-50 baht each.
9/8	He (Mr. Aduenan)	added	"They were available in abundance, so were VCDs on wars in Bosnia and Iraq. But this did not mean we were engaged in any training,"
9/8	The former school manager	said	what was said to be an arms training field was in fact a coconut plantation

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
9/8	he (Mr. Aduenan)	said	What were seen as bullet holes were only natural marks on coconut trees, he said.
9/10	he (Mr. Aduenan)	said	"It was my own money and not from abroad. Our school never received financial support from abroad. We collected a yearly fee of 300 baht from each student and that was the only source of our income"
9/12	Mr. Aduenan	said	"Police and soldiers searched the school twice, but found nothing. It would be unfair not to allow the school to reopen,"
10/5	Ismail Lutfi Japakiya	said	"It is a baseless accusation. I have carefully checked their backgrounds [of foreign Islamic teachers] before employing them, and they have been vetted by state authorities too, otherwise they would not have been permitted to enter the country,"
10/6	Mr. Ismail	said	They were well-behaved and had no extremist ideas
10/6	Mr. Ismail	added	they worked only to send money back to their families in their home countries

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
10/7	he(Mr. Ismail)	said	I don't understand why the government thinks negatively about Muslims and Arab nationals despite the fact there are millions of foreigners such as British and Americans residing in the country
10/9	Mr. Abdul	said	the school had hired Arab-speaking teachers five years ago but now it had none
10/9	Mr. Abdul	added	The [police] accusation is not fair to me and my school
10/10	he(Mr. Abdul)	said	Islamic extremists, and not Arab-speaking or Islamic teachers, were the ones who had brainwashed the Muslim youths to attack authorities which led to the tragedy last Wednesday
10/11	he(Mr. Abdul)	said	Our Islam never teaches us to die for God in this way
11/3	Abdul Wahab Datu, 40, principal of Malayu Bangkok ponoh school	said	he travelled to Kelantan state last year to meet separatist members and train in self-defence.
12/1	One of the Islamic teachers	insisted	he was not a terrorist.
12/2	Santi Doloh, 54	said	he had been asked by the military during two days of intense questioning if he knew anything about the gun robbery in Narathiwat

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
12/2	He(Santi Doloh)	said	he knew nothing about the incident
12/3	he(Santi Doloh)	said	He taught Islam by day and stayed home at night. Authorities should have talked to him instead of arresting him at his home. The arrest affected his image but his release confirmed his innocence
12/3	he(Santi Doloh)	said	Several Islamic teachers had been invited for questioning
12/4	Mr. Muhammad	said	It was a big affair like they were riding elephants to catch a grasshopper
12/5	he(Mr. Muhammad)	told	They said their boss from the army camp wanted me to speak with them
12/5	Mr. Muhammad	said	he hardly slept at the camp.
12/5	Mr. Muhammad	said	I am not a Bersatu ... I learned of it only from newspapers. The word Bersatu in Yawi (a southern dialect) means a gathering of Buddhist and Muslim Thais. It's not a terrorist movement. But I'm not a Bersatu.
12/10	Kasem Promsri, the principal,	said	Mr. Muhammad had taught at Wat Suwannakarn school for more than 10 years

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
12/11	Mr. Muhammad	said	he was treated well although some military officers had tried to make him answer questions for which he had no answer He would be willing to help if they needed his help again
15/1	teachers at the schools	say	Labelling private Islamic schools breeding grounds for separatist unrest is unfair
15/13	Administrators and teachers at religious schools	said	the government's plan to include Islamic courses in non-religious schools was not the solution
15/14	Nimuktar Waba, director of Daroonsartwitthaya religious school in Pattani's Sai Buri district	said	the government should turn state-run schools into learning centres where Muslim students and local people could search for knowledge not taught at religious schools.
15/15	he(Nimuktar Waba)	suggested	as for religious schools, the government should ask them to provide courses which reflected the Muslim way of life rather than focusing on Thai language courses,
16/1	Russadee Borkor, chairman of the Tadika Islamic Religious Schools Association	said	1,400 teachers have signed a petition opposing the move

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
16/6	Mr. Russadee	said	tadika teachers were uncertain that the Office of the Private Education Commission under the Education Ministry would be able to ensure educational quality and benefits for teachers in tadika schools amidst a shortage of local staff.
16/7	He(Mr. Russadee)	claimed	that hundreds of ponoh religious schools for older children and private Islamic schools were now facing a similar problem.
16/8	Mr. Russadee	said	The Education Ministry last year asked the operators of these schools to register with the ministry, which then allocated a budget for them to develop their schools. However, the ministry did not have enough local staff to monitor whether the schools actually spent the budget for development purposes. At the same time, the ministry had never asked them about their needs, nor had it recommended to them how to properly develop curricula to meet local needs

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
16/9	he (Mr. Russadee)	added.	The Education Ministry is like parents who are spoiling their children. They never cared about the true feelings and needs of these ponoh and private Islamic schools, and we don't want our tadika schools to face the same situation
16/11	Mr. Russadee	said	the department, which has been transferred to the Culture Ministry, had never fully supported the schools in terms of educational curricula, teaching media and equipment, and budgets.
16/13	Mr. Russadee	said	tadika schools were community learning centres, and as such all members of the community should take part in the development of learning and teaching
16/13	He(Mr. Russadee)	said	the Interior Ministry has been taking good care of tadika schools during the past two years as it has sufficient numbers of staff to oversee local needs and the quality of education
17/5	He(Mr. Ahama)	said	he and other religious teachers were returning from a football match.
20/2	They	have denied	any involvement in the attack

Table 9 (Continued)

News No./P.No.	Sayer	Process	Verbiage
20/8	The two teachers	also denied	any knowledge of names of suspected raiders
20/9	He (Mr. Muhamad)	insisted	he was not involved in any way

From Table 8 and 9 above, it is interesting to point out that the highest percentage of processes used to present Thai Muslims teachers fall into verbal processes (80 = 54 percent of the corpus). In addition, mental processes are also found in the analysis (5 = 3.3 percent of the corpus). Mental processes are found to be used which means the news or events are also reported from Thai Muslims teachers' point of view. They could help to express what they feel and what they think. Moreover, verbal and mental processes are found to be used in these news articles which indicate that Thai Muslim teachers have chances or voices to express their ideas, their perspectives or even defend themselves in the news articles. These could help to create a balance in the news reports. Nevertheless, some verbal processes found still portrayed a negative image of the teachers. The examples of verbal and mental processes used to present Thai Muslim teachers in the texts are as follows.

- Waedueramae Maminchi, manager and headmaster of the Pattani Triam Sueksa Witthaya ponoh school, said he was saddened that the credibility of Islamic religious teachers was in doubt (News No.4/ P.No.13).

- He admitted he and Isama-il Jaafar, or Pohsu, a leading separatist arrested recently in Malaysia, had jointly written the book *Berjihad Di Pattani* (Fighting for a Pattani State), to encourage southern Muslims to fight for an independent Pattani (News No.6/ P.No.4).

- "Police and soldiers searched the school twice, but found nothing. It would be unfair not to allow the school to reopen," Mr. Aduenan said (News No.9/ P.No.12).

- Teachers and students at Malayu Bangkok school were not convinced that their principal had been involved (News No.11/ P.No.12).

To sum up, the discussions above are related to the representation of Thai Muslims teachers and their associated processes found in the texts. Next will be a discussion of the results of the analysis of the representation of Thai Muslim students and their associated processes. The overall results will be shown in detail with tables presenting the results of the processes rated in the form of frequency, percentage and the meaning of ratings. In addition, the results of analysis and their associated processes are also illustrated in detail with tables.

Representation of Thai Muslim Students

Table 10 below shows the results of the transitivity analysis of the representation of Thai Muslim students in the texts

Table 10 Frequency of Occurrences of the Process Types Used to Present Thai Muslims Students in the Selected News Articles

Process Types	No. of Occurrences	%
Material: <i>Actor</i>	13	20.6
Material: <i>Goal</i>	30	47.6
Mental	3	4.8
Relational: <i>Attributive</i>	0	0
Relational: <i>Identifying</i>	0	0
Verbal	17	27

* Corpus = 63

According to Table 10, the total number of processes used to present the Thai Muslim students in the selected news articles is 63. The process type that appear to be used the most frequently to present the Thai Muslim students in the table 2 is that of material processes. As can be seen from the table, the highest percentages of processes used to present the groups are material processes that presented the group as the goals of the clauses (30 = 47.6 percent of the corpus). The second most frequently in use is of those verbal processes (17 = 27 percent of the corpus), followed by material processes which present Thai Muslim students as the actors of the clauses (13 = 20.6 percent of the corpus). The last process in the list is mental processes (3 = 4.8 percent of the corpus). Other process types including relational attributive and relational identifying processes were not found in the analysis. The results of the analysis of Thai Muslim students, their associated processes and their functions will be illustrated in detail with tables in the next part.

Table 11 Material Processes Used to Present Thai Muslim Students as the Actors of the Clauses in the Selected News Articles

News No./P.No.	Actor	Process	Goal	Circumstance
1/11	Ponoh students	spend	most of their time	at school
1/11	they	get up		in the morning to pray and study
1/11	they	resume	studying	until late in the afternoon
3/12	students of a ponoh in Pattani, one of 30 schools blacklisted by the military	have challenged	security forces	to raid their school
3/17	students (of Somboonsart Doloh school)	challenged	the security forces	to make an inspection
5/5	He (Sakareeya-a student)	chanted	messages	glorifying separatism, saying Pattani should be freed from Thailand's rule

Table 11 (Continued)

News No./P.No.	Actor	Process	Goal	Circumstance
6/17	that several students had taken part	had taken part		in the April 28 attack on government security forces in the deep South.
8/4	Mr. Abdullah	had confessed		to killing the judge, along with Abdul Kama and Ibrohim Mamah, who are still at large.
15/7	He (Muhammad)	dismissed	claims	that ponohs were a breeding ground for separatists
17/3	Mr. Mamud, the passenger	threw	the firebomb	
17/6	ponoh students	launched	simultaneous arson attacks	on nine targets in Muang, Nong Chik and Yaring districts
18/2	many youths	had received	armed training	
19/2	the three Muslims, whose names were withheld	denied		any involvement in subversive activities, military security sources said.

From Table 11 above, it can be seen that Thai Muslim students are also portrayed in many negative ways. From the analysis of the texts, being presented as actors of the clause within the material processes, Thai Muslim students are assigned as entities who perform many negative actions ranging from creating violence, throwing fire bombs, receiving armed training, and launching or taking part in arson attacks. Moreover, they are portrayed as being aggressive. The word ‘challenged’ was assigned to represent the students many times. The examples of the use of material processes that presented Thai Muslim students as the actors in the texts can be seen in the table below.

- Witnesses told soldiers that the two were on a motorcycle in Muang district when Mr. Mamud (a student), the passenger, threw the firebomb. Two other attackers, dressed in athletics gear, managed to flee on another motorcycle (News No.17/ P.No.3).

- However, his warning had gone unheard after he found that several students at his school had taken part in the April 28 attack on government security forces in the deep South (News No.6/ P.No.17).

- The director and students of a ponoh in Pattani, one of 30 schools blacklisted by the military, meanwhile, have challenged security forces to raid their school, saying they would find there was nothing wrong going on there (News No.3/ P.No.12).

- In Pattani's Yaring district, the director and students of Somboonsart Doloh school, a blacklisted 110-year-old, all-male ponoh school, challenged the security forces to make an inspection (News No.3/ P.No.17).

- The teachers carried out attacks themselves, hoping to win back the support of local Muslims after many youths who had received armed training from them had defected to state authorities, the source said (News No.18/ P.No.2).

Apart from being presented as actors material processes, which presented the Thai Muslim students as goals of the causes, are found with the highest percentage of occurrences. The results of analysis of material processes which presented the Thai Muslim students as the goals of the causes in the texts are displayed in Table 12 below.

Table 12 Material Processes Used to Present Thai Muslim Students as the Goals of the Clauses in the Selected News Articles

News No./P.No	Goal	Process	Actor	Circumstance
1/11	they	are allowed		some time to play sports
5/1	A Muslim student	was detained		for questioning yesterday following pre-dawn arson at Pattani's famed Lim Kor Niew Shrine.
5/2	Sakareeya Tayeh, 20	was arrested		after an unknown group of young men set fire to the shrine-keeper's living quarters in the early hours of yesterday
5/8	Mr Sakareeya	was taken		to a police unit at Ban Krue Se for questioning
5/8	He(Mr Sakareeya)	was later released		
6/18	Several students	had been lured		to join the separatist movement
7/1	Young Muslims in three southernmost provinces	will be trained		under the army's "patriotic youth" programme, to help them ward off the separatist ideology of bandit groups.
7/3	Muslim youths from Yala, Pattani and Narathiwat	would be trained		to act as "united front" members of the army in its fight against the separatist movement.
7/4	700 Muslim youths	having been recruited	by the separatist movement	to undergo weapons and military training

Table 12 (Continued)

News No./P.No	Goal	Process	Actor	Circumstance
10/12	About 106 militants, mostly Muslim youths armed with knives and machetes, were shot dead	were shot		dead on Wednesday in separate attacks on officials in Saba Yoi district of Songkhla, Muang and Mae Lan districts of Pattani and Muang district and Krongpinang sub-district of Yala
15/3	He(Armad Hama)	was not shaken	by allegations	that several ponohs, including his school, were on a police watch-list for alleged involvement in violence in the three southernmost provinces of Yala, Pattani and Narathiwat.
17/1	(A religious school teacher and) a student	were arrested		following one of nine arson attacks in two Pattani districts on Wednesday night
17/2	Mamud Heembu, 20, a native of Songkhla and student at Ma-abdarul Maharef ponoh school)	were arrested		after a Molotov cocktail was thrown at a shop.
19/5	The teenagers	were sent		to the Southern Border Provinces Peace-building Command in Pattani for further questioning

Table 12 (Continued)

News No./P.No	Goal	Process	Actor	Circumstance
19/6	The teenagers	were spotted		on Nov 7 at Siam Park in the Bang Kapi area
19/6	The teenagers	were detained		for questioning after security officers became suspicious about their activities
News No./P.No.	Actor	Process	Goal	Circumstance
4/7	insurgents	might be persuading	young Muslim men	to join them
5/5	Police	seized	him	when he told a television crew at the scene that he supported vandalism
5/8	police	were keeping	him(Mr Sakareeya)	under watch
6/13	They (separatists)	persuaded	them(students at religious schools)	to join the movement.
8/2	Police	arrested	suspect Abdullah Pahsee, 20,	at his dormitory - a hut at the school located in Pattani's Muang district on Friday evening
8/3	The police	seized	(from) him	a 9mm pistol and a bullet
10/1	foreign teachers from Arab-speaking countries	may have indoctrinated	Muslim youths and students	to attack officials in the deep South,
10/14	poverty and lack of adequate support from the government	frustrated	several young Muslims	as their families could not send them to study in state schools in town
10/15	This(poverty and lack of adequate support from the government)	left	the children(several young Muslims)	no alternative but to study at local Islamic ponoh (religious) schools.

Table 12 (Continued)

News No./P.No.	Actor	Process	Goal	Circumstance
13/5	We(authorities)	will also register	students	at Islamic religious schools and ponoh schools
15/12	The government also p	planned (to ask state-run schools to provide courses on Islam) to encourage	Muslim students	from religious schools to study at public schools instead
17/11	The ustahs	were recruiting	ponoh students	to replace militants killed in the failed April 28 uprising,
18/4	Police	arrested	four suspects, two of them students at an Islamic ponoh school in Yarang.	
19/1	Security officials	have detained	three male Muslim teenagers	for questioning following their arrest at a Bangkok amusement park with a map of the capital with 43 large public gathering spots and the Defence Ministry marked out

As can be seen from Table 12, being presented largely as the goals of the clauses, they are mostly portrayed in negative ways. For example, they are portrayed as entities which ‘was arrested’, ‘was taken’, ‘were spotted’ by police or authorities for their actions and movements related to crime and violence. They are also portrayed as groups which were ‘lured, indoctrinated, or ‘persuaded’ to join the separatist movement by religious teachers and separatists. Some of them are presented as being found shot dead in separatist attacks. However, there are some positive roles

which can be found in the processes assigned to them. For example, they are trained under the army program to fight against the separatists. Being presented as involve in army training might reflect something related to their image. This positive still portrays them as being the target of the separatist groups. The example of material processes used to present Muslim students as the goals of the clause in the texts are as follows.

- A Muslim student was detained for questioning yesterday following pre-dawn arson at Pattani's famed Lim Kor Niew Shrine (News No.5/ P.No.1).

- “The April 28 uprising at Krue Se Mosque [in Muang district of Pattani] shocked me. Several students at my school had been lured to join the separatist movement, which destroyed their future and the country,” said the school principal (News No.6/ P.No.18).

- Young Muslims in three southernmost provinces will be trained under the army's “patriotic youth” programme, to help them ward off the separatist ideology of bandit groups (News No.7/ P.No.1).

- The proposal was prompted by reports of 700 Muslim youths having been recruited by the separatist movement to undergo weapons and military training (News No.7/ P.No.4).

- Islamic school administrators reject the police theory that foreign teachers from Arab-speaking countries may have indoctrinated Muslim youths and students to attack officials in the deep South, saying the suspicion was groundless (News No.10/ P.No.1).

Apart from material processes, high percentages of processes used to present Muslim students in the selected news articles are of those verbal processes. The next table, Table 13, presents the results from the analysis of verbal processes which presented the Thai Muslim students in the texts.

Table 13 Verbal Processes Used to Present Thai Muslim Students in the Selected News Articles

News No./P.No	Sayer	Process	Verbiage
1/13	Bagrudeen Sema	said	his school also wants a sports field and vocational training projects
1/14	The student	said	he now earned a small income by praying at funeral
3/20	Yahya bin Abdul Manif, a 29-year-old student	said	he wanted Prime Minister Thaksin Shinawatra to raid all ponoh schools and discover for himself there was nothing going on
3/20	Student Gor Desh Hadden, 26	insisted	there was no military training or teaching of any other ideology only religious and moral principles
5/6	Mr. Sakareeya	said	"It's high time we exacted revenge. We believe in the history of an independent Pattani state. We won't be fooled by the lame legend of Lim Kor Niew. We want Pattani liberated,"
5/7	He (Mr. Sakareeya)	added	"History has taught us that Thailand took away our Pattani. We want the state to be ours again."

Table 13 (Continued)

News No./P.No	Sayer	Process	Verbiage
5/9	The young Muslim (Mr. Sakareeya)	told	he may have been too blunt in expressing his views
5/9	he(Mr. Sakareeya)	said	"That is what I think and I dare speak my mind. But it doesn't mean I did it"
8/5	Mr. Abdullah	said	an unidentified ustaz - Islamic religious teacher _ wanted him to liberate Muslim-dominated southern provinces from the Thai kingdom and urged him to kill police, soldiers and government officials
12/12	Nura-inee Doloh, a 13-year-old student	said	Mr. Muhammad was a good, kind and capable teacher
15/1	students at the schools	say	Labelling private Islamic schools breeding grounds for separatist unrest is unfair
15/4	he(Armad Hama)	said	I am not worried. Islam teaches us to be good people
15/5	Muhammad Abdulloh, 23, who has been studying at the school for four years since graduating from high school	said	learning about Islam was the most important thing for Muslims.
15/6	Mr. Muhammad	said	I want to be a good Muslim so I decided to study Islamic teaching. This school [Dalor ponoh] is the best for me. Most graduates become community leaders
15/7	he (Muhammad)	said	the army had failed to bring the real wrongdoers to justice.

Table 13 (Continued)

News No./P.No	Sayer	Process	Verbiage
15/8	he (Muhammad)	said	Instead, they tried to blame ustazes or religious teachers for being behind the unrest, which forced them to flee their communities
19/3	The teenagers, who were students at a Muslim ponoh school in the deep South	insisted	the marked spots on their map, mostly tourist venues and shopping malls, were places they wanted to visit and they had nothing do with any sabotage plot

According to the results of the analysis, verbal processes are found to be used in a high number in the texts. Even though verbal processes together with mental processes are found to be used which means the Thai Muslim students have chances to speak or defend themselves; some verbal processes are still found to create a the negative image for the group. For instance, a student says ‘we want Pattani liberated’ and ‘history has taught us that Thailand took away our Pattani. We want the state to be our again’. These quoting speeches help to put the emphasis that the students do believe in separation. The examples of verbal processes presenting the Thai Muslim students found in the texts are as follows.

- “It's high time we exacted revenge. We believe in the history of an independent Pattani state. We won't be fooled by the lame legend of Lim Kor Niew. We want Pattani liberated,” said Mr. Sakareeya, a student of an Islamic ponoh school in Pattani's Ya Rang district (News No.5/ P.No.6).

- He added: “History has taught us that Thailand took away our Pattani. We want the state to be ours again”. As Mr. Sakareeya was about to be handcuffed, one of the police making the arrest appeared to have lost his temper and was close to

giving Mr Sakareeya a kick. The policeman was restrained by other officers (News No.5/ P.No.7).

- Mr. Abdullah said an unidentified ustaz - Islamic religious teacher wanted him to liberate Muslim-dominated southern provinces from the Thai kingdom and urged him to kill police, soldiers and government officials (News No.8/ P.No.5).

- The teenagers, who were students at a Muslim ponoh school in the deep South, insisted the marked spots on their map, mostly tourist venues and shopping malls, were places they wanted to visit and they had nothing do with any sabotage plot. The Defence Ministry was also one of the 43 marked locations on the map (News No.19/ P.No.3).

The next table, Table 14, presents the results from the analysis of mental processes presented the Thai Muslim students in the texts.

Table 14 Mental Processes Used to Present Thai Muslim Students in the Selected News Articles

News No./P.No	Senser	Pr: Mental	Phenomenon
11/12	Students at Malayu Bangkok school.	were not convinced	that their principal had been involved
15/2	Armad Hama, 13,	decided	to study at Dalor ponoh or pondok in Pattani's Yaring district as he wanted to gain more knowledge about Islam
15/2	The boy	dreamed	of becoming a religious teacher.

As can be seen from Table 13 and 14 above, by being presented with verbal processes and some of the mental processes, the Muslims students have a role to protect or defend themselves from claims and suspicion. They are also having chances to express their ideas and attitudes toward others and the incidents. It shows that the

selected news articles are not only reported from other people's points of view, but also from the participants who are involved in the incidents. This also helps to create a balance in the news reports.

To sum up, the discussions above are related to the representation of Thai Muslims students and their associated processes found in the texts. Next will be a discussion of the results of the analysis of the representation of ponoh schools and their associated processes. The overall results will be shown in detail with tables presenting the results of the processes rated in the form of frequency, percentage and the meaning of ratings. In addition, the results of the analysis and their associated processes are illustrated in detail with tables.

Representation of Ponoh schools

Table 15 Frequency of Occurrences of the Process Types Used to Present Ponoh Schools in the Selected News Articles

Process Types	No. of Occurrences	%
Material: <i>Actor</i>	13	29.6
Material: <i>Goal</i>	17	38.6
Mental	0	0
Relational: <i>Attributive</i>	12	27.3
Relational: <i>Identifying</i>	2	4.5
Verbal	0	0

* Corpus = 44

According to Table 15, material processes, which represented ponoh schools as the goals of the clauses, were found to be used the most frequently (17 = 38.6 percent of the corpus). The second in the range is material processes used to present the schools as the actors of the clauses (13 = 29.6 percent of the corpus), followed by relational attributive processes (12 = 27.3 percent of the corpus). Relational identifying processes are found to be used in the least number in range (2 = 4.5

percent of the corpus). Mental and verbal processes were not found in the analysis. The full details of the analysis of each process can be found in the following part.

The results from the analysis of the representation of ponoh schools were similar to the results from the analysis of the previous groups except that there were no mental and verbal processes found. This might be due to the fact that ponoh schools are not humans, thus, they cannot be presented in verbal and mental processes which are the abilities of human. According to the table above, ponoh schools are presented in a large number of material processes. The next table, Table 16, presents the results from the analysis of material processes which presented the ponoh schools as goals of the clauses in the texts.

Table 16 Material Processes Used to Present Ponoh Schools as the Goals of the Clauses in the Selected News Articles

News No./P.No	Goal	Process	Actor	Circumstance
1/4	Private Muslim religious schools	were told		to register with the Education Ministry if they wanted to receive financial support, in a bid to bring them under control.
3/4	They	were banned	by a 1999 cabinet resolution	
3/13	300 of which	were running		Illegally
3/13	30 (schools)	were blacklisted	by the military	on evidence some teachers and students were involved in terrorist movements
4/2	some ponoh schools private schools teaching Islam	may be operating		as a front for the training of militants

Table 16 (Continued)

News No./P.No	Goal	Process	Actor	Circumstance
9/1	Jihad Wittaya School, a traditional ponoh in tambon Takokapo of Pattani's Yaring	has been abandoned		completely abandoned following its closure on May 23
9/3	They(ponohs)	are regarded		as an institution where students are instilled with Muslim traditions and way of life
9/4	Jihad Wittaya	was raided (and) searched	by police and soldiers	on May 19.
13/4	the schools	being used	by people wanting to incite chaos in the South	as youth training centres
16/10	They (Tadika schools)	were originally supervised	by the Religions Department of the Education Ministry.	
16/12	The schools	were transferred		last year to the supervision of the Local Administration Department of the Interior Ministry
1/3	State authorities	have accused	some private religious schools	of using distorted Islamic teachings to brainwash their students...
3/10	agitators	were using	some schools as bases or hideouts	
4/1	Authorities	would investigate	the schools	
9/4	The Fourth Army	ordered	the school closed	permanently on May 23.
13/2	the Office of the Private Education Commission	would tell	Muslim religious schools and ponoh schools in Yala, Pattani and Narathiwat	to fly the flag, after some schools refused

Table 16 (Continued)

News No./P.No	Actor	Process	Goal	Circumstance
15/11	A string of violent attacks in the deep South has prompted the state	has prompted (the state to review)	the role of ponohs and tadikas, or Islamic schools for young children	

It can be noticed from Table 16 that as being presented by material processes as the goals of the clauses, ponoh schools are mostly portrayed as institutions or places where religious teachers, religious students and separatists might be gathering. They also portrayed as places regarded as suspicious to the authorities as criminal associations. The processes used to present ponoh schools are mostly negative processes. For instance, they are portrayed as being ‘banned’, ‘blacklisted’, and ‘raided’ by the authorities for being suspects or being involved in the violence movement in the southernmost provinces. Moreover, the credibility of ponoh is presented as being questioned and suspicious by the authorities as they may be operating as a front for the training of militant to join the separatist groups. Hundreds of ponoh schools are also portrayed as illegally run. The example of material processes used to present ponoh schools as the goals of the clauses in the texts are as follows.

- Mr. Thaksin said yesterday some ponoh schools - private schools teaching Islam may be operating as a front for the training of militants (News No.4/ P.No.2).

- A source at the Fourth Army said there were almost 500 ponoh schools in Yala, Pattani, Narathiwat and Satun, 300 of which were running illegally, and 30 were blacklisted by the military on evidence some teachers and students were involved in terrorist movements (News No.3/ P.No.13).

- Jihad Wittaya was raided and searched by police and soldiers on May 19. In the search, they found an arms training field, VCDs on arms training of members of

the al-Qaeda terrorist group, documents on making of explosives and records of times of vehicles arriving and leaving government offices. The Fourth Army ordered the school_closed permanently on May 23 (News No.9/ P.No.4).

Apart from material processes, the next table presents the results from the analysis of material processes which presented ponoh schools as actor of the clauses in the texts.

Table 17 Material processes Used to present ponoh schools as the Actors of the clauses in the Selected News Articles

News No./P.No	Actor	Process	Goal	Circumstance
1/1	Bamrungsat Islam	thanks	Education Ministry	to finalcial support
3/5	they teach	teach	only Islamic ways of life	
6/20	The ponohs	teach	only Islam	
6/20	Several ponohs	have changed	their status	to Islamic private schools, accredited by the Education Ministry.
6/20	These schools	(now) teach		secular subjects and receive government financial assistance
13/1	Islamic religious schools and ponoh schools in three southern border	must fly	the national flag	
13/1	(Islamic religious schools and ponoh schools in three southern border provinces)	must submit	to inspections	by ministerial patrol teams
13/2	some schools	refused	(to fly the national flag)	
15/9	Dalor ponoh	opened		106 years ago on land which once belonged to the former Pattani state

Table 17 (Continued)

News No./P.No	Actor	Process	Goal	Circumstance
15/9	The school(Dalor ponoh)	provides	Islamic religious courses	for free and survives on donations from Muslim parents
15/10	Most Islamic religious schools	teach	15 subjects	subjects in Islamic-related studies
15/10	They (most Islamic religious schools)	also teach	the Arabic language	so learners can understand more about the Koran, which is written in Arabic.
16/10	Tadika schools	offer	for Muslim children in grades one to six	after-school religious courses at weekends

As can be seen from Table 17, the processes used to represented ponoh schools, for example, ‘refuse to fly the national flag’ or ‘teach only 15 subjects related to the Islamic way of life and the Arabic language’ and help to create the image that they are different from other schools in other parts of Thailand. This might raise questions in the readers’ minds why they do not fly the Thai flag if they are Thai schools. Moreover, some processes are found to be used to convey the meaning that the ponoh schools are related to separatism. For example, some schools are presented as being ‘opened’ on the land, which *once belonged to the former Pattani state*. The example of material processes presented Muslim students as the actors of the clauses in the texts are as follows.

- Independent ponoh schools differ from state-regulated private schools which teach Islam in that they teach only Islamic ways of life and most of the students are adults (News No.3/ P.No.5).

- Deputy Education Minister Sutham Saengprathum said the Office of the Private Education Commission would tell Muslim religious schools and ponoh

schools in Yala, Pattani and Narathiwat to fly the flag, after some schools refused (News No.13/ P.No.2).

- Dalor ponoh opened 106 years ago on land which once belonged to the former Pattani state (News No.15/ P.No.9).

- Most Islamic religious schools teach 15 subjects in Islamic-related studies. They also teach the Arabic language so learners can understand more about the Koran, which is written in Arabic (News No.15/ P.No.10).

- There are many ponohs in the deep South. The ponohs teach only Islam (News No.6/ P.No.20).

The next two tables, Table 18 and 19, show the results from the analysis of relational attributive and relational identifying processes which presented ponoh schools in the selected news articles.

Table 18 Relational Attributive Processes Used to Present Ponoh Schools in the Selected News Articles

News No./P.No	Carrier	Process	Attribute
1/15	Nassarin Witthaya, (which received 300,000 baht in aid from the ministry)	has	10 new houses, a flag pole and a school nameplate
3/1	Islamic schools, known as ponoh	are	widespread in the deep South
3/4	there (more than 100 Of ponohs)	were	still more than 100 of them in Songkhla, Yala, Pattani and Narathiwat, with about 8,600 students.
3/5	Independent ponoh schools	differ	from state-regulated private schools
3/13	there	were	almost 500 ponoh schools in Yala, Pattani, Narathiwat and Satun,

Table 18 (Continued)

News No./P.No	Carrier	Process	Attribute
4/4	There (more than 300 ponoh schools)	are	more than 300 ponoh schools in Yala, Pattani, Narathiwat, Satun and Songkhla provinces
6/20	There	are	many ponohs in the deep South
8/1	Seuksa Witthaya school, a ponoh school	is	also to blame for the Friday murder of a judge as one of the three accused gunmen is its student
13/5	at least two Islamic religious schools	are	on only 6-10 rai of land, but have up to 6,000 students each which has led to student control problems
15/3	several ponohs,	were	on a police watch-list for alleged involvement in violence in the three southernmost provinces of Yala, Pattani and Narathiwat
16/2	There (tadika teachers)	are	about 4,000 tadika teachers in Narathiwat, Pattani and Yala.
16/12	Tadika schools	are	located in community mosques which are supervised by the ministry.

Table 19 Relational Identifying Processes Used to Present Ponoh Schools in the Selected News Articles

News No./P.No.	Identified	Process	Identifier
1/2	It (Bamrungsat Islam)	is	one of 214 ponoh schools registered with the ministry in the wake of the bloodbath at Krue Se mosque in Pattani province last year.
9/3	Ponohs, or pondoks	are	generally temple-like boarding schools which offer free schooling to students in a traditional Islamic way

As can be seen from Table 18 and 19, the relation attributive and relational identifying processes also help to put the emphasis that the ponoh schools are also portrayed in negative ways. Ponoh schools are identified in the text as ‘temple like boarding schools which offer free schooling to students in a traditional Islamic way’. In the wake of violence in the three southernmost provinces, ponoh schools are portrayed as being on police watch-lists for alleged involvement in violence in the region. They are also portrayed as being different from other schools in general. From the texts, the news reports have put an emphasis on reporting the number of ponoh schools located in the South as implying that the more numbers there are, the more problems they might cause to the region and society. The example of relational processes which presented the ponoh schools in texts are as follows.

- There are more than 300 ponoh schools in Yala, Pattani, Narathiwat, Satun and Songkhla provinces (News No.4/ P.No.4).

- Independent ponoh schools differ from state-regulated private schools which teach Islam in that they teach only Islamic ways of life and most of the students are adults (News No.3/ P.No.5).

- A source at the Fourth Army said there were almost 500 ponoh schools in Yala, Pattani, Narathiwat and Satun, 300 of which were running illegally, and 30 were blacklisted by the military on evidence some teachers and students were involved in terrorist movements (News No.3/ P.No.13).

- We have found at least two Islamic religious schools are on only 6-10 rai of land, but have up to 6,000 students each which has led to student control problems (News No.13/ P.No.5).

- He was not shaken by allegations that several ponohs, including his school, were on a police watch-list for alleged involvement in violence in the three southernmost provinces of Yala, Pattani and Narathiwat (News No.15/ P.No.3).

The above section presented and discussed the results obtained from the transitivity analysis of the representation of Thai Muslim teachers, Thai Muslim students, and ponoh schools. The findings of the analysis are illustrated in detail with tables presenting the results of the processes rated to each participant in the form of frequency, percentage and the meaning of the rating. In addition, the results of analysis of each participant, their associated processes and their functions are also illustrated in detail with tables.

Analysis of the Frequency of Occurrence Words

After the results from the transitivity analysis were obtained, the analysis of the frequency of occurrence of words was employed in the study. This stage of analysis was conducted to support the results from the analysis of transitivity analysis presented in the first stage. This stage aims to see what the verbs of action or doing that are frequently used in the representation of Thai Muslims. Thus, this stage of the analysis focuses only on the analysis of the verbs or processes used in the material processes which presented Thai Muslims teachers, Thai Muslim students, and ponoh schools as actors of the clauses in the texts.

To begin the analysis, a separate corpus of the results were obtained from the transitivity analysis and were created in the form of computer readable text to record the occurrence of words and calculate the percentage of the frequency of words found in each document. The analysis was performed by the computerized concordancing program named “ConcApp Concordance and Word Profiler Version 4” developed by Chris Greaves (2005). His excellent software was used and introduced by many scholars and language institutes, for example, Sussex Language Institute and Hong Kong Virtual Language Centre (Cargill and Adams 2005), as a reliable tool for extracting information about language from a corpus. The analysis using the program yielded the results as follows.

The results of the analysis begin by the analysis of frequency of words found in the material processes used to present Thai Muslim teachers, Thai Muslim students, and ponoh schools, respectively.

Frequency of Words Found in the Material Processes Used to Present Thai Muslim Teachers as Actors in the texts

The corpus consisted of 31 total words and the table 20 below shows the range of frequently found words from 21 unique words.

Table 20 The Frequently Found Words in the Material Processes used to Present Thai Muslims teachers as Actors in the Texts

Range	Word	Frequency	%
1	denied	4	12.9032
2	carried	2	6.4516
3	challenged	2	6.4516
4	have	2	6.4516
5	involved	2	6.4516
6	made	2	6.4516

Table 20 (Continued)

Range	Word	Frequency	%
7	out	2	6.4516
8	were	2	6.4516
9	and	1	3.2258
10	confessed	1	3.2258
11	distanced	1	3.2258
12	funded	1	3.2258
13	has	1	3.2258
14	had	1	3.2258
15	lured	1	3.2258
16	Launched	1	3.2258
17	ordered	1	3.2258
18	passed	1	3.2258
19	supplied	1	3.2258
20	tried	1	3.2258
21	withdrew	1	3.2258

As could be seen in Table 20, the most frequently found words in the material processes used to present Thai Muslims teachers as actors in the texts is the word “denied” (12.9032 %). This result is concordant with the results from the analysis in the first section that Thai Muslim teacher are portrayed as people who “being targeted by the authorities for being involved in terrorism and separatist movements in the southern most provinces.

The next table, Table 21, shows the frequency of words found in the material processes used to present Thai Muslims students as actors in the texts.

Frequency of Words Found in the Material Processes Used to Present Thai Muslim Students as Actors in the texts

Table 21 Frequency of Words Found in the Material Processes Used to Present Thai Muslim Students as Actors in the texts

Range	Word	Frequency	%
1	challenged	2	11.1111
2	chanted	1	5.5556
3	confessed	1	5.5556
4	dismissed	1	5.5556
5	denied	1	5.5556
6	get	1	5.5556
7	have	1	5.5556
8	had	2	11.1111
9	launched	1	5.5556
10	part	1	5.5556
11	resume	1	5.5556
12	received	1	5.5556
13	spend	1	5.5556
14	taken	1	5.5556
15	threw	1	5.5556
16	up	1	5.5556

As could be seen in Table 21, the corpus consisted 18 total words and 16 unique words. The most frequently found words in the material processes used to present Thai Muslims students as actors in the texts is the word “challenged” (11.1111 %). This result agreed with the results from the analysis in the first section that Thai Muslim students are portrayed as being aggressive.

The next table, Table 22, shows the frequency of words found in the material processes used to present ponoh schools as actors in the texts. The corpus consisted of 17 total words and 12 unique words.

Frequency of Words Found in the Material Processes Used to Present Ponoh Schools as Actors in the texts

Table 22 Frequency of Words Found in the Material Processes Used to Present Ponoh Schools as Actors in the texts

Range	Word	Frequency	%
1	teach	5	29.4118
2	must	2	11.7647
3	also	1	5.8824
4	changed	1	5.8824
5	fly	1	5.8824
6	have	1	5.8824
7	opened	1	5.8824
8	offer	1	5.8824
9	provides	1	5.8824
10	refused	1	5.8824
11	submit	1	5.8824
12	thanks	1	5.8824

As could be seen in Table 22, the most frequently found words in the material processes used to present ponoh schools as actors in the texts is the word “teach” that was found 29.4118 %. The result gained from this analysis is also concordant with the result from the analysis in the first section that ponoh schools are presented as teaching only subjects that related to Islamic way of life.

In sum, this chapter presents the results of the study divided into the results of the transitivity analysis of the representation Muslim teachers, Muslim students, and ponoh schools, and the results the analysis of the frequency of occurrence of words. Several important issues from the study are concluded and recommended in the next chapter.