An Analysis on Thematic Progression Patterns of Boris Johnson's Speech

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Abstract
The study mainly focuses on the Theme Rheme and Thematic Progression Pattern observed in Boris Johnson's address as Prime Minister of the United Kingdom. The study's goal is to examine the type of Theme Rheme and Thematic Progression Patterns discovered in the speech text. To examine the data, the study employed a qualitative method with a descriptive design. The data is derived from Prime Minister Boris Johnson's speech text. The data was evaluated using Halliday's (1994,2004) theory to analyze the Theme and Rheme and Paltridge's (2006) theory to analyze the Thematic Progression Pattern. According to the study, Circumstantial Adjunct as Topical Theme is the most dominant in the Thematic Progression Patterns, it is found that the Reiterated orConstant Theme Pattern is the most dominant in the Thematic Progression Pattern.

Keywords*: theme, rheme, thematic progression*

Abstrak
Studi ini terutama berfokus pada Rema Tema dan Pola Perkembangan Tematik yang diamati dalam pidato Boris Johnson sebagai Perdana Menteri Inggris. Tujuan penelitian ini adalah untuk mengkaji jenis Rema Tema dan Pola Perkembangan Tematik yang ditemukan dalam teks pidato. Untuk menguji data, penelitian ini menggunakan metode kualitatif dengan desain deskriptif. Data tersebut berasal dari teks pidato Perdana Menteri Boris Johnson. Data dievaluasi menggunakan teori Halliday (1994.2004) untuk menganalisis Tema dan teori Rheme dan Paltridge (2006) untuk menganalisis Pola Perkembangan Tematik. Menurut penelitian, Circumstantial Adjunct sebagai Topical Theme paling dominan dalam Thematic Progression Patterns, ditemukan bahwa Reiterated/Constant Theme Pattern paling dominan di Thematic Progress Patterns.

Kata kunci: *tema, rema, perkembangan tematik*

Introduction

Thematic analysis is an important component of systemic linguistic functional analysis. Many experts have investigated thematic progression and discovered that it plays a significant function in literature. When studying English, students should not

only understand the concepts of reading, listening, and speaking, but they should also have writing skills. As a result, there is a study about theme progression patterns that can assist students in generating a good work employing thematic progression. According to Grasier and Studley (2001) and Light (2001), Thematic progression is an excellent writing method for students since it allows them to communicate their messages to the readers in a well-organized paragraph. According to Paltridge (2002:102), thematic progression refers to how a clause's theme may pick up or repeat a meaning from a preceding theme or rheme. Thematic progression is a method of developing and organizing a clause's theme and rheme. In other words, theme development patterns are treated in a certain way to increase the effectiveness and coherence of writing. According to Paltridge (2002), there are several types of ways to develop theme and rheme in a clause. A constant theme pattern is found when the theme of a clause is reiterated in the following clauses, which is signified by the use of pronoun or conjunction in the beginning of the clauses. A zig-zag pattern is a pattern of the sentence that describes a sentence where the second clause theme contains the information of the rheme in the first sentence. Split theme pattern is a combination pattern between (theme reiteration and zig-zag pattern).

Different researchers have observed this topic. To analyse the data, the study used three articles as an overview and comparison of how to analyse thematic progression. The first article is written by Ayomi and Sujana (2016) which is about thematic progression in analysing Barack Obama's Campaign Speech. The article of Ayomi and Sujana are similar to this study, both analysing speech as the data source. The second article is written by Fatmawati and Sivar (2019) and also; Yusuf (2019). The differences between the article and this study are that the article by Fatmawati is analysing short story, while this study analysed speech. Both the article and this study is analysing the same topic "thematic progression". The third article is written by Pasaribu and Pasaribu and also; Panggabean (2019). The third article is about analysing the thematic progression of students' narrative writing. The overall article that is mentioned in the study as the literature review of this study, the three articles is an overview and comparison about the way to analyse the thematic progression.

In analyzing thematic progression, the study adopted the theory by Paltrdige, which classified thematic progression into three types: constant theme pattern, zig-zag or linear pattern, and split/multiple theme pattern; and M.A.K. Halliday, who classified the theme and rheme into topical theme, textual theme, interpersonal theme. A topical theme can be a participant as topical theme, process as topical theme, or circumstance as topical theme. Participant as topical theme; the most common type of Theme realized by a nominal group, and the topical theme is frequently in the form of a pronoun, notably the pronouns I, We, You, It, That, and other nominal forms. Process as topical theme means in the beginning of the sentence is started with a verb. The circumstance of a topical theme is a theme which functions to express time or place. which use adverbial *(adverb of time, adverb of place)* or prepositional phrase. Textual Theme; the textual theme is any combination of continuative, structural and conjunctive, or conjunction, in that order. Interpersonal Theme indicates likelihood (perhaps), usuality, typicality, or obviousness. It can also indicate opinion, admission, persuasion, entreaty, presumption, desirability, or prediction. The theory of theme and rheme that is adopted by M.A.K. Halliday (2004).

Besides the Constant and Linear theme pattern, there is also the type of Split rheme pattern in the thematic progression pattern. Split theme pattern is a combination pattern between (theme reiteration and zig-zag pattern). The theory that was adopted by Brian Paltridge. The study is important to analyze because thematic progression is a study to help the students to make a coherent and well-organized paragraph, by learning about thematic progression it makes the students have writing skill. This study aims to make this research inspired and make the students understand more deeply about thematic progression.

Method

This research is aimed to find out the type of theme and rheme, also the thematic progression pattern. The data for this study is derived from Boris Johnson's speech text. The full script of the speech is found by searching for the speech text on the rev.com website. The first step before analyzing the data is reading and watching the speech on Youtube. Then the data is analyzed to find out the thematic structure of the speech. To analyze the data, the study employed a qualitative approach with a descriptive design. The analysis is presented in the table and description.

Result and Discussion

After analysing the data, the study discovered the type of theme and rheme, as well as the thematic pattern, in Boris Johnson's speech text. This part discusses the findings of theme, rheme, and thematic progression patterns in the speech text. The research found three types for topical theme, those are: Participant as Topical Theme, Process as Topical Theme, Circumstance Adjunct as Topical Theme. The other theme and rheme which are found in the speech are the textual theme and the interpersonal theme. The thematic progression pattern found in the speech is the type of Constant/Reiterated theme pattern, the Zig-zag/Linear Theme Pattern, and the Split/Multiple Theme Pattern.

The study shows the finding of the type of theme found six that were categorized as participants as topical theme. Process as topical theme is found in two sentences, while the circumstance as topical theme was also found twice that describe the adverb of time. The rest of the finding is about the thematic progression pattern. The detailed explanation of the total findings are as follows;

Data 6
Participant as Topical Theme
According to Halliday (2004) the most common type of theme is a participant, realized by a nominal group, and the topical theme is frequently in the form of a pronoun, notably the pronouns *I, We, You, It, That*, and other nominal forms. As pointed out by Ayomi and Sujana (2016), "a topical theme is an obligatory part of the theme, it can be in the form of participant, process, or circumstantial adjunct". The topical theme in the speech mostly used the pronoun *I, You, They, We, It* and other nominal forms.

Topical Theme	Rheme
You	have a total 462 courses, some of which I've tried this morning, from particle physics to take decorating.
We	need those practical skills collectively as a society and as an economy more than ever.
I	want to set out how this government will offer a Lifetime Skills Guarantee to help people train and retrain at any stage in their lives and enable us not just to come through this crisis, but to come back stronger and build back better.
I	love our universities.
I	tried theme myself this morning.
You	need to learn on the job to build up the muscle memory and not just the theoretical understanding.

The findings of the participants are shown in the table above as a subject theme. Six participant findings were found as topical themes in the table. The first sentence presents the outcomes of the subject theme. The topical theme contained in the first sentence is *"You,"* and the sentence is followed by the rheme. The subject theme of the sentence in the second sentence is *"We."* The topical theme in the third sentence is *"I."* The fourth sentence has the topical theme *"I."* The fifth sentence is just the same as the third and the fourth sentences; it is *"I"* as the topical theme of the fifth sentence. The last sentence is *"You"* as the topical theme of the six sentences. The result of the participant as topical theme in the table above shows that there are six sentences that are categorized as Participant as Topical Theme. The sentences in the table were categorized as participant as topical themes because they used pronouns such as *(I, You, We)* as the topical theme. The sentence is followed by the rheme, as can be seen in the table above.

Circumstantial Adjunct as Topical Theme

According to Halliday (2004), the circumstance of topical theme is a theme which functions to express time or place. The circumstance as topical theme is a theme which is used as an adverbial *(adverb of time, adverb of place)* or prepositional phrase.

Topical Theme	Rheme
In the last few months,	I've been touring labs where people, many of them young
From next April,	We will introduce a new funding promise.

The table above presents the results of circumstantial adjunct as topical theme in the speech text. The main function of circumstantial adjunct is to describe the time or place. In the speech it is found two sentences that are categorized as circumstantial adjunct as topical theme. The first sentence is *"In the last few months"* as the topical theme of the first sentence. The second sentence is *"From next April"* as the topical

theme of the second sentence. The two sentences in the table above are identified and summarised as circumstantial adjunct as topical theme, because the topical theme in the table used the adverb of time.

Process as Topical Theme

Halliday (2004) the process as topical theme is theme in the sentence where in the beginning of the sentence is started with a verb.

Textual Theme	Topical Theme	Rheme
	Improving	all FE is part of our levelling up agenda to ensure that the same quality applies everywhere.
	Suppose	you're in a small startup making videos for Youtube, and the project ends.

The process as topical theme in thematic structure is indicated through the placement of a verb in the beginning of the sentence. The finding of processes as topical theme in the study are shown in the table above. In the study it is found three sentences that are classified as Process as Topical Theme. After analysing the speech text, the study found two sentences that defined as process as topical theme. The topical theme of the first sentence is found using the verb *"Improving"* as the topical theme of the first sentence, *improving* is a verb. The second sentence is *"Supposed"* is a verb and becomes the topical theme of the second sentence.

Textual Theme

According to Halliday (2004), the textual theme is any combination of continuative, structural and conjunctive, conjunction, in that order. A continuative is one of a small set of discourse signallers, yes, no, well, oh, now, which signal that a new move is beginning: a response, in dialogue, or a move to the next point if the same speaker is continuing.

Textual Theme	Topical Theme	Rheme
And	You	offer your students an extraordinary chance to skill themselves in everything from football coaching to specialist Devon cookery, industrial robotics, heavy vehicle manufacture and design.
And	I	don't just mean useful for individual jobs and livelihoods.
And	I	don't for second want to blame our universities.
But	we	also need to recognize that a significant and growing minority of young people

		leave university and work in a norm graduate job did the right thing.
But	I	also want all young people to be given a real choice in life and not to feel there's only one route to success.

The table above presents an overview of Textual Theme. The table is presenting the results obtained in Textual Theme. The textual theme of the first sentence is *"And"* followed by the topical theme *"You"* and continued by the rheme. The textual theme in the second sentence is *"And"* followed by the topical theme *"I"* and continued by the rheme. The textual theme in the third sentence is *"And"* followed by the topical theme *"I"* and continued by the rheme. The fourth sentence it is found that *"But"* as Textual Theme and followed by the topical theme *"We"* and continued with the rheme. The textual theme in the fifth sentence is *"But"* and followed with the topical theme *"I"* and continued with the rheme. The results findings in the table above shows there are six findings of Textual Theme, the six sentence in the table is categorized as textual theme because it is found in the sentences use conjunction such as *(and, but)* in the beginning of the sentence then continued with topical theme and the rheme.

Interpersonal Theme

According to Halliday (2004), an interpersonal theme can indicate likelihood, usuality, typicality or obviousness. It can also indicate opinion, admission, persuasion, entreaty, presumption, desirability, or prediction. The interpersonal theme is presented as follow:

Textual Theme	Interpersonal Theme	Topical Theme	Rheme
And	the truth is,	we're	not giving anywhere near enough of the right kind

The speech also used an interpersonal theme. As stated by Halliday and Matthiessen (2004), the interpersonal theme function is to describe the typicality, opinion, persuasion, admission, etc. After analysing the data, the study found one sentence used an interpersonal theme. As can be seen in the table, the interpersonal theme in the speech starts with the textual theme *"And"* then followed by the interpersonal theme *"the truth"*. The interpersonal part of the sentence is express admission. The prime minister is giving a statement acknowledging the truth of giving training to young people who do not go to university.

Thematic Progression

According to Paltridge (2002:102), Thematic progression refers to how a clause's theme may pick up or repeat a meaning from a preceding theme or rheme. Thematic progression is a method of developing and accessing a clause's theme and rheme.

Theme Reiteration/Constant Theme Pattern

Constant theme pattern is clause sentence in which there is the use of pronoun or conjunction in the beginning of the sentence then becomes the theme of the sentence, and the theme of the sentence is reiterated into the next sentence Paltridge (2002:102).

Theme	Rheme
And it's	hard work
It	requires endless patience and good hand-eye coordination.
It	also requires an excellent grounding in lab techniques and in the science.

The table above shows the reiteration/constant theme pattern in the speech text. As can be seen in the table above, the sentence in the table is a paragraph that creates a constant/reiteration theme pattern. The first theme of the sentence starts with conjunction *"And"* then continues with *"it's"* as the topical theme continues with the rheme. The first theme is reiterated in the next theme which the second theme. The second theme is become *"It"* because it repeats the first theme then continues with the rheme.

The third theme is *"It"* because of the second theme so it makes the third theme become *"It"* cause repeated/reiterated from the second theme. The third theme also followed by the rheme. The sentence in the table is categorized as reiterated/constant theme because the first theme to the third theme are just the same and start with *"It"* as topical theme. The paragraph in the table above will form a pattern:
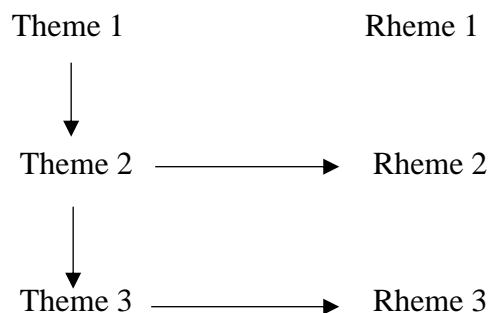

The Zig-zag/Linear Theme pattern

Zig-zag pattern is a pattern of the sentence which describe about a sentence where the second theme is found the information of the rheme in the first sentence Paltridge (2002:131).

Textual Theme	Topical theme	Rheme
And	we're	short of hundreds of thousands of IT experts.

And	it's	not as though the market doesn't require these skills.
	The market	will pay richly.

Here is the result of the zig-zag/linear theme pattern. The table and the pattern above is show the finding of linear/zig-zag theme pattern that is found in the speech. As can be seen in the table, the theme 1 is start with *"And we're"* as the topical theme. After the topical theme of theme 1 it is continued with the rheme *"short of hundreds of thousands of IT experts"*. The rheme 1 is giving new information for the next theme which theme 2. From the information of rheme 1 the theme 2 become *"And it's"*, the theme 2 is start with textual theme *"And"* then continue with topical theme *"it's"*. The rheme 2 is giving new information for the next sentence which is theme 3. The rheme 2 is *"not as though the market doesn't require these skills"* From the information of rheme 2 it makes the theme 3 become *"The Market"*. From the finding above it is a finding about the linear/zig-zag theme pattern. The finding of zig-zag pattern found 3 sentences as the theme and rheme that classified as linear/zig-zag pattern. And the sentence will create a pattern as can be seen below:
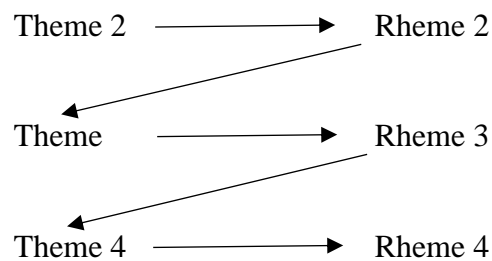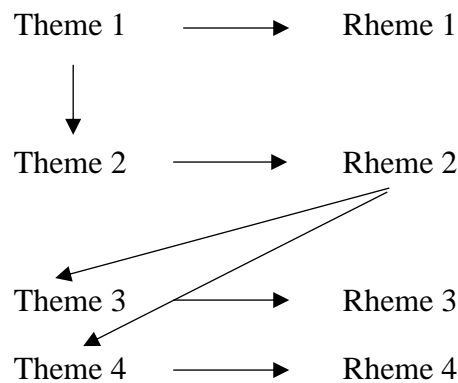

The Multiple/Split – rheme pattern

Eggins (2004: 326) stated that, split theme pattern is a combination of pattern between (theme reiteration and zig-zag pattern). So multiple theme is the theme of one clause introduces a number of different pieces of information made in subsequent clauses.

Theme	Rheme
And I	don't for a second want to blame our universities.
I	love our universities.
And it's	one of this country's great achievements, massively to have expanded higher education.
But we	also need to recognize that a significant and growing minority of young people leave university

Theme 1   ⟶   Rheme 1

Theme 2   ⟶   Rheme 2

Theme 3   ⟶   Rheme 3

Theme 4   ⟶   Rheme 4

Here is the result of the multiple/split rheme pattern. As can be seen in the table above, there are 4 sentences that are categorized as multiple/split rheme pattern. The table and the pattern above shows the multiple/split rheme pattern. The first sentence is started with conjunction *"And"* then continues with topical Theme *"I",* after the topical theme is the rheme. It makes the first theme in the paragraph above is *"I"* become the first theme. The first theme *"I"* is repeated/reiterated in the next theme. The second theme is *"I"* repeated from the first theme. Therefore, the first and the second theme is created with a constant or reiterated theme pattern, because the first and the second theme are just the same it makes the theme 1 is repeated/reiterated in the next theme. The third theme starts with conjunction *"And"* and continues with *"it's"* as the topical theme. The rheme of the second sentence *"love our universities"* is giving information to the next theme which is theme 3 and theme 4. From the information of the second rheme it makes the information in the second rheme become the new theme in the theme 3 that is *"And it's"* and theme 4 *"But we"*.

Conclusion

The purpose of the current study is to determine the theme rheme and the thematic progression in the speech by Boris Johnson. The first aim of the study is to investigate the type of theme and rheme in the speech text. Based on the first aim of the study, the study has found five types of theme and rheme in the speech. The types of theme and rheme found in the speech are first participant as topical theme, in this type found six sentences that are classified as participant as topical theme. The second type is circumstance adjunct as topical theme, in this type found two sentences that are classified as circumstantial adjunct as topical theme. The third is process as topical theme, in this type found three sentence that categorized as process topical theme. The fourth is a textual theme, in this type is found five sentences. The last type of theme and rheme is interpersonal theme, in this type is found only one sentence. The second aim of the study is to analyse the thematic progression pattern of the text. The study found three types of thematic progression, the first is constant/reiteration theme, second is zig-zag/linear theme pattern, the last is split/multiple rheme pattern.

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