

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

The functional grammar approach has gained growing attention over the years and remains a focal point for researchers. This approach is primarily dedicated to elucidating language usage in context within the framework of systemic-functional linguistics, following Halliday (2004). Its extensive use in educational settings worldwide has demonstrated its advantages for both research and pedagogical purposes. Within modern language theories, the Systemic Functional Linguistics theory, now recognized as Functional Grammar, has undergone substantial evolution. This theory, initially formulated by Halliday (1994). It functions as a crucial component within a comprehensive social semiotic system aimed at understanding language as a system. The core of Systemic Functional Grammar primarily lies in the choices it offers to individuals who engage in speaking and writing.

According to Halliday (2004: 58), in a clause, there exist three layers of functions. One of which is clause as a message. With the Theme and information structure become the focal element. Given that a clause inherently conveys that means as a message or unit of information, the subject, naturally serves as the starting point for the message. It is the detail decided on with the aid of the speaker to set up what they are approximately to specific. In most cases, Subject is the

Theme. The challenge operates structurally in the clause as a change, with the speaker assigning this detail the obligation of validating their statement. The Theme is appeared because the “point of departure,” addressing what the clause generally makes a speciality of. Universally, the Theme is recognized as a fundamental element present in every language, helping pick out the challenge be counted of the clause. Halliday characterizes Theme as a function wherein “special status is assigned to one part of the clause.” (Halliday, 1994: 37).

Theme and thematic development play a vital role in how speakers prepare their messages, allowing them to easily integrate into the ongoing language occasion (Thompson, 2014, p. 117). In essence, the topic represents the initial awareness of a message, or “that which the clause is about,” (Halliday, 2014, p. 89). It followed with the aid of the Rheme, which contributes to introduce of new information supplied in the text (Cummings, 2003, p. 133). The order in which those factors appear (i.e., in subject position) in an English clause is crucial, as it shapes how readers interpret the text's that means, guided with the aid of their cultural expectations concerning topic and Rheme (Hoey, 2005). As the textual content unfolds, subject matters in one-of-a-kind clauses establish connections with the Themes and Rhemes brought in earlier sections, both through revisiting key concepts or elaborating on them in addition. These connections form patterns of thematic development (Daneš, 1974). This idea has been explored in numerous studies to assess the coherency of EFL/ESL writing, figuring out its achievement or lack thereof. these analyses have proven the realistic application of subject and

thematic progression as a tool (Bloor & Bloor, 1992; Rørvik, 2012; Schleppegrell, 2004; Wang, 2007).

Nonetheless, it is miles critical to understand that while native English speakers instinctively develop the skill of employing subject and thematic development for coherent discourse throughout their language acquisition procedure, EFL/ESL students are still within the phase of obtaining talent in setting statistics within the subject matter role. Moreover, they may be working on always revisiting and reinforcing key principles within the text, facilitating readers' attention of those ideas and their development (Hyland, 2004). Not with standing the evident advantages of the use of subject matter and thematic development to identify challenges inside the writing of English newbies, and the hints to integrate Theme and thematic progression into English writing classes to improve coherence (Bloor & Bloor, 1992; Rørvik, 2012; Schleppegrell, 2004; Wang, 2007;), there may be a extraordinary absence of sensible steerage for instructors on the way to put in force T/TP principle (Wang, 2007). moreover, a few researches have developed and evaluated teaching materials based on topic and thematic progression standards (Bonhnacker, 2010).

The recent G20 summit held in Hangzhou China 2016 provided an opportunity to address a wide range of critical global issues, from climate change and global health to economic cooperation and peacekeeping. During the summit, leaders recognized the importance of tax fairness and consistent policies among nations. In that summit there was a meeting between president Obama and president Xi discussion about important topics and international issues at the G20 Summit.

Analyzing the Themes and thematic developments in this conference can help understand the important points and structure of President Obama's conference at the G20 Summit.

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

Based on the research background above, this research found the contents of this speech conference press which included Theme and Rheme analysis. The problem can be formulated as follows:

1. What types of Theme can be found in the Press Conference Speech by President Obama after the G20 Summit?
2. What thematic progression pattern can be found in Press Conference Speech by President Obama after the G20 Summit?

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

The research intends to tackle the aforementioned issue through the attainment of the subsequent objectives:

1. To identify the categories of Themes used in the Press Conference Speech by President Obama following the G20 Summit.
2. To describe the progression of Themes in the Press Conference Speech delivered by President Obama following the G20 Summit.

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

To limitation of the study as narrow as possible. This study foccuses on the significance of the types of Themes used in the press conference speech by

president Obama at the g20 summit will use theory proposed by Halliday (2004). The study is restricted to identifying the various thematic progression patterns in these press conference speech that use theory proposed by Eggins (2004). The primary aim is to simplify the understanding of suitable words within sentence structures.

### **1.5 Significances of the Study**

The anticipated outcome of this study holds importance on both theoretical and practical levels. The research aims to contribute to the advancement of discourse studies. It is intended to offer insights that can be valuable for future researchers and is anticipated to enhance readers' understanding of thematic organizations.

#### **1.5.1 Theoretical Significance**

The outcomes of this study seek to strengthen the functional grammar and cohesion theories, presenting ideas that could enhance comprehension of Theme and Rheme. The author aspires for the research to be beneficial to readers in terms of information and knowledge. Additionally, readers are anticipated to gain a deeper understanding of cohesion through this analysis. The author envisions that this analysis may serve as motivation for individuals intrigued by the Theme of something, or Themes and topics in general, encouraging them to pursue further analysis.

### 1.5.2 Practical Significance

From a practical standpoint, this examination is poised to offer insights and comprehension regarding Theme and Rheme in speech by employing thematic structure analysis. Moreover, this research can serve as a resource for fellow academics interested in delving into speech research, specifically thematic structure analysis. Students, too, can leverage this study to enhance their ability to organize their speech effectively.



## CHAPTER II

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

#### 2.1 Review of Related Literature

This study is not the only study that discusses thematic development. Within the route of this have a look at, five previous research works were decided on for evaluation because of their relevance. It draws on two theses and three articles that are pertinent to the thesis.

First, in relation to this study, it might be of interest to consider the thesis by Nadilla (2020), titled "Analyzing Thematic Developments in Students' Written Narratives." Nadilla's research analyzed the thematic developments in the written narratives of UIN Ar-Raniry students using Eggins's (2004) theory. The study aimed to explore how students develop ideas in their writing and to assess their writing abilities through thematic progression. Conducted on students from the 2015 school year, the study involved a total of 225 students, with 22 purposively selected as the sample. Nadilla identified three types of thematic progression: recurring/linear themes, zigzag themes, and multiple themes. Data were collected through documents and questionnaires. The results revealed that most students preferred to develop their ideas using repetition and zigzag thematic progressions in their paragraphs.

Second thesis related with this thesis is the thesis with from Muttaqin (2017) in his thesis entitled "Thematic Evaluation of Spoken Texts Inside The English

Dialogue (A look at on The VIII Grade of SMP N 16 Semarang in Instructional Year 2016/2017)” The research hired descriptive evaluation, making use of recorded scholar dialogues and their transcripts as the principle facts sources. The information evaluation comprised numerous steps, to begin with related to the division of texts into Three types of Theme (topical, interpersonal, and textual), observed via the identity of subject additives, and subsequently, the labeling of every of these three additives. The thesis centered on conducting a thematic evaluation of spoken English texts in dialogues within the 8th grade of SMP N 16 Semarang. The primary studies question addressed became how thematic meanings are manifested within the spoken texts of English talk within the 8th grade of SMP N 16 Semarang at some point of the academic 12 months 2016/2017. The research objective changed into to pinpoint and articulate the thematic meanings found out in these spoken texts; the outcomes discovered that the major subject matter become the topical subject matter. The analysis similarly disclosed that scholars did no longer adhere to a single approach for thematic improvement; instead, they employed three thematic improvement strategies: reiteration Theme, linear pattern Theme, and more than one or derived Theme. each text established or three styles of thematic improvement, with topic reiteration being the most regularly used sample in college students' writing. This is attributed to its simplicity, serving as the very best technique for students to construct a text. The goal of presenting this have a look at turned into to contribute to the comprehension of subject-Rheme as a method.

Third, related with this study is the thesis by Nugraha (2010) entitled “The Thematic Shape Evaluation of Serviced Dwelling Commercial Texts” The findings from his studies suggest the presence of Themes in the residential provider commercial textual content, considered via the lens of thematic shape. This indicates a dual awareness on housing provider standards for the duration of the fact distribution manner from the advertiser to the readers. The two topic principles are the region subject matter concept, similarly classified into amusement, serenity, and enterprise, and the elegance topic concept, additionally labeled into brand picture, housing carrier capabilities, and offerings. Furthermore, the residential provider advert textual content is nicely-organized in terms of concord, confirmed by means of diverse types of grammatical and lexical. Those linguistic capabilities propose that the analyzed housing carrier commercial textual content in Globe Asia mag meets all the standards of the advertising style.

Fourth, conducted by Dashela (2021), is titled “Analyzing Themes and Rhymes in the Short Story Sleeping Beauty Using a System Function Approach.” This article examines themes and rhymes in the short story "Sleeping Beauty" by Charles Perrault through the lens of functional grammar. Dashela's study employs a qualitative research methodology and utilizes Halliday's (2004) theory of functional grammar, which posits that grammatical structure is best understood in relation to meaning. The analysis reveals that in functional grammar, both structure and meaning are significant. In the study, Dashela identifies 45 instances of themes and rhymes. The analysis uncovers two main types of themes: topic themes and text themes, with no interpersonal themes found. Additionally, the thematic components

within the text topic category include conjunctions, structures, continuations, and conjunctions. For hot topics, the components are the same, with the hot topic marked (topic-like adverb) to illustrate the interconnected themes and text development.

Fifth, this source related to this study is an article by Ganie (2019), titled “Thematic Progression Patterns of the Short Story ‘The Black Cat’.” In this article, Ganie aims to describe the thematic development in the short story “Le Chat Noir.” The study is part of a qualitative descriptive research approach, utilizing data from Edgar Allan Poe’s “The Black Cat” and Other Stories. Ganie employs Halliday’s (1994) concept of thematic development, particularly focusing on textual function, to analyze the progression within the short story. The study identifies three types of thematic progression: theme repetition, zigzag patterns, and polyrhyme patterns, captured through documentary techniques. The results indicate that the polyrhyme pattern is the most frequent, occurring 32 times (74%), followed by theme repetition 7 times (16.3%), and the zigzag pattern 4 times (9.3%).

The preceding studies collectively provide valuable insights and contribute to the writer's comprehension of Theme and thematic progression in President Obama's press conference speech during the G20 summit. Upon reviewing these studies, it becomes evident that there are both differences and similarities with the current research. This theses all adopt the Systemic Functional Grammar theory, particularly the thematic structure and the Clause as Message theory proposed by Halliday (1985) and Halliday and Matthiessen (2004). The focus of this research is on the marked words in the press conference speech, specifically delving into the

types of Theme and thematic progression employed by President Obama during the G20 summit.

## **2.2 Concepts**

This section of the chapter is intended to elucidate the essential terminology employed in order to ensure a lucid comprehension of this research. A concept may be described as the principal notion or central idea in a research or study. In this particular study, there are a total of three concepts that are utilized, specifically Thematic structure and Thematic Progression.

### **2.2.1 Theme and Rheme**

The Theme marks the beginning of a clause, indicating what the clause is focused on, while the Rheme encompasses the remainder of the clause. In broader context, the Rheme extends to encompass the rest of the sentence. According to Halliday (1985:38), the Theme is defined as “the element which serves as the point of departure of the message.” Furthermore, Halliday (1994:53) clarifies that the Theme stretches from the onset of the clause to the first element with a transitivity function.

The Rheme, which follows the Theme, can be described as “the remaining part of the message where the Theme is further elaborated” (Halliday, 2004, p. 64). Within a clause, the Rheme constitutes the remaining information, often presenting unfamiliar or new content as the Theme is expanded upon.

### **2.2.2 Thematic Progression**

Thematic progression is connected to the notion of the Theme and Rheme. As per Butt et. al. (2000:142), It encompasses the creation of new Themes, impacting the arrangement of experiential and interpersonal meanings in a sequential and cohesive manner. This procedure adds to the coherent structuring of a text, leading to a unified and cohesive overall composition. Eggins (1994:303-304) Recognizes three categories of thematic progression: constant Theme, linear Theme, and multiple Theme.

### **2.2.3 Speech**

An articulated presentation of thoughts, perspectives, or other content conveyed verbally by an individual addressing a gathering of people in a physical space. This can involve the speaker sharing their ideas, opinions, or information with an audience directly (The Britannica Dictionary).

### **2.2.4 Press Conference**

A press conference is a formal occasion designed to officially disseminate information and respond to inquiries from the media. These events are often scheduled in response to particular public relations matters. Normally, essential figures like executive management, press liaisons, or communications officers manage corporate press conferences. Gaining substantial media attention can be difficult, particularly during resource-constrained periods like quarterly or annual earnings, unless the company has a truly distinctive or noteworthy announcement.

Press conferences are a prevalent practice not only for corporations but also for businesses, politicians, and government officials. Chen (2021).

## **2.3 Theories**

This chapter reviews previous research studies that closely resemble the type of analysis conducted and the theories applied for data analysis. The primary theory considered is Systemic Functional Grammar, with a specific focus on thematic structure and the theory of Clause as Message proposed by Halliday (1985), Halliday and Matthiessen (2004), and Thematic progression involves the extension or repetition of a concept from a prior Theme or Rheme within a clause. It is a technique used to advance and explore the Theme and Rheme of a clause Paltridge (2002:102).

### **2.3.1 Theme and Rheme**

According to Halliday and Matthiessen (2004: 64), Theme is defined as an element within a clause that establishes the central focus of the message, while Rheme consists of additional elements that elaborate on the Theme. Generally, the Theme element is positioned at the start of the clause, signifying the realization of the Theme function in English grammar. It is crucial to recognize that Themes can be either unmarked or marked, with an unmarked Theme identified when the initial element is a nominal group, usually acting as the subject of the clause.

Halliday and Matthiessen (2014: 89) highlight the role of Theme is the element liable for setting up the start line for the message in a clause, figuring out

its role and alignment within its contextual framework. In keeping with Martin et al. (1997:21), each clause is meticulously organized to communicate a message intricately tied to the unfolding discourse. The thematic machine is critical for organizing clauses, providing readability concerning both the instantaneous and broader textual contexts in which a clause is embedded. This system correctly coordinates how a clause pertains to previous content material, absolutely setting it in the textual content and elucidating its contribution. The start line for the clause and its neighborhood context is diagnosed as the subject matter, while the subsequent content of the clause expands on what is provided when it comes to this neighborhood context, representing the clause's development from its origin, termed the Rheme. Assembling a clause as a message includes precise additives with wonderful positions, called the Theme, which, when blended with the ultimate clauses, shapes a complete message. In languages like English, the position of a topic within a clause serves as a trademark of its feature (Halliday & Matthiessen, 2014: 87). The position of Theme in the shape of a clause is to feature as a message conveying that means and encapsulating a unit of statistics. the kinds of topic, mainly the topical, textual, and interpersonal Themes recognized within the facts source, can be defined as follows:

### **2.3.2 Types of Theme**

Several Theme types exist, encompassing the Topical Theme, Textual Theme, and Interpersonal Theme.

### 2.3.2.1 Topical Theme

The concept of a topical Theme is a fundamental aspect of clause structure. It serves as the Theme for a clause, signifying the starting point from which the message unfolds. The unique feature of a Topical Theme is that it concludes with the first constituent within the clause, which can take the form of participants e.g. *everyone*, circumstances, e.g. *on Saturday night*, or processes e.g. *watch*.

This means that the Topical Theme has the flexibility to be expressed through various grammatical forms. It could be presented as a nominal group, like when referring to people or things (*everyone*), or as a prepositional phrase when describing a specific time or location (*on Saturday night*). Additionally, it might appear as an adverbial group, indicating how an action or event occurs (*merrily*). This adaptability makes the Topical Theme a versatile tool for structuring clauses and conveying information within the English language for example:

#### 1. Participant as Topical Theme

According to Halliday's (2004), One of the most common Themes in language is the participant, typically expressed through the use of nominal groups. Furthermore, the topical Theme, which plays a vital role in sentence structure, often takes the form of pronouns. Particularly, pronouns like *I*, *They*, *We*, *You*, *It*, and various other nominal structures are frequently employed as topical Themes.

According to Ayomi and Sujana (2016), the topical Theme is a fundamental component of thematic structure, considered essential for constructing well-

organized sentences. This thematic element can manifest in diverse forms, encompassing participants, processes, or circumstantial adjuncts, contingent on the sentence's context. In the realm of speeches and public addresses, the topical Theme frequently features pronouns such as *I, You, They, We, It*, and various other nominal forms. The linguistic choice of utilizing Themes and Rhemes aids in maintaining clarity and coherence in the speech. By structuring sentences in this manner, the speaker can easily reference previously introduced concepts or participants, thus facilitating the audience's seamless comprehension of the discourse's progression.

Table 2.1 example of Participants in the song lyrics in the album of "Folklore" by Taylor Swift:

Topical Theme	Rheme
<b>I</b>	<i>Had a marveoulus time</i>

## 2. Process as Topical Theme

According to Halliday (2004), when the process is utilized as a topical Theme in a sentence, it initiates the sentence with a verb. According to Riestiyaningtyas and Pratama (2022).

Table 2.2 example of processes present in the lyrics of songs from Taylor Swift's "Folklore" album:

Topical Theme	Rheme
<b>Laughing</b>	<i>but the jokes not funny at all</i>

### 3. Circumstantial Adjuncts as Topical Theme

Halliday (2004), introduces the concept of the “circumstance of topical Theme” as a critical element in linguistic analysis. This particular thematic structure is designed to communicate two essential aspects: time and place.

When a circumstance is employed as a topical Theme, its role is to provide context regarding the temporal or spatial dimensions of the sentence. Such circumstances often manifest as adverbial expressions. Adverbs of time, which indicate when an action or event occurs, and adverbs of place, which specify the location of the action, are prime examples of how circumstances can be integrated into the topical Theme of a sentence. According to Halliday (1994:44) stated that circumstantial adjuncts are commonly expressed through adverbials such as *today, currently, and tomorrow, or as prepositional phrases like as of today, on 25 July, and as an investment* Halliday (1994:152-158) further categorizes circumstantial adjuncts into nine types: location, extent, manner, cause, contingency, accompaniment, role, matter, and angle.

Furthermore, circumstances can also materialize in the form of prepositional phrases. These phrases typically involve a preposition and an associated noun or pronoun, elaborating on the context in terms of time or place. The inclusion of circumstances within the topical Theme helps enrich the information content of the sentence and ensures that readers or listeners have a clear understanding of the specific temporal or spatial aspects being addressed.

Table 2.3 example of Circumstances in the song lyrics in the album of “Folklore” by Taylor Swift:

Topical Theme	Rheme
<b>Never</b>	<i>Have I ever before</i>

### 2.3.2.2 Textual Theme

Halliday (1994) argue that the Textual subject matter consists of a sequence of continuative, structural, and conjunctive conjunction. For example, a continuous conjunctin serves as the initiation of a new section, whether or not inside the form of a response in dialogue or a transition to the subsequent point by the same speaker, employing discourse signalers including *yes, no, well, oh, now*. A structural encompasses crucial thematic additives, conjunctions, and WH-family. Conversely, a conjunctive subject matter includes conjunctive Adjuncts positioned before the topical subject, no matter their region within the discourse.

Table 2.4 example of “Textual Theme” based on Paltridge (2012):

Textual Theme	Interpersonal Theme	Topical Theme	Rheme
<b><i>Because,</i></b>	<i>of course,</i>	<i>the dating game</i>	<i>is a clumsy dance of blunders and misunderstandings</i>

### 2.3.2.3 Interpersonal Theme

Interpersonal Theme refers to an item that comes before Rheme which indicates the relation between the participants in the text, or the position or point of view that is being taken in the clause. This may include vocative, modal/comment

adjuncts, and finite verbal operators. An interpersonal Theme can express probability, typicality, obviousness, opinion, admission, persuasion, presumption, desirability, or prediction. Language serves multiple functions, including representing, exchanging, and organizing our experiences, as proposed by Halliday and Matthiessen (2014). Being inherently social creatures, humans cannot exist in isolation and depend on interactions with others to fulfill their needs. Therefore, the use of language plays a crucial role in facilitating interpersonal communication.

Interpersonal meanings emerge within the person system, represented by pronouns (depicting individuals as entities, e.g., she, you) and possessives (indicating ownership, e.g., her, your). These meanings are also conveyed through the attitudinal aspects of descriptive words, the connotative implications of specific words within a linguistic context, and prosodic features like tone, pitch, and voice quality (Halliday and Matthiessen, 2014). The interpersonal metafunction of language primarily revolves around the dynamics of communication between participants. In these interactions, the formation of interpersonal relationships is achieved through modality. The introduction of modality into a sentence does not entail making definitive claims; rather, it involves adjusting the speaker's level of commitment to a statement by expressing a judgment or assessment of the truth of a given situation. Modality serves as a crucial element shaping the tone, certainty, and nuanced meaning in our interpersonal exchanges.

Table 2.5 example of Interpersonal Theme based on Paltridge (2012):

Textual theme	Interpersonal theme	Topical theme	Rheme
<i>However</i>	<i>it seems unlikely that</i>	<i>Descartes</i>	<i>would deliberately challenge the church</i>

### 2.3.3 Thematic Progression

According to Paltridge (2002:102), Thematic progression refers to the manner in which a clause's Theme can either elaborate on or repeat a concept from a preceding Theme or Rheme. It is a method employed to develop and delve into the Theme and Rheme of a clause. The arrangement of the Theme and Rheme structure in a text follows a specific pattern known as thematic progression. In this analysis, two thematic progressions, namely constant Theme and linear Theme, are identified. Explanation of every type of thematic progression sample can be supplied as follows:

#### 2.3.3.1 Constant Theme

A constant Theme pattern in a clause or sentence entails starting with a pronoun or conjunction at the beginning of the sentence, which then will become the subject of that sentence. Furthermore, this Theme is reiterated in the following sentence Paltridge (2002:102).

The prevalent thematic progression inside the speech is the regular pattern, distinguished by the repeated incidence of the equal element as a subject matter at

some stage in the text. Inside the regular subject sample, cohesion is finished through the repetition of the topical Theme. On this structure, the object identified because the subject in the preliminary clause is consistently selected as the subject matter inside the next clauses McCabe-Belmonte (1998). Fundamentally, every clause in the text centers around a shared Theme. While this method guarantees a distinct focus, texts utilizing this Thematic Development have been subject to criticism for being monotonous to read or listen to, suggesting a deficiency in the progression or direction of the text Eggins (2004: 324).

Table 2.6 example of this pattern, drawn from Butt et al. (2000: 142), is provided below:

Topical Theme	Rheme
<i>(1) A good teacher</i>	<i>needs to be understanding to all children.</i>
<i>(2) He or she</i>	<i>must also be fair and reasonable.</i>
<i>(3) The teacher</i>	<i>must work at a sensible pace and not one thing after another</i>
<i>(4) The teacher</i>	<i>also needs to speak with a clear voice</i>

The clauses above, therefore following the thematic progression as follow:

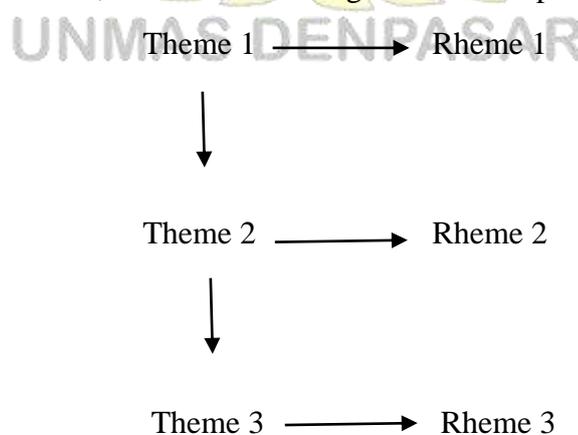


Figure 2.1 Constant thematic progression pattern

A constant Theme creates a simple, repeatable effect. In the case of speaking texts, which are intended to be read and spoken to an audience, this form is equally effective in making speech easy to understand and remember. In this text, the strong points of the idea are repeated several times. Repetition patterns not only occur when a Theme or corresponding pronoun appears in a text but also include instances where the Theme is derived from the previous information clause through other semantic relationships.

### **2.3.3.2 Linear Theme**

Another prevalent pattern of thematic development involves taking the Theme of the next clause in a rhyming manner from the subject matter of the current clause. The excerpt below illustrates an instance of this type of development, known as a linear pattern Theme. Linear patterns contribute to a text's cumulative development, as new information introduced in successive clauses becomes the starting point for the next clause.

In this arrangement, the Rheme of the initial clause smoothly transforms into the Theme for the succeeding clause. As explained by Eggins (2004: 325), the Linear pattern fosters cohesion in the text by expanding on recently introduced information. This imparts a sense of cumulative development to the text, a feature that might be absent in the reiterated Theme pattern.

Table 2.7 example of the Linear Theme pattern, sourced from Butt et. al. (2000: 143), is provided below:

Topical Theme	Rheme
<i>(1) Phonetics and phonology</i>	<i>are concerned with speech – with the ways in which humans produce and hear speech.</i>
<i>(2) Talking and listening to each other</i>	<i>are so much part of human life.</i>

The clauses in the table above, therefore following the thematic progression as follow:

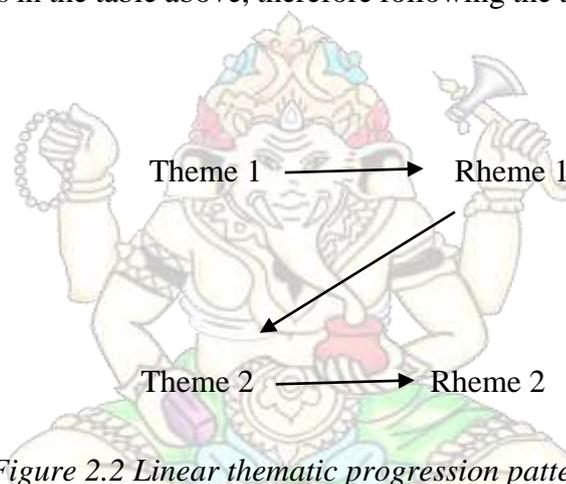


Figure 2.2 Linear thematic progression pattern

The prevalent patterns of thematic progression used depend on the types of texts. Academic texts often display more cross-referential connections from the Rheme of one clause to the Theme of the next clause. This is especially noticeable in academic texts that present complex arguments, with each successive idea expanding on an idea in the preceding sentence. In line with this, it is observed that in narrative-type texts, there is frequently a repetition of the Theme from one clause to the Theme of the subsequent clause, adhering to the constant pattern