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A Textual Metafunction Analysis of Vocational High School Students' Speeches

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Abstract

This study examines the realization of theme and thematic progression in speeches of vocational high school students at the Erlangga English Speech Contest 2021. A Systemic Functional Discourse Analysis method was applied, focusing solely on textual metafunction. The research data were collected by downloading a video on YouTube entitled 'National Grand Final Erlangga English Speech Contest 2021 Vocational High School'. Then, the video was transcribed into written form. Four speeches were randomly chosen and labelled VHS 1, VHS 2, VHS 3, and VHS 4. The result showed that all themes are realized in the speeches. The topical theme becomes the dominant one. It indicates that the speakers significantly use declarative clauses in their speeches. In thematic progression, the reiteration pattern becomes dominantly employed. This frequent occurrence indicates that the speakers focus on what they are saying in speeches. This also shows their ability to develop the ideas academically. However, some grammatical errors still become an issue. Ultimately, this study can help teachers to review their students' speeches when participating in a speech competition.

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

Introduction

Several studies show that writing and speaking are pupils' most challenging language skills (Ariyanti, 2016; Azizah & Budiman, 2017; Haji, 2023; Megaiab, 2014; Wati & Rozimela, 2019). One culprit is their inability to create coherent text. Furthermore, pupils struggle to develop their ideas when producing text. Dewi & Kurniawan (2018) also pointed out that pupils primarily experienced difficulties with grammatical structures. These occurrences may arise because English is not their primary language. The students' first language also impacts their inability to express ideas effectively in their second language.

English and Bahasa Indonesia possess distinct grammatical principles. This issue disrupts how students write sentences or even text. Arigusman (2018) also pointed out that pupils' first language impacts their proficiency in writing text. Furthermore, the majority of English teachers in Indonesia continue to employ traditional teaching methods for English, which primarily emphasize grammatical structure (Damaiyanti, 2021). This scenario exacerbates the consequences of English writing ability among Indonesian pupils.

The issue arises not only in written language but also in spoken language. In spoken language, such as speech, pupils often struggle to create a text that is both coherent and cohesive. Speech is a genre that demands the speaker to communicate systematically and rationally. The primary functions of speech are persuasion, motivation, warning, and description. Thus, these objectives will be achieved if the speaker speaks in an orderly and logical manner. The textual metafunction in Systemic Functional Linguistics provides a means to construct a rational and cohesive text. This cohesiveness can be perceived through the application of thematic progression.

Many researchers have conducted studies about the realization of thematic progression. These studies can be broken down into several topics. The first topic deals with realizing thematic progression in students' narrative text. The objects of these studies were the students' narrative products. The researchers examined the theme occurrence and thematic progression of the text. The topical theme was mostly found in the text, followed by textual and interpersonal themes. Furthermore, in the case of thematic progression, the students mostly applied the theme reiteration pattern. This indicated that the students focused on the specific participants in the text. It was in accordance with the language features of the narrative text. However, the lack of grammar and vocabulary has become the main problem for students in writing narrative text. (Arigusman, 2018; Pasaribu et al., 2019; Rahayu et al., 2020; Sari, 2019; Sulastri, 2022).

The second topic deals with analyzing thematic progression in students' recount texts. The theme and thematic progression analysis of the text became the main focus of the studies. The findings demonstrated how frequently the topical theme occurred in the text. It indicated that the students had mastered the language features of recount text, which focused on the specific participants. Additionally, textual and interpersonal themes were also manifested in the text. This demonstrated the students' ability to create logical connections between clauses in the text and express their feelings through the text. While analyzing thematic progression, the theme reiteration patterns were frequently occupied, indicating that the students focused on the specific participant in the story. However, grammatical problems were still found in these studies. When it came to using prepositions and sentence structures, students were confused. Some clauses were not examined because of these issues. (Devira et al., 2020; Dewi & Kurniawan, 2018; Febriyana et al., 2019; Gunawan et al., 2020; Meiarista & Widhiyanto, 2020; Mustika et al., 2021; Sayukti & Kurniawan, 2018; Supriani et al., 2018; Yunita, 2018).

The last topic deals with investigating thematic progression in spoken language, especially speeches. A number of scholars have studied the theme occurrences and thematic progression in the speeches spoken by influential people. The findings revealed that the topical theme frequently emerged as the speaker intended to focus on the topic of the speech. Additionally, the coherence of the arguments and the speaker's attitude toward the audience were demonstrated through the occurrence of textual and interpersonal themes. Meanwhile, a different study was conducted to examine thematic progression in senior high school students' speech. The finding indicated that the speeches were dominated by topical and textual themes. This revealed that the students could develop connections in delivering the topic of the speech. In terms of thematic progression, the zig zag and multiple thematic progression were manifested the most. This result indicated that the students could connect information from one to another clause. (Dou & Zhao, 2018; Feifei, 2019; Li & Wu, 2020; Octaberlina & Muslimin, 2020; Sinulingga & Hasibuan, 2019; Utama et al., 2024).

From previous studies, it can be inferred that research on thematic progression is mostly conducted in written text. In spoken language, additionally, the research mostly focuses on speeches by influential people. The research on how thematic progression is realized in students' speech is still low. Thus, this focus becomes the gap for the current study.

The present study aims to investigate the theme occurrences and thematic progression in speeches of vocational high school students at the Erlangga English Speech Contest 2021. The vocational students' speeches are chosen as they have different characteristics from senior high school students. Senior high school students are believed to be more academic as they are intended to continue their study in tertiary level (Juhaidi et al., 2024). Vocational high school students, on the other hand, concentrate on practical skills for their future job after graduation (Panditatwa & Hidayat,

2024). These two different characteristics are believed to have different realizations of thematic progression. The research question of this study can be defined as follows: 1. How is the realization of topical, textual, and interpersonal themes in speeches of vocational high school students at the Erlangga English Speech Contest 2021? 2. How is the realization of thematic progression in speeches of vocational high school students at the Erlangga English Speech Contest 2021?

Literature Review

Systemic Functional Linguistics is a linguistic field that focuses on the meaning and function of language (Bloor & Bloor, 2004). In Systemic Functional Linguistics, grammar is not rigid. It depends on the purpose, context, and audience of the text. In other words, a text is determined by its cultural context, social function, and the situation in which it is produced (Schleppegrell, 2004; Thompson, 2014). There are three meanings in Systemic Functional Linguistics: Ideational meaning, Textual Meaning, and Interpersonal meaning.

Ideational meaning deals with what is going on. It describes the topic of the text. Meanwhile, the interpersonal theme deals with who is involved in the text. It also explains the relationship between the addresser and the addressee. Textual metafunction, on the other hand, deals with how the language is used. It also illustrates how the author tailors the meaning into a cohesive text (Butt et al., 2012; Gerot & Wignell, 1994; Halliday & Matthiessen, 2014).

The textual metafunction examines the interconnections between phrases within a text. The concept consists of two constituent elements, namely theme and rheme. A theme emphasizes the central idea of a clause. It functions as the initial element of the clause and is regarded as the

commencement of the clause. Furthermore, the theme signifies the subject matter or topic the clause will discuss. In a clause, the theme is typically the first element that appears. (Gerot & Wignell, 1994; Halliday & Matthiessen, 2014; Martin & White, 2005).

On the other hand, rheme functions as new information within the clause. The theme is further developed by introducing previously unmentioned information. Furthermore, the rheme consistently follows the theme (Eggins, 2004; Gerot & Wignell, 1994; Martin & Rose, 2007).

Theme can be categorized into topical, textual, and interpersonal. The topical theme is constantly situated as the initial element of the clause. The initial element can be participant, adjunct, complement, or circumstances. An unmarked theme is the topical theme that serves as the subject of the clause. On the other hand, the marked theme refers to a theme that is not the subject of the clause. Only one topical theme is present in the clause, while the remaining part will function as a rheme (Butt et al., 2012; Eggins, 2004; Gerot & Wignell, 1994; Halliday & Matthiessen, 2014; Thompson, 2014). The following clauses are examples:

Clause 1: Matthew plays football every day.

Clause 2: Every day, Matthew plays football

	Matthew	plays football every day.
Clause 1	Unmarked Topical Theme	Rheme
Clause 2	Everyday, Marked Topical	Matthew goes to school. Rheme

From the analyzed clauses above, it can be depicted in clause 1 that Matthew is unmarked topical since it is the subject of the clause. On the contrary, in clause 2, every day is not the subject of the clause. Therefore, it becomes marked topical. While the rest of both clauses are rheme.

The second type of theme is the textual theme. It connects clauses to their context. Three types of textual themes exist: continuatives, conjunctions, and conjunctive Adjuncts. Continuatives are always located at the beginning of the clause and signal a new discourse of the clause. Examples of continuatives are well, right, okay, anyway, by the way, etc. (Gerot & Wignell, 1994; Halliday & Matthiessen, 2014).

The next type of textual theme is conjunction. Like continuatives, a conjunction also appears at the beginning of the clause. It connects the clause with another clause by providing a logical connection. Examples of conjunctions are because, if, since, and, but, etc. The last type of textual theme is conjunctive Adjunct. It is similar to conjunctions. However, it can freely move in the clause. It relates the clause to the preceding discourse. The examples of conjunctive Adjunct are, in other words, on the other hand, therefore, etc. (Gerot & Wignell, 1994; Halliday & Matthiessen, 2014). The following clause is an example:

Clause 3: Well, in other words, if Peter leaves us...

	Well,	in other words,	if	Peter	leaves us...
Clause 3	Continuatives	Conjunctive Adjunct	Conjunction	Marked Topical	Rheme
	Theme				

From the analyzed clause above, it can be depicted that 'Well' is continuative since it signals the new move of the clause. 'In other words,' is a conjunctive adjunct because it relates the clause to the preceding discourse. Moreover, 'if' is a conjunction because it links the clause to another clause in the text.

The interpersonal theme is the last type of theme. Any interpersonal elements that precede the topical theme are considered interpersonal themes. It is divided into two types, namely modal adjuncts and vocatives. Modal adjuncts are categorized as mood adjuncts and comment adjuncts.

Mood adjunct shows the speaker or writer's attitude and judgment toward the content of the message. Meanwhile, the comment adjunct shows the writer or speaker's comment toward the content of the message.

In addition to modal adjuncts, vocatives are also considered as interpersonal themes. It contains the name or nickname to address someone. It shows the degree of power between the addresser and the addressee (Gerot & Wignell, 1994; Halliday & Matthiessen, 2014). The following clauses are examples:

Clause 4: Of course, I love you!

Clause 5: John, your mother called you this morning.

Clause 4	Of course,	I	love you!
	Interpersonal Theme	Marked Topical	Rheme
	Theme		
Clause 5	John,	your mother	called you this morning.
	Interpersonal Theme	Marked Topical	Rheme
	Theme		

Clause 4 shows that ‘of course’ is categorized as a modal Adjunct since it shows the speaker's degree of obviousness. Meanwhile, in clause 5, ‘John’ is considered vocative because it indicates someone’s nickname and occurs before the topical theme.

A text is considered coherent when its clauses are linked to each other. The writer or speaker should follow a thematic progression to make sure that the reader or listener can understand the movement of discourse in the text. The thematic progression can be seen from the repetition of the theme of the previous clause to the following clause. The rheme of the previous clause can also become the theme of the following clause (Butt et al., 2012; Eggins, 2004). Eggins (2004) proposed three types of thematic progression: theme reiteration, multiple patterns, and zig-zag patterns.

Theme reiteration occurs when the theme of the previous is repeated in the following clause. It indicates that the writer or speaker wants to focus on a particular topic. An example of theme reiteration is depicted below:

Clause 6	Sony	is my best friend.
	Theme	Rheme
Clause 7	He	lives next to my house.
	Theme	Rheme

From the analyzed clauses above, the subject 'Sony' becomes the theme of clause 6, and it is repeated as 'He' in clause 7. It indicated that theme reiteration is applied as the thematic progression on these clauses.

The zig-zag pattern becomes the second type of thematic progression. This pattern occupies the preceding rheme to become the theme of the following clause. It indicates that the writer or speaker can develop the idea well. An example of a zig-zag pattern is illustrated below:

Clause 9	I	am a big fan of Manchester United.
	Theme	Rheme
Clause 10	because it	has won many Premier League titles.
	Theme	Rheme

From the analyzed clauses above, 'Manchester United' as the rheme in clause 9 is developed to become the theme in clause 10. By observing this pattern, it can be inferred that the writer wanted to show his/ her reason for becoming the big fan of Manchester United.

The last type of thematic progression is Multiple patterns. This pattern occurs when the rheme of one clause introduces more than one piece of information and chooses to become the theme of the following clauses. The illustration of multiple patterns is depicted below:

Clause 11	There	<u>are two reasons why people love Manchester United.</u>
	Theme	Rheme
Clause 12	<u>First, it</u>	<u>has many Premier League titles.</u>
	Theme	Rheme
Clause 13	<u>Second, it</u>	<u>has many great players.</u>
	Theme	Rheme

From the analyzed clauses above, the rheme of clause 11 contains information about two reasons why people love Manchester United. This information is then developed as the theme in clauses 12 and 13. This pattern indicates that the writer or speaker has a good way of developing the idea in the text.

Methods

This study applied Systemic Functional Discourse Analysis which focuses on the realization of theme occurrences and thematic progression in speeches of vocational high school students at the Erlangga English Speech Contest 2021. Theme occurrences and thematic progression belong to the textual metafunction of SFL. This metafunction aims to examine how the writer or speaker can develop the idea in the text coherently.

The study used public data without direct interaction with the subject. The data were obtained by watching a YouTube live video archive from the Erlangga Inspirasi Channel entitled ‘National Grand Final Erlangga English Speech Contest 2021 Vocational High School’(Erlangga Inspirasi, 2021). The video was transcribed into written form to analyze it. In this study, four speeches were randomly chosen from the video and labeled

them VHS 1, VHS 2, VHS 3, and VHS 4.

The data was analyzed in three steps. First, the video transcription was divided into clauses. The clauses were then analyzed by applying the theory of theme and rheme (Halliday & Matthiessen, 2014) and thematic progression (Egins, 2004). The last step of data analysis was in interpreting and inferring. In this step, the theme, rheme, and thematic progression analysis results were interpreted to answer the research objectives. Then, the conclusion and suggestion were inferred based on the interpreted result.

Result

After the video transcription was divided into clauses, only major clauses were taken to be analyzed. The number of clauses for each speech was depicted in the following table:

Table 1: the number of clauses to be analyzed in each speech

Speches	Number of Clauses
VHS 1	55
VHS 2	84
VHS 3	71
VHS 4	107

Table 1 depicts the total number of clauses for each speech. It shows that VHS 4 has the most clauses with 104 clauses, followed by VHS 2 with 84 clauses, VHS 3 with 71 clauses, and VHS 1 with 55 clauses. In this study, the percentage of thematic analysis is based on the total clauses of the speech.

Topical Theme in Students' Speeches

For the topical theme, it is divided into unmarked topical and marked topical. The unmarked topical theme uses the subject of the clause as the topical theme of the clause. Meanwhile, if the topical theme is not a subject, it is considered a marked topical theme. Here is the result of the

realization of an unmarked topical theme in speeches of vocational high school students at the Erlangga English Speech Contest 2021:

Table 2: The realization of the unmarked topical theme

Speeches	Unmarked Topical Theme	Percentage
VHS 1	45	81,8%
VHS 2	72	85,7%
VHS 3	63	88,7%
VHS 4	103	96,3%

From Table 2, it can be inferred that unmarked topical themes mostly appeared in VHS 4 with 103 times, followed by VHS 2 with 72 times, VHS 3 with 63 times, and VHS 1 with 55 times. The domination of unmarked topical themes was also found in several previous studies. This indicates that the speakers start the speech mostly using a subject (Febriyana et al., 2019). In other words, they tend to use declarative clauses in their speeches. Meanwhile, the realization of a marked topical theme is presented on the following table:

Table 3: the realization of marked topical theme

Types of Marked Topical	VHS 1	VHS 2	VHS 3	VHS 4
Circ. Of Time	2 (3.6%)	3 (3.6%)	5 (7.0%)	3 (2.8%)
Circ. of place	2 (3.6%)	2 (2.4%)	2 (2.8%)	1 (0.9%)
Circ. Of manner	–	3 (3.6%)	1 (1.4%)	–
Circ. Of matter	4 (7.3%)	4 (4.8%)	–	–
Circ. Of accompaniment	2 (3.6%)	–	–	–
Total of Marked topical	10	12	8	4

Table 3 presents that VHS 2 employs marked topical themes the most by 12 times, followed by VHS 1 by 10 times, VHS 3 by 8 times, and VHS 4 by 4 times. In terms of the types of marked topical theme, circumstances of time and place are mostly employed by all speakers. The use of circumstance of time and place indicates that speakers wanted to share their experience through the speeches. Meanwhile, the circumstances of manner, matter, and accompaniment get the small portion in the speeches. The low occurrence

of marked topical themes happens since marked topical theme is commonly found in conversation (Supriani et al., 2018). The following are examples of marked and unmarked topical themes taken from the analyzed data:

VHS 4

Clause 7	I	have a very simple request.
	Unmarked Topical	Rheme
	Theme	

VHS 2

Clause 25	I	actually really love the way
	Unmarked Topical	Rheme
	Theme	

VHS 3

Clause 26	When pandemic hit,	education would stop temporarily.
	Marked Topical	Rheme
	Theme	

VHS 2

Clause 29	once	who I read on twitter
	Marked Topical/ circ of time	Rheme
	Theme	

From the data above, clause 7 in VHS 4 and clause 25 in VHS 2 employed the subject 'I' as the topical theme. Therefore, it was indicated as an unmarked topical theme. In clause 26 in VHS 3 and clause 39 in VHS 2, on the other hand, uses the circumstantial of time to start the sentence. Thus, it is labelled as a marked topical theme. This indicates that the speakers tried to share their experience by chronologically mentioning the time of an event. This frequent occurrence of topical themes was found in most of the previous studies which means that the speakers focus on what they discuss. Moreover, topical theme also reveals where the information is coming from and going to (Butt et al., 2012).

Textual Theme in Students' Speeches

A textual theme is a theme that connects a clause to its context. Three types of textual themes exist: continuative, conjunction, and conjunctive adjunct. Here are the results of the realization of the textual theme in the speeches of vocational high school students at the Erlangga English Speech Contest 2021:

Table 4: the realization of textual theme

Types of Textual Theme	VHS 1	VHS 2	VHS 3	VHS 4
Structural Conjunction	20 (36.4%)	31 (36.9%)	26 (36.6%)	20 (18.7%)
Conjunctive Adjunct	9 (16.4%)	9 (10.7%)	14 (19.7%)	10 (9.3%)
Continuative	2 (3.6%)	4 (4.8%)	0 (0%)	1 (0.9%)
Total of Textual Theme	31 (56.4%)	44 (52.3%)	40 (56.3%)	31 (28.9%)

From Table 4, it can be concluded that VHS 2 employed the most textual theme in speeches with 44 occurrences, followed by VHS 3 with 40 occurrences, VHS 3 and VHS 1 with 31 occurrences. Of all textual themes realized in the speeches, all speakers mostly employ structural conjunction. This indicates that speakers can build a complex clause. In addition, conjunctive adjuncts also appear regularly in speeches. The occurrence of conjunctive adjunct means that the speakers can build connection among the clauses (Utama et al., 2024). Continuatives also appear on VHS 1, VHS 2, and VHS 4. However, the number of continuatives is modest. This shows that the speakers are reluctant to alter the topic of their speech significantly. The examples of textual themes in the data analysis can be seen below:

VHS 2

Clause 11	Anyway,	I	'll just share
	Textual/ continuative Theme	Unmarked Topical	Rheme
Clause 23	However,	I	do think
	Textual/ conjunctive adjunct Theme	Unmarked Topical	Rheme

VHS 3

	because	he	usually talked
Clause 5	Textual/ structural conjunction	Unmarked Topical	Rheme
	Theme		

From clause 11 in VHS 2, it can be depicted that ‘anyway’ is a continuative. It signals a new move of the clause. Therefore, it is labeled as a textual theme. Furthermore, conjunction ‘however’ in clause 23 shows that it is a conjunctive adjunct. It relates to the previous clause. On the other hand, clause 5 in VHS 3 employs ‘because’ as a structural conjunction that connects the clause with another clause in the text. Both conjunctions (‘however’ and ‘because’) are considered textual themes.

Based on the analysis above, the realization of textual themes in speeches shows that the speaker can connect the text's clauses. Thus, it builds coherence and cohesiveness of the text. It is in accordance with Forey, as cited in Mustika et al. (2021), who stated that textual theme is a significant way to show logical connections between the experiential content of the message in a text and help the reader understand it. The employment of conjunction and conjunctive adjuncts mainly dominated the textual theme of those four speeches. Butt et al (2012) also pointed out that the use of conjunction is to present dependent clauses that can enhance the arguments. Conjunctive adjuncts, moreover, may indicate the development of the discussion.

Interpersonal Theme in Students’ Speeches

An interpersonal theme is any interpersonal unit that comes before a topical theme. Here are the results of the realization of interpersonal themes in the speeches of vocational high school students at the Erlangga English Speech Contest 2021:

Table 5: The realization of interpersonal theme

Types of Textual Theme	VHS 1	VHS 2	VHS 3	VHS 4
Finite (Interrogative)	4 (7.3%)	–	2 (2.8%)	6 (5.6%)
Modal Adjunct	4 (7.3%)	6 (7.1%)	1 (1.4%)	4 (3.7%)
Vocative	3 (5.5%)	–	2 (2.8%)	1 (0.9%)
Total	11 (20%)	6 (7.1%)	5 (7.0%)	11 (10.3%)

Table 5 depicts that interpersonal themes appear mostly in VHS 1 and VHS 4 with 11 occurrences, VHS 2 with 6 occurrences, and VHS 3 with 5 occurrences. The examples of interpersonal themes in the analyzed data can be seen below:

VHS 1

	Ladies and gentlemen,	do	you	think
Clause 19	Interpersonal	Interpersonal	Unmarked Topical	Rheme
	Theme			
	Of course,	everyone	you	has different thoughts.
Clause 21	Interpersonal	Unmarked Topical	Unmarked Topical	Rheme
	Theme			

VHS 2

	Personally,	I	think there are a lot of benefits derived from this concept,	
Clause 21	Interpersonal	Unmarked Topical	Rheme	
	Theme			

VHS 4

	And	also	ignoring	think
Clause 56	Textual	Interpersonal	Unmarked Topical	Rheme
	Theme			

From the data above, it can be inferred that interpersonal units like ‘of course’ in clause 21 of VHS 1, ‘personally’ in clause 21 of VHS 2, and

'also' in clause 56 of VHS 4 are considered modal adjuncts in the form of mood adjunct. Meanwhile, in clause 19 of VHS 1, 'ladies and gentlemen' is deemed vocative since it functions to address the audience. The finite 'do' is also considered interpersonal in this clause since it precedes the topical theme.

Interpersonal themes also appear in speeches. However, there are not as many topical and textual themes. The rare use of interpersonal themes is reasonable. As cited in Yunita (2018), Eggins stated that interpersonal themes are commonly found in conversation. Although speech is a spoken language, it is usually prepared beforehand. The interpersonal theme found in the four speeches includes vocatives, modal adjuncts, WH- interrogative and finite in the interrogative. Of all types of interpersonal themes, modal adjuncts appear in all speeches. This occurrence indicates that the speakers tried to emphasize their attitude toward the topic of the speeches. Vocatives are also found in VHS 1, VHS 3, and VHS 4. This shows that the speakers tried to interact with the audience. Butt et al. (2012) stated that interpersonal theme is a sign of interaction between the speakers or the attitude the speaker is taking. The finites in interrogative are also found in almost all speeches. Finite in the interrogative clause can be classified as an interpersonal theme if it precedes the subject. This indicates that the speaker is demanding information (Bloor & Bloor, 2004; Butt et al., 2012).

Thematic Progression in Students' Speeches

The clauses should be linked to achieving coherence and cohesiveness in a speech. This clause connection can be seen through thematic progression. There are three types of thematic progression: reiteration, zig-zag, and multiple patterns. Here are the results of the realization of thematic progression in the speeches of vocational high school students at the Erlangga English Speech Contest 2021:

Table 6: The realization of thematic progression

Thematic Progression Pattern	VHS 1	VHS 2	VHS 3	VHS 4
Reiteration	29 (53.7%)	41 (60.3%)	45 (64.3%)	82 (77.4%)
Zig-zag	17 (31.5%)	19 (27.9%)	17 (24.3%)	17 (16.0%)
Multiple	8 (14.8%)	8 (11.8%)	8 (11.4%)	7 (6.6%)
Total Relations	54	68	70	106

Table 6 indicates that reiteration patterns were mostly employed in all speeches, followed by zig-zag and multiple patterns. The realization of all patterns indicates that speakers can develop and connect ideas among the clauses in their speeches. The examples of reiteration patterns in the analyzed data can be seen below:

VHS 4

Clause 6	Personally, I	Start
	Interpersonal Unmarked Topical Theme	Rheme
Clause 7	I	have a very simple request
	Unmarked Topical Theme	Rheme
Clause 8	Respectfully, I	am asking you to project me as your best friend.
	Interpersonal Unmarked Topical Theme	Rheme
Clause 6	Theme 6	Rheme 6
Clause 7	Theme 7	Rheme 7
Clause 8	Theme 8	Rheme 8

From the data above, it can be depicted that the speaker repeats the subject ‘I’ as the topical theme in clause 6, clause 7, and clause 8. Therefore, the reiteration pattern is employed. The following is an example of a zig-zag pattern in analyzed data:

Clause 10	and	I	force my thoughts
	Textual/ continuative	Unmarked Topical	Rheme
	Theme		
Clause 11	and	opinion	on this.
	Textual/structural conjunction	Unmarked Topical	Rheme
	Theme		
Clause 10	Theme 10	Rheme 10	
Clause 11	Theme 11	Rheme 11	

VHS 4

Clause 13	I	expect school to be my second home
	Unmarked Topical	Rheme
	Theme	
Clause 14	where	expect school to be my second home
	Unmarked Topical	Rheme
	Theme	
Clause 13	Theme 13	Rheme 13
Clause 14	Theme 14	Rheme 14

From the data above, it indicates that in VHS 2, the rheme of clause 10 'thoughts', becomes the theme of clause 11 'opinion'. This progression is linked through a structural conjunction 'and'. Furthermore, the realization of a zig-zag pattern is also occurring in VHS 4. The theme of clause 13, 'my second home,' is used as the theme in clause 18 by using 'where' as wh-relatives to replace 'my second home.' Lastly, the realization of multiple patterns can be seen in the example below:

VHS 1

Clause 8	Digital culture	consists of two words: digital and culture.	
	<u>Unmarked Topical Theme</u>	Rheme	
Clause 9	In sociology terms,	the word ‘culture’ refers to the custom or tradition, beliefs, arts, and etcetera in society life.	
	<u>Marked Topical Theme</u>	Rheme	
Clause 10	Meanwhile,	the word ‘digital’	refers to the devices contracted or working by the principle of electronics.
	<u>Textual Theme</u>	<u>Unmarked Topical Theme</u>	Rheme
Clause 8	Theme 8	Rheme 8	
Clause 9	Clause 9	Clause 9	
Clause 10	Clause 10	Clause 10	

From the data above, it can be seen in VHS 1 that the rheme of clause 8, ‘two words, digital and culture,’ become the theme of clauses 9 and 10. ‘Culture’ becomes the theme of clause 9, while ‘digital’ becomes the theme of clause 10. Therefore, the multiple pattern is employed in these clauses.

The data analysis above found that all three types of thematic progression are employed in speeches. Of all three types, the reiteration pattern is dominantly used in speeches. The occurrence of reiteration pattern is found in VHS 4 with 82 occurrences, VHS 3 with 45 occurrences, VHS 2 with 41 occurrences, and VHS 1 with 29 occurrences. The realization of the reiteration pattern signifies that the speakers want to stay focused on

the topic discussed in the speeches by repeating the theme of the clauses (Mustika et al., 2021; Sulastri, 2022).

The zig-zag patterns were the second most frequent thematic progression realized in speeches. This pattern appeared mostly in VHS 2 with 19 occurrences. Meanwhile, VHS 1, VHS 3, and VHS 4 show the same occurrence with 17 occurrences. This pattern indicates that the speakers can develop their ideas logically and create cohesion among the clauses in the text. This is also in line with the result of the previous studies conducted by several researchers who agreed that a zig-zag pattern is typically used in academic text, which shows that the writer can develop cohesion by presenting a new theme from the prior rheme (Devira et al., 2020; Mustika et al., 2021; Utama et al., 2024; Yunita, 2018).

The multiple pattern is the last type of thematic progression realized in speeches. This pattern only appeared rarely in speeches. The pattern is found in VHS 1, VHS 2, and VHS 3 with 8 occurrences. In VHS 4, moreover, this pattern appeared 7 times. The realization of multiple patterns implies that the speaker can develop the information in a rheme of a particular clause to become the theme of several following clauses (Paltridge, 2012). The low occurrence of multiple pattern can validate that Vocational High School students is not prepared academically since they focus on practical skill for preparing their job (Panditatwa & Hidayat, 2024). The realization of multiple patterns show the ability to deliver discourse academically (Haji, 2023).

However, some clauses are unanalyzed due to empty themes and grammatical inaccuracies. These unanalyzed clauses are found in VHS 4 by 3 times, VHS 2 by 2 times, then VHS 1 and VHS 3 by 1 time. The speaker seems to fail to address the theme in a few clauses. This makes the main information of the clause unidentified. Moreover, grammatical inaccuracies, such as the lack of use of conjunctions, pronouns, and WH-

relatives, become a problem in analyzing the theme of the clause. The grammatical inaccuracy in spoken language is commonly caused by first language interference and nervousness (Damaiyanti, 2021). The issue of grammatical inaccuracy has also been found in previous studies (Dewi & Kurniawan, 2018; Emilia et al., 2018; Utama et al., 2024). The failure in developing thematic progression was also found in the speeches, i.e., VHS 4 by 12 times of failure, VHS 2 and VHS 3 by 7 times of failure, and VHS 1 by 1 time of failure. This indicates that the speakers fail to develop their ideas through the previous clauses' theme or rheme. (Mustika et al., 2021) confirmed that the more unjointed the clause from a prior rheme or theme, the less coherent the text is.

Conclusion

Based on the findings above, it can be concluded that all types of themes occur in speeches. The topical theme becomes the most frequent theme that appears in speeches. It indicates that the speakers significantly use declarative clauses in their speeches. Textual and interpersonal themes are also realized in speeches. This means the speakers can build connection between clauses in speeches. Moreover, they also try to interact with the audience. In the case of thematic development, all three thematic progressions are realized. The reiteration pattern occurs dominantly in speeches, meaning the speakers focus on what they say by repeating the subject or main information of the clauses. However, this redundancy also shows the inability to deliver information academically. Grammatical errors are still found in the speeches, which lead to a few clauses being unanalyzed.

Understanding thematic progression can help teachers review their students' speeches. For speech competition judges, it is suggested that they use thematic progression as a criterion for assessing speech.

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