THEMATIC DEVELOPMENT OF EMMA WATSON'S SPEECH ON GENDER EQUALITY AT THE UNITED NATIONS

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APPROVAL

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DECLARATION OF ORIGINALITY

I, Wilda Prameswari Putri, hereby declare that this final project entitled *Thematic Development of Emma Watson's Speech on Gender Equality at the United Nation* 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 list of references are given in the bibliography.

Semarang, 2016

Wilda Prameswari Putri

MOTTO AND DEDICATION

And my success (in my task) can only come from Allah (Huud, verse 88)

Dedicated to:

- My beloved parents

  Wiwik Raharti and Tarifudin

- My brothers and sister:

  Yunidhar Alfian Pratama Indra Saputra

  Fandi Nur Riskyansyah

  Adinda Nur Fitriani Maulida

- Gestiawan Candra Pramulyarso

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ABSTRACT

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Keywords: Thematic Structure, Method of Theme Development, Thematic Development, Gender Equality.

Every text, whether written or spoken, contains messages or ideas of the writer or the speaker. The organization of clauses in a text can be analyzed to identify the writer's idea towards certain topic and to decide whether the text is coherent or not. A coherent text keeps the readers or the audience to focus on the path created by the writer. The purposes of this research are: 1) to explain thematic structures that are found in Emma Watson's speech; 2) to explain how gender equality is perceived by Emma Watson in terms of the thematic development of her speech.

This study was a qualitative study which focused on spoken discourse analysis. However, some quantitative data were also gained to support the analyses. The data were collected through some steps, such as downloading, watching and reading, identifying the data, tabulating the data, classifying the data, and interpreting the data. Some supporting literatures in books, journals, and articles are collected through documentation method. The data were analyzed by using the theories proposed by Eggins (2004) and Halliday (1994).

The results of the analyses show that most of the clauses are declarative clauses so that nominal groups are used frequently as Theme. Theme *'I'*, *'we'*, *'gender equality'*, *'men'*, and *'women'* are dominant in the speech. Those Themes are chosen because the speaker wants to focus on the topic of the speech so that her goals can be achieved. Method of Theme development analyses show that the speech used all the three types of method. Zigzag pattern is dominated the speech followed by reiteration and multiple-Rheme patterns. The analysis also revealed the thematic development of the speech which shows the speaker's perspective on gender equality by presenting six main ideas. They are: 1. Asking everyone to join her movement directly; 2. Explaining people's expectation related to gender; 3. Describing the current concept of feminism; 4. Presenting statistical data; 5. Delivering her new point of view of feminism; and 6. Encouraging everyone to start the change.

The researcher gives some suggestions for English education students to be more careful in organizing their text because they will be a role model for their students. English learners also need to raise their awareness in composing a text in order to make their text understandable. Last is the suggestion for discourse analysts to pay more attention to their writing so that the content can be understood well.

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CHAPTER I

INTRODUCTION

This chapter presents introduction of research which consists of background of the research, reason for choosing the topic, research questions, purpose of the research, significance of the research, and outline of the report.

1.1 Background of the Research

This research is going to investigate thematic structure and thematic development of Emma Watson's speech. The research of Theme and Rheme is related to find how information is structured in English. In order to do this, the clause is considered as a message. The messages found in a text are related to the preceding or the following discourse. Therefore, it can be said that messages come from somewhere and go to somewhere.

A text is created when words are put together to communicate a meaning. Halliday and Hasan (1976:1) says, "The word text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole." Anderson and Anderson (1997) said when you speak or write to communicate a message, you are constructing a text. From the two statements above, the definition of

a text is something that has meaning or message to be delivered whether in spoken or written form.

There are some charateristics of a good text that should be understood by an author, so the reader can get the point. According to Folse, Solomon, and Clabeaux (2015), there are five elements of good writing or good text. The first element is purpose. Understanding the purpose of writing will help the authors to stay focus on their topic. The second element is audience. Before writing a text, authors should try to think about their audience or reader in mind. This will affect in the style of writing and help the authors to choose appropriate words. The third element is clarity. To make a text understandable, the authors should deliver their idea clearly. Clear sentences are not vague or indirect. The fourth element is unity. The unity in a paragraph means that all sentences in the paragraph are related to the topic sentence. The last element is coherence. A text can be said as coherent if all sentences are organized and flow smoothly and logically from one to another. Coherence in a text can be seen from how the information is structured and the idea linked to each other. It can be analyzed through the thematic structure or Theme and Rheme of the text.

Based on the explanation of elements or characteristics of good text above, the authors need to be aware of their choice of words. They need to understand the situation and goal in order to pick the right choice of words. Creating a text also requires the authors to put the information together in a good order, especially in spoken text. When a text is delivered in spoken way, the authors do not have many chances to do some corrections.

A spoken form of a text that people often used is a speech. Speech is one kind of public speaking. Public speaking, as its name implies, is a way of making your ideas public – of sharing them with other people and of influencing other people (Lucas, 2009). From the statement, it can be implied that speech is an act of delivering idea in public or in front of a group of people or audience. Speech can be delivered in many occasions like in farewell party, ceremony, reception, national event, etc.

There are some purposes of people doing a speech. First, the speaker simply delivers information to the audience. The speaker does not expect certain kind of reaction when delivering speech to inform. The goal of the speech is to make the audience informed. The example of the speech is when the head of a school or institution explains the schedule of some events. Second, the speaker can motivate the audiences through his/her words or story. A commencement speech delivered by Steve Jobs at Stanford University in 2005 is an example of speech delivered to motivate the audiences. Through his speech, Jobs tried to motivate the students to believe in themselves and make decision based on their own heart. In the end, he took a quote from a publication called *"The Whole Earth Catalog"* which says "Stay Hungry. Stay Foolish". It means that Jobs encouraged the students to keep learning and take lessons in life. Third, the speaker may wants to persuade the audience to do something. A speech delivered by Emma Watson is an example of speech delivered to persuade people. Through her speech, Watson tried to mobilize as many men as possible to join a movement in order to fight against gender inequality. In conclusion,

speech is delivered for a very simple purpose of giving information to a bigger aim of mobilizing people into certain act.

Based on the definition and purposes of speech in the two paragraphs above, people may get the idea that speech is similar to daily conversation. People can share information, persuade others, even motivate each other through daily conversation. However, there are some differences between speech and daily conversation. According to Lucas (2009), there are three things that differentiate speech from daily conversation. Speech requires more formal language than daily conversation. Slang, jargon, and bad grammar are less required in public speaking. Another difference between speech and daily conversation can be seen from the method of delivery. In daily conversation, people usually speak quietly and tend to be more relax with casual posture. When delivering a speech, the speaker has to make sure that his/her voice is clearly heard among the audiences. The speaker delivers the speech in an erect posture to show formality. The last difference lies in the structure of the speech. Speech is more highly structured than daily conversation. The speaker should make preparation before delivering the idea in public.

Speech is a one-way communication. There is a single speaker and a large group of audiences. The speaker does not get any feedbacks from the audiences. The audiences also may have different interpretation about the speaker's idea. Therefore, the speaker needs to be well prepared. The speaker needs to guess some questions that might appear in the mind of the listeners then answer the questions through the speech. The speaker has to structure the information well since the audiences are not

allowed to interrupt the speech. The ability in structuring the information will show the quality of the speech itself.

In speech, the speaker is the author of the speech's text. The speaker should know how to structure the words in the speech in order to achieve the purpose or the goals. The speaker needs to construct his/her idea well so that the audiences are able to focus on the topic set by the speaker. The speaker or the author also should try to make a coherent text to show the quality of the speech. The choice of words, structure of the text, and the flow of information are important points in creating a coherent text. To help the author or the speaker covering those points, thematic structure analysis can be used. Theme in a text helps the speaker to keep the audience focus on the topic because it shows the main idea of a clause. It shows what the speaker is talking about. Rheme shows some new information related to the Theme. Therefore, the way Theme and Rheme are structured may affect how the audiences interpret the message.

Considering the importance of creating a good text, the writer is interested in conducting an analysis of Theme and Rheme in a speech. This study deals with the speech delivered by Emma Watson. She delivered a speech about gender equality in order to introduce a campaign called HeForShe. The purpose of this speech is to persuade the audiences, especially men, to take action in overcoming inequality. The researcher is interested in this speech since this speech is different with other speeches about gender equality. In this speech, Emma Watson showed that men also

have the right and responsibility to deal with gender equality problem. Watson pointed that gender equality is not a problem for women only, but also for men.

Gender equality itself has been a world issue for several decades. In many countries, gender equality still becomes a problem. Although there are some laws to protect women and children, it still becomes an issue in the society. Looking back to the culture that was believed by the society, women should deal with domestic stuffs only. On the other hand, men were considered as superior so that they had more right to deal with public role. Nowadays, after the struggles done by feminists, women started to play role in public. Women started to take part in the election and represent society in the political field. However, stereotype about women still exist in the society. Women's role in the public field is still underestimated. There is still a long way to reach the equality.

The speech delivered by Emma Watson attracts so many people because of some factors. First, she is a well-known figure since she works as an entertainer. Her job gives her an opportunity to gain people's attention. She proved that she was good in her job when she started to be nominated and won some awards like best female performance, best British artist, etc. Second, she gained more attention when she was chosen as women ambassador for the United Nation in such young age. Many people respect her intelligence and her commitment in doing her role as the UN Women ambassador. Third she presents a new idea about gender equality that has never been delivered by other people. Those are the reasons why I am interested in analyzing

Emma Watson's speech on gender equality. In this case, I am interested especially in revealing the Theme and Rheme of the speech.

1.2 Reason for Choosing the Topic

This research is conducted based on some following reasons:

First, it relates to the well-know speaker, Emma Watson. She is a British actress and model, best-known for her role as 'Hermione Granger' in Harry Potter series. As an actress, she has won many awards for best-female film star nomination in the last several years. Beside her brilliant achievement in entertainment industry, she also shows good achievement in education. Now, people know her as the Women Goodwill Ambassador for the United Nation. She has begun to spread awareness about a number of humanitarian issues. Her achievement and reputation attract people to listen to her words. It can be seen from the video uploaded in the internet which has been seen by millions of people.

Second, it relates to the theme of the speech. Through the speech, Watson delivered her idea about HeForShe campaign. HeForShe is a solidarity campaign to solve gender equality issue. Its goal is to engage men and boys as agents of change for the achievement of gender equality and women's right, by encouraging them to take action against inequalities faced by women. Based on the idea that gender equality is an issue that affects all people, it seeks actively involve men and boys in the campaign.

Watson's speech on gender equality attracted the researcher to analyze it comparing to other speeches on the same topic. The speech delivered by Watson told people that gender equality is not an issue for women, but also for men. Through the speech, Watson told the audiences that men also experienced inequalities. This speech became more interesting for the researcher because Watson also told the audiences about the inequalities she had experienced. She said that she was not allowed to be the leader among her friends because she was a girl. It also happened in her working are –entertainment- where women were paid less than men for the same role.

Last, thematic structures can be used to guide the audiences through the logical paths constructed by the speaker. Considering the importance of the quality of a speech, the study of Theme and Rheme in English needs to be done and understood by the learners of English so that the learners will able to structure a spoken text.

1.3 Research Question

Based on the background, the research questions are:

(1) What types of thematic structures are found in Emma Watson's speech?

(2) How is gender equality perceived by Emma Watson in terms of the thematic development of her speech?

1.4 Purposes of the Research

The purposes of this research are:

(1) to explain the thematic structures that are found in Emma Watson's speech.

(2) to explain how gender equality is perceived by Emma Watson in terms of the thematic development of her speech.

1.5 Significances of the Research

The significances of the research are:

(1) Theoretically, the research may be useful for public speakers and writers to give understanding that they should organize their message so that the audience or the reader can get what the speakers or the writers are trying to deliver.

(2) Practically, especially for students of English Education program as the future teachers, this study is expected to give the knowledge how to structure a coherent text, so that they can help the students to improve their writing and speaking skill. Moreover, this research also helps the researcher to produce a coherent text by applying Thematic Structures in this final project.

(3) Pedagogically, the research can be the guidance for the readers to analyze the use of Theme and Rheme to organize message in a text.

1.6 Outline of the Report

This research consists of five chapters.

Chapter I presents introduction which explains about general background of the research, reasons for choosing the topic, research questions, purposes of the research, significances of the research, and outline of the report.

Chapter II presents the review of related literature which contains the theoretical reviews, the previous study, and the theoretical framework.

Chapter III presents the method of investigation which includes the research approach, the object of research, role of the researcher, the procedure of data collection, types of data, the unit of analysis, the procedure of data analysis, and method of reporting the data.

Chapter IV presents the findings and discussions of the analysis supported by the analysis.

Chapter V presents the conclusions of the research and also some suggestions in relation to the result of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review that is used to support the research. It presents three types of literature review: the previous studies, the theoretical studies, and theoretical framework.

2.1 Review of Previous Studies

Some studies related to discourse analysis have been conducted. For example is a study conducted by Ardianti (2012) in her final project *entitled Tenor of Barack Obama's Speech on Osama bin Laden's Assassination.* The study focuses on the tenor of the discourse which discusses relationships between the interactants. The purpose of the study is to reveal the attitudes of Barack Obama in percieving Osama bin Laden's assassination. There are two analyses in the study; they are grammar analysis to unveil interpersonal meanings and lexical analysis to uncover Barack Obama's attitudes.

The previous study is related to the current study in terms of object of the study. Both study analyze spoken text in the form of speech. However, the basic analysis used in both studies is different. The previous study dealt with interpersonal

meaning which is realised through Tenor, and the current study focuses on textual meaning which is realised through Theme-Rheme system.

A study dealing with textual meaning analysis have been conducted by Wisnugrahani (2012) through his final prohject entitled *The Analysis of Textual Meaning in The Jakarta Post's Editorial Entitled Our Tainted Democracy*. The purposes of the study were to find out the element of textual meaning based on the systemic functional approach and how the clauses in *Our Tainted Democracy* are structured to realize textual meaning. The textual meaning was realized through Theme and Rheme analysis of the article. There are similarity and difference bertween the previous study and the current study. The similiraty lies in the context of analysis. Both studies analyze Theme and Rheme. However, the previous study and the current study are different in terms of object of the study. The first study analyzed a written text; that was an article in The Jakarta Post. While the second study analyzed a spoken text; that is a speech delivered by Emma Watson.

Another research was done by Pambudi (2015) 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).* The study was intended to figure out what thematic structures are displayed and what thematic progressions are employed in the students' speeches. The study found out the kind of starting point (Theme) that comes in the beginning of a clause and the remainder of the clause (Rheme). Thematic progressions were analyzed to figure out how ideas in the text are developed and related. The result of

the analyses showed that unmarked topical Theme is dominantly used in the speeches rather than marked one. The study also showed that the students employed both reiteration (constant) and zigzag pattern in the speeches, while multiple pattern was not found in the speeches.

Both previous study and current study reveal textual meaning of spoken text in the form of speech. The differences take on the speakers and the topic. The previous study analyzed speeches done by students with undefined topic. As EFL learners, they have different way in construct an English text. They also have different language proficiency especially in terms of speaking skill. On the other hand, the current study deals with a speech delivered by Emma Watson with social issue as the topic. The speaker uses English as her first language. As native speaker, she has different way of constructing a textual meaning. The way she delivered the speech was also different with the way EFL learners delivered their speeches since her language profieciency is better.

Another previous study related to this study was conducted by Kuswoyo (2016), Teknokrat College. He conducted a research entitled *Thematic Structure in Barack Obama's Press Conference: A Systemic Functional Grammar Study.* The aim of the study was to analyze and describe the Theme-Rheme pattern employed in President Barack Obama's press conferences. The data used in the research were two speeches in Obama's press conferences delivered on January 14th and October 8th 2013. There are 57 paragraphs that have been analyzed. In details, the first conference consisted of 22 paragraphs, and the second press conference consisted of 35

paragraphs. The researcher divided the analysis into two types of Themes, namely simple thematic structure and multiple-thematic structure.

This previous study has some similarities with the current study. Both studies intend to analyze the thematic structure of spoken text in the form of speech. The scope of analysis of both studies is the occurrence of some types of Theme in the speech. However, the method of analysis presented in both studies is different. In the first study, the researcher divided the Theme into two kinds of Theme namely simple and multiple- based on the progression of the clauses. The researcher also built his own theory about derived Rheme. On the other hand, this study separates the thematic structure and thematic progression (method of Theme development) into different analysis. Five types of Theme were analyzed to find how messages are structured in the text.

Another research was carried out by Mardani (2016), Islamic Azad University. He conducted a research entitled *Thematic Structure: A Study on English and Persian.* The study aimed at finding out whether marked thematic sentences in the English and Persian scientific texts were similar or different with Halliday's (1960) systemic functional grammar (SFG) as the theoretical foundation. To put it simply, the researcher was going to discover whether Marked topical sentences similarly realized in the Persian and English scientific texts or not. The data for the research were supplied through different text types of scientific genre, such as biology, geology, chemistry, physics, and mathematics. The materials were originally written in English or Persian. Two paragraphs of each book were selected as samples.

The result revealed that there were no significant differences between marked thematic structures of English and Persian scientific texts.

The previous study and the current study have a similarity in which both studies analyze the thematic structures of text. However, the subject of the studies was different. The previous study analyzed some written text, while the current study analyzes spoken text. Besides, the previous study intended to compare some English texts and Persian texts. The analysis focused on the marked thematic structures. On the other hand, the current study only analyzes an English spoken text. The analysis focuses on some types of Theme.

A research related to thematic structures was also conducted by Panamah (2013). He conducted a research entitled *Thematic Structure and Progression in Selected Business News Reports of Two Nigerian Newspapers: Implication for Professional Writing.* The research aimed at analyzing the thematic structures and progressions in four selected Nigerian Newspapers entitled *Daily Trust, The Punch, The Nation, and Leadership.* The analysis was carried out at two inter-related levels. The thematic structures of the texts were analyzed at the first level, while the progressions of the themes were analyzed at the second level. The result of the analysis revealed that the themes of the clauses are mostly multiple because of the modification of the topical themes either by textual, interpersonal, prepositional phrase or adverbials. The result of the analysis of the thematic progression pattern showed that the linear and constant themes are prevalent in business news report,

though the constant theme is the predominant. These two patterns are reflective of the features of narrative writing task of which news reporting is an aspect.

The previous study and the current study have a similarity in which both studies analyze the thematic structures followed by thematic progression (method of Theme development) of the text. However, the subject of the studies was different. The previous study analyzed some Nigerian written text, while the current study analyzes English spoken text. The first study tried to connect the result of the analysis with its implication in narrative writing as the genre of news report. On the other hand, the current study tries to connect the result of the analysis with the content of the text.

The explanations above show that the current study has not been done before. Also, both previous studies are relevant to be grounded theory of this study because they cover up discourse analysis such as interpesonal and textual meaning with varied object of the studies of written and spoken text.

2.2 Review of Theoretical Studies

Theoretical reviews present some theories related to the topic that will be discussed by the research in the final project.

2.2.1 Discourse Analysis

In communication, situation or context affects the way people communicate with others. What people say and the way they speak have to fit with the situation or the context. Understanding how situation and the way people communicate affect each

other enable us to understand how discourse works. Discourse works for both spoken and written. Gee (2005) defines discourse as follows.

> 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.

The key to discourse is 'recognition'. If language, action, interaction, values, beliefs, symbols, objects, tools, and places are put together in such a way that others recognize you as a particular type of who (identity) engaged in a particular type of what (activity) here and now, then discourse really works.

Discourse analysis concerns with the study of language and the context where it is used. It is a broad term for the study of the ways in which language is used in text and context. In other words, discourse analysis focus on how language is used in running discourse which is followed by numbers of sentence and interaction between the speaker in a specific situational context and within a framework of social and cultural conventions.

2.2.2 Systemic Functional Grammar

People use language in their daily live. It is an important means that enables people to communicate with each other. Language helps people to specify their wishes, expresses their needs, gives practical instructions, etc. In other words, people use

language in communication, whether written or spoken, to exchange meaning. Considering the people's needs to make meaning, some experts developed a theory about Systemic Functional Grammar. Gerot and Wignell (1994) defined functional grammar as follow.

> Functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on texts and their contexts. They are concerned not only with the structures but also with how those structures construct meaning. Functional grammars start with the question, 'How are the meanings of this text realised?'.

In systemic functional grammar, elements of the clause are labelled in terms of the function each is playing in that clause. On the other hand, in traditional grammar the elements are labelled by word classes. Traditional grammar aims to describe the grammar of standard English by comparing it with Latin. People learn the names of parts of speech such as nouns, verbs, prepositions, adverbs, and adjectives. Traditional grammar focuses on rules for producing correct sentences. Formal grammars are concerned to describe the structure of individual sentences. Such grammars view language as a set of rules which allow or disallow certain sentence structures. To get the clear understanding of the differences in perspective among the above three grammars, the following table is presented.

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

Table 2.1 The Main Differences in Perspective among Formal, Traditional, and Functional Grammar (Gerot and Wignell 1994:7)

2.2.3 Three Metafunctions in Language

The term "metafunction" is related to the discussion of the basic function of langauge. Halliday (2014:31) defined the word 'metafunctions' as follows:

> "We could have called them simply 'functions'; however, there is a long tradition of talking about the functions of language in contexts where 'function' simply means purpose or way of using language, and has no significance for the analysis of language itself (cf. Halliday & Hasan, 1985: Ch. 1; Martin, 1991). But the systemic analysis shows that functionality is ***intrinsic*** to language: that is to say, the entire architecture of language is arranged along functional lines. Language is as it is because of the functions in which it has evolved in the human species. The term 'metafunction' was adopted to suggest that function was an integral component within the overall theory."

Halliday (2014) divided metafunction into three kinds, they are: ideational or metafunction, interpersonal metafunction, and textual metafunction. Ideational metafunction is related to the function of language in construing human experience. There are two components of ideational metafunction: experiential and logical metafunction. Interpersonal metafunction is related to the function of language in enacting social relationship. It influences someone's attitude toward people around

us, how one talk to another, and what one say to another. Textual metafunction is related to the function of language in creating relevance to context. It builds up sequences of discourse, organizing the flow of the language, and creating cohesion and continuity.

The metafunctions can be interpreted as ideational meaning, interpersonal meaning, and textual meaning. Gerot and Wignell (1994) explained that Ideational meanings are meanings about phenomena-about things (living-non living, abstract, and concrete), about goings on (what the things are or do), and the circumstances surrounding these happening and doings. These meanings are realized in wordings through participants, processes, and circumstances. They are realized in wording through field of discourse.

Interpersonal meanings are meanings that express speaker's attitude. These meanings define how someone acts upon other people in our surrounding. These meanings are influenced by tenor of discourse. They are realized in wording through mood and modality.

Textual meanings express the relation of language to its environment including both the verbal environment-what has been said or written before (co-text) and the non-verbal, situational environment (context). (Gerot and Wignell 1994). Textual meanings are realized in wording through Theme and Rheme patterns. They are influenced by mode of discourse.

Metafunction (Technical Name)	Definition (kind of meaning)	Corresponding Status of Clause	Favoured Type of Structure
Experential	Construing a model of experience	Clause as representation	Segmental (based on constituency)
Interpersonal	Enacting social relationships	Clause as exchange	Prosodic
Textual	Creating relevance to context	Clause as message	Culminative
Logical	Constructing logical relations	-	Iterative

Table 2.2 Metafunctions and Their Reflexes in the Grammar (Halliday 1994:36)

2.2.4 Text and Context

Text and context are related to each other. In literary studies, the term "text" refers to the written word on the page, while context refers to the situation or surroundings. This term can describe the situation created within a text. The further explanation of text and context is presented below.

2.2.4.1 Definition of Text

When people speak or write, they produce text. According to Halliday (2014) text is what listeners and readers engage with and interpret. The term 'text' refers to any instance of language, in any medium, that makes sense to someone who knows the language. Language is in the first instance, a resource of making meaning; so text is a process of making meaning in context.

Siahaan (2008:3) defined text as follows:

> "A text can be any linguistic unit. It can be a word. It can also be a sentence. Beside, it can also be a paragraph. Further, it can also be a text which bigger than a paragraph. It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph."

Siahaan and Shinoda (2008:1) write another definition of text. They explain further the definition of written and spoken text. They said,

> "A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monologue or a dialogue or a conversation. It can be a song or poetry or a drama or a lecture, etc. A written text is any meaningful written text. It can be a notice or a direction or an advertisement or a paragraph or an essay or an article or a book etc. A text refers to any meaningful short or long spoken or written text."

From the definitions above a conclusion can be drawn that text refers to any kind of written and spoken composition that is meaningful. A text can be explored from many different points of view. However, there are two main angles of vision. First, focus on text as object in its own right. Second, focus on the text as an instrument for finding out about something else. Focusing on text as object will raise a question 'why does the text mean what it does?' Focusing on text as instrument will raise a question 'what the text reveals about the system of the language in which it is spoken or written'. Both points of view are complementary. It means that people can not explain why a text means what it does without relating it to the linguistic system as a whole.

2.2.4.2 Definition of Context

According to Eggins and Slade (1997), context is in text. It means context can be found within the text. If a text is given, the context can be guessed. On the other hand, if the context is given, a text can be made from it. All meaning is situated in a context of culture (genre) and context of situation (register).

2.2.4.2.1 Context of Culture

Halliday (2014) explained context of culture is what the members of a community can mean in cultural terms; that is, culture is interpreted as a system of higher-level meanings as an environment of meanings in which various semiotic systems operate, including language, paralanguage and other human systems of meaning. Gerot and Wignell (1994) said that context of culture determines what we can mean through being 'who we are', doing 'what we do', and saying 'what we say'.

It can be inferred that context of culture is what people believe to limit themselves. In communicating, people do not just arrange the words to deliver information. They consider the value or the culture that they believe so that they say what are allowed by the culture.

2.2.4.2.2 Context of Situation

The term of Context of Situation was coined by Malinowski (1923) as quoted by Halliday and Hasan (1989). By context of situation, Malinowski meant the environment of the text. Gerot and Wignell (1994:11) said that context of situation can be specified through use of the register variables: field, tenor, and mode.

(1) **Field** refers to what is going on including activity focus (nature of social activity) and object focus (subject matter).
(2) **Tenor** refers to the social relationships between those taking parts. These are specifiable in terms of status of power (agent roles, peer or hierarchic relations), affect (degree of like, dislike or neutrality), and contact (frequency, duration and intimacy of social contact).
(3) Mode refers to how language is being used, whether the channel of communication is spoken or written, and language is being used as a mode of action or reflection.

Field covers something that is happening by focusing on activity and the object. For example, in a clause *'you are a smart student.'* The activity focus of the clause is giving compliment, while the object is the student. Tenor shows the attitude of a writer or speaker. It is influenced by status of power, affect, and contact. For example, the way someone greets others will be different between one another depending on the social relations between the people involved in the communication. Mode refers to the use of language, whether it is used in spoken or written form. Mode of action usually follows the spoken form. Reflection follows the written form.

2.2.5 Theme and Rheme

Gerot and Wignell (1994) state that Theme represents 'This is what I am talking about' and Rheme is 'This is what I am saying about it'. Gerot and Wignell (1994) added that Theme looked backwards, relating the current message to what has gone before. The Rheme points both backwards and forwards by putting ideas which was available before and by presenting the information that was not there before. Another idea came from Halliday (1994:37), he said, "The Theme is the element which serves

as the point of departure of the message; it is that with which the clause concerned. The remainder of the message, the part in which the Theme is developed, is called in Prague school terminology the Rheme". According to those statements, Theme can be defined as the main idea of the clause because it tells the reader the topic to be said by the writer. The topic then developed in Rheme by putting new or available information. As starting point or point of departure, the reader can find Theme in the beginning of the clause. The rest of the clause is Rheme. Look at the following example from Emma Watson's speech:

I was a feminist, and this seemed uncomplicated to me.

In the clause above, the word "I" lies in the beginning of the clause. It means that the clause is talking about me (Emma Watson). The readers retrieve the identity of "I" from outside the text since they acknowledge that the one who delivered the speech was Emma Watson. It can be concluded that "I" is the Theme of the clause. The rest of the clause "was a feminist" is the Rheme of the clause. It contains new information about who she is.

In the next clause, "and this" begin the clause. "this" in that clause refers to the previous idea that she is a feminist. It shows that Theme looks backward. The idea that comes in the previous line is now becoming the starting point of the next clause. The rest of the clause "seemed uncomplicated to me" is new information about what she felt about becoming a feminist. There is a link between the two clauses by analyzing how the speaker structured her idea.

2.2.5.1 Thematic Structures

Thematic structures are the structure in which clauses are arranged together to convey message. It consists of two elements: Theme and Rheme. Theme is a term that refers to a starting point or point of departure. It means that Theme is the beginning of the message. Theme is developed to give new information which is stated in Rheme.

2.2.5.1.1 Ideational/Topical Theme

Martin, Matthiessen, and Painter (1997) stated that ideational Theme can be recognized as the first element in the clause that expresses some kind of 'representational' meaning. There are two kinds of ideational Theme, they are: Unmarked Topical Theme and Marked Topical Theme. Unmarked Topical Theme refers to term that is common to appear in the beginning of a sentence or clause. Unmarked Topical Theme is divided into three kinds as follow:

Nominal group as Theme:

I	**was appointed as Goodwill Ambassador …**
Theme	Rheme

Nominal group complex as Theme:

their daughters, sisters, and mothers	**can be free from prejudice**
Theme	Rheme

Embedded clause:

what stood out for me the most	**was that less ….**
Theme	Rheme

On the other hand, Marked Topical Theme refers to term that is uncommon to start a sentence. Marked Topical Theme is also divided into three kinds. The examples are shown below.

Adverbial as Theme:

Today	**we are launching a campaign called for HeForShe**
Theme	Rheme

Prepositional Phrase as Theme:

On the stage	**the singer cried**
Theme	Rheme

Complement as Theme:

Her idea	**she demonstrated**
Theme	Rheme

2.2.5.1.2 Textual Theme

In creating a coherent and cohesive text, quite often conjunctions are used to connect one message to the previous or following messages. Regarding its function as connection for some words, it usually appears in the beginning of a clause. Butt et. al. (1996:93) said in their book:

> Conjunctions are most likely to occur in the beginning of the clause, and when they do, they must be considered thematic. Even so they do not fulfill the primer requirement of Theme which is to signal the point of departure for the experiences in the clause. To distinguish these text-creating meanings from the experiential meaning in the topical Theme, we refer to them as Textual Themes.

In the previous discussion, the writer has explained that Theme is what the writer is going to talk about. In other words, Theme should show the reader the main topic to be discussed. Even though conjunctions appear in the beginning of the

clause, the topic can not be found just by looking at them. The readers still need to analyze the words or phrase coming after the Textual Theme to find the starting point of the clause.

Gerot and Wignell (1994) divided Textual Theme into three kinds, they are: Continuatives and/or Conjunctives Adjunct and Conjunctions. Gerot and Wignell (1994) added that conjunctions tend to provide textual Theme within a clause complex and are called Structural Themes. Conjunctives Adjuncts tend to (but do not always) join text outside of clause complex and have more of a text-organizing function. Continuatives usually appear in the spoken text to signal a new move is about to begin. For example: well, right, OK, of course, anyway, etc. Look at the following table for more detailed examples of Textual Theme.

	Type	**Meaning**	**Examples**
I	Appositive	i.e., e.g.,	that is, in other words, for instance
	Corrective	rather	or rather, at least, to be precise
	Dismissive	in any case	in any case, anyway, leaving that aside
	Summative	in short	briefly, to sum up, in conclusion
	Verifactive	actually	actually, in fact, as a matter of fact
II	Additive	And	also, moreover, in addition, besides
	Adversative	but	on the other hand, however, conversely
	Variative	instead	instead, alternatively
III	Temporal	Then	meanwhile, before that, later on, next, soon, finally
	Comparative	likewise	likewise, in the same way
	Causal	so	therefore, for this reason, as a result, with this in mind
	Conditional	(if..) then’	in that case, under the circumstances, otherwise
	Concessive	yet	nevertheless, despite that
	Respective	as so that	in this respect, as far as that’s concerned

Table 2.3 Conjunctive Adjuncts (Halliday 2014:108)

Type	Examples
Co-ordinator	and, or, nor, either, neither, but, yet, so, then
Subordinator	when, while, before, after, until, because, if, although, unless, since, that, whether, (in order) to even if, in case, supposing (that), assuming (that), seeing (that), given that, provided (that), in spite of the fact that, in the event that, so that

Table 2.4 Conjunctions/Structural (Halliday 1994:50)

Look at the following examples of textual Theme.

And	**If**	**You**	**still hate the word**
Structural	Structural	Topical Theme	Rheme
Theme			

In the table above, we can see that there are two conjunctions in the beginning of the clause. They are “and” and “if”. The starting point of the clause comes after the conjunctions; that is “you”. “And”, “if”, and “you” are all thematic.

On the other hand	**if**	**you**	**still hate the word**
Conjunctive	Str.	Topical Theme	Rheme
Theme			

Conjunctive adjunct “on the other hand” appears in the beginning of the clause means that it relates the idea with the previous idea. The phrase “on the other hand” refers to contrast idea.

Well,	**on the other hand,**	**if**	**You**	**still hate the word**
Continuative	Conjunctive	Str.	Topical Theme	Rheme
Theme				

The word “well” appears in the beginning of the clause as the sign to start a move. This is usually happened in the spoken text.

2.2.5.1.3 Interpersonal Theme

Butt et. al. (1996) stated “We begin clauses with interpersonal meanings indicating the kind of interaction between speakers or the positions which they are taking. At these times, we are using Interpersonal Theme.” From the statement, it can be said that the position of the writer or the speaker and the reader or audience influences the use of language in the text. It defines the formality of the language, the diction, and the attitude of the writer or speaker towards the reader or audience. A writer or speaker needs to understand whom he/she is talking to. It helps him/her to find the correct words for the text.

Interpersonal Themes in the clause appear before the Topical Theme. Interpersonal Theme is divided into four kinds. They are the finite, wh-element, vocatives, and modal adjuncts.

In the clause, finite is typically realized in the form of auxiliary verb. Finite that comes after topical Theme can not be considered as interpersonal Theme. Look at the examples below!

<table>
<tr><td>Are</td><td>You</td><td>coming to the party?</td></tr>
<tr><td>Finite</td><td>Topical Theme</td><td rowspan="2">Rheme</td></tr>
<tr><td colspan="2">Theme</td></tr>
</table>

You	**are coming to the party**
Theme	Rheme

In the first table, the finite "are" appears in the beginning of interrogative sentence. Therefore, it is called as interpersonal Theme as it precedes the topical Theme "you". In the second table, the finite "are" appears after the topical Theme "you" so that it is not thematic. In the clause, topical Theme always comes in the last part of the Theme. The rest of the clause after topical Theme is called as Rheme.

Wh-element is thematic when it comes before the Topical Theme, like finite. Wh-element that appears in the middle of the clause is not thematic. Look at the following examples:

- What did you do in the park yesterday?
- The chef who cooked the meal is my brother.

Vocative is used to identify the addressee, for example:

Ana,	**You**	**have to see the doctor.**
Voc.	Topical Theme	Rheme
Theme		

Ana	**have to see the doctor**
Theme	Rheme

The difference between the two example lies on the use of the word "Ana". Both examples use "Ana" in the beginning of the clause. However, it gives different meaning. In the first example, the first word "Ana" is not a topical Theme because it identifies the addressee, while "you" that comes after "Ana" is the topical Theme of

the clause. In the second example, the first word “Ana” is the topical Theme because it shows the starting point of the clause.

Modal Adjuncts in the clause is typically realized by the use of adverb. It shows comment, assessment, and attitude of the writer or speaker. Look at the following table for more detailed example.

	Type	**Meaning**	**Examples**
I	Probability	how likely?	probably, possibly, certainly, perhaps, maybe
	Usuality	how often?	usually, sometimes, always, (n)ever, often, seldom
	Typicality	how typical?	occasionally, generally, regularly, for the most part
	Obviousness	how obvious?	of course, surely, obviously, clearly
II	Opinion	I Think	in my opinion, personally, to my mind
	Admission	I Admit	frankly, to be honest, to tell you the truth
	Persuasion	I Assure You	honestly, really, believe me, seriously
	Entreaty	I Request You	please, kindly
	Persumption	I Presume	evidently, apparently, no doubt, presumably
	Desirability	how desirable?	(un)fortunately, to my delight/distress, regrettably, hopefully
	Reservation	how reliable?	at first, tentatively, provisionally, looking back on it
	Validation	how valid?	broadly speaking, in general, on the whole, strictly speaking, in principle
	Evaluation	how sensible?	(un)wisely, undestandably, mistakenly, foolishly
	Prediction	how expected	to my surprise, surprisingly, as expected, by chance

Table 2.5 Modal Adjuncts (Halliday 2014:109)

The use and analysis of modal adjunct in a clause is shown below.

Sadly,	**the things**	**are still true today**
Modal	Topical Theme	Rheme
Theme		

The word “sadly” appears in the beginning of the clause. It shows the writer’s comment about the things. Comment can not be seen as starting point because it does not tell the reader what topic of the clause.

2.2.5.1.4 Multiple Theme

A clause with multiple Theme is a clause that has some sequences of Theme. They can be textual and interpesonal Theme before the topical or ideational Theme. Look at the following example.

<table>
<tr><td>Well</td><td>anyway</td><td>Jack</td><td>wouldn’t</td><td>you</td><td rowspan="3">need to buy some chocolates for your sister?</td></tr>
<tr><td>Cont.</td><td>Conj.</td><td>Voc.</td><td>Finite</td><td>Top.</td></tr>
<tr><td colspan="2">Textual</td><td colspan="2">Interpersonal</td><td>Top.</td></tr>
<tr><td colspan="5">THEME</td><td>RHEME</td></tr>
</table>

2.2.5.1.5 Theme and Mood

Choosing an element in an English clause depends on the choice of mood. Every free clause selects for mood. Some, such as *Jack!* and *good morning!*, are minor clauses; they have no thematic structure; and also will be left out of account. The others are major clauses. A free major clause is either indicative or imperative in the mood; if indicative, it is either declarative or interrogative; if interrogative, it is whether ‘yes/no’ interrogative or ‘WH’ interrogative.

2.2.5.1.5.1 Theme in Interrogatives

An interrogative clause is typically used to ask a question. It indicates that the speaker is expecting to be told something. According to Halliday (1994), there are two main types of question: one where what the speaker wants to know is the polarity 'yes or no?'; the other where what the speaker wants to know is the identity of some elements in the content.

In a yes/no question, the element that functions as Theme is the element that expresses polarity, namely the Finite Verbal Operator. In English, finite verbal operator shows positive and negative in a clause. For example: is, is not, do, do not, can, can not, etc. In an interrogative clause, the position of finite is before the subject. Look at the example below.

Can	**You**	**find the book?**
Finite	Topical Theme	Rheme
Theme		

In the example above, the speaker expects to be told whether the person he/she talks to can find the book or not. The finite "can" comes first before the subject "you". Both finite and Topical Theme are Theme of the clause, and the rest of the clause is Rheme.

In other case, finite in an interrogative clause may not function as Theme if the finite comes after the Topical Theme. As has been discussed before, a Topical Theme is the last to appear before the Rheme in a clause. Look at the following example.

On Sunday	**will you come to my party?**
Unmarked Top. Theme	Rheme
Theme	

In the example above, the complement "On Sunday" comes before the finite "will". Therefore, the complement functions as Theme and the finite "will" that comes afterwards functions as Rheme with the rest of the clause.

In WH-question, the element that functions as Theme is the element that request the information, namely the WH-element. *Who, what, when, why, where, and how* are used to find the kind of information that is needed. The example is presented in the following figure.

Who	**are you talking to?**
Theme	Rheme

2.2.5.1.5.2 Theme in Imperatives

An imperative clause is used to express that the speaker wants someone to do something, or the speaker and other people to do something. The first type of imperative clause is usually begun with a verb that shows a process. For example, *Write the example in your text book*! The second type of imperative clause is begun with "let's". For instance, *Let's go home now!* In negative imperative, such as *Don't pick the raw apples*!, the principle is same as the yes/no interrogative. The finite don't and the process that comes afterwards function as Theme.

Let’s	go home now!
Don’t pick	the raw apples!
Theme	**Rheme**

According to Gerot and Wignell (1994), there are two ways of treating Theme in imperative clauses. It can be analyzed as Rheme only or treat the process as Theme. An imperative clause that is treated as Rheme only is presented in the following first figure, and the second type of treatment is presented in the second figure.

Write the example in your text book!
Rheme

Write	**the example in your text book!**
Theme	Rheme

2.2.5.1.5.3 Theme in Exclamatives

According to Gerot and Wignell (1994), Theme in exclamatives consists of WH-element followed by either a nominal group or an adverbial group.

What a beautiful day	**it is**
Theme	Rheme

The example above shows that the Theme of the clause is *what a beautiful day*. ‘what’ in the clause is a WH-element. ‘a beautiful day’ is a nominal group.

How dreadful	**she sounds**
Theme	Rheme

In the example *how dreadful* functions as Theme because there is a WH-element 'how' followed by an adverbial 'dreadful'.

2.2.5.1.5.4 Thematic Equatives

Thematic Equatives usually occur in certain identifying clause in which Theme and Rheme are equated with each other. According to Matthiessen in Halliday (2014), in thematic equatives, all the elements of the clause are organized into two constituents; these two are then linked by a relationship of identity, a kind of 'equal sign', expressed by some form of the verb be. Look at the following example:

What the boy gave to his girlfriend were some roses.

Here the Theme is *what the boy gave to his girlfriend*. The clause has been organized as a single constituent of the clause. The Theme and Rheme above are linked by the verb in the form of be *'were'*. The clause *what the boy gave to his girlfriend were some roses* can be said as another thematic variant of *the boy gave some roses to his girlfriend*. That kind of clause sets up the Theme + Rheme structure in the form of equation where Theme = Rheme. Other thematic variations can be seen in the following figure.

What the boy gave to his girlfriend The one who gave his girlfriend some roses The one the boy gave those roses to What the boy did with those roses	were some roses was the boy was his girlfriend was gave them to his girl friend
Theme	**Rheme**

The forms such as *what the boy gave to his girlfriend* and *what the boy did with those roses* are a structural feature called nominalization in which any element or group of elements is made to function as a nominal group in the clause. According to Matthiessen in Halliday (2014) this nominal group consists of Head and a post-modifying relative clause, but the Head and the marker of the relative clause may be fused in one item: *what* 'that which', *how* 'the way in which', *when* 'the time at which' and *where* 'the place at which'.

Pay attention to clause *what the boy did with those roses was gave them to his girlfriend*! The Theme is *what the boy did with those roses*. It means that 'I want to tell you something that the boy did with those roses'. The remaining of the clause which tells about the thing the boy did with the roses is analyzed as Rheme.

The Thematic Equatives can also function as Rheme if they occur after to be of the clause. The following figure act as examples.

English	is what I love the most
Some roses	were what the boy gave to his girlfriend
Tomato soup	is what the chef cooks
Flood	is what happened in the village last month
Theme	**Rheme**

Thematic Equatives add a semantics exclussiveness, or the meaning is 'this and this alone. The meaning of *tomato soup is what the chef cooks* is 'I am going to tell you about something that the chef cooks: it is tomato soup, not other soup'. Compare this with *the chef cooks tomato soup*, in which the meaning is 'I am going

to tell you about the chef: he cooks tomato soup'! There is no implication that the chef does not cook other foods.

2.2.5.1.6 Other Cases of Theme Analysis

Thematic structures also occur in these unusual cases as follow:

2.2.5.1.6.1 Theme in Existential Process

Existentials are those beginning with the unstressed word 'there'. Such constructions are typically introduced by there, but it is not uncommon for existentials to be introduced by it. The clause expresses the notion of existence. Existential process are expressed by verbs of existing such as 'be', 'exist', 'arise'. In such clause, the word that shows existential is thematic. For example:

There	**is a new student in school**
Subject	Rheme
Topical (Unmarked)	
Theme	

2.2.5.1.6.2 Theme in Clause Complex

Here the discussion refers to only one type of clause complex in which the Head (dominant) clause plus Modifying (dependent) clauses. In clause complex of this kind, the typical sequence of the part is the one just illustrated with the Modifying clause following the Head clause. However, the reverse order is possible, with the modifying clause preceding; and where that order is used, the motive is thematic. The following example is an analysis of Theme in clause complex.

If	**winter**	**comes**		**Can**	**Spring**	**be far behind**
Theme				Rheme		
Structural	Topical	Rheme		Finite	Topical	Rheme
Theme				Theme		

2.2.5.1.6.3 Predicated Theme

Predicated Theme involves a particular combination of thematic and informational choices. It comes in the form it + be + ...

it is love that makes you do crazy things

it was not the assignment that was getting me down

it was last week that you brought me this book

The clauses above can be analyzed as follow:

It	**was last week**	**that**	**you**	**brought me this book**
Theme	Rheme	Str.	Top.	Rheme
		Theme		
Theme		Rheme		

2.2.5.2 Method of Development

Some characteristics of a good text has been discussed in the previous chapter of this research. One of the characteristic is that the text should be coherent. It can be analyzed through Theme and Rheme patterns. Cohesion and coherence in a text can be observed through the development of Theme and Rheme patterns. According to Eggins (2004), there are three main patterns of thematic development; they are Therme reiteration, the zig-zag pattern, and the multiple-Rheme pattern.

2.2.5.2.1 Theme Reiteration

One way to keep a text focused or cohesive is to simply reiterate an element. Repetition becomes an effectice way to create cohesion. The same participant in a text makes a clear focus. A text in which the Theme never varied would not only be boring to read or listen to, but would indicate a text which is going nowhere. If Theme is the starting point or point of departure, constancy of Theme would mean the writer always leave from the same spot, and that the 'new' information in Rheme would not be followed up.

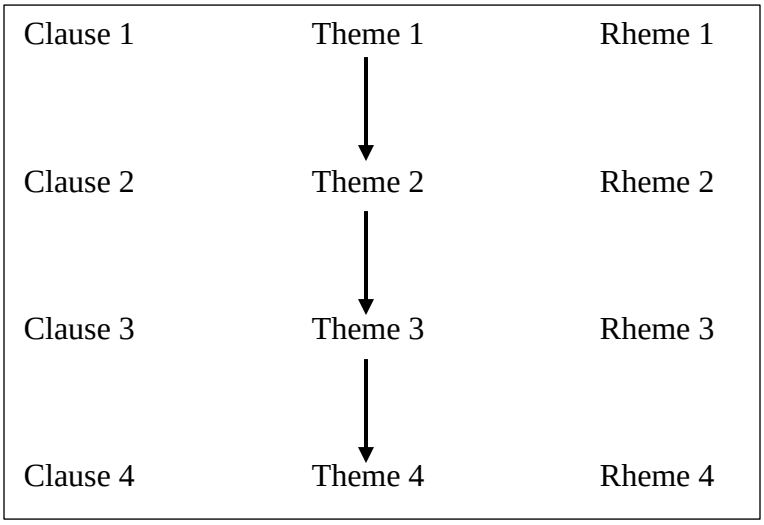


Figure 2.1 Theme Reiteration (Eggins 2004:324)

2.2.5.2.2 The Zigzag Pattern

In zig-zag pattern, an element which is introduced as Rheme in clause 1 becomes the Theme of clause 2. The pattern flows in the same way for the next clauses. According to Eggins (2004), the zig-zag 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.

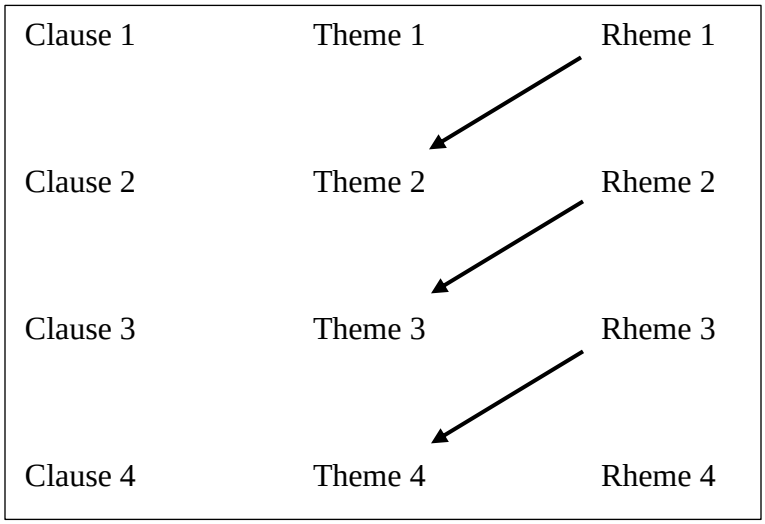


Figure 2.2 The Zig-Zag Pattern (Eggins 2004:324)

2.2.5.2.3 The Multiple-Rheme Pattern

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.

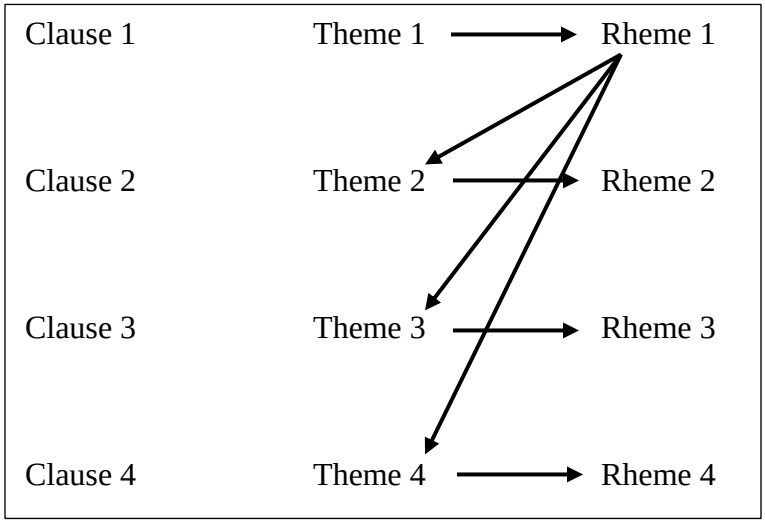


Figure 2.3 The Multiple-Rheme Pattern (Butt, et. al 1996:100)

2.2.6 Thematic Development

Thematic development is a term used to reveal the Theme between paragraphs. The analysis covers the Theme from each paragraph in a text to find the writer or speaker's concern about the text. Halliday (1994) states that thematic development of the clauses (and clause complexes, where relevant) is the most significant factor in the development of the text.

In thematic structure, it is the Theme that is the prominent element. The Theme provides the environment for the remainder of the message or the Rheme. By analyzing the thematic structure of the text clause by clause, the insight into its texture can be found. The clause by clause analyses within paragraph can be used to find the Theme of the paragraph itself. This way, the reader or the audience will understand how the writer or the speaker makes clear the nature of his/her underlying concerns about the text.

2.3 Theoretical Framework

Theoretical framework is a series of researcher's thought from the beginning to the end of the research. Using this theoretical framework, the researcher tries to answer the research questions.

Text is something that has meaning, and it can be both written and spoken. When we speak or write, we are creating a text. Every clause in a text conveys messages that need to be delivered to the audience or the reader. Therefore, creating a good text is a challenge for the speaker or the writer. One of the characteristics of a

good text is coherence. Each sentence in a text should support the main idea. Also, each clause should link to each other so that there is a connection between each line.

In this study, I focus on the Theme and Rheme of Emma Watson's speech in order to find the organization of the message or information in the text. The analysis is done through some steps. First the transcript is divided into clauses in order to make a clause by clause analysis. After that the clauses are analyzed based Theme and Rheme theory. The analysis of Theme and Rheme is based on the theory provided Eggins (2004)

The analysis covers the flow of idea in the text. This information is gathered through analyzing the method of development of the text. The analysis uses the theory presented by Eggins (2004) as the reference. The researcher tries to find out how Emma Watson arranges each sentence into text and answers the question whether each sentence supports one another or not.

Later, the researcher tries to find the thematic development of the speech in terms of the speaker's perspective on gender. This question is answered by applying a theory presented by Halliday (1994). In order to make the framework understandable, here the researcher presents a theoretical framework diagram.

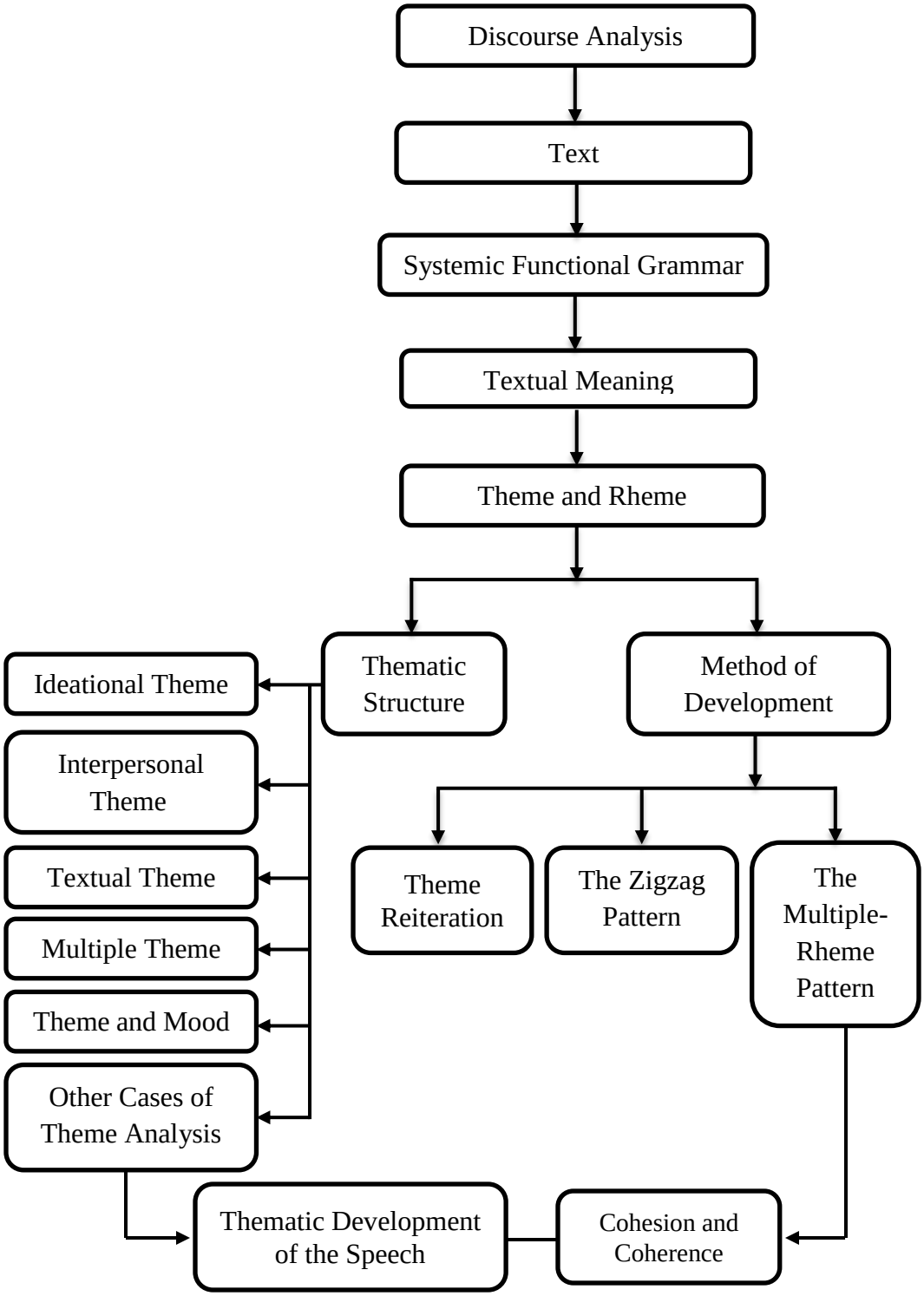


Figure 2.4 Theoretical Framework

CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses the research approach, object of the research, roles of the researcher, type of data, procedures of data collection, unit of analysis, procedures of data analysis, and method of reporting the data.

3.1 Research Approach

This research was aimed to explain the thematic structures that are found in Emma Watson's speech, and to explain how gender equality is perceived by Emma Watson in terms of the thematic development of her speech. The method of Theme development was also analyzed to find the coherent of the text. Since the data were in the form of text (transcription), the qualitative approach was used in this research. Moreover, the quantitative approach was also used to analyze the statistical data in order to support the qualitative analysis.

Dornyei (2007) points out that qualitative research works with a wide range of data including recorded interviews, various types of texts (for example, field notes, journal and diary entries, documents) and images (photos or videos). During the process of analysis, most data were transformed into a textual form. For example, speech video and interview recordings were transcribed.

The focus of the approach was spoken discourse analysis. Renkema (2004) defines discourse analysis as the discipline devoted to the investigation of the relationship between form and function in verbal communication. Jones (2012) states that discourse analysis is the study of the way sentences and utterances go together to make texts and interactions, and how those texts and interactions fit into social world. Discourse analysis is not just the study of language, but a way of looking at the language that focuses on how people use it in real life. In a spoken text, discourse analysis tries to find the idea behind someone's utterances. Jones (2012) also states that in spoken text, people do not mean what they say, and people do not say what they mean. Therefore, spoken discourse analysis is needed to see how people use language in real world whether just to deliver their ideas or to achieve their goals.

Based on the explanation above, it can be said that every spoken text promotes particular versions of reality or ideologies. In this research, the researcher used spoken discourse analysis as a tool to find Watson's ideology towards gender equality. The analysis was done using thematic structure theory which revealed the Theme and Rheme of the speech. The findings were used to find the main ideas of the speech which later were interpreted to find the speaker's idea or version of reality about gender equality.

3.2 Object of the Research

The object of the research was a kind of sampling, or in this case, speech sampling. There are a lot of speeches related to persuasion to end gender inequality. In this research, the researcher chose Emma Watson's speech because the speech was different from other speeches. The speaker presented a new interesting idea about gender equality. The speech was delivered to introduce a campaign called HeForShe. The goal of the speech was to ask the audience to join the movement. She asked men and women to work together so that equality could be achieved. The speech was delivered in September 2014 at the United Nations. It was broadcasted via internet which can be watched by people around the world.

3.3 Role of the Researcher

The researcher's roles in this research were:

(1) The Data Collector

As the data collector, the researcher collected the data from the internet. The data was a transcription of speech video delivered by Emma Watson as an ambassador of the United Nation. The topic of the speech was about the idea to fight against gender inequality.

(2) The Data Observer

The researcher observed the data by watching the video. While watching the video, the researcher also read the transcription collected from the internet.

(3) The Data Analyst

As the data analyst, the researcher broke down the transcription into clauses first. The clauses were then analyzed to reveal the organization of the message through Theme and Rheme patterns. The analysis of each clause was presented in a table to make it understandable. Moreover, the researcher also analyzed how the Theme was developed through some patterns to decide whether the text was coherent or not.

(4) The Data Reporter

The researcher reported the findings of this research in chapter IV followed by the conclusion and suggestions in the last chapter.

3.4 Type of Data

The writer used a transcription of a speech video as the data to be analyzed. Based on its characteristic, the data were including in qualitative data. Based on the resources, the data were a secondary data because the researcher collected the data from the available resources like internet and other related books.

3.5 Unit of Analysis

The purposes of the research were to explain the thematic structures that are found in Emma Watson's speech, and to explain how gender equality is perceived by Emma Watson in terms of the thematic development of her speech. The purposes of this

research were achieved by presenting two units of analysis. First was a spoken text in the form of speech, and the second was Watson's ideas about gender equality.

The speech was analyzed to find its thematic structures. It was done by analyzing the kind of Theme used in the clauses. There were some kinds of Theme that can be analyzed, such as Ideational or Topical Theme, Interpersonal Theme, Textual Theme, and Multiple Theme. The analysis also tries to reveal the use of Theme and Rheme in other clauses like interrogative, exclamatives, imperatives clauses, existential process, cause complex, and predicated Theme. Method of development was analyzed in order to decide whether the text was coherent or not. There are three types of pattern that can be analyzed. They were Theme Reiteration, The Zigzag Pattern, and The Multiple-Rheme Pattern.

Watson's ideas about gender equality were analyzed to answer the second research question. It was done by analyzing the thematic structures of each clause. The clauses were disassembled according to the points presented by the speaker. The result was developed using interpretation mode.

3.6 Procedures of Data Collection

In collecting the main data, the researcher has done some steps as follows:

(1) Downloading

The first step of data collection was downloading the speech video and its transcription from the internet. The video was downloaded from youtube site. The

video was uploaded on September 2014 by the United Nation. The transcription of the speech was obtained from http://www.unwomen.org.

(2) Watching and reading

In this step the researcher watched the video of the speech. The duration was approximately 13 minutes. The researcher also read the transcription to find out the content of the speech.

(3) Identifying the data

Identifying the data was a process to choose the data that would be used and to remove the unnecessary data. The transcription was divided into clauses. All of the clauses were used as data of the research.

(4) Tabulating the data

The clauses were organized in a table that could be seen in Appendix 2. The example of the table used to tabulate the data is shown below.

No.	**Data**	**Par.**	**Line**	**Answer Question No.**

Table 3.1 Tabulation of the Data

(5) Classifying the data

The classification of the data was done to differentiate the clauses that answered the first and the second research question. The classification of the data could be seen in Appendix 3 and 4.

(6) Interpreting the data

The researcher interpreted and elaborated all the data to answer the research questions.

The researcher also collected some supporting data from other sources by documentation method. According to Arikunto (2010:274), "documentation method is including the process of finding data or variable in the form of notes, transcripts, books, newspapers, magazines, epigraphy, meeting motes, agenda, etc." Some supporting data that were used in this research were gained from books, journals, and articles.

3.7 Procedures of Data Analysis

In order to answer both research questions presented in this research, the researcher combined the theories presented by Eggins (2004) and Halliday (1994). The following steps were done to analyze the data.

(1) Dividing the transcript into clauses.

A transcription was used as the data in this research. The analysis has been done by dividing the full transcript into some clauses. The example of

transcription division is presented below for the first paragraph.

> *Today we are launching a campaign called for HeForShe. I am reaching out to you because we need your help. We want to end gender inequality, and to do this, we need everyone involved. This is the first campaign of its kind at the UN. We want to try to organize as many men and boys as possible to be advocates for change. And we don't just want to talk about it. We want to try and make sure that it's tangible.*

The paragraph above was divided into some clauses as follow:

Clause 1: Today we are launching a campaign called HeForShe.

Clause 2: I am reaching out to you because we need help.

Clause 3: We want to end gender inequality

Clause 4: and to do this

Clause 5: we need everyone involved

Clause 6: This is the first campaign of its kind at the UN

Clause 7: We want to try to organize as many men and boys as possible to be advocates for change

Clause 8: And we don't just want to talk about it

Clause 9: We want to try and make sure that it's tangible

(2) Analyzing the Theme and Rheme in each clause.

The clauses were then analyzed using Theme and Rheme theory used in this research. After finding each Theme and Rheme of the clause, the Theme was classified into suitable type of Theme. Based on the theory, there were three types of Theme that were analyzed by the researcher. They were Ideational or Topical,

Textual, and Interpersonal Theme. The classification of each clause into Theme and Rheme was presented in a table. The example can be seen in the tables below.

Example (a): We need everyone involved.

We	**need everyone involved**
Unmarked Topical Theme	Rheme
Theme	

Example (b): And if you still hate the world

And	**If**	**You**	**still hate the word**
Structural	Structural	Unmarked Topical Theme	Rheme
Theme			

(3) Organizing the data into table

In this step of analyzing, the researcher organized the data into another table as follow:

	Ideational Theme	**Textual Theme**	**Interpersonal Theme**	**Multiple-Theme**	**Other Cases**
Number of Clauses					
Percentage (%)					

Table 3.2 Organization of Type of Theme

Each Theme then divided into more specific kinds of Theme. Ideational or topical Theme consists of Marked and Unmarked Topical Theme. Marked Topical Theme is considered uncommon to begin a clause. On the other hand, Unmarked Topical Theme is considered common to begin a clause. The table of analysis is presented below.

	Marked			**Unmarked**		
	Adverbial	**Prepositional Phrase**	**Complement**	**Nominal Group**	**Nominal Group Complex**	**Embedded Clause**
Number of Clauses						
Percentage (%)						

Table 3.3 Topical Theme Analysis

Textual Theme relates clause to its context. Therefore, people will not get any idea about the context of the text just by looking at it. The table of Textual Theme analysis is presented below.

	Continuative	**Conjunctive Adjunct**	**Conjunctions**
Number of Clauses			
Percentage (%)			

Table 3.4Textual Theme Analysis

Interpersonal Theme in a clause indicates the kind of interaction happening between the speaker and the audiences. The table of Interpersonal Theme analysis is presented as follow.

	Vocatives	**Modal Adjunct**	**Finite/Wh-element**
Number of Clauses			
Percentage (%)			

Table 3.5 Interpersonal Theme Analysis

Some clauses are begun with more than one Theme. Usually, the three kind of Theme (Topical, Textual, and Interpersonal) appear in the same clause. Such clause is called as Multiple-Theme. Below is the table of Multiple-Theme analysis.

	Textual-Topical Them	**Interpersonal-Topical Theme**	**Textual-Interpersonal-Topical Theme**
Number of Clauses			
Percentage (%)			

Table 3.6 Multiple-Theme Analysis

Some clauses need different analysis. It occurs in clauses other than declarative clauses. The table of analysis is presented below.

	Exclamatives	**Imperatives**	**Predicated**	**Clause Complex**
Number of Clauses				
Percentage (%)				

Table 3.7 Other Cases of Theme Analysis

(4) Analyzing the method of Theme development

The next analysis done by the researcher was analysis of method of development. It analyzed how Theme was developed in a clause. In order to do this analysis, the new labelling system needed to be done. After classifying each Theme and Rheme, the researcher labelled them with Theme 1, Rheme 1, Theme 2, Rheme 2, and so on. An arrow was used to show Theme development patterns.

Clause (1): Today we are launching a campaign called HeForShe.

Today	**we are launcing a campaign called for HeforShe.**
THEME 1	RHEME 1

Clause (2): I am reaching out to you because we need help.

<table>
<tr><td>I</td><td>am reaching out to you</td><td rowspan="4"></td><td>because</td><td>We</td><td>need your help</td></tr>
<tr><td rowspan="2">Unmarked Topical Theme</td><td rowspan="3">Rheme</td><td>Str.</td><td rowspan="2">Unmarked Topical</td><td rowspan="3">Rheme</td></tr>
<tr><td>Textual</td></tr>
<tr><td colspan="2">Theme</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="2">THEME 2</td><td></td><td colspan="3">RHEME 2</td></tr>
</table>

THEME 1 ⟶ RHEME 1

THEME 2 ⟶ RHEME 2

(5) Presenting the Result in a table

After the clauses were analyzed to find their method of Theme development, the result was presented in a table as follows.

	Theme Reiteration	**The Zigzag Pattern**	**The Multiple-Rheme Pattern**
Number of Clauses			
Percentage (%)			

Table 3.8 Method of Development

(6) Calculating the Frequency of Occurrence

From the tables above, some quantitative data were gained as an additional data to support the analysis. The purpose of gaining the quantitative data was to calculate the percentage of type of Theme that was used by the speaker which was interpreted in the discussion. The formula to calculate the data is:

$$X = \frac{N}{\Sigma N} \times 100\%$$

Note:

X : the percentages of certain type of Theme in the text

N : the numbers of certain type of Theme found in the text

∑N : total clauses

The formula presented above is chosen to calculate the frequency of occurrence of each Theme in the speech. By calculating the frequency, the researcher is able to find the type of Theme which dominates the speech.

The researcher used a theory presented by Halliday (1994) in order to reveal the meaning of gender equality from Emma Watson's perspective. There were some steps that have been done by the researcher, such as:

(1) Summarizing the Thematic Structure

The summary of the thematic structure of the speech can be seen in Appendix 7. In this step, the researcher analyzed the Theme from each paragraph

followed by the Themes from the clauses. The example of the summary is shown below.

Paragraph 1

Paragraph Theme	launching a campaign called for HeForShe
Clause Themes	
Independent clause	today
Independent clause	I
Dependent clause	because + we
Independent clause	we
Dependent clause	and
Independent clause	we
Independent clause	this
Independent clause	we
Dependent clause	and + we
Independent clause	we
Dependent clause	that + it

(2) Analyzing the Thematic Development of the Speech

In this step, the researcher analyzed the Theme from each paragraph to find the topics or main ideas of the text. The result of the analysis showed that there were six main ideas of the speech, such as:

1. Asking everyone to join the movement directly;

2. Explaining people's expectation related to gender;

3. Describing the current concept of feminism;

4. Presenting some statistical data;

5. Delivering delivered her new ideas of feminism; and

6. Encouraging the audience to start a change.

(3) Interpreting the Result

In this step, the researcher developed an interpretation for each point or main idea of the speech. The result was presented in chapter IV.

(4) Concluding

In this step of the analysis, the conclusion was draw from the entire study. The conclusion was related to the interpretation of the analysis.

3.8 Method of Reporting the Data

The purposes of the research were to explain the thematic structures that are found in Emma Watson's speech, and to explain how gender equality is perceived by Emma Watson in terms of the thematic development of her speech. Since this was a qualitative study which focused on spoken discourse analysis, the result was described one by one according to the analysis of the thematic structures and thematic development of the speech that the writer has done. The writer reported the findings of the research in the next chapter.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reveals the findings of analysis and discussion. The result of thematic structures and thematic development of the speech in terms of the speaker's perspective on gender equality are presented in this chapter. Both points answer the research question presented in Chapter I.

4.1 Theme and Rheme of the Speech

Text consists of message from the author. The message needs to be structured well in order to make the text understandable for the reader. Every author has a different way to construct their idea in the text. Although they apply different style in writing, the message of the text needs to be stated clearly so that misinterpretation can be avoided. In spoken text, organization of message is an important point since the speaker has limited chance to correct his/her words.

The organization of message in a text can be analyzed through Theme and Rheme pattern. This pattern shows how idea flows within the text. Theme, which comes in the beginning of the sentence, is the point of departure of a clause. It shows what the text is about. Theme is followed by Rheme in which new information is added to explain what is said in Theme.

The flow of idea in the text determines the coherence of the text itself. If the text is well constructed, the idea flows smoothly within the text. After analyzing the Theme and Rheme pattern, the researcher analyzed the method of Theme development to find out whether the text is coherent or not.

This research deals with Theme and Rheme patterns or Thematic Structure of Emma Watson's speech about gender equality. Thematic Structure is analyzed to find how Emma Watson structures the information in her speech. Method of development of Theme is analyzed to find the flow of ideas in the speech. It is resulted to the conclusion whether the text or the speech is coherent or not. Thematic development is analyzed to find Watson's perspective on gender equality, and how she persuades the audiences through her words. Tables present the analysis followed by interpretation and explanation.

4.1.1 Thematic Structure of the Speech

In a clause, Theme can be said as starting point. Theme shows what the clause is going to be about. It is important to choose a Theme in a clause because it gives an idea about the speech. It also connects the idea from the previous clause to the given information, so that the way a writer construct the clauses into sentences is important. There are some types of Theme to start a clause. The table below shows some types of Theme that appeared in Emma Watson's speech.

	Ideational Theme	**Textual Theme**	**Interpersonal Theme**	**Multiple-Theme**	**Other Cases**
Number of Clauses	65	6	8	62	10
Percentage (%)	43.05%	3.97%	5.30%	41.06%	6.62%

Table 4.1 Thematic Structure of the Speech

According to the table above, there are five major types of Theme that has been analyzed. They are Ideational Theme, Textual Theme, Interpersonal Theme, Multiple-Theme, and Other Cases. The most frequent Theme used in the speech is Ideational or Topical Theme with 43.05%. However, Multiple-Theme also occurred frequently in the speech with 41.06%. It happens because in a clause, Textual and Interpersonal Theme are not enough to show the idea of the clause. As can be seen in the table above, Interpersonal Theme alone is rarely used in the speech with only 5.30%. Interpersonal Theme shows a few differences with the use of Textual Theme which gained 3.97%. Textual Theme frequently connects the clauses in a text to its context. Therefore, a writer often combines the Textual or Interpersonal Theme with Ideational Theme since the reader can not get the main idea of a sentence just by looking at Textual or Interpersonal Theme. Other cases of Theme also used in the speech with 6.62%. The detailed discussion about each type of Theme is presented below.

4.1.1.1 Ideational/Topical Theme in the Speech

Topical Theme is divided into two types. They are Marked Topical Theme and Unmarked Topical Theme. Unmarked Topical Theme is the type of Topical Theme which commonly begins a clause. Nominal group, nominal group complex, and embedded clause are part of Unmarked Topical Theme. On the other hand, Marked Topical Theme is considered not common to begin a clause. Adverbial, Complement, and Prepositional Phrase fall into this type of Theme. Table 4.2 shows the result of Ideational/Topical Theme analysis of the clause.

	Marked			**Unmarked**		
	Adverbial	**Prepositional Phrase**	**Complement**	**Nominal Group**	**Nominal Group Complex**	**Embedded Clause**
Number of Clauses	1	6	3	51	3	1
Percentage (%)	1.54%	9.23%	4.62%	78.45%	4.62%	1.54%

Table 4.2 Ideational/Topical Theme in the Speech

The use of Marked and Unmarked Topical Theme alone in the speech shows a great difference. Unmarked Topical Theme is dominated the speech. It is used 55 times, while Marked Topical Theme is only used 10 times. It is a proof that Marked Topical Theme is not common to be used as a starting point. Since most of the clause is declarative clause, the starting point is normally in the form of nominal group. There are 78.45% (51 times) of nominal group used in the speeches. Nominal group is the most common type of Topical Theme to be used both in spoken and written text. Nominal group complex and embedded clause are not used so often in the speech. Nominal group complex was used three times (4.62%) in the speech. Embedded

clause was used only once (1.54%). Both types are not used since most of the clauses are her point of view.

Marked Topical Theme is rarely used in the speech. Complement is used three times in the speech, whereas adverbial and embedded clause appear only once in the speech or 1.54%. Adverbial and Prepositional Phrase are used in the speech to show the time of an event.

4.1.1.1.1 Adverbial

Adverbs modify verbs and also adjectives. Adverbs are often formed by adding ***–ly*** to an adjective. Adverbs often answer the question how. They are also used to express time or frequency (Azar, 1989). The position of adverb in a clause is flexible. It may appear in the beginning or the end of the clause. The use of adverb in the speech can be seen in the clause "***Today*** *we are launching a campaign called for HeforShe*." (Clause 1, Appendix 5)

The clause above uses adverbial at the beginning. The adverbials function as Marked Topical Theme. The speaker uses '*today'* to begin the clause. It is an example of adverb of time. The word *'today'* is the point of departure of the information about what happens in '*today'*. The speaker chooses the word *'Today'* to begin the clause in order to make the audience to focus on that day. The thing that the speaker wants happens that day. The things are started by the launching of a campaign called for HeForShe'. The speaker wants the audiences to be informed by the topic of the speech by putting this information in the beginning.

4.1.1.1.2 Prepositional Phrase

Prepositional Phrase is a group of words containing prepositions. It is made up of a preposition and a noun phrase. In the speech, prepositional phrase is found in small percentage; that is 9.23%. The following data shows some clauses that consist of prepositional phrase.

1) ***In 1997***, Hillary Clinton made a famous speech in Beijing about women's right. (Clause 79, Appendix 5)
2) When ***at 14***, I started to be sexualized by certain elements of the media (Clause 28, Appendix 5)
3) When ***at 15*** my girl friends started dropping out of our beloved sport teams (Clause 29, Appendix 5)

In datum (1), prepositional phrase is used. The speaker uses *'In 1997'* as the starting point of the clause. The use of this prepositional phrase in a clause means that the speaker is intended to tell what happened *'In 1997'.* The remaining of the clause consists of new information that *'Hillary Clinton made a famous speech in Beijing about women's right'*.

In data (2) and (3), the prepositional phrase is made up from preposition *'at'* followed by a noun phrase. These prepositional phrases are used as adverbial of time. In datum (2), the speaker told an event that happened when *'she was 14'.* She told that she *'started to be sexualized by certain elements of the media.* In datum (3), the she told that when *'she was 14',* her *'girl friends started dropping out of their beloved sport teams'*.

The speaker uses the prepositional phrase to show that the fight against gender inequality has been started a long time ago. However, she still stands at the UN delivering a speech about the issue. It means that gender inequality still becomes a problem until now. Also, she presents some cases of inequalities from the past as a supporting idea that the issue has been existed for a long time. Watson wants to persuade people, and presenting some facts can help her achieve that goal.

4.1.1.1.3 Complement

Complement is a constituent of a clause, such as a noun phrase or adjective phrase. Complement is needed to complete the meaning of an expression. Complement is rarely used in the speech with only 4.62%. The data that shows complement as Theme are shown below.

1) ***These rights*** I consider to be human rights (Clause 59, Appendix 5)
2) ***The more*** I've spoken about feminism, ***the more*** I have realized that fighting for women's right has too often become synonymous with man-hating. (Clause 13-15, Appendix 5)

In datum (1), complement *'These rights'* acts as the Topical Theme of the clause. The remaining of the clause tells what '*these rights'* are according to the speaker. She considered the rights *'to be human rights'.* According to the data, Watson mentions some rights that she considers as the rights for everyone. She mentions them again in the next clause using reference *'these rights'.* Watson clarifies that those rights should be earned by both men and women. In datum (2), there are two similar complements. *'The more'* is used as the point of departure. In

the first clause, the remaining of the clause tells that what more is *'I've spoken about feminism'.* In the second clause, new information is added that *'I have realized that fighting for women's right has too often become synonymous with man-hating'.* It indicates that the speaker has been thinking about feminism before she delivers the speech.

4.1.1.1.4 Nominal Group

Nominal group is the most common Theme that appears in the speech. It dominates the speech with 78.45%. In traditional grammar, nominal group is identified subject of the clause. Normally, people start their sentence with nominal group. The following data shows some clauses that are started by a nominal group.

1) ***We*** want to end gender inequality (Clause 4, Appendix 5)
2) ***I*** was appointed as Goodwill Ambassador for UN Women six months ago. (Clause 12, Appendix 5)
3) ***Women*** are choosing not to identify as feminist. (Clause 37, Appendix 5)
4) ***My school*** did not limit me because ***I*** was a girl. (Clause 64, Appendix 5)
5) ***Gender equality*** is your issue too. (Clause 86, Appendix 5)

The speaker uses Theme *'we'* in datum (1). In this case, '*we*' means Emma Watson and the UN. Watson speaks as the representation of UN Women to end gender inequality. She has made a clear point that the speech is delivered in order to introduce a campaign to end gender inequality. This campaign is a product of the UN, so that she chooses Theme *'we'* when she talks about the campaign and its goals. However, she also uses Theme *'I'* in the speech as shown in datum (2).

In datum (2) the speaker used '*I'* as Theme. The word *'I'* is often used in the speech as a starting point. From the speech, the reader can interpret that the word *'I'* refers to the speaker, or in this case is Emma Watson. Watson tried to explain what happened to her six months ago. The explanation is presented in the rest of the clause. She said that she *'was appointed as Goodwill Ambassador for UN Women six months ago'.*

The speaker uses Theme *'I'* many times in the speech. According to the data, she uses Theme *'I'* every time she explains her idea about gender equality and feminism. It means that Watson also stands as herself. Although she has chosen as the representation of UN Women to talk about gender equality, she also shows that she does not just talk about it. She cares about the issue. Her intention of showing the audience that she cares is done by presenting her point of view completed with some supporting facts and opinions related to gender equality and feminism. She uses her own experiences as the examples of inequalities in a real life. She also presents some opinions related to the effect of inequality if it is not stopped. Most of the facts and opinions are delivered with the starting point *'I'.*

In datum (3) the word *'women'* is used as starting point. The word *'women'* refers to all women in the world. In the rest of the clause, Watson explained that women *'are choosing not to identify as feminist'*. It is used several times in the speech because it is related to the topic of the speech namely gender equality. It emphasizes that gender inequality is an issue that affects women.

In datum (4), the sentence consists of two clauses. Both clauses use nominal groups as Theme or the point of departure. The first clause is *'My school did not limit me'.* In this clause, *'my school'* acts as Theme. This term does not refer to the school building, but to the people inside it or the rules applied. The explanation can be seen in the rest of the clause *'did not limit me'*. The second clause is *'because I was a girl'*. *'I'* replace the word *'me'* in the first clause. In other word, Rheme in the first clause becomes Theme in the second clause. The remaining of the clause consists of additional information which is still connected with the first clause. She was not discriminated because she *'was a girl'.*

The clauses present the experience of the speaker related to gender inequality. She does not use other people's experience. She wants to show that she understands the issue because she has experienced it. They also become the supporting idea for her argument about gender equality. She proofs that she does not just talk about the issue.

In datum (5), the term *'Gender equality'* is the starting point of the clause. The speaker added in the rest of the clause that it is *'your issue too'*. The word *'your'* refers to the clause before (see Appendix 2). Watson presents that Theme to keep the audiences in path.

4.1.1.1.5 Nominal Group Complex

Nominal Group Complex consists of two or more groups or phrases forming a single structural element. A single nominal word is combined by the word 'and' to form a nominal group complex. Such a group or phrase complex functions as Theme in the normal way. The following data use nominal group complex as Theme.

1) ***Both men and women*** should feel free to be sensitive (Clause 102, Appendix 5)
2) ***Both men and women*** should feel free to be strong (Clause 103, Appendix 5)

The two clauses above have the same Theme *'Both men and women'*. It is a nominal group complex because it combines two nominal group into one group with *'and'*. In datum (1), the new information is *'should feel free to be sensitive'*. While in datum (2), the speaker added new information *'should feel free to be strong'.*

The Theme is the proof to support Watson's opinion. Earlier in the speech, she has explained her point of view that gender equality is an issue for men and women. Also, she explains that the struggle for equality has been done by women. It is resulted in the opinion that feminism is an anti-man movement. By presenting men and women as the Theme of the clauses, she implicitly says that she is not anti-man. She wants men and women to work together.

4.1.1.1.6 Embedded Clause

In grammar, embedding is the process by which one clause is included (embedded) in another. Embedded clause is a clause, or a group of words that includes a subject and a verb, that is within the main clause. This kind of clause is only found once in the

clause, it is *'**All that is needed for the forces of evil to triumph** is for good men and women to do nothing'* (Clause 126, Appendix 5)

In the clause above, *'All that is needed for the forces of evil to triumph'* becomes the Theme of the clause. It can not be separated from the main clause. The rest of the clause consists of new information about the Theme; that is *'is for good men and women to do nothing'.*

Watson uses a quote from another famous person to strengthen her speech. It also acts as an encouragement for the audiences to make a change. It is presented in order to persuade the people not to let the wrong thing stays wrong. People are not allowed to remain silent and let the issue continue to affect the world.

4.1.1.2 Textual Theme in the Speech

Textual Theme does not show the meaning or the idea of a clause. However, Textual Theme is important to connect the clause to its context. As a result, Textual Theme is rarely used as a starting point in a clause alone. From Table 4.3, it can be seen that Textual Theme is lightly used in the speech. Conjunctions were the only kind of Textual Theme that were used in the speech. They appeared 6 times in the speech.

	Continuative	**Conjunctive Adjunct**	**Conjunctions**
Number of Clauses	0	0	6
Percentage (%)	0	0	100%

Table 4.3 Textual Theme in the Speech

4.1.1.2.1 Continuative

Continuative is a small set of items which signal that a new move is beginning. It is obvious that continuative appears in the beginning of a clause. The examples of continuative are *well, of course, right, OK, anyway, yes, etc.* Continuative is commonly used in spoken text. However, it is rarely used in a formal one. That is why continuative is not found in the speech.

4.1.1.2.2 Conjunctive Adjunct

Conjunctive Adjuncts are adverbial groups or prepositional phrases which relate the clause to the preceding text. The position of conjunctive adjunct in a clause is flexible. It is free to move within the clause. Conjunctives Adjuncts tend to (but do not always) join text outside of clause complex and have more of a text-organizing function. There is one Conjunctive Adjunct found in the speech, however the analysis is including in Multiple-Theme because it is followed by Topical Theme. The explanation will be presented in Multiple-Theme Analysis.

4.1.1.2.3 Conjunction

Conjunction, or often called Structural Theme, is a word or group that either links or binds the clause in which it occurs structurally to another clause. Opposite of conjunctive adjunct, the position of conjunction in a text is restricted to being at the beginning. Since conjunction functions as the connector of clauses, the use of conjunction usually combined with other kind of Theme like Topical Theme to give meaning. Some data that use conjunction as a starting point in the speech are presented below.

1) ***When*** I was 8, I was confused for being called bossy ***because*** I wanted to direct the plays. (Clause 23-25, Appendix 5)
2) I am reaching out to you ***because*** we need your help. (Clause 2-3, Appendix 5)
3) We want to end gender inequality, ***and*** to do this, we need everyone involved. (Clause 4-6, Appendix 5)

In datum (1) the speaker used *'when'* as a conjunction to show the time of an event. The time that speaker wanted to tell is *'I was 8'*. Another conjunction is also appears in the middle of the clause. The speaker used conjunction *'because'* to connect the preceding idea with the following idea. The conjunction *'because'* shows cause and effects relationship in the clause. The speaker said that *'being called bossy'* is an effect of her wish *'to direct the plays'*.

The clauses are some examples of the speaker's experience related to inequality. She uses some personal facts in the speech to gain attention from the audience that the gender inequality affects many people. She speaks about gender equality because she experienced the affects herself, even since her childhood.

In datum (2) the speaker used conjunction *'because'* to connect the two clauses. This conjunction shows a reason why an action is done. The speaker revealed that *'I am reaching out to you'* is done with a reason *'I need your help'*. In the beginning of the first clause Watson uses Theme *'I'*. In the following clause she uses *'we'*. It can be interpreted that she stands as herself and the UN Women. They want to end gender inequality. The first step of the struggle is done by sending Watson as the representation of UN Women to encourage other people to join them.

In datum (3) the conjunction *'and'* connects the clauses. It gives additional information to the preceding clause. In the beginning of the clause, the speaker stated her wish *'to end gender inequality'*. The conjunction *'and'* adds an explanation that something should be done if *'we want to end gender inequality'.* That is *'need everyone involved'.* The speaker uses another *'we'* as the starting point. It can be seen that she uses the Theme when she states the goals of the campaign.

4.1.1.3 Interpersonal Theme in the Speech

Interpersonal Theme in a clause is indicating the relationship between the speaker and the audience, or the writer and the reader. It shows the degree of formality through the choice of words and the attitude. In Theme and Rheme analysis, if an Interpersonal Theme appears before the Topical Theme, it is considered as thematic. However, if it appears after Topical Theme, it is considered as Rheme.

Interpersonal Theme is usually combined with Topical Theme in a clause. It is similar with Textual Theme. The idea of the clause can not be guessed just by looking at Interpersonal or Textual Theme. Interpersonal Theme is divided into four kinds; they are Vocative, Modal Adjunct, Finite, and Wh/Element. Table 4.4 shows that Wh-element is the only element of Interpersonal Theme which is found in the speech.

	Vocatives	Modal Adjunct	Finite	Wh-element
Number of Clauses	0	0	0	8
Percentage (%)	0	0	0	100%

Table 4.4 Interpersonal Theme in the Speech

4.1.1.3.1 Vocatives

According to Gerot and Wignell (1994), vocatives (a name or nickname to address someone) are only thematic if they occur before the Topical Theme, a Finite Verb or a Modal Adjunct. It means that Vocative always appears in the beginning of a clause. If it appears in the middle, it can be analyzed as Topical Theme. Vocative is found, but it is followed by Topical Theme. In such cases, the clause has a multiple-Theme. It will be discussed further in Multiple-Theme Analysis.

4.1.1.3.2 Modal Adjunct

Adjuncts in the clause are typically realized by the use of adverb. It shows comment, assessment, and attitude of the writer or speaker. Modal Adjunct expresses the speaker or writer's judgment on or attitude to the content of the message. Modal Adjunct is not found in the speech.

4.1.1.3.3 Finite

Finite is typically realized in the form of auxiliary verb which is construing primary tense or modality. Finite is considered as thematic if it appears before the Topical Theme. Finite which is considered as thematic appears in a yes/no question. Yes/no question is not found in the speech. All questions appear in the form of wh-question.

The datum *'Who **is** this Harry Potter girl?'* shows that finite is used. However, it appears after the question word *'who'*. Therefore, finite *'is'* can be considered thematic.

4.1.1.3.4 Wh-element

Wh-element is thematic when it comes before the Topical Theme, like finite. Wh-element that appears in the middle of the clause is not thematic. There are 9 Wh-elements which are found in the speech. It appears in wh-interrogatives which require wh-element in the beginning of the clause. The data are presented as follow.

1) ***Why*** has the word become such an uncomfortable one? (Clause 40, Appendix 5)
2) ***Who*** is this Harry Potter girl? (Clause 116, Appendix 5)
3) And ***what*** is she doing speaking at the UN? (Clause 117, Appendix 5)

In data (1), (2), and (3), all wh-elements appear before the finite. Wh-element *'why'* appears in the beginning of the clause. It is considered as thematic. The finite *'has'* appears after wh-element so that it is not considered as thematic. The function of question word *'why'* is to ask for an explanation of *'the word has become such an uncomfortable one'.*

The speaker used wh-element *'who'* in the beginning followed by additional information *'Harry Potter girl'.* The Harry Potter girl is Emma Watson herself. It was not directly said that Watson is the Harry Potter girl. However, people or the audiences have known who it refers to from her role in the entertainment world.

Datum (3) is still connected with datum (2). The word *'what'* is a starting point which is followed by additional information about the speaker's activity *'doing speaking at the UN'*.

Questions that appear in a speech are rhetorical questions. They do not need answer since a speech is a one way communication. A speaker can not expect to get feedback from the audience. Watson delivers some questions in the speech so that the audiences engage with the speech. She uses the questions to lead the audiences into the topic of the speech. Question with question word *'why'* is presented in order to make the audiences think about a reason. This way, they realize the problem that is discussed. The speaker uses *'who'* so that the audiences can picture who the speaker is. Question word *'what'* enables the audiences to think about the speaker's goals regarding the speech she delivers.

4.1.1.4 Multiple-Theme in the Speech

A clause with multiple Theme is a clause that has some sequences of Theme. They can be Textual and Interpesonal Theme before the Topical or Ideational Theme. Table 4.5 shows that Textual-Topical Theme is frequently used in the speech. The speaker used many conjunctions which were combined with Topical Theme. This combination is dominated the speech with the percentage of 91.94%. Interpersonal-Topical Theme is rarely used in the speech with the percentage of 3.23%. Textual-Interpersonal-Topical shows a little difference with Interpersonal-Topical Theme with the percentage of 4.83%.

	Textual-Topical Theme	**Interpersonal-Topical Theme**	**Textual-Interpersonal-Topical Theme**
Number of Clauses	57	2	3
Percentage (%)	91.94%	3.23%	4.83%

Table 4.5 Multiple-Theme in the Speech

4.1.1.4.1 Textual-Topical Theme

Every clause is allowed to have only one Topical Theme, but some sequences of Theme are allowed. The possibility to combine Topical Theme and other Theme is occurred in the speech with high percentage. Textual Theme is often placed before Topical Theme because it can not stand alone in the beginning of the clause. Below are some data of Textual-Topical Theme.

1) ***And we*** don't just want to talk about it. (Clause 9, Appendix 5)
2) ***Apparently, I*** am among the ranks of women ***whose expressions*** are seen as too strong, too aggressive, isolating, and anti-men, unattractive even. (Clause 38, Appendix 5)
3) ***In fact, in the UK,*** suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease. (Clause 90, Appendix 5)

Datum (1) shows conjunction *'And'* followed by Topical Theme *'we'* in order to give meaning and idea. *'And'*, which is placed in the beginning of the clause, shows that the rest of the clause is the addition of the previous clause. The remaining of the clause says *'don't just want to talk about it'*. '*It'* refers to the previous idea. The speaker means she really want to do something.

In datum (2), there are two clauses that have Textual-Topical Theme. The first clause *'Apparently, I am among the ranks of women'*. In this clause, the word *'Apparently'* is a conjunctive adjunct which is included in Textual Theme. The following word *'I'* is Topical Theme and consider thematic. The remaining of the clause is the additional information that explains that the speaker is *'among the ranks of women*'. The second clause is *'whose expression is seen too strong, too aggressive, isolating, and anti-men, unattractive even'.* The word *'whose'* is considered thematic since it is a conjunction (Textual Theme). *'Expression'* is also thematic. The remaining of the clause explains how people see the speaker's expression. It is *'too strong, too aggressive, isolating, and anti-men, unattractive even'.*

Those data present pronoun *'we'* and *'I'* again. They are often use in the speech. Other subjects are also used as Theme of some clauses. However, the frequency of occurrence is below pronoun *'we'* and *'I'*. It happens because the speaker wants to affirm that she represents UN Women and herself in the speech

In datum (3), *'In fact'* is a conjunction that is starting the clause. It is followed by *'In the UK'* which is also thematic. *'In the UK'* is Marked Topical Theme. Once the Topical Theme is found, the rest of the clause is Rheme because there is only one Topical Theme in every clause. New information is found in Rheme. It explains what happen in the UK. There, *'suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease'*.

Watson also presents several statistical data in the speech aside from the examples of her experiences. She emphasizes that she delivers a fact by putting *'In*

fact' as Theme of the clause. She also shows some data collected from some countries in the world like China, United Kingdom, and Africa to show that gender inequality issue has affected the world. It is a world wide issue that she wants to stop.

4.1.1.4.2 Interpersonal-Topical Theme

Similar with Textual Theme, Interpersonal Theme is often followed by Topical Theme to construct meaning of the clause. Interpersonal Theme is also placed in the beginning of the clause before Topical Theme. In the speech, this kind of Multiple-Theme is rarely found. There are only two clauses with this type.

1) ***Sadly, many of the things [that she wanted to change]*** are still true today. (Clause 80, Appendix 5)
2) ***Men, I*** would like to take this opportunity to extend your formal invitation. (Clause 85, Appendix 5)

The clause starts with *'Sadly'* (datum 1) which is an example of Modal Adjunct. It is followed by *'many of the things [that she wanted to change]'* in which *'many of the things* is Topical Theme. The rest of the clause is Rheme which explains that the things *'are still true today'*.

The Interpersonal Theme represents Watson's opinion towards something. She is sad and concerned that the struggle to earn equality has not shown an optimum result. This condition becomes an encouragement for her to make a change. She also hopes that by delivering the speech, others will be encouraged to start making a move with her.

In datum (2), there is a vocative *'Men'*. It addresses all men in the world, not only the audiences in the room. The vocative is followed by Topical Theme *'I'*. New information in the rest of the clause explains what she is doing. She *'would like to take this opportunity to extend your formal invitation*'.

As has been stated in the speech, Watson wants to clarify that everyone deserves equality. Both men and women should be free from inequality. Therefore, she asserts that men should be involved in the fight. The use of vocative *'men'* is a direct invitation for men to be the part of her plan. It is a way to get a full attention from the male audiences to listen to her words.

4.1.1.4.3 Textual-Interpersonal-Topical Theme

Textual-Interpersonal-Topical is the maximum possible Theme in a clause. A clause can have more than one Textual Theme and Interpersonal Theme, but Topical Theme is only allowed to appear once in every clause. This type of Multiple-Theme is rarely used in the speech. It appears twice or 4.65% in the speech. Look at the following data.

1) ***But sadly, I*** can say. (Clause 54, Appendix 5)
2) ***In fact, statistically, very few*** have been. (Clause 78, Appendix 5)

Datum (1) shows that there are three Themes in the clause. The first is Textual Theme *'But'*. The second is Interpersonal Theme *'sadly'*. The last is Topical Theme *'I'*. The words coming after *'I'* is the Rheme of the clause. Again, Watson shows her opinion in the speech by putting *'sadly'* as the Theme of the clause. It emphasizes her feeling towards the issue. In datum (2), the clause is starting with Textual Theme *'In*

fact'. It is followed by Interpersonal Theme *'statistically'*. The last Theme of the clause is Marked Topical Theme *'very few'.*

The clause consists of the same way that she chooses to presents a fact. She points out that she delivers a fact by putting *'In fact'* as Theme of the clause. Watson also presents several statistical data that says no countries in the world that have achieved equality. In other word, she says that the struggle to reach equality has not been enough. She thinks more people need to work together to overcome the problem.

4.1.1.5 Other Cases of Theme in the Speech

There are some cases of clause that require different analysis. Exclamatives, Imperatives, Predicated Theme, and Clause Complex are some clauses that fall into other cases category. Exclamatives and Imperatives are not found in the speech. The use of Predicated Theme and Theme in Clause Complex shows a slight difference in percentage. 45.83% of Predicated Theme is found in the clause, whereas Theme in Clause Complex is higher with 54.17%.

	Exclamatives	**Imperatives**	**Predicated**	**Clause Complex**
Number of Clauses	0	0	3	7
Percentage (%)	0	0	30.00%	70.00%

Table 4.6 Other Cases of Theme in the Speech

4.1.1.5.1 Predicated Theme

Predicated Theme involves a particular combination of thematic and informational choices. It comes in the form it + be + ...

1) It is that this has to stop (Clause 18, Appendix 5)
2) It is not the word that is important (Clause 74, Appendix 5)

The data above show that the clauses have the same structure. They start with *'it is'* followed by a dependent clause. The analysis for this clause is different with other clauses. *'It is'* becomes the Theme for the whole clause. The rest of the clause is Rheme for the whole clause. (see Appendix 5)

4.1.1.5.2 Clause Complex

Clause complex is a clause that consists of one independent clause and one or more dependent clause(s). Some numbers of clause complex are appeared in the speech. The data are presented as follow.

1) ***These influences were the gender equality ambassadors*** that made me who I am today (Clause 69, Appendix 5)
2) ***but they are the inadvertent feminists*** who are changing the world today (Clause 71, Appendix 5)

Both data consist of one independent clause and one dependent clause. The independent clause appears in the beginning. Therefore, it becomes the Theme for the whole clause. However, both independent and dependent clauses can be analyzed separately first (see appendix 5).

In datum (1), *'These influences were the gender equality ambassadors'* is the independent clause that becomes the Theme of the clause. The new information that comes afterward is the explanation for *'the gender equality ambassadors'*. The speaker explained that the gender equality ambassador is the one that made her who she is today.

'but they are the inadvertent feminists' is the Theme of the clause in datum (2). The speaker added new information about what feminists. They are the feminists who are changing the world today.

4.1.2 Method of Theme Development

The idea in a good text should flow smoothly. This can be achieved through organizing the message and developing the Theme. Theme can be developed through some ways. The development of Theme helps the speaker to create a coherent text. It also helps the reader to understand the text. According to Eggins (2004), Theme is developed in three ways. They are Reiteration, Zigzag, and Multiple-Rheme.

Those three patterns are used in the speech delivered by Emma Watson. Mostly, Watson developed her idea in Zigzag pattern. There are 29 Zigzag patterns, 22 Reiteration pattern, and 4 Multiple-Rheme. Reiteration pattern is a pattern that keeps the text focus. The text with Reiteration pattern means the text is going nowhere. Reiteration pattern is commonly used in a speech because most speech contains the idea and some experiences of the speaker. That is why subject *'I'* is often used in speech. In the speech, it can be seen that the speaker used subject *'I'* and *'we'*.

She wanted to focus on giving her idea, and use *'we'* to indicate she and her organization.

	Theme Reiteration	**The Zigzag Pattern**	**The Multiple-Rheme Pattern**
Number of Clauses	22	29	4

Table 4.7 Method of Development

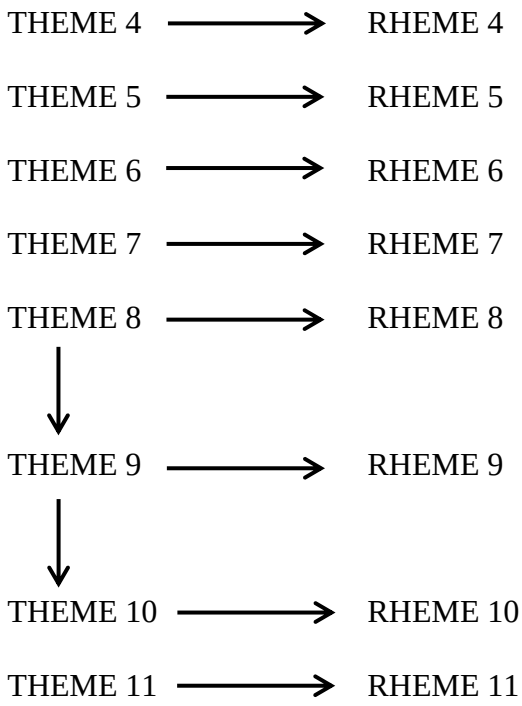
4.1.2.1 Reiteration Pattern

Reiteration pattern in a text enables the reader to focus on the topic. Repetition becomes an effectice way to create cohesion. The same participant in a text makes a clear focus. A text in which the Theme never varied would not only be boring to read or listen to, but would indicate a text which is going nowhere. The following paragraph is part of text that has reiteration patter.

> ***We*** want to end gender inequality (clause 4), and to do this (clause 5), ***we*** need everyone involved (clause 6). This is the first campaign of its kind at the UN (clause 7). ***We*** want to try to mobilize as many men and boys as possible to be advocates for change (clause 8). And ***we*** don't just want to talk about it (clause 9). ***We*** want to try and make sure (clause 10) that it is tangible (clause 11).

The speaker used *'we'* several times in the speech. In clause 4, '*we'* is the starting point of the clause. Clause 5 is begun with conjunction *'and'* in order to give additional information about the previous clause. Subject *'we'* appears again in clause 6. Clause 7 does not use *'we'* because the speaker wants to introduce the campaign to support her goal which she has stated in the previous clause. *'We'* appears in the next three clauses which show that the speaker uses the same starting point to focus on the

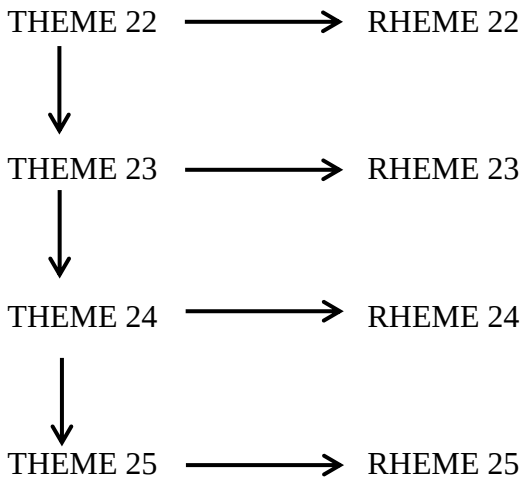
topic. *'We'* refers to her and her supporting party. The analysis is continued by drawing arrows as follows.



Other data that has reiteration pattern is shown below.

> ***I*** started questioning gender-based assumptions a long time ago (clause 22). When ***I*** was 8 (clause 23), ***I*** was confused for being called bossy (clause 24), because ***I*** wanted to direct the plays (clause 25) that we would put on for our parents, but the boys were not.

The paragraph above shows that the speaker used subject *'I'* in a sequenced order. The reader can focus on the story told by the speaker because the idea is going nowhere. The analysis of the clauses above is shown below.

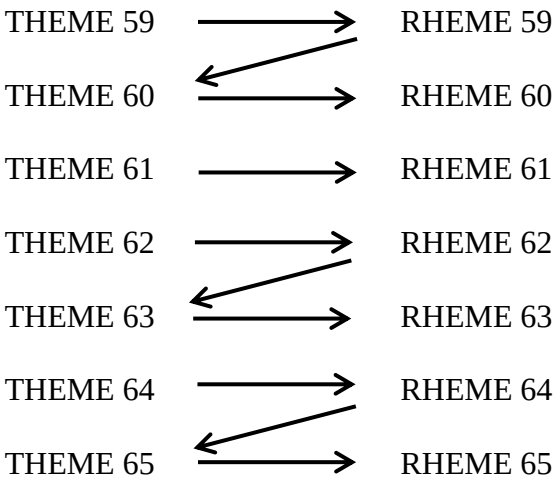


4.1.2.2 Zigzag Pattern

In zig-zag pattern, an element which is introduced as Rheme in clause 1 becomes the Theme of clause 2. The pattern flows in the same way for the next clauses. According to Eggins (2004), the zig-zag pattern achieves cohesion in the text by building on newly introduced information. Look at the following paragraph that shows zigzag pattern.

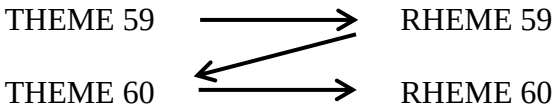
> These rights ***I*** consider to be human rights (clause 59), but ***I*** am one of the lucky ones (clause 60). My life is a sheer privilege (clause 61) because my parents didn't love ***me*** less (clause 62) because ***I*** was a daughter (clause 63). My school did not limit ***me*** (clause 64) because ***I*** was a girl (clause 65).

In clause 59-65, the speaker told the audience about her experience, so that noun *'I'* is used. Noun *'I'* is the Rheme of clause 59. It is used in clause 60 as Theme so that the arrow forms a zigzag pattern. Clause 61 begins with possessive pronoun *'My'*. In the next clauses, there are some personal pronouns *'me'* that appear in Rheme. It can be seen that the speaker used *'I'* in the next Theme after she used *'me'* in the previous Rheme. The analysis of this patter by arrows is shown below.



Other data that has zigzag pattern is shown in the clauses *'These rights **I** consider of human right (clause 59), but **I** am one of the lucky ones (clause 60).'*

The Rheme in the first clause is '*I'*. In the second clause, the speaker said '*but I am one of the lucky ones'*. The same noun is used in Rheme of the first clause and the Theme of the second clause. Therefore, the analysis of Theme development for both clauses falls into zigzag pattern category. The analysis of the clauses is presented below.

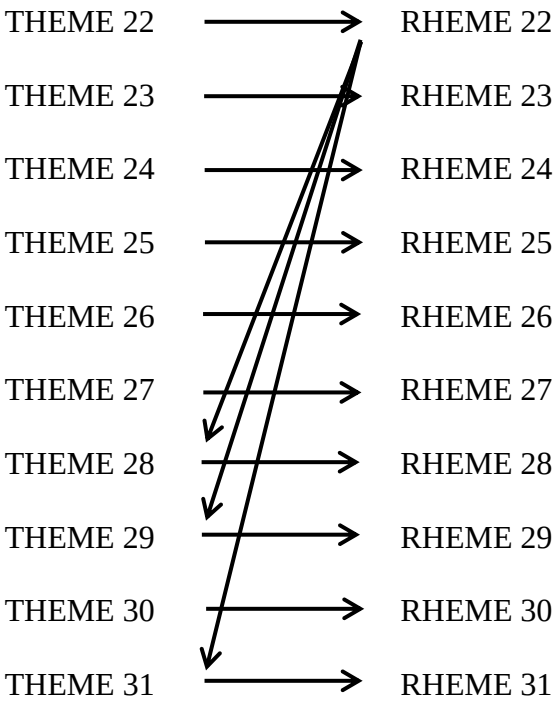


4.1.2.3 Multiple-Rheme Pattern

In this patterm, the Rheme of one clause introduces a number of different pieces of information, each of which is then picked up and made Theme in subsequent clauses. A part of the text that consists of Multiple-Rheme pattern is presented as follow.

> I start questioning gender-based assumptions ***a long time ago*** (clause 22). When ***I was 8*** (clause 23), I was confused for being called bossy (clause 24) because I want to direct the plays (clause 25) that we would put on for our parents (clause 26), but the boys were not (clause 27). ***When at 14***, I started to be sexualized by certain elements of the media (clause 28). ***When at 15***, my girl friends started dropping out of our beloved sport teams (clause 29) because they didn't want to appear muscly (clause 30). ***When at 18***, my male friends were unable to express their feelings (clause 31).

In clause 22, the Rheme of the clause brings new information *'a long time ago'*. In the next clauses, the speaker mentioned some times in the past when some event happened in her life. It started *'when I was 8'* in clause 23. She said that she was being called bossy because she wanted to direct the plays. Then in clause 28, the speaker said *'when at 14'* she started to be sexualized by the media. *'When at 15'* in clause 29, the speaker said that her girl friends dropped out from sport teams. *'When at 18'* the speaker told the audience that her male friends were unable to express their feelings. These times are the examples of some events that happened a long time ago. The analysis by arrows is presented below.



4.2 Thematic Development of Emma Watson's Speech in terms of Her Perspective on Gender Equality

Emma Watson delivered a speech about fighting against gender inequality at the UN on September 2014. This speech was delivered in order to introduce a campaign called HeForShe. This campaign invited everyone to a movement to end gender inequality. This speech is very persuasive. It can be seen through the organization of the clauses in the speech. The main ideas of the speech were analyzed by using a theory of thematic development presented by Halliday (1994). Based on the analysis, there were six major points or main ideas that were delivered by the speaker. They are discussed below.

4.2.1 Asking Everyone to Join Her Movement Directly.

The Theme of paragraph one is the launching of a campaign called for HeForShe. The clause Themes are dominated by nominal group ‘we’ which represented the speaker and the UN. The launching of the campaign was used as a way to deliver their goal. She used the opportunity to ask the audience directly to join her movement.

The audiences of the speech were the United Nations. However, Watson meant the speech for everyone because gender equality affected everyone. The purpose of Watson’s speech was to persuade everyone to join her movement. She stated her goals in the beginning of the speech. She said, “I am reaching out to you because we need your help. We want to end gender inequality, and to do this, we need everyone involved.” She had created a clear statement that the speech is aimed for everyone, not only for the audiences in the room. Also, she had given a clear topic since the beginning of the speech. It kept the audiences informed that the speech was going to discuss gender inequality. The persuasion was simply stated in her words ‘we need your help’. It showed what she expected from the audiences.

4.2.2 Explaining People’s Expectation Related to Gender

People’s expectations related to gender were described in paragraph four of the text. Gender-based assumptions become the Theme of paragraph four. She stated clearly that in that paragraph she was going to describe gender-based assumptions that she has experienced. The Rhemes of the paragraph explained some examples of inequality in her past life.

Gender equality has been an issue for decades. No one country in the world has achieved gender equality. Some stereotypes have existed in the society for a long time. Women's roles were separated from men's. In the speech, Watson gave some examples of how people expect women to behave in the society. Since she was a child, she was not allowed to be the leader in her play groups. She was not allowed to direct the plays. She was called bossy, but the boys were not. It shows that the society expects men to be the leader, while women are not allowed to lead. She also explained that her girl friends dropped out from sport team because they did not want to appear muscly. It shows that people also have a standard how women and men should look. The last example she gave was her male friends were unable to express their feelings. They were not allowed to be sensitive. Male should not appear strong and fearless.

Those are some examples of gender inequality that strengthen Watson's point of view about men being imprisoned by stereotype. It was also a good point in her speech where she showed that her idea was supported by some facts. Even she experienced some of them herself. The audiences, especially male, might start to think that she had a point. Those words might not show a direct invitation or persuasion to follow her movement, but implicitly she influenced the audiences to think that she was right. She tried to gain attention by showing them some supporting facts for her statement.

4.2.3 Describing the Current Concept of Feminism

Paragraphs five until nine described the similar topic. The Themes for paragraph five is ‘feminism is complicated’. The topic was continued to be discussed in paragraph six with ‘feminism is uncomfortable word’ as Theme. ‘Human rights’ is the Theme in the next paragraph. The discussion was continued in paragraph eight with ‘the word feminism is not important’ as Theme. The topic was ended by presenting ‘famous speech about gender equality’ as Theme. Those five paragraphs described how feminism was seen by people.

Through her speech, Watson showed the audiences the situation that was happening in the world. She explained how people defined feminism. People viewed feminism as a movement where women wanted to defeat men. Therefore, fighting for women’s right had too often become synonymous with man-hating. Because of this opinion, nowadays women are choosing no to be called as feminist. The word ‘feminist’ has become an unpopular word. Women who want to fight for equality are seen as people whose expressions are too strong, too aggressive, isolating, anti-men, and unattractive.

She clarified that feminism was not anti-men. By definition, feminism is the belief that women and men should have equal rights and opportunities. It means that women do not hate men. Women want to have the rights they should have and opportunities they should experience. She delivered this statement in order to change people’s point of view that hate feminist. She also said, “If you still hate the word, it is not the word that is important. It is the idea and the ambition behind it.” It clarified

that the idea and ambition of feminisms should be changed. She wanted people to start perceiving feminism by its real definition. Her speech simply told the audience that someone did not need to declare his/herself as a feminist. If he/she believed that women and men should receive the equal rights and opportunities, then he/she was called feminist.

4.2.4 Presenting Statistical Data

The Theme of paragraph 11 is ‘suicide is the bigger killer of men in the UK’. The Theme is followed by some Rhemes that present the statistical data related to the effect of inequality for men.

Statistical data was presented to show the audience that she has done some research related to what she was going to say. It also determines how serious the problem was. For example Watson states that in the UK suicide was the biggest killer of men in the percentage of 20 – 49%. It was bigger that road accidents, cancer, and heart coronary. It was a high number comparing to other causes. It also supported her statement before about men who were suffering from mental illness and unable to ask for help. She also stated that statistically very few women have received the equal rights and opportunities. Even no country has declared that they have achieved equality.

Those data were used by Emma Watson to show other aspects affected by gender inequality and how serious the problem were. At this point, she emphasized that she did not only give example of gender inequality cases, but also she presented some possible effects. This was one of the ways she persuaded the audiences. Again,

she tried to gain some supports from the audience. She gave other reasons to think of and implicitly showed her expectation.

4.2.5 Delivering Her Point of View of Feminism

Paragraphs 12 until 14 described the similar topic. The Themes for paragraph 12 is 'men are being imprisoned by gender stereotype'. The topic was continued to be discussed in paragraph 13 with 'both men and women should be free' as Theme. The topic was ended by presenting 'men need to take that mantle' as Theme. Those three paragraphs described Emma Watson's perspective on gender equality.

In the speech, Watson delivered a new point of view that has never been heard before. Gender equality was always seen as women's issue only. Many of the actions that had been done to achieve equality were initiated by women. The result was that feminism was similar to women movement. However, Watson pointed out that gender equality was an issue for everyone.

Gender equality was not only an issue for women. Gender equality was also an issue for men. Men were also imprisoned by gender stereotypes. Men were demanded to be strong, to take control, and to play the main role. Men did not realize that they were suffering from this stereotype. They were unable to express their feeling freely. They were afraid to ask for help because they were demanded to be strong. They were afraid that when they asked for help, they would be seen less as a man. Men were called successful when they were able to fulfill the demand. Men did not have the benefit of equality because it actually demanded them not to show their weakness. Gender inequality that imprisoned women was an effect from the

stereotype for men. Men felt that they had to be strong and aggressive to be accepted. As a result, women compelled to be submissive. Men also felt that they need to take control. The consequence was women feel that they needed to be controlled.

Watson's point of view about stereotype for men was the most interesting part of the speech because it was never heard before in other speeches about feminism. It cleared up the misconceptions about feminism that was believed by the society. Women have wanted to have the equal rights and opportunities, but they did not want to be said anti-men. Men did not take action to end gender inequality because they thought it was women issue. She talked about the word 'feminism' and what it meant to her. She also talked about what it should mean to everyone else. Her point of view created a new definition of gender equality which covered the equal rights for both men and women. She encouraged men to be as involved as women in fighting for equality. She also changed people perception about it.

4.2.6 Encouraging Everyone to Start the Change

The last five paragraphs show how the speaker encouraged everyone to start the change. The speaker started with paragraph 15 by presenting 'what the speaker is doing' as Theme. The topic was continued to be discussed in paragraph 16 with 'I (Emma Watson) care about the problem' as Theme. 'Edmund Burke's Quote' is the Theme in the next paragraph. The discussion was continued in paragraph 18 with 'encourage myself' as Theme. The topic was ended by presenting 'inadvertent feminists believe in equality' as Theme.

A speech should have a conclusion. In Watson's speech, the conclusion was in the form of encouragement for the audience to start making a move. She said, "If not me, who? If not now, when?" The meaning of those words was that she wanted the change to be started by everyone. No one should rely on other people to make a better decision. If someone knew what the best thing to do, then he/she should start to make a change. The conclusion was very effective since it was clearly persuade the audiences to be the part of change. She also used a quote from a famous people to encourage the audience. Besides, she told the audience that she cared about the problem and wanted to make a change. She stated that she did not any doubt to start the change.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This is the last chapter of this final project. It consists of the conclusions and suggestions related to the topic of the study.

5.1 Conclusions

This study deals with thematic structure and thematic development of Emma Watson's speech on gender equality delivered at the United Nation. According to the data analysis that has been discussed in the previous chapter, the researcher draws some conclusions as follows.

First, the goal of Theme and Rheme analysis is to describe the organization of message in a speech. The choice of Theme shows the intention of the writer because Theme can be said as the main idea of the clause. Emma Watson delivers a speech at the UN which goal is to persuade people to fight for gender equality. This goal can be seen through the way she constructs her idea. She begins the speech by introducing a campaign and the purpose of it. She also introduces herself as the member of UN Women. It is a good starting point to make the audiences informed. In the next clauses, she frequently uses pronoun *'I'* and *'we'* as the Theme of the clause. Those pronouns represent the speaker's role. *'We'* represents the speaker and the UN. It

means that sometimes in the speech she speaks in the name of the UN. *'I'* represents the speaker herself. When she delivers her point of view about gender equality, she chooses to use *'I'.* It is chosen because she needs to convince the audiences that she cares for the problem. She needs to show that she does not just talk about the issue, but she does want to make a change. Other Themes that are often used in the clauses are *women, men, gender equality, and feminism*. Watson is careful to choose the Theme because she needs to be consistent with the topic of the speech.

Method of Theme development within paragraph is also analyzed to support the analysis. It shows the flow of idea within the text. The speech uses all the three patterns of Theme development. The analysis shows that Watson structures her speech well.

Second, Emma Watson as a Goodwill Ambassador for UN Women delivered her idea about gender equality. The analysis of how Emma Watson perceived gender equality could be seen from the thematic development of the speech. Overall, the clauses represent six major ideas that she wanted to deliver. They are: 1. Asking everyone to join her movement directly; 2. Explaining people's expectation related to gender; 3. Describing the current concept of feminism; 4. Presenting statistical data; 5. Delivering her new point of view of feminism; and 6. Encouraging everyone to start the change.

5.2 Suggestions

According to the significance of the study, this final project is suggested to be useful to public speakers, writers, English teachers, and discourse analyst. The suggestions are presented as follows.

First, the suggestion is given for the students of English Education program who are expected to be a teacher in the future. As a teacher, he/she will be the role model for the students. Therefore, it is important that the teacher pays attention to his/her words when he/she is teaching. It is important that teacher keeps the students focus on the material and have the correct understanding about what the teacher has said. In doing so, teacher has to raise the awareness of organizing the message or idea well. The way a teacher structures the words should show the focus or the main topic he/she discusses.

Second, the suggestion is given for public speakers and English writer, especially for English Department students of Semarang State University. Learning thematic structure and thematic development is important in order to make them aware of what is going to be said in front of other people. Speaker or writer needs to pay attention to their choice of words to keep the audience or the reader in the same path, especially in spoken text. In spoken text, the speaker will not get feedback from the audience so that he or she needs to compose his or her text carefully. Although there are some styles in composing a text, it is important to make the text coherent and understandable for the reader or the audience. The speaker and writer need to list

their focus or main ideas before composing a text. After that they should develop their text well so that all of the main ideas can be covered in the text.

Third, the suggestion is for the discourse analyst. Discourse analysis is an important study to be conducted both for spoken and written text. For those who wanted to conduct a discourse analysis, they need to pay attention to thematic structure and thematic development in their writing so that the content of the study can be understood well.

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APPENDIX 1. Transcription of Emma Watson's Speech

[Greetings]

Today we are launching a campaign called for HeForShe. I am reaching out to you because we need your help. We want to end gender inequality, and to do this, we need everyone involved. This is the first campaign of its kind at the UN. We want to try to galvanize as many men and boys as possible to be advocates for change. And we don't just want to talk about it. We want to try and make sure that it's tangible. (paragraph 1)

I was appointed as Goodwill Ambassador for UN Women six months ago. And the more I've spoken about feminism, the more I have realized that fighting for women's rights has too often become synonymous with man-hating. If there is one thing I know for certain, it is that this has to stop. (paragraph 2)

For the record, feminism by definition is the belief that men and women should have equal rights and opportunities. It is the theory of the political, economic and social equality of the sexes. (paragraph 3)

I started questioning gender-based assumptions a long time ago. When I was 8, I was confused for being called bossy because I wanted to direct the plays that we would put on for our parents, but the boys were not. When at 14, I started to be sexualized by certain elements of the media. When at 15, my girlfriends started dropping out of our beloved sports teams because they didn't want to appear muscly. When at 18, my male friends were unable to express their feelings. (paragraph 4)

I decided that I was a feminist, and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an unpopular word. Women are choosing not to identify as feminists. Apparently, I'm among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, and anti-men, unattractive even. (paragraph 5)

Why has the word become such an uncomfortable one? I am from Britain. And I think it is right that I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be involved on my behalf in the policies and decisions that will affect my life. I think it is right that socially, I am afforded the same respect as men. But sadly, I can say that there is no one country in the world where all women can expect to receive these rights. No country in the world can yet say that they have achieved gender equality. (paragraph 6)

These rights I consider to be human rights, but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not limit me because I was a girl. My mentors didn't assume that I would go less far because I might give birth to a child one day. These influences were the gender equality ambassadors that made me who I am today. They may not know it, but they are the inadvertent feminists who are changing the world today. We need more of those. (paragraph 7)

And if you still hate the word, it is not the word that is important. It's the idea and the ambition behind it, because not all women have received the same rights that I have. In fact, statistically, very few have been. (paragraph 8)

In 1997, Hillary Clinton made a famous speech in Beijing about women's rights. Sadly, many of the things that she wanted to change are still true today. But what stood out for me the most was that less than thirty percent of the audiences were male. How can we effect change in the world when only half of it is invited or feel welcome to participate in the conversation? (paragraph 9)

Men, I would like to take this opportunity to extend your formal invitation. Gender equality is your issue, too. Because to date, I've seen my father's role as a parent being valued less by society, despite my need of his presence as a child, as much as my mother's. I've seen young men suffering from mental illness, unable to ask for help for fear. It would make them less of a man. (paragraph 10)

In fact, in the UK, suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality either. (paragraph 11)

We don't often talk about men being imprisoned by gender stereotypes, but I can see that they are, and that when they are free, things will change for women as a natural consequence. If men don't have to be aggressive in order to be accepted, women won't feel compelled to be submissive. If men don't have to control, women won't have to be controlled. (paragraph 12)

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong. It is time that we all perceive gender on a spectrum instead of two sets of opposing ideals. If we stop defining each other by what we are not, and start defining ourselves by who we are, we can all be freer, and this is what HeForShe is about. It's about freedom. (paragraph 13)

I want men to take up this mantle so that their daughters, sisters, and mothers can be free from prejudice, but also so that their sons have permission to be vulnerable and human too, reclaim those parts of themselves they abandoned, and in doing so, be a more true and complete version of themselves. (paragraph 14)

You might be thinking, "Who is this Harry Potter girl, and what is she doing speaking at the UN?" And, it's a really good question. I've been asking myself the same thing. (paragraph 15)

All I know is that I care about this problem, and I want to make it better. And, having seen what I've seen and given the chance, I feel it is my responsibility to say something. (paragraph 16)

Statesman Edmund Burke said, "All that is needed for the forces of evil to triumph is for good men and women to do nothing." (paragraph 17)

In my nervousness for this speech and in my moments of doubt, I told myself firmly, "If not me, who? If not now, when?" If you have similar doubts when opportunities are presented to you, I hope those words will be helpful. Because the reality is that if we do nothing, it will take seventy-five years, or for me to be nearly 100, before women can expect to be paid the same as men for the same work*. 15.5 million girls will be married in the next 16 years as children. And at current rates, it won't be until 2086 before all rural African girls can have a secondary education. (paragraph 18)*

If you believe in equality, you might be one of those inadvertent feminists that I spoke of earlier, and for this I applaud you. We are struggling for a uniting word, but the good news is that we have a uniting movement. It is called HeForShe. I am inviting you to step forward, to be seen and to ask yourself, "If not me, who? If not now, when?" (paragraph 19)

Thank you very, very much.

APPENDIX 2. Tabulation of the Data

No.	Data	Par.	Line	Answer Question No.
1.	Today we are launching a campaign called for HeforShe.	1	1	1
2.	I am reaching out to you	1	1	1, 2
3.	Because we need your help	1	2	1, 2
4.	We want to end gender equality	1	2	1, 2
5.	And to do this	1	2-3	1, 2
6.	We need everyone involved	1	3	1, 2
7.	This is the first campaign of its kind at the UN	1	3	1
8.	We want to try and galvanize as many men and boys as possible to be advocates for change.	1	4-5	1, 2
9.	And we don't want to talk about it	1	5	1, 2
10.	We want to try and make sure	1	5-6	1, 2
11.	That it is tangible	1	6	1, 2
12.	I was appointed as Goodwill Ambassador for UN women six months ago.	2	7	1
13.	And the more I've spoken about feminism	2	7-8	1
14.	The more I have realized	2	8	1
15.	That fighting for women's right has too often become synonymous with man-hating	2	8-9	1
16.	If there is one thing	2	9-10	1
17.	I know for certain	2	10	1
18.	It is that it has to stop	2	10	1, 2
19.	For the record, feminism by definition is the belief	3	11	1, 2
20.	that men and women should have equal rights and opportunities	3	11-12	1, 2
21.	It is the theory of political, economy, and social equality of sexes	3	12-13	1
22.	I started questioning gender-based assumptions a long time ago	4	14	1
23.	When I was 8	4	14	1
24.	I was confused for being called bossy	4	14-15	1
25.	Because I wanted to direct the plays	4	15	1
26.	That we would put on for our parents	4	15-16	1

27.	But the boys were not	4	16	1
28.	When at 14, I started to be sexualized by certain elements of the media	4	16-17	1
29.	When at 15 my girl friends started dropping out of our beloved sport teams	4	17-18	1
30.	Because the didn't want to appear muscly	4	18-19	1
31.	When at 18 my male friends were unable to express their feelings	4	19	1
32.	I decided	5	20	1
33.	that I was a feminist	5	20	1
34.	And this seemed uncomplicated to me	5	20	1
35.	But my recent research has shown me	5	20-21	1
36.	that feminism has become an unpopular word	5	21	1
37.	Women are choosing not to identify as feminist	5	22	1
38.	Apparently, I am among the ranks of women	5	22-23	1
39.	whose expressions are seen as too strong, too aggressive, isolating, and anti-men, unattractive even.	5	23-24	1
40.	Why has the world become such as an uncomfortable one?	6	25	1, 2
41.	I am from Britain	6	25	1
42.	And I think	6	25-26	1
43.	It is right	6	26	1
44.	that I am paid the same as my male counterparts	6	26	1, 2
45.	I think	6	26	1
46.	It is right	6	26	1
47.	that I should be able to make decisions about my own body	6	27	1, 2
48.	I think	6	27	1
49.	It is right	6	27	1
50.	that women be involved on my behalf in the policies and decisions that will affect my life	6	28-29	1, 2
51.	I think	6	29	1
52.	It is right	6	29	1
53.	that socially I am afforded the same respect as men	6	29-30	1, 2

54.	But sadly, I can say	6	30	1
55.	That there is no one country in the world	6	30	1
56.	Where all women can expect to receive these rights	6	30-31	1
57.	No country in the world can yet say	6	31	1
58.	That they have achieved gender equality	6	32	1
59.	These rights I consider to be human rights	7	33	1
60.	But I am one of the lucky ones	7	33	1
61.	My life is a sheer privilege	7	33-34	1
62.	Because my parents didn't love me less	7	34	1
63.	Because I was born a daughter	7	34-35	1
64.	My school did not limit me	7	35	1
65.	Because I was a girl	7	35	1
66.	My mentor didn't assume	7	35-36	1
67.	that I would go less far	7	36	1
68.	Because I might give birth to a child one day	7	36	1
69.	These influences were the gender equality ambassadors that made me who I am today	7	37-38	1
70.	They may not know it	7	38	1
71.	But they are the inadvertent feminist who are changing the world today	7	38-39	1
72.	We need more of those	7	39	1, 2
73.	And if you still hate the word	8	40	1
74.	It is not the word that is important	8	40	1
75.	It is the idea and the ambition behind it	8	40-41	1
76.	Because not all women have received the same rights	8	41	1, 2
77.	that I have	8	42	1
78.	In fact, statistically, very few have been	8	42	1
79.	In 1997, Hillary Clinton made a famous speech in Beijing about women's right	9	43	1
80.	Sadly, many of the things [] are still true today	9	44	1
81.	[that she wanted to change]	9	44	1
82.	But what stood our for me the most was that less than thirty percent of the audience were male	9	44-46	1
83.	How can we affect change in the world	9	46	1
84.	When only half of it is invited or feel welcome to participate in the conversation	9	46-47	1

85.	Men, I would like to take this opportunity to extend your formal invitation	10	48	1, 2
86.	Gender equality is your issue too	10	49	1, 2
87.	Because to date I have seen my father's role as a parent being valued less by society despite my need of his presence as a child as much as my mother's	10	49-51	1, 2
88.	I have seen young men suffering from mental illness, unable to ask for help for fear	10	51-52	1, 2
89.	It would make them less of a man	10	52	1, 2
90.	In fact, in the UK suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease	11	53-54	1
91.	I have seen men made fragile and insecure by a distorted sense of what constitutes male success	11	54-55	1, 2
92.	Men don't have the benefits of equality either	11	55-56	1, 2
93.	We don't talk about men being imprisoned by gender stereotypes	12	57	1, 2
94.	But I can see	12	57	1, 2
95.	that they are	12	58	1, 2
96.	And that when they are free	12	58	1, 2
97.	Things will change for women as a natural consequence	12	58-59	1, 2
98.	If men don't have to be aggressive in order to be accepted	12	59	1, 2
99.	Women won't feel compelled to be submissive	12	60	1, 2
100.	If men don't have to control	12	60	1, 2
101.	Women wont have to be controlled	12	61	1, 2
102.	Both men and women should feel free to be sensitive	13	62	1, 2
103.	Both men and women should feel free to be strong	13	62-63	1, 2
104.	It is time	13	63	1
105.	that we all perceive gender on a spectrum instead of two sets of opposing ideals	13	63-64	1, 2
106.	If we stop defining each other by what we are not and start defining ourselves by who	13	64-65	1, 2

	we are			
107.	We can all be freer	13	65	1, 2
108.	And this is what HeForShe is about	13	65-66	1, 2
109.	It is about freedom	13	66	1
110.	I want men to take up this mantle	14	67	1, 2
111.	So that their daughters, sisters, and mothers can be free from prejudice	14	67-68	1
112.	But also so that their sons have permission to be vulnerable and human too	14	68-69	1, 2
113.	Reclaim those parts of themselves they abandoned	14	69	1, 2
114.	And in doing so be a more true and complete version of themselves	14	70	1, 2
115.	You might be thinking	15	71	1
116.	Who is this Harry Potter girl	15	71	1
117.	And what is she doing speaking at the UN	15	71-72	1
118.	And it is a really good question	15	72	1
119.	I have been asking myself the same thing	15	72-73	1
120.	All I know is that I care about this problem	16	74	1
121.	And I want to make it better	16	74	1
122.	And having seen what I have seen and given the chance	16	75	1
123.	I feel	16	75	1
124.	It is my responsibility to say something	16	75-76	1
125.	Statesman Edmund Burke said	17	77	1
126.	All that is needed for the forces of evil to triumph is for good men and women to do nothing	17	77-78	1
127.	In my nervousness for this speech and in many moments of doubt I told myself firmly	18	79	1
128.	If not me	18	80	1, 2
129.	Who?	18	80	1, 2
130.	If not now	18	80	1, 2
131.	When?	18	80	1, 2
132.	If you have similar doubts	18	80	1
133.	When opportunities are presented to you	18	81	1
134.	I hope those words will be helpful	18	81	1
135.	Because the reality is that if we do nothing	18	81-82	1, 2
136.	It will take seventy-five years	18	82	1, 2
137.	Or for me to be nearly 100 before women	18	82-84	1, 2

	can expect to be paid the same as men for the same work			
138.	15.5 millions girls will be married in the next 16 years as children	18	84	1, 2
139.	And at current rates it won't be until 2086 before all rural African girls can have a secondary education	18	84-86	1, 2
140.	If you believe in equality	19	87	1, 2
141.	You might be one of those inadvertent feminist	19	87	1, 2
142.	that I spoke of earlier	19	87-88	1, 2
143.	And for this I applaud you	19	88	1
144.	We are struggling for a uniting word	19	88	1, 2
145.	But the good news is that we have a uniting movement	19	89	1, 2
146.	It is called HeForShe	19	89	1
147.	I am inviting you to step forward to be seen and to ask yourself	19	90	1, 2
148.	If not me	19	90	1, 2
149.	Who?	19	90	1, 2
150.	If not now	19	91	1, 2
151.	When?	19	91	1, 2

APPENDIX 3. Classification of the Data for Question Number 1

Data Number	Paragraph	Line
1	1	1
2	1	1
3	1	2
4	1	2
5	1	2-3
6	1	3
7	1	3
8	1	4-5
9	1	5
10	1	5-6
11	1	6
12	2	7
13	2	7-8
14	2	8
15	2	8-9
16	2	9-10
17	2	10
18	2	10
19	3	11
20	3	11-12
21	3	12-13
22	4	14
23	4	14
24	4	14-15
25	4	15
26	4	15-16
27	4	16
28	4	16-17
29	4	17-18
30	4	18-19
31	4	19
32	5	20
33	5	20
34	5	20
35	5	20-21
36	5	21
37	5	22

38	5	22-23
39	5	23-24
40	6	25
41	6	25
42	6	25-26
43	6	26
44	6	26
45	6	26
46	6	26
47	6	27
48	6	27
49	6	27
50	6	28-29
51	6	29
52	6	29
53	6	29-30
54	6	30
55	6	30
56	6	30-31
57	6	31
58	6	32
59	7	33
60	7	33
61	7	33-34
62	7	34
63	7	34-35
64	7	35
65	7	35
66	7	35-36
67	7	36
68	7	36
69	7	37-38
70	7	38
71	7	38-39
72	7	39
73	8	40
74	8	40
75	8	40-41
76	8	41
77	8	42
78	8	42

79	9	43
80	9	44
81	9	44
82	9	44-46
83	9	46
84	9	46-47
85	10	48
86	10	49
87	10	49-51
88	10	51-52
89	10	52
90	11	53-54
91	11	54-55
92	11	55-56
93	12	57
94	12	57
95	12	58
96	12	58
97	12	58-59
98	12	59
99	12	60
100	12	60
101	12	61
102	13	62
103	13	62-63
104	13	63
105	13	63-64
106	13	64-65
107	13	65
108	13	65-66
109	13	66
110	14	67
111	14	67-68
112	14	68-69
113	14	69
114	14	70
115	15	71
116	15	71
117	15	71-72
118	15	72
119	15	72-73

120	16	74
121	16	74
122	16	75
123	16	75
124	16	75-76
125	17	77
126	17	77-78
127	18	79
128	18	80
129	18	80
130	18	80
131	18	80
132	18	80
133	18	81
134	18	81
135	18	81-82
136	18	82
137	18	82-84
138	18	84
139	18	84-86
140	19	87
141	19	87
142	19	87-88
143	19	88
144	19	88
145	19	89
146	19	89
147	19	90
148	19	90
149	19	90
150	19	91
151	19	91

APPENDIX 4. Classification of the Data for Question Number 2

Data Number	Paragraph	Line
2	1	1
3	1	2
4	1	2
5	1	2-3
6	1	3
8	1	4-5
9	1	5
10	1	5-6
11	1	6
18	2	10
19	3	11
20	3	11-12
40	6	25
44	6	26
47	6	27
50	6	28-29
53	6	29-30
72	7	39
76	8	41
85	10	48
86	10	49
87	10	59-51
88	10	51-52
89	10	52
91	11	54-55
92	11	55-56
93	12	57
94	12	57
95	12	58
96	12	58
97	12	58-59
98	12	59
99	12	60
100	12	60
101	12	61
102	13	62
104	13	62-63
105	13	63

106	13	63-64
107	13	64-65
108	13	65
110	14	67
112	14	68-69
113	14	69
114	14	70
127	18	79
128	18	80
129	18	80
130	18	80
131	18	80
135	18	81-82
136	18	82
137	18	82-84
138	18	84
139	18	84-86
140	19	87
141	19	87
142	19	87-88
144	19	88
145	19	89
147	19	90
148	19	90
149	19	90
150	19	91
151	19	91

APPENDIX 5. Thematic Structure Analysis

1. Today we are launching a campaign called for HeforShe.

Today	**we are launcing a campaign called for HeforShe.**
Marked Topical Theme	Rheme
THEME 1	RHEME 1

2. *I am reaching out to you*

I	**am reaching out to you**
Unmarked Topical Theme	Rheme
THEME 2	RHEME 2

3. *because we need your help*

because	**we**	**need your help**
Str. Textual	Unmarked Topical	Rheme
Theme		
THEME 3		RHEME 3

4. We want to end gender inequality,

We	**want to end gender inequality**
Unmarked Topical Theme	Rheme
THEME 4	RHEME 4

5. and to do this

And	**to do this**
Str.	Rheme
Textual	
Theme	
THEME 5	RHEME 5

6. we need everyone involved.

We	**need everyone involved.**
Unmarked Top.	Rheme
Theme	
THEME 6	RHEME 6

7. This is the first campaign of its kind at the UN.

This	**is the first campaign of its kind at the UN.**
Theme	Rheme
THEME 7	RHEME 7

8. We want to try to galvanize as many men and boys as possible to be advocates for change.

We	***want to try to galvanize as many men and boys as possible to be advocates for change.***
Unmarked Top.	Rheme
Theme	
THEME 8	RHEME 8

9. And we don't just want to talk about it.

And	**we**	**don't just want to talk about it.**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 9		RHEME 9

10. We want to try and make sure

We	**want to try and make sure**
Unmarked Topical	Rheme
Theme	
THEME 10	RHEME 10

11. that it is tangible.

that	**it**	**is tangible.**
Str.	Unmarked	Rheme
Text.	Top.	
Theme		
THEME 11		RHEME 11

12. I was appointed as Goodwill Ambassador for UN Women six months ago.

I	**was appointed as Goodwill Ambassador for UN Women six months ago.**
Unmarked Top.	Rheme
Theme	
THEME 12	RHEME 12

13. And the more I've spoken about feminism

And	**the more**	**I've spoken about feminism**
Str.	Marked Topical	Rheme
Text.		
Theme		
THEME 13		RHEME 13

14. the more I have realized

the more	**I have realized**
Marked Top.	Rheme
Theme	
THEME 14	RHEME 14

15. that fighting for women's right has too often become synonymous with man-hating.

that	**fighting for women's right**	**has too often become synonymous with man-hating**
Str.	Unmarked Topical	Rheme
Text.		
Theme		
THEME 15		RHEME 15

16. If there is one thing

If	**there**	**is one thing**
Str.	Top.	Rheme
Theme		
THEME 16		RHEME 16

17. I know for certain

I	**know for certain**
Unmarked Top.	Rheme
Theme	
THEME 17	RHEME 17

18. it is that this has to stop

It	**is**		**that**	**this**	**has to stop**
Theme	Rheme		Str.	Top.	Rheme
			Text.		
			Theme		
Theme			Rheme		
THEME 18			RHEME 18		

19. For the record, feminism by definition is the belief

For the record	**feminism by definition is the belief**
Marked Topical	Rheme
Theme	
THEME 19	RHEME 19

20. that men and women should have equal rights and opportunities

that	**men and women**	**should have equal rights and opportunities**
Str.	Unmarked Top.	Rheme
Theme		
THEME 20		RHEME 20

21. It is the theory of political, economy, and social equality of sexes.

It	**is the theory of political, economy, and social equality of sexes.**
Unmarked Top.	Rheme
Theme	
THEME 21	RHEME 21

22. I started questioning gender-based assumptions a long time ago.

I	**started questioning gender-based assumptions a long time ago.**
Top.	Rheme
Theme	
THEME 22	RHEME 22

23. When I was 8

When	**I**	**was 8**
Str.	Unmarked Topical	Rheme
Theme		
THEME 23		RHEME 23

24. I was confused for being called bossy

I	**was confused for being called bossy**
Unmarked Top	Rheme
Theme	
THEME 24	RHEME 24

25. because I wanted to direct the plays

because	**I**	**wanted to direct the plays**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 25		RHEME 25

26. that we would put on for our parents

that	**we**	**would put on for our parents**
Str.	Top.	Rheme
Text.		
Theme		
THEME 26		RHEME 26

27. but the boys were not

but	**the boys**	**were not**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 27		RHEME 27

28. When at 14, I started to be sexualized by certain elements of the media

When at 14	**I started to be sexualized by certain elements of the media**
Marked Top.	Rheme
Theme	
THEME 28	THEME 28

29. When at 15 my girl friends started dropping out of our beloved sport teams

When at 15	**my girl friends started dropping out of our beloved sport teams**
Marked Top.	Rheme
Theme	
THEME 29	THEME 29

30. because they didn't want to appear muscly

because	**they**	**didn't want to appear muscly**
Structural	Unmarked Top.	Rheme
Textual		
Theme		
THEME 30		RHEME 30

31. When at 18 my male friends were unable to express their feelings

When at 18	**my male friends were unable to express their feelings**
Marked Top.	Rheme
Theme	
THEME 31	THEME 31

32. I decided

I	**decided**
Unmarked Top.	Rheme
Theme	
THEME 32	RHEME 32

33. that I was a feminist

that	**I**	**was a feminist**
Str.	Unmarked Top.	Rheme
Textual		
Theme		
THEME 33		RHEME 33

34. and this seemed uncomplicated to me

and	**this**	**seemed uncomplicated to me**
Str.	Unmarked	Rheme
Text.	Topical	
Theme		
THEME 34		RHEME 34

35. But my recent research has shown me

But	**my recent reseach**	**has shown me**
Str.	Unmarked Topical	Rheme
Text.		
Theme		
THEME 35		RHEME 35

36. that feminism has become an unpopular word

that	**feminism**	**has become an unpopular word**
Str.	Unmarked Topical	Rheme
Text.		
Theme		
THEME 36		RHEME 36

37. Women are choosing not to identify as feminist.

Women	**are choosing not to identify as feminist**
Unmarked Topical	Rheme
Theme	
THEME 37	RHEME 37

38. Apparently, I am among the ranks of women

Apparently	**I**	**am among the ranks of women**
Conj. Adj.	Top.	Rheme
Textual		
Theme		
THEME 38		RHEME 38

39. whose expressions are seen as too strong, too aggressive, isolating, and anti-men, unattractive even.

whose	**expressions**	**are seen as too strong, too aggressive, isolating, and anti-men, unattractive even.**
Str.	Unmarked Topical	Rheme
Text.		
Theme		
THEME 39		RHEME 39

40. Why has the world become such an uncomfortable one?

Why	**has the world become such an uncomfortable one?**
Theme	Rheme
THEME 40	RHEME 40

41. I am from Britain

I	**am from Britain**
Unmarked Top.	Rheme
Theme	
THEME 41	RHEME 41

42. and I think

and	**I**	**think**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 42		RHEME 42

43. it is right

it	**is right**
Theme	Rheme
THEME 43	RHEME 43

44. that I am paid the same as my male counterparts

that	**I**	**am paid the same as my male counterparts**
Str.	Top.	Rheme
Text.		
Theme		
THEME 44		RHEME 44

45. I think

I	**think**
Unmarked Top.	Rheme
Theme	
THEME 45	RHEME 45

46. it is right

it	**is right**
Theme	Rheme
THEME 46	RHEME 46

47. that I should be able to make decisions about my own body

that	**I**	**should be able to make decisions about my own body**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 47		RHEME 47

48. I think

I	**think**
Unmarked Top.	Rheme
Theme	
THEME 48	RHEME 48

49. it is right

It	**is right**
Theme	Rheme
THEME 49	RHEME 49

50. *that women be involved on my behalf in the policies and decisions* that will affect my life

that	**women**	***be involved on my behalf in the policies and decisions that will affect my life***
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 50		RHEME 50

51. I think

I	**Think**
Unmarked Top.	
Theme	Rheme
THEME 51	RHEME 51

52. it is right

It	**is right**
Theme	Rheme
THEME 52	RHEME 52

53. that socially I am afforded the same respect as men

that	**socially**	**I**	**am afforded the same respect as men**
Str.	Modal	Unmarked Top.	Rheme
Text.	Inter.		
Theme			
THEME 53			RHEME 53

54. But sadly, I can say

But	**sadly**	**I**	**can say**
Str.	Modal	Unmarked Top.	Rheme
Text.	Inter.		
Theme			
THEME 54			RHEME 54

55. that there is no one country in the world

that	**there**	**is no one country in the world**
Str.	Topical	Rheme
Text.		
Theme		
THEME 55		RHEME 55

56. where all women can expect to receive these rights

where	**all women**	**can expect to receive these rights**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 56		RHEME 56

57. No country in the world can yet say

No country in the world	**can yet say**
Unmarked Topical	Rheme
Theme	
THEME 57	RHEME 57

58. that they have achieved gender equality

That	**They**	**have achieved gender equality**
Str.	Unmarked	Rheme
Text.	Top	
Theme		
THEME 58		RHEME 58

59. These rights I consider to be human rights

These rights	**I consider to be human rights**
Marked Top.	Rheme
Theme	
THEME 59	RHEME 59

60. but I am one of the lucky ones

but	**I**	**one of the lucky ones**
Str.	Unmarked	Rheme
Text.	Top.	
Theme		
THEME 60		RHEME 60

61. My life is a sheer privilege

My life	**is a sheer privilege**
Unmarked Top.	Rheme
Theme	
THEME 61	RHEME 61

62. because my parents didn't love me less

because	**my parents**	**didn't love me less**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 62		RHEME 62

63. because I was born a daughter

because	**I**	**was born a daughter**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 63		RHEME 63

64. My school did not limit me

My school	**did not limit me**
Unmarked Top.	Rheme
Theme	
THEME 64	RHEME 64

65. because I was a girl

because	**I**	**was a girl**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 65		RHEME 65

66. My mentor didn’t assume

My mentor	**didn’t assume**
Unmarked Top.	Rheme
Theme	
THEME 66	RHEME 66

67. that I would go less far

that	**I**	**would go less far**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 67		RHEME 67

68. because I might give birth to a child one day

because	**I**	**might give birth to a child one day**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 68		RHEME 68

69. These influences were the gender equality ambassadors that made me who I am today

These influences	**were the gender equality ambassadors**		**that**	**made me who I am today**
Unmarked Topical	Rheme		Str.	Rheme
Theme			Theme	
THEME 69			RHEME 69	

70. They may not know it

They	**may not know it**
Unmarked Top.	Rheme
Theme	
THEME 70	RHEME 70

71. but they are the inadvertent feminists who are changing the world today

but	**they**	**are the inadvertent feminists**		**who**	**are changing the world today**
Str.	Unmarked Top.	Rheme		Str.	Rheme
Text.				Text.	
Theme				Theme	
THEME 71				RHEME 71	

72. We need more of those

We	**need more of those**
Unmarked Top.	Rheme
Theme	
THEME 72	RHEME 72

73. And if you still hate the word

And	**if**	**you**	**still hate the word**
Str.	Str.	Unmarked Top.	Rheme
Text.	Text.		
Theme			
THEME 73			RHEME 73

74. it is not the word that is important

It	**is not the word**		**that**	**is important**
Theme	Rheme		Str.	Rheme
			Text.	
			Theme	
Theme			Rheme	
THEME 74			RHEME 74	

75. It is the idea and the ambition behind it

It	**is the idea and the ambition behind it**
Unmarked. Top.	Rheme
THEME 75	RHEME 75

76. Because not all women have received the same rights

Because	**not all women**	**have received the same rights**
Str.	Unmarked Topical	Rheme
Text.		
Theme		
THEME 76		RHEME 76

77. that I have

that	**I**	**have**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 77		RHEME 77

78. In fact, statistically, very few have been

In fact	**statistically**	**very few**	**have been**
Conj.	Modal	Marked Topical	Rheme
Text.	Inter.		
Theme			
THEME 78			RHEME 78

79. In 1997, Hillary Clinton made a famous speech in Beijing about women's right

In 1997	**Hillary Clinton made a famous speech in Beijing about women's right**
Marked Topical Theme	Rheme
THEME 79	RHEME 79

80. Sadly, many of the things [] are still true today

Sadly	**many of the things**	**are still true today**
Modal	Unmarked Topical	Rheme
Inter		
Theme		
THEME 80		RHEME 80

81. that she wanted to change

that	**she**	**wanted to change**
Str.	Unmarked Topical	Rheme
Text.		
Theme		
THEME 81		RHEME 81

82. But what stood out for me the most was that less than thirty percent of the audience were male

But	**what stood out for me the most**	**was**		**that**	**less than thirty percent of the audience**	**were male**
Str.	Unmarked Topical	Rheme		Str.	Unmarked Topical	Rheme
Text.				Text.		
Theme				Theme		
Theme				Rheme		
THEME 82				RHEME 82		

83. *How can we effect change in the world*

How	***can we effect change in the world***
Theme	Rheme
THEME 83	RHEME 83

84. *when only half of it is invited or feel welcome to participate in the conversation?*

When	***only half of it***	***is invited or feel welcome to participate in the conversation?***
Str.	Unmarked Topical	Rheme
Theme		
THEME 84		RHEME 84

85. Men, I would like to take this opportunity to extend your formal invitation

Men	**I**	**would like to take this opportunity to extend your formal invitation**
Voc.	Unmarked Top.	Rheme
Inter		
Theme		
THEME 85		RHEME 85

86. Gender equality is your issue too

Gender equality	**is your issue too**
Unmarked Topical	Rheme
Theme	
THEME 86	RHEME 86

87. Because to date I have seen my father's role as a parent being valued less by society despite my need of his presence as a child as much as my mother's

Because	**to date**	**I have seen my father's role as a parent being valued less by society despite my need of his presence as a child as much as my mother's**
Str.	Marked Top.	Rheme
Theme		
THEME 87		RHEME 87

88. I have seen young men suffering from mental illness, unable to ask for help for fear

I	**have seen young men suffering from mental illness unable to ask for help for fear**
Unmarked Top.	Rheme
Theme	
THEME 88	RHEME 88

89. it would make them less of a man

it	**would make them less of a man**
Unmarked Top.	Rheme
Theme	
THEME 89	RHEME 89

90. In fact, in the UK, suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease

In fact	**in the UK**	**suicide is the biggest killer of men between 20 to 49, eclipsing road accidents, cancer and coronary heart disease**
Conj.	Marked Topical	Rheme
Text.		
Theme		
THEME 90		RHEME 90

91. I have seen men made fragile and insecure by a distorted sense of what constitutes male success.

I	**have seen men made fragile and insecure by a distorted sense of what constitutes male success**
Unmarked Top.	Rheme
Theme	
THEME 91	RHEME 91

92. Men don't have the benefits of equality either

Men	**don't have the benefits of equality either**
Unmarked Top.	Rheme
Theme	
THEME 92	RHEME 92

93. We don't often talk about men being imprisoned by gender stereotypes

We	**don't often talk about men being imprisoned by gender stereotypes**
Unmarked Top.	Rheme
Theme	
THEME 93	RHEME 93

94. but I can see

but	**I**	**can see**
Str.	Unmarked	Rheme
Text.	Top.	
Theme		
THEME 94		RHEME 94

95. that they are

that	**they**	**are**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 95		RHEME 95

96. and that when they are free

And	**that**	**when**	**they**	**are free**
Str.	Str.	Str.	Unmarked Top.	Rheme
Textual				
Theme				
THEME 96				RHEME 96

97. things will change for women as a natural consequence

things	**will change for women as a natural consequence**
Unmarked Top.	Rheme
Theme	
THEME 97	RHEME 97

98. If men don't have to be aggressive in order to be accepted

If	**Men**	**don't have to be aggressive in order to be accepted**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 98		RHEME 98

99. women won't feel compelled to be submissive

women	**won't feel compelled to be submissive**
Unmarked Top.	Rheme
Theme	
THEME 99	RHEME 99

100. If men don't have to control

If	**Men**	**don't have to control**
Str.	Unmarked Top.	Rheme
Text.		
Theme		
THEME 100		RHEME 100

101. women won't have to be controlled

women	**won't have to be controlled**
Unmarked Top.	Rheme
Theme	
THEME 101	RHEME 101

102. Both men and women should feel free to be sensitive

Both men and women	**should feel free to be sensitive**
Unmarked Topical	Rheme
Theme	
THEME 102	RHEME 102

103. Both men and women should feel free to be strong

Both men and women	**should feel free to be strong**
Unmarked Topical Theme	Rheme
THEME 103	RHEME 103

104. It is time

It	**is time**
Theme	Rheme
THEME 104	RHEME 104

105. that we all perceive gender on a spectrum instead of two sets of opposing ideals

that	**we all**	**perceive gender on a spectrum instead of two sets of opposing ideals**
Str. Text.	Unmarked Top.	Rheme
Theme		
THEME 105		RHEME 105

106. If we stop defining each other by what we are not and start defining ourselves by who we are

If	**we**	**stop defining each other by what we are not and start defining ourselves by who we are**
Str. Text.	Unmarked Top.	Rheme
Theme		
THEME 106		RHEME 106

107. we can all be freer

We	**can all be freer**
Unmarked Top.	Rheme
Theme	
THEME 107	RHEME 107

108. and this is what HeForShe is about

And	**this**	**is**		**what**	**HeForShe**	**is about**
Str.	Top.	Rheme		Str.	Unmarked Top.	Rheme
Text.				Text.		
Theme				Theme		
Theme				Rheme		
THEME 108				RHEME 108		

109. It is about freedom

It	**is about freedom**
Unmarked Top.	Rheme
Theme	
THEME 109	RHEME 109

110. I want men to take up this mantle

I	**want men to take up this mantle**
Unmarked Top.	Rheme
Theme	
THEME 110	RHEME 110

111. so that their daughters, sisters, and mothers can be free from prejudice

so that	**their daughters, sisters, and mothers**	**can be free from prejudice**
Conj.	Unmarked Topical	Rheme
Text.		
Theme		
THEME 111		RHEME 111

112. but also so that their sons have permission to be vulnerable and human too

But	**also**	**so that**	**their sons**	**have permission to be vulnerable and human too**
Str.	Str.	Conj.	Topical	Rheme
Text.				
Theme				
THEME 112				RHEME 112

113. reclaim those parts of themselves they abandoned

reclaim those parts of themselves	**they abandoned**
Marked Topical	Rheme
Theme	
THEME 113	RHEME 113

114. and in doing so be a more true and complete version of themselves

And	**in doing so be a more true and complete version of themselves**
Str.	Rheme
Text.	
Theme	
THEME 114	RHEME 114

115. You might be thinking

You	**might be thinking**
Unmarked Top.	Rheme
Theme	
THEME 115	RHEME 115

116. Who is this Harry Potter girl

Who	**is this Harry Potter girl**
Theme	Rheme
THEME 116	RHEME 116

117. and what is she doing speaking at the UN

And	**What**	**is she doing speaking at the UN**
Str.	Theme	Rheme
Text.		
Theme		
THEME 117		RHEME 117

118. And it is a really good question

And	**It**	**is a really good question**
Str.	Unmarked	Rheme
Text.	Top.	
Theme		
THEME 118		RHEME 118

119. I have been asking myself the same thing

I	**have been asking myself the same thing**
Unmarked Top.	Rheme
Theme	
THEME 119	RHEME 119

120. All I know is that I care about this problem

All I know	**is**		**that**	**I**	**care about this problem**
Theme	Rheme		Str.	Top.	Rheme
			Theme		
Theme			Rheme		
THEME 120			RHEME 120		

121. and I want to make it better

And	**I**	**want to make it better**
Str.	Unmarked	Rheme
Text	Top.	
Theme		
THEME 121		RHEME 121

122. and having seen what I have seen and given the chance

And	**having seen**		**what**	**I**	**have seen and given the chance**
Str.	Rheme		Str.	Top.	Rheme
Text.			Text.		
Theme			Theme		
Theme			Rheme		
THEME 122			RHEME 122		

123. I feel

I	**Feel**
Unmarked Top	Rheme
Theme	
THEME 123	RHEME 123

124. it is my responsibility to say something

It	**is my responsibility to say something**
Unmarked Top	Rheme
Theme	
THEME 124	RHEME 124

125. Statesman Edmund Burke said

Statesman Edmund Burke	**said**
Unmarked Topical	Rheme
Theme	
THEME 125	RHEME 125

126. All that is needed for the forces of evil to triumph is for good men and women to do nothing

All that is needed for the forces of evil to triumph	**is for good men and women to do nothing**
Unmarked Topical	Rheme
Theme	
THEME 126	RHEME 126

127. In my nervousness for this speech and in many moments of doubt I told myself firmly

In my nervousness for this speech and in many moments of doubt	**I told my self firmly**
Marked Topical	Rheme
Theme	
THEME 127	RHEME 127

128. If not me

If	**not me**
Str.	Rheme
Theme	
THEME 128	RHEME 128

129. Who?

Who?
Theme
THEME 129

130. If not now

If	**not now**
Str.	Rheme
Theme	
THEME 130	RHEME 130

131. When?

When?
Theme
THEME 131

132. If you have similar doubts

If	**You**	**have similar doubts**
Str.	Unmarked Top.	Rheme
Theme		
THEME 132		RHEME 132

133. When opportunities are presented to you

When	**opportunities**	**are presented to you**
Str.	Unmarked Topical	Rheme
Theme		
THEME 133		RHEME 133

134. I hope those words will be helpful

I	**hope those words will be helpful**
Unmarked Top.	Rheme
Theme	
THEME 134	RHEME 134

135. Because the reality is that if we do nothing

Because	**the reality**	**Is**		**that**	**if**	**we**	**do nothing**
Str.	Unmarked Topical	Rheme		Str.	Str.	Top.	Rheme
Theme				Theme			
Theme				Rheme			
THEME 135				RHEME 135			

136. It will take seventy-five years

It	**will take seventy-five years**
Unmarked Top.	Rheme
Theme	
THEME 136	RHEME 136

137. or for me to be nearly 100 before women can expect to be paid the same as men for the same work

Or	**for me to be nearly 100**	**before women can expect to be paid the same as men for the same work**
Str.	Marked Top.	Rheme
Theme		
THEME 137		RHEME 137

138. 15.5 million girls will be married in the next 16 years as children

15.5 million girls	**will be married in the next 16 years as children**
Unmarked Top.	Rheme
Theme	
THEME 138	RHEME 138

139. And at current rates it won't be until 2086 Before all rural African girls can have a secondary education

And	**at current rates**	**it won't be until 2086 before all rural African girls can have a secondary education**
Str.	Marked Top.	Rheme
Theme		
THEME 139		RHEME 139

140. If you believe in equality

If	**you**	**believe in equality**
Str.	Unmarked Top.	Rheme
Theme		
THEME 140		RHEME 140

141. You might be one of those inadvertent feminists

You	**might be one of those inadvertent feminists**
Unmarked Top.	Rheme
Theme	
THEME 141	RHEME 141

142. that I spoke of earlier

that	**I**	**spoke of earlier**
Str.	Unmarked Top.	Rheme
Theme		
THEME 142		RHEME 142

143. and for this I applaud you

And	**for this**	**I applaud you**
Str.	Marked Topical	Rheme
Theme		
THEME 143		RHEME 143

144. We are struggling for a uniting word

We	**are struggling for a uniting word**
Unmarked Top.	Rheme
Theme	
THEME 144	RHEME 144

145. but the good news is that we have a unitting movement

but	**the good news**	**is**		**that**	**We**	**have a uniting movement**
Str.	Unmarked Topical	Rheme		Str.	Top.	Rheme
Theme				Theme		
Theme				Rheme		
THEME 145				RHEME 145		

146. It is called HeForShe

It	**is called HeForShe**
Unmarked Top.	Rheme
Theme	
THEME 146	RHEME 146

147. I am inviting you to step forward to be seen and to ask yourself

I	**am inviting you to step forward to be seen and to ask yourself**
Unmarked Top.	Rheme
Theme	
THEME 147	RHEME 147

148. If not me

If	**not me**
Str.	Rheme
Theme	
THEME 148	RHEME 148

149. Who?

Who?
Theme
THEME 149

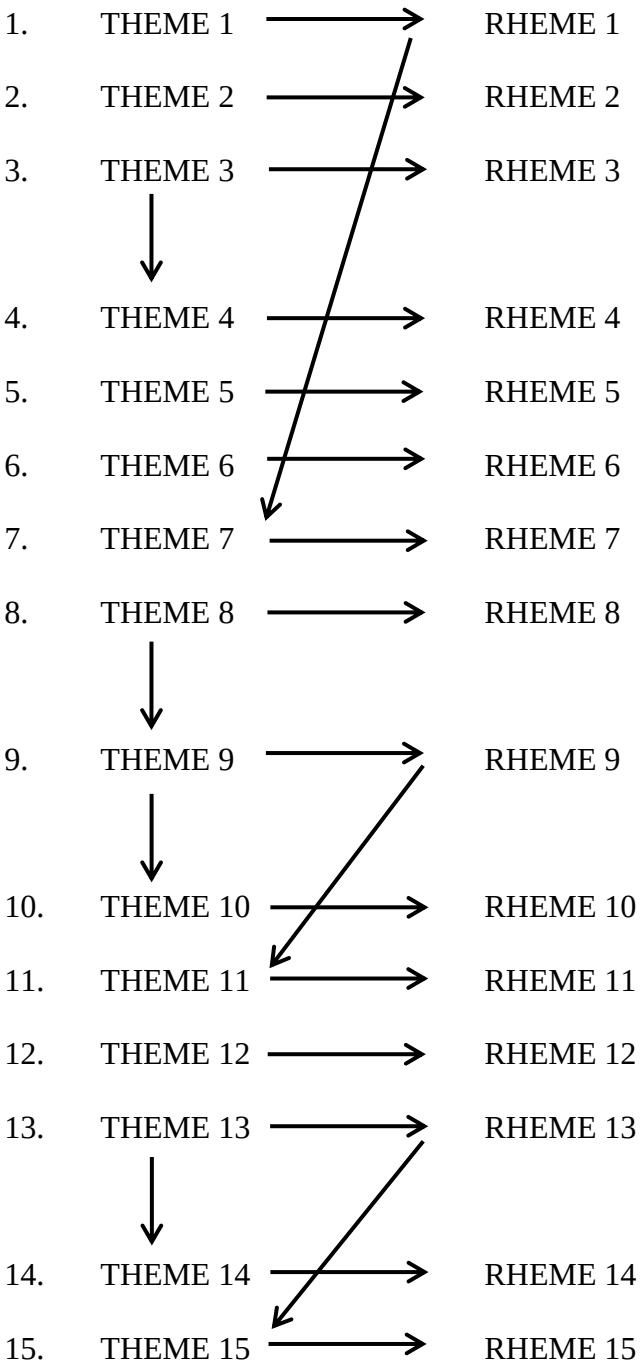
150. If not now

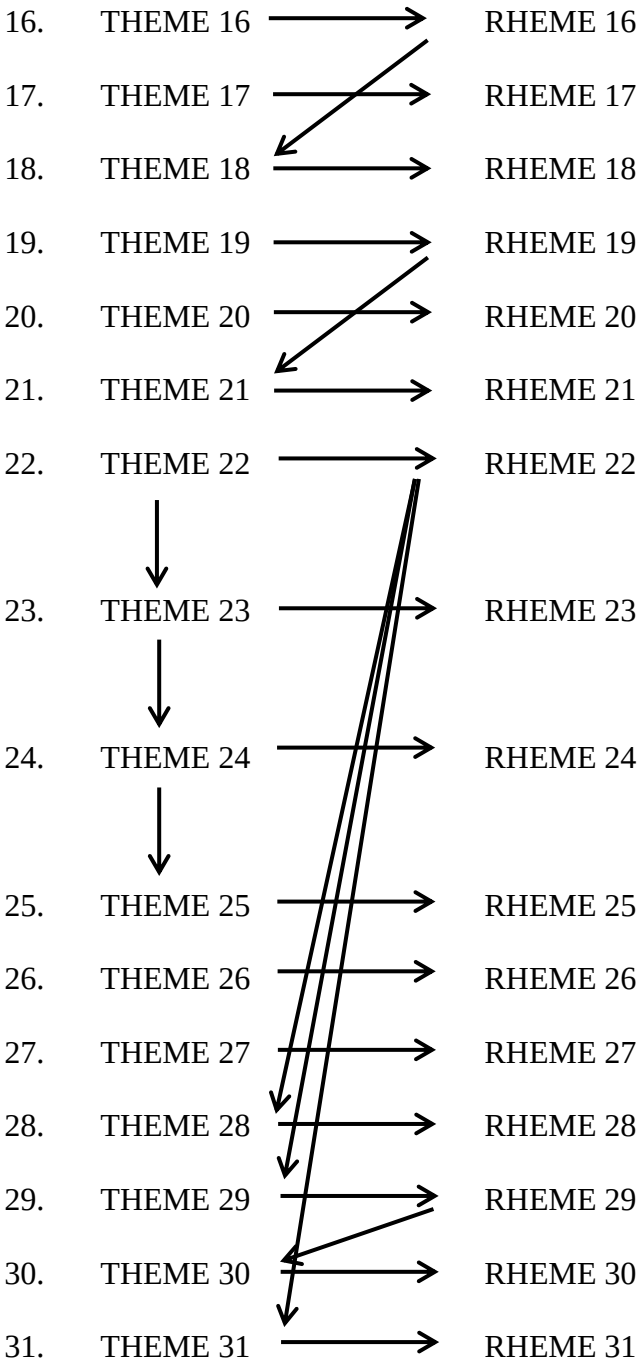
If	**not now**
Str.	Rheme
Theme	
THEME 150	RHEME 150

151. When?

When?
Theme
THEME 151

APPENDIX 6. Development of Theme Analysis

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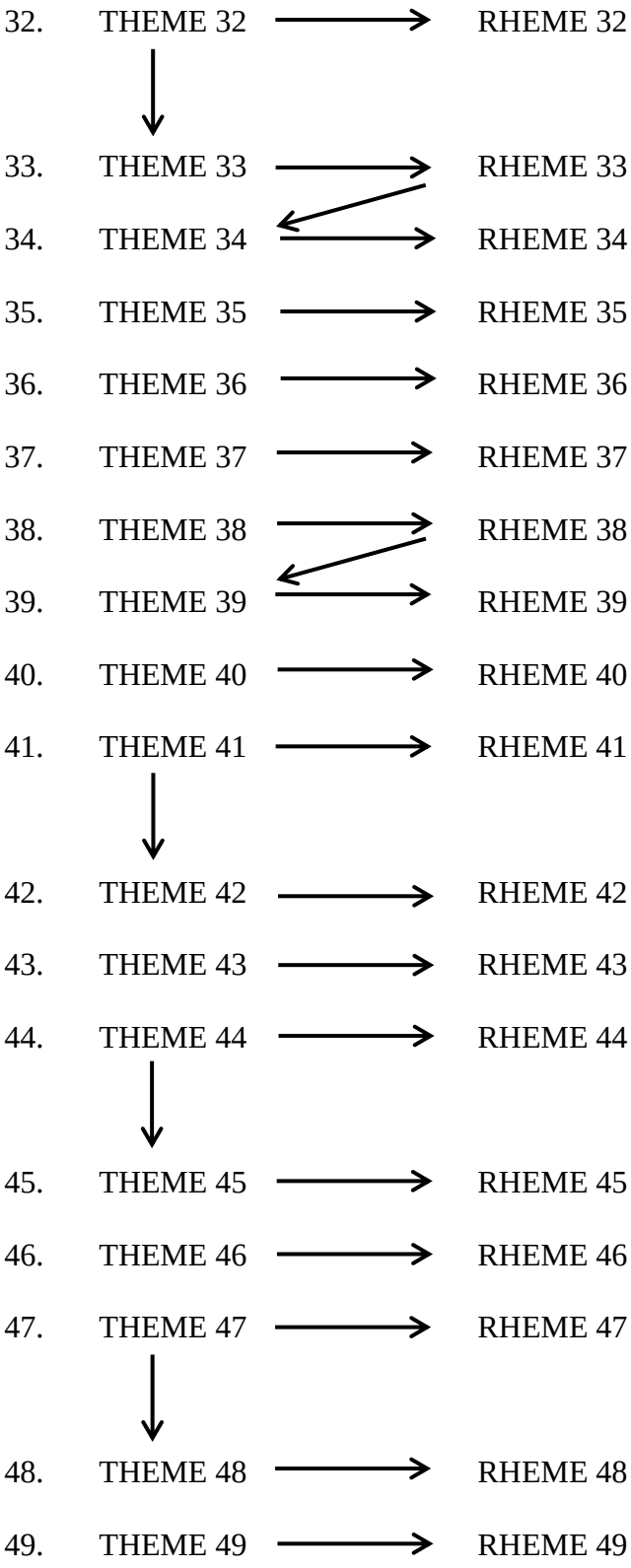
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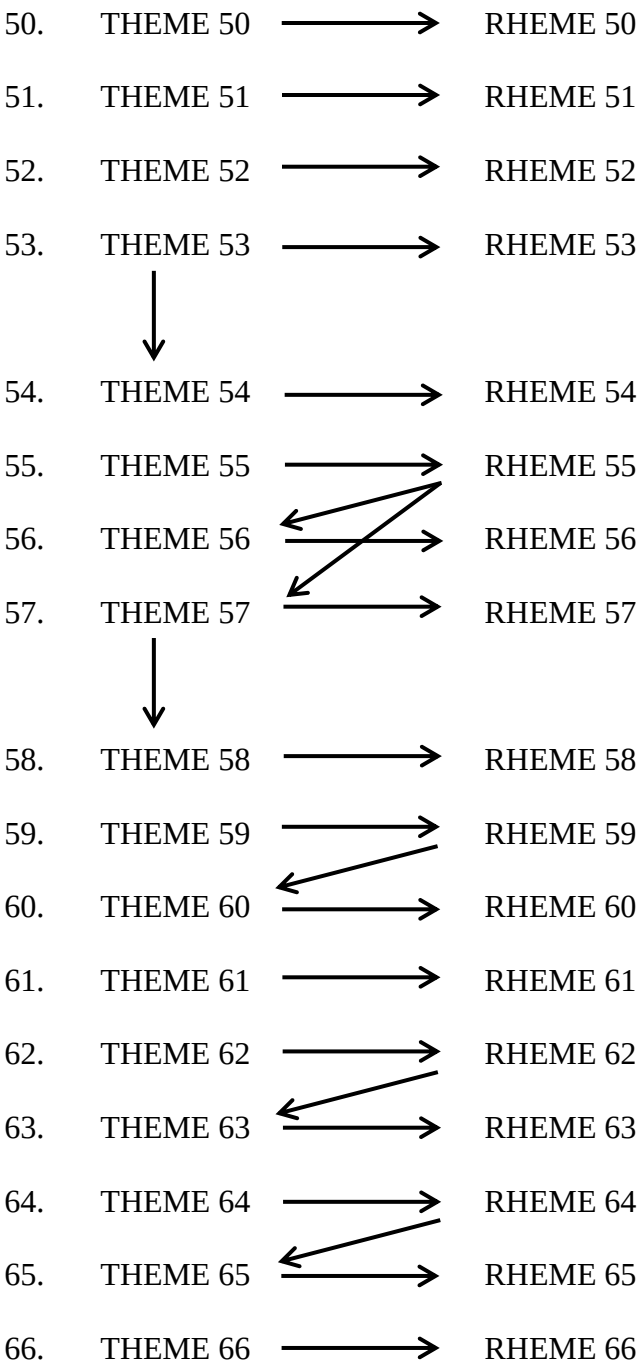
49. THEME 49 RHEME 49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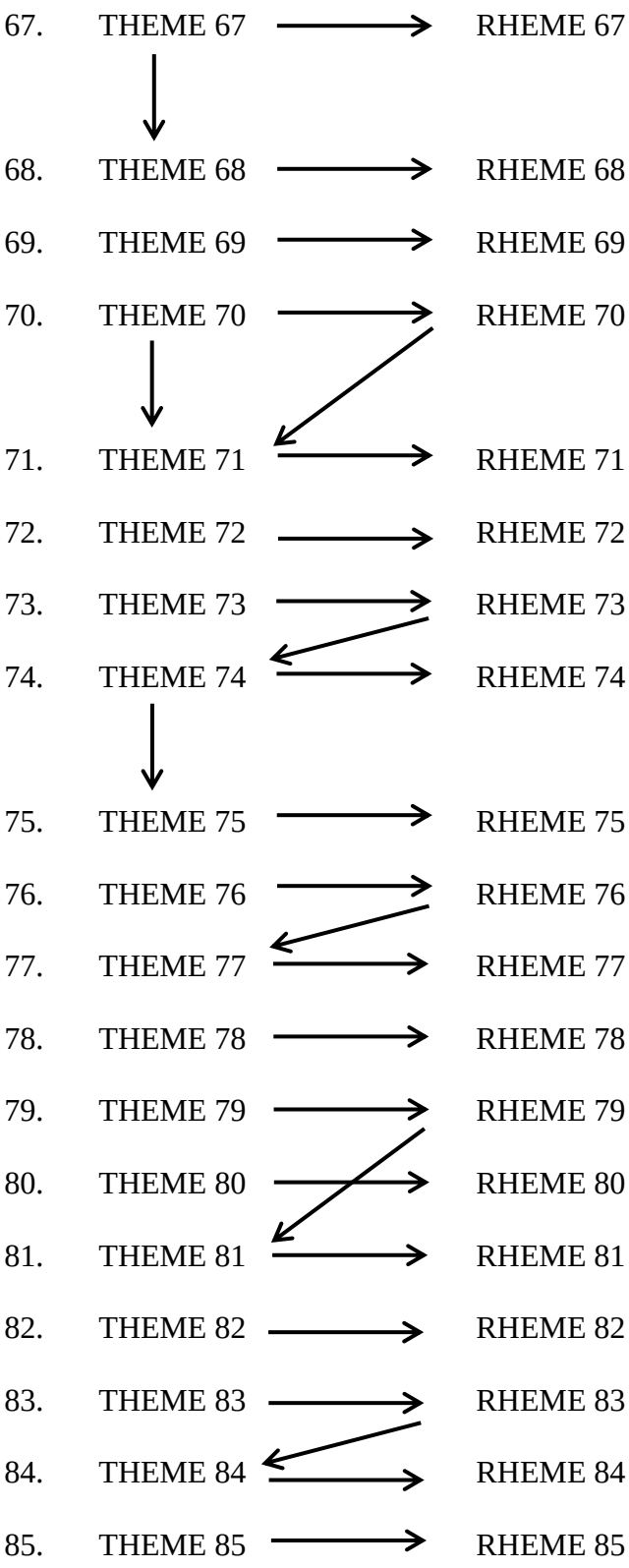
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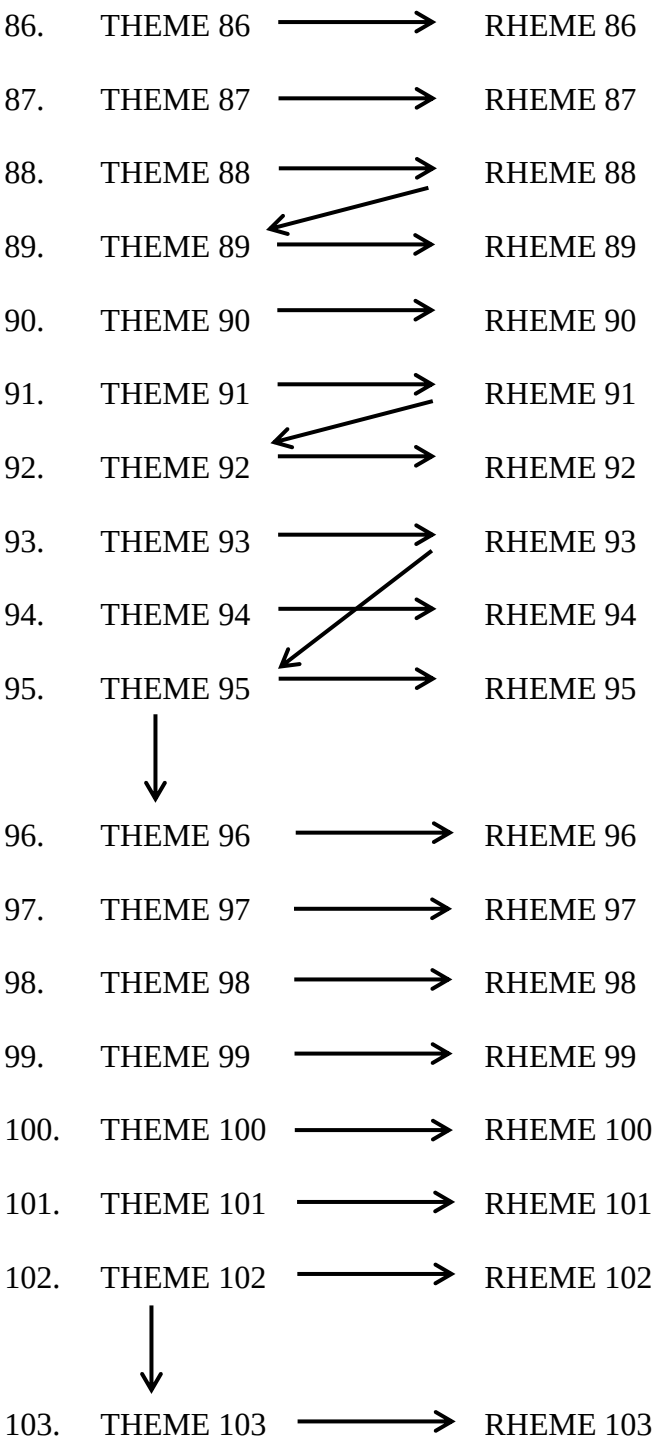
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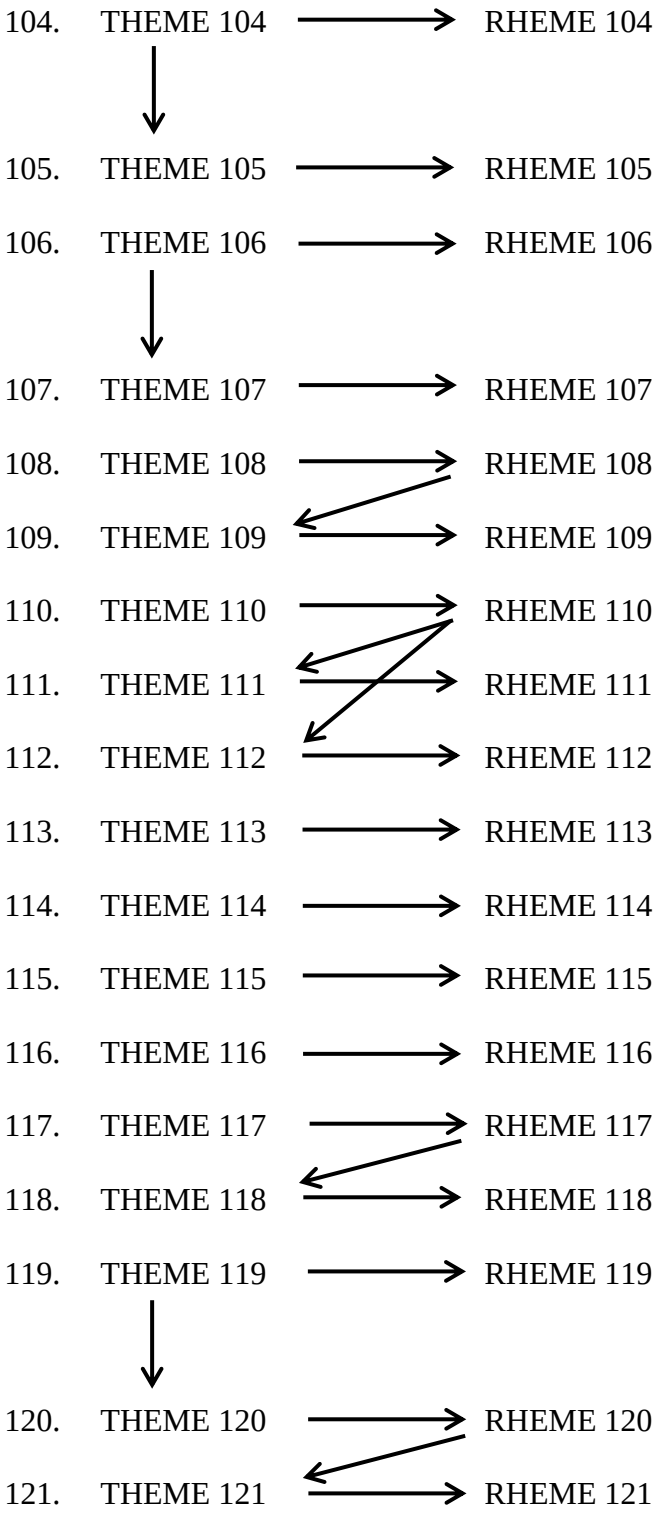
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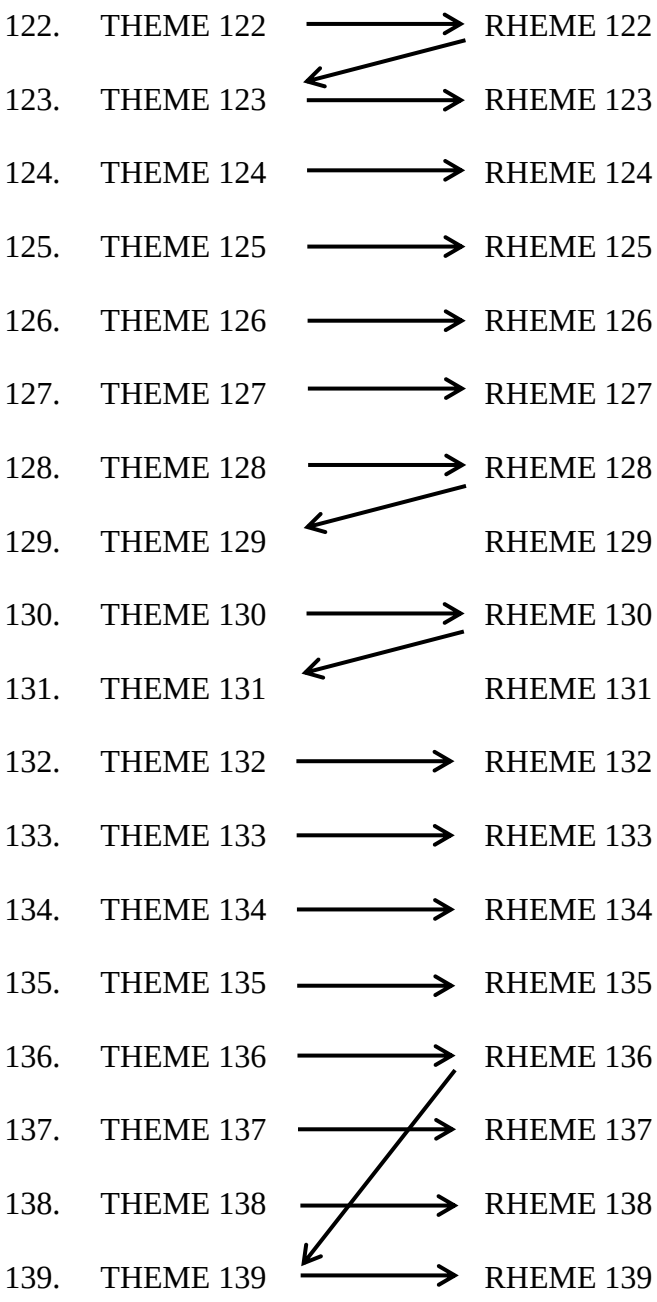
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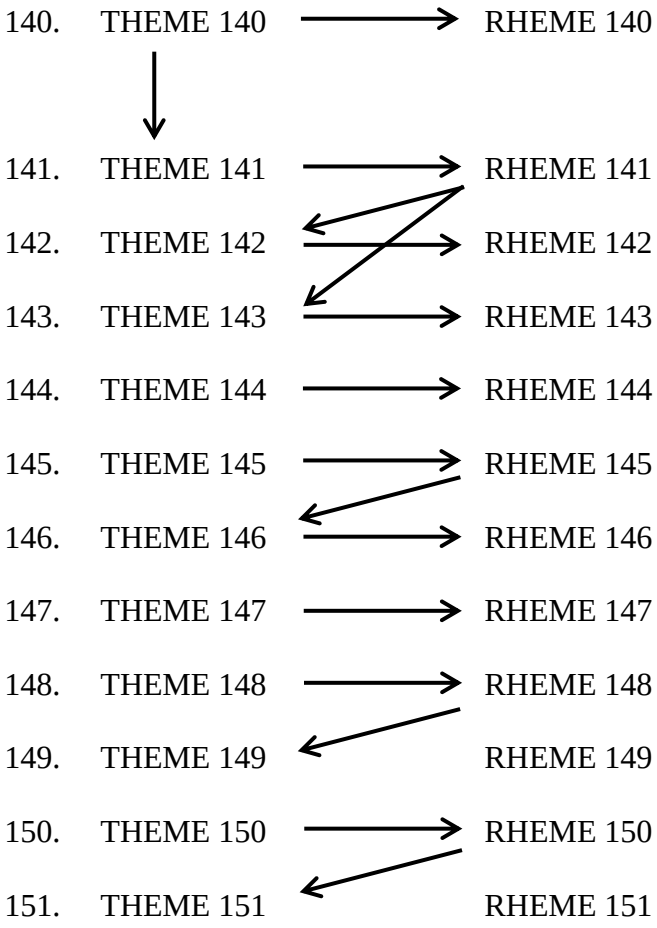
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149. THEME 149
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150. THEME 150
RHEME 150
151. THEME 151
RHEME 151

APPENDIX 7. The Summary of Thematic Analysis

Paragraph 1

Paragraph Theme	launching a campaign called for HeForShe
Clause Themes	
Independent clause	today
Independent clause	I
Dependent clause	because + we
Independent clause	we
Dependent clause	and
Independent clause	we
Independent clause	this
Independent clause	we
Dependent clause	and + we
Independent clause	we
Dependent clause	that + it

Paragraph 2

Paragraph Theme	Goodwill Ambassador for UN Women
Clause Themes	
Independent clause	I
Dependent clause	and + the more
Independent clause	the more
Dependent clause	that + fighting for women's right
Dependent clause	if + there
Independent clause	I
Independent clause	it

Paragraph 3

Paragraph Theme	definition of feminism
Clause Themes	
Independent clause	for the record
Dependent clause	that + men and women
Independent clause	it

Paragraph 4

Paragraph Theme	gender-based assumptions
Clause Themes	
Independent clause	I
Dependent clause	when + I
Independent clause	I
Dependent clause	because + I
Dependent clause	that + we
Dependent clause	but + the boys
Independent clause	when at 14
Independent clause	when at 15
Dependent clause	because + they
Independent clause	when at 18

Paragraph 5

Paragraph Theme	feminism is complicated
Clause Themes	
Independent clause	I
Dependent clause	that + I
Dependent clause	and + this
Dependent clause	but + my recent research
Dependent clause	that + feminism

Independent clause	women
Independent clause	apparently + I
Dependent clause	whose + expressions

Paragraph 6

Paragraph Theme	feminism is an uncomfortable word
Clause Themes	
Independent clause	why
Independent clause	I
Dependent clause	and + I
Independent clause	it
Dependent clause	that + I
Independent clause	I
Independent clause	it
Dependent clause	that + I
Independent clause	I
Independent clause	it
Dependent clause	that + women
Independent clause	I
Independent clause	it
Dependent clause	that + socially + I
Independent clause	but + sadly + I
Dependent clause	that + there
Dependent clause	where + all women
Independent clause	no country in the world
Dependent clause	that + they

Paragraph 7

Paragraph Theme	human rights
Clause Themes	
Independent clause	these rights
Dependent clause	but + I
Independent clause	my life
Dependent clause	because + my parents
Dependent clause	because + I
Independent clause	my school
Dependent clause	because + I
Independent clause	my mentor
Dependent clause	that + I
Dependent clause	because + I
Independent clause	these influences
Independent clause	they
Dependent clause	but + they
Independent clause	we

Paragraph 8

Paragraph Theme	the word feminism is not important
Clause Theme	
Dependent clause	and + if + you
Independent clause	it
Independent clause	it
Dependent clause	because + not all women
Dependent clause	that + I
Independent clause	in fact + statistically + very few

Paragraph 9

Paragraph Theme	famous speech about gender equality
Clause Themes	
Independent clause	in 1997
Independent clause	sadly + many of the things
Dependent clause	that + she
Dependent clause	but + what stood out for me the most
Independent clause	how
Dependent clause	when + only half of it

Paragraph 10

Paragraph Theme	gender equality is men issue
Clause Themes	
Independent clause	men + I
Independent clause	gender equality
Dependent clause	because + to date
Independent clause	I
Independent clause	it

Paragraph 11

Paragraph Theme	suicide is the bigger killer of men in the UK
Clause Themes	
Independent clause	in fact
Independent clause	I
Independent clause	men

Paragraph 12

Paragraph Theme	
Clause Themes	men are imprisoned by gender stereotype
Independent clause	we
Dependent clause	but + I
Dependent clause	that + they
Dependent clause	and + that + when + they
Independent clause	things
Dependent clause	if + men
Independent clause	women
Dependent clause	if + men
Independent clause	women

Paragraph 13

Paragraph Theme	both men and women should be free
Clause Themes	
Independent clause	both men and women
Independent clause	both men and women
Independent clause	it
Dependent clause	that + we
Dependent clause	if + we
Independent clause	we
Dependent clause	and + this
Independent clause	it

Paragraph 14

Paragraph Theme	men need to take that mantle
Clause Themes	
Independent clause	I
Dependent clause	so that + their daughters, sisters, and mothers
Dependent clause	but + also + so that + their sons
Dependent clause	reclaim those parts of themselves
Dependent clause	and

Paragraph 15

Paragraph Theme	what the speaker is doing
Clause Themes	
Independent clause	you
Independent clause	who
Dependent clause	and + what
Dependent clause	and + it
Independent clause	I

Paragraph 16

Paragraph Theme	I (Emma Watson) care about the problem
Clause Themes	
Independent clause	all I know
Dependent clause	and + I
Dependent clause	and + having seen
Independent clause	I

Paragraph 17

Paragraph Theme	Edmund Burke's Quote
Clause Themes	
Independent clause	statesman Edmund Burke
Independent clause	all that is needed for the forces of evil to triumph

Paragraph 18

Paragraph Theme	encourage myself
Clause Themes	
Independent clause	in my nervousness for this speech and in many moments of doubt
Dependent clause	if
Dependent clause	who
Dependent clause	if
Dependent clause	when
Dependent clause	if + you
Dependent clause	when + opportunities
Independent clause	I
Dependent clause	because + the reality
Independent clause	it
Dependent speech	or + for me to be nearly 100
Independent clause	15.5 million girls
Dependent clause	and + at current rates

Paragraph 19

Paragraph Theme	inadvertent feminists believe in equality
Clause Themes	
Dependent clause	if + you
Independent clause	you
Dependent clause	that + I
Dependent clause	and + for this
Independent clause	we
Dependent clause	but + the good news
Independent clause	it
Independent clause	I
Dependent clause	if
Dependent clause	who
Dependent clause	if
Dependent clause	when

APPENDIX 8. Explanation of the Clauses

No	Clauses Number	Important Points	Main Ideas
1.	1-11	In clauses 1-11, the speaker introduced a campaign called for HeForShe. She explained the goal of the campaign and the goal of her speech. She asked the audience to join the campaign directly when she said, "I am reaching out to you because we need your help."	Asking everyone to join the movement directly
	85	In clause 85, the speaker invited the audience, especially men, to join the campaign by saying, "Men, I would like to take this opportunity to extend your formal invitation."	
	140-147	In clauses 140-147, the speaker restated the goal of the campaign. She also delivered an appreciation for the audience who believed in equality. She re-invited the audience by saying, "I am inviting you to step forward to be seen and to ask yourself."	
2.	12-15	In clauses 12-15, the speaker explained her role as the Goodwill Ambassador for the UN Women. She mentioned her finding about feminism. She said that feminism was synonymous with man-hating. Someone who fought for equality was seen as anti-men.	Describing the current concept of feminism
	19-21	The speaker delivered the definition of feminism in clause 19-21. She said, "feminism by definition is the belief that men and women should have equal rights and opportunities."	
	35-39	In clause 35-39, the speaker explained how people viewed a feminist. People thought that	

		women who fight for equality were aggressive, isolating, anti-men, and unattractive. As a result, women did not want to be identified as feminist.	
3.	40-53	Clause 40-53 show the speaker opinion about the rights that should be achieved by both men and women. She stated that both men and women had the same rights in work field, decision making, political field, and social life. In work field, men and women should be paid equally. Men and women should be able to make their own decisions. Men and women should be involved in policies making. Men and women should afford the same respect in social life.	Delivering new point of view about feminism
	86-89	In clause 86-89, the speaker delivered her point of view related to gender equality issue. She explained that gender equality was also an issue for men. She gave an example that her father's role was being valued less by the society. She also thought that men suffered from mental illness because they could not ask for help. They were demanded to be strong that they did not allowed to ask for help.	
	91-144	These clauses show the speaker's elaboration about gender equality as men issue. Men did not realize that they were imprisoned by gender stereotype. The speaker wanted men to be free from the stereotype because it would affect women. For example, if men did not have to control, women would not have to be controlled. Both men and women should feel free to be sensitive and strong. The speaker wanted	

		everyone to stop defining each other by what they were not, and start defining themselves by who they were. Those ideas inspired the speaker to launch a campaign called HeForShe. In her opinion, men also needed to be the part of the fight against inequality to be free from stereotype.	
4.	22-31	In these clauses, the speaker explained her experiences related to gender inequality. She mentioned that the society wanted her to act in a certain way. She was called bossy because she wanted to direct the play. The society thought that the boys should lead. Her girl friends did not want to appear muscly so that they quitted the sport team. Also, her male friends were unable to express their feeling because people expected them to be strong and in control.	Explaining people's expectation related to gender
	60-68	These clauses also explained the speaker's experiences. She told the audience how her childhood life went. She was lucky that her parents, her mentor, and her school did not limit her because she was a girl.	
5.	54-59	She told the audience that no country had achieved equality because women still could not expect to get the same rights as male.	Presenting statistical data
	76-84	In clause 76-84, she mentioned that statistically very few women had received the same rights. She also mentioned that another speech about gender equality had been delivered by Hillary Clinton. However, it did not change a thing because only half	

		of the audience were invited or felt welcome to participate.	
	90	In this clause, the speaker presented a research in the UK which said that suicide was the biggest killer of men (20-49%).	
	135-139	In these clauses the speaker talked about the effect if men and women did not work together to end inequality. It would take 75 years or longer to achieve the equality. Also, 15.5 millions girls would be married as children, and rural African girls needed to wait for a long time to get their secondary education.	
6.	115-134	The speaker quoted some motivational words from statesman Edmund Burke. He said, "All that is needed for the force of evil to triumph is for good men and women to do nothing." She said that the quote should be remembered to motivate ourselves.	Encouraging everyone to start the change
	148-151	In the end of the speech, the speaker gave an encouragement for the audience by stating some questions. She said, "If not me, who? If not now, when?"	