

An Analysis of Thematic Structure Found on Ted Talk You Tube Video

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Abstract--Thematic progression concerns about the way in which text developed the ideas distributes in a sentence. More specifically thematic progression concerns with relation of theme and rheme of the text. The arrangement of theme and rheme influences the flow of a text or thematic progression which later creates a coherent text. The methodology of this study was qualitative research. The data were in the form of clause. The analysis types of themes in thematic progression based on Halliday (1994) while the analysis of the types of thematic progression was as based on McCabe (1999) added by Abed (2007) theory. The findings of this study indicate that most frequent types of themes and thematic progression patterns are topical theme and constant thematic progression.

Keywords: *Rheme, theme, thematic progression*

Abstrak--Pegembangan tematik berkenaan dengan cara teks mengembangkan ide-ide didistribusikan dalam sebuah kalimat. Lebih khusus lagi pengembangan tematik berkaitan dengan hubungan tema dan rema dalam teks. Susunan tema dan rema mempengaruhi perkembangan teks atau perkembangan tematik untuk menciptakan teks yang koheren. Metodologi penelitian ini adalah penelitian kualitatif. Data dalam bentuk klausa. Jenis analisis tema dalam pengembangan tematik berdasarkan pada teori Halliday (1994) sedangkan analisis jenis-jenis pengembangan tematik didasarkan pada McCabe (1999), ditambahkan oleh teori Abed (2007). Temuan penelitian ini menunjukkan bahwa jenis tema dan pola pengembangan tematik yang paling dominan adalah tema topikal dan pengembangan tematik konstan.

Kata Kunci: *Tema, rema, pengembangan tematik*

1. Introduction

Language is a system of communication used by people to interact and express their emotions, feelings, and ideas. A language is consisting of sounds, words, grammar and meaning. Every people in the world use language to communicate because it is impossible to interact without language and we are living in the world as a social creature, because of that we need to interact with others humans by communication process.

In achieving an effective communication by language use, we need to organize the use of language in communication process to give a message and coherent information. The process of communication can be done by oral or written. The communication conducted with information that delivered in the form of text. The text conducted with information that linked each other, between a clause into another clause. As mention by Halliday (1985) cited in Belmonte & McCabe Hidalgo (1998) what counts as “the basic form of the organization of the clause as message” is the thematic structure of the clause.

Thematic structure is one of the various structures of clause, which “gives the clause its character as a message” (Halliday, 1994, p. 37; Halliday & Mathiessen, 2004). The thematic structure of the sentence is divided into two parts named theme and rheme (Li, 2011). The organizing of the theme and the rheme is a crucial aspect in determining whether a text is cohesively organized or not. Needless to say, text cohesion, part of which comes from the organizing of the theme and the rheme, affects text comprehension (Salmani Nodoushan, 2007).

A clause viewed as a message and consisted of theme and rheme. Eggins (2004) mention that theme of a sentence is the starting point of a message signaling what the message is going to be about, while rheme is everything that comes after the theme. The message which develops the theme is the part of the sentence called the rheme. Rheme is everything that is not theme: it is the part of the clause where the

theme is developed (Halliday, 1994:37). For instance, rheme is related with the new information, while theme is related to given information. The way information and clauses are waved within a text can determine a successful communication.

In light of explanation, it is therefore an interesting thing to analyze a speech delivered by one speaker of the popular YouTube video account, named Ted Talks YouTube video with around 22.9 million subscribers all over the world. The speaker of the speech delivers their ideas to the audience used their own communication pattern including the word choice, also the message that conducted on each utterance that they deliver.

This study aims to investigate how the clauses (utterance) in a speech by one speaker on Ted Talk YouTube account are organized the communication with her audience based on the types and elements of their thematic structure and to describe the pattern of thematic progression employed. It is important to understand about the thematic structure conducted on the speech, because by understanding that, the audience can easier to understand the flow of communication that deliver by speaker in her speech.

In analyzing the thematic progression, this study employs the models proposed by Danes (1974) as adopted by McCabe (1999) which proposes four types of thematic progression patterns as follows: linear pattern, constant pattern (or thematic reiteration), split rheme, and split theme pattern.

1. Linear pattern is the most elementary or basic thematic progression pattern, where the item in the rheme of the first clause becomes the theme of the subsequent clause.
2. Constant pattern is when the item in the theme of the first clause is also selected as the theme of the following clause, though not necessarily with identical wording.

3. Split rhematic pattern occurs when the rheme of the first clause is split into two items, each in turn being taken as a theme element in subsequent clauses.
4. Split theme pattern occurs when the theme of the first clause is split into two or more ideas, and these ideas are developed in the themes of subsequent clauses.

Another type added by Abed (2007) is the combination progression pattern, which is the combination of constant and linear theme pattern.

2. Research Method

The research used descriptive qualitative method. The data in this study were taken from the informative speech that delivered by one speaker posted in the Ted Talks YouTube video that entitled “The secrets of learning a new language” by Lidya Machova post on 24 of January 2019. The data analyzed and classified descriptively. Firstly, the researcher identified the theme and rheme of each clause on the form of table. Secondly, the theme were classified into their categories, whether they belong to topical theme, textual theme or interpersonal theme. Thirdly, the researcher classified the types of topical theme that occurs, whether they were topical the as participant, process or circumstantial. Lastly the thematic progression were identified and analyzed.

3. Result and Discussion

Types of Theme

There are three types of themes found in the data source, namely: topical theme, textual theme and interpersonal theme. The topical theme presents in the form of participant, process and circumstantial adjunct. The textual theme functions as cohesive devices in the text and conjunctive adjunct. Interpersonal theme explains the relationship between participants in the text, the point of view that is being taken in the clause. The frequency of each type of theme of the 160 independent clauses in the speech that found were 62.35% of topical theme, 35.29% of

textual theme and 3.35% of interpersonal theme. The chart can be seen as follow.

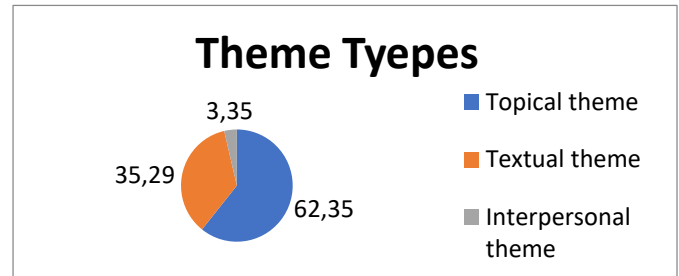


Figure 1. Theme Types Accuracy

Halliday (1994) classified theme into three parts, namely topical, textual and interpersonal theme.

1. Topical theme

Every sentence must have one and only one topical or ideational theme. Topical theme is a constituent in a clause which can be a participant, circumstance or process (Halliday, 1994; Halliday & Mathiessen, 2004). A topical theme may be preceded by either interpersonal or textual theme or both. Most topical theme are in the form of participant. Most of topical theme as participant are presents in the form of pronoun, such as I, you, we and others nominal form. In Ted Talks speech, the speaker delivers her ideas of the way to learn foreign languages to her audience by using pronoun you and we. The use of topical theme divided into three process, they are participant as topical theme, process as topical theme and circumstances as topical theme. The example clause can be seen as follows.

Participant as Topical Theme

Halliday (2004) mention that the most common type of theme is a participant, realized by a nominal group, and the topical theme is frequently in the form of a pronoun, notably the pronouns I, we, you, it, that, and other nominal forms. In the data source the accuracy of participant as topical theme fulfills around 88,05% of the speech. The speaker mostly used the pronoun to point out the audience about her speech. Here some examples of participant as topical theme found in ted talk video.

Table 3.1. Participant as Topical Theme

No	Topical Theme	Rheme
1.	I	Love learning language
2.	They	wanted to know why they are spending years trying to learn even one language, never achieving fluency,
3.	He	learns a few phrases from a travel phrasebook,
4.	You	can easily have conversations with native speakers from the comfort of your living room, using websites.
5.	Everybody	seems to have a unique way they learn a language.

Each of the five clauses on the table 3.1 above has one single theme (*I, they, he, you, everybody*) as a participant. The used of

participant as topical theme become as the mostly types of topical themes that occurs on the data source. It can be said that the used of participant become the most important thing in delivering a speech. By using participant as topical theme, the speaker can point out the audience and make the audience to pay attention with the speech. These type of theme further developed by the rhemes.

Process as Topical Theme

According to Halliday (2004) the process as topical theme is theme in the sentence where in the beginning of the sentence is started with a verb. In the data source the accuracy of process as topical theme fulfills around 8,17 % of the speech. Most of process as topical theme are used to explain something happened. The examples of process as topical theme found on the data source showed on the table below.

Table 3.2 Process as Topical Theme

No	Textual Theme	Topical Theme	Rheme
1.		How	Do you do that?
2.	And	Find	That out the best place to meet a lot of polyglots is an event, where hundreds of language lovers meet in one place to practice their languages.
3.	and	Ask	Polyglots about the methods that they use.
4.	And	Take	A random picture from your phone
5.	And	Describe	The picture to your imaginary friend.

Each of the five clauses above on the table 3.2 used form of process as the types of topical theme (*how, find, ask, take and describe*). The use of process as topical theme can be done

by placing a verb at the beginning of clause. The sequence of verbs presented as topical themes may be shows the actions or process. On the case of speech on the data source, the speaker explains several ways that the audience can do to become as a polyglot. The occurrences of process as topical theme on the data source become as the second types that mostly occurs on the speech.

Circumstantial Adjunct as Topical Theme

Halliday (2004) mention that the circumstance of topical theme is a theme which function to express time or place. In the data source the accuracy of circumstantial adjunct as topical theme fulfill around 3.77% of the speech. The examples of circumstantial adjunct as topical theme showed on the table below.

Table 3.3 Circumstantial Adjuncts as Topical Theme

No	Textual Theme	Topical Theme	Rheme
1.	And	Here	I come, learning one language after another.
2.	And	Soon	he would start typing himself,
3.	And again,	at the beginning	it was all just gibberish.
4.	And	after the second and third season	seriously, the dialogue started to make sense.
5.		Up to the age of 21	He thought he didn't have the language

The topical theme can be in the form of circumstantial adjunct. The circumstantial adjunct may express time or place. The type of topical theme as circumstantial adjunct appears the least on the data source. The circumstantial adjunct as topical theme functions as circumstances. On the table 3.3 above, the

speaker mention on theme on the clause 1 (*here*) to give highlighting that her speech is important because she will share some tips for the audience. While, the temporal adverbs on the clause 2, 3,4, and 5 is to be highlight the time.

2. Textual Theme

In the case of multiple theme in a clause, a topical theme can occur together with textual or interpersonal theme. What count as textual theme are continuative, conjunction, and conjunctive adjunct which also come before the topical theme. The use of textual theme on the data source can be seen as follows.

Table 3.4 Textual Theme with coordinator conjunction

No	Textual Theme	interpersonal Theme	Topical Theme	Rheme
1.	And	To be honest	For many years	my answer would be, "I don't know, I simply love learning languages."
2.	But		People	were never happy with that answer.
3.	And		That (polyglots)	made me wonder too.
4.	And		The best thing	is he doesn't even need to travel a lot today,

A textual theme can be form as coordinator conjunction. The coordinator in the clause 3 and 4 (*and*) functions as the coordinate or linking the element of equal status between clauses 3 and 4. While the coordinating conjunction on the clause 2 (*but*), used to join the

clause, between clauses 1 and 2 which are opposite.

Table 3.5 Textual Theme with Subordinate Conjunction

No	Textual Theme	Topical Theme	Rheme
1.	Because	It	will become a part of your everyday life.
2.	Because	They	thought he would never learn that language, or any language.
3.	So	This	is the whole polyglot secret.

A textual theme also formed as subordinate conjunction, which functions as linking 2 clauses together which explain the reason. The subordinate conjunction that used on the clause 1 and 2 (because) indicates and explains about the reason or cause of the condition on the previous clauses. While, the conjunction on the clause 3 (so), it is explain the secrets of the polyglots which already explain on the previous clause.

Table 3.6 Textual Theme with continuatives

No	Textual Theme	Interpersonal theme	Topical Theme	Rheme
1.	Well		That	would be great to get some listening experience.
2.	Now,	some of you maybe thinking	That	is all very nice to enjoy language learning, but

			isn't the real secret that you polyglots are just super talented and most of us aren't?"
3.	Well	There is one thing	I haven't told you about Benny and Lucas.
4.	And after just 10 years	Luca s	is able to speak 11 languages fluently.

Textual theme in the form continuatives contribute as the cohesion of the text. The continuatives of (*well, now, and after just 10 years*) on the clause 1,2,3, and 4 presents the move or continuation of the flow of information in the text.

3. Interpersonal Theme

Interpersonal theme refers to vocative, modal adjunct, finite verbal operator and polarity adjunct, it can express probability, typicality, obviousness, opinion, admission, persuasion, presumption, desirability or prediction (Eggins, 1994; Halliday & Mathiessen, 2004). Interpersonal theme exists before the topical theme and the theme indicating the point of view being taken in the clause (Paltridge, 2006, p. 147). Interpersonal theme indicates the relationship between participant in the text, or the position or point of view that is being taken in the clause. The use of interpersonal theme in the text from the data source can be exemplified as follows:

Table 3.7 Interpersonal Theme

No	Textual	Interpersonal	Topical	Rheme
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	The me	Theme	The me	
1.	And	To be honest	for many years ,	my answer would be, "I don't know, I simply love learning languages."
2.		As a language mentor,	I	help people learn languages by themselves,
3..		Maybe	You	Are also just one enjoyable method away from learning that language fluently
4.		Thank you		

Based on all, the clause presented on the table 3.7 above, there are some interpersonal themes that can be explained as follows.

- a. The interpersonal theme of the 1 clause (to be honest), intrinsically interpersonal in express speaker's judgment. The speaker gives her real ideas which she shared to the audience based on her personal experience that she simply loves learning language.
- b. The interpersonal theme of the 2 clause (as a language mentor) refers to the speaker identity, that her experience as a language mentor could help people learning language.
- c. The interpersonal theme of the 3 clause (maybe) expressed speaker's point of view in expressing possibility.
- d. The interpersonal theme of the 4 clause (thank you), is expressed speaker's appreciation and thanking to the audience.

Types Of Thematic Progression

The flow of theme and rheme structure in the text will perform a certain pattern known as thematic progression. Thematic progression in a text will influence the understanding and interpretation of the audience or the reader as it brings the cohesion or the unity of the information in the text or speech. Thematic progression is a term which refers to "the way in which the theme of a clause may pick up, or repeat, a meaning from a preceding Theme or Rheme"(Paltridge, 2006, p. 148). There are three types of thematic progression pattern found on the informative speech from the data source they are constant theme, linear theme, and combination theme. The split theme and split rheme thematic progression are not found on the data source. The explanation of each types of thematic progression pattern can be explained as follows.

Constant Theme

According to Paltridge (2006), constant theme referred to as theme reiteration. In this pattern, "Theme 1' is picked up and repeated at the beginning of next clause, signaling that each clause will have something to say about the theme". Constant theme pattern is found as most dominant thematic progression in the speech. Example of the use of constant theme pattern can be seen as follows.

Table 3.8 Constant Theme Pattern

No	Textual Theme	Topical Theme	Rheme
1.		He	learns a few phrases from a travel phrasebook,
2.	And	(He)	Goes to meet native speakers

3.	And	(He)	Starts having conversations with them right away.
4.		He	doesn't mind making even 200 mistakes a day.

The theme of the first sentence (*he*) is repeated/reiterated in the entire next themes. The results shown that the topical theme (*he*) are following in the next clause with new rheme or information in each clause. The relation between the patterns above can be seen as the figure of constant theme as follows.

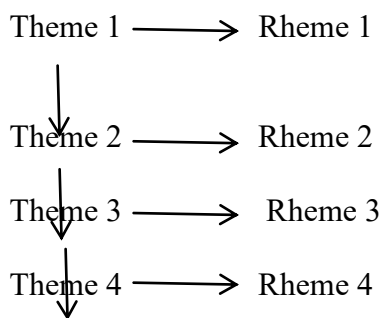


Figure 3.1 Constant thematic progression based on table 3.8

The constant theme pattern creates the effect of simplistic and repetitive rhetoric. In the case of speech text which can be read or spoken to the audience the form of this constant pattern is easier to be understood by the audience. During her speech, the speaker gives strong ideas on her example which repeated several times to gives the clear understanding to her audience.

Linear Theme Pattern

Linear theme pattern occurs where the rheme of each sentence becomes the theme of the following sentences. It also can define as when the subject matter in the rheme of one clause is taken up in the theme of a following clause. Table 3.9 below shows an example of linear theme pattern. This pattern gives text a sense of cumulative development because new information in successive clause becomes the

point of the next clause, which allowing new information that further developed.

Table 3.9 Linear Theme Pattern

No	Textual Theme	Topical Theme	Rheme
1.		I	decided to meet other people like me (polyglots) and find that out.
2.		the best place to meet a lot of poliglots	is an event, where hundreds of language lovers meet in one place to practice their languages.
3.		there are several such polyglot events	organized all around the world,

The information in rheme 1 (*decided to meet other people like me (polyglots) and find that out*) is explained further information in the second clause in which topical theme (*the best place to meet a lot of poliglots*), gives the further information on the rheme 1. And then the topical theme on the second clause further explained again on the rheme 2. The rheme 2 (*is an event, where hundreds of language lovers meet in one place to practice their languages*) further gives

new information which became as the theme 3 (*there are several such polyglot events*) following by rheme 3. The pattern of linear theme in table 3.9 can be seen in the following figure.

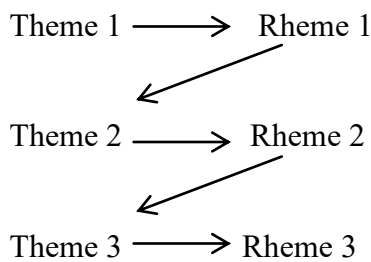


Figure 3.2. Linear Thematic Progression based on table 3.9

Combination Theme Pattern

In combination theme pattern, a rheme may include a number of different pieces of information, each of which may be taken up as the theme in a number of subsequent clauses (Paltridge, 2006).

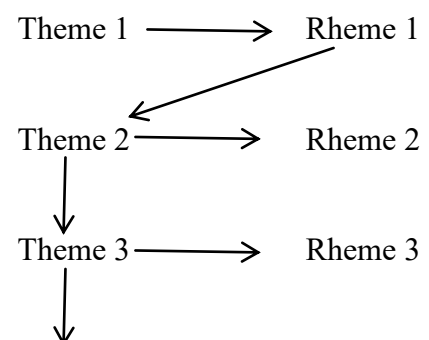
Table 3.10 Combination Progression Theme

No	Textual Theme	Topical Theme	Rheme
1.	And so	I	met Benny from Ireland, who told me that his method is to start speaking from day one.
2.		He	learns a few phrases from a travel phrasebook,
3.	And	He	goes to meet native speakers

4.	And	He	Starts having conversations with them right away.
5.		He	doesn't mind making even 200 mistakes a day,
6.	because	That	Is how he learns, based on the feedback.

The text in the table above presents the two pieces of starting point in the sentence 1 (*I*) which is used to describe the rheme on sentences 1 (*met Benny from Ireland, who told me that his method is to start speaking from day one*), which giving a new information refers to the theme 2 (*he*). Further information of the investigation into next sentences (theme 3, 4 and 5) are follows the previous theme (theme 2) used pronoun (*he*), it may called constant theme progression. But further information presented with linear progression pattern, which presented on the rheme of sentence 5 (*doesn't mind making even 200 mistakes a day*), refers to the theme 6 (*that*), which describe the mistakes on the rheme 5.

The thematic progression of the text in the table 10 above can be seen below.



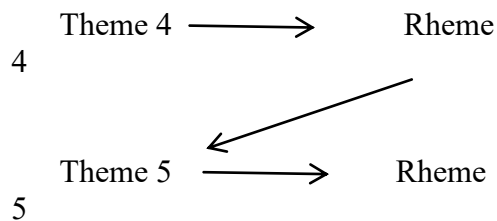


Figure 3. Combination Thematic Progression Pattern based on table 3.10

4. Conclusion

The theme and rheme relationship and the thematic progression are crucial in the study of coherence and cohesion of a text. The findings of the investigation of the types of themes and thematic progression pattern used in the Ted Talks speech are (a) the commonest types of themes is topical themes, and (b) the commonest types of thematic progression pattern is constant theme. The split pattern is hardly used. In the speech, the use of repetition may functions to highlight the point of view or ideas from the speaker to create strong points and to be easy to remember by the audience on the speech.

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