



**THEMATIC STRUCTURES AND THEMATIC PROGRESSIONS
ON STUDENTS' SPEECHES
(A Study on Speeches of the 3rd Semester Students of
English Department, Semarang State University
in the Academic Year 2014/2015)**

A Final Project
Submitted in Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan*
in English

by
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2015**

DECLARATION OF ORIGINALITY

I, Bagus Dwi Pambudi, hereby declare that this final project entitled *Thematic Structures and Thematic Progressions on Students' Speeches (A Study on Speeches of the 3rd Semester Students of English Department Semarang State University in the Academic Year 2014/2015)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived in the text and a list of references are given in the bibliography.

Semarang, August 2015

A handwritten signature in black ink, appearing to read 'Bagus Dwi Pambudi', with a stylized flourish at the end.

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APPROVAL

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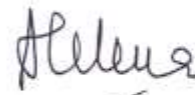
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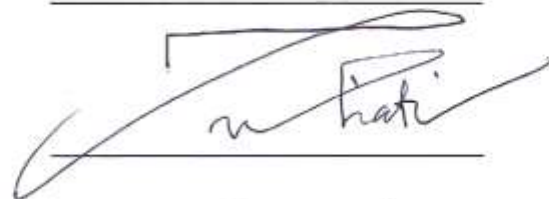
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MOTTO AND DEDICATION

Oh you who believe! Seek assistance through patience and prayer; surely Allah is
with the patient (Al – Baqara, verse 153)

To my Father and my Mother

ACKNOWLEDGEMENTS

The first and foremost, I wish to take the opportunity to express my greatest gratitude to Allah SWT the Almighty for His blessing, grace, love, and strength leading to the completion of this final project.

My deepest gratitude also goes to my one and only advisor, Intan Permata Hapsari, S.Pd. M.Pd. I have been fortunate to have an advisor who gave me the chance to complete my final project under her guidance. I am grateful to her for carefully reading and patiently commenting on incalculable revision of this final project so that I can overcome a lot of difficulties and learn many things.

This journey would not have been possible without the guidance from other lecturers of English Department of Semarang State University, as well, who have given such a valuable knowledge and experiences during my study from the first year. I wish to thank my bests; Betari, Zaki, Taufik, Ozy, Bahrul, Fajar, Dwi, Malinda, Riza, and also my partners of the final project; Septi, Anida, Novita, Provita for the time we always share. I am also indebted to *OBSESI* and *LINGUABASE* who have taught me a lot about family and teamwork. It is such a big honour to spend some years with great people there. In addition, I am thankful for Bola Kos flatmates; Reza, Untung, Bahar, Mulkan for the moments we had.

Most importantly, none of this would have feasible without the love and patience of my family who never stop supporting me. My mother and father, to whom this final project is dedicated, always strengthen me so that I can pass hard times and situations. The deepest thanks are also given to my beloved brother, Anggar, and my sisters, Teteh Ika and Tika for the warm and care.

I realize that a lot of failings may be found in this final project. Thus, suggestions and criticism are always needed for improvement. I hope this final project will bring benefits for the readers.

Semarang, August 2014

Bagus Dwi Pambudi

ABSTRACT

Pambudi, Bagus Dwi. 2015. *Thematic Structures and Thematic Progressions on Students' Speeches (A Study on Speeches of the 3rd Semester Students of English Department Semarang State University in the Academic Year 2014/2015)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Intan Permata Hapsari, S.Pd, M.Pd.

Keywords : *Students' Speeches, Textual Meaning, Theme, Rheme, Thematic Structure, Thematic Progression.*

This study investigates the Thematic structures and Thematic progressions of the 3rd semester students' speeches. The analyses intend to figure out what Thematic structures are displayed and what Thematic progressions are employed in the students' speeches. Thematic structures display what kind of starting point (Theme) comes in the beginning of a clause and what is the remainder of the clause (Rheme). Thematic progressions portray how ideas in the text are developed and related.

This study used qualitative descriptive method, and some quantitative approaches are also employed to enhance the depth of results. The units of analyses of this study were clauses in the 3rd semester students' speeches taken from the final test of Speaking for General Purposes course. There were 2 different classes, and purposeful random sampling was used to randomly choose 3 speeches for each class.

The results of the analyses show that unmarked topical Theme is dominantly used in the speeches rather than marked one. This happens as the speeches contain declarative clauses which put subject in the beginning, and only a few of them use adverbial or prepositional phrase as the Theme. Modal adjunct as interpersonal Theme is also found in the speeches to show the speaker's judgment. Other constituents of interpersonal Theme such as vocative and finite are used, as well. The speeches allow some vocatives to address the audience, and some finites are used in interrogative clauses. In addition, textual Theme constituents such as structural and conjunctive adjunct are employed to relate one clause to another or a clause to preceding text. Some continuatives, as a spoken text features, are used to signal a new move is made. The study also shows that the students employ both re-iteration (constant) and zigzag (linear) patterns in the speeches. Re-iteration pattern is considered as the easiest way to keep the text focused. Zigzag pattern is commonly used in relative clauses which replace subject. Multiple (split) pattern is never found in the speeches even though there are some possible clauses employing this pattern. However, there are still many clauses which do not employ any pattern.

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CHAPTER I

INTRODUCTION

This chapter deals with introduction of the study, which contains background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

Communication is created through language, and we, as language teachers, hold critical roles engaging our students to negotiate meaning with the other by using what we called as text in order to achieve goals. The term text, based on Eggins (1994: 5), refers to a complete linguistic interaction (spoken or written), preferably from beginning to end. However, we still find it difficult for the students to create a good text. As communication intends not only to exchange either sound or sentence, but also to make meanings, it becomes our job to help the students to create a good text so that they are able to communicate effectively. If the students are able to do this, it can be said that they succeed to communicate.

Due to the fact that texts are used to exchange meaning with others, it is needed an approach which views language as making-meaning resource. In this case, Systemic Functional Linguistics (SFL) comes as a way of looking grammar in term of not only how words are structured but also how those structures construct meaning. There are three kinds of meanings allowed in SFL: ideational

meanings which are meanings about things and ideas, interpersonal meanings which express a speaker's attitudes and judgement, and textual meanings which express the relation of language to its environment.

One of the types of meaning that I am going to unveil on this study is Textual meaning, which concerns about how and what we are saying or writing hang together and relate to what was said before and to the context around us. It is clear that a text can be easily understood when it has correct grammatical structures, and it, in fact, also has systematic organization and relates to its context. Moreover, the presence of context will make a text intelligible for the listeners or the readers. For instance, the word *go* in different contexts can have different meaning as these examples show:

I *go* to work by car.

The students in the class *go* mad.

Do you know why this watch won't *go*?

Just have a *go*.

Systemic Functional Language helps us to understand how those texts work to make meaning as it studies the relation between text and context. In addition, a text produced not only makes just a single meaning, but also a number of meanings simultaneously.

When people communicate, they exchange message or textual meaning by looking at information structure of a text. Textual meanings are most centrally influenced by mode of discourse which refers to how language is being used. These textual meanings are realized through the Theme patterns of the grammar

which are in the form of Thematic structures and Thematic Progressions. Theme is the beginning of the clause where we put information which links the clause to what has come before. Broadly speaking, Theme is what comes first in a clause and what the clause is going to be about. The remainder of the clause, which explains about the Theme and contains new information is then called Rheme.

I	am walking along the road.
<i>Theme</i>	<i>Rheme</i>

Along the road	I am walking
<i>Theme</i>	<i>Rheme</i>

The examples show different points of departure, even though they have same words. On the one hand the first clause is going to tell about '*I*', the subject of the clause, which indicates the writer, and later it is explained by '*am walking along the road*'. On the other hand, the second example tells about adverb of place '*Along the road*', and it is explained what happens '*along the road*' by '*I am walking*'. Different Theme will determine the focus of the clause. It is similar to a topic sentence which acts as Theme to a paragraph; a paragraph which acts as Theme to a stage in the schematic structure; and a schematic stage which acts as Theme to the entire text. This recognition of textual organization is essential because without structures such as Theme, there could be no text. Such analysis does not only occur in written text but also occurs in spoken text.

Speaking, in fact, is as productive skills of language, and we still find that our students, especially foreign language students, have difficulties in conveying communication goals through spoken text since they have to pay attention to how they structure the sentence so that it is intelligible to the listeners. Moreover, speech, as a form of spoken text, is considered as a formal text which does not need any feedback from the audiences. It is a one-way communication, so there will not be any turn-taking like what we find in casual conversation. The EFL students have to elaborate and arrange their ideas systemically to compose a good text so that the audiences understand what the speaker says.

A good text should consists of clauses which hang together. It contains contextual properties (coherence) which refers to the way a group of clauses or sentences relates to the context and internal properties (cohesion) which refers to the way we relate or tie together bits of our discourse. EFL students; however, still find it difficult to maintain the coherence and cohesion in both written and spoken texts. To the same extent as written text, teachers, as a matter of fact, have given the students some tips to help them provide a well-prepared text. One instance of this is when the students are asked to deliver a speech, they have to brainstorm the ideas and arrange them in a good order. This is how Thematic progressions which belong to textual meaning are realized in spoken texts. Moreover, in teaching speaking, teachers concern not only on the fluency and pronunciation of words, but also the way of how to keep the content coherence and cohesive. That is why it is very interesting to carry out a linguistic investigation and study about EFL

students' speeches by investigating their Thematic structures and Thematic progressions.

In this study, I try to analyse the Thematic structures and Thematic progressions displayed on speeches of the 3rd semester students of English Department, Semarang State University in the academic year 2014/2015 which were taken on the Speaking for General Purposes final test.

1.2 Reasons for Choosing the Topic

There are some reasons which are taken into account in choosing the topic of "Thematic Structures and Thematic Progressions on Students' Speeches (A Study on Speeches of the 3rd Semester Students of English Department Semarang State University in the Academic Year 2014/2015)".

First, the students of English Department, as EFL learners, still have difficulties in creating text. Even though they have been through years of language instruction, they still consistently make mistakes in apparently simple grammar features such as tense and aspects. It is important that they know how to combine words together grammatically in a clause, and how they organize the texts produced in order to achieve goals. It, thus, catches my attention to investigate how students construct messages or textual meaning through Thematic structures. Moreover, the way the students develop ideas in the text also becomes focus of this study as it examines how clauses in a text hang together and relate to the context. It is expected that, by the result of this study, the English teachers can

assist the students to improve their speaking skills especially in public speaking in order to be intelligible for the listeners.

Second, speech is considered as spoken text, and it has different aspects from written text. Both in teaching writing and speaking, teachers have to focus on errors occurred in clause level such as incorrect tenses, inappropriate subject-verb agreement, misuse of pronoun, and so on. In addition, teaching speaking requires the teacher to pay attention on fluency and pronunciation of words. However, in fact, they do not notice students' errors in the level of discourse, where the texts are sometimes lack of coherence and cohesion. It is essential that the students pay attention on the content, and how they develop ideas systemically in order to make a coherent and cohesive text, and the teachers need to help the students to make a good text.

Third, the topic of the speech was not defined, so the students were given the opportunity to choose their own speech topic. This, by all means, would allow the students to develop their ideas broadly, and each of the students had different perception toward the topic according to their language skills. Developing ideas in clauses, in other words, will lead to representation of 'This is what I am talking about' and 'This is what I am saying about it'.

1.3 Research Problems

In order to focus on the study, I will limit the discussion of this final project by presenting these following problems:

- (1) What Thematic structures are displayed in the 3rd semester students' speeches?
- (2) What Thematic progressions are employed in the 3rd semester students' speeches?

1.4 Purposes of the Study

The purposes of the study are:

- (1) to analyse the Thematic structures displayed in the 3rd semester students' speeches.
- (2) to analyse the Thematic progressions employed in the 3rd semester students speeches.

1.5 Significance of the Study

By conducting this study, I expect that:

- (1) Theoretically, the study may be able to show to public speakers, in this case university students, that they should focus on the organization of the text since the point of departure (Theme) in the beginning of the clause will decide what a clause is going to be about, and how it is developed in the rest of the clause. In larger context, students also need to concern how clauses are systemically developed and support each other in a text.

In addition, this study provides me, as the writer, further knowledge about discourse analysis, especially textual meaning.

- (2) Practically, especially for the students of English Department as the future teachers, the result of this study will give knowledge that can be used as the bases to describe how the EFL students organize their ideas in a text to produce coherent and cohesive text, so the teachers are able to improve students' language skills, especially speaking. Moreover, I can take advantages of this research by applying textual meaning in this writing so that this research can be coherence and cohesive.
- (3) Pedagogically, the study can provide some references for the readers to use Thematic structures and Thematic progressions to unveil the textual meaning in a spoken or written text. By this study, further research about textual meaning is expected to be conducted, as well.

1.6 Limitation of the Study

The study only limits on:

- (1) The speeches which are analysed are taken from the works of EFL students in the final test of Speaking for General Purposes course in the academic year 2014/2015 which consist of two classes.
- (2) This study is conducted to the third semester students of English Department, Semarang State University.

1.7 Outline of the Report

This study consists of five chapters. Chapter I is the introduction which portrays general background of the study, reasons for choosing the topic, research problems, purposes of the study, significance of the study, limitation of the study, and outline of the report.

Chapter II presents review of related literature. This chapter includes review of the previous studies, review of theoretical studies, and framework of the present study.

Chapter III explains research methodology. It contains the research approach, object of the study, roles of the researcher, procedures of collecting the data, unit of analysis, procedures of analyzing the data, and the presentation of the result.

Chapter IV explains about the findings and discussions of the findings supported by the analysis.

Chapter V presents the conclusions of the study and also some suggestion related to the result of the study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter portrays the related literature that has been conducted to strengthen the ideas of this study. This chapter consists of three subchapters. They are review of the previous studies, review of the theoretical studies, and theoretical framework. In the first subchapter, I present the previous studies related to this study. The second subchapter deals with the theories that underlie this study. The theories cover discourse analysis, systemic functional grammar, text, context, metafunction in functional grammar, textual meaning, coherence and cohesion in text, and qualitative study. In the last part of this chapter, I depicts the theoretical framework of this study.

2.1 Review of the Previous Studies

There are some previous studies about discourse analysis that has been carried out related to this final project. An example of the study was carried out by Najib (2014) entitled *Tenor, Interpersonal Meanings, and Appraisal Found in the Speech of Barack Obama at Nelson Mandela Memorial*. This previous study purposed to examine how interpersonal meaning of Barack Obama's Speech was realized through Mood, Modality, and choice of words. In this case, Barack Obama's speech was analysed by using lexicogrammatical analysis.

Systemic functional linguistics allows three strands of meaning which consist of experiential, interpersonal, and textual meaning. This previous study is related to this current study in terms of spoken text analysis which is in the form of speech. However, the kind of meaning analysed is different where the previous one took interpersonal meaning through Tenor, and this study employs textual meaning through Theme-Rheme system.

A study about textual meaning analysis was conducted by Faiz (2010), *Textual Meaning in Man and Woman's Language (A Study of Debate between Hillary Clinton and Barack Obama, Los Angeles, January 31, 2008)*. This study was intended to reveal the differences of textual meaning between man's and woman's language represented by Barack Obama and Hillary Clinton taken on presidential debate of America in 2008. The textual meaning was realized through Theme and Rheme on Obama's and Clinton's utterances during the debate. In addition, three kinds of Theme, which are ideational, interpersonal, and textual Theme were employed, and each of those was compared according to the Theme that had the significant difference between Obama's and Clinton's utterances. It was found, on the one hand, that Obama more often used marked ideational Theme rather than Clinton did. On the other hand, Clinton dominantly employed adjunct interpersonal Theme rather than Obama did. Both of them did not show significant difference in using textual Theme.

The analysis of this previous study relates to this study which is textual meaning. Both of the studies reveal the textual meaning through Theme and Rheme in spoken text in the form of speech. The differences take on the speakers

and the speech topic. The previous study analysed Obama's and Clinton's utterances in presidential debate about national issues where both of them are Americans. It is well known that America is a country where English is used as the first language. It; therefore, can be concluded that the utterances given by Obama and Clinton are grammatically correct. On the other side, this study puts the 3rd semester students' speeches with undefined topic as the object. They can be said as EFL learners as their mother tongue is Indonesian, so it is needed to know how EFL learners construct textual meaning, and how individual differences hold language proficiency, especially speaking skills. In addition, the previous study just concerned about Thematic structures in the debate, so the type of Theme used between Obama and Clinton was investigated to differ man and woman language. On the other hand, this study also focuses on the development of ideas in the students' speeches through Thematic progression in order to make a coherence and cohesive text.

Another previous study related to this study was carried out by Hanh (2012), University of Danang. He conducted a research entitled *An Investigation into the Structure and Theme and Rheme in English and Vietnamese Political Speeches*. The aim of this research was to study the structure of Theme-and Rheme in English and Vietnamese political speeches in comparison to each other, their characteristics, and semantic, pragmatic aspects. English political speeches delivered by American politicians and Vietnamese speeches were chosen as the object of the analysis. Furthermore, all of the information from many sources were analysed, compared, and generalized to make clear the notion of Theme-

Rheme structure as well as characteristics in English and Vietnamese clauses. The researcher then found out Theme-Rheme structure of well-known English and Vietnamese political speeches and distribution rate for each type or pattern of Theme-Rheme structure in each language. The result showed that in both English and Vietnamese political speeches, simple Theme were mostly used by the percentage of 47% for English political speeches and 51 % for Vietnamese political speech. In addition, Topical Theme which is in the form of Unmarked Topical Theme also dominated in both speeches by more than 75%. In the end, the Thematic progression in both English and Vietnamese speeches employed three kinds of pattern which consist of constant Theme pattern, linear Theme pattern, and split Theme pattern.

This previous study has some similarities with the current study which intends to analyse Textual meaning of spoken text in the form of speeches. The scopes of analysis are also similar with this study where both of them analyse Thematic structures and Thematic progressions. However, the first study tended to compare Theme-Rheme patterns in two languages, English and Vietnamese. On the other hand, this study only focuses on analysing Theme-Rheme pattern in English speeches delivered by EFL learners.

Another research was carried out by Nadliroh (2012) entitled *Thematic Development of EFL Students' Writing in Genre-Based Writing Course*. The objective of this study was to reveal the thematic structure of EFL students' writing in Genre-based Writing course. The study used the theories of Thematic structure and Thematic Thematic Progressions presented by Eggins and Gerot &

Wignell. The structure can be defined by analysing what is put first (Theme) and how the Theme is explained as the remainder of the message (Rheme). Furthermore, three types of Thematic Progressions can be used to determine the flow of the information presented. From the three kinds of Theme found in the students' descriptive writing, topical Themes were mostly employed by the students where they began the text by identifying the topic and continued by describing and explaining the detail information. The unmarked topical Theme which is signed by putting the Theme as subject was dominantly used, as well. Besides, the elements of textual Theme found in the students' writing were continuatives (*for example, as we know*) and conjunction (*and, but, when*), and the components of interpersonal Theme found in the texts were modal adjunct (*maybe*) and WH-element (*why*). Moreover, almost all of the students used two or more patterns of Thematic Progressions. Theme re-iteration and zigzag patterns were the ones mostly used by the students, although there were some students employing multiple Theme patterns.

This previous study is almost similar with this current study which aims to reveal textual meaning of a kind of text produced by the foreign language learners where the object of the studies is the English students of Semarang State University. Both studies also analyse textual meaning through Thematic structures and Thematic progressions of the text. Even though the object of the studies was produced by the EFL learners, the type of text is different as the previous study employed written text which was in the form of students' descriptive writing taken on Genre-based Writing course, and this current study analyses spoken text

which in the form of speech taken on final test of Speaking for General Purposes course.

A study about textual meaning analysis was also conducted by Arunsirot (2013), Chiang Mai Rajabhat University. He carried out research entitled *An Analysis of Textual Metafunction in Thai EFL Students' Writing*. The paper intended to investigate the thematic selection, the thematic progressions, and the problem in terms of the flow of Theme-Rheme in the exposition texts written by Thai EFL learners. The study showed that in writing exposition, textual elements were used more than interpersonal elements, and multiple Themes also outweighed the simple Themes by adding textual Theme and interpersonal Theme to topical Theme. The result also revealed that the number of unmarked Themes was very dominant. Additionally, the problem revealed in this study could be effectively applied in classroom to help the students while writing, so they would pay attention to thematic structures.

This presents similarities with the current study which aims to reveal textual meaning in the text produced by EFL learners through Thematic structures and Thematic progressions. However, the kind of text used is different where on the one hand the previous study put written text, and on the other hand this study uses spoken text.

According to the previous studies above, text analysis covers up kinds of meaning realized in the text, such as interpersonal and textual meaning. Since this study focuses on textual meaning analysis, the text employed on the previous

studies also varied in either spoken or written text through Theme and Rheme system. Those studies are considered relevant to the theory of this study.

2.2 Review of the Theoretical Studies

2.2.1 Discourse Analysis

When we speak or write, we have to fit what we are saying with the situation or context in which we are communicating. Meanwhile, the way we communicate creates that situation or context, and that is how discourse works. Discourse might refer to spoken or written language. It has internal relationship of form and meaning such as words, structures, and cohesion that relate to external communicative function.

Discourse is different ways in which we humans integrate language with non-language “stuff”, such as different ways of thinking, acting, interacting, valuing, feeling, believing, and using symbols, tools, and object in the right places and at the right times so as to enact and recognize different identities and activities, give the material world meanings, distribute social goods in a certain way, make certain sorts of meaningful connections in our experience, and privilege certain symbol systems and ways of knowing over other. (Gee, 1999: 13)

Analyzing discourse concerns with the study of the relation between language and the context in which it is used, and it is related to linguistic study that analyzes the use of language, in which the focus of the study is investigating the language function along with its form – either spoken or written. Furthermore, McCarthy (1991: 5) describes that, “Discourse analysis is concerned with the study of relationship between language and the context, in which it is used, and it is not only concerned with the descriptions and analysis of spoken interaction, but it is equally interested in the organization of written interaction”.

Since discourse analyzes interactions using language which can be said as text, so it is important to assert definition about text. Crystal (2005: 72) defines, “Text is a piece of naturally occurring spoken, written, or signed discourse identified for purpose analysis. It is often a language unit with a definable communicative function, such as conversation, a poster”. The analysis does not only lie on a single clause, but the whole clauses to form a meaningful and intelligible text. In line with this statement, Nunan (1993: 3) explains, “Discourse analysis examines how stretches of language, considered in their full textual, social, and context, become meaningful and unified for their users”.

It can be concluded that discourse analysis is a process of analyzing text – either spoken or written – as a product of human interaction that concerns on the relationship between language and its context, and it attempts to study the organization of linguistic form, for discourse refers to the piece of communication in context.

2.2.2 Systemic Functional Grammar

People use language to achieve a purpose, so they communicate using spoken or written text in order to exchange meaning with each other. It is, thus, needed to concern about how language makes meaning by looking the grammatical structure of the texts. By this way, Systemic Functional Grammar developed by Michael Halliday is considered as an approach to fulfill this need. Martin and Matthiessen (1997: 1) state that, “Functional grammar is a way of looking at grammar in terms of how grammar is used, and it focusses on the development of grammatical

systems as a means for people interact with each other. It not only asserts grammar as the focus of this approach but also meaning making”.

Functional grammar comes as an alternative to formal and traditional grammar. While, on the one hand, traditional grammar focuses on rules for producing correct sentences, and formal grammar is concerned to describe the structure of individual sentences, functional grammar, as stated by Gerot and Wignell (1994: 6), is as an approach to view language as a resource for making meaning, to describe language in actual use, and to focus on texts and their context. Hence, it is concerned not only with the structure but also with how the structures construct meaning. The differences between formal (traditional) grammar and functional grammar are presented as follows.

Table 2.1 The Main Differences in Perspective among Formal and Functional Grammar

	Formal (+Traditional)	Functional
<i>Primary Concern</i>	How is (should) this sentence be structured?	How are the meanings of this text realized?
<i>Unit of Analysis</i>	Sentence	whole text
<i>Language Level of Concern</i>	Syntax	Semantics
<i>Language</i>	= a set of rules for sentence construction = something we know	= a resource for meaning making = something we do

In the case of the table above, functional grammar mainly serves purpose to unveil how meanings are realized in a text. In line with the comparison between formal and functional grammar, Martin and Matthiessen (1997: 2) affirm that

“You will find the functional grammar much richer semantically than either formal or traditional school grammar. This makes the analyses you undertake more insightful when it comes to interpreting a text.”

In sum, it can be concluded that as systemic functional grammar looks how meanings are realized in a text, either spoken or written, through the grammatical structure of the text itself, it is important that this study involves systemic functional grammar in order to reveal meaning in the spoken text and how the text is organized.

2.2.3 Text

Language, as a tool of communication, has its nature to exchange meaning with which we are interacting, or in other words we produce what we call as text. It can be said that the term ‘text’ comes as an authentic product of social interaction. Eggins (1994: 5) reveals that the term ‘text’ refers to a complete linguistic interaction (spoken and written), preferably from beginning to end.

It can be assumed that there are two kinds of text, spoken and written texts. While spoken text is a way of constructing meaning in which it is conveyed through verbal communication, on the other hand, written text is a kind of text used to conveying meaning in written form.

Gerot and Wignell (1994: 61); furthermore, show the differences between two kinds of text as follows.

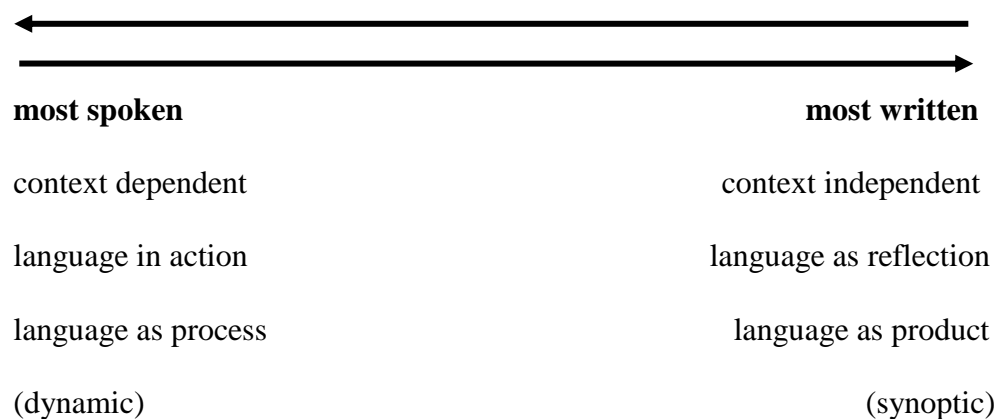


Figure 2.1 The Shifts between Spoken and Written Texts

The term either ‘spoken’ or ‘written’ does not concern about the medium through which language is transmitted, but the way the meanings are encoded. For instance, when someone reads an academic paper aloud, the feature of the text are more like those of written text rather than spoken text. Conversely, when we transcribe a speech, the written version has more common with spoken text.

Tackling down a text cannot be separated from the texture of the text. Halliday and Hasan (1989: 70) define texture as a point of reference for deciding what kind of elements can appropriately appear when, where, and how often. It is something that distinguishes text from non-text and holds the unity. In line with the texture definition, Halliday and Hasan (1976) in Eggins (2004: 24) divide components of texture into two, which are coherence, or the text’s relationship to its extra-textual context (the social and cultural context of its occurrence), and cohesion, the way the elements within a text bind it together as ‘a unified whole’.

Therefore, since this study employs a kind of text which is in the form of spoken text, it is necessary to know not only how words, phrases, and clauses are

made up to be a text, but also how coherence and cohesion which help the text relates to its context.

2.2.4 Context

It was suggested that systemic functional approach helps us to understand how text is structured to make meanings. This, by all means, enables us to interpret and produce texts since the systemic functional approach explains the connection between context and text. According to Eggins (2004: 9), “Our ability to deduce context from text, to predict when and how language use will vary, and the ambiguity of language removed from its context, all provide evidence that in asking functional question about language we must focus not just on language, but on language use in context.” Furthermore, all meanings are situated in two kinds of context which are *context of culture (genre)* and *context of situation (register)*.

2.2.4.1 Context of Culture (Genre)

Systemic functional grammar studies how people use language and how the language is structured for use. When people are interacting each other to exchange meaning, it obviously involves how people use language to achieve goals, as well. In other words, the overall purposes of the interaction can be said as genre. Martin (1984: 25) in Eggins (1994: 26) offers two definitions of genre. First, a genre is a staged, goal-oriented, purposeful activity in which speakers engage as members of our culture. And second, genres are how things get done, when language is used to accomplish them. To clarify this point, an example of genre application in real

world asking someone's help. We can simply ask for help by just saying a short linguistic exchange such as:

A : Would you be so kind to help me?

B : Sure

Still, the interaction requires more moves which are extended in order to show politeness as follows:

A : Sorry to bother you. I am just wondering whether you are busy or not.

B : Not really. Is there something I can help?

A : Well, I have some trouble with my bike. Would you please fix it?

B : Let me see

A : Thanks a lot

B : No problem

From the example above, it can be shown how linguistic exchange provides some stages so that the goals of the interaction can be achieved. In language learning, the term genre, as Martin and Rose (2004: 7) stated refers to different types of texts that enact various types of social context. A text can be identified as belonging to a particular genre as genre through the schematic structure and realizational patterns. Schematic structure functions to express goal-oriented organization linguistically through a functional constituent structure in the text. On the other hand, realization pattern expresses the boundaries between stages, and the function of each stage of the genre through language choices.

Afterwards, recount, which is one of the text-genre examples, has its obvious order. It consists of orientation, events, and re-orientation which come up

together to retell events for the purpose of informing or entertaining. The authors cannot reserve this order because it will not be said as a recount text unless it has the certain one. Besides, we can define selling and buying as a genre by recognizing that when two people are talking together, beginning with one offering, then the other demanding, followed by one providing and the other accepting, followed by one asking for money, and the other handing it over.

2.2.4.2 Context of Situation (Register)

It is a phenomenon in human communication that we make what so called predictions about the other person is going to say next. The first thing we have to do is obviously by knowing the context of situation, for the situation in which linguistic interaction takes place gives the participants a great deal of information about the meaning being exchanged, and the meaning which are to be exchanged.

As quoted by Halliday and Hasan (1989: 5), the term context of situation was coined by Malinowski (1923). By context of situation, he meant the environment of the text. Eggins (1994: 34) states that since context of culture (genre) is more abstract, more general, than the context of situation (register), the process of realizing genres in language is mediated through the realization of context of situation. Register itself describes the impact of dimensions of the immediate context of situation of a language event on the way language is used. Besides, Halliday and Hasan (1989: 12) introduce three features of the context of situation which are field, tenor, and mode.

- (1) **The Field of Discourse** refers to what is happening, to the nature of the social action that is taking place.

(2) **The Tenor of Discourse** refers to who is taking part, to the nature of the participants, their status, and roles.

(3) **The Mode of Discourse** refers to what part of the language is playing, what it is that the participants are expecting the language to do for them in that situation.

Those three features are used to explain our understanding that we will not, for instance, talk about linguistics as to talk about sport (field), talk to our boss as to talk to our friend (tenor), and that we will not use language in the same way to write as to speak (mode). In other words, knowing the context of situation makes the utterances intelligible.

For an example, buying a car requires steps to achieve goals, but it can be described as the possible configurations of register variables allowed within a given culture at a given time.

- (1) **Field** : buying cars
- (2) **Tenor** : salesperson / costumer
- (3) **Mode** : face-to-face / online

From the example above, we can know how each serves to predict the other. Context of situation explains why certain things have said or written on this particular occasion, and what else might been said or written that was not. In addition, Najib (2014) states that context of situation, simply put, refers to the actual reason why you are speaking or presenting. To take another example, when you are writing an essay about Psychology (expository genre), by all means you need to focus on the word choosing in which you are talking about. The words

used definitely concerns about the way the human mind works and how it influences behavior, not as the one used in an essay about Linguistics or History. Moreover, later you will interact with the reader through your essay, so it is urgent that you use formal language arranged in a way that makes it intelligible. Lastly, the language you use has to differ from the one you use in spoken interaction since the text you employ is a written text.

Furthermore, Halliday and Hasan (1985: 55) introduce a concept to analyze three variables of the context of situation using Contextual Configuration, using the acronym CC. A contextual configuration is a specific set of values that realizes field, tenor, or mode. We need to see the total set of features – all the selected values of three variables – as one configuration. Each detail of the features will be shown as follows:

(1) Field

The field of discourse can be divided into three:

- a. *Experiential Domain*, or what the text is about.
- b. *Goal Orientation*, or what the text is for.
- c. *Social Activity*, or what the text is doing

(2) Tenor

Tenor of discourse consists of:

- a. *Agentive Role*, or the institutional (or not) roles of the participants, such as doctor/patient, teacher/student, etc.

- b. ***Social Role***, or the power relationship between the participants which may be hierarchic or non-hierarchic and includes expert/novice and also conferred social status and gender, etc.
- c. ***Social Distance***, or the amount or nature of contact the participants may have, which ranges from minimal (close friend) to maximal (formal settings).

(3) Mode

There are three basic areas of mode:

- a. ***Language Role***, or how important is the language in this context, whether it is constitutive (the central element in the context), or it is ancilliary (not important).
- b. ***Channel***, which may be either phonic or graphic.
- c. ***Medium***, which may be either written or spoken.

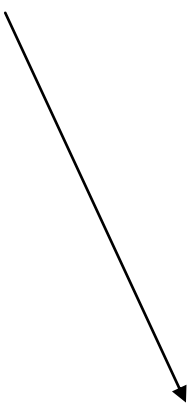
Afterwards, analyzing three components of the context of situation enables us to show redundancy between text and situation like the following.

- (1) Field of discourse: the ‘play’ or the kind of activity, as recognized in the culture, in which the language is playing some part is expressed through *experiential function* in the semantics.
- (2) Tenor of discourse: the ‘players’ or the interacting roles that are involved in the creation of the text is expressed through the *interpersonal function* in the semantics.

- (3) Mode of discourse: the ‘parts’ or the particular functions that are assigned to language in this situation is expressed through the *textual function* in the semantics.

Halliday and Hasan (1989: 26) show the relation of the text to the context of situation.

Table 2.2 The Relation of Text to the Context of Situation

SITUATION: Feature of the context	(realized by)	TEXT Functional component of semantic system
Field of discourse (what is going on)		Experiential meanings (transitivity, naming, etc.)
Tenor of discourse (who are taking part)		Interpersonal meanings (mood, modality, person, etc.)
Mode of discourse (role assigned to language)		Textual meanings (theme, information, cohesive relations)

2.2.5 Metafunction in Functional Grammar

It has been suggested that context of situation is realized by functional components of semantic system. Martin and Rose (2004: 6) describe the SFL model of language in social context recognizes three general social functions that we use language for: (i) to enact our social relationships (interpersonal); (ii) to represent our experience to each other (experiential); and (iii) to organize our enactment and representations as meaningful text (textual). These are known as the metafunction in social activity.

In addition, Halliday (2004: 61) develop four metafunction, three of them show up in the clause column – the technical names for the metafunctions, matches them up with the different statutes of the clause and shows the kind of structure favored by each, but the fourth metafunctional heading does not show up in the clause column because it is not embodied in the clause but in the clause complex-clauses linked together by logicosemantic relations to form sequences.

Table 2.3 Metafunction and Their Reflexes in the Grammar

Metafunction (Technical Name)	Definition (Kind of Meaning)	Corresponding Status in Clause	Favored Type of Structure
Experiential	Constructing a model of experience	Clause as representation	Segmental (based on constituency)
Interpersonal	Enacting social relationship	Clause as exchange	Prosodic
Textual	Creating relevance to context	Clause as message	Culminative
Logical	Constructing logical relations	-	Iterative

Analyzing three strands of meaning can be carried out in an even single clause since different structures reflects the realization of the various kinds of meaning simultaneously in a clause.

Additionally, Thompson (2014: 28) defines three kinds of meaning as follows:

- (1) We use language to talk about our experience of the world, including the worlds in our own minds, to describe events and states and the entities involved in them (ideational meanings).
- (2) We also use language to interact with other people, to establish and maintain relations with them, to influence their behavior, to express our own viewpoint on things in the world, and to elicit or change theirs (interpersonal meaning).
- (3) In using language, we organize our messages in ways which indicate how they fit in with other message around them and with the wider context in which they are talking or writing.

By looking at the definitions above, the metafunctions can be concluded as below:

- (1) **Ideational meanings** are meanings that express speaker's experience in the certain circumstances. These meanings are influenced by *field* of discourse.
- (2) **Interpersonal meanings** are meaning that reveal speaker's attitude and judgement towards the interactants. These meanings are influenced by *tenor* of discourse.
- (3) **Textual meanings** are meaning which function to relate the language to the environment, and show how the text is organized in a relevant context. These meaning are influenced by *mode* of discourse.

2.2.6 Textual Meaning

Every clause is organized as a message related to an unfolding text by having a distinct status assigned to one part of it. One part of the clause is enunciated as the Theme, and it is combined with the remainder of the clause so that those parts together constitute message. Martin and Rose (2004: 6) describe a metafunction used to organize our enactments and representations as a meaningful text as Textual metafunction.

Furthermore, Gerot and Wignell (1994: 4) state that textual meanings express the relation of language to its environment – what has said or written before and the non-verbal, situational environment (context). These meanings are realized through the pattern of Theme and cohesion. Textual meanings are influenced by mode of discourse.

Textual meaning basically concerns about the internal organization of a text and communicative nature of the text, whether it is either spoken or written, to achieve communication purposes. Moreover, Halliday (1974: 95, 97) in Eggins (1994: 273) describes textual meaning as the ‘relevance’ or the ‘enabling’ metafunction which enables the clause to be packaged in ways which make it effective given its purpose and its context.

2.2.6.1 Thematic Structures

The system of Theme belongs to the Textual meaning of the language. Martin and Matthiessen (1997: 21), in addition, mention that the system of Theme organizes the clause to show what its local context is in relation to the general context of the text it serves in; the system is concerned with the current point of departure in

relation to what has come before, so that is clear where the clause is located in the text – how its contribution fits in.

The structure in which clauses are arranged together to convey message is called Thematic structures. It contains two elements: Theme and Rheme. They are two terms which represent the way in which information is distributed in a sentence. Theme is the element which serves point of departure of the message, and the remainder of the message in which the Theme is developed to give new information is called Rheme which typically contains unfamiliar or new information. New information is knowledge that a writer assumes the reader does not know, but needs to have in order to follow the progression of the ideas. Theme is put in the beginning of a clause followed by Rheme. In another words, Theme represents ‘This is what I am talking about’ and Rheme is ‘This is what I am saying about it’. The Theme system contributes to the realization of such meaning by offering us choices about what meaning to prioritize in a text, what to package as familiar and what as new, what to make contrastive, etc.

2.2.6.1.1 Ideational / Topical Theme

Theme consists of one of experiential elements. This means that the Theme of a clause ends with the first constituent that is either participant, circumstance, or process, which are the elements of Transitivity. Since a participant in thematic structure coincides to the topic, we refer to this constituent as Topical Theme.

(a) Marked Topical Theme

A topical Theme which is not the subject, in a declarative clause, is called a marked topical Theme. The term *marked* is used because it stands out. The most

common form of marked topical Theme is an adverbial group, prepositional phrase, and complement, which is nominal group that is not functioning as subject. These are the components of Marked Topical Theme as stated by Gerot and Wignell (1994: 105).

i. Adverbial as Theme

Down	Jack fell.
Adverbial	RHEME
Topical (marked)	
THEME	

ii. Prepositional Phrase as Theme

Up the hill	Jack and Jill went.
Prepositional Phrase	RHEME
Topical (marked)	
THEME	

iii. Complement as Theme

His crown	he broke.
Complement	RHEME
Topical (marked)	
THEME	

(b) *Unmarked Topical Theme*

Unmarked topical Theme put the Theme as subject of the declarative clause. In daily conversation the most often item functioning as unmarked topical Theme is

pronoun, nominal group such as common or proper noun, and nominalization (embedded clause). These are the examples stated by Halliday (1994: 44).

i. Pronoun

I	had a little nut-tree.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

ii. Common Noun as Head

A wise old owl	lived in an oak.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

iii. Proper Noun as Head

London Bridge	is fallen down.
Subject (proper noun)	RHEME
Topical (unmarked)	
THEME	

iv. Nominalization

What I want	is a proper cup of coffee.
Subject (nominalization)	RHEME
Topical (unmarked)	
THEME	

In different types of Mood, unmarked Theme is when the constituent that is Theme is playing as subject (in a declarative clause), finite (in an interrogative) predicator (in an imperative), wh-element (in a wh-interrogative).

2.2.6.1.2 *Interpersonal Theme*

When a constituent to which we would assign a Mood label occurs at the beginning of a clause, we call it an interpersonal Theme. The constituent which can function as interpersonal Themes are: finite verbal operator (in yes/no interrogative), modal adjunct, vocative, polarity, and comment adjunct (Eggs 1994: 278-280).

i. Finite Verbal Operator

Can	you	take my bag for me?
Finite	Subject (pronoun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

ii. Modal Adjunct

Maybe	Stephen	would help.
Adj.: modal	Subject (proper noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

iii. Vocative

Jack,	do	you	want to leave now?
Vocative	Finite	Subject (pronoun)	RHEME
Interpersonal	Interpersonal	Topical (unmarked)	
THEME			

2.2.6.1.3 Textual Theme

This is element which does not express any ideational or interpersonal meaning, but which is doing important cohesive work in relating the clause to its context.

These are the types of textual elements as given in Eggins (1994: 282).

i. Continuative

Right,	what we need today	is revise for our test.
Continuative	Subject (nominalization)	RHEME
Textual	Topical (unmarked)	
THEME		

ii. Conjunctive Adjunct

On the other hand,	it	would be less crowded.
Adj.: conjunctive	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

iii. Structural (Conjunction or Wh- relative)

And	he	proposes marriage.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

2.2.6.1.4 Multiple Theme

While it is possible for a clause to realize only one Thematic element, it is far more common for clauses to contain a sequence of Themes, with often several

textual and/or interpersonal Themes occurring before the obligatory topical Theme.

Well,	but	alternatively	Mary	surely	wouldn't	the best thing	be to wait?
Cont.	Str.	Conj.	Voc.	Modal	Finite	Subject	RHEME
Textual			Interpersonal			Topical	
THEME							

2.2.6.1.5 Theme and Mood

Thematic structures vary in different Mood (declarative, yes-no interrogative, wh-interrogative, imperative, and exclamative) (Eggins: 1994: 284-288).

i. Declarative

You	probably haven't got much more than 8.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

ii. Yes-no interrogative

Did	This	happen?
Finite	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

iii. Wh-interrogative

Where	did he put the box?
Wh.	RHEME
Topical (unmarked)	
THEME	

iv. Imperative

Take	this.
Predicator	RHEME
Topical (unmarked)	
THEME	

v. Exclamative

What a beautiful day	it is.
Wh./complement	RHEME
Topical (unmarked)	
THEME	

2.2.6.1.6 Other Cases of Theme Analysis

Thematic structures also occur in some cases as follows (Eggins 1994: 290-294):

i. Theme in Existential Processes

There	was a bomb in her bag.
Subject	RHEME
Topical (unmarked)	
THEME	

ii. Theme in Clause Complexes

Well	I	will bring those out		so	you	don't have to carry them.
Cont.	Subject	RHEME		Str.	Subject	RHEME
Textual	Topical			Textual	Topical	
THEME				THEME		

iii. Predicated Theme

It	was Diana		who	had donated blood for 36 times
Subject	RHEME		Str./Subject	RHEME
Topical			Topical	
THEME			THEME	

2.2.6.2 Thematic Progressions

The flow of information in a sentence from Theme to Rheme is crucial in achieving communicative effectiveness in a message. The exchange of information between successive Theme and Rheme pairings in a text is called Thematic progressions. It is a pattern of interaction among clauses within a text. According to Wang (2007: 168), Thematic progressions contribute to the cohesive development of a text, that is to say, in a cohesive text the distribution of given and new information needs to follow certain patterns. Later, Eggins (1994: 303-305) proposes three main patterns of Thematic progressions as follows:

2.2.6.2.1 *Theme Re-iteration (Constant)*

One basic way to keep a text focused (cohesive) is simply to re-iterate an element. Repetition is an effective means of creating cohesion. In this Thematic pattern, the

same element occurs regularly as Theme. However, the dynamic and unplanned nature of conversation tends to lead to rapid Thematic shifts, although the shifting is between a limited range of item.

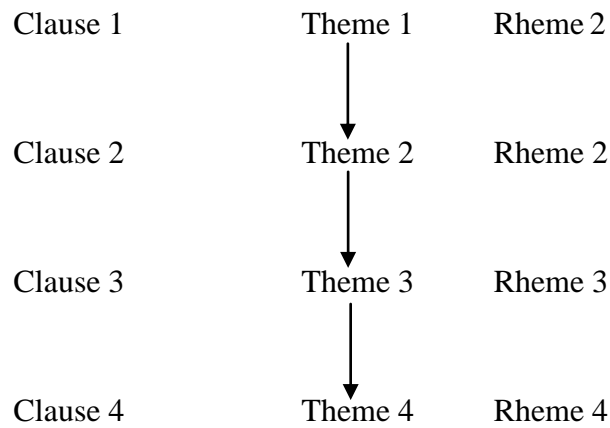


Figure 2.2 Theme Re-iteration

2.2.6.2.2 *The Zigzag Pattern (Linear)*

In this pattern, an element which is introduced in theme in clause 1 gets promoted to become the Theme of clause 2. This pattern achieves cohesion in the text by building on newly introduced information. This gives the text a sense of cumulative development which may be absent in the repeated Theme pattern.

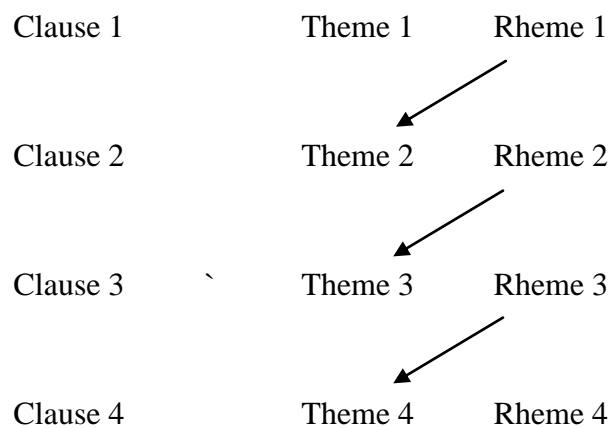


Figure 2.3 Zigzag Pattern

2.2.6.3 *The Multiple-Theme Pattern (Split)*

In this pattern, the Theme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses.

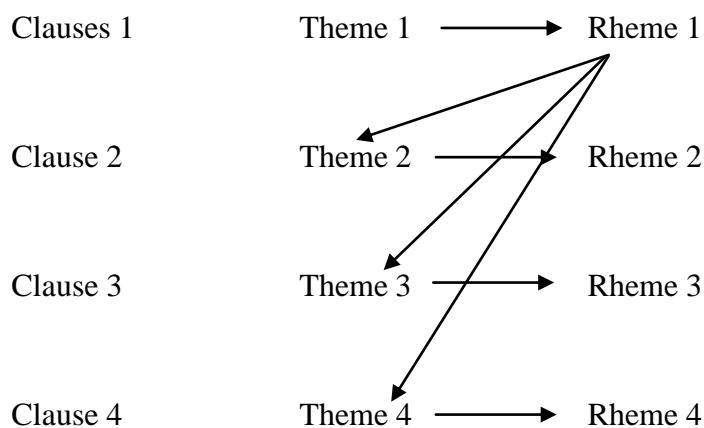


Figure 2.4 Multiple-Theme Pattern

2.2.7 *Coherence and Cohesion in Text*

In order to begin semantic analysis through grammatical patterns of Transitivity, Mood, and Theme, we have assumed that we can identify a text, and we know when a piece of language is a text and when is not (a non-text). Halliday and Hasan (1976: 2) introduced the term texture. Texture is the property that distinguishes text from non-text: a text has texture. Texture is what holds the clauses of a text together to give them unity. One part of a text (a sentence or a turn at talk) must follow another part of the text (the next sentence or turn at talk). The outcome of this, based on Eggins (1994: 86), is that each part of the text creates the context within which the next bit of the text is interpreted.

A good text should consist of clauses which are grammatically correct, and the clauses also have to hang together. When we say the clauses do not hang together, we are reacting to two dimensions of text: contextual properties: what we call as coherence; and its internal properties: what we call as cohesion. According to Halliday and Hasan (1976: 23) in Eggins (1994: 87), coherence refers to the way a group of clauses or sentences relate to the context. There are two types of coherence: situational and generic cohesion. A text has situational coherence when we can think of one situation in which all the clauses of the text could occur, and a text has generic coherence when we can recognize the text as an example of a particular genre.

One way to organizing the coherence of a text is by applying Theme choice since the choice of Theme will determine the flow of the clause remainder (Rheme). Theme will influence the structure of the clause which makes a logical order of clauses. Thus, the ideas fit together to the context, and the readers or listeners are able to understand what is conveyed.

Cohesion, on the other hand, refers to the way we relate or tie together bits of our discourse. Thompson (2014: 215) claims that cohesion refers to the linguistic devices by which the speaker or writer can signal the experiential and interpersonal coherence of the text, and it is thus the textual phenomenon. There are five critical cohesive devices. They are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

2.2.8 Qualitative Study

We conduct qualitative research because a problem or issue needs to be explored. This exploration is needed due to a need to study a group or population, identify variables that can be measured, or hear silenced voices. Another reason why we conduct qualitative research is because we need a complex, detailed understanding of the issue. Furthermore, Creswell (2007: 40) describes when we want to empower individuals to share their stories, hear their voices, and minimize the power relationship that often exist between a researcher and the participants in a study, a qualitative study is used. When we want to understand the contexts or settings in which participant in a study address a problem or issue, qualitative study is employed, as well. This study is used to develop theories when partial or inadequate theories exist for certain populations and samples or existing theories do not adequately capture the complexity of the problem we are examining.

According to Denzin and Lincoln (2005: 3) in Creswell (2007: 36), “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn into a series of representations, including fieldnote, interviews, conversation, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in term of the meanings people bring to them.

Qualitative study begins with assumption, a worldview, the possible use of theories, and the study of research problem inquiring into the meaning individual or group ascribe to a social or human problem. In studying this problem, the researcher employ a qualitative approach to inquiry, the collection of data under the study, and data analysis that is inductive and establishes patterns.

In the end, Creswell (2007: 10) divides the qualitative study into five kinds of research mostly used which consists of narrative research, phenomenology, grounded theory, ethnography, and case study. There are characteristic common to all forms of qualitative research, and the different characteristics will receive different emphases depending on the qualitative project.

2.3 Theoretical Framework

According to the theories that have been presented above, I am going to investigate the Thematic structures and Thematic progressions displayed in the 3rd semester students' speeches in the final test of Speaking for General Purposes course. Since the data are one of the text kinds – spoken text in the form of speech, so the discourse analysis is employed.

In analyzing the data, I firstly transcribe the speech videos into written form and divide the text into clauses in order to enable me to do analysis clause by clause. Afterwards, I investigate the Thematic structures and Thematic progressions based on the theories suggested by Eggins (1994: 271) and Halliday (1994: 37). In addition, I also adopt the theory of Thematic progression from Bloor and Bloor (2004: 88) as an additional reference.

According to those experts, there are several types of Thematic structures that can be used to figure out how we structure information in a text. The information structure is defined by looking at what comes first in each clauses or what the clause is going to be about (Theme), and how the Theme is explained as the remainder of the clause (Rheme). Furthermore, there are also Thematic progressions patterns which indicate the flow of the information presented in the text.

By investigating the Thematic structures and Thematic progressions of the text, I can examine how EFL students organize and develop the texts in order to produce cohesive and coherence text. Later, I will be able to draw conclusion about the pedagogical implications of this study. Below is the framework of this study:

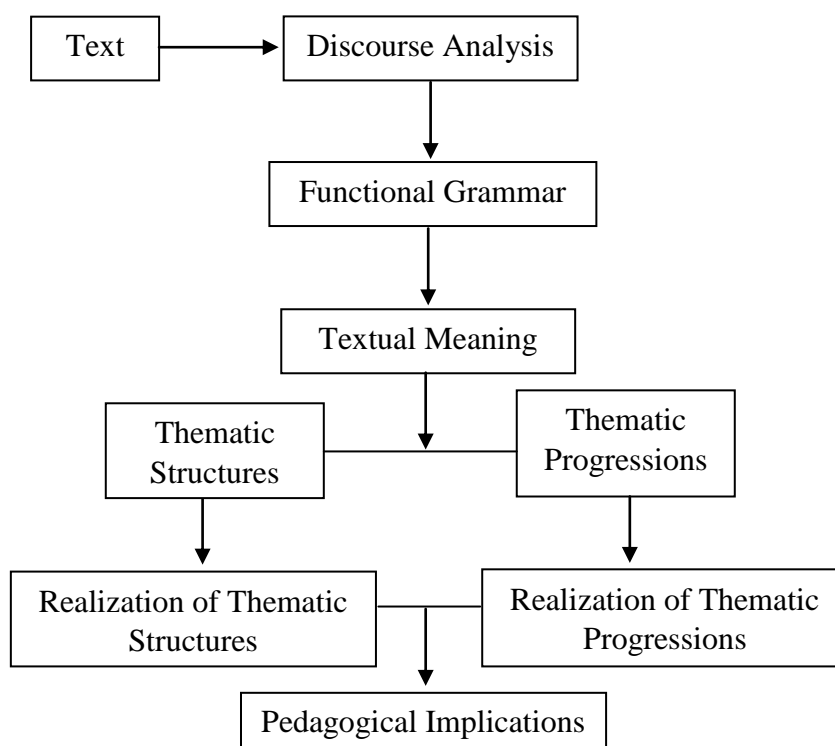


Figure 2.5 Framework of the Study

CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses the research approach, object of the study, roles of the researcher, procedures of collecting the data, unit of analysis, and procedures of analysing the data.

3.1 The Research Approach

The study aimed to investigate the Thematic structures and Thematic progressions displayed on the 3rd semester students' speeches by analysing the Theme and Rheme. Therefore, the qualitative approach was used to figure out the realization of the meaning.

According to Creswell (1994: 145), qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through word or picture. In unfolding meaning, data analysis is considered to be a systematic search. Hatch (2002: 148) describes that it is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationship, develop explanations, make interpretations, mount critiques, or generate theories.

The object of the study was speech which is a kind of text, so discourse analysis was used. Schiffrin (1994: 416) in Lazaraton (2002: 26) states that

analysis discourse is empirical: actual data rather than intuitions are used; analyses are accountable to the data and are meant to be predictive of other as yet unencountered data. In addition, what is said, meant and done is sequentially situated; that is, utterances are produced and interpreted in the local contexts of other utterances.

To put it in a nutshell, since the objects of this study were speeches produced by the 3rd semester students varied on two different classes, it involved the study of an issue explored through one or more cases within a bounded system. In another words, case study, as one of the approaches in qualitative study, was used. Creswell (2007: 73) states that case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case-based themes.

According to the statements above, I attempted to employ qualitative approach to analyse the data. In addition, the quantitative approach was also used to produce some statistical data in order to strengthen the qualitative analysis.

3.2 Object of the Study

In this study, I used the speeches of the 3rd semester students of English Department of State University of Semarang in the academic year 2014/2015 which were given on the final test of Speaking for General Purposes course. The

speeches were then transcribed to written text to be analysed the Thematic structures and Thematic progressions to investigate the organization of the texts.

It can be concluded that this study took two points which are Thematic structures and Thematic progressions to reveal textual meaning. Type of case study considered to be appropriate was collective case study (multiple case study) as Creswell (2007: 74) states this type, one issue or concern is selected, but the inquirer selects multiple case studies to illustrate the issue. Often the inquirer purposefully selects multiple cases to show different perspective on the issue.

In order to reveal the cases, as a general rule, I needed to select representative cases for inclusion in the qualitative study which focus on participant level. Purposeful sampling strategy was then chosen as a way to select the participants in two different classes. I selected three students for each class, so there were six students analysed on the speech produced. The intent of this selection was not to generalize the information in the overall 3rd semester students in English Department, but to elucidate the particular, the specific.

3.3 Roles of the Researcher

In this study, I had roles as:

(1) The Data Collector

I collected the data of this study by recording the 3rd semester students' speeches on the final test of Speaking for General Purposes course. Then, the speeches were transcribed into written texts in order to enable the writer analysing the clauses of the texts.

(2) The Data Analyst

I analysed the clauses in the transcribed speech using Thematic structures to figure out what the students were going to say about in the beginning of each clause and how they developed the information. Moreover, all of the clauses were examined using Thematic progressions in order to analyse whether the clauses made coherent and cohesive text. Both of them were used to reveal the textual meaning of the texts.

(3) The Data Reporter

I reported the result of data analysis in the next chapter. Then, I drew the conclusions based on the research findings.

3.4 Procedures of Collecting the Data

The main data of this study was students' speeches which were transcribed into written form. Those were taken directly from the final test of Speaking for General purposes in the academic year 2014/2015. The duration of the speech varied from about five to ten minutes. In this study, I collected the data in several steps:

- (1) recording the students' speeches on the final test of speaking for general purposes;
- (2) taking the speech transcription by listening to the recorded video;

3.5 Unit of Analysis

This study investigated the Thematic structures and Thematic progressions on the 3rd semester students' speeches. Firstly, the clauses were analysed in term of Thematic structures in order to figure out the point of departure of each clause. Secondly, Thematic progressions of the text were examined to see whether the clauses composed coherent and cohesion text.

3.6 Procedures of Analysing the Data

In analysing the data, I divided each speeches into smaller pieces which were in the form of clauses. Then the clauses were analysed in terms of Theme and Rheme to figure out the textual meaning, and the process of analysis classified Thematic structures into each category in the table, and counted the frequency of each sub-elements. In order to enable the result of the study to be easily understood, each category of Thematic structures had its own table of the data which consisted of the constituents. On this step, I used quantitative approach to support the data of the qualitative analysis. Once the Thematic structures were analysed, Thematic progressions were then examined using arrows to see how information in each clause was developed to make a coherent and cohesive text. The next step was then interpreting and elaborating the result of the data.

3.6.1 Thematic Structures Analysis

In order to analyse Thematic structures, the transcribed text were divided into clauses. Then, each clause was given numbers (1, 2, 3, and so on) from the first

clause to the last clause in the text. The element which came first in the clause can be identified as Theme, and the rest of the clause explaining about the Theme was called Rheme. Furthermore, each Theme was analysed based on the types of Theme, whether it was Topical, Interpersonal, or Textual Theme. These are the examples of determining Thematic structures.

1.

Well	I	would like to tell you about global warming in Indonesia
Continuative	Subject	RHEME
Textual	Topical (unmarked)	
THEME		

2.

Ladies and gentlemen,	We	are now facing a great challenge to save this planet
Vocative	Subject	RHEME
Interpersonal	Topical (unmarked)	
THEME		

Once all clauses were analysed in terms of Theme and Rheme according to the Theme types, each of categories was counted as follows:

Table 3.1 Theme Categories in Students' Speech

Text	Topical		Interpersonal	Textual
	Marked	Unmarked		
1				
2				
3				
4				
5				
6				
Total				
(%)				

Each Theme types had its components which were analysed in detail like following:

- a. Marked Topical Theme

Table 3.2 Marked Topical Theme

Text	Adverbial Group	Prepositional Phrase	Complement
1			
2			
3			
4			
5			
6			
Total			
(%)			

b. Unmarked Topical Theme

Table 3.3 Unmarked Topical Theme

Text	Pron.	Common Noun	Proper Noun	Nominalization	Existential	Str.	Pred.	Wh.
1								
2								
3								
4								
5								
6								
Total								
(%)								

c. Interpersonal Theme

Table 3.4 Interpersonal Theme

Text	Finite	Adj.: modal	Vocative
1			
2			
3			
4			
5			
6			
Total			
(%)			

d. Textual Theme

Table 3.5 Textual Theme

Text	Continuative	Structural	Adj.: conjunctive
1			
2			
3			
4			
5			
6			
Total			
(%)			

e. Multiple Theme

Table 3.6 Multiple Theme

Text	Textual – Topical	Interpersonal – Topical	Textual - Interpersonal – Topical
1			
2			
3			
4			
5			
6			
Total			

3.6.2 Thematic Progressions Analysis

When the analysis of Thematic structures was completed, I investigated how the students developed ideas in one clause related to the other clauses by looking at the Thematic progressions of the text which indicated whether the clauses hang together to give unity and are related to the context.

In the beginning of the analysis, it needed to give number for each Theme and Rheme in a clause (Theme 1-Rheme 1, Theme 2-Rheme 2, and so on). Afterwards, the numbered Theme and Rheme were connected by using arrows based on the information referred in the previous clause. The analysis was presented as follows:

1.

Well,	I	would like to tell you about global warming in Indonesia
THEME ₁		RHEME ₁

2.

Ladies and Gentleman,	we	are now facing a great challenge to save this planet,
THEME ₂		RHEME ₂

Theme₁ → Rheme₁

Theme₂ → Rheme₂

Then, each kinds of Thematic progressions was examined in the following table:

Table 3.7 Thematic Progressions in Students' Speech

Text	Re-iteration (Constant)	Zigzag (Linear)	Multiple (Split)
1			
2			
3			
4			
5			
6			
Total			
(%)			

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In the previous chapters, I have discussed about the introduction of this study, the review of related literature, the methods of investigation, also the findings and discussion. This is the last chapter presented in this study. It consists of conclusions and suggestions related to the topic of the study.

5.1 Conclusions

This study investigates Thematic structures displayed and Thematic progressions employed on the 3rd semester students' speeches taken from Speaking for General Purposes course. According to the data analysis and the results of the study in the previous chapter, the conclusions can be drawn as follows.

First, unmarked topical Theme is dominantly employed in the students' speeches compared to the marked one. This occurs as students' speeches mostly consist of declarative clauses which put subject in the beginning of the clause. The subject is also highly dominated by pronoun and common noun rather than proper noun, embedded clause, existential process, and structural. On the other hand, marked topical Theme takes a slight part in the students' speeches. The constituents of marked topical Theme is movable. Thus, some of them are sometimes found in the beginning of clauses as adverbial group and prepositional phrase.

In addition, speeches allow some interpersonal features to occur, and modal adjunct is the one which mostly occur in the speeches. It is used to express the speaker judgment regarding the relevance of the message. Other constituents of interpersonal Theme such as finite and vocative are also found in the speeches. It is possible to raise interrogatives which intend to represent audience's question about what the speaker says, and those interrogatives begin with finite as the interpersonal Theme. In the speeches, vocatives are also employed to address the audience, and they commonly occur in the beginning of the clause even though they may occur anywhere in the clause.

Other than ideational/topical and interpersonal Themes, structural, which is one of the constituents of textual Theme is dominantly used in the speeches. The students in fact use some clause complexes in their speeches, and they relate the clauses using structural. Furthermore, conjunctive adjunct is slightly used in the speeches. It is used to relate a clause to preceding text. The last constituent of textual Theme found in the speeches is continuative. Spoken text in fact allows continuative as one of its features. In this case, continuative is employed to signal that a new move is beginning.

Second, the next conclusion is related to how the students organize their ideas in order to make coherent and cohesive text. All of the students employ more than one pattern in their speech. They tend to use combination of both re-iteration (constant) and zigzag (linear) pattern. However, re-iteration is the dominant one. This happens because one of the easiest ways to keep a text focused is to re-reiterate an element. Moreover, constant pattern is frequently

found in textbooks and description of factual information focusing on a particular thing or concept. It is related to the topics of the speech which all of them tell about factual information. On the other hand, zigzag pattern is sometimes employed although it is not as frequent as the re-iteration pattern. Most of the zigzag patterns occur in the relative clauses which function to replace subject, and they introduce the Rheme in the previous clause as the Theme in the following clause. However, there is no multiple (split) pattern found in the students' speeches. In fact, there are some clauses which may be possible to be developed using this pattern, but the students choose to introduce new Theme in the next clauses. It is also found that many clauses in the students' speeches do not employ any pattern. They use different Themes in each clause. Although those Themes support the previous Theme, it is considered to have less cohesion.

5.2 Suggestions

Considering the results and significance of the study, I suggest that this study will be useful for English teachers, students, discourse analysts, and public speakers.

First, I suggest that English teachers master the knowledge of Thematic structures and Thematic progressions because it will give benefits to raise their awareness to pay attention to the use of Theme and Rheme in teaching English. A good text organization will make the students intelligible about what the teachers say. Moreover, the relation between one Theme and another Theme will keep the text focused and make sure the text is going nowhere so that the text will be cohesive and coherent.

Second, by knowing Theme and Rheme structures, it also makes the students learn grammar explicitly. There are constituents which function as Theme of a clause, and these constituents can make the students aware of each element in a clause and its function. Learning Thematic structures and Thematic progressions also raise the students' awareness of the text organization so that they can communicate effectively.

Third, the other discourse analysts, especially those who are interested in conducting such study, need to investigate another kinds of both spoken and written texts to observe how textual meaning is realized. Further researches related to textual meaning are expected to be conducted. It is also important that they apply the Thematic structures and Thematic progressions in their research in order to make the readers or listeners understand the content.

In the end, suggestion is also aimed to the public speakers, especially the students of English Department of Semarang State University. This study may be able to demonstrate that they should be aware about what is going to be said and how the language suits the context of language. The use of kinds of Theme will make the text more variant, but it is also important that each of the Theme has to be related. Furthermore, constituents of Theme may occur only on spoken text so that they have to be careful in choosing the constituent as Theme, whether it occurs in spoken or written language.

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APPENDIX 1
STUDENTS' SPEECHES SCRIPT

Text 1

Watching Television

Good morning everyone

Let me introduce myself first. My name is Inu Hanendra. And in this occasion, I would like to talk something about watching television.

Nowadays, almost every family has a television. That has already become a necessity in our life. We might find it in public transportation, public areas, and almost everywhere. We spend almost two to four hours watching television every day. It seems a day without watching television is impossible since it has become one of the information sources. Many people think watching television is not good because it has bad effects. On the other hand, there are still many people who have different opinion. They say that watching television as a mass media also has many benefits that we can get.

The benefit that we can get through watching television is increasing our knowledge. By watching television, we can easily access varieties of information such as news, entertainment, education, and many more. Now, I am going to tell you about the benefits of watching television. First benefit of watching television is giving motivation. When you are losing your motivation, inspiration, or ideas, try to watch your favorite television program. It can help you to regain your motivation. A study published by journal of psychological science and personality

stated that watching our favorite television program can motivate ourselves. Each person has limited self-control and self-motivation, so we have to keep ourselves motivated. And we can do it by watching our favorite television program. The main thing to be considered is organizing the time of watching. We have to organize it so that we will not lose our time, and we have a clear purpose. We only spend our time on television just for watching a good program.

Second benefit of watching television is relaxing our mind. Stressful day at work can be solved by watching the animal planet in national geographic program. A study on personality and social psychology found that watching the pictures of natural scenery can relax our mind and even reduce stress. If there are television program showing views of city buildings or streets, and the pictures of flower, river, mountain, or beach, it is better for us to watch the second program. Watching the beauty of natural scenery can relax our mind although it is on television.

Moreover, the third benefit is improving our creativity. The new way to improve your creativity is trying to do or work something with the background of ambient sound of television because, according to the study published on the journal of consumer research, the background of ambient sound of television can improve our creativity. This study turned out that the participants could obtain a score of 35% higher when they used ambient sound. This ambient sound causes a little disruption to the brain ability to process information. It makes the brain to work at higher and wider level. It can improve the ability of someone to think more creatively.

Television, in the middle of our society, brings benefits to us. In addition, there are many studies describe about positive effects of watching television. We have to be able to choose which one is good and bad for us. We also have to look something from the good side, not just from the bad side since actually everything depends on us.

I think that is all from me. Thank you for your attention.

Wassalamualaikum wr.wb

Text 2**Why English Is a Must**

Good morning ladies and gentleman

Thank god for the presence today. And in this time I would like to deliver my speech about why English is a must. A couple days ago, I went to Mr. Rohani's *Kampung Inggris* with my listening-class classmate. And there we had a very nice topic. It was about why English. So, after we learned a lot about the background, the history, and the reason why Mr. Rohani built *Kampung Inggris*, we learned a lot about some points of views related to the importance of English. So, this time I would like to deliver the similar topic like what Mr. Rohani had.

Let's begin with the history. Originally, British Empire tried to spread English around the world. Of course, other empires did the same way, but they didn't succeeded like what the British did. For example, the French had fought to spread their language, but unfortunately they failed. It means that forcing people to learn your language is not effective. Learning new language for fun gets better result.

Then in China, do you know that 20 years ago, English was not spoken there? But nowadays, it is highly popular. And Chinese business has recognized this, and Chinese students like doing practice English in the streets or park together with their friends. Then, in Japan, many Japanese companies understand that their employee should be good in English, so they encourage their employee to improve their English in many different ways and give a test for requirements for promotion and also overseas assignment.

ladies and gentleman, why English is a must for foreign students like us to learn? The answer is simple. If you want to get a good job, you need to speak English, and you need to understand English. Today any job involving with computer, internet, is in English. So, can you imagine what happens if we don't master English? I, myself, think that if we don't master English, there will be misunderstanding and our job will be messed up. Well, ladies and gentleman, English can be fun too. People may have interest in English because they want to converse with travelers from other countries by using English. And also, the music of pop stars such as Michael Jackson, Maroon 5, and Taylor Swift has encouraged their fans to speak their language and to improve their understanding of the lyrics, films, and TV shows. Perhaps, people may need English to enjoy the writing of J.K Rowling, J.R.R Tolkiens, Suzane Collins, and many other authors. Moreover, English is the international language of diplomacy, business, science, technology, banking, computing, medicine, engineering, tourism, affiliation, United Nations, NATO, and also Hollywood shows.

Well, ladies and gentlemen, finally if you learn English at school, college, or university, getting an A is almost worthless in terms of communication if you can't speak the language. So, ladies and gentleman English is a very important language to learn whether you like it or not.

Well, I think that's all from me. Thank you for your attention, and good morning.

Text 3**Our Addiction to Social Media**

Assalamualaikum Wr. Wb

Good morning guys. Thank you for having me here.

In this opportunity, I'd like to share my thought about Indonesian people's addiction to social media. A recent research by an owner of social media from Singapore that told most Indonesian people buy smartphones just to have social media account on their phones, and it is about 95%. Don't you think it is ridiculous? When people are crying for asking why things like fuel, food, and stuffs like that increase, most Indonesian people still have money to buy a smart phone just in order to have social media account. And what makes it even worse is that Indonesian people, on average, use five hours and 27 minutes just using social media. Think about that guys. What kind of activity can you do with that five hours? You can do your homework, clean your room, or everything worthy. However, social media somehow can give you benefits when you use it wisely. For instance, social media can give you money. Social media can give you links to another people. Social media can give you a good popularity. But, if we talk about addiction, I think there is no benefits in social media itself. And I'm pretty sure no one here does not have a social media account. I'm sure you guys at least have an social media account, and you tend to check your social media account everyday like 6 times a day or more than that. What happens if you don't check your social media? It doesn't make your day even worse. It doesn't make any differences on your day, right? And my suggestion to that is do 3W.

First is why. Let's just say you want to make a twitter account. Then, ask yourself why you make that account. If the reason is something positive, and it does not make any addiction, then you should make it. But, if you think the reason is something that you think can make addiction, just don't make it because it will make your days even worse. The time when you are supposed to something good and have worth for you is spent for something that doesn't have any benefit for you.

And the second one is wise. If you already have many social media accounts, then use them wisely. Yes, you have them, but try to think about 5 hours a day. It is almost a quarter of your day. So, just use it at least 3 hours a day to check your social media because I think you need it. Social media can build your links and give you information and stuff like that, but not to 5 hours. Just use the other hours to do your homework or take a nap because some of you always complaint about sleepless while you can check your social media.

And then the last one is what. If you think you have come to an addiction of social media. Then, ask yourself what happens and makes you have an addiction to social media. If you have already found what the reason is, you'd better fix it by yourself because I think no one could help you. What makes you have addiction to social media is you, yourself. I think you are the one that can fix it. You, yourself that could solve your problem in terms of addiction to the social media.

So, in the end, I don't mean to be rude. It is your right to have one, two, or so many social media accounts because nowadays there are a lot of social media. But, you choose your future, whether it is bright or common as the other people.

So, if you choose the first one, you choose to be different from the other people. If the other people choose to have an addiction to social media, you'd better not do that.

That's all from me. Thanks for your attention, Wassalamualaikum wr.wb

Text 4**Character Education**

Good morning ladies and gentleman

Nowadays, there are many teenagers and children who are lack of having politeness to the other people who are older than them such as their teachers, their lecturers, and even their parents. We often hear using of rude words by teenagers, even children. For example, last week I've just heard my neighbor's son mocked his mother, and his mom got mad with him. And do you know? He is just 7 years old, ladies and gentleman. How terrible this condition is. Concerning of it, character building from an early age is really needed. I'm standing here. I'm invited here, as a child psychologist. I want to share to all of you about this problem, about the importance of character building from an early age.

Ladies and gentleman, an education research from Portland University said if there are five things to be suspected and have been already in a nation, it means that the nation is getting wicked. Those things are:

The first is increasing in violence among adolescence. The second is using rude words among teenagers, children like what I said before. The third is increasing self-destructive behavior such as using drugs and alcohol, doing free sex, and etc.

The fourth is decreasing respect to parents and teachers. And the last is lacking of honesty. When we examine, those five things has already been in Indonesia. And do you know? It means that Indonesia is getting wicked. Another problem that is being faced by Indonesia is early education system that is too oriented to the development of the left brain of children (cognitive skills) and lack of paying

attention to the development of the right brain (psychomotor and affective skills). In fact these two things are really important. These two things are really needed. And for your information, subjects that relate to character education or character building, such as manner and religion, in practice, are more apathetic on the aspect of the left brain or memorization and just knowing. The character education is one way to solve the problem that we face.

Character building must be done systemically and continuously, involving aspects of knowledge, feeling, loving, acting, or both left and right brain. Character building can be described as a bodyguard exercise which requires the muscles. In this case, character building requires exercise of moral muscles. It has to be done continuously in order to be sturdy and strong.

Ladies and gentleman, why must the character building be done from an early age? It is because early childhood is the golden period or golden age that determines the quality of children's success in the future. All aspects of development in early childhood are entering a very sensitive period. If this period is able to be optimized to produce a variety of stimulating product, then the children's development in the future will be so productive.

Ladies and gentleman, in this case, a family is the main figure of a children's character development period. Educational development ought to be started when they are in the womb. Children are actually able to respond to anything that parents are doing, especially mothers. The children will grow with strong and good characters if they can grow in the environment which is characterized. And we have to be aware that the children's environment is not only family. There are

school, media, and so on. They also contribute to the development of children's characters. In other words, developing the next generation with good characters is the responsibility of all parents. Of course, this is not easy to do. Therefore, all of parents have to be aware that character education is our main homework. It is a homework that is important to be done immediately. Moreover, look at the condition of children's character nowadays. According to a research, it is the result of life-long effort of individual and society. That's why I'm standing here to invite you as the society, as the parents in the future, to improve yourself, to improve ourselves to be better and have a good character. Start from yourself. Do it from now. I am Via Sabila. Thank you.

Text 5**Cervix Cancer**

Assalamualaikum Wr. Wb.

Good afternoon everyone.

Today, I would like to talk to you about cervix cancer. Last week, I read a statistic about amount of people who suffer cervix cancer in Indonesia. I was surprised because it is stated almost 60 % of Indonesian woman have it. From the information, I think we ought to decrease the population by being more aware the cancer itself. Who wants to suffer it? Definitely, no one does.

Well, cervix is the narrow neck-like passage lower end in the womb. If there is a problem on it, the woman would be difficult for having a child, having a baby or even cannot have a baby at all. The other bad news is that the cancer cannot be cured. It only can be slowed down by chemotherapy. The best way is removing the uterus itself, but not all people dare to do it.

Ladies, you don't have to worry about cervix cancer because, as the matter of fact, a serum has been found to protect us from the cancer. And one of the brands is Gardasil. It is Human Papilloma Virus recombinant vaccine. Prevention is better than cure, right? So, you had better get the serum to your body. The prize is around 3 million rupiahs. I have been injected last year, and I could save.

As a woman, of course, we don't want to suffer any cancer, especially cervix cancer. There are some tips that can help you to avoid this cancer. First, make sure your vagina is dry. You can wipe the water on your vagina using tissue after peeing. It helps you to prevent from the white jelly, or we call it as *keputihan* on

your vagina. Second, don't have sex with different guys. Well, sometimes you still can do it but you have to use condom for your safety. The problem is whether you would feel scratchy or not because of the rubber which is the main ingredient of condom itself. The decision is yours.

Alright, today I welcome for those who have been married and want to check the vagina by pap smear test. Feel free to meet me after this. Please, kindly get the form from my assistant and queue patiently. Well, I have to end my speech now. I am Dr. Malia. Thank you.

Text 6**Piracy**

Good afternoon, ladies and gentleman. Nice to see you all in this beautiful day.

I am standing here, in front of you all, to talk something that bothers me a lot. But, some of us don't realize that this thing will kill our creative work. This thing happens every day. Yes, I want to talk about piracy.

Nowadays, piracy becomes something that is very common in our life, especially in Indonesia. We can get any stuff that we want with a very cheap price. And we can easily find them everywhere in traditional market, some malls maybe, even in the internet. It is not only in music but also literature works like books and films, or maybe in our outfits like shirt, shoes, pants, jacket, or even phone, computer, and art works. We can buy them cheaply in a fake version. In 2008, Indonesia became the biggest country with piracy in the world after China. Indonesia is always presented in the biggest piracy country list every year. But, well it is such a good achievement maybe.

Let me give you an example. In 2010 till now, for one original disc or album that we buy, we can find six of those in fake version. An album that costs Rp. 45.000 can be bought in just Rp. 7.000 in a fake version, of course. It is very ironic. This thing could kill our creative workers. Their life depends on their works. If we buy the fake version of their works, they will get nothing. If piracy could be that bad, so why does it still happen until now? It is getting worse. We can see some news which tells some police have already arrested some suspects, but they always do that again. It happens because the law is not strict enough to make all of the

suspects give up. Maybe that's just one of the problems. But, the biggest problem that makes piracy keep happening around us is the people themselves. People can always be the best customers. We can stop this piracy. We can help our creative workers. We just need to change our habit. Stop buying pirated stuffs. Let's buy the original stuffs. Let's start from the simple one like stop buying the fake version of songs that is provided in some illegal websites.

Let me tell you something. When music industries become desperate because of piracy. Apple Incorporation makes itunes. Every month millions of songs have been bought and downloaded from itunes. There is a hope in this thing. We can stop piracy. If you don't have enough money to buy, you can download some songs in legal sources from legal websites. Even some artists make their songs to be downloaded for free. We don't need to buy the fake version anymore. Original doesn't mean expensive. Some local shops sell the original products with a cheap price. So, we don't need to worry about the price.

Ladies and gentleman, let's start to stop buying piracy stuffs. Let's change our habit. Let's help our creative workers. Let's do something with this. We need to do that. We have a couple of ears, a couple of eyes, a couple of hands, and a couple of legs, but we only have one mouth. So, let's change this. If we buy the original one, it means that we support our creative workers. We will make them creative and more creative maybe not only for them, but also for our next generation. Good bye.

APPENDIX 2**BREAKING DOWN OF CLAUSES****Text 1****Watching Television**

Good morning everyone

1. *Let me* introduce myself first.
2. *My name* is Inu Hanendra.
3. *And in this occasion,* I would like to talk something about watching television.
4. *Nowadays,* almost every family has a television.
5. *That* has already become a necessity in our life.
6. *We* might find it in public transportation, public areas, and almost everywhere.
7. *We* spend almost two to four hours watching television every day.
8. *It seems a day without watching television* is impossible
9. *since it* has become one of the information sources.
10. *Many people* think
11. *watching television* is not good
12. *because it* has bad effects.
13. *On the other hand, there* are still many people
14. *who* have different opinion.
15. *They* say

16. *that watching television as a mass media* also has many benefits
17. *that we* can get.
18. *The benefit []* is increasing our knowledge.
19. [*that we* can get through watching television]
20. *By watching television*, we can easily access varieties of information such as
news, entertainment, education, and many more.
21. *Now*, I am going to tell you about the benefits of watching television.
22. *First benefit of watching television* is giving motivation.
23. *When you* are losing your motivation, inspiration, or ideas,
24. *try* to watch your favorite television program.
25. *It* can help you to regain your motivation.
26. *A study published by journal of psychological science and personality* stated
27. *that watching our favorite television program* can motivate ourselves.
28. *Each person* has limited self-control and self-motivation,
29. *so we* have to keep ourselves motivated.
30. *And we* can do it by watching our favorite television program.
31. *The main thing to be considered* is organizing the time of watching.
32. *We* have to organize it
33. *so that we* will not lose our time,
34. *and we* have a clear purpose.
35. *We* only spend our time on television just for watching a good program.
36. *Second benefit of watching television* is relaxing our mind.

37. *Stressful day at work* can be solved by watching the animal planet in national geographic program.
38. *A study on personality and social psychology* found
39. *that watching the pictures of natural scenery* can relax our mind and even reduce stress.
40. *If there* are television program showing views of city buildings or streets, and the pictures of flower, river, mountain, or beach,
41. *it* is better for us to watch the second program.
42. *Watching the beauty of natural scenery* can relax our mind
43. *although it* is on television.
44. *Moreover, the third benefit* is improving our creativity.
45. *The new way to improve your creativity* is trying to do or work something with the background of ambient sound of television
46. *because, according to the study published on the journal of consumer research,* the background of ambient sound of television can improve our creativity.
47. *This study* turned out
48. *that the participants* could obtain a score of 35% higher
49. *when they* used ambient sound.
50. *This ambient sound* causes a little disruption to the brain ability to process information.
51. *It* makes the brain to work at higher and wider level.
52. *It* can improve the ability of someone to think more creatively.

53. **Television**, in the middle of our society, brings benefits to us.

54. **In addition, there** are many studies describe about positive effects of watching television.

55. **We** have to be able to choose

56. **which one** is good and bad for us.

57. **We** also have to look something from the good side, not just from the bad side

58. **since actually everything** depends on us.

59. **I think that** is all from me.

Thank you for your attention.

Wassalamualaikum wr.wb

Text 2**Why English Is a Must**

Good morning ladies and gentleman

Thank god for the presence today.

1. *And in this time*, I would like to deliver my speech about
2. *why English* is a must.
3. *A couple days ago*, I went to Mr. Rohani's *Kampung Inggris* with my listening-class classmate.
4. *And there* we had a very nice topic.
5. *It* was about why English.
6. *So, after we* learned a lot about the background, the history, and the reason
7. *why Mr. Rohani* built *Kampung Inggris*,
8. *we* learned a lot about some points of views related to the importance of English.
9. *So, this time* I would like to deliver the similar topic like
10. *what Mr. Rohani* had.
11. *Let's* begin with the history.
12. *Originally, British Empire* tried to spread English around the world.
13. *Of course, other empires* did the same way,
14. *but they* didn't succeeded like
15. *what the British* did.
16. *For example, the French* had fought to spread their language,

17. *but unfortunately they* failed.
18. *It* means
19. *that forcing people to learn your language* is not effective.
20. *Learning new language for fun* gets better result.
21. *Then in China*, do you know
22. *that 20 years ago*, English was not spoken there?
23. *But nowadays*, it is highly popular.
24. *And Chinese business* has recognized this,
25. *and Chinese students* like doing practice English in the streets or park together with their friends.
26. *Then, in Japan*, many Japanese companies understand
27. *that their employee* should be good in English,
28. *so they* encourage their employee to improve their English in many different ways and give a test for requirements for promotion and also overseas assignment.
29. *Ladies and gentleman, why* English is a must for foreign students like us to learn?
30. *The answer* is simple.
31. *If you* want to get a good job,
32. *you* need to speak English, and you need to understand English.
33. *Today* any job involving with computer, internet, is in English.
34. *So, can you* imagine
35. *what* happens

36. *if we* don't master English?
37. *I think if we* don't master English,
38. *there* will be misunderstanding,
39. *and our job* will be messed up.
40. *Well, ladies and gentleman, English* can be fun too.
41. *People* may have interest in English
42. *because they* want to converse with travelers from other countries by using English.
43. *And also, the music of pop stars such as Michael Jackson, Maroon 5, and Taylor Swift* has encouraged their fans to speak their language and to improve their understanding of the lyrics, films, and TV shows.
44. *Perhaps, people* may need English to enjoy the writing of J.K Rowling, J.R.R Tolkiens, Suzane Collins, and many other authors.
45. *Moreover, English* is the international language of diplomacy, business, science, technology, banking, computing, medicine, engineering, tourism, affiliation, United Nations, NATO, and also Hollywood shows.
46. *Well, ladies and gentlemen, finally if you* learn English at school, college, or university,
47. *getting an A* is almost worthless in terms of communication
48. *if you* can't speak the language.
49. *So, ladies and gentleman, English* is a very important language to learn
50. *whether you* like it or not.
51. *Well, I think that's* all from me.

Thank you for your attention, and good morning.

Text 3**Our Addiction to Social Media**

Assalamualaikum Wr. Wb

Good morning guys. Thank you for having me here.

1. *In this opportunity*, I'd like to share my thought about Indonesian people's addiction to social media.
2. *A recent research by an owner of social media from Singapore* told
3. *that most Indonesian people* buy smartphones just to have social media account on their phones,
4. *and it* is about 95%.
5. *Don't you* think
6. *it* is ridiculous?
7. *When people* are crying for asking
8. *why things like fuel, food, and stuffs like that* is increasing
9. *most Indonesian people* still have money to buy a smart phone just in order to have social media account.
10. *[what makes it even worse]* is
11. *[what* makes it even worse]
12. *that Indonesian people*, on average, use five hours and 27 minutes just using social media.
13. *Think* about that guys.
14. *What kind of activity* can you do with that five hours?

15. *You* can do your homework, clean your room, or everything worthy.
16. *However, social media* somehow can give you benefits
17. *when you* use it wisely.
18. *For instance, social media* can give you money.
19. *Social media* can give you links to another people.
20. *Social media* can give you a good popularity.
21. *But, if we* talk about addiction,
22. *I think there* is no benefits in social media itself.
23. *And I'm pretty sure no one here* does not have a social media account.
24. *I'm sure you guys* at least have an social media account,
25. *and you* tend to check your social media account everyday like 6 times a day
or more than that.
26. *What* happens
27. *if you* don't check your social media?
28. *It* doesn't make your day even worse.
29. *It* doesn't make any differences on your day, right?
30. *And my suggestion to that* is do 3W.
31. *First* is why.
32. *Let's* just say
33. *you* want to make a twitter account.
34. *Then, ask* yourself
35. *why* you make that account.
36. *If the reason* is something positive,

37. **and it** does not make any addiction,
38. **then you** should make it.
39. **But, if the reason** is something
40. **that** can make addiction,
41. **don't make** it
42. **because it** will make your days even worse.
43. **The time []** is spent for something
44. [**when you** are supposed to do something good and have worth for you]
45. **that** doesn't have any benefit for you.
46. **And the second one** is wise.
47. **If you** already have many social media accounts,
48. **then use** them wisely.
49. **Yes, you** have them,
50. **but try** to think about 5 hours a day.
51. **It** is almost a quarter of your day.
52. **So, just use** it at least 3 hours a day to check your social media
53. **because I think you** need it.
54. **Social media** can build your links and give you information and stuff like that,
but not to 5 hours.
55. **Just use** the other hours to do your homework or take a nap
56. **because some of you** always complaint about sleepless
57. **while you** can check your social media.
58. **And the last one** is what.

59. *If you* have come to an addiction of social media.
60. *Then, ask* yourself
61. *what* happens and makes you have an addiction to social media.
62. *If you* have already found
63. *what* the reason is,
64. *you*'d better fix it by yourself
65. *because I think no one* could help you.
66. [*What makes you have addiction to social media*] is you, yourself.
67. [*What* makes you have addiction to social media]
68. *I think you* are the one
69. *that* can fix it.
70. *You, yourself* could solve your problem in terms of addiction to the social media.
71. *So, in the end, I* don't mean to be rude.
72. *It* is your right to have one, two, or so many social media accounts
73. *because nowadays* there are a lot of social media.
74. *But, you* choose your future,
75. *whether it* is bright or common as the other people.
76. *So, if you* choose the first one,
77. *you* choose to be different from the other people.
78. *If the other people* choose to have an addiction to social media,
79. *you*'d better not do that.
80. *That*'s all from me. Thanks for your attention, Wassalamualaikum wr.wb

Text 4**Character Education**

Good morning ladies and gentleman

1. *Nowadays*, there are many teenagers and children
2. *who* are lack of having politeness to the other people
3. *who* are older than them such as their teachers, their lecturers, and even their parents.
4. *We* often hear using of rude words by teenagers, even children.
5. *For example, last week* I've just heard my neighbor's son mocked his mother,
6. *and his mom* got mad with him.
7. *And do you* know?
8. *He* is just 7 years old, ladies and gentleman.
9. *How terrible* this condition is.
10. *Concerning of it*, character building from an early age is really needed.
11. *I* m standing here.
12. *I* m invited here, as a child psychologist.
13. *I* want to share to all of you about this problem, about the importance of character building from an early age.
14. *Ladies and gentleman, an education research from Portland University* said
15. *if there* are five things to be suspected and have been already in a nation,
16. *it* means
17. *the nation* is getting wicked.
18. *Those things* are:

19. *The first* is increasing in violence among adolescence.
20. *The second* is using rude words among teenagers, children like
21. *what I* said before.
22. *The third* is increasing self-destructive behavior such as using drugs and alcohol, doing free sex, and etc.
23. *The fourth* is decreasing respect to parents and teachers.
24. *And the last* is lacking of honesty.
25. *When we* examine,
26. *those five things* has already been in Indonesia.
27. *And do you* know?
28. *It* means
29. *Indonesia* is getting wicked.
30. *Another problem* is the early education system
31. *that* is too oriented to the development of the left brain of children (cognitive skills) and lack of paying attention to the development of the right brain (psychomotor and affective skills).
32. *In fact, these two things* are really important.
33. *These two things* are really needed.
34. *And for your information*, subjects [], in practice, are more apathetic on the aspect of the left brain or memorization and just knowing.
35. [*that* relate to character education or character building, such as manner and religion]
36. *The character education* is one way to solve the problem

37. *that we* face
38. *Character building* must be done systemically and continuously, involving aspects of knowledge, feeling, loving, acting, or both left and right brain.
39. *Character building* can be described as a bodyguard exercise
40. *which* requires the muscles.
41. *In this case*, character building requires exercise of moral muscles.
42. *It* has to be done continuously in order to be sturdy and strong.
43. *Ladies and gentleman, why* must the character building be done from an early age?
44. *It* is
45. *because early childhood* is the golden period or golden age
46. *that* determines the quality of children's success in the future.
47. *All aspects of development in early childhood* are entering a very sensitive period.
48. *If this period* is able to be optimized to produce a variety of stimulating product,
49. *the children development in the future* will be so productive.
50. *Ladies and gentleman, in this case*, a family is the main figure of a children's character development period.
51. *Educational development* ought to be started
52. *when they* are in the womb.
53. *Children* are actually able to be response anything
54. *that parents* are doing, especially mothers.

55. **The children** will grow with strong and good characters
56. **if they** can grow in the environment
57. **which** is characterized.
58. **And we** have to be aware
59. **that the children's environment** is not only family.
60. **There** are school, media, and so on.
61. **They** also contribute to the development of children's characters.
62. **In other words, developing the next generation with good characters** is the responsibility of all parents.
63. **Of course, this** is not easy to do.
64. **Therefore, all of parents** have to be aware
65. **that character education** is our main homework.
66. **It** is a homework
67. **that** is important to be done immediately.
68. **Moreover, look** at the condition of children's character nowadays.
69. **According to a research,** it is the result of life-long effort of individual and society.
70. **So, I'm** standing here to invite you as the society, as the parents in the future, to improve yourself, to improve ourselves to be better and have a good character.
71. **Start** from yourself.
72. **Do** it from now.
73. **I** am Via Sabila. Thank you.

Text 5**Cervix Cancer**

Assalamualaikum Wr. Wb.

Good afternoon everyone.

1. **Today**, I would like to talk to you about cervix cancer.
2. **Last week**, I read a statistic about amount of people
3. **who** suffer cervix cancer in Indonesia.
4. **I** was surprised
5. **because it** is stated
6. **almost 60 % of Indonesian woman** have it.
7. **From the information**, I think we ought to decrease the population by being more aware the cancer itself.
8. **Who** wants to suffer it?
9. **Definitely, no one** does.
10. **Well, cervix** is the narrow neck-like passage lower end in the womb.
11. **If there** is a problem on it,
12. **woman** would be difficult for having a child, having a baby or even cannot have a baby at all.
13. **The other bad news** is
14. **the cancer** cannot be cured.
15. **It** only can be slowed down by chemotherapy.
16. **The best way** is removing the uterus itself,

17. *but not all people* dare to do it.
18. *Ladies, you* don't have to worry about cervix cancer
19. *because, as the matter of fact, a serum* has been found to protect us from the cancer.
20. *And one of the brands* is Gardasil.
21. *It* is Human Papilloma Virus recombinant vaccine.
22. *Prevention* is better than cure, right?
23. *So, you* had better get the serum to your body.
24. *The prize* is around 3 million rupiahs.
25. *I* have been injected last year,
26. *and I* could save.
27. *As a woman, of course, we* don't want to suffer any cancer, especially cervix cancer.
28. *There* are some tips
29. *that* can help you to avoid this cancer.
30. *First, make* sure
31. *your vagina* is dry.
32. *You* can wipe the water on your vagina using tissue after peeing.
33. *It* helps you to prevent from the white jelly,
34. *or we* call it as *keputihan* on your vagina.
35. *Second, don't have* sex with different guys.
36. *Well, sometimes you* still can do it,
37. *but you* have to use condom for your safety.

38. *The problem* is

39. *whether you* would feel scratchy or not because of the rubber

40. *which* is the main ingredient of condom itself.

41. *The decision* is yours.

42. *Alright, today* I welcome for those

43. *who* have been married and want to check the vagina by pap smear test.

44. *Feel* free to meet me after this.

45. *Please, kindly get* the form from my assistant and queue patiently.

46. *Well, I* have to end my speech now.

47. *I* am Dr. Malia.

Thank you.

Text 6**Piracy**

Good afternoon, ladies and gentleman. Nice to see you all in this beautiful day.

1. *I* am standing here, in front of you all, to talk something
2. *that* bothers me a lot.
3. *But, some of us* don't realize
4. *that this thing* will kill our creative work.
5. *This thing* happens every day.
6. *Yes, I* want to talk about piracy.
7. *Nowadays*, piracy becomes something
8. *that* is very common in our life, especially in Indonesia.
9. *We* can get any stuff [] with a very cheap price.
10. [*that we* want]
11. *And we* can easily find them everywhere in traditional market, some malls maybe, even in the internet.
12. *It* is not only in music but also literature works like books and films, or maybe in our outfits like shirt, shoes, pants, jacket, or even phone, computer, and art works.
13. *We* can buy them cheaply in a fake version.
14. *In 2008*, Indonesia became the biggest country with piracy in the world after China.
15. *Indonesia* is always presented in the biggest piracy country list every year.

16. **But, well it** is such a good achievement maybe.
17. **Let me** give you an example.
18. **In 2010 till now**, for one original disc or album [], we can find six of those in fake version.
19. [**that we** buy]
20. **An album** [] can be bought in just Rp. 7.000 in a fake version, of course.
21. [**that** costs Rp. 45.000]
22. **It** is very ironic.
23. **This thing** could kill our creative workers.
24. **Their life** depends on their works.
25. **If we** buy the fake version of their works,
26. **they** will get nothing.
27. **If piracy** could be that bad,
28. **so why** does it still happen until now?
29. **It** is getting worse.
30. **We** can read some news
31. **which** tells
32. **some police** have already arrested some suspects,
33. **but they** always do that again.
34. **It** happens
35. **because the law** is not strict enough to make all of the suspects give up.
36. **Maybe that's** just one of the problems.
37. **But, the biggest problem** [] is the people themselves.

38. [*that* makes piracy keep happening around us]
39. *People* can always be the best customers.
40. *We* can stop this piracy.
41. *We* can help our creative workers.
42. *We* just need to change our habit.
43. *Stop* buying pirated stuffs.
44. *Let's* buy the original stuffs.
45. *Let's* start from the simple one like stop buying the fake version of songs
46. *that* is provided in some illegal websites.
47. *Let me* tell you something.
48. *When music industries* become desperate because of piracy,
49. *Apple Incorporation* makes itunes.
50. *Every month* millions of songs have been bought and downloaded from
itunes.
51. *There* is a hope in this thing.
52. *We* can stop piracy.
53. *If you* don't have enough money to buy,
54. *you* can download some songs in legal sources from legal websites.
55. *Even some artists* make their songs to be downloaded for free.
56. *We* don't need to buy the fake version anymore.
57. *Original* doesn't mean expensive.
58. *Some local shops* sell the original products with a cheap price.
59. *So, we* don't need to worry about the price.

60. *Ladies and gentleman, let's* start to stop buying piracy stuffs.
61. *Let's* change our habit.
62. *Let's* help our creative workers.
63. *Let's* do something with this.
64. *We* need to do that.
65. *We* have a couple of ears, a couple of eyes, a couple of hands, and a couple of legs
66. *but we* only have one mouth.
67. *So, let's* change this.
68. *If we* buy the original one,
69. *it* means
70. *that we* support our creative workers.
71. *We* will make them creative and more creative maybe not only for them, but also for our next generation. Good bye.

APPENDIX 3**THEMATIC STRUCTURES ANALYSIS****Text 1****Watching Television**

Good morning everyone

1. Clause 1

Let me	introduce myself first.
Predicator	RHEME
Topical (unmarked)	
THEME	

2. Clause 2

My name	is Inu Hanendra.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

3. Clause 3

And	in this occasion,	I would like to talk something about watching television.
Structural	Adj.: prepositional phrase	RHEME
Textual	Topical (marked)	
THEME		

4. Clause 4

Nowadays,	almost every family has a television.
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

5. Clause 5

That	has already become a necessity in our life.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

6. Clause 6

We	might find it in public transportation, public areas, and almost everywhere.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

7. Clause 7

We	spend almost two to four hours watching television every day.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

8. Clause 8

It seems	a day without watching television	is impossible
Adj.: modal	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

9. Clause 9

since	it	has become one of the information sources.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

10. Clause 10

Many people	think
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

11. Clause 11

that	watching television	is not good
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

12. Clause 12

because	it	has bad effects.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

13. Clause 13

On the other hand,	There	are still many people
Adj.: conjunctive	Subject (existential)	RHEME
Textual	Topical (unmarked)	
THEME		

14. Clause 14

who	have different opinion.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

15. Clause 15

They	Say
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

16. Clause 16

that	watching television as a mass media	also has many benefits
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

17. Clause 17

that	We	can get.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

18. Clause 18

The benefit	is increasing our knowledge.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

19. Clause 19

that	we	can get through watching television
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

20. Clause 20

By watching television,	we can easily access varieties of information such as news, entertainment, education, and many more.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

21. Clause 21

Now,	I am going to tell you about the benefit of watching television.
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

22. Clause 22

First benefit of watching television	is giving motivation.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

23. Clause 23

When	you	are losing your motivation, inspiration, or ideas,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

24. Clause 24

try	to watch your favorite television program.
Predicator	RHEME
Topical (unmarked)	
THEME	

25. Clause 25

It	can help you to regain your motivation.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

26. Clause 26

A study published by journal of psychological science and personality	stated
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

27. Clause 27

that	watching our favorite television program	can motivate ourselves.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

28. Clause 28

Each person	has limited self-control and self-motivation,
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

29. Clause 29

so	We	have to keep ourselves motivated.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

30. Clause 30

And	We	can do it by watching our favorite television program.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

31. Clause 31

The main thing to be considered	is organizing the time of watching.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

32. Clause 32

We	have to organize it
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

33. Clause 33

so that	we	will not lose our time,
Adj.: conjunctive	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

34. Clause 34

and	we	have a clear purpose.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

35. Clause 35

We	only spend our time on television just for watching a good program.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

36. Clause 36

Second benefit of watching television	is relaxing our mind.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

37. Clause 37

Stressful day at work	can be solved by watching the animal planet in national geographic program.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

38. Clause 38

A study on personality and social psychology	found
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

39. Clause 39

that	watching the pictures of natural scenery	can relax our mind and even reduce stress.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

40. Clause 40

If	there	are television program showing views of city buildings or streets, and the pictures of flower, river, mountain, or beach.
Structural	Subject (existential)	RHEME
Textual	Topical (unmarked)	
THEME		

41. Clause 41

It	is better for us to watch the second program.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

42. Clause 42

Watching the beauty of natural scenery,	can relax our mind
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

43. Clause 43

although	it	is on television.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

44. Clause 44

Moreover,	the third benefit	is improving our creativity.
Adj.: conjunctive	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

45. Clause 45

The new way to improve your creativity	is trying to do or work something with the background of ambient sound of television
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

46. Clause 46

because	according to the study published on the journal of consumer research,	the background of ambient sound of television can improve our creativity.
Structural	Adj.: prepositional phrase	RHEME
Textual	Topical (marked)	
THEME		

47. Clause 47

This study	turned out
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

48. Clause 48

that	the participants	could obtain a score of 35% higher
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

49. Clause 49

when	they	used ambient sound.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

50. Clause 50

This ambient sound	causes a little disruption to the brain ability to process information.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

51. Clause 51

It	makes the brain to work at higher and wider level.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

52. Clause 52

It	can improve the ability of someone to think more creatively.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

53. Clause 53

Television,	in the middle of our society, brings benefits to us.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

54. Clause 54

In addition,	there	are many studies describing about positive effects of watching television.
Adj.: conjunctive	Subject (existential)	RHEME
Textual	Topical (unmarked)	
THEME		

55. Clause 55

We	have to be able to choose
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

56. Clause 56

which one	is good and bad for us.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

57. Clause 57

We	also have to look something from the good side, not just from the bad side
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

58. Clause 58

since	actually	everything	depends on us.
Structural	Adj.: modal	Subject (common noun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

59. Clause 59

I think	that	is all from me.
Adj.: modal	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

Thank you for your attention.

Wassalamualaikum wr.wb

Text 2**Why English Is a Must**

Good morning ladies and gentleman

Thank god for the presence today.

1. Clause 1

And	in this time,	I would like to deliver my speech about
Structural	Adj.: prepositional phrase	RHEME
Textual	Topical (marked)	
THEME		

2. Clause 2

why	English	is a must.
Structural	Subject (proper noun)	RHEME
Textual	Topical (unmarked)	
THEME		

3. Clause 3

A couple days ago,	I went to Mr. Rohani's <i>Kampung Inggris</i> with my listening class classmate.
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

4. Clause 4

And	there	we had a very nice topic.
Structural	Adj.: adverbial group	RHEME
Textual	Topical (marked)	
THEME		

5. Clause 5

It	was about why English.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

6. Clause 6

So,	after	we	learned a lot about the background, the history, and the reason
Structural	Structural	Subject (pronoun)	RHEME
Textual	Textual	Topical (unmarked)	
THEME			

7. Clause 7

Why	Mr. Rohani	built <i>Kampung Inggris</i> ,
Structural	Subject (proper noun)	RHEME
Textual	Topical (unmarked)	
THEME		

8. Clause 8

We	learned a lot about some points of views related to the importance of English.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

9. Clause 9

So,	this time	I would like to deliver similar topic like
Structural	Adj.: adverbial group	RHEME
Textual	Topical (marked)	
THEME		

10. Clause 10

what	Mr. Rohani	had.
Structural	Subject (proper noun)	RHEME
Textual	Topical (unmarked)	
THEME		

11. Clause 11

Let's	begin with the history.
Subject (predicator)	RHEME
Topical (unmarked)	
THEME	

12. Clause 12

Originally,	British Empire	tried to spread English around the world.
Adj.: modal	Subject (proper noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

13. Clause 13

Of course,	other empires	did the same way,
Adj.: modal	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

14. Clause 14

but	they	didn't succeeded like
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

15. Clause 15

what	the British	did.
Structural	Subject (proper noun)	RHEME
Textual	Topical (unmarked)	
THEME		

16. Clause 16

For example,	the French	had fought to spread their language,
Adj.: conjunctive	Subject (proper noun)	RHEME
Textual	Topical (unmarked)	
THEME		

17. Clause 17

but	unfortunately	they	failed.
Structural	Adj.: modal	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

18. Clause 18

It	means
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

19. Clause 19

That	forcing people to learn your language	is not effective.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

20. Clause 20

Learning new language for fun	gets better result.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

21. Clause 21

Then	in China,	do you know
Adj.: conjunctive	Adj.: prepositional phrase	RHEME
Textual	Topical (marked)	
THEME		

22. Clause 22

That	20 years ago,	English was not spoken there?
Structural	Adj.: adverbial group	RHEME
Textual	Topical (marked)	
THEME		

23. Clause 23

But	nowadays,	it is highly popular.
Structural	Adj.: adverbial group	RHEME
Textual	Topical (marked)	
THEME		

24. Clause 24

Chinese business	has recognized this,
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

25. Clause 25

and	Chinese students	like doing practice English in the streets or park together with their friends.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

26. Clause 26

Then,	in Japan,	many Japanese companies understand
Adj.: conjunctive	Adj.: prepositional phrase	RHEME
Textual	Topical (marked)	
THEME		

27. Clause 27

that	their employee	should be good in English,
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

28. Clause 28

so,	they	encourage their employee to improve their English in many different ways and give a test for requirements for promotion and also overseas assignment.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

29. Clause 29

Ladies and gentleman,	why	is English a must for foreign students like us to learn?
Vocative	Wh.	RHEME
Interpersonal	Topical (unmarked)	
THEME		

30. Clause30

The answer	is simple.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

31. Clause 31

If	you	want to get a good job,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

32. Clause 32

You	need to speak and understand English.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

33. Clause 33

Today,	any job involving with computer, internet, is in English.
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

34. Clause 34

So,	can	you	imagine
Structural	Finite	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

35. Clause 35

What	happens
Wh.	RHEME
Topical (unmarked)	
THEME	

36. Clause 36

If	we	don't master English?
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

37. Clause 37

I think	if	we	don't master English,
Adj.: modal	Structural	Subject (pronoun)	RHEME
Interpersonal	Textual	Topical (unmarked)	
THEME			

38. Clause 38

there	will be misunderstanding,
Subject (existential)	RHEME
Topical (unmarked)	
THEME	

39. Clause 39

and	our job	will be messed up.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

40. Clause 40

Well,	ladies and gentleman,	English	can be fun too.
Continuative	Vocative	Subject (proper noun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

41. Clause 41

People	may have interest in English
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

42. Clause 42

because	they	want to converse with travelers from other countries by using English.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

43. Clause 43

And also,	the music of pop stars such as Michael Jackson, Maroon 5, and Taylor Swift	has encouraged their fans to speak their language and to improve their understanding of the lyrics, films, and TV shows.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

44. Clause 44

Perhaps,	people	may need English to enjoy the writing of J.K Rowling, J.R.R Tolkiens, Suzane Collins, and many other authors.
Adj.: modal	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

45. Clause 43

Moreover,	English	is the international language of diplomacy, business, science, technology, banking, computing, medicine, engineering, tourism, affiliation, United Nations, NATO, and also Hollywood shows.
Adj.: conjunctive	Subject (proper noun)	RHEME
Textual	Topical (unmarked)	
THEME		

46. Clause 46

Well,	ladies and gentlemen,	finally	if	you	learn English at school, college, or university,
Continuative	Vocative	Adj.: conjunctive	Structural	Subject (pronoun)	RHEME
Textual	Interpersonal	Textual		Topical (unmarked)	
THEME					

47. Clause 47

getting an A	is almost worthless in terms of communication
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

48. Clause 48

if	you	can't speak the language.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

49. Clause 49

So,	ladies and gentleman,	English	is a very important language to learn
Structural	Vocative	Subject (proper noun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

50. Clause 50

whether	you	like it or not.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

51. Clause 51

Well,	I think	that	's all from me.
Continuative	Adj.: modal	Subject (common noun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

Thank you for your attention, and good morning.

Text 3**Our Addiction to Social Media**

Assalamualaikum Wr. Wb

Good morning guys. Thank you for having me here.

1. Clause 1

In this opportunity,	I'd like to share my thought about Indonesian people's addiction to social media.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

2. Clause 2

A recent research by an owner of social media from Singapore	told
Subject (common noun)	
Topical (unmarked)	
THEME	RHEME

3. Clause 3

That	most Indonesian people	buy smartphones just to have social media account on their phones.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

4. Clause 4

And	it	is about 95%.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

5. Clause 5

Don't	you	think
Finite	Subject (pronoun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

6. Clause 6

It	is ridiculous?
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

7. Clause 7

When	people	are crying for asking
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

8. Clause 8

Why	things like fuel, food, and stuffs like that	is increasing,
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

9. Clause 9

most Indonesian people	still have money to buy a smart phone just in order to have social media account.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

10. Clause 10 and 11

What	makes it even worse	is
Wh.	RHEME	RHEME
Topical (unmarked)		
THEME		
Subject (nominalization)		
Topical (unmarked)		
THEME		

12. Clause 12

that	Indonesian people,	on average, use five hours and 27 minutes just using social media.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

13. Clause 13

Think	about that guys.
Predicator	RHEME
Topical (unmarked)	
THEME	

14. Clause 14

What kind of activity	can you do with that five hours?
Wh.	RHEME
Topical (unmarked)	
THEME	

15. Clause 15

You	can do your homework, clean your room, or everything worthy.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

16. Clause 16

However,	social media	somehow can give you benefits
Adj.: conjunctive	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

17. Clause 17

When	you	use it wisely.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

18. Clause 18

For instance,	social media	can give you money.
Adj.: conjunctive	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

19. Clause 19

Social media	can give you links to another people.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

20. Clause 20

Social media	can give you a good popularity.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

21. Clause 21

But,	if	We	talk about addiction,
Structural	Structural	Subject (pronoun)	RHEME
Textual	Textual	Topical (unmarked)	
THEME			

22. Clause 22

I think	There	is no benefits in social media itself.
Adj.: Modal	Subject (existential)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

23. Clause 23

And	I'm pretty sure	no one here	does not have a social media account.
Structural	Adj.: Modal	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

24. Clause 24

I'm sure	you, guys,	at least have an social media account,
Adj.: Modal	Subject (pronoun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

25. Clause 25

and	you	tend to check your social media account everyday like 6 times a day or more than that.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

26. Clause 26

What	happens
Wh.	RHEME
Topical (unmarked)	
THEME	

27. Clause 27

if	you	don't check your social media?
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

28. Clause 28

It	doesn't make your day even worse.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

29. Clause 29

It	doesn't make any differences on your day, right?
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

30. Clause 30

And my suggestion to that	is do 3W.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

31. Clause 31

First	is why.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

32. Clause 32

Let's	just say
Predicator	RHEME
Topical (unmarked)	
THEME	

33. Clause 33

You	want to make a twitter account.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

34. Clause 34

Then,	ask	yourself
Adj.: conjunctive	Predicator	RHEME
Textual	Topical (unmarked)	
THEME		

35. Clause 35

Why	you	make that account.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

36. Clause 36

If	the reason	is something positive,
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

37. Clause 37

And	it	does not make any addiction,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

38. Clause 38

Then	you	should make it.
Adj.: Conjunctive	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

39. Clause 39

But,	if	the reason	is something
Structural	Structural	Subject (common noun)	RHEME
Textual	Textual	Topical (unmarked)	
THEME			

40. Clause 40

that	can make addiction,
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

41. Clause 41

don't	make	it
Finite	Predicator	RHEME
Interpersonal	Topical (unmarked)	
THEME		

42. Clause 42

because	it	will make your days even worse.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

43. Clause 43

The time []	is spent for something
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

44. Clause 44

[when	you	are supposed to something good and have worth for you]
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

45. Clause 45

That	doesn't have any benefit for you.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

46. Clause 46

And	the second one	is wise.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

47. Clause 47

If	you	already have many social media accounts,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

48. Clause 48

Then	use	them wisely.
Adj.: conjunctive	Predicator	RHEME
Textual	Topical (unmarked)	
THEME		

49. Clause 49

Yes,	you	have them,
Adj.: continuative	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

50. Clause 50

But	try	to think about 5 hours a day.
Structural	Predicator	RHEME
Textual	Topical (unmarked)	
THEME		

51. Clause 51

It	is almost a quarter of your day.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

52. Clause 52

So,	just	use	it at least 3 hours a day to check your social media
Structural	Adj.: modal	Predicator	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

53. Clause 53

because	I think	you	need it
Structural	Adj.: modal	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

54. Clause 54

Social media	can build your links and give you information and stuff like that, but not to 5 hours.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

55. Clause 55

Just	use	the other hours to do your homework or take a nap
Adj.: modal	Predicator	RHEME
Interpersonal	Topical (unmarked)	
THEME		

56. Clause 56

because	some of you	always complaint about sleepless
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

57. Clause 57

While	you	can check your social media.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

58. Clause 58

And	the last one	is what.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

59. Clause 59

If	you	have come to an addiction of social media.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

60. Clause 60

Then,	ask	yourself
Adj.: conjunctive	Predicator	RHEME
Textual	Topical (unmarked)	
THEME		

61. Clause 61

What	happens and makes you have an addiction to social media.	
Wh.	RHEME	
Topical (unmarked)		
THEME		

62. Clause 62

If	you	have already found
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

63. Clause 63

what	the reason is,
Wh.	RHEME
Topical (unmarked)	
THEME	

64. Clause 64

You	'd better fix it by yourself
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

65. Clause 65

because	I think	no one	could help you.
Structural	Adj.: modal	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

66. Clause 66 and 67

What	makes you have addiction to social media	is you, yourself.
Wh.	RHEME	RHEME
Topical (unmarked)		
THEME		
Subject (nominalization)		
Topical (unmarked)		
THEME		

68. Clause 68

I think	you	are the one
Adj.: modal	Subject (pronoun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

69. Clause 69

That	can fix it.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

70. Clause 70

You, yourself	could solve your problem in terms of addiction to the social media.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

71. Clause 71

So	in the end,	I	don't mean to be rude.
Adj.: conjunctive	Adj.: conjunctive	Subject (pronoun)	RHEME
Textual	Textual	Topical (unmarked)	
THEME			

72. Clause 72

It	is your right to have one, two, or so many social media accounts		
Subject (pronoun)	RHEME		
Topical (unmarked)			
THEME			

73. Clause 73

because	nowadays	there are a lot of social media.
Structural	Adj.: adverbial group	RHEME
Textual	Topical (marked)	
THEME		

74. Clause 74

But,	you	choose your future,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

75. Clause 75

whether	it	is bright or common as the other people.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

76. Clause 76

So,	if	you	choose the first one,
Structural	Structural	Subject (pronoun)	RHEME
Textual	Textual	Topical (unmarked)	
RHEME			

77. Clause 77

You	choose to be different from the other people.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

78. Clause 78

If	the other people	choose to have an addiction to social media,
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

79. Clause 79

You	'd better not do that.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

80. Clause 80

That	's all from me.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

Thanks for your attention, Wassalamualaikum wr.wb

Text 4**Character Education**

Good morning ladies and gentleman

1. Clause 1

Nowadays,	there are many teenagers and children
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

2. Clause 2

who	are lack of having politeness to the other people
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

3. Clause 3

who	are older than them such as their teachers, their lecturers, and even their parents.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

4. Clause 4

We	often hear using of rude words by teenagers, even children.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

5. Clause 5

For example,	last week	I've just heard my neighbor's son mocked his mother,
Adj.: conjunctive	Adj.: adverbial group	RHEME
Textual	Topical (marked)	
THEME		

6. Clause 6

And	his mom	got mad with him.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

7. Clause 7

And	do	You	know?
Structural	Finite	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

8. Clause 8

He	is just 7 years old, ladies and gentleman.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

9. Clause 9

How terrible	this condition is.
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

10. Clause 10

Concerning on it,	character building from an early age is really needed.
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

11. Clause 11

I	'm standing here.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

12. Clause 12

I	'm invited here, as a child psychologist.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

13. Clause 13

I	want to share to all of you about this problem, about the importance of character building from an early age.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

14. Clause 14

Ladies and gentleman,	an education research from Portland University	said
Vocative	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

15. Clause 15

if	there	are five things to be suspected and have been already in a nation,
Structural	Subject (existential)	RHEME
Textual	Topical (unmarked)	
THEME		

16. Clause 16

It	means
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

17. Clause 17

the nation	is getting wicked.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

18. Clause 18

Those things	are:
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

19. Clause 19

The first	is increasing in violence among adolescence.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

20. Clause 20

The second	is using rude words among teenagers, children like
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

21. Clause 21

What	I	said before.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

22. Clause 22

The third	is increasing self-destructive behavior such as using drugs and alcohol, doing free sex, and etc.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

23. Clause 23

The fourth	is decreasing respect to parents and teachers.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

24. Clause 24

And	the last	is lacking of honesty.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

25. Clause 25

When	we	examine,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

26. Clause 26

those five things	has already been in Indonesia.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

27. Clause 27

And	do	you	know?
Structural	Finite	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

28. Clause 28

It	means
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

29. Clause 29

that	Indonesia	is getting wicked.
Structural	Subject (proper noun)	RHEME
Textual	Topical (unmarked)	
THEME		

30. Clause 30

Another problem	is early education system
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

31. Clause 31

that	is too oriented to the development of the left brain of children (cognitive skills) and lack of paying attention to the development of the right brain (psychomotor and affective skills).
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

32. Clause 32

In fact,	these two things	are really important.
Adj.: conjunctive	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

33. Clause 33

These two things	are really needed.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

34. Clause 34

And	for your information,	subjects [], in practice, are more apathetic on the aspect of the left brain or memorization and just knowing.
Structural	Adj.: prepositional phrase	RHEME
Textual	Topical (marked)	
THEME		

35. Clause 35

[that	relate to character education or character building, such as manner and religion]
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

36. Clause 36

The character education	is one way to solve the problem
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

37. Clause 37

That	we	face.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

38. Clause 38

Character building	must be done systemically and continuously, involving aspects of knowledge, feeling, loving, acting, or both left and right brain.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

39. Clause 39

Character building	can be described as a bodyguard exercise
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

40. Clause 40

which	requires the muscles.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

41. Clause 41

In this case,	character building requires exercise of moral muscles.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

42. Clause 42

It	has to be done continuously in order to be sturdy and strong.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

43. Clause 43

Ladies and gentleman,	why	must the character building be done from an early age?
Vocative	Wh.	RHEME
Interpersonal	Topical (unmarked)	
THEME		

44. Clause 44

It	is
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

45. Clause 45

because	early childhood	is the golden period or golden age
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

46. Clause 46

That	determines the quality of children's success in the future.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

47. Clause 47

All aspects of development in early childhood	are entering a very sensitive period.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

48. Clause 48

If	this period	is able to be optimized to produce a variety of simulating product,
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

49. Clause 49

the children development	in the future will be so productive.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

50. Clause 50

Ladies and gentleman,	in this case,	a family is the main figure of a children's character development period.
Vocative	Adj.: prepositional phrase	RHEME
Interpersonal	Topical (marked)	
THEME		

51. Clause 51

Educational development	ought to be started
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

52. Clause 52

When	they	are in the womb.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

53. Clause 53

Children	are actually able to response anything
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

54. Clause 54

that	parents	are doing, especially mothers.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

55. Clause 55

The children	will grow with strong and good characters
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

56. Clause 56

if	they	can grow in the environment
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

57. Clause 57

which	is characted.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

58. Clause 58

And	we	have to be aware
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

59. Clause 59

That	the children's environment	is not only family.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

60. Clause 60

There	are school, media, and so on.
Subject (existential)	RHEME
Topical (unmarked)	
THEME	

61. Clause 61

They	also contribute to the development of children's characters.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

62. Clause 62

In other words,	developing the next generation with good characters	is the responsibility of all parents.
Adj.: conjunctive	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

63. Clause 63

Of course,	this	is not easy to do.
Adj.: modal	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

64. Clause 64

Therefore,	all of parents	have to be aware
Adj.: conjunctive	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

65. Clause 65

That	character education	is our main homework.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

66. Clause 66

It	is a homework
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

67. Clause 67

That	is important to be done immediately.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

68. Clause 68

Moreover,	look	at the condition of children's character nowadays.
Adj.: conjunctive	Predicator	RHEME
Textual	Topical (unmarked)	
THEME		

69. Clause 69

According to a research,	it is the result of life-long effort of individual and society.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

70. Clause 70

So,	I	'm standing here to invite you as the society, as the parents in the future, to improve yourself, to improve ourselves to be better and have a good character.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

71. Clause 71

Start	from yourself.
Predicator	RHEME
Topical (unmarked)	
THEME	

72. Clause 72

Do	it from now.
Predicator	RHEME
Topical (unmarked)	
THEME	

73. Clause 73

I	am Via Sabila.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

Thank you.

Text 5**Cervix Cancer**

Assalamualaikum Wr. Wb.

Good afternoon everyone.

1. Clause 1

Today,	I would like to talk to you about cervix cancer.
Ad.: adverbial group	RHEME
Topical (marked)	
THEME	

2. Clause 2

Last week,	I read a statistic about amount of people
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

3. Clause 3

Who	suffer cervix cancer in Indonesia.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

4. Clause 4

I	was surprised
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

5. Clause 5

because	it	is stated
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

6. Clause 6

almost 60 % of Indonesian women	have it.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

7. Clause 7

From the information,	I think we ought to decrease the population by being more aware the cancer itself.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

8. Clause 8

Who	wants to suffer it?
Wh.	RHEME
Topical (unmarked)	
THEME	

9. Clause 9

Definitely,	no one	does.
Adj: modal	Subject (pronoun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

10. Clause 10

Well,	cervix	is the narrow neck-like passage lower end in the womb.
Continuative	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

11. Clause 11

If	there	is a problem on it,
Structural	Subject (existential)	RHEME
Textual	Topical (unmarked)	
THEME		

12. Clause 12

the woman	would be difficult for having a child, having a baby or even cannot have a baby at all.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

13. Clause 13

The other bad news	is
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

14. Clause 14

the cancer	cannot be cured.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

15. Clause 15

It	only can be slowed down by chemotherapy.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

16. Clause 16

The best way	is removing the uterus itself,
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

17. Clause 17

But	not all people	dare to do it.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

18. Clause 18

Ladies,	you	don't have to worry about cervix cancer
Vocative	Subject (pronoun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

19. Clause 19

because	as the matter of fact	a serum	has been found to protect us from the cancer.
Structural	Adj.: conjunctive	Subject (common noun)	RHEME
Textual	Textual	Topical (unmarked)	
THEME			

20. Clause 20

And	one of the brands	is Gardasil.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

21. Clause 21

It	is Human Papilloma Virus recombinant vaccine.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

22. Clause 22

Prevention	is better than cure, right?
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

23. Clause 23

So,	you	had better get the serum to your body.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

24. Clause 24

The price	is around 3 million rupiahs.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

25. Clause 25

I	have been injected last year.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

26. Clause 26

And	I	could save.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

27. Clause 27

As a woman,	of course, we don't want to suffer any cancer, especially cervix cancer.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

28. Clause 28

There	are some tips
Subject (existential)	RHEME
Topical (unmarked)	
THEME	

29. Clause 29

That	can help you to avoid this cancer.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

30. Clause 30

First,	make	sure
Adj.: conjunctive	Predicator	RHEME
Textual	Topical (unmarked)	
THEME		

31. Clause 31

your vagina	is dry.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

32. Clause 32

You	can wipe the water on your vagina using tissue after peeing.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

33. Clause 33

It	helps you to prevent from the white jelly,
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

34. Clause 34

Or	we	call it as <i>keputihan</i> on your vagina.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

35. Clause 35

Second,	don't	have	sex with different guys.
Adj: conjunctive	Finite	Predicator	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

36. Clause 36

Well,	sometimes	you	still can do it,
Continuative	Adj: modal	Subject (pronoun)	RHEME
Textual	Interpersonal	Topical (unmarked)	
THEME			

37. Clause 37

but	you	have to use condom for your safety.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

38. Clause 38

The problem	is
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

39. Clause 39

whether	you	would feel scratchy or not because of the rubber
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

40. Clause 40

Which	is the main ingredient of condom itself.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

41. Clause 41

The decision	is yours.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

42. Clause 42 and 43

Alright,	today	I welcome for those
Continuative	Adj.: adverbial group	RHEME
Textual	Topical (marked)	
THEME		

43. Clause 43

Who	have been married and want to check the vagina by pap smear test.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

44. Clause 44

Feel	free to meet me after this.
Predicator	RHEME
Topical (unmarked)	
THEME	

45. Clause 45

Please,	kindly	get	the form from my assistant and queue patiently.
Adj.: modal	Adj.: modal	Predicator	RHEME
Interpersonal	Interpersonal	Topical (unmarked)	
THEME			

46. Clause 46

Well,	I	have to end my speech now.
Continuative	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

47. Clause 47

I	am Dr. Malia.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

Thank you.

Text 6**Piracy**

Good afternoon, ladies and gentleman. Nice to see you all in this beautiful day.

1. Clause 1

I	am standing here, in front of you all, to talk something
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

2. Clause 2

That	bothers me a lot.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

3. Clause 3

But,	some of us	don't realize
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

4. Clause 4

this thing	will kill our creative work.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

5. Clause 5

This thing	happens every day.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

6. Clause 6

Yes,	I	want to talk about piracy.
Continuative	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

7. Clause 7

Nowadays,	piracy becomes something
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

8. Clause 8

That	is very common in our life, especially in Indonesia.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

9. Clause 9

We	can get any stuff [] with a very cheap price.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

10. Clause 10

[that	we	want]
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

11. Clause 11

And	we	can easily find them everywhere in traditional market, some malls maybe, even in the internet.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

12. Clause 12

It	is not only in music but also literature works like books and films, or maybe in our outfits like shirt, shoes, pants, jacket, or even phone, computer, and art works.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

13. Clause 13

We	can buy them cheaply in a fake version.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

14. Clause 14

In 2008,	Indonesia became the biggest country with piracy in the world after China.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

15. Clause 15

Indonesia	is always presented in the biggest piracy country list every year.
Subject (proper noun)	RHEME
Topical (unmarked)	
THEME	

16. Clause 16

But,	well	it	is such a good achievement maybe.
Structural	Continuative	Subject (pronoun)	RHEME
Textual	Textual	Topical (unmarked)	
THEME			

17. Clause 17

Let me	give you an example.
Predicator	RHEME
Topical (unmarked)	
THEME	

18. Clause 18

In 2010 till now,	for one original disc or album [], we can find six of those in fake version.
Adj.: prepositional phrase	RHEME
Topical (marked)	
THEME	

19. Clause 19

[that	we	buy]
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

20. Clause 20

An album []	can be bought in just Rp. 7.000 in a fake version, of course.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

21. Clause 21

[that	costs Rp. 45.000]
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

22. Clause 22

It	is very ironic.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

23. Clause 23

This thing	could kill our creative workers.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

24. Clause 24

Their life	depends on their works.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

25. Clause 25

If	we	buy the fake version of their works,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

26. Clause 26

they	will get nothing.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

27. Clause 27

If	piracy	could be that bad,
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

28. Clause 28

So	why	does it still happen until now?
Structural	Wh.	RHEME
Textual	Topical (unmarked)	
THEME		

29. Clause 29

It	is even getting worse.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

30. Clause 30

We	can see some news
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

31. Clause 31

which	tells
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

32. Clause 32

some police	have already arrested some suspects,
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

33. Clause 33

But	they	always do that again.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

34. Clause 34

It	happens
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

35. Clause 35

because	the law	is not strict enough to make all of the suspects give up.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

36. Clause 36

Maybe	that	is just one of the problems.
Adj: modal	Subject (common noun)	RHEME
Interpersonal	Topical (unmarked)	
THEME		

37. Clause 37

But,	the biggest problem []	is the people themselves.
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

38. Clause 38

[that	makes piracy keep happening around us]
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

39. Clause 39

People	can always be the best customers.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

40. Clause 40

We	can stop this piracy.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

41. Clause 41

We	can help our creative workers.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

42. Clause 42

We	just need to change our habit.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

43. Clause 43

Stop	buying pirated stuffs.
Predicator	RHEME
Topical (unmarked)	
THEME	

44. Clause 44

Let's	buy the original stuffs.
Predicator	RHEME
Topical (unmarked)	
THEME	

45. Clause 45

Let's	start from the simple one like stop buying the fake version of songs
Predicator	RHEME
Topical (unmarked)	
THEME	

46. Clause 46

That	is provided in some illegal websites.
Subject (structural)	RHEME
Topical (unmarked)	
THEME	

47. Clause 47

Let me	tell you something.
Predicator	RHEME
Topical (unmarked)	
THEME	

48. Clause 48

When	music industries	become desperate because of piracy,
Structural	Subject (common noun)	RHEME
Textual	Topical (unmarked)	
THEME		

49. Clause 49

Apple Incorporation	makes itunes
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

50. Clause 50

Every month	millions of songs have been bought and downloaded from itunes.
Adj.: adverbial group	RHEME
Topical (marked)	
THEME	

51. Clause 51

There	is a hope in this thing,
Subject (existential)	RHEME
Topical (unmarked)	
THEME	

52. Clause 52

We	can stop piracy.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

53. Clause 53

If	you	don't have enough money to buy,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

54. Clause 54

you	can download some songs in legal sources from legal websites.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

55. Clause 55

Even some artists	make their songs to be downloaded for free.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

56. Clause 56

We	don't need to buy the fake version anymore.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

57. Clause 57

Original	doesn't mean expensive.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

58. Clause 58

Some local shops	sell the original products with a cheap price.
Subject (common noun)	RHEME
Topical (unmarked)	
THEME	

59. Clause 59

So,	we	don't need to worry about the price.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

60. Clause 60

Ladies and gentleman,	let's	start to stop buying piracy stuffs.
Vocative	Predicator	RHEME
Interpersonal	Topical (unmarked)	
THEME		

61. Clause 61

Let's	change our habit.
Predicator	RHEME
Topical (unmarked)	
THEME	

62. Clause 62

Let's	help our creative workers.
Predicator	RHEME
Topical (unmarked)	
THEME	

63. Clause 63

Let's	do something with this.
Predicator	RHEME
Topical (unmarked)	
THEME	

64. Clause 64

We	need to do that.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

65. Clause 65

We	have a couple of ears, a couple of eyes, a couple of hands, and a couple of legs,
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

66. Clause 66

but	we	only have one mouth.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

67. Clause 67

So,	let's	change this.
Structural	Predicator	RHEME
Textual	Topical (unmarked)	
THEME		

68. Clause 68

If	we	buy the original one,
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

69. Clause 69

it	means
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

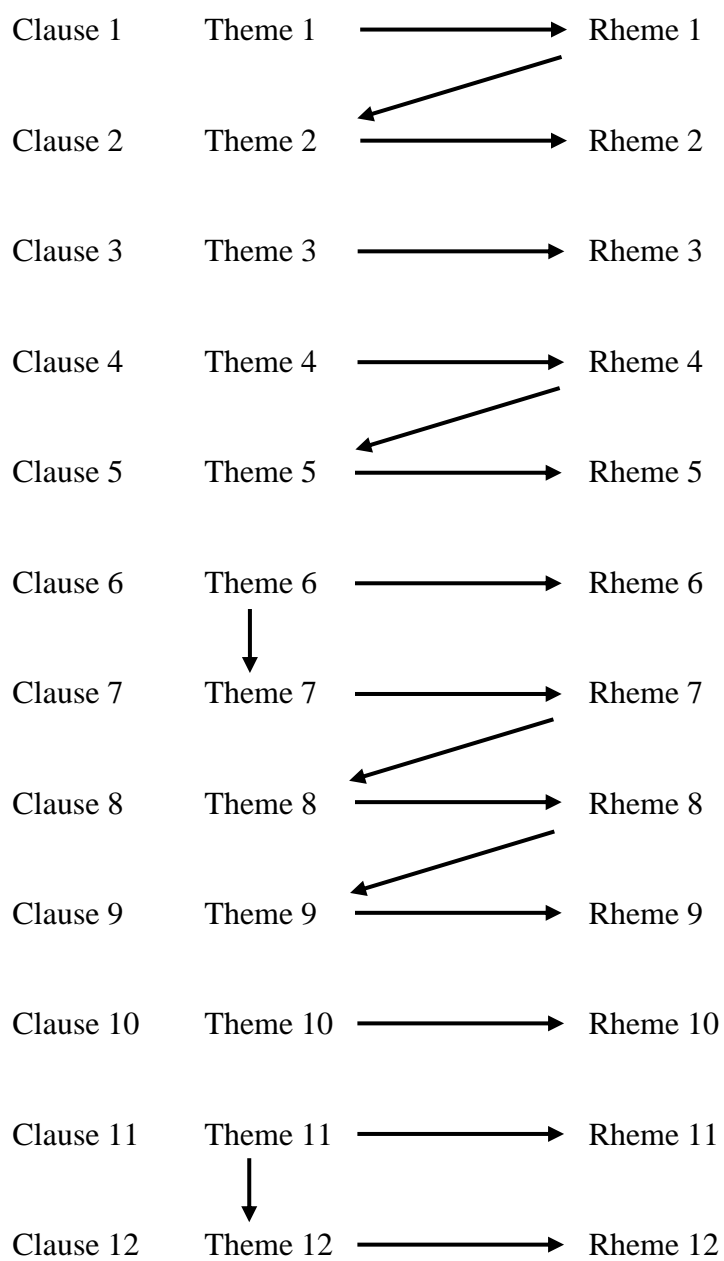
70. Clause 70

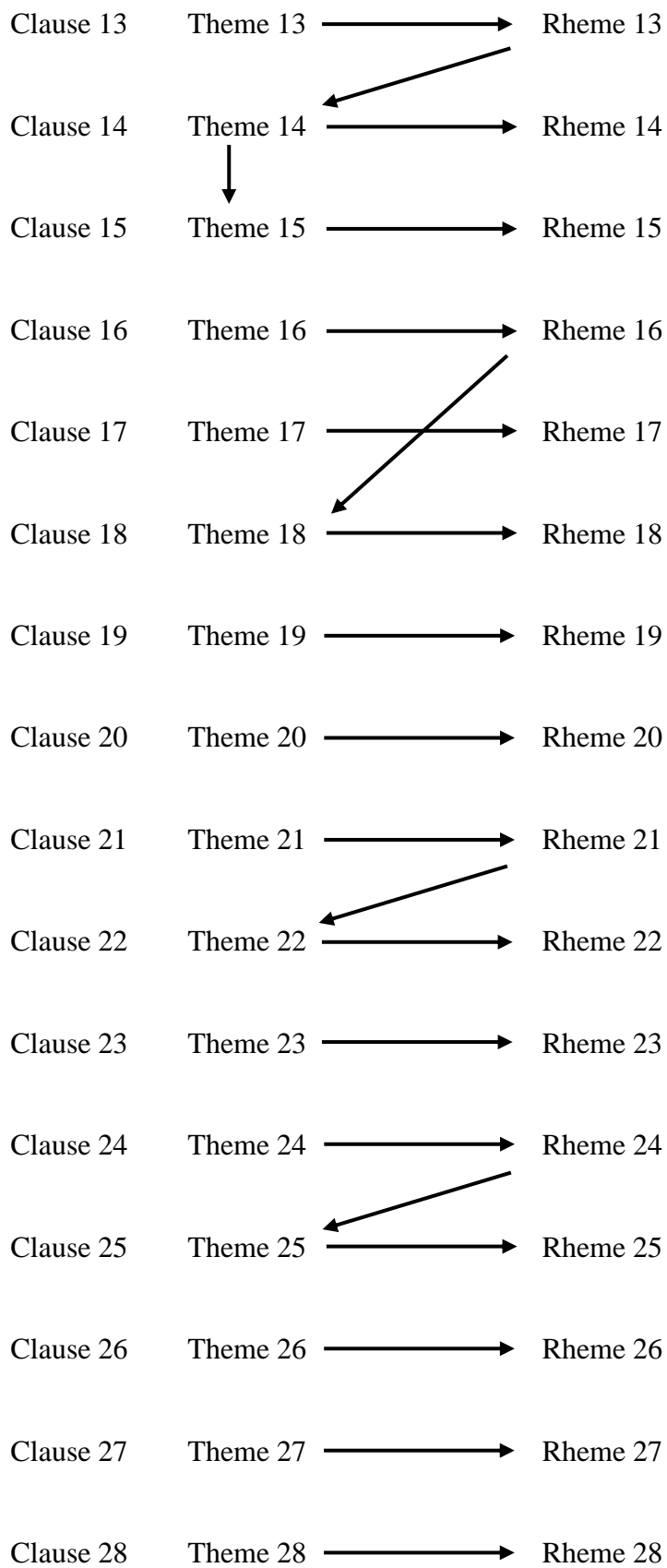
that	we	support our creative workers.
Structural	Subject (pronoun)	RHEME
Textual	Topical (unmarked)	
THEME		

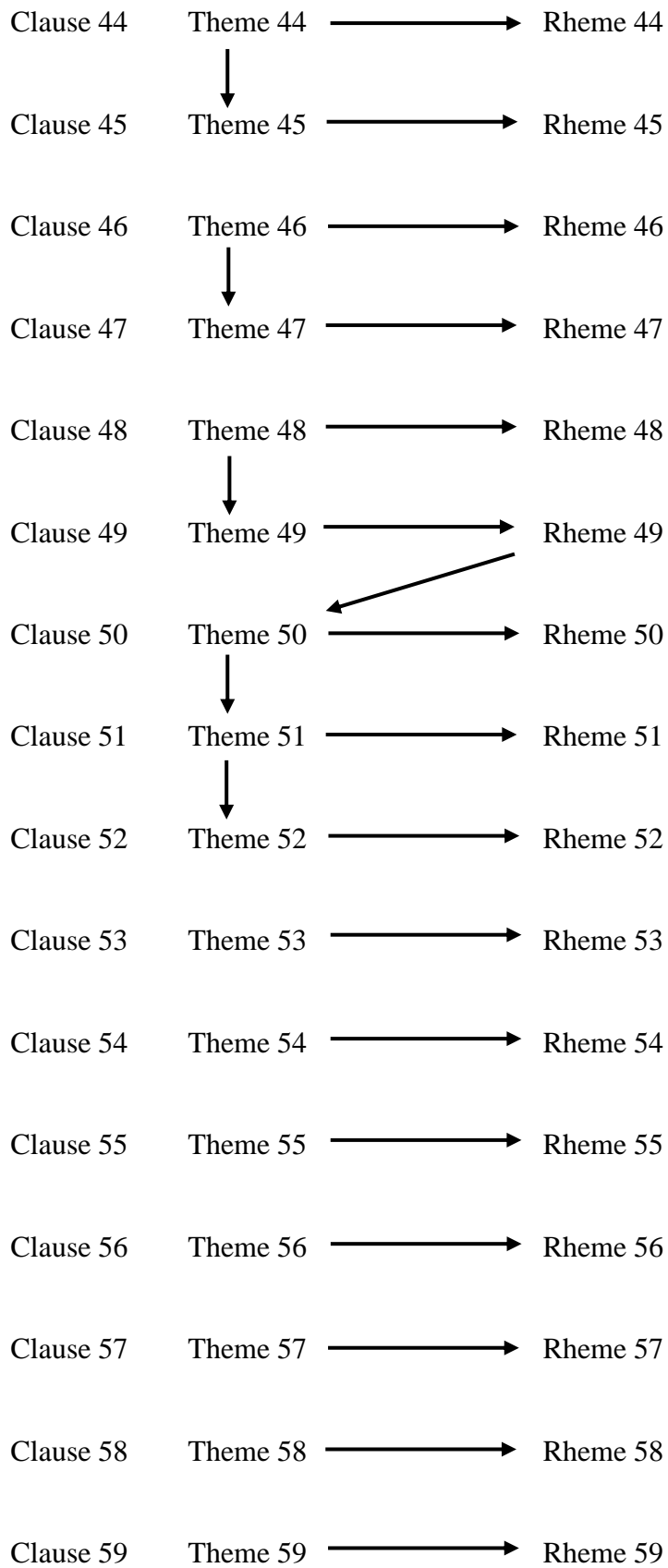
71. Clause 71

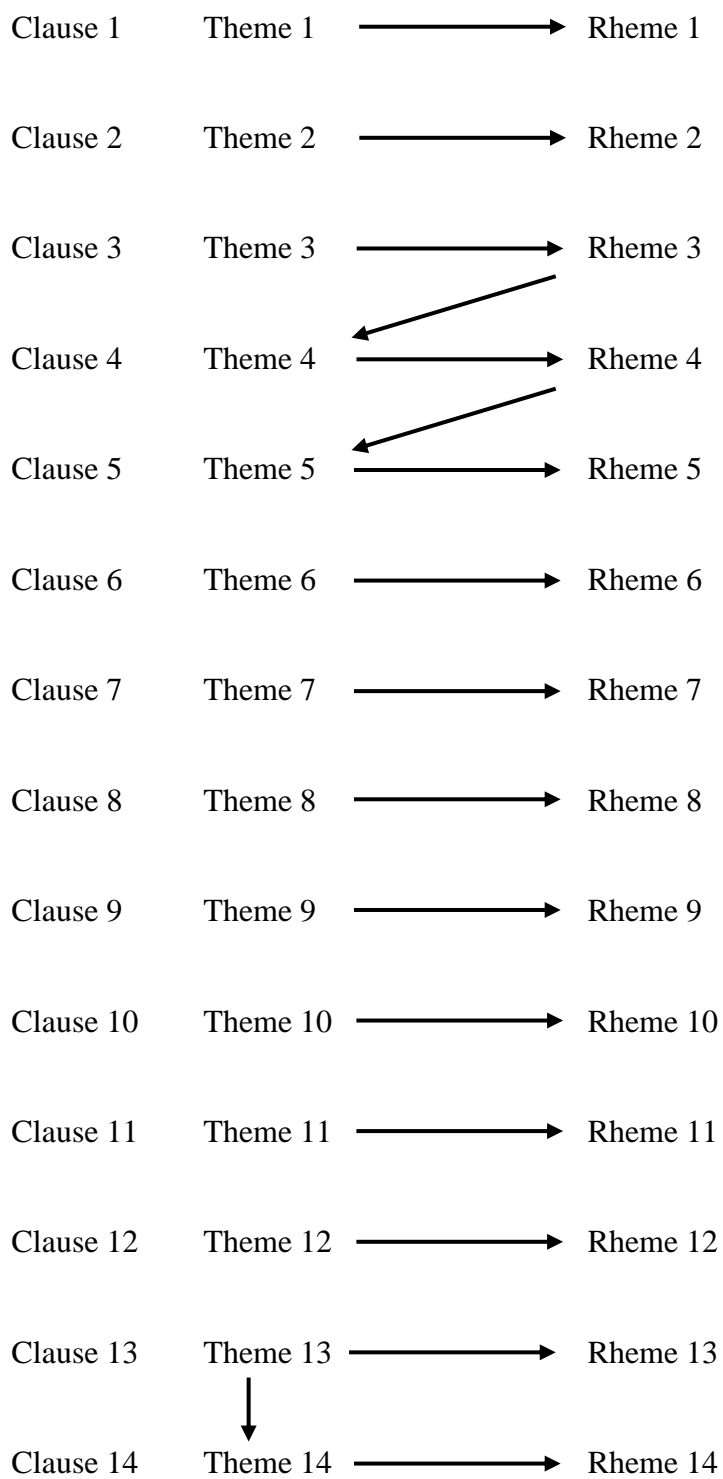
We	will make them creative and more creative maybe not only for them, but also for our next generation.
Subject (pronoun)	RHEME
Topical (unmarked)	
THEME	

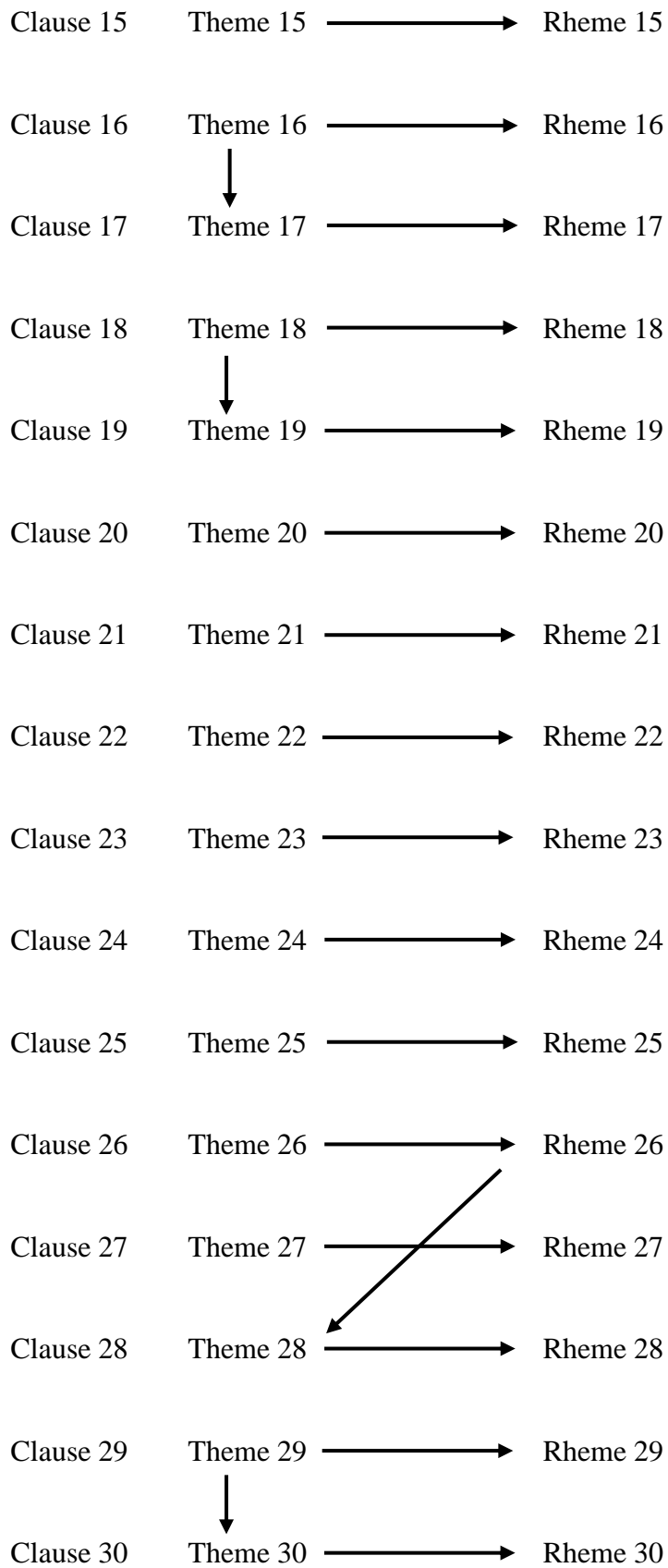
Good bye.

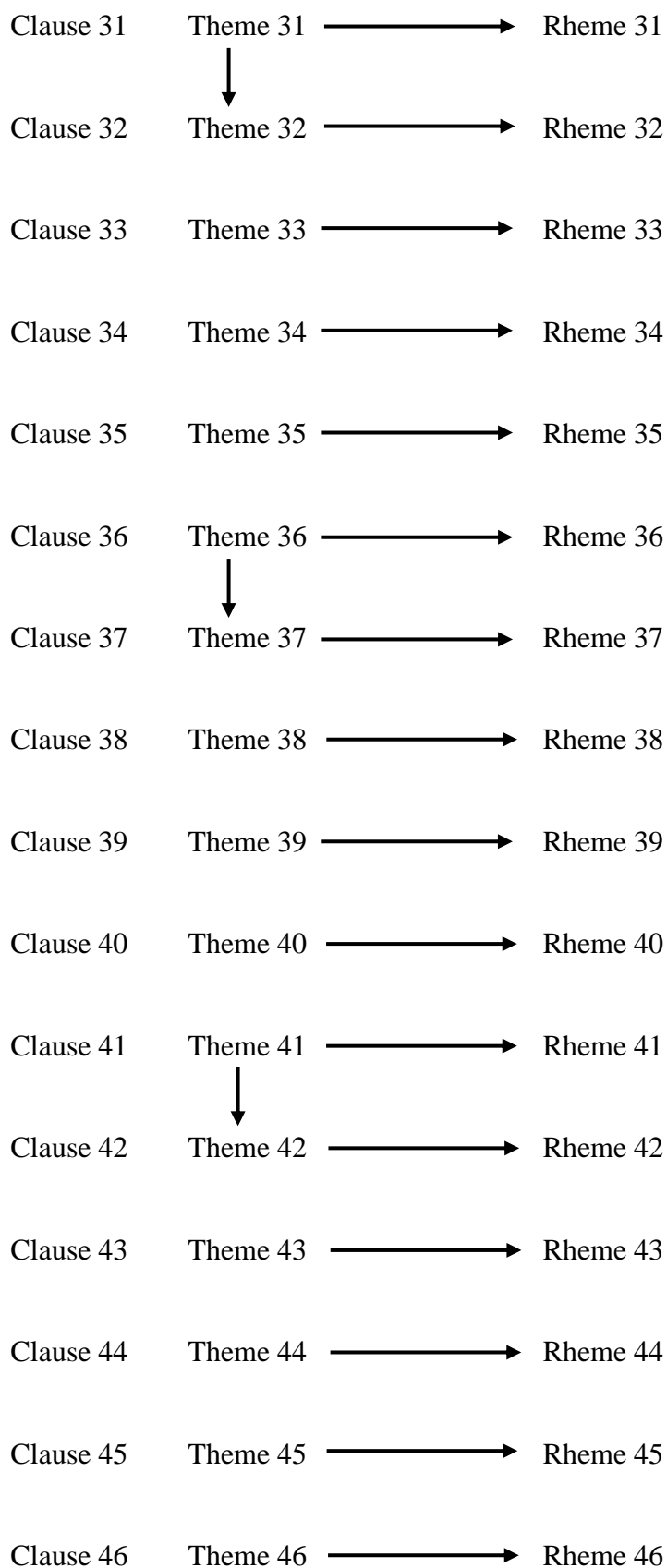
APPENDIX 4**THEMATIC PROGRESSIONS ANALYSIS****Text 1****Watching Television**





Text 2**Why English Is a Must**





Clause 47 Theme 47 \longrightarrow Rheme 47

Clause 48 Theme 48 \longrightarrow Rheme 48

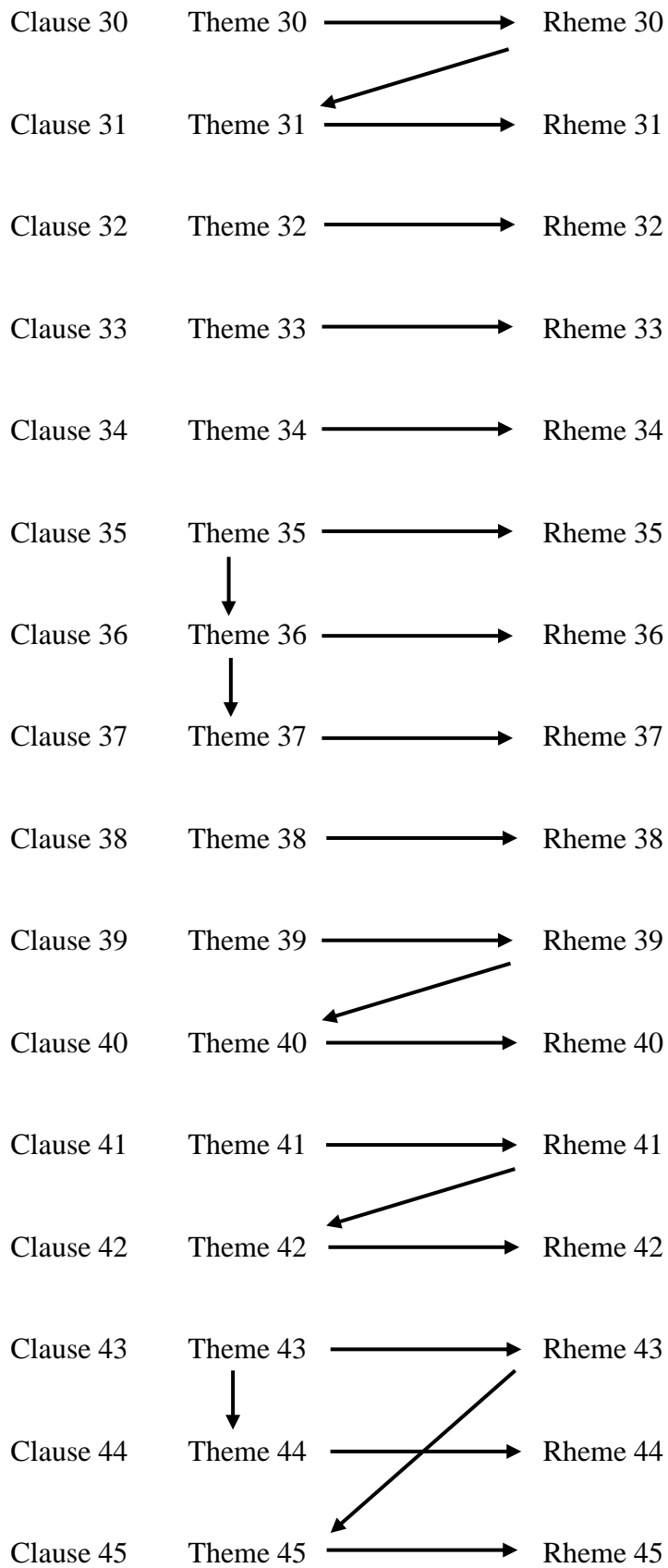
Clause 49 Theme 49 \longrightarrow Rheme 49

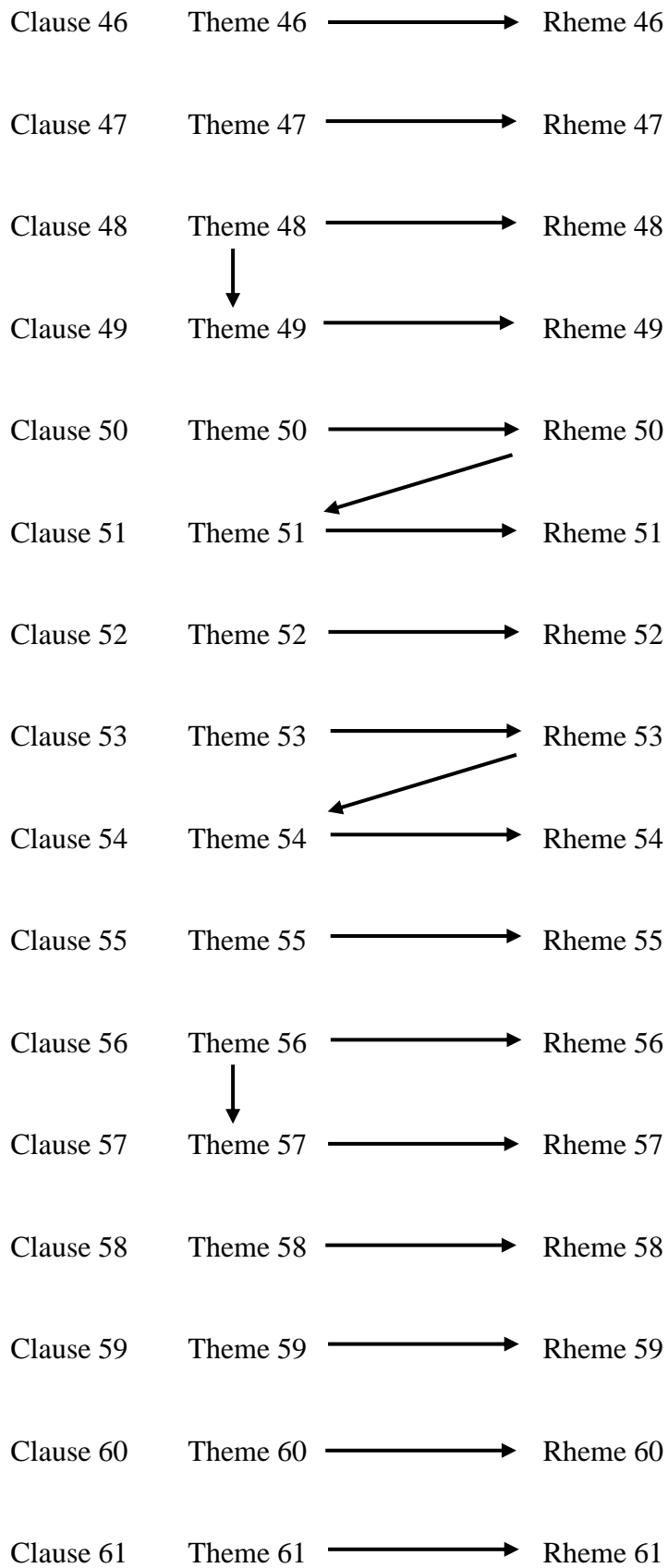
Clause 50 Theme 50 \longrightarrow Rheme 50

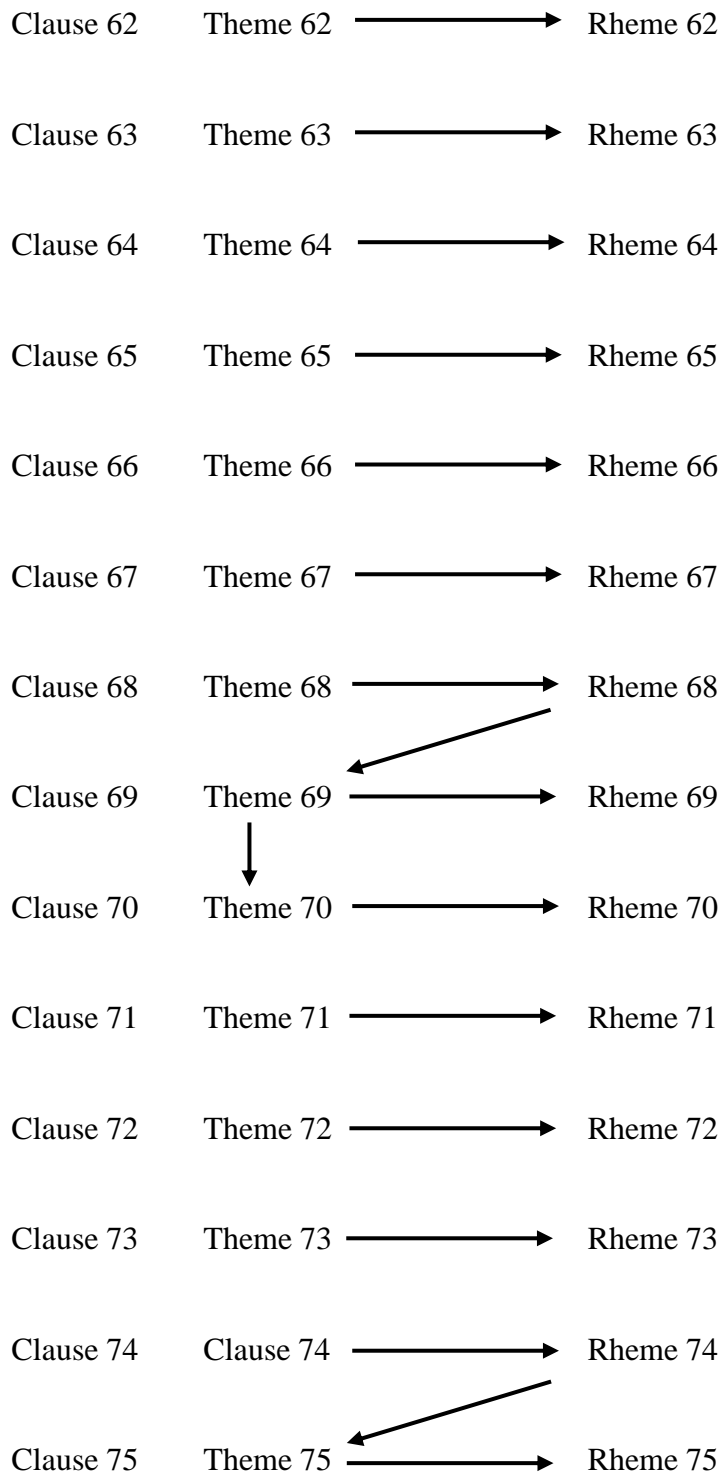
Clause 51 Theme 51 \longrightarrow Rheme 51

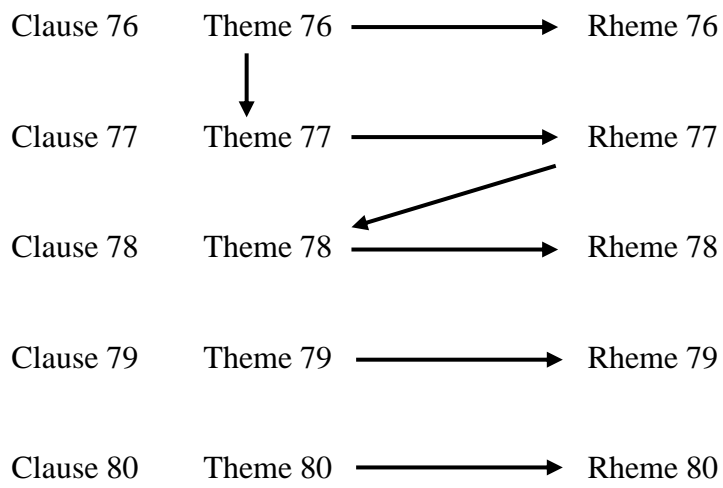
Text 3**Our Addiction to Social Media**

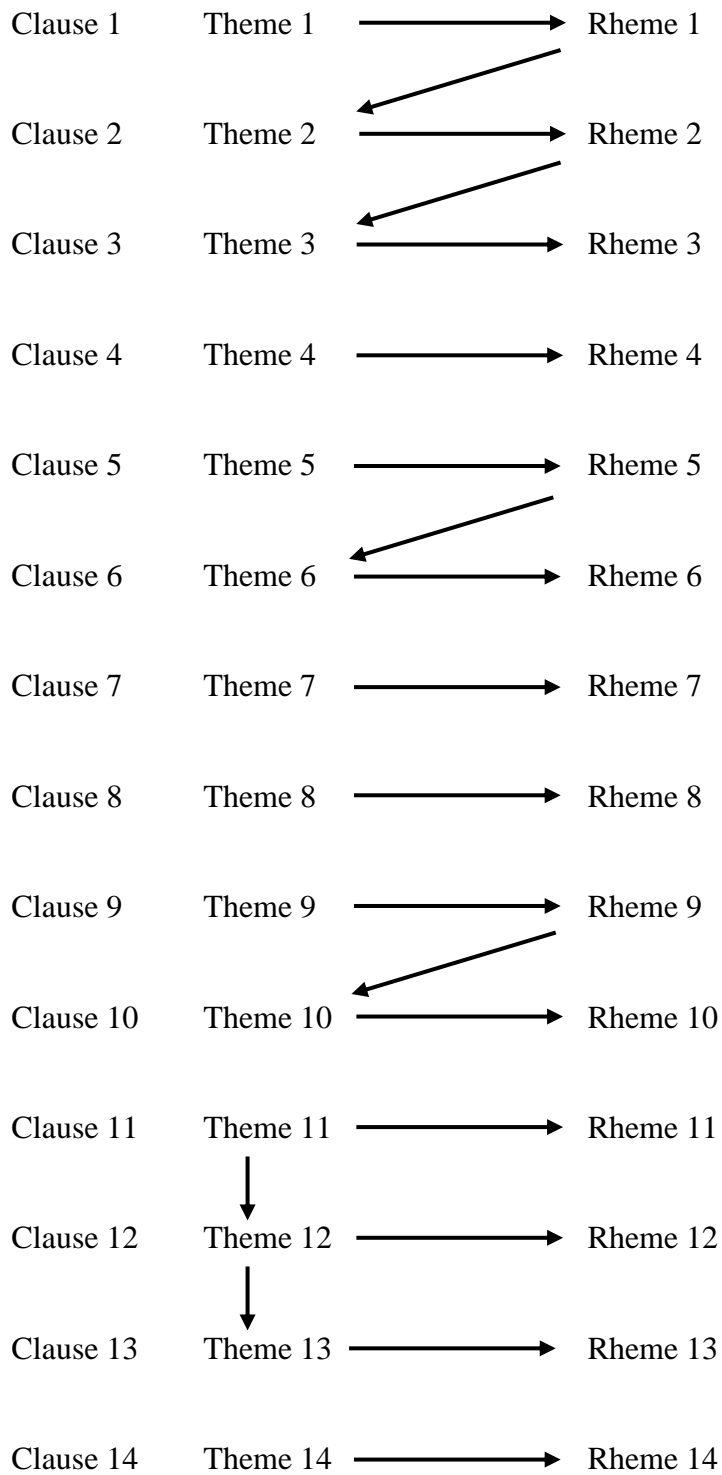
Clause 1	Theme 1	→	Rheme 1
Clause 2	Theme 2	→	Rheme 2
Clause 3	Theme 3	→	Rheme 3
	↓		
Clause 4	Theme 4	→	Rheme 4
Clause 5	Theme 5	→	Rheme 5
Clause 6	Theme 6	→	Rheme 6
Clause 7	Theme 7	→	Rheme 7
Clause 8	Theme 8	→	Rheme 8
Clause 9	Theme 9	→	Rheme 9
Clause 10	Theme 10	→	Rheme 10
Clause 11	Theme 11	→	Rheme 11
Clause 12	Theme 12	→	Rheme 12
Clause 13	Theme 13	→	Rheme 13
Clause 14	Theme 14	→	Rheme 14









Text 4**Character Education**

Clause 15 Theme 15 \longrightarrow Rheme 15

Clause 16 Theme 16 \longrightarrow Rheme 16

Clause 17 Theme 17 \longrightarrow Rheme 17

Clause 18 Theme 18 \longrightarrow Rheme 18

Clause 19 Theme 19 \longrightarrow Rheme 19

Clause 20 Theme 20 \longrightarrow Rheme 20

Clause 21 Theme 21 \longrightarrow Rheme 21

Clause 22 Theme 22 \longrightarrow Rheme 22

Clause 23 Theme 23 \longrightarrow Rheme 23

Clause 24 Theme 24 \longrightarrow Rheme 24

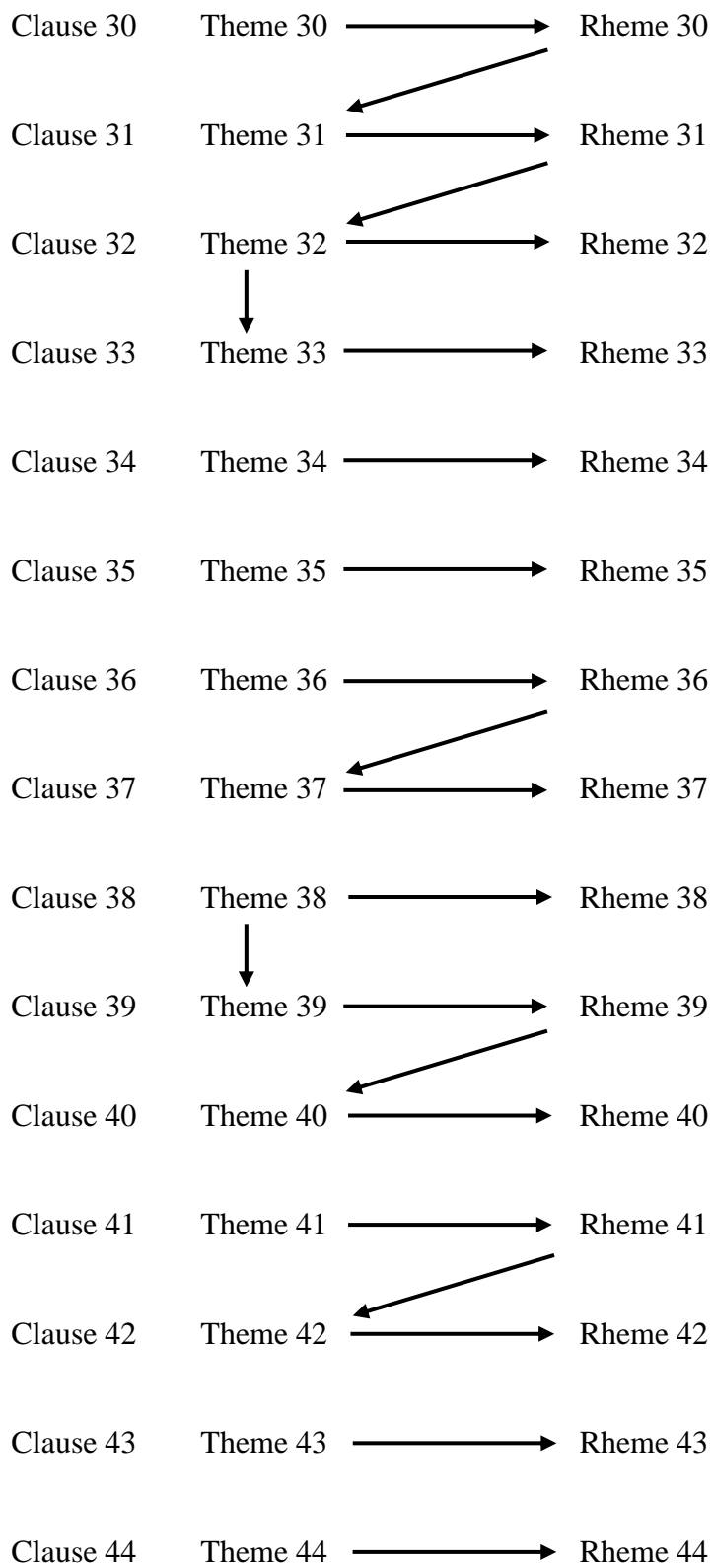
Clause 25 Theme 25 \longrightarrow Rheme 25

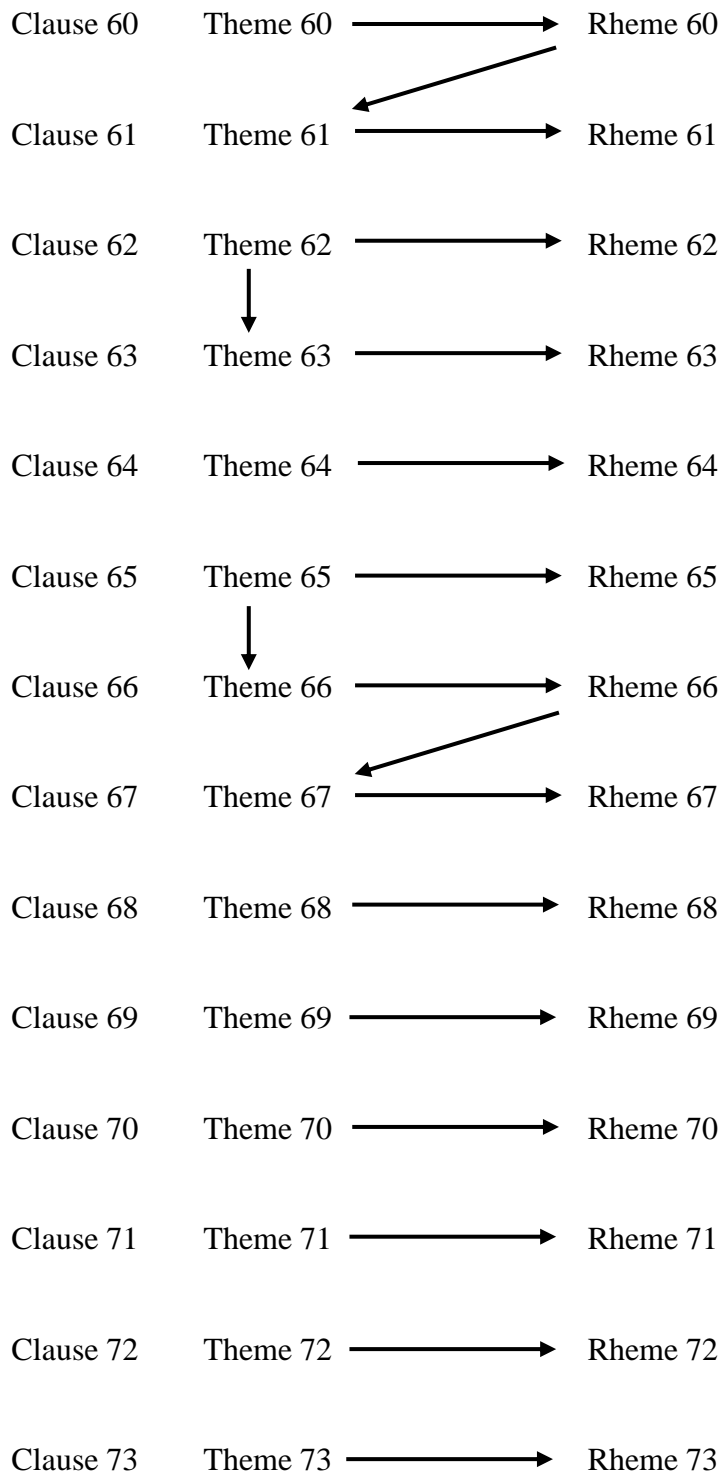
Clause 26 Theme 26 \longrightarrow Rheme 26

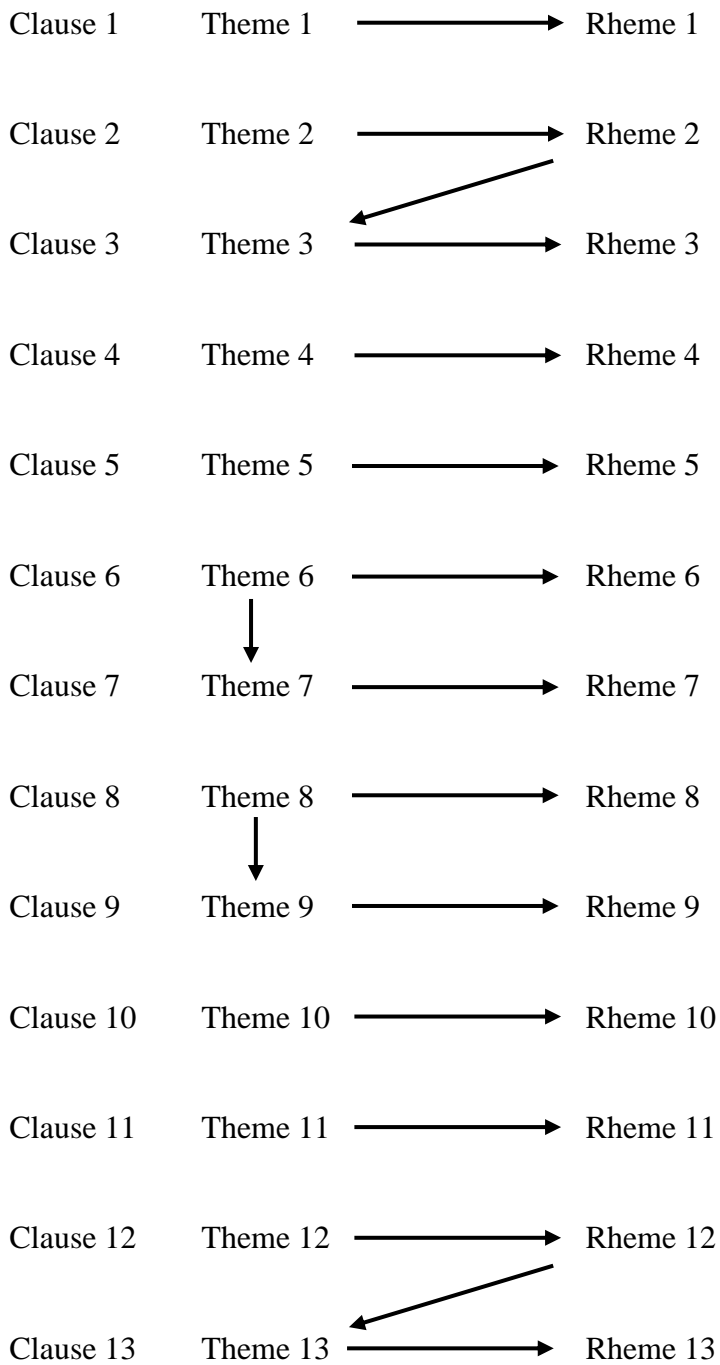
Clause 27 Theme 27 \longrightarrow Rheme 27

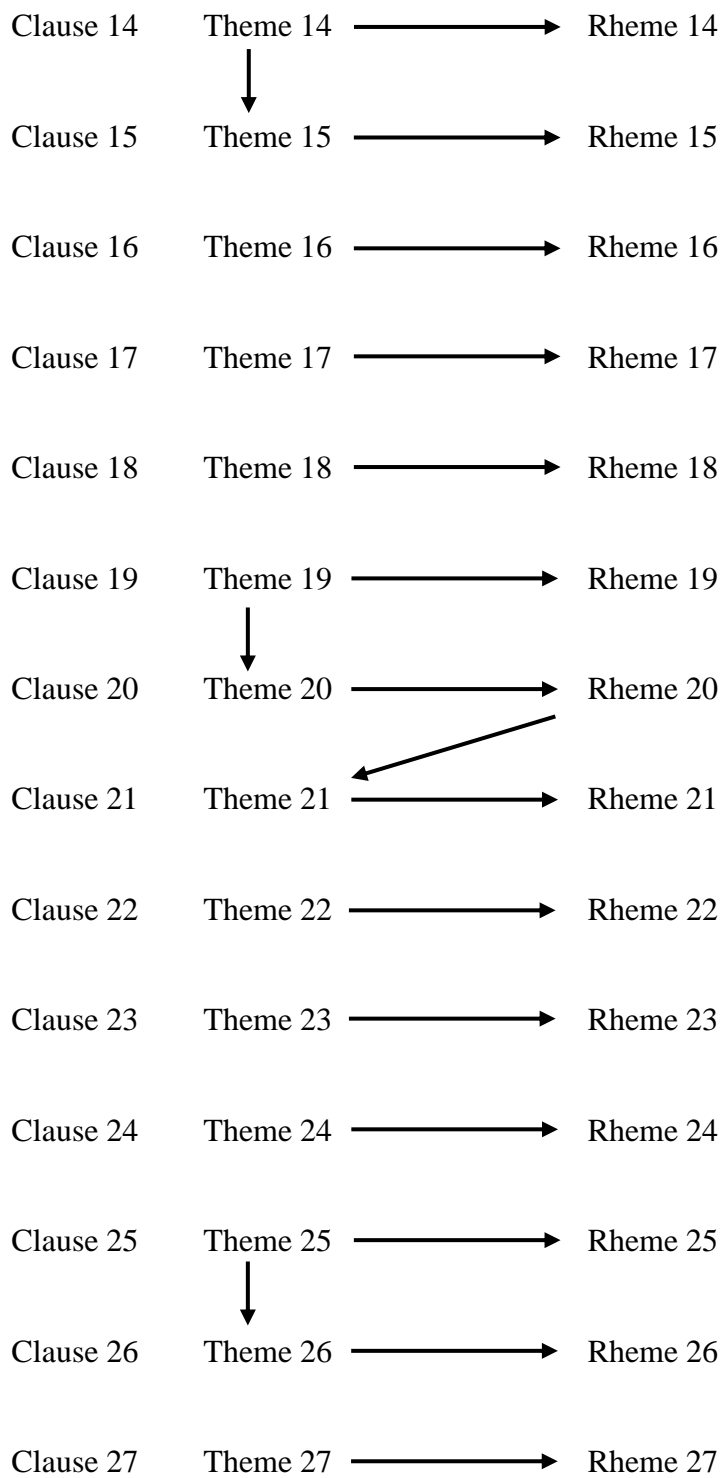
Clause 28 Theme 28 \longrightarrow Rheme 28

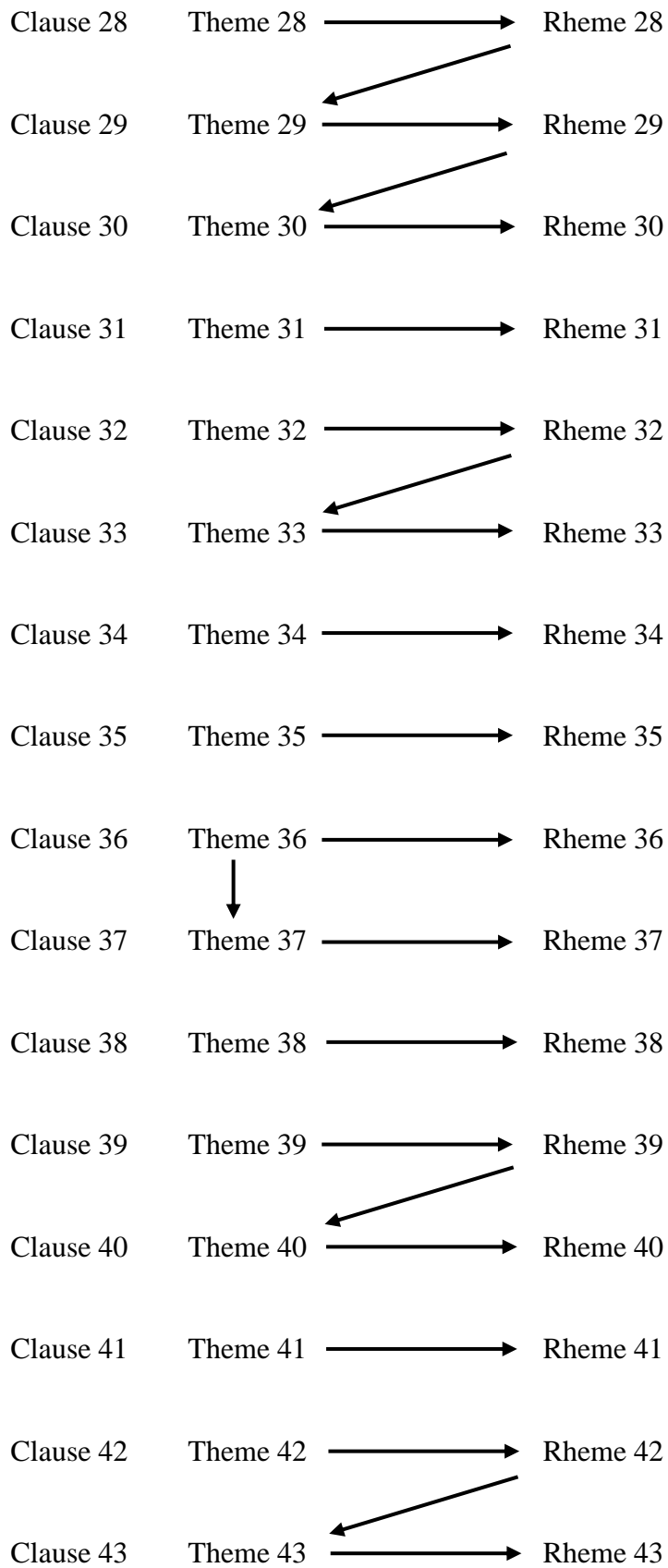
Clause 29 Theme 29 \longrightarrow Rheme 29





Text 5**Cervix Cancer**





Clause 44 Theme 44 \longrightarrow Rheme 44

Clause 45 Theme 45 \longrightarrow Rheme 45

Clause 46 Theme 46 \longrightarrow Rheme 46



Clause 47 Theme 47 \longrightarrow Rheme 47

Text 6**Piracy**