

# CHAPTER I

## INTRODUCTION

This chapter includes “the background of the study, problems of the study, objectives of the study, limitation of the study, and significance of the study”.

### **1.1. Background of the Study**

Discourse analysis aims to investigate how the language is used for. According to Grasier and Studley (2001) and; Light (2001), “thematic progression is a useful technique for students writing to deliver their messages to the readers in a well-organized paragraph.” Thematic progression is a way of growing and analyzing the theme and rheme in a clause. In other words, thematic progression patterns are approached in a particular manner to make writing extra effective and coherent.

Thematic study is an outstanding element of systemic linguistic functional analysis. Many researchers have studied thematic progression and discovered that thematic study plays an important role in writing. In studying English, the student should not only grasp the concept of reading, listening, and speaking but also have writing skills in their study of English. Therefore, a study about thematic progression patterns plays a role in helping the students in creating a good text by using thematic progression. Eggins (2004:300) stated that the theme "is the part of the clause in which the theme is develop." Therefore, the rheme is the rest sentence of the theme, whose function is to convey the theme's messages.

According to Paltridge (2002:102), “Thematic progression refers to how the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme”. To make a coherent paragraph, one should employ good thematic progression patterns in their writing. There are three thematic progression patterns: reiteration or constant theme pattern, zig-zag or linear theme pattern, and multiple theme or split theme pattern”.

In this study, the theory of Paltridge, who classified theme into three strands: Textual Theme, Interpersonal Theme, and Multiple Theme, is used. This study is interesting because Thematic progression is one of the easiest ways to analyze discourse. In analyzing speech, thematic progression can be used. It combines the thematic structure and textual coherence, revealing the dynamic distribution of theme and rheme in the discourse and the organizational form of the discourse. So the purpose of this research is to analyze the type of Thematic Progression used in the speech text by Boris Johnson.

This study presents the type of theme and the thematic progression patterns found in the Speech text by U.K Prime Minister Boris Johnson. This investigation investigates and explores how the thematic progression patterns work on speech text. The study's data were taken from Boris Johnson's state of the Union address on the COVID-19 case. In the speech, Boris Johnson addresses the audience about COVID-19 case developments. The reason for analyzing Boris Johnson's speech is because the speech is a spoken language that State's officials usually use to deliver their policy to the public or other countries. Therefore, the reason for analyzing Boris Johnson's speech is to find

the theme and thematic progression structure produced and to make the audience is easy to understand what is Boris Johnson's delivered in his speech. *Thematic progression* is a material that is explained in discourse analysis. Discourse analysis is the study of language, about analyzing text and making the text related and connected.

### **1.2. Problems of the Study**

This study presents to answer the following questions:

1. What are the type of Theme used in the Speech Text?
2. What are the type of Thematic Progression used in the Speech Text?

### **1.3. Objectives of the Study**

The objective of the study is to:

1. To describe the type of Theme found in the Speech Text by Boris Johnson.
2. To describe the type Thematic Progression found in the Speech Text by Boris Johnson.

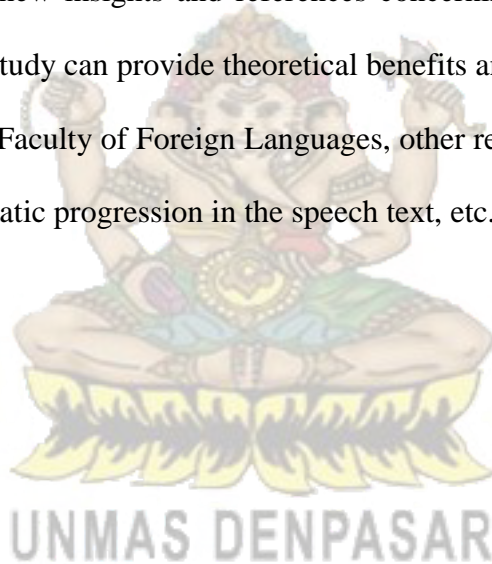
### **1.4. Limitation of the Study**

The study focuses on analyzing the theme and thematic progression type found in Speech Text by Boris Johnson. The data source of the study is taken from the speech text by Boris Johnson. The limit of the study is to analyze the type of theme and also the type of thematic progression patterns based on the M.A.K Halliday & Brian Paltridge theory. The information is present to find

out how many thematic progressions are found in the “Speech text by Boris Johnson.”

### **1.5. Significance of the Study**

This study analyzes the thematic progression patterns in the "Speech Text by Boris Johnson." By doing this research, the writer wants the theory of discourse analysis to be more familiar to other researchers. Through this study, the other students can gain new insights and references concerning thematic progression. Furthermore, this study can provide theoretical benefits and be particularly helpful for students in the Faculty of Foreign Languages, other researchers, and readers in analyzing the thematic progression in the speech text, etc.



## CHAPTER II

### REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

This chapter discusses several theories linked to this study; those are the review of related literature, concepts, and theories. The first subchapter is the review of related literature; it describes some papers in this research. The second subchapter is concepts; this part explains about the related topic that is relevant to this study. The discussion of the study involves discourse analysis, theme, thematic progression, and grammar. The last subchapter is theories; in this section, the relevant theory used in the research is described.

#### 2.1. Review of Related Literature

This section presents three pieces of literature reviewed as a comparison and an inspiration for this research. The study chooses three literature reviews from previous researchers as inspiration for this research. Those three literature reviews are two theses and one article. Some studies have done some research related to this topic. The first thesis was written by Siti Muthoharoh (2014), which is entitled “A Discourse Analysis on Thematic Progression Patterns Found in “Opinion” Articles in Jakarta Post Newspaper”. The previous study aimed to find thematic progression patterns in the “opinion” articles of the Jakarta Post Newspaper. These articles were chosen as data sources because they have thematic progression patterns and a text structure that transmits utterances that can be investigated through discourse analysis. In the study, she found the uses of each pattern: Simple Linear, Constant Thematic Progression, Theme derived thematic progression, and Split rheme. The

similarity between the previous thesis and this study is both studies explore the type of thematic progression. The differences are the thesis is only focused on finding out the type of Thematic Pattern in the "opinion" in the article, while this study is not only trying to find out the type but this study also trying to find out the meaning.

The second thesis was written by Muttaqin (2017), which is entitled "Thematic Analysis of Spoken Texts in The English Dialogue (a study at the VIII grade of SMP N 16 Semarang in academic year 2016/2017)". Thus far, previous studies have researched thematic meaning in the spoken text of English dialogue. The result of the research could found that there is some thematic meaning in the spoken text, those are topical, interpersonal, and textual. And the total thematic meaning findings of the first dialogue are 54 for topical, 32 for interpersonal, and 20 for textual in the first dialogue. The second dialogue is 47 for topical, 26 for interpersonal, and 18 for textual. The last was the third dialogue found 43 for topical, 23 for interpersonal, and 17 for textual. The result of this research shows that the Topical Theme is the most dominant one used in the text. The similarity between the previous thesis and this study is analyzing the meaning of the text and the type of thematic progression pattern. The difference between the previous thesis and this study is that the thesis uses dialogue as the data source, while this study used a speech text as the data source.

The third is an article published by Ayomi & Sujana (2016), entitled "Thematic Structure of Barack Obama's Campaign Speech in 2008". The article's purpose is to examine how the clause was organized in Barack Obama's Speech and to analyze the thematic progression patterns in the speech. This research's data

source is taken from Barack Obama's Speech Campaign in 2008. Researchers attempted to evaluate the use of theme, rheme, and thematic progression patterns in the speech. This article found some thematic progression patterns used in the speech: Topical theme, Circumstantial Adjuncts as topical theme, Textual Theme, Interpersonal Theme, Constant theme pattern, Linear theme, and Split theme pattern. In summary, for the informants in this study, the result shows that the textual and interpersonal themes were found in only 18,9%. According to the study, constant theme patterns are the most dominant pattern utilized in the speech, accounting for 70% of thematic progression patterns, followed by 20% of combination patterns and 10% of linear theme patterns. The similarity between this article and this study is that both studies analyze the same topic, which is about analyzing thematic progression in the speech, and the presentation of this study will be the same as the article. The difference between the article and this study is "this study not only analyzes the type of thematic progression which found in the speech but also try to find out the meaning of the thematic patterns".

## **2.2. Concepts**

This section presents the terms that refer to the title and defines terms that are relevant to the study: Discourse analysis, Speech Text, Theme and Rheme, Thematic Progression, Boris Johnson.

### **2.2.1. Discourse Analysis**

Discourse analysis refers to the study of developing text and understanding and methods for analyzing texts. Discourse analysis is "the study analysis of language in use." The study "of discourse analysis is to investigate

what language is use for.” According to Gee (2001), “he stated that Essentially a discourse analysis involves asking questions about how language, at a given time and place, is used to construe the aspects of the situation network as realized at that time and place and how the aspects of the situation network simultaneously give meaning to that language.”

### **2.2.2. Speech Text**

Speech is spoken communication delivered by a speaker in front of an audience for a specific purpose. According to Lucas (2001:7) in his book *The Art of Public Speaking*, “he distinguishes between speaking and speaking in everyday life, namely that speaking is a speaking activity that uses sentences that have a good structure, uses a more formal language and a method of delivering information that is accurate.” According to Gronbeck (1995: 3) in his book *Principales of Speech Communications*, “public speaking is something that all educated, and community-oriented people should be able to do.” “Speech in all languages is produced in a small spurt it is because the human organ which is a brain and vocal system (Chafe 1979, 1980, 1994). Speech is a language that is a kind of communication with other people. Speech is communication that delivers the expression or thoughts given to an audience in spoken words. “Speech is typically utilized by presidents or state officials to express their views.”

### **2.2.3. Thematic Progression**

Paltridge (2002) stated, "Thematic progression is a way to develop theme and rheme in a clause. In other words, thematic progression is a strategy



or specific way to make writing more effective”. Thematic is used to make a coherent paragraph in their writing. According to Paltridge (2002:102), “Thematic progression refers to how the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme.” Thematic progression patterns are classified into three patterns.

#### **2.2.4. Boris Johnson**

Boris Johnson (Alexander Boris de Pfeffel Johnson),; born June 19, 1964), is a British Conservative Party politician and journalist who has been elected “Prime Minister of the United Kingdom” since July 24, 2019. Previously, Johnson served as Secretary of State for the United Kingdom, the Regent City of London, a member of the British Parliament, and Editor-in-Chief of The Spectator magazine.

#### **2.3. Theories**

Two problems are analyzed and discussed in this study. This research focused on the type of theme and thematic progression patterns. The study analyzed the thematic progression patterns of speeches by U.K. Prime Minister Boris Johnson based on the research's purpose. The study used some books as the theoretical framework to answer the research question. Therefore. The study chooses Discourse Analysis by Gillian Brown, Discourse Analysis by Brian Paltridge, Introduction to Functional Grammar, An Introduction to Discourse Analysis by James Paul Gee, The Handbook of Discourse Analysis by Deborah Schiffrin, and et al. By using those books, the study hopes that those books could

better understand the Information Structure part, which is Theme Rheme and Thematic Progression Patterns, to help the author analyze the data. To answer the study's problem, the data was analyzed by adopting the theory by M.A.K. Halliday and Brian Paltridge.

### 2.3.1 Theme and Rheme

Theme is a start point of a clause about what a clause is 'about'. The rest of a clause is the rheme. And the rest of the sentence named rheme. As Halliday (1985:38) states: "Theme is 'the element which serves as the point of departure of the message'". As Halliday (1994:53) points out: "Theme extends from the beginning of the clause and up to (and including) the first element that has a function in transitivity". The Rheme is "the remainder of the message" (Halliday, 1994:67). Theme is always become the topic of the sentence in a clause. As a topical of the sentence "Theme" has an important role for the rest of the sentence which is "Rheme" to delivered the messages of a clause. Also, Halliday (1994) stated that "the Theme of clause ends with the first constituent that is either participant, circumstance, or process". And both Halliday and Paltridge classified the theme into three strands: Topical Theme, Textual Theme, Interpersonal Theme. In the small part of the topical theme Halliday is classified into three types; participant, circumstance, and process.

Here is the example of 'Theme and Rheme' based on Paltridge (2012);

No.	Theme	Rheme
1.	<i>Genre</i>	<i>is a term in widespread use to indicate an approach to communication which emphasizes social function and purpose.</i>

2.	<i>Significant debate</i>	<i>surrounds the definition of genre, particularly the extent to which it refers to texts or activities in which texts are embedded.</i>
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As seen from the table above, Paltridge provides an example of a theme and rheme. For example, the first sentence in the table shown the theme of the sentence is ‘Genre’ and the rest of the sentence is its rheme which is “is a term in widespread use to indicate an approach to communication which emphasizes social function and purpose”. The rheme is a clause explaining about what has to say about the theme. While the second sentence in the table shown the theme of the sentence is “Significant debate”. The rheme of the sentence is “surrounds the definition of genre, particularly the extent to which it refers to texts or activities in which texts embedded”.

There are three types of theme and rheme those are:

### 2.3.1.1 Topical theme

A topical theme is an obligatory part of Theme. As Halliday (1994) stated that “Theme will include everything up to the first topical (ideational) element”. Also, Halliday (1994) argues that “A topical theme can be realized by a Circumstantial Adjunct, e.g. in *October, after the meeting, tomorrow*, etc., a participant, e.g. *The Director of Housing, the programme*, or a process, e.g. *decide, to be examined, obtain*”. According to Halliday (2004) he stated “that the clause, in its representational function, construes a quantum of human experience: some process-some change, or in the limiting case lack of change, in the external or our internal environment. Processes construed as a configuration of components of

three types: the process, the participant, and any circumstantial factors, such as time, manner or cause”.

### **1. Participant as Topical Theme**

Halliday (2004) stated “the Theme is then ‘picked up’ by the appropriate pronoun in its natural place in the clause”. Halliday (2004) stated “The most common type of Theme is a participant, realized by a nominal group”. The topical theme is often in the form of a pronoun, specifically the pronouns *I, We, You, It, That*, and other nominal forms. This is not surprising given that speech is a type of spoken communication between a person and an audience.

### **2. Circumstance as Topical Theme**

The topical theme can be the form of Circumstantial Adjunct. The function of Circumstantial Adjunct as Topical Theme is to express the time or place. In circumstantial Adjunct as Topical Theme there is the use adverb of time or place as the topical theme. Circumstantial adjunct can occur freely in the clause. Circumstantial adjunct is considered part of the ideational metafunction in SFL. According to (Downing and Locke, 1992:556; Halliday, 1994:44) stated that “circumstantial adjunct is frequently realized by an adverbial, e.g. *today, currently, tomorrow*, or as a prepositional phrase, *as of today, on 25 July, as an investment*”. “Halliday identifies nine types of Circumstantial Adjunct: location, extent, manner, cause, contingency, accompaniment, role, matter and angle (Halliday, 1994:152-158)”.

### 3. Process as Topical Theme

The topical theme is can be the form of process, by using or placing a verb in the beginning of the sentence.

#### 2.3.1.2. Interpersonal theme

According to Paltridge (2012), “The interpersonal theme refers to an item that comes before the rheme which indicates the relationship between participants in the text, or the position or point of view that is being taken in the clause”. The example in Table “from a student essay (North 2005) shows an example of a textual theme, an interpersonal theme and a topical theme”. Here the interpersonal theme expresses uncertainty about the proposition that follows:

Here is the example of ‘Interpersonal Theme’ based on Paltridge (2012);

No.	Textual Theme	Interpersonal Theme	Topical Theme	Rheme
1.	<i>However</i>	<i>it seems unlikely that</i>	<i>Descartes</i>	<i>would deliberately challenge the church</i>

#### 2.3.1.3. Textual Theme

Halliday (1994) argues, “The Textual Theme is any combination of continuative, structural and conjunctive, in that order. A continuative is one of a small set of discourse signalers, yes, no, well, oh, now, which signal that a new move is beginning: a response, in dialogue, or a move to the next point if the same speaker is continuing. A structural Theme is any of the obligatory thematic elements, conjunctions and WH- relative. A conjunctive Theme is one of the conjunctive Adjuncts, wherever such an Adjunct occurs preceding the topical Theme.

Here is the example of 'Textual Theme' based on Paltridge (2012);

No.	Textual Theme	Interpersonal Theme	Topical Theme	Rheme
1.	<i>Because,</i>	<i>of course,</i>	<i>The dating game</i>	<i>is a clumsy dance of blunders and misunderstandings</i>

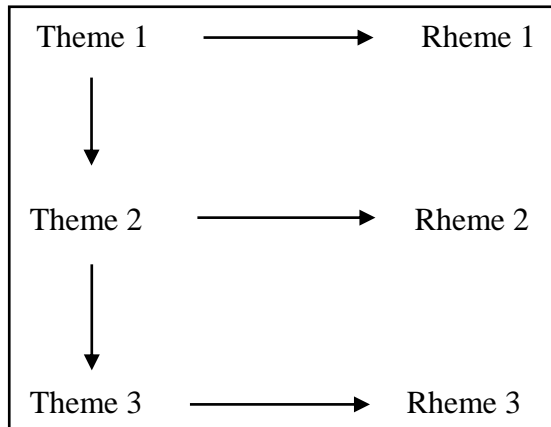
### 2.3.2 Thematic Progression

To answer research question number two, the data will be analyzing by adopt the theory by Paltridge (2012). "Thematic progression is a way to developing theme and rheme in a clause". In other words, "thematic progression is a strategy or a specific way to make writing more effective". Thematic is used to make a coherent paragraph in their writing. According to Paltridge (2002:102), "Thematic progression refers to how the theme of a clause may pick up, or repeat, a meaning from a preceding theme or rheme". Thematic progression patterns classified into three patterns, those are:

#### 2.3.2.1. Theme Reiteration/Constant theme

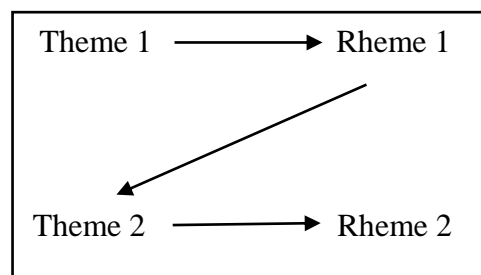
A constant theme pattern is a sentence pattern with a pronoun or conjunction at the beginning of the sentence as the theme, and the rest of the sentence is called the rheme. Paltridge (2012) stated "Theme 1 is picked up and repeated at the beginning of the next clause, indicating how each clause will address the theme in some way".

The patterns of Constant Theme:



### 2.3.2.2. Linear theme pattern (Zig - Zag)

According to Paltridge (2012:131), “this pattern is when the subject matter in the rheme of one clause is taken up the theme of a following clause”. So the point of this theme is that the rheme in sentence one introduces the theme of sentence two. That is why this pattern is named the "zig-zag pattern" because the diagrammatically shown in the table below;



### 2.3.2.3. Multiple theme/Split rheme

According to Eggins (2004: 326), “the multiple-rheme pattern provides the underlying organizing principle for a text which differs from the other types of

thematic progression (theme reiteration and the zig-zag pattern) which are – used for elaborating on each of the main thematic points”. So The multiple – Theme pattern appears “when the theme of one clause introduces a number of different pieces of information made theme in subsequent clauses, the text is organized in a way that allows the reader to predict what is coming next in a paragraph and across multiple paragraphs”.

The example of Multiple Theme Pattern:

