








Discourse Analysis of Thematic Structure: SEVENTEEN JOSHUA's Speech in UNESCO Youth Forum

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ARTICLE INFO	ABSTRACT
Article history: Received Accepted	<p>This study aimed to find the underlying messages in SEVENTEEN Joshua's Speech in UNESCO Youth Forum through a textual metafunction analysis on the thematic structure. SEVENTEEN, a global K-Pop boy band, was chosen to deliver a speech as the representation of youth in UNESCO Youth Forum in Paris last 2023. This research used a descriptive-qualitative method, Halliday's textual metafunction and Leech's thematic meaning theories. Based on the findings, JOSHUA, the American member of SEVENTEEN, used a lot of unmarked themes in highlighting the group's effort and dedication in promoting education. Meanwhile, most of the marked themes were used to highlight their long-lasting and consistent contribution to UNESCO. Therefore, this research concluded that JOSHUA made SEVENTEEN as the 'main character' in his speech.</p>
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INTRODUCTION

SFL is a method for examining how language operates or serves in facilitating communication, as suggested by Halliday and Matthiessen (2014). The interaction between text and context is also emphasized in SFL. SFL is a technique for examining a text at various levels, including lexicon-grammatical aspects, text organization, and discourse. Meaning can also be uncovered. Moreover, SFL focuses on the meaning conveyed by the speaker (Kuswoyo et al, 2021). These meanings encompass interpersonal, textual, and ideational dimensions. Halliday (1994) formulated a theory regarding the essential functions of language, identifying three primary meta-functions: ideational, interpersonal, and textual in his examination of lexicogrammar. Each of the three meta functions pertains to a distinct aspect of the world and addresses a different mode of meaning in clauses.

According to Halliday (1978) since the mirror reflects the internal and external world of the phenomenon, its representation can capture the form of “content”, or “meaning of experience”. As a result, the so-called transitivity of the linguistic system reflects it. The linguistic transitivity system, which is considered as ongoing processes (relations, events, states, and material activities), represents the consciousness of the internal world derived from the knowledge of a person's external world. Material, mental, relational, behavioral, linguistic, and existential processes are all involved. The relationship between participants in a particular speech event is the second focus. Given the possible meanings conveyed in their language, the participants, the addresser and the addressed person may have a close interpersonal relationship, a deep closeness, or a distant relationship.

Language becomes very important for the development of individual interpersonal relationships (Darong, H. C., & Jelimun, M. O., 2022). Grammatically speaking, sentences in a text are communication tools that express speech-role relationships and are interpreted as language messages. Since the message is related to the contextual components of language use, it can be found both intrinsically and extrinsically. The thematic organization of ideas or structure, which consists of the theme and Rheme of the sentence, represents this function of language, also known as the textual function. According to Halliday, each phrase expresses a message that is divided into two parts: usually the theme, which appears first, and the Rheme, which appears last. The given information and the Rheme, the new information, are often delimited by the theme (1994). This shows that the topic and theme, on which the sentence relies for contextual direction, are in the first position in the clause.

The study of how language arranges messages within texts is the focus of Systemic Functional Linguistics (SFL), which includes textual metafunction analysis. The textual metafunction is essential to good communication because it guarantees that messages are organized in a cohesive and logical manner. Coherence is the logical relationship between concepts, whereas cohesion is the degree to which various textual elements are linguistically connected. A well-

organized text improves comprehension by making it easier for readers to follow the author's argument or story.

The primary theoretical tool is the textual metafunction. Concerned with sentences as messages, the textual metafunction examines the verbal world, particularly the information flow within a text. a distinct type of structure made up of a separate set of elements is revealed by analyzing a sentence in each metafunction. The textual function serves as the main source for theme and rheme. Halliday (1985) defined the theme structure as the fundamental way that a clause in a text serves as a message. This means the theme and topic, which provide the clause's context-based guidance, are in the first place of the clause.

The theme acts as "the beginning of the text", providing a framework for how the message should be interpreted, states Fries (1995). The effectiveness of themes as a tool for text interpretation has been the subject of theories based on these two features. In addition to functioning at the local level, where it indicates the order in which the author has chosen to present information within the clause, the theme is a tool for structuring meanings that also helps to organize the information flow in ways that influence the overall interpretation of the text (Martin J. R., 1992). Rheme is only defined as the last segment that develops the theme (Wang, 2007). It clarifies the author's points in regard to the topic. Usually, it includes novel or uncommon information that the writers like their readers to be aware of.

A topical Theme is the first place where experiences in the clause begin, experiences being either participant, circumstance, or process. The first experiential element encoded in a message is a circumstance, an adverbial group, or a prepositional phrase. In these cases, the circumstance signals the point of departure for the experiences in the message. Additionally, an entire nominal group can also serve as a topical Theme. According to SFL researchers, the rule is to identify only one topical Theme per clause, and the thematic potential of an English clause is not considered exhausted until reaching the end of the topical Theme (Butt et al., 2000). This means that if the clause begins with a textual or interpersonal Theme, analysis of Theme must continue until reaching a topical element. Once a topical constituent identified, all remaining constituents consigned to the role of Rheme.

The topical theme is where the actual significance of a clause begins. It is expressed by the subject or another noun group, adverbial group, or prepositional phrase. Topical themes can also be separated into two types: unmarked and marked themes. Sometimes all three types of themes are provided in the same clause. In this situation, the clause contains many themes, which are a combination of textual, interpersonal, and topical themes; alternatively, it is referred to as simple themes when the clause simply contains topical themes. According to Halliday (1985), themes are classified into two subtypes: simple themes and many themes. As a result, there are four varieties of Theme connected to unmarked and marked Themes: simple unmarked Theme (SUT), simple marked Theme (SMT), multiple unmarked Theme (MUT), and multiple marked Theme (MMT).

The unmarked theme is the most frequent them. Theme is either a notional group or a subject. The unmarked theme is "an element that occupies the point of departure position of the clause and conflates with the grammatical subject" (Halliday, 1994: 44). Unmarked topical Theme is a nominal group, nominal group complex, or nominal embedded clause that serves as the subject of a clause. The term unmarked indicates that the subject of a phrase frequently serves as the topical Theme.

A marked theme is a distinct and noticeable theme, such as a prepositional phrase or an adverbial group. A higher number of indicated Themes might suggest the writer's level of control

and ability in directing readers' attention to a text's development and arrangement (Thompson, 1996; Halliday and Hasan, 1989). The marked topic is "an element other than occupies the point of departure position of the clause but does not conflate with the grammatical subject" (Halliday, 1994:44). A marked topical theme is a complement, event, or prepositional phrase that serves as the beginning of a clause but not as its subject. The term highlighted signifies that it is unusual that the beginning point of a sentence is not subject to a clause that functions as the topical theme.

Thematic meaning is a study of meaning based on the placement of words (G. Leech, 2016). Different placement of words means different highlighted meanings. For example, the sentence (a) "I will go to school tomorrow." And (b) "Tomorrow, I will go to school." Answer different questions. Sentence (a) focused on answering the question where, and sentence (b) focused on answering the question when. In order to be able to analyse the centre of sentence, only active sentences will be chosen as the main data. With the selected active sentences, the researcher was able to identify the major pattern used by the speakers and what question the speaker answered using the whole speech.

SEVENTEEN, a Korean boy group since 2015, has received worldwide attention through their music especially in 2022. Not only focusing on their music career, but SEVENTEEN has also set a remarkable contribution to the importance of education throughout the years. In 2022, the collaboration between Korean National Commission for UNESCO (KNCU) and SEVENTEEN received UNESCO's attention, which led them up to deliver a motivational speech for the Youth Forum in Paris last year, November 2023. The members take turns to deliver their own speeches, but JOSHUA's speech which was delivered using fluent English has attracted the researcher's interest because JOSHUA seems to use a specific sentence pattern in delivering his speech. This study aims to reveal the figures and phenomena that JOSHUA wants to highlight in his speech and what question he actually intended to answer by the way he arranged the speech. JOSHUA was chosen as the object of study because of his ability to arrange and deliver speech as an English native speaker.

There are several previous researches discussing discourse analysis of thematic structure, the first previous study was thesis, entitled "Discourse Analysis of Theme Development Patterns Found in 'Opinion' Articles in the Jakarta Post Newspaper", was written by Siti Muthoharoh (2014). Finding theme development patterns in "opinion" articles in the Jakarta Post newspaper is the purpose of this study. These articles were chosen as data sources because of their text structure, which conveys utterances that can be studied using discourse analysis, and their theme development patterns. The researcher found applications of each pattern in this study: Simple Linear, Constant Thematic Progression, Theme derived thematic progression, and Split Rheme.

The second previous study, "A DISCOURSE ANALYSIS ON THEMATIC PROGRESSION PATTERNS FOUND IN THE SPEECH TEXT BY UK PRIME MINISTER BORIS JOHNSON", used Partridge's approach to categorize themes into three strands: textual, interpersonal, and multiple themes. To examine how the theme structure supports textual coherence, this study concentrated on the thematic development of Boris Johnson's speeches. The research looks at the different kinds of theme development that Boris Johnson uses in his speeches.

Lastly, Damayanti, Ambarini, and Shopia (2021) conducted a study entitled "Analyzing Thematic Structures in Queen Elizabeth II's Christmas Speeches". This study examined the linguistic meaning and thematic structure of Queen's for Christmast Speeches. According to the study, topical topics were the most frequently used, followed by textual themes and a negligible number of

interpersonal themes. Simple linear progressions, stable progressions, and divided Rheme patterns are some of the thematic progression patterns identified in the study.

Despite all the discussion mentioned previously, researchers realized that there is no discussion specifically analyzing K-Pop idols representing youth in international forums and their arrangement of words. Researchers also realized that this research might not represent the speaker personally because it is research done based on linguistic approach. Therefore, researchers focus on looking deeper into SEVENTEEN's JOSHUA speech in UNESCO Youth Forum based on his word arrangement using thematic structure in research entitled "**Discourse Analysis of Thematic Structure: SEVENTEEN Joshua's Speech in UNESCO Youth Forum**".

METHOD

This research is conducted using the descriptive-qualitative method and guided by Types of Meaning theory from Geoffrey Leech (2016). Qualitative techniques for the data in research which is completed in the form of documents or electronic communication are used to find patterns and discover the importance of the study (Bogdan & Biklen, n.d.). Descriptive-qualitative method means that the researcher took data from the source and grouped the data suitable for the analysis which will be explained in a descriptive way to create understanding for readers.

Data Source

In research, the data source was taken from an online streaming platform, Youtube, specifically SEVENTEEN official channels. The speech delivered by JOSHUA orally was transferred to a written transcript as a group of dialogues and selected based on the suitable criteria. Textual metafunction deals with clauses and a theme is needed for the analysis, therefore, researchers only chose independent clauses as the data in this research.

Data Collection

The data collection process in this research consists of several steps. The following is an explanation of the activities: As the major data source, the researchers chose and downloaded Joshua SEVENTEEN's full speech in UNESCO Youth Forum (<https://youtu.be/inf7IiloLm0?si=i2uuv4OdTESVotuC>) Youtube video. The video was watched several times to analyze the way Joshua patternized his speech to manipulate the underlying messages he wants to deliver. After close listening by Joshua 's speech, the researchers analyze the written transcript using textual metafunction by Halliday (1985). The researchers categorized the textual metafunction, then interpreted the categories using the thematic structure, summed up the analysis and created a table to display the analysis. Finally, researchers provide the summarization of the highlighted parts in the speech in descriptive form.

FINDINGS

Based on the limitations set by researchers, there are 20 clauses used as the object of study, with most of them using unmarked themes. The lists of each analysis provided below:

1. Marked Theme

In this research, researchers found 6 clauses using marked themes as well as their interpretations.

- a. *After some years of sharing the fruits of our learning, growth, and achievement with the wider world, SEVENTEEN started a new chapter of giving back in August 2022.*

After some years of sharing the fruits of our learnings, growth, and achievement with the wider world, SEVENTEEN	started a new chapter of giving back in August 2022.
Theme (Time Circumstance)	Rheme

The theme in this clause consists of time circumstance and subject, which can be interpreted as an effort to highlight the fact that SEVENTEEN is an experienced group who went through years of processes to be recognized by the wider world before starting giving back in 2022. JOSHUA intends to highlight their previous experience more than their current activities. In short, this clause prioritizes the period of time spent by the group.

- b. Through the campaign, we seek to make young people, the ones who will be leading the future, be aware of the importance of education.*

Through the campaign, we	seek to make young people, the ones who will be leading the future, be aware of the importance of education.
Theme (Place Circumstance)	Rheme

The theme in this clause intends to highlight the functionality of the campaign as a platform for SEVENTEEN to reach out to young people, it is shown by how the clause includes a circumstance of place. This highlight indirectly means that without this campaign as a platform, SEVENTEEN's action will not be successfully achieved. The word 'we' refers to SEVENTEEN coming from previous clauses which are new clauses but linked to the previous reference.

- c. To support the campaign, we posted on our social media account using the hashtag #EducationCanChange and invited people to join in this conversation around education.*

To support the campaign, we	we posted on our social media account using the hashtag #EducationCanChange and invited people to join in this conversation around education.
Theme (Cause Circumstance)	Rheme

The theme in this clause is intended to highlight the reason behind the support that SEVENTEEN have given to the campaign and their contribution in the campaign by how the speaker arranges to put circumstance of cause in the beginning of the clause. This indirectly points out that SEVENTEEN posted on their social media only to show support for the campaign.

- d. Going forward, we plan to improve educational infrastructure in the least developed countries by building schools.*

Going forward, we	plan to improve educational infrastructure in the least developed countries by building schools.
Theme (Extent Circumstance)	Rheme

The theme in this clause intends to highlight the continuity of SEVENTEEN's contribution with no specific duration even though circumstance of extent is used as the beginning of the clause. The speaker indirectly means that SEVENTEEN will still continue taking part in the education campaign and they want people to keep following them.

- e. Now, we want to take on a greater share of the responsibility, reach even more regions and do even more.*

Now, we	want to take on a greater share of the responsibility, reach even more regions and do even more.
Theme (Time Circumstance)	Rheme

The theme includes the circumstance of time as its head, meaning that the speaker wants to highlight the time in doing the activities. This indirectly means that all of the activities planned will be done now and emphasize the importance of the time and the context for the sentence's main idea, which is the desire to enhance efforts, increase one's reach, and assume greater responsibilities.

- f. Just as if it did for SEVENTEEN, education can change me.*

Just as if it did for SEVENTEEN, education	can change me.
Theme (Purpose Circumstance)	Rheme

The theme in this clause includes a circumstance of purpose by highlighting the impact of education for SEVENTEEN. This also indirectly emphasizes that education did change people's lives and therefore people should also prioritize education to achieve the intended purpose.

2. Unmarked Theme

Unmarked themes emphasize direct and clear information, usually putting more emphasis on the subject in front of the clause. In this research, researchers found 14 clauses with unmarked themes. 10 of the clauses identified used the same subject 'we' and the rest of them used slightly different subjects. Analysis and interpretation listed below:

- a. We began working with the Korean National Commission for UNESCO, the partnership that ultimately led us here today*

We	began working with the Korean National Commission for UNESCO, the partnership that ultimately led us here today.
Theme	Rheme

This clause is one of the clauses that used ‘we’ as the subjects, which highlights the speaker's collaboration with the Korean National Commission for UNESCO, and emphasizes the importance of teamwork in bringing about the current state of affairs. Most of the time, the speaker wanted people to notice that ‘we’ holds the most contribution in the campaign. This ‘we’ refers to the first sentence of the speech, SEVENTEEN.

b. SEVENTEEN launched this educational campaign last year with the KNCU

SEVENTEEN	launched this educational campaign last year with the KNCU
Theme	Rheme

The theme in this clause emphasizes SEVENTEEN's role in initiating the educational campaign, positioning them as the center focus of the message. Fundamentally, the rheme underline SEVENTEEN's participation in initiating an educational campaign alongside the KNCU, stressing their proactive role and the particular aspects of the initiative.

c. The campaign also supports growth through educational opportunities.

The campaign	also supports growth through educational opportunities.
Theme	Rheme

The theme highlights the role of the campaign as the platform who supports all the impacts which the campaign was mentioned earlier in the speech. This clause emphasizes the campaign's further role in promoting growth via chance education. It expands on the current knowledge regarding the campaign and offers a fresh viewpoint on its effects.

d. None of this would have been possible without our CARATs, who jumped into action to help the campaign

None of this	would have been possible without our CARATs, who jumped into action to help the campaign.
Theme	Rheme

The theme serves as a cliffhanger, alluding to the previous circumstance. It serves as the

captivating element that piques the interest regarding what "this" signifies. This clause emphasizes the significance of the CARATS' commitment. It recommends that without their activities, the result would have been distinctive. The theme-rheme structure, in this case, may be an effective instrument for passing on the centrality of the CARATS' association and their effect on the campaign.

- e. *Our campaign caught the attention of UNESCO headquarters, who then offered to work in collaboration with SEVENTEEN and the KNCU.*

Our campaign	caught the attention of UNESCO headquarters, who then offered to work in collaboration with SEVENTEEN and the KNCU.
Theme	Rheme

In this theme the speaker is signaling that the campaign is recognizable to the gathering of people. It's a known substance, a point of reference from which the sentence can department out, makes a sense of coherence and builds upon existing information. The topic who at that point advertised to work in collaboration with SEVENTEEN and the KNCU. It uncovers a surprising turn of occasions, the rheme highlighting the unforeseen collaboration with UNESCO. This structure successfully passes on the effect of the campaign and its capacity to pull in universal consideration.

CONCLUSION

This study related to SEVENTEEN's campaign shows the deliberate use of theme patterns to highlight their goals and efforts. To provide context and significance beyond the immediate subject, strategically marked themes were used to highlight factors such as time, location, cause, reach, and purpose. SEVENTEEN's journey, their reliance on platforms such as campaigns, the reasons behind their actions, and their continued dedication to education are all highlighted by these topics. Unmarked themes, on the other hand, emphasize directness and clarity, often using "we" as the subject to highlight SEVENTEEN's leadership position and collective identity. Through the use of marked and unmarked motifs, SEVENTEEN manages to strike a balance between clear communication and emotional connection. They effectively communicate their commitment to education and motivate their audience by using marked topics for depth and unmarked topics for attention.

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