

Examining Senior High School Students' Speeches through Textual Metafunction: A Systemic Functional Linguistics Approach

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Abstract

Cohesion and coherence are crucial in speech since they help the audience to understand the main message of the speech. A lack of coherence and cohesion can lead to misinformation of the speech. This study aims to analyse the realization of theme and thematic progression in the speeches of senior high school students at the Erlangga English Speech Contest 2021. A systemic functional discourse analysis approach was employed by focusing on textual metafunction. A YouTube video entitled 'National Grand Final Erlangga English Speech Contest 2021 Senior High School' became the research data. The video was transcribed into written form. Four speeches were randomly chosen and labelled SHS 1, SHS 2, SHS 3, and SHS 4. The result showed that all themes were realized in the speeches. Topical and textual themes became the dominant theme. In terms of thematic development, constant theme, and multiple/ split rheme were frequently realized. This indicates that the speakers can build cohesion and coherence among the clauses. However, empty themes and failed thematic progression were still found in the speeches, which highlighted the importance of teaching thematic progression to create a meaningful speech. This study contributes to the field of English language teaching through the systemic functional linguistic approach.

Keywords: SFL, speech, textual metafunction, thematic progression, theme

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1. Introduction

In the English language teaching setting, speaking becomes the main issue for Indonesian students (Wati & Rozimela, 2019). Several aspects such as pronunciation and grammatical differences hinder them from practicing their speaking skill since they are afraid to make mistakes (Anwar & Kalisa, 2020; Komara & Tiarsiwi, 2021; Purwati et al., 2023; Rusdin & Purwati, 2023).

Speech is a spoken text that high school students in Indonesia commonly practice. It requires the speakers to deliver their ideas. People can effectively convey their thoughts, emotions, and intentions through speech, fostering connections and relationships with those around them. To achieve this, the speech should be delivered cohesively and coherently so that the audience can understand the message. (Octaberlina & Muslimin, 2020).

Cohesive and coherence are crucial in both written and spoken text. According to Farida and Rosyidi (2019), coherence means the clauses in the text are arranged according to the structure. Meanwhile, cohesion means the connection among the clauses in the text. However, Indonesian students still have difficulties in creating cohesive and coherent texts. Some studies showed that students strive to achieve cohesion and coherence in written text due to their lack of understanding in utilizing cohesive devices such as reference, ellipsis, conjunction, and lexical items. Therefore, the students are unable to cohesively link sentences and even paragraphs (Arifin & Farida, 2020; Hameed & Challob, 2022; Happy Gusnar et al., 2021; Ngongo & Ndandara, 2024; Rodliyah & Liani, 2022; Wijayanti et al., 2023; Zahra et al., 2021). However, the studies about cohesion and coherence in students' spoken text are still low. This current study examines the cohesion and coherence in senior high school students' speech at the Erlangga English Speech Contest 2021 using textual metafunction of systemic functional linguistics. The theme and thematic progression become the main aspects of this study. By examining theme and thematic progression, the cohesion and coherence in students' speeches can be revealed. Thus, the quality of the speeches can be evaluated.

Several studies about theme and thematic progression analysis have been conducted. However, the studies of thematic progression analysis were mostly conducted in written language. A study conducted by Yunita (2018). She studied the realization of theme and thematic progression in students' recount text. The result showed that all themes were realized in the students' recount text. The topical theme was mostly found. The realization of the topical theme signified that the students could inform what is the text about. In terms of thematic progression, all thematic progression was realized. A constant theme was mostly found. This indicated that the students keep the focus on the specific participant in the text to build cohesion in the text. Another research about theme and rheme in the written text was conducted by Dashela (2021). She studied the theme and rheme realized in a short story entitled Sleeping Beauty by Charles Perrault. The result showed that only two types of themes were realized in the story: topical and textual themes. The interpersonal theme was not found in the story. Ginanjar Anjaniputra et al. (2022) studied the realization of themes in abstract journals written by English-native and Indonesian authors. The result showed that there was a difference in the realization of themes in the abstract journal between English-native and Indonesian authors. The Indonesian authors occupied more topical themes, both marked and unmarked, than the English-native authors. On the other hand, textual and interpersonal themes were frequently realized in abstract journals written by English-native authors. Sulastri (2022) examined the realization of thematic progression in students' work on short stories. The result revealed that all thematic progressions were realized. In addition, the multiple-rheme pattern was mostly realized in the text. This realization indicated that students could develop cohesion and coherence in the text.

On the other hand, the studies about theme and thematic progression analysis in spoken language were still rare. Some studies on the realization of theme and thematic progression in spoken language were mostly focused on speeches given by influential persons or national leaders. Feifei (2019) studied the realization of theme and thematic progression in Obama's victory speech. In the realization of the theme, he focused on the utilization of simple and multiple themes in the speech. The result showed that a simple theme became the dominant theme in the text. This indicated that Obama wanted his speech to be understood by the audience regardless of their social background. At the same time, constant themes became the dominant thematic progression. This indicated that Obama wanted to focus on the topic he brought up in the speech by repeating the theme of the clauses. The realization of the constant theme also helped the audience to easily understand the message of the speech. Octaberlina and Muslimin (2020) conducted a study on the realization of the theme and thematic progression in Joko Widodo's speech related to social support and people's movements to stop COVID-19. They used the speech in both the source language and the target language in its translation. The result showed that topical themes were realized the most in both source language and target language. In terms of thematic progression, the theme-derived thematic progression became the dominant thematic progression in both the source language and target language. The theme-derived thematic progression employed a single theme to be developed into another related theme in the following clauses. Larasati et al. (2022) conducted a study on the realization of theme and thematic progression in Boris Johnson's speech. The result showed that the marked topical theme was mostly found in the speech. This indicated that Johnson wanted to focus on the circumstantial of time and place as the topic of the clause. Regarding thematic progression, the constant theme pattern dominated the thematic progression as he tried to focus on what he was talking about. Furthermore, Saepuloh et al. (2023) examined the theme and thematic progression in Joe Biden's speech on the Israel-Hamas and Russia-Ukraine wars. The result showed that participants as the topical theme were mostly found in the speech which indicated that Biden wanted to focus on the participant, mostly I and we, as the topic of the clause. The use of I and We as the topical theme also showed that he wanted to give his perspective on the wars. Meanwhile, the thematic progression was dominated by a constant theme pattern which indicated that Biden tried to build cohesion by repeating the theme of the clauses.

Based on the previous studies above, a gap is found in the realization of theme and thematic progression in spoken text. The previous studies on the realization of theme and the thematic progression were only focused on written text. Regarding the spoken text, the studies only focused on the speeches done by influential persons. Meanwhile, the studies on the realization of theme and thematic progression in students' speeches are still low. Hence, this current study aims to investigate the theme and thematic progression analysis in the speeches of senior high school students at the Erlangga English Speech Contest 2021. Some research questions proposed in this study are:

- 1. How are the themes realized in the students' speeches at the Erlangga English Speech Contest 2021?
- 2. How are the thematic progressions realized in the students' speeches at the Erlangga English Speech Contest 2021?

2. Literature Review

2.1. Systemic functional linguistics

Systemic Functional Linguistics, or SFL, is a branch of linguistics that focuses on the meaning and function of language (Bloor & Bloor, 2004). It views grammar as not rigid but depends on the context of the situation, purpose, and addressee of the text (Schleppegrell, 2004; Thompson, 2014). There are three types of metafunctions: Ideational, Textual, and Interpersonal.

Ideational metafunction denotes what is going on. It focuses on the experiential aspect of the actors. It also describes the topic of the text. On the other hand, interpersonal metafunction deals with who is involved in the text. It depicts the relationship between the addresser and the addressee of the text. Meanwhile, textual metafunction indicates how the language is used. It shows how the author builds the connection among the messages in the text. The textual metafunction consists of theme and rheme. (Butt et al., 2012; Gerot & Wignell, 1994; Halliday & Matthiessen, 2014).

2.2. Theme and rheme

Textual metafunction consists of two elements: theme and rheme. A theme is the central point of something you are talking about. In other words, a theme is the most important information highlighted in the clause. The theme is always the first element of the clause (Eggins, 2004; Gerot & Wignell, 1994; Halliday & Matthiessen, 2014).

Meanwhile, a rheme is the rest of the clause after the theme. When a theme is decided, the rest is considered as a rheme. It functions as the new information provided in the clause. It is like the additional details, explanations, or examples that follow the central idea presented in the theme (Eggins, 2004; Gerot & Wignell, 1994; Halliday & Matthiessen, 2014).

The theme is divided into three types, namely topical theme, textual theme, and interpersonal theme. The topical theme tells us what the clause is mainly discussing. It can be nominal group complexes, adverbial groups, prepositional phrases, or embedded clauses (Gerot and Wignell, 1994; Halliday and Matthiessen, 2014). The topical theme that functions as the clause's subject is called the unmarked topical theme. On the other hand, the topical theme, not the subject of the clause, is referred to as a marked topical theme (Gerot & Wignell, 1994; Halliday & Matthiessen, 2014). The analysis of unmarked and marked topical themes is presented below:

Clause 1: Doni was sick yesterday.

Clause 2: Yesterday, Doni was sick.

Clause 1	Doni	was sick yesterday.
Clause 1	Unmarked topical theme	rheme

Clause 2	Yesterday,	Doni was sick.
Clause 2	marked topical theme	rheme

The analysis above shows that an unmarked topical theme is realized in clause 1 since 'Doni' is considered the theme and subject of the clause. Meanwhile, clause 2 showed that the theme of the clause, 'yesterday,' is not a subject. Thus, it is referred to as a marked topical theme.

The next type of theme is a textual theme. A textual theme helps to connect a clause to its surrounding context. It includes continuatives, conjunctions, and conjunctive adjuncts (Gerot & Wignell, 1994). It assists in maintaining the flow and coherence of the text. Halliday and Matthiessen (2014) stated that continuative helps show the idea's continuation or flow. It is a signpost that a new discourse begins. Examples of continuatives are 'well,' anyway,' okay,' 'by the way,' etc. Meanwhile, conjunctions connect the clause with another clause to create a logical connection between them. It always comes at the beginning of the clause. Examples of conjunctions are 'but,' 'if,' 'since,' etc. The last type of textual theme is a conjunctive adjunct. It is similar to conjunction. The function is to connect the clauses in the text. However, it can freely move in the clause. Examples of conjunctive adjuncts are

'however,' 'on the other hand,' 'therefore,' etc. The analysis of textual themes is presented below:

Clause 3: Anyway, however, if Doni was sick...

	Anyway,	however,	if	Doni	was sick.
Clause 3	Continuative	Conjunctive Adjunct	Conjunction	Topical Theme	rheme
	Theme				

The analysis above shows that textual themes are realized in clause 3. 'Anyway' is referred to as continuative since it signals a new move. 'However' is a conjunctive adjunct since it can freely move in the clause, while 'if' is a conjunction. These two types of textual themes help to connect a clause with another clause in the text.

The interpersonal theme, on the other hand, focuses on how the language is used to interact with the addressee of the text. It also shows the attitude toward the message of the text. An interpersonal theme is defined as any interpersonal elements that precede the topical theme (Halliday & Matthiessen, 2014). The types of interpersonal themes are vocatives, modal adjuncts, and finite in the interrogative. Gerot and Wignell (1994) stated that vocatives are the names or nicknames to address someone. Vocative is considered interpersonal when it comes before the topical theme. The modal adjunct is divided into mood adjunct and comment adjunct. Mood adjunct reveals the degree of the addresser's attitude, while comment adjunct shows the addresser's comment. Meanwhile, the finite in the interrogative is considered interpersonal when it precedes the topical theme. The analysis of the interpersonal theme is presented below:

Clause 4: Doni, surely, you are right.

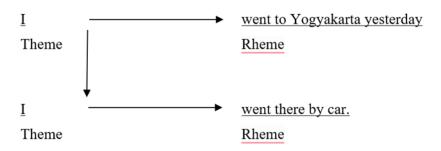
Clause	Doni, surely, you		are right.	
Clause 4	vocatives	Mood adjunct	Topical Theme	rheme
	Theme			momo

The analysis above shows that the interpersonal themes are realized. 'Doni' is a nickname to address someone. Therefore, it is categorized as vocative. Moreover, 'surely' shows the degree of obviousness. Hence, it is considered a mood adjunct. All of the interpersonal elements realized in the example above come before the topical theme.

2.3. Thematic progression

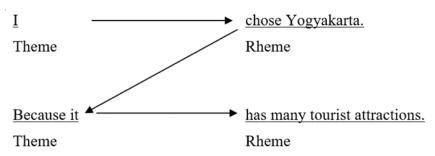
The theme is developed to achieve cohesion and coherence. It can be the repetition of the theme from the previous clause or employing the rheme of the previous clause to become the themes of the several following clauses. The development of a theme is called thematic progression. Paltridge (2012) stated three types of thematic progression: Constant theme, Linear theme, and Multiple/ Split rheme.

A constant theme, known as a reiteration theme, is a pattern when the theme from the previous clause is developed into the theme of the following clause (Eggins, 2004; Paltridge, 2012). This pattern indicates that coherence can be achieved by repeating the theme and also focusing on the topic of the text. An analysis of a constant theme is presented below:

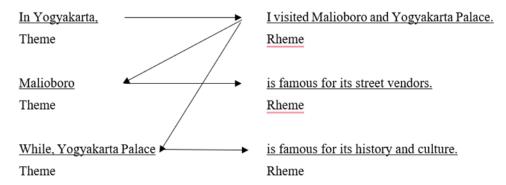


The analysis above shows that the theme 'I' is repeated in the next clause. This indicates that the addresser wanted to build coherence by repeating 'I' as the theme. It also means that the topic focused on the text is 'I.' Hence, the constant theme is realized in the example above.

A linear theme, known as a zig-zag pattern, is a pattern when a subject matter in the rheme of the previous clause is developed into the theme of the following clause. (Eggins, 2004; Paltridge, 2012). It helps connect ideas from one clause to the next one, making sure each new idea flows logically from the previous one. By using this pattern, addressers can convey their meanings clearly and help the addressee understand complex topics better. An example of a linear theme is presented below:



The analysis above shows that the rheme 'Yogyakarta' in the previous clause is developed into the theme of the following clause. However, the theme uses the pronoun 'it' to refer to 'Yogyakarta'. This indicates that the addresser wanted to link the clauses logically. The last type of thematic progression is the Multiple/ Split rheme. This pattern happens when a rheme contains more than one piece of information and then is developed into several themes in the following clauses (Paltridge, 2012). The analysis of multiple/ split rheme is presented below:



The analysis above shows that the rheme in the first clause contains two pieces of information: 'Malioboro' and 'Yogyakarta Palace'. These two pieces of information are then developed into the themes of the second and third clauses. It indicates that the addresser can develop the idea logically and create cohesion among the clauses.

3. Method

3.1. Research design

This study applied qualitative research in the form of Systemic Functional Discourse Analysis. This approach emphasizes studying texts to identify traces of discourses and genres, with a particular interest in the ideational, interpersonal, and textual functions of language (Li, 2022; Wang, 2021). In this current study, textual metafunctions become the aspect by analysing the theme and thematic progression of the speeches using the theory of Halliday and Matthiessen (2014) and Paltridge (2012).

3.2. The procedure of collecting data

The research data were obtained by downloading a YouTube video from the Erlangga Inspirasi Channel entitled 'National Grand Final Erlangga English Speech Contest 2021 Senior High School'. After downloading, the video was transcribed into written form to analyse it. In this study, four speeches were randomly chosen from the video and labeled as SHS 1, SHS 2, SHS 3, and SHS 4. Then, the transcribed speeches were broken down into clauses to be analysed.

3.3. The procedure for analysing data

After classifying the data into clauses, the data was analysed using theme and rheme theory by Halliday and Matthiessen (2014). After determining the theme of the clauses, the data was then analysed using thematic progression theory by Paltridge (2012). The number of themes and thematic progression were calculated and tabulated to make it easy to infer the result of the study. Furthermore, to avoid subjectivity and bias in this study, an expert validation was conducted. In this stage, an expert in the field of SFL was requested to validate the result of the data analysis.

4. Finding and Discussion

4.1. The realization of theme in the students' speeches

4.1.1. Topical theme

This sub-section explains the realization of topical themes in the speeches of senior high school students at the Erlangga English Speech Contest 2021. A topical theme is a type of theme that becomes the main point of the clause. It is divided into unmarked and marked topical themes. The unmarked topical theme is a topical theme that functions as a subject. Meanwhile, a marked topical theme is a theme that is not a subject of the clause (Halliday & Matthiessen, 2014). Based on the analysis of theme and rheme, the topical themes realized in the speeches of senior high school students at the Erlangga English Speech Contest 2021 are presented in the following table:

Table 1. The realization of topical theme in the students' speeches

Speeches	Unmarked Topical Theme	Percentage	Marked Topical Theme	Percentage
SHS 1	78	52%	8	5%
SHS 2	52	47%	11	10%
SHS 3	60	49%	9	7%
SHS 4	59	48%	12	10%

From Table 1, it can be inferred that unmarked topical themes are frequently realized in SHS 1 with 78 occurrences, followed by SHS 3 with 600 occurrences, SHS 4 with 59 occurrences, and SHS 2 with 52 occurrences. Meanwhile, the marked topical themes are frequently realized in SHS 4 with 12 occurrences, followed by SHS 2 with 11 occurrences, SHS 3 with 9 occurrences, and SHS 1 with 8 occurrences.

The realization of the topical theme in the data is presented in Figure 1. From the clauses, it can be inferred that clause 4 in SHS 2 and clause 5 in SHS 4 employ unmarked topical themes. It can be seen from the use of the subject of the clauses as the theme for both clauses. This indicates that both SHS 2 and SHS 4 want to highlight the participant of the clause as the main point of the message in the speech. In the speeches, 'I' and 'We' are also frequently occupied as the theme of the clause. The occupation of 'I' as the theme indicates that the speakers show their point of view toward the topic. Meanwhile, the occupation of 'We' as the theme of the clause indicates that the speakers try to persuade the audience to believe in their position in the speech (Octaberlina & Muslimin, 2020; Saepuloh et al., 2023; Yunita, 2018). On the other hand, clause 1 in SHS 1 and clause 6 in SHS 3 employ marked topical themes. It can be seen from the use of adverbial phrases as the theme of the clause. This indicates that SHS 1 and SHS 3 made different choices for the clause structure. Instead of

emphasizing the subject of the clause, SHS 1 focuses on a particular place as the message's main point. Meanwhile, SHS 3 focuses on a particular purpose as the main idea of the clause. These choices affect the meaning of the message conveyed by the speakers (Larasati et al., 2022).

<u>SHS 1</u>		
	In the front	
Clause		the educators should send an example.
1	Marked Topical	Phomo
	Theme	Rheme

SHS 2

Clause		has forced many people to lower their expectations, from living out their dreams to simply surviving.
4	Unmarked Topical	Dhama
	Theme	Rheme

SHS 3

Clause	To make better force,	we run out of energy sources.
Clause	Marked Topical	Phomo
0	Theme	Rheme

SHS 4

Clause	The technical term for this	is called Phubbing or Phone Snubbing.	
Clause	Unmarked Topical	Phomo	
2	Theme	Rheme	

Figure 1. Topical theme realization

4.1.2. Textual theme

This sub-section explains the realization of textual themes in the speeches of senior high school students at the Erlangga English Speech Contest. A textual theme is a type of theme that functions to connect a clause with its surrounding context. The textual theme is divided into continuatives, conjunctions, and conjunctive adjuncts (Halliday & Matthiessen, 2014).

The realization of the textual theme in the speeches of senior high school students at the Erlangga English Speech Contest 2021 is presented in the table below:

Table 2. The realization of textual theme in the students' speeches

Speeches	Textual Theme	Percentage
SHS 1	56	37%
SHS 2	43	39%
SHS 3	42	34%
SHS 4	46	38%

SHS 1					
Clause	On the other hand, some parent		ts	are forceful.	
Clause	Textual Unmarked 7		Topical	Rheme	
45	Theme				Kneme
SHS 2					
Clause	Well,	for me,		I experie	enced dramatic changes
18	Textual	Marked Topical		Dhama	
	Theme			Rheme	
SHS 3					
Clause	If	we		do not	care of it soon,
12	Textual	Unmari	ked Topical	Rheme	
12	Theme				
SHS 4					
Clause	but	some		do not.	
21	Textual	Unmari	ked Topical	Rheme	
21	Theme		Kneme		

Figure 2. Textual theme realization

From Table 2, it can be inferred that textual themes are realized in all speeches. The textual themes are frequently realized in SHS 1 with 56 occurrences, followed by SHS 4 with 46 occurrences, SHS 2 with 43 occurrences, and SHS 3 with 43 occurrences. The realization of the textual theme in the data is presented in Figure 2.

From the clauses in Figure 2, it can be assumed that SHS 1 uses the conjunctive adjunct 'on the other hand' to connect clause 45 with the previous clause. This conjunctive adjunct

means that there is a contradiction with the idea of the previous clause. Meanwhile, SHS 3 and SHS 4 use conjunctions to connect the clause with its surroundings. SHS 3 uses the conjunction 'if,' which functions to show a condition. This means that there will be a consequence that follows or precedes the condition in clause 12. Moreover, SHS 4 uses the conjunction 'but' in clause 21 to show a contradiction with its surrounding clauses. Besides, SHS 2 uses continuative 'well' to show a new move of a discourse. SHS 2 wants to continue her speech with the new idea by employing continuative. The realization of the textual theme indicates that the speakers want to develop cohesion in the text by building a logical connection among the clauses in the text.

4.1.3. Interpersonal theme

This sub-section explains the realization of interpersonal themes in the speeches of senior high school students at the Erlangga English Speech Contest 2021. An interpersonal theme refers to any elements before the topical theme. The interpersonal theme is divided into vocatives, modal adjuncts, and finite interrogatives. The realization of interpersonal themes in the speeches of senior high school students at the Erlangga English Speech Contest 2021 is presented in the table below:

Table 3. The realization of interpersona	al theme in the student's speeches
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Speeches	Interpersonal Theme	Percentage
SHS 1	8	5%
SHS 2	5	5%
SHS 3	8	7%
SHS 4	4	3%

From Table 3, it can be inferred that all speeches employ interpersonal themes. The realization of the interpersonal theme is frequently found in SHS 1 and SHS 3 with 8 occurrences, followed by SHS 2 with 5 occurrences and SHS 4 with 4 occurrences. However, the interpersonal theme becomes less realized than topical and textual themes. This is following the studies conducted by Yunita (2018), Octaberlina and Muslimin (2020), Dashela (2021), and Susilowati et al. (2022). The realization of the interpersonal theme in the data is presented below:

C	TTC	4
2	нъ	

Clause	Truly	Ki Hajar Dewantara	was a visionary.
17		Unmarked Topical	Rheme
	Theme		Kichic

From the clause above, it can be assumed that SHS 1 uses modal adjuncts in the form of mood adjuncts. The interpersonal element 'truly' indicates that the speaker wants to show the degree of obviousness to the clause.

SHS 2

0110 2					
	Finally,	ladies	and	the pandemic	has given us a new way to
1 3		gentlemen,			live our lives.
Clause 59	Textual	Interpersonal		Unmarked Topical	Rheme
	Theme				

From the clause above, it can be inferred that SHS 2 employs an interpersonal theme in the form of vocative. The vocative used is 'ladies and gentlemen.' This indicates that the speaker is enacting a relationship with the audience.

SHS 4

Clause 7			might sound silly to the some?	
	Interpersonal Unmarked Topical		Rheme	
	Theme	Kneme		

Clause 7 in SHS 4 shows that the interpersonal theme is realized in the form of finite in interrogative. The finite 'do' precedes the topical theme. This indicates that the speaker is demanding information from the audience.

The result of the realization of the theme in senior high school students shows a similar point in some studies on the realization of theme and thematic progression in speeches conducted by Saepuloh et al. (2023) and Larasati et al. (2022). Both studies showed that topical theme becomes the dominant theme in the clause as speech is required to deliver its main topics or ideas. Therefore, the dominant occupation of the topical theme can help the speaker convey the main message of the speech to the audience.

Meanwhile, the textual theme becomes the second dominant theme. The realization of this theme indicates that the speakers can build a good speech by developing cohesion. By occupying conjunction, conjunctive adjunct, and continuation, the logical connection among the clauses can be achieved. The least dominant theme is the interpersonal theme. In both

studies, the interpersonal theme also rarely appeared. The interpersonal theme is mostly found in a conversation rather than in a speech.

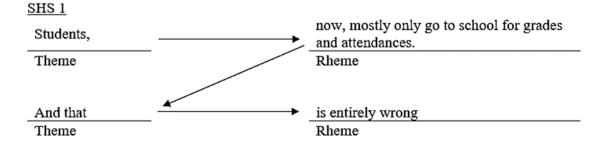
4.2. Thematic progression in the students' speeches

A thematic progression is realized when a theme is developed in the text. The theme can be developed either from the previous theme or rheme. The realization of thematic progression shows that the addresser can link the clauses in the text cohesively and coherently. The realization of thematic progression in the speeches of senior high school students at the Erlangga English Speech Contest 2021 is presented in the table below:

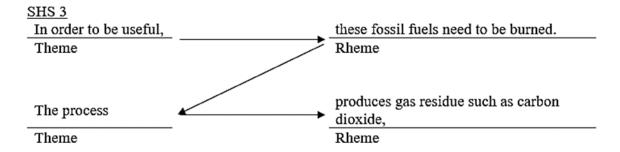
Speeches	Constant Theme	Percentage	Linear Theme	Percentage	Multiple/ Split Rheme	Percentage
SHS 1	23	25%	33	35%	28	30%
SHS 2	5	8%	20	31%	32	50%
SHS 3	18	26%	21	30%	23	33%
SHS 4	16	21%	31	40%	25	32%

Table 4. The realization of thematic progression in students' speeches

From Table 4, it can be inferred that linear theme and multiple/ split rheme become the frequent thematic progression realized in the speeches. Linear themes are frequently found in SHS 1 with 33 occurrences, followed by SHS 4 with 31 occurrences, SHS 3 with 21 occurrences, and SHS 2 with 20 occurrences. The realization of the linear theme in the data is presented below:

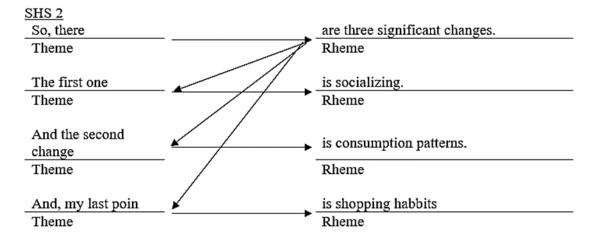


The clauses above show the realization of the linear theme in SHS 1. The rheme of the first clause contains the information about 'go to school for grades and attendance'. This information is developed to become the theme of the following clause by using the pronoun 'that' to refer to the information of the previous rheme.



The realization of a linear theme is also found in the clauses above. In this clause, SHS 3 tries to develop the information in the rheme of the first clause. The information 'fossil fuels need to be burned' is then developed as the theme of the following clause by substituting with 'the process.' Based on the data above, it can be concluded that the speaker tries to build cohesion by developing the idea from the previous rheme to be the following theme.

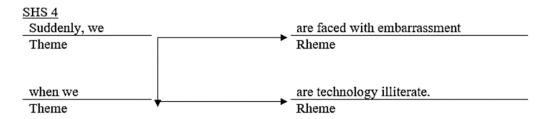
Multiple/ split rheme is also realized frequently in the speeches. It is frequently found in SHS 2 with 32 occurrences, followed by SHS 1 with 28 occurrences, SHS 4 with 25 occurrences, and SHS 3 with 23 occurrences. The dominance of multiple/ split patterns follows the research conducted by Sulastri (2022). Yunita (2018) added that the employment of multiple/ split rheme and linear themes is mostly done by high-achiever students. In other words, the participants of the speech come from high-achiever students. The realization of multiple/ split rheme in the data is presented below:



From the clauses above, it can be inferred that the information in the rheme of the first clause is developed into several themes in the following clauses. This pattern indicates that

the speaker can develop her idea logically and clearly. The employment of multiple/ split rheme can help the audience easily understand the delivered message.

On the other hand, constant themes are the least realized in speeches. The constant theme is found in SHS 1 with 23 occurrences, followed by SHS 3 with 18 occurrences, SHS 4 with 16 occurrences, and SHS 2 with 5 occurrences. The realization of a constant theme indicates that the speaker wants to focus on the text's topic by repeating the clauses' theme (Dashela, 2021; Susilowati et al., 2022; Yunita, 2018). In addition, Yunita (2018) stated that constant theme is mostly used by low-achiever students. The realization of the constant theme in the data is presented below:



From the clauses above, SHS 4 wants to focus on the topic of the clauses. He repeats the theme 'we' from the previous clause to become the theme of the following clause. The realization of the constant theme shows that the speaker tries to maintain the coherence among the clauses.

Although all the themes and thematic progression are realized, some problems are still discovered. The empty theme and failed thematic progression are also discovered in the speeches. The table below shows the problems discovered in the realization of the theme and thematic progression in the speeches of senior high school students at the Erlangga English Speech Contest 2021:

Table 5. The problems in the realization of the theme and thematic progression in the students' speeches

Speeches	Empty Theme	Percentage	Failed thematic progression	Percentage
SHS 1	1	1%	2	3%
SHS 2	2	1%	7	8%
SHS 3	1	1%	7	10%
SHS 4	3	2%	12	11%

From Table 5, it can be inferred that some problems are still found in realizing the theme and thematic progression. The first problem deals with an empty theme. Some clauses do not have a theme due to grammatical errors. Students still lack understanding of the use of some conjunctions. Moreover, the failure to use pronoun references makes the theme unable to develop into a proper thematic progression. Therefore, the information between the clauses cannot be linked.

5. Conclusion

This current study revealed the realization of theme and thematic progression in senior high school students' speeches at the Erlangga English Speech Contest 2021. Topical and textual themes become the most dominant. The realization of the topical theme indicates that the speakers highlight the main idea of the clause. Meanwhile, the realization of the textual theme shows that the speakers want to build cohesion among the clauses in the text. In thematic progression, linear theme and multiple/ split rheme dominate the speeches. This indicates that the speakers can develop the idea cohesively and coherently. The dominance of linear and multiple/ split patterns also indicates that the speakers are high-achiever students. In other words, the quality of the students' speeches is good as they can achieve cohesion and coherence in the text. However, some problems still become the concerns.

This study is expected to be a reference for future researchers conducting research regarding the realization of theme and thematic progression in the spoken text. Furthermore, it is expected to contribute in the ELT setting, especially on how to create meaningful speech.

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