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Thematic Progression in Jack Ma Speech "We Never Give Up" and as an Alternate Source for Teaching Speaking

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ABSTRACT

This research mostly concentrated upon the thematic progression discovered on Jack Ma's speech "We Never Give Up". The current study attempts to identify thematic progression patterns on the speech, to show the most common sort of theme progression pattern found in the speech, to explained the thematic progression observe in the speech. The research design is Qualitative descriptive research. The research objective was Jack Ma's "We Never Give Up" speech. The data from the speech script formed the study's instruments. The discussions from study may conclude three kinds of thematic progression. There is a constant pattern with 136 findings, the zig-zag pattern with 14 findings, and a multiple pattern with 4 findings. The dominant type that being used in Jack Ma's speech is constant theme. The constant patterns can be implemented by using the prior clause's rheme as the theme in the subsequent sentence, whereas the pattern of constant theme is generally applying since it is relatively simple to employ by repeating themes from the previous clause, the split theme pattern may be involved by taking rheme for two themes, and the multiple theme patterns can be employed when developing the following clause using a theme as a topic. As an alternate source for teaching speaking, thematic progression helps the watcher to understand the message from the speech and the result from thematic progression will provide information to the watcher.

Keywords: Jack Ma speech; teaching speaking; thematic progression; theme-rheme

INTRODUCTION

There are two prominent spots in an English clause: the beginning (Theme) and the conclusion (Rheme). The beginning of the word carries information that connects the clause to what has come before it. This information is found in the clause initial nominal group. As stated in Halliday & Matthiessen (2004), the theme is the element which serves as the starting-point for the message: it is what the clause is going to be about. The theme of a clause often involves common, or given, information that is information that has already been mentioned somewhere in the text or is familiar from the context. Meanwhile, rheme is defined as the component of the sentence that promotes the theme. The rheme typically contains unusual or fresh information. The rhemes identification criteria are easy to understand, everything that is not the theme is the rheme. As a result, once you have to identify the theme in a phrase, you also found the rheme after.

The theory from Eggins (2004) indicates that a sentence or a clause is composed of a theme and rheme, with the Theme serving as the initial point of a clause informing readers what information is to follow, and the rheme serving as the consequent or remaining

component of a clause that forms the entirety of a sentence following the theme. Thus, Rheme in the above sentence is "is not for sale" and serves as a subject expansion. Scholars use several methods to categorize and name the evolution of a text in order to examine its thematic progression.

Text, based on Halliday (2004), is any occurrence of language in any form of communication that makes sense to someone who knows the language. Further, Partidge (2012) & Linda et al. (2017) identified three forms of thematic progression patterns: theme reiteration/constant theme pattern, zigzag linear theme pattern, and multiple theme/split rheme pattern. A solid comprehension of thematic evolution. Regarding the process of thematic progression finding the researcher will use it for teaching speaking. The result of the data can be an example for teaching speaking in the classroom. Students who study thematic progression are capable of conceive the languages meaning in sentences, hence this method of teaching teaches language's meaning in sentences. The meaning itself could have a social significance. It refers to the relationship between language-using individuals. By this research the watcher being aware of the increase on speaking students' ability to comprehend the sentence clause.

The previous studies revealed that after studying recount text using thematic progression method, their speaking competence were increased (Lewier, 2020; Mahastu et al, 2022; Simamora et al., 2019). It is important of students to know how to enhance their speaking skills in order to fully understand recount material by understanding the meaning. For translator, how a translator handles worldview gaps between the source and target language texts. The gaps in perspective can be discovered by studying each sentence selected by the translator. (Oktaviani, 2013). Other studies discussed about Systemic Functional Linguistics (hereafter SFL). According to (Feng & Espindola., 2013), SFL is a language theory concerned with the function of language in various settings. It specifies how languages differ to meet the needs of users. Halliday & Matthiessen (2004) underlined that SFL is the progression of systematic functional grammar, which was introduced in the 1960s. In addition, Maharani et al., (2022) discussed that language aids in interpreting what someone is attempting to communicate in a sentence. The linguistic structures we utilize are contained in Systemic Functional Grammar (hereafter SFG). The emphasis of SFG is on the examination of text and meaning through the implementation of words (Kuswoyo, 2016).

There are many definitions of theme-rheme according to the experts. The issue that is spoken is referred to as a theme by Gerot & Wignell (1994). Rheme is concerned with what is spoken, meanwhile, theme also indicates where the communication begins and where it is leading. Previous studies by Nadilla (2020), Teich (1999), & Rahmawati (2016) confirmed that theme is a specific aspect of the clause that gives a specific interpretive context. Conforming to thematic progression in nursing students written text, thematic progression plays a significant function because the development of ideas may be seen. These researchers suggested that the professor and students examine the students' ability to produce qualified spoken and written content that can fulfill communicative competence. Rheme is the development of a theme that explains the theme's purpose. Meanwhile, according to Halliday and Matthiessen (2004), a theme is the first component of the message that acts as a beginning point for the message and tells what the clause is about. The clause in which the theme is developed includes rheme. Where it provides new or unusual facts on the theme. As a result, topic and rheme are typically constrained. The theme states the topic in the clause as well, and it is supplemented by new specific information known as the rheme.

The study of thematic progression from Hawes (2015) stated that the familiarization with subject evolution in tabloids and broadsheets, respectively, an overview of a spectrum of progression from formal to informal should be provided. Additionally, the teaching thematic

progression pattern by Los, n.d., (2003). The examination of thematic progression in student writing Syharizal et al., (2018). They explored another purpose of speech is not only to convey a statement or words but also can give an effect or invite the listener to do something and have the benefit of the delivery.

Based on Ardhiani et al., (2021), the general objective of the speech is to communicate, and that in order to successfully transmit the message discussion. Speaking is more than just making sounds or saying words; it is a tool for communicating thoughts that have been prepared and developed in response to the demands of the speaker or listeners. Students should be exposed to actual activities that make use of language as a tool for communication. It also elaborated by Rahmawati & Kurniawan, (2017) the study of thematic progression analysis in Indonesian EFL Students' thesis abstract. It shows the use of constant theme patterns, which makes their writing well-arranged. The use of theme-rheme and thematic progression in speech and its translation by Oktaviani, et al. (2013). Further, the theme and rheme analysis and politeness as a discourse analysis by Rahardjo et al., (2021). One of the theories employed in this study by Halliday (2014) and the established thematic progression theory Paltridge (2006) is thematic structure theory. The personality of a message within a clause is defined as the thematic structure. It was divided into two parts: theme and rheme. The theme is a section of the sentence that serves the message's purpose, whereas the rheme is a section of the clause that contains the amended section of the theme. Simple theme and multiple themes were the two form of themes. Furthermore, the research was done by (Domínguez et al., 2020) the theme pro as a toolkit for the analysis of thematic progression. The use of theme-rheme analysis and thematic progression in speech. The study made speech have been developed cohesively.

Speaking is an important part of learning English because it offers you to explain and distribute meaning to people clearly. As stated in the research Oktaviyani et al., (2022), speaking is an important verbal communication skill for students of all levels to learn; speaking helps convey meaning in brief chats, dialogues, and speeches, and it may also be utilized to express students' thoughts, opinions, and ideas. According to Ardhiani et al., (2021), speaking is a highly essential skill that must be acquired because communicating makes it easier to communicate with participants.

With this backdrop in mind, this research mostly concentrated upon the thematic progression discovered on Jack Ma's speech "We Never Give Up". The current study attempts to identify thematic progression patterns on the speech, to show the most common sort of theme progression pattern found in the speech, to explained the thematic progression observe in the speech.

METHODOLOGY

The researchers employed a qualitative descriptive analysis method in this analysis, which involves gathering data and examining an object before describing it. According to Creswell (2014), the qualitative descriptive approach was used to characterize occurrences saw on a daily basis in this analysis, the researchers employed Jack Ma's speech We Never Give Up. The goal of this descriptive study was to examine the thematic progression found in Jack Ma's "We Never Give Up" speech.

The research concentrated on the theme proceed in Jack Ma's speech "We Never Give Up". The research was classified as qualitative because the data was presented in the form of words rather than numbers. In this research, the researchers extracted information from the data before examining it. The examination of thematic progressions in students' speeches is

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designed to reveal a text's cohesion and coherence. Eggins (1994) theory of thematic progressions was used to conduct the analysis. Furthermore, the researchers used Bloor & Bloor's (2004) supplementary theory to strengthen the analysis. The thematic progression was discovered by the researchers. The research concentrated on the theme proceed in Jack Ma's online video speech "We Never Give Up". The data was reviewed by the researchers. In the end, the researchers interpreted the data's findings. The researchers' instrument was the researchers, who became the one who conducted the research. The researchers analyzed from the start, collecting data and interpreting it.

RESULT AND DISCUSSION

Based on this theory, three major patterns of thematic progressions are investigated: reiteration (constant), zigzag (linear), and multiple (split).
a. Thematic progression: constant theme
Here is the constant theme found in the Jack Ma's speech. There are some findings according to the data. The table below provided more specific information.
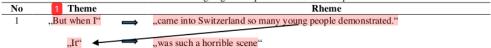
TABLE 1. Constant theme pattern on Jack Ma's speech

No	Theme	Rheme	Total
1.	„I"	„is been a long break for 7 years"	45
2.	„I"	„was coming for the year 2001 for the "Young Global Leader for tomorrow"	70
3.	„We"	„can never win the world by talking"	17
4.	„You"	„want to go university"	4

According to Table 1, thematic progression found 136 sentences constant theme. Constant theme itself explains the patterns of the theme into rheme, which is constant/linear every sentence has a different topic. The usage of the constant and linear thematic progression is the thematic patterns in the majority of the abstracts used as samples in this study. From the finding, we can count that the most dominant subject is "I" on the thematic progression: constant theme. The total findings of "I" is 70 words in the Jack Ma's speech. Then, the next finding is the use of "we", there are 17 words that use we. Followed by the use of "it" with the total findings of 5 words. The use of the word "you" with total 4 findings. Next the words "this" with the total finding 3 words. From the finding, Thematic progression findings in this research can be seen. The data showed that 136 sentences are the result of the constant theme patters. The constant theme explains the themes pattern into rheme, which is constant/linear. Each sentence is about a separate issue. The use of constant and linear thematic progression is the majority of the abstracts determined as samples in this study have a common subject.
b. Thematic zig-zag/linear theme
Here is the zig-zag/linear theme found in the Jack Ma's speech. There are some findings according to the data. The detailed information was explained in the table below.

TABLE 2. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
1	„But when I"	„came into Switzerland so many young people demonstrated."
	„It"	„was such a horrible scene"

The pattern in Table 2 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("came into Switzerland so many young people demonstrated") and theme 2 ("It") which is signaled by discussing the demonstrated in Switzerland.

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TABLE 3. Zig-zag theme pattern on Jack Ma's speech

No	Theme		Rheme
2	„There"	⟶	„is only one middle school that lasts only one year."
	„It"	⟵	„was changed from primary school to middle school because our graduates of our school"

The pattern in Table 3 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("is only one middle school that lasts only one year") and theme 2 ("It") which is signaled by discussing the change of middle school.

TABLE 4. Zig-zag theme pattern on Jack Ma's speech

No	Theme		Rheme
3	„They"	⟶	„Said anti –globalization"
	„Globalization"	⟵	„is a great thing"

The pattern in Table 4 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("Said anti – globalization") and theme 2 ("Globalization") which is signaled by discussing the globalization issue.

TABLE 5. Zig-zag theme pattern on Jack Ma's speech

No	Theme		Rheme
4	„I"	⟶	„Want people to see and know about Alibaba"
	„Because it"	⟵	„is already everywhere"

The pattern in Table 5 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("Want people to see and know about Alibaba") and theme 2 ("It") which is signaled by discussing the Alibaba start-up.

TABLE 6. Zig-zag theme pattern on Jack Ma's speech

No	Theme		Rheme
5	„This"	⟶	„is about my school story"
	„There"	⟵	„is an examination that young people have a dream"

The pattern in Table 6 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("is about my school story") and theme 2 ("there") which is signaled by discussing the speaker's school story.

TABLE 7. Zig-zag theme pattern on Jack Ma's speech

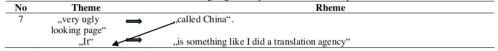| No	Theme		Rheme
6	„I"	⟶	„don't know whether U.S. Bank's still there or not"
	„But it"	⟵	„is a building"

The pattern in Table 7 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("don't know whether U.S Bank's still there or not") and theme 2 ("It") which is signaled by discussing the U.S bank building location.

TABLE 8. Zig-zag theme pattern on Jack Ma's speech

No	Theme		Rheme
7	„very ugly looking page"	⟶	„called China".
	„It"	⟵	„is something like I did a translation agency"

The pattern in Table 8 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("called China") and theme 2 ("It") which is signaled by discussing China.

TABLE 9. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
8	„We"	„are listed on there."
	„It"	„was so shocking."

The pattern in Table 9 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("are listed on there") and theme 2 ("It") which is signaled by discussing their list on the school.

TABLE 10. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
9	„I"	„ran down the street and asked 10, 20 people"
	„They"	„all know about Alibaba and the forty thieves and open sesame."

The pattern in Table 10 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("ran down the street and asked 10, 20 people") and theme 2 ("they") which is signaled by discussing about the people.

TABLE 11. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
10	„This idea"	„would love Davos because"
	„It"	„was a big decision."

The pattern in Table 11 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("would love Davos") and theme 2 ("It") which is signaled by discussing about the love Davos City.

TABLE 12. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
11	„I"	„Start to launch a payment system"
	„It"	„is against the financial legal laws."

The pattern in Table 12 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("start to launch a payment system") and theme 2 ("It") which is signaled by discussing about the payment system.

TABLE 13. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
12	„I"	„listened to a leadership discussion."
	„leadership"	„is about responsibility."

The pattern in Table 13 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("listened to a leadership discussion") and theme 2 ("leadership") which is signaled by discussing about the leadership.

TABLE 14. Zig-zag theme pattern on Jack Ma's speech

No	Theme	Rheme
13	„I"	„showed them around as a free tour guide"
	„And they"	„taught me English"

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The pattern in Table 14 represents certain connections between a sentence's rheme and the topic in the next clause of a text. The earliest connection among rheme 1 ("showed them around as a free tour guide") and theme 2 ("they") which is signaled by discussing about the tour guide.

There are 13 thematic zig-zag/linear themes based on the data table above. In this pattern, a component introduced in the rheme of a sentence contributes to the Theme of the following phrase. This pattern is commonly used by students, and here are some examples that feature the zig-zag pattern seen in Jack Ma's speech.

The zigzag/linear theme that observed in Jack Ma's speech. According to the data, there are 13 thematic zig-zag/linear themes, as shown in the data table above. In this kind of patterns, an element introduced in the rheme of a sentence is promoted to the the theme of the following phrase. This design is commonly used by students, and here are the examples that feature the zig-zag pattern observed in Jack Ma's speech.

This zig-zag pattern form topic, an element from the prior clause becomes the present clause's theme. A sentence's theme can be an outline of the majority of the previous phrase's material, and it makes a new point, which is a new rheme. Because of text appears flexible, this style helps increase the reader's or listener's interest in the next information.

c. Multiple theme/split theme

Here are the multiple/split themes found in the Jack Ma's speech. There are some findings according to the data. The detailed information was explained as follows.

TABLE 15. Multiple theme pattern on Jack Ma's speech

No	Theme	Rheme
1	„We"	„came all the way for two hours here."
	„There"	„is a machine gun."
	„There"	„is a people checking us."

There is some information based on the pattern showed in Table 15. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 ("there"), theme 3 ("there") refers to rheme 1, which refers to "the way for two hours here".

TABLE 16. Multiple theme pattern on Jack Ma's speech

No	Theme	Rheme
2	„We"	„think its like electricity"
	„Nobody think, it"	„is a high tech today"
	„This"	„is something that I don't know"

There is some information based on the pattern showed in Table 16. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 ("it"), theme 3 ("this") refers to rheme 1, which refers to "electricity".

TABLE 17. Multiple theme pattern on Jack Ma's speech

No	Theme	Rheme
3	„You"	„will never believe in Hangzhou, my city."
	„There"	„is only one middle school that last only one year."
	„It"	„was changed from primary school to middle school because our graduates of our school."
	„It"	„would become a middle school."

There is some information based on the pattern showed in Table 17. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 ("there"), theme 3 ("it"), theme 4 ("it") refers to rheme 1, which refers to the school that was in Hangzhou city.

TABLE 18. Multiple theme pattern on Jack Ma's speech

No	Theme		Rheme
4	„Jack, the name"	⟹	„was given by a lady in tennis."
	„She"	⟸	„is a tourist."
	„She"	⟹	„came here."
	„She"	⟸	„said came to Hangzhou."

There is some information based on the pattern showed in Table 16. In the first clause of this paragraph that can be delivered by a rheme. The information of theme 2 ("she"), theme 3 ("she"), theme 4 ("she") refers to rheme 1, which refers to "tennis lady".

According to the data findings above, there are 4 multiple/split themes in Jack Ma's speech. In this pattern, rheme is transformed into theme information in the subsequent sentences. The first clause of this paragraph contains some information that can be conveyed by a rheme based on the pattern. The message development in that approach provides different outlook than conventional forms of thematic patterns. There is a recurrence between rhemes (1), and (2). As well as between rhemes (4), and (5). Everything happens when the same term is repeated.

Thematic Progression Theory is a theory that commonly used for examining academic literature. Using the Thematic Progression Theories (An Analysis of Textual Metafuction in Thai EFL Student's Writing, Sudrutai Arunsirot 1, 2015) In accordance to the study, there are five theme difficulties detected in student's speaking, that involve the problems of an empty theme, a brand new theme, the misuse' steady growth, an empty rheme, and the problem of a confused selection of textual topic. Thematic Progression analysis can be used in teaching speaking to improve students' speaking skills.

Jack Ma's speech carries multiple/split theme. In this pattern, the theme of one clause introduces an immense number of distinct pieces of information, each of which is eventually taken up and formed a theme in subsequent clauses. According to data, there are four multiple/split themes on Jack Ma. The information in this pattern is in the subsequent sentences, the rheme is translated into topic information. The first clause of this paragraph contains some information that can be conveyed by a rheme based on the pattern. The message development This scheme offers a distinct perspective than conventional forms of thematic patterns. There a recurrence between rhemes (1) and (2), as well as between rhemes (4) and (5). It occurs when the same term is repeated.

According to the finding, the researchers can count that the most dominant "I" in the thematic progression is a constant theme with total findings of "I" 70 words in the Jack Ma speech. Then, the next finding is the use of "we", there are 17 words that use "we". Followed by the use of "it" with the total findings are 5 words. The use of the word "you" with a total of 4 findings. Next the word "this" with a total finding 3 words. The total number of findings on the constant theme is 136 findings.

Further data based on the data findings here is the dominant result from the speech Jack Ma "Never Give Up". These three thematic progressions found the constant theme pattern, zig-zag theme pattern, and multiple/split theme pattern.

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TABLE 19. Total theme pattern on Jack Ma's speech

No	Types of Thematic Progression patterns	Total
1	Constant theme pattern	136
2	Zig-zag theme pattern	13
3	Multiple/split theme pattern	4
	Total	153

Based on the data from Table 19, the thematic progression finding according to the Jack Ma's speech can be seen by the researchers. A constant theme is the major form of thematic progression used in Jack Ma's speech. The total number of findings on the constant theme is 136 findings. Then the next finding is the zig-zag theme with a total finding of 13 zig-zag. The last one is the multiple theme findings with a total of 4 data.

The finding from the thematic progression can be used for teaching speaking. It can be one of the alternatives that the students have new activities with the thematic progression, especially in the way to speaking skills. The students will be more familiar with the English pattern that was used for the daily conversation.

According to this research, after studying the theme development, students may be able to communicate more efficiently and clearly. The students tend to use the right thematic progression to make the conversation more attractive. The students have their own words to use when interacting with their friends and the structure of thematic progression is a marker of identity in their conversation style. Then, the students could answer the right pattern correctly. It shows that they understand the thematic progression very well.

By learning the thematic progression students can get access to English patterns well. Students can use the right structure to make a good speaking skill clear meaning. It also improves in understanding normal conversation and communicating with English speakers. Thematic progression might be stimulating in order to make teaching structures to students more interesting.

CONCLUSION AND RECOMMENDATION

The summary might indicate that there are 3 forms of thematic progression. There is a constant theme pattern with 51 discoveries, a zig-zag theme pattern with 14 discoveries, and a multiple theme pattern with 4 discoveries. The dominant type of thematic progression being used in *Jack Ma*'s speech is a constant theme. The constant theme pattern is widely used by taking the rheme from the previous clause to serve as the theme in the following clause, the split theme pattern can be applied by taking rheme for two themes, and the multiple theme patterns can be used to build the following clause by using a theme as a topic. Recognizing that most of the examples appear fragmented due to a lack of thematic patterns, this may suggest the difficulty people deal with while speaking abstracts. The challenge that they are likely to face is determining how to write a coherent abstract and build an adequate logical connection between sentences in their speaking. Students may also have difficulty speaking abstracts due to the limitation on the number of words in delivering an abstract. The thematic progression helped the students to improve their speaking ability to have good spoken skills. Although employing a theme progression is another method of text development. Thematic progression describes how the presence of a theme in the text progresses. As a result, the flow of information in the text will be clear. As stated by (Paltridge, 2006), "there are three frequent patterns in the progression of the text: a consistent theme, a linear theme, and a divided rheme". Constant theme progression is indicated by inserting the clause's theme into the next starting clause. The linear theme pattern is indicated by placing the rheme1 at the

beginning of the next clause. "A split rheme is one that has several types of information that are transformed into a theme in the subsequent clauses" (Yanthi & Umiyati, 2018).

Jack Ma's speech can be used as an alternate teaching material that can develop the students speaking patterns. This is also supported by the theories that have been implemented by the expert. Thematic structure theory (Halliday, 2014) and thematic progression theory (Johns et al., 2006) are two theories used in this research. Thematic structure is defined as the personality of a message beneath a clause. The theme is part of the clause that serves the message's point. the rheme, on the other hand, is component of the clause that gives an expanded version of the theme. Themes are classified into two types: simple themes and multiple themes. A simple theme is one that has only one structural element, however multiple theme patterns has more than one structural element. It contains textual meanings that describe how experiencing and interpersonal meanings are ordered in a linear and cohesive method. Thematic progression helps a text's cohesive development and results in a coherent entire text. Eggins (1994) distinguishes three types of thematic progression. They are re-iteration, zig-zag, and multiple themes.

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